

A Comparative Study of Public and Private Sector Education at Secondary School Level

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Abstract

The focus of this study was to compare the quality of education in public and private schools in Khyber Pakhtunkhwa (KP), Pakistan. The main objective of this research study was to conduct a comparative study of the quality of education in public and private secondary schools in Khyber Pakhtunkhwa. The study used quantitative research design. Further the population of the study was comprised of all public and private secondary schools of Khyber Pakhtunkhwa, which was delimited to three districts that is District Swat, Buner and Shangla where the total number of the population was 911 teachers. The sample was consisted of total six hundred and two (602) participants taken from both public and private schools (285 participants from public sector and 317 participants from private sector) through stratified random sampling techniques. The collected data were tabulated, analyzed and interpreted by using t-test. From the analysis of the study, it was found that the private schools having young and energetic qualified staff, and good academic management as compared to public sector schools. Furthermore, private schools have more qualified staff as compared to public schools. It was also found that public schools had better physical facilities as compared to private schools. With regards to job satisfaction, it was found that government school teachers were very much satisfied with their job as compared to private school teachers.

Keywords: public, private schools, quality education, teacher, secondary schools

Introduction

Most of the developed countries provided minimal or free education to their residents. Worldwide, approximately 92% of primary school students enroll and 72% of secondary school students enrolled in public schools. Due to the recently rising fiscal restrictions, many countries have publicly restricted free education. This shift has a big problem especially in poor countries that expect his education to increase significantly in the coming years (Lockheed et, al, 1994).

Likewise, it's a fact that education for developing countries and under-developed countries is more important as compared to the

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developed countries, because, they need to support their economy through education (Blankespoor, et al, 2010). On the same analogy, Pakistan is also striving for the education of its masses, therefore, Pakistan has adopted different mechanisms in education, and different experiments have been made for the purpose of enhancing quality education. Some of the most recent developments in this regarding, include, the IMU, external assessment mechanism, establishment of schools' colleges, and universities, recruitment of teachers following the latest teachers hiring policy in KP etc. (Kayani, 2017; Hanushek, 2013).

From the perspective of school education, along with public schools' private sector is also performing a crucial role in the education of general masses. According the Educational Statistics (2018) nearly 38% students of school age are enrolled in private, this huge contribution in the field of education from private sector with government of Pakistan. However, there is enough debates on the role of private sector education, as there are different private sector schools following different nature of vision, mission and objectives, that leads towards different types of curriculum. These mechanism leads towards different complications which a big challenge and therefore, the current government is working on single nature curriculum (Latif, 2009).

On the other hand, quality education is also a huge concern in this regard, which is satisfied through multiple measures by the government. These measures include; tide supervision of government on the fee structure of schools, provider of learning facilities to the learners, welfare activities for the teaching staff of the private schools, school inspections by different authorities, school audit etc. government of Pakistan has established private school regularity for the above-mentioned purposes where enough representation have been given to all the stakeholders (Afridi, 2018).

Apart from these, some obligations have been put on the school principals for maintaining standard of education. In this regard, teachers' professional trainings have been introduced, to ensure the knowledge, skills and behaviors development of learners. As it is indispensable that the standard of education becomes an important solution to improve its standard in a country. It is very helpful to ask a few questions and reflect on your disposition. Therefore, the present research is directed to differentiate the quality of education in private and public institutes (Troyna& Carrington, 2011).

That is why this research was designed, and undertaken to compares the standard of education in private, and public sector education institutions. The study also investigated physical facilities provided in the private and public education system. A teaching and

learning environment are essential to achieve our educational goal. This study also compared teaching, and learning environments both in the public, and private education systems.

