

**Comparative Analysis of Public and Private Educational Institutions:
A case Study of District Rajanpur**



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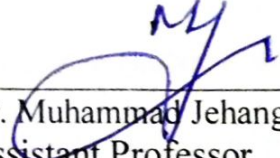


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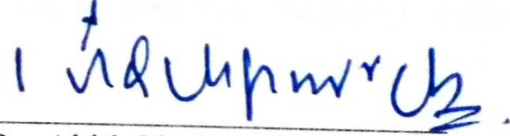
CERTIFICATE

This is to certify that this thesis entitled: **“Comparative analysis of public and private educational institutions: A case study of District Rajanpur”** submitted by Ms. Fazeela Aziz Baluch is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

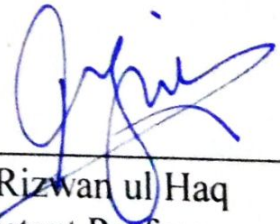
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ABSTRACT

Education is the key to enlighten the human being on the earth and is compulsory for males and females to get it for understanding and surviving in the world. This study mainly focuses on the comparative analysis of public and private educational institutions in district Rajanpur. It is unfortunate that public educational institutions provide lower quality education as compared to private educational institutions with minimal focus in the literature. Furthermore, the study also aims to recommend policies for the improvement of the quality of public education institutions to improve children's learning outcomes. For this purpose, we used qualitative data collection techniques such as: semi-structured interviews and focus group discussions. We collected data from students, teachers, principals and parents. The collected data was analyzed and summarized into themes and in tabular forms. The results show that there are vast differences in the quality of public and private schools. Results also show huge differences between public and private students' ability due to numerous factors that create differences. It is perceived that it is high time to revolutionize the public education provision to realize an equal education quality for children in public institutions. The public institutions remain incompetent and insincere and fails to provide quality education to their students. Some applicable recommendations have also been suggested to improve the quality education for public schools in district Rajanpur.

Key Words: Public educational Institutions, Private educational Institutions, Quality education, Education system, Development in education

CHAPTER ONE: INTRODUCTION

1.1 Background;

Education prepares people on psychological, physical, logical and moral fronts, to allow them to act judiciously in all spheres of life to enhance their wellbeing and the wellbeing of the society at large. It is an equipment for the huge advancement and also an ingredient of pleasure. Concerning teaching, it is an instrument that proliferates the frame of reference of the learner related to every single field and it bestows with the characteristic of magnificent identity (Pakistan G. o., 1998) . Education expects a tremendous part in human asset progress. It raises the advantage, benefit of people and produce competent workforce that can alter the course of unanticipated events for common good. The constitution of Pakistan perceives education as one of the main points of interest and states' obligation to each inhabitant (Pakistan G. o., Economic survey, finance division, 1999-2000).

The schooling system combines all the fundamental principles that are involved in upgrading of the teaching system which mainly includes the financial outlays, number of candidates, the apparent structure of buildings and inapparent structure of the teaching method along with the discipline and other protocols of the institutes. At higher level, the major authority running the education system in the country decides about the expenses being spent on the education sector, the formation of the educational boards and keeping a proper check and balance on the working staff and on the work being performed which further comprehends issues related to tax payment, controlling bodies, central test conducting institutes and syllabus finalizing. The strategies and techniques that are used for the functioning of the educational institutes work on the basic manners required for the efficient performance of the whole system. An estimate of the teaching institutions

currently present in Pakistan is about 260,903 along with a total number 41,018,384 candidates and 1,535,461 teachers. The education sector in Pakistan incorporates about 180,846 state-funded schools while about one-third of the fraction comprise of private schools by a number of 80,057. The educational sector of Pakistan represents 31% of private institutes while 69% of the government institutes (Hussain, 2015)

Education is counted as a crucial factor in terms of financial characteristic and social progress of a state. Nature of training within a nation indicates the significance and role of manpower in a country's development. Education turns out to be the main root responsible for consciousness and upbringing of a person and if distributed well enough can result in massive enhancement of the country. The developed countries experience extraordinary arrangement of spending plan to give educational facilities to their citizens. The underdeveloped countries like Pakistan still need a lot of enactment in the process of providing quality education for which they are supposed to have an efficient financial plan keeping in mind their current financial status and the expenses required to make education free of charge or at an affordable cost to the residents of Pakistan. Pakistan is spending about 2.3% (in 2019-2020) of its GDP on education. Which is extremely low in comparison to its neighborhood (Pakistan G. o., Education policy, 2020). Due to low spending on education on one hand the role of private education provision has enormously increased over the last two decades whereas on the other hand the quality of education in the public schools has remained low and dismal (Jimenez & Lockheed, 1995).

1.2 Education in Pakistan

The structure of education in Pakistan can be represented as follows.

	<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

(Dr. Haroona jatoi, 1998)

There was a suggestion in National Education Policy 1979 to make the schooling a 3-level structure as: Elementary (I-VIII); Secondary (IX-XII); and Higher (XIII-above). Three level frameworks couldn't be realized adequately in any case considering this development we had higher secondary schools with XI and XII classes in the optional schools. Beginning at now, the mentoring structure in Pakistan incorporates the going with levels: Primary (I-V); Secondary (VI-X); school Education (XI-XIV); and Advanced instruction (XV and above). Following the conventional subsidiary educational levels, there are foundations related to: Engineering; Technical and Diplomatic teaching; Medicine, Educator in Schools, Agriculture; Business and Commerce and law.

1.3 Importance of Secondary Education

Secondary education (IX-XII) is an important area of the whole educational framework. From one viewpoint, it gives the center level work power for the economy and on the other; it goes about as a feeder for the higher levels of education. Higher education, which is depend upon to deliver professional experts in various fields, relies on the nature of secondary education. This degree of

schooling, subsequently, needs to be redone so that it plans male and females for the mission for cutting edge schooling similarly as sets them up to change as per their helpful lives truly and productively. Secondary schooling is the place where students enter adolescence. This is the main period of life.

Even the middle school education could not be neglected. The low quality of education in the public sector has led to, where the number of colleges in the private areas has raised by mini fold in the country.

The government funded schools alone can't cater to the needs of the rapidly increasing rate of Pakistan with 2.7 % populace development rate (pakistan G. o., Economic survey of Pakistan, 2010-2011), maximum and noteworthy in the region. The ministry independently is unable to assure the education of the rising population. Thus, the non-state-run institutions need to divide the pressure of both the budget and work for the functionality of the education sector of the country. In this way, the sector of education can be contributed enough by both the sectors including both the self-based and the state-based institutions. It was realized that for a ministry as important as education demanded higher financial status but the sources being deficient could not afford such a high rate and resultantly government alone cannot fulfill and polish the educational infrastructure. It was, along these lines, thought to be imperative to engage private schooling firms in education provision (pakistan G. o., National Education Policy and implementation programme, 1979).

Schooling assumes a crucial function in the rise and decline of nations, especially in the 21st century. The reason may be basically because a nation's reputation and working efficiency is a reflect of their education. Information Technology is getting joined into each center of schooling. Thus, there is need to offer significance to quality training, especially, in public schools. Be that

as it may, at present Pakistan is one of those countries who have a low education rate, and practically 50% of the populace lacks the occasion to show up the school at any level. The Literacy rate in Pakistan is confirmed as practically 55% in 2012-2013 (Wasti, 2012-13).

1.4 Educational Development in Pakistan

Education gives the bedrock to diminish destitution and redesigning social turn of events. Training course of action of bad quality may be one of the principal reasons why helpless countries don't create (Ghulam Rasool, 2007). Pakistan needs to teach its masses up to a level where they can fathom their own commitments, similarly as that of the administering bodies. They ought to have the choice to acquire their own living and add to propelling the public authority help of the overall population. This is for the most part basic and should be refined quickly and requires a dire and committed exertion to realize an intentionally arranged course education plans of compulsory training for all. All education approaches of Pakistan since 1947s laid selective highlighting on achieving high capability and required essential schooling for all. The NEP 2020 cure joined the going with:

1. Education for all (EFA) targets and thousand years improvement objectives is to build the Gross Enrolment Ratio in advanced education including professional education from 26.3% (2018) to half by 2035.
2. The enrolment rate will be moved up to 86% by 2015.
3. The portion for tutoring would be 7% of the general population (GDP) by 2015;
4. A four-year confirmation in training will be the base essential for teaching at the primary level.
5. A Master declaration with a Bachelor of Education (B.Ed.) for the optional and higher secondary will be ensured by 2018

6. A common curricular framework by and large just as master training will be applied to education associations in the two individuals when all is said in done and private area. Governments will figure out how to get general society and private zones congruity through fundamental rules, quality, and authoritative frameworks.

The genuine introduction to achieve the ideal destinations as of not long ago, revised in the NEP of Pakistan 2009, reveals the accompanying exhibitions.

1.5 Problem Statement

Pakistan's economy is quickly shifting into information economy. At all stages, guardians are going through cash to give excellence education to their children. In private sector education, parents pay an immense expense to enroll their children in non-state funded school. Either affording or not, the guardians most often opt for non-governmental teaching organizations be it an Elite class educational organization or a B-graded private educational firm that is less in cost but still supplies better education and training as compared to that in a government institute. The parents nowadays are ready to compromise on anything but the future of their children which greatly depends on the quality of education and that is reason they are ready to risk anything for that (Dang, 2007). Even after risking everything, taking loans, transferring from a rural to urban area and selling all their property just so their child could get a quality education, if a guardian cannot manage to get their children enrolled in a non-state funded teaching institution, they leave them upon sake of the publicized teaching institutes.

The school circumstance may have a harmful or beneficial outcome on a student's educational and social accomplishment. Clearly assessments are a significant determinant regarding accomplishment later on. A portion of the time the children at school will have a positive effect, boosting the mental fortitude of a student and permitting extraordinary lead. Various circumstances

have negative effect on the children, causing a student to feel below average if the quality of the school is low.

1.6 Research Questions

Following are the research questions of our study.

- What are the causes of rapid growth of private schools?
- How effective are the communal and privatized co-operations being proved related to the increasing needs of a quality education?
- Are the private teaching institutes imparting a superior quality education in contrast to the public institutes?
- What is the reason of declining public-school system?

1.7 Aims and Objective

The purpose of research is to explore comparison between private and public school in district Rajanpur and to critically examine the quality of education. In accordance with the prior introduction and problem statement, the aims and objective of the research is.

1. To examine rapid growth of private educational institutions.
2. To compare the quality of education of both private and public schools.
3. Analyzing qualification level of teachers, method of teaching, quality of curriculum at both public and private schools.

1.8 Research Gap

Previous literature shows the difference of public and private school achievements but ignores the quality of education. Administration is considered an important ingredient of any organization. It is an asset of educational institutions. Quality of management of public and

private school is important. This research was designed to assess the quality of private and public education in district Rajanpur.

CHAPTER TWO; LITERATURE REVIEW

This chapter explains the quality of education and it throws light on the plight of education sector of Pakistan. This chapter also brings our attention towards the determinants of quality education.

Private schools have grown rapidly. In 2015 at basic level, 62% offspring (of the age of 5-9 years old) of absolute net enrollment are taken a crack at non-public schools, in Punjab among whom 34% are young boys and 33% are young girls. Private area enrollment is extending considering the way that for the most part improved nature of instruction, when appeared differently in relation to public area. Government funded schools are missing a long way behind the desire for training.

The greater part of the public schools is right now useless and of extremely low quality nationwide. It is underfunded and failed, and has helpless guidelines, have neither proper observing and assessment frameworks, nor appropriate social asset frameworks. The teachers involved the system have low certainty, plan of structure is conflicting and poor course of action of programming (books, furniture, and so forth). The tuition-based schools shows that tuition-based schools are improved, and that, given the choice besides resources, people choose to send their children to private schools. (Ashraf, November 2016). We discuss some of these segments in detail follows:

2.1 Literacy Rate

Pakistan has had the option to gain just minor ground in enlightening its education rate since 2004-2005. From 1990-1991 to 2004-2005, the Literacy rate for individuals 10 years or more extended from 35% to 53%. Starting now and into the foreseeable future, the movement of improvement has decayed, and by 2011-2012, the education rate had shown up at simply 58%. This suggests 42% populace is so far incompetent, which is prohibited in current world. There are basic gender imbalances in the proficiency rate in Pakistan. About 48 percent male and 21% female in 1990-

1991 extended to 70% male and 47% female in 2011-2012, which shows similar gender disparity in education.

2.2 Teachers Qualification

Under the current framework, primary grade teacher in Pakistan requires just 10 years of schooling in addition to a 11-month teacher training certificate to be utilized in a public school. There are under 300 teacher's instructors preparing organizations in Pakistan. Also, countless contributors have made course of action to train the teachers through NGOs. This appears to have led to the significant dropout rates from schools (about half).

2.3 Poor Monitoring

There is a certifiable sensible irregularity between the procedures reported on paper by the public authority and the genuine advances taken to achieve the objections of the obligations made in those methodologies. In the educational technique of the public authority, the importance of focusing on essential tutoring to all at no charge is unequivocally underscored and focal points of achieving proficiency and 100% enlistment of students at primary school level are supported, anyway no results are refined. However, all the thought is given to quicken higher tutoring and every last one of those activities are outstandingly financed. The high-level training program is by and large for the rich besides, the people who can bear, while the primary tutoring program is generally for the public authority help of the fundamental person. This is an occasion of misallocation of resources and poor individuals being referred to.

2.4 Expensive Private Institutes

The private enrollment at primary schools is assessed to be near 40%. Because of low quality of public primary schools' parents are compelled to send their kids to non-government funded

schools. Educational cost-based schools are costly in any case offer better information to adolescents (Ashraf, November 2016).

2.5 Quality of Education

The importance given to an English, Science and Mathematics teacher in a non-government funded teaching institution is comparatively higher than in a state funded teaching organization. These three subjects being the base of a students' first step towards the gain of knowledge are the most significant one's and thus the Pakistani parents consider the coaching of these three subjects the most essential. The instructing standard among both the type of schools; Funded as well as non-funded institutes reflect a large disparity in every individual's perspective related to the teaching organization. The public considers and reveals the education system of the state funded teaching organizations as poor or typical. Whereas, the public goes in the favor and appreciates the working criteria of the independently operating teaching organization and regards their performance as astonishing.

2.6 School Fee

The payment required for the academic budget is the actual determining factor that enables the guardians to opt for the affordable industry of education for their child. We have utilized the charge of school as the intermediary of school cost. In spite of the fact that the vehicle cost, the general cost on educational material and uniform have critical portion of the complete expense of tutoring. In addition, in helpless family units the open-door cost of tutoring likewise stays high. We have discovered converse connection between the school charge and decision of non-public school. As the expense rises, the likelihood of going to private schools falls.

2.7 Facilities in School

School structure has dependent on five measures and these are also considered as important constituents of school quality.

- School has useful washrooms
- School has limit divider
- School has clean drinking water
- School has power/electricity
- Guardians' perceptions about the state of the school building and their insight.

2.8 Parents Income

Cost-based schools are not open to vulnerable parents. Richer parents will without a doubt send their kids to non-government funded schools than poor parents. The piece of non-government funded school going children's increments with monetary status. Parents over all monetary issues favor females in the private versus government supported school choice. Girls from all the wealthier families without a doubt go to non-government funded schools than young girls from more vulnerable family units. (Awan, 2015).

2.9 Medium of Instruction

The English language, being the international language is understood by most of the population throughout the world is made the mode of teaching as well as communication at foreign levels is given extra significance in privately owned teaching institutions which has now become the major source of attraction for the affording residents of Pakistan. With the progress of time, the English language has now become the requirement for every possible field either be governmental or self-

run business including recruitment in the army, banks, teaching organizations or the Non-Governmental Organizations (NGO's) run for the welfare of the poor. The English language was viewed as the significant determinant of this development and as essential prerequisite by the guardians. According to the above-mentioned features of a tuition-based school, an effective connection was linked between Non-state funded institutions and the English language as the mode of instruction for its learners. Mechanism of guidance in English alongside control and superficial point of interest related with tuition-based schools is liable for inclination to non-public schools. Then again, a large portion of the government funded schools are Urdu medium so guardians don't incline toward state funded schools. Currently, the Punjab educational authority is in the process of converting Urdu-medium public Schools into English-medium Institutes which will surely result in addition of number of registering candidates in the public sector School.

2.10 Teachers Quality Factors influencing school choices

Lower shirkers and better educator obligation in non-public schools when appeared differently in relation to state funded schools. In the tuition-based school, educator remuneration is more solidly associated with students results than in the state funded school. Non-public school instructors are less disposed to be absent than educators in government funded schools. Hence, the tutors employed in a cost-effective teaching institution would feel the urge to bring about their best in providing the specified result devised to them. As such, the differential force pack in the private relation to non-private are the valid causes that stand for the disparities among both types of educating institutions.

The characteristic of class teachers has three dimensions which are

- Parents should know the educational background of the teachers.

- Parents should know the regularity of the teachers.
- Parents rating of the educators instructing aptitudes.

There seems to be a secure stipend scheme for the salary of the workers involved in the Public authority. Their pay is regularized according to their performance and rank. The wage-scale of the public authority educators commence from ninth up to fifteenth grade in state funded Schools. Still, the wage-level of the government school teachers does not seem much appreciable and because of possessing a rigid criterion, the educators are unable to present a request for the enhancement of their salaries. In a public welfare teaching organization, the educators are deprived from the right of negotiation related to their wages. To be able to do so, they will have to work on their class strength, teaching methods and presentation of the class and excel themselves in every way possible. The circumstances and environment provided in a non-state funded teaching institution seem rather smooth comparatively with the state-run schools. The situation is referred as extra ordinary in higher Private teaching Organization because of their criteria of selection of educators as well as of educating.

The distinctive feature that stands out in the community of the instructors and that appeals to most of the wage-earners is the surety of their employment. The employee is out of the fear of being dismissed off from his job once he gets the perpetual guarantee of his service to be ever-lasting. After the confirmation of the lasting of their occupation, they need not to stress about their attendance in teaching, the performance of their pupil and along with which they possess the right for the execution of the candidate. On the contrary, the trainers of the non-state-run teaching organization are in the panic of being laid off from their employment at any moment. In the occurrence of a certain situation where the instructor of an independently run teaching organization is not functioning well enough, the educator can be replaced without any official notice and that

too by their own assistants. Educational cost-based school proprietors don't give authentication of work to the teachers and rustication should be conceivable any time at any minor explanation. The tuition based-schools do not give any kind of guarantee to their employees related to their occupation. The instructors are only advised to do the best of their potential and are given new tasks everyday but sadly, even with all the sheer hard work, they are not promised a secure future and can be substituted any day. There are various recompenses related with the pay movements of government instructors like; House reward, clinical settlement, advancement installment, compensatory installment, improvised and novel installment. In all the independent teaching organizations, there exists no apprehension of any asset or any cash-reward and no reliability after seclusion. (Awan, 2015)

2.11 Difference in gender

Education is critical especially for ladies since it gives huge plans to their fortifying. Beside the acquisition of data and characteristics accommodating for social turn of events, education gives various preferences. The headway of the brain, getting ready in coherent and moral thinking, formative, legitimate and the chiefs abilities work through training. Redesigned certainty and improved cash related and financial prosperity inside the organization is a quick aftereffect of education. Training of Education should be made available to all either men or women. It should make sure to educate more and more young ladies that a better comeback could be made possible than some other work which in turn will progressively lead to betterment of the country. Education equality can bring the biggest revolution in a state than any other reason.

There seems to be a remarkable disparity in the figures of the population of young men involved in achieving education when compared and contrasted with the number of young women attaining

education. As described by UNESCO figures (Dawn, 23 Feb 2004 distribution), the annual enrollment of females in a teaching organization stays till 60% while the enrollment rate of the male exceeds the female population by 24% leading to 84% recruitment of male students for education achieving on annual basis. The enlistment degree of candidates at the secondary level gets even more delicate and eventually starts to decline by 32 percent for girls and 46 percent male members. The quality of attentiveness shown by candidates in the process of learning was estimated to be about 41 percent for females as compared to males which was reduced to half approximately. As shown by the Population Census of 1998, the general education rate in Pakistan was 45 percent. The quantity of trained females reached out from 0.8 million out of 1961 to 11.4 million of each 1998 - 97. The progression rate for male education was 5.1 percent per annum. It might be seen that the general tutoring rate in Pakistan is lower when veered from different nations in the region. The reasons could be foreordained number of tutoring relationships in the nation and worthwhile to those. The circumstance in typical districts, where most of people stays, is impressively more genuine. The individuals in those zones try not to send their children to schools particularly females since schools are in distant places (Ghulam Rasool, 2007).

2.12 Primary Enrollment Ratio

Net primary enrollment ratio (NPER) was 46% in 2012-2017 at the execution of new NEP. This data shows Pakistan's awful appearing in achieving the targets set by country and Millennium Development Goals (MDGs). Satisfaction or endurance of students in schools is another gigantic issue that makes the circumstance considerably more troublesome.

2.13 Education Finance

Pakistan's education spending as level of GDP (see Table 1) has shifted somewhere in the range of 1.7% and 2.5%.

Table 02: Education expenditure as percentage of GDP

1984-85	2003-04	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
1.7	2.2	2.4	2.42	2.49	2.1	2.05	1.8	2.0

Source; country report 2013 by ministry of education and training.

Table no 03: Distribution of preschool and primary education expenditure by current and development head 2011-2012

	Current %	Development%
Pakistan	95	5
Federal	98	2
Punjab	99	1
Sindh	84	16
KPK	93	7
Baluchistan	94	8

Source: country report 2013 by ministry of education and training

In 2011-2012 national measurements show that preschool and primary education spent the most noteworthy offer (39%) in schooling expense, trailed by secondary (34%) and tertiary (21%) sectors. By and large, at the public level, 95% of education consumptions involve current costs, for example, teachers' compensations. Nonetheless, just 5% involves development uses, which isn't adequate to raise nature of education (Ashraf, November 2016).

2.14 Extra-curricular activities

A key challenge for the education sector of Pakistan is that students who are enrolled in a school are not learning anything. This problem is also a reason behind a high dropout ratio. A larger chunk of the country's population is poor; they have no option to secure a better future other than to send their children to public schools. The financial issues are on one side, the children, studying a school

having good infrastructure, furniture, washrooms and teachers, are not able to learn anything. A number of surveys are conducted in the country by public sector or NGOs in order to rate the quality of education. According to a survey by LEAPS, in Punjab, only thirty one percent of the students studying in the third grade of primary schools were able to write a correct sentence in Urdu language and only fifty five percent of the total fifth graders can read a story book in Urdu language.

2.15 Attitude of teachers

There is lack of motivation in the teachers. Teachers do not want to perform. A various schemes of teacher training were introduced in the country, but still teachers are not performing up to the mark. In Pakistan, a person who is not able to become anything becomes a teacher just to earn a livelihood. People are not choosing this profession out of passion. Hence, they do not do their duties passionately. Teachers lack the capability to teach. Punjab has always been ahead in the education reforms. A number of monitoring units were developed across the province, which are responsible to monitor the schools every month. The education bureaucracy was urged to do work and report on time. Latest technology was provided to these monitoring units, they had to visit the schools and make a record of attendance of teachers and pupils in the class, state of the classrooms etc. The online availability of the data was made sure during his tenure. The motive behind adopting these measures were to create an atmosphere of fear and strictness which is believed to be necessary for the people in Pakistan to work.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods and materials undertaken to illuminate on the objectives of the study discussed in the introduction.

3.2 Research Method

I have selected the “Unstructured interview and semi-structured interview method” for this research. This method requires interaction and communication skills. This study was constructed on qualitative methodology to assess the quality of Education and Study to emphasize on presenting a local perspective of educational development in a region. Information was taken through interviews.

3.3 Access to Schools

I have access permission from the principals of the schools. But they didn't allow me. Because they think that I am some type of agent for acquiring their data. Then later on I take help from one of my relatives who is a teacher in one of the schools. He talks to the principal made him agree. Tell them about the nature of my research and fully aware of my method of research then they allow me. The schools I have selected for my research are from primary to matric. So, I have selected class 6th and 7th children because they are much mature to understand my questions.

3.4 Research Locale

The research is conducted in district Rajanpur. There is total 1111 primary schools and 90 secondary schools and 59 high schools according to the Pakistan Education Statics 2016, 2017. I have collected data from six schools (3 public and 3 private schools) which are

PUBLIC SCHOOLS

1. Government high school rasoolpur
2. Government high school basti Lashari
3. Government high school saleemabad

PRIVATE SCHOOLS

1. School of royal kids
2. Pakistan public high school jampur
3. Star kids' public school jampur

3.5 Data Collection Method

Data collection method is the essential part of research design and researcher need to be very creative and careful to collect data. The most common data collection techniques include questionnaire, interviews, observations (Anisworth, 2020).

The tools used for the process of data collection are Direct Observation, Individual Interviews and Focus Group Discussion. These tools are participatory in nature. I have conducted interviews from students, teachers and principal of the schools in order to collect data. As the students are in huge number in a class of a public school, I have conducted focus group interviews as well as individual interviews.

The data collected from the semi-structured interviews is of various types. I have developed an interview guide which covers all the topics regarding the comparison of private and public educational institutions. I ask approximately 20 to 30 questions from the students individually in 09 broad categories i.e., personal information, academic information, attitude of teachers, extra-curricular activities, conceptual understanding of the lessons, development of skills (written, verbal etc.), confidence building, daily routine of students, atmosphere of the classroom.

3.6 Unit of data Collection

The participants that participate in the research are teachers, student, principals, and parents

Students are very important factor of education system in whole world. For instance, I have selected class 6th and 7th for interviewed using convenience and purposive sampling techniques.

In order to conduct interviews from the teacher of both private and public education institutes I have adopted both convenience and purposive techniques for the research. Purposive sampling technique is used to make those teachers part of my sample who have experience. The information obtained through experienced teachers proves to be helpful in analyzing the change of attitudes in the students over time. Again, the convenience sampling is used because of busy schedule of the teachers.

3.7 Sampling

The sample size of this study is 65. The two sampling techniques selected for the collection of data are Convenience sampling and Purposeful sampling.

Convenience sampling is used because it helps in recognize the gathering of students who are willing to participate in the interview. It was quite a difficult task to make students give interview considering their busy study schedule.

Purposive sampling is used in order to select the participants of specific groups of interest. This sampling technique was needed because it provides an opportunity to involve participants who, in my opinion, were more useful in generating the acquired data.

3.8 Research Design

To explore round the working of schools as social foundations and differentiating everybody and private, public schools, it was critical to know the perspectives on dignitaries, educators, students and guardians relating to each case. In this way, interview was picked as instrument of proof assortment. The current assessment included contextual analysis examination approach to manage study and test two sorts of schools.

A contextual investigation is the all-around assessment of a "unit" for instance solitary, bunches establishment, affiliation, program reports, and so forth. In education, a unit is presumably going to be school, school, division, heads, a chief, an educator or a student. The contextual investigation, in its most straightforward structure, incorporates a specialist, who makes a definite evaluation of a solitary subjects or social events or display. As a matter of fact, a contextual investigation requires the assortment of wide data in order to convey a through and through perception of the examination being thought of. A couple of kinds of contextual analysis can be found in the human science writing. Of these normally and extensively used is "recorded logical examinations of affiliations". These assessments follow the headway of an association as time goes on. Khawaja summarizes the thought by saying that "a case is a made clarification out of an undertaking, a capacity, an event and information about its various highlights. It all around contains its arrangement of encounters in inside and outside atmosphere. Cases are ordinarily established on generous amassed about genuine associations"

Contextual analysis is a methodology and relates to the speculative structure for the examination. It very well may be abstract or quantifiable relying on such an instrument used to deliver data. Or on the other hand it very well may be both (mixed Methods). Analysts separate examinations for meeting of chiefs, educators, students and guardians. The heads were asked some data about their capacity, instructing and the chiefs experience, length of facilities, organizing of step-by-step activities and courses of action to run the school. The requests with respect to class the board, headings, organization, commonness of each sort of school, assumption regarding the destiny of public moreover, non-public schools, part of facilities in working of schools, forth were similarly remembered for the survey.

Educators were asked some data about hypothetical and expert ability, class size, region of subjects, practice organizing, and schoolwork plans instructors' perceptions about satisfactory attributes of their schools, shortcomings, head's drive style, different among public and non-public schools. Students were examined some data regarding parents' capability, complete number of students in class and absolute educators for class, showing learning atmosphere, usage of AV helps by instructors, actual offices, science lab, science sensible schoolwork, transport of appraisals, checking papers and correspondence of results to guardians and chiefs, evaluation plans, extra training, co-curricular activities and deficiencies. These all requests wanted to choose the working (blessed or appalling) of school and to separate about the plan of offices. Guardians were investigated in regards to the perceptions as for the suitable working school. It fused the requests about showing learning atmosphere, students introduction in class. Schoolwork methodology, game plan of actual offices to understudies, direct of evaluation, correspondence of results, school the executives, and educators' supervising students and parents, neatness and upkeep of school discipline, and so forth.

It was unequivocal to do six contextual investigations i.e., three from public and three from non-government funded schools from area Rajanpur. It was chosen to pick the schools subject to execution, school enrolment and simplicity of passage. I have personally visited the schools autonomously and with the consent of school association, begun interviews from the head/boss, five teachers and five students from each school and their folks. Social events of directors, teachers and students were in schools which took three to four days for each case. In any case, interviews with parents were at their homes following to getting time going before record of social affairs. It was confident to record the social event of more than one parent every day considering the way that the gatekeeper withstood at various zones of the city.

There are around 64 interviews conducted from the six schools. The meetings of accused of each case study investigation were described as follows:

- The proper responses of each principal stayed portrayed as a single case.
- The proper responses of five instructors, students and guardians were portrayed and changed into average for each case. The adversary appraisals of respondents were moreover pointed.
- Finally, the results/responses of all public and private possessions were accumulated autonomously then a short time later dissected.

CHAPTER FOUR: RESEARCH LOCALE

4.1 History

Rajanpur is the district Pakistan province of Punjab, with its administration headquarters the city of Rajanpur. According to the census of 2017 the district had a population of 1995958. The anatomy of Rajanpur district is associated with its town Rajanpur, which was founded by Makhdoom Sheikh Rajan Shah in 1770. It was merged with Dera Ghazi Khan district in 192. Rajanpur is situated I the west side of river indus. Its north side id bounded by Dera Ghazi Khan district, and west by Dera Bhugti district of Baluchistan. The east side is bounded by Muzaffargarh and Rahim Yar Khan district, while its south part is covered by Kashmore district of Sindh province. The Suleiman Mountain rise to the west of district. The whole district is divided into three tehsils and 43 Union councils. The most widely used first language of the district is Saraiki, spoken by 76% of the population. Balochi is spoken by 17%, Punjabi by 3.3% and Urdu by 3.2%. The major tribes in this district are Jat, Arain, Rajput and Baloch. Rajanpur is also famous for its cotton business. There are many cotton industries in the district that play an essential role in fulfilling the needs of cotton for textile mills. However large number of people do agriculture work which is leading business for district Rajanpur.

4.2 Education system in Rajanpur

The Education system there seems to be flourishing but at a slow rate. 3 types of Schools run in the remote areas of district. These are:

- Government schools
- Private school and
- PPP (Private Public Partnership). Also known as Schools that run by the help of Punjab Education Fund (PEF).

There are a total of 1160 government schools in Rajanpur District out of which there are 139 PPP schools, of which 41% (480) schools are for female students and the rest 680 schools are for male students. The total number of students that go to schools are at an estimate of 150,000.

- 62% children (44% girls and 56 % boys) in the age group of 6-16 are enrolled. Of this percentage 62% are enrolled in government schools and 38% in private ones.
- 29% children (39% girls and 61% boys) under the age of 5 are enrolled in schools. 59% children are enrolled in government schools and 41% are studying in private facilities.
- 38% children (6-16 years) are not attending school. Out of this percentage 58% are girls and 42% are boys.

Rajanpur District is at all time low, ranked at 37th (last) in the list of districts in competition of education (District report card Education Rajanpur, 2011) . As the region faces a problem of gender difference so not many females are sent to school. The importance of education is not known to the native people of the Rajanpur district so they insist to let their children work in fields or in workshops. Most teachers of this region are not themselves very qualified thus it is clear the quality of education is not at its best. Another thing that Is common in Rajanpur district is that children do not show any interest in school or studies whatsoever, and they are not persuaded by any means.

Table no 04;

Number of Government Schools ³					
	Primary	Middle	High	Higher Secondary	Total
Boys	688	53	40	07	788
Girls	423	37	19	05	484
Mixed	-	-	-	-	-
Total	1111	90	59	12	1272

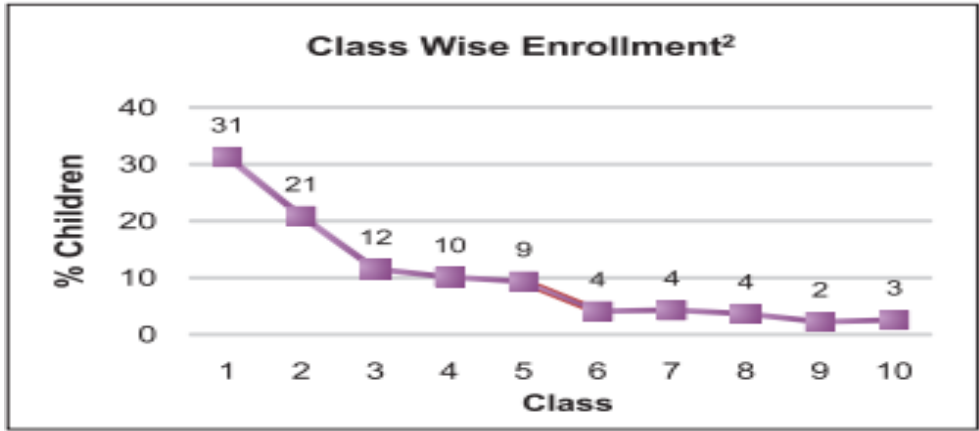
The following chart indicates the number of government run-schools in the district of Rajanpur. The primary schools are in an adequate number keeping in mind the area of the district but the decreasing number of Institutions for higher education keep decreasing to a dangerous level. As a result of which the Higher secondary schools are found rare in the district that too is now becoming the reason for illiteracy prevailing in the region.

Table no 05;

Enrollment in Government Schools ³					
	Primary	Middle	High	Higher Sec	Total
Boys	68,163	4,332	22,898	8,392	103,785
Girls	47,615	1,157	11,700	4,614	65,086
Total	115,778	5,489	34,598	13,006	168,871

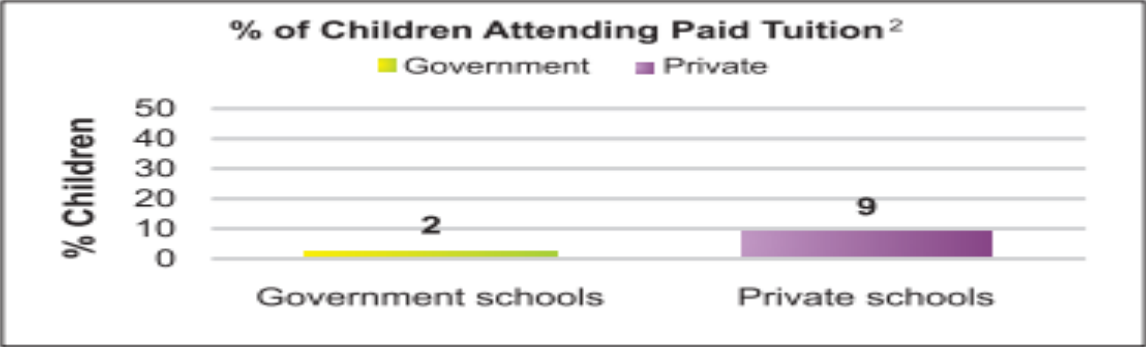
According to the given table, there seems to be a massive difference between the total number of boys and girls enrolled in schools respectively. Starting from the primary education, a good number of students enrolled can be seen while it decreases by a shocking difference in the middle school number and even lesser in the High school number and ultimately least in Higher secondary Schools. The results are very alarming that hardly even 5% of the students manage to reach the higher secondary education proving to be very disheartening.

Graph no 1;



The enrollment chart indicates the declining number of students working for their education and as a result for their future. The ratio can be seen maximum in 1st grade but is gradually shortening by the passage of classes. From grade 1-10, the number of students decreases by 31-3. This might be because of the conservative behavior of the people living in rural areas or because of financial crisis.

Graph no 02;



(District report card Education Rajanpur, 2011)

According to the given data, Only 2% children residing in the district of Rajanpur go to government schools for their education while 9% go to Private schools for their education.

CHAPTER FIVE: RESULTS AND DISCUSSION

5.1 Introduction

The basic motive behind this research was to analyze the reasons for the difference between the private and public educational institutions in district Rajanpur. The other reason behind conducting this research was to figure out the possible solutions for the challenges being faced by the education sector of this district. The experiences of the respondents and their valuable feedback provided a deep insight to the research questions raised by this study.

This chapter answers the research questions of this study in the light of all evidences gained through the information collected from the participants of the study and the observations made by the researcher.

5.2 Demographics of Participants:

There is total 64 respondents are participated in this research for the sake of data collection and they all are selected on the voluntarily basis. Initially, the permission was taken from the principals of the school for the access to the schools for the collection of data. I personally visited the principals for the purpose of getting information and explain about the nature of my research. Four principals out of six rejected me to do so. Because they I am some type of agent to get their school data. But later I took help from my relative who is a teacher and they manage to get permission from the principals.

In second phase after getting permission from the principals I begin to interview all the respondents one by one. In each school I took 05 teachers and 10 students, principal and parents of the students. And there were 15 teachers, 45 students, 2 principals and 3parents of the student. The total no of respondents in each private and public school are 65.

The time consumed for an interview was different for different participants as it varies from person to person. I have conducted the interviews in the months of January and February 2020. These months were selected because the students had to go for their final exams in the month of February and March. Hence, the interviews were taken prior to their last month of attendance.

5.3 Interview techniques

Most of the questions which I asked were already written in the interview schedule as I was following the theme of a semi structured interview schedule. It includes posing open ended questions to all the participants. This technique was adopted to have a greater insight and deeper comprehension of the experiences of the participants. I could have used the theme of a structured interview, but such interviews are not able to see a greater picture for a qualitative study because the researcher misses a lot of valuable information in this way. Hence, I decided to go with a semi structured interview schedule. A number of questions were added in this schedule while taking the interview of the participants. I had to add certain sub questions e.g., “why so?”, “tell me about it in detail”, “describe your personal experience?” etc. There are some core questions related to the personal details and questions revolving around the major issues from each and every participant. Changes were made in the sub questions for different participants.

5.4 Research Result

1. Opinion of Principals of Public Schools

Government funded school principal instruct science subject when they get time and give oversight to educators through close to home insight. They plan their everyday exercises, and make school techniques subsequent to looking for the recommendations from students, guardians and especially educators. One head advised that not completely however to a specific sum. They support their

instructors to improve their expert capability. They brought up that absence of financial assets is the principal issue. Government funded school have strength on tuition-based school as government funded school having exceptionally qualified staff, standard structure and playground when contrasted with tuition-based schools. Also, in government funded school's schedule is set up as per the possibility of Pakistan while tuition-based school don't follow this approach brutally. The two supervisors of educational institutes declared that amenity makes the efficient system for the schools of the territory and essential arrangements from the school's superintendent, so their working period and criteria is confined, and they need to work in collective way. Heads are not giving a ton of opportunity essentially in economic issues. About the possible destiny of schools, one chief addressed that non-state funded schools have positive future if Government need to construct the capacity of private territory. Nevertheless, when heads were drawn closer to join non-state funded schools all heads excused this idea.

2. Opinion of Teachers of Public Schools

Large no of teachers of government supported schools communicated that they plan practice on educator's diary before offering direction to the class. Some of the instructors said that they don't need to mark the score of student activity due to their experience from the past years they give home work to the class on everyday basis yet it is silly to hope to check it step by step in light of gigantic number of students. Regardless, they do it with the help of gathering pioneers. The instructors of two schools said that circumstances of their schools are superior than other because of having immense formation, library, playing field, basketball ring and so on. In any case, educators of one boy school have assorted view considering nonappearance of all recently referenced facilities. The teachers raised that number of students is growing bit by bit at this point number of instructors isn't extending as requirements be. They furthermore told that they show

better outcome regardless of missing structure or various workplaces. The teachers moreover told that state funded schools are giving social facilities like the facility of residence, mandatory leaves and discounts to the children of the teachers studying in the institute when diverged/compared from educational cost-based schools. while non-government funded schools are advantage making and business-masterminded affiliations. Teachers of Government Model High School said that they have tremendous and broad structure, state subsidized school have capable staff, instructors can't give concentration to the students considering troubled classes. Moreover, at last when they were gotten some choice going to educate in educational cost-based school, they all excused the offer.

3. Opinion of Students of Public schools

All the students of government funded schools communicated that their instructors are determined and friendly. The students of two boys school communicated that their schools have science labs and teachers display practical. while there is no science lab in girl's school. The students portrayed that schoolwork is doled out to them and checked regular schedule. They additionally told that their principal visits their classes however not all the more habitually. The students of both the boy's schools said that school give them facilities of games and co-curricular exercises in the period of June, July, especially students of boys Government Model secondary school they consisting of a wide play area, sports and athletic competitions are organized for the students to take part and prove themselves active in athletic regards as well. Regardless, students of Girls school raised "Our learning institute does not comprise of any play areas due to which we are deprived of the opportunity of athletics, but the instructors arrange brains conceptual activities and contention." The students of all schools said that they can openly meet the principal when they have any issue.

4. Opinion of Parents of Public Schools Students

Prevailing part of the parents communicated that school affiliation is useful. Parents facilitated that the fundamental issues of students are, nonattendance of cool drinking water. A couple of parents projected a polling form that bathrooms are not cleaned fittingly, and library cards and books are not given to students. Large number of parents said that lead of principal is reliably pleasing, and request of school is as demonstrated by a standard of secondary school. Regardless, one father communicated that it should be improved. All the parents are happy with the exhibitions of their adolescents. All the parents responded that homework is doled out and checked each day. Additionally, they said that their adolescents see adequately yet some time they need help for more clarification, and they need to join institution or instructive cost place.

5. Opinion of Principals of Private Schools

Principals of private school taught some subject at whatever point they get time; they need to design the exercises of their school on reliable timetable. Two of them encouraged that they give activity aptitudes to their staff, yet the head of The Message School System told that each recently utilized educator is allotted a mentor. All the directors persuade the improvement of capability of their staff. They all make their systems subsequent to getting reaction from guardians, instructors and students when it is required. All the directors give the offices of co-curricular happenings for the character advancement of students. Head of The Message School system decided in such manner "the working style of public and educational cost-based school is remarkable. Teachers of state subsidized schools are by sure techniques self-governing however non-state funded school instructors are convinced to do as shown by the longing of association" While the rest of two principals responded a comparable that educational cost-based school have reasonable class size so the educators can show their students without any problem. While government financed schools

have large no of students in each class which make issues for the teachers. All the executives said that possible destiny of non-state funded schools is positive since Government is propelling private region. All the heads of non-state funded schools said that they will join the state supported school as head in case they get an opportunity.

6. Opinion of Teachers of Private Schools

All the educators of educational cost-based schools communicated that they plan their activity properly and tract the timetable on step by step or month to month reason and show their classes as necessities be. Instructors of The Message School System communicated that schoolwork is given to the students as demonstrated by the timetable for instance two times each week and checked properly. The rest of school's instructors said that school assignments are given frequently and examined fairly. All the instructors transmit nonappearance of their schools that these schools have no playing area. library, science lab little structure or private structure inadequacy of capable staff and that is the why instructors need to show extra time and attention which should clarify their student's concept towards the subjects not being given enough practice. There was no struggle of co-curricular activities is held. The educators of educational cost-based schools communicated the differentiation of public and non-government funded school; they need to work more as related to state funded instructors. They give more individual thought to students taking into account having typical class size when appeared differently in relation to government financed schools. They also told that particular examination is done in non-government funded school and short notes are given to students. There is no job reliability in non-government funded schools and the pay scale is also not attractive enough. And all private teachers proclaimed if they have occasion to become government instructors. They recognized the offer.

7. Opinion of Students of Private schools

The students of non-government funded schools similarly responded that they adequately comprehend what they taught by their educators. The students also told that their educators are committed and aware and gracious, they don't miss any class. The students in like manner addressed that they comprehend educator's discussion, but they need to take help from a tuition center or academy/foundation for more clarification. All the students addressed that their school give all the workplaces of co-curricular activities for the character headway. In addition, all the students established that they can without a doubt move toward their head at whatever point they required.

8. Opinion of Parents of Private Schools Students

All the parents of educational cost-based schools' Parents said that they are content with the performances of their adolescents. They furthermore told that the homework is allot and checked step by step by the teachers. They in like manner pleased with the indicating learning condition and the heads of school. They were similarly satisfied with the neatness at school. They can without a doubt contact educator and can without a very remarkable stretch approach to manage head when it is essential.

5.5 Growth of Private Schools and Quality of Education

1. Examine rapid growth of Private Schools:

In western nations private area schools are obviously superior to government funded schools (Singhal, 1991). This investigation appeared differently in relation to the previously mentioned consequences of the examination directed by Singhal (1991) as in our nation principles of public

area schools were profoundly qualified scholastically just as expertly having more insight when contrasted with heads of private area schools. The private schools encourage the English language as their mode of communication with the students. English, being the international language is given worldwide importance and pursuing. English as their teaching instruction helps the students excel in the language as well as gives the confidence of interaction with people. Due to higher fee structure, a light number of students can only be enrolled in the private schools but this feature also provides guaranteed results to the parents because in this way a teacher can easily interact with each pupil individually, check their assigned tasks and keep in mind their daily performances. Also, the parents are relieved to be updated about their child's performance on monthly basis as compared to the schools of public sector which do not seem to give any kind of update about a certain student because of large number of their strength. Private area schools focus on a child's educational development as well as their personal growth by indulging them in activities that would enhance their efficient activities. The educators of the private sector provide proper check and balance and thus a student does not need any other tuition. The school organizes activities that provides the atmosphere to the students that gives him/her the freedom of expression that helps in the identification of their talent.

2. Compare Quality