Research Objective

Based on the above discussions, the following research objectives were formulated;

1. To investigate the quality of education of private sector schools in Khyber Pakhtunkhwa
2. To measure the quality of public sector schools in Khyber Pakhtunkhwa
3. To measure the differences between public and private secondary schools of Khyber Pakhtunkhwa

Hypothesis

Ho: There in no significant difference of private school and public-school teacher responses regarding quality of education

Literature Review

School organization is one of the most powerful catalysts that provides the human with a mental, physical, ideological and moral formation so the human being is fully aware of his mission, the purpose of his life, and prepares him to achieve his purpose. It is a tool for the spiritual nature of the material realization of the human body. In response to Islamic perception, education is one of the tools to protect individual attitudes in line with value of justice and to made strong Islamic society (Government of Pakistan, 1978).
Educational System of Pakistan

	<u>Level</u>	<u>Schooling</u>	<u>Age</u>
1.	Primary	Five years	5-9 years
2.	Middle	Three	10-13
3.	Secondary	Two	14-15]
4.	Higher Secondary/Intermediate	Two	16-17
5.	Higher (College)	Two	18-19
6.	Higher (University)	Two to Five	20, and above

Importance of Secondary Education

Secondary education (grade 9-12) is an integral part of the overall educational system. Furthermore, it provides the average

workforce for the economy; also, it serves as a source of income for the institutions. Higher education, from which highly qualified professionals in many fields are expected, hinge on the standard of secondary education. Consequently, this level of education must be redesigned in order to prepare young men and women for further training and prepare them to adapt meaningful and productive skills and prepare them for to their practical lives (Memon, 2007).

High school is a phase in which a student enter juvenescence. The most important phase of life. It is this stage when the behavior of the teenager is being refined. Therefore, four year of secondary education provides an excellent opportunity for an educator to implement and design a program that familiarize student with the correct behaviors and attitude. Earlier, secondary education has not attracted any attention in term of investment and participation. The persistent problem of legacy and illiteracy of backwardness in technology and science have forced governments to prioritize these areas (Baumann, & Winzar, 2016).

Technical, Vocational and Scientific Aspects of Secondary Education

People have always tried to improve their living conditions. They faced many obstacles in this world at the initial stage and will continue to face them afterwards. They had to work hard to meet life's demands, which constantly change over time (Boateng, 2012).

It is necessary to generate a scientific perspective in educational institutions to advance in the discovery of secrets in the field of technology. We can use borrowed technology, but we cannot depend on its indefinite Effort and it should be made in this area to achieve self-sufficiency. There is no escape. While science is taught as a subject in our elementary and middle schools, it is irritating to note that it is teach as a history subject rather than a subject of science. Therefore, we have not been able to attain the desire result from science education (Bagale, 2015).

Although some financial assistance has been made for the obtaining of scientific equipment, they are not enough. Quality control is also not checked with every purchase. Student can only watch science labs, but are never permissible to conduct experiments on their own due to a lack of chemical equipment. In Pakistan, the education system is largely examination orientate. You must be informed and career oriented. Besides having a highly expert workforce to deal with complex hitches of our day to day lives. It is also essential to employ a significant portion of the workforce in numerous professions in order to create a solid foundation for a workforce. Therefore, it is necessary to convert our educational institutions into semiprofessional

institutions, where vocational training can be offered from 4th to 10th grade.

Most women refuse to work outside the home for cultural reasons. The man has to cope with the economic hardships of the entire household. Non-participation is about 50% of the population, as well as the elderly and the disadvantaged, represented a serious setback for the Pakistani economy. If women are not empowered and encouraged to improve the country economically, Pakistan cannot achieve economic self-sufficiency (Mauch & Park, 2003). Therefore, it is suggested that all existing girl and boy institutes provide students with adequate technical and vocational training. In addition, short afternoon courses on several professions should be announced in selected institutes so that housewives can take advantage of them. Furthermore, the government should at least set up polytechnic institutes for men and women in all departments, so that they too have adequate technical training facilities.

Methodology

To conduct this research study, the researchers followed a survey descriptive methodology to understand the current situations of standard of education in public and private secondary school of KP. This methodology enabled the researchers to collect the first-hand data from the teachers of secondary schools in public and private sector. Furthermore, the study was delimited to three districts of KP that includes Swat, Shangla and Buner Districts in Khyber Pakhtunkhwa.

Research Design and Method

The overall nature of this study was quantitative; therefore, the researchers followed a quantitative research design. Furthermore, the quantitative data were collected from the sample of the study through a Likert scale questionnaire.

Target Population of the Study

District	Total Schools		Total Teachers	
	Public	Private	Public	Private
Swat	78	261	1300	2088
Buner	59	60	828	480
Shangla	42	36	555	284
Total	179	357	2683	2852

As mentioned earlier the population of this study was all public and private secondary school of Khyber Pakhtunkhwa, but the study was delimited to three districts of Malakand Division. Where the total number of schools was 179 public and 357 private, and there were

total 2683 teachers in public and 2852 teachers were included in the population of the study.

Sample Size of the Study

District	Sampled Schools		Sampled Teachers	
	Public	Private	Public	Private
Swat	15	48	112	188
Buner	12	12	103	87
Shangla	09	07	70	42
Total	36	67	285	317

The selection of sample size was made on the Morgen and Krejice (1978) table of sample size, according of that table the total sample size for this study was 602 respondents from public and private secondary schools. Furthermore, for the selection of the participants of the study stratified random sampling techniques was adopted for the study and efforts were made to ensure proper representations all the participants of each stratum.

Research Instruments

Questionnaire was developed for this study to collect the data from the sample group which was comprised of 42 items. These items were related to;

1. Academic management system,
2. Infrastructure/ physical facilities,
3. Teaching and learning
4. Job satisfaction
5. Teachers' commitment
6. Problem faced by teacher.

These six indicators were adopted for the measurement of the standard of education in public and private sector schools.

After the designing of the questionnaire, it was discussed with three PhD experts and four teachers two each from public and private sector schools and its content validity was ensured through expert opinion. Furthermore, the reliability co-efficient of the questionnaire was measured through polity which was conducted in 6 schools on 32 teachers and the overall reliability co-efficient of the questionnaire was .84 which is an acceptable range of reliability.

Data Collection

The researcher administered the questionnaires among 602 secondary school teachers both from public and private institutions for data collection for the current research work the response was 100%.

Data Analysis

After the collection of data, it was analysed through SPSS version 16 as it was a comparative study so an independents sample t-test was used to evaluate data.

Hypothesis Testing

Independent sample T test applies to test null hypotheses

Ho: There is no significant difference between public schoolteachers and private school teachers' responses regarding quality education (QE)

Table 1*Hypothesis Testing*

Variables	Schools	Means	F	T-Value	Significant
QE	Public	3.49	5.41	-4.67	0.00
	Private	3.70			

df = 600 n = 602 (Public School = 285, Private School= 317)

Table 1 shows result of the T test based on significant values of 5% significant value we reject null hypothesis as the significant value of 0.00 is less than 0.05, and conclude that a significant difference amongst private and public-school schools' teacher' responses regarding the quality education.

Major Findings

Table 1 show the result of the T test based on the significant value of 5% we reject null hypothesis as a significant value of 0.00 is less than 0.05, and conclude that there is a significant variance among private and public-school teacher' concerning quality of education. It means private school provides quality educations than public school.

The table also shows the output of the t-test which shows a significant value of 0.00 which is less than 5% or 0.05 based on this value we reject null hypothesis and concludes that there is significant

change among private and public-school teachers regarding academic management. It means private schools provide better academic management than public schools.

The result shows a significant value of 0.000 which is less than 0.05. Hereafter, reject null hypothesis and conclude that there is significant difference among private and public-school teachers' regarding physical facility. Its meaning that private school provides better physical facility than public school. Private and public schools in terms of teacher involvement. This means that private school offer better physical facility than public school.

The table shows the result regarding job satisfaction which depicts a significant value of 0.00 which are less than 0.05, and hence we reject null hypothesis and conclude that there a significant difference among private and public-school teacher' about job satisfaction. It means teacher in public schools is more satisfied than a teacher in private school.

Conclusions

It was concluded that both sectors public and private are striving for quality education but they follow different mechanisms to ensure quality education, however the overall performance of the private sector was outstanding in term of students' performances, resource management, and facilities for students and quality of instruction. Furthermore, the academic management system of private school was for better than public schools, the problems faced by teachers and satisfaction level at private school were overwhelming as compared to public school teachers.

Recommendations

Based on the conclusions it was recommended that government may take some initiative for the collaborative mechanism between public and private sector schools. They may also provide specific quota /seats in the capacity building trainings, and in-return the private schools may also concentrate on the quality teaching learning process along with the welfare aspect of teachers' community.

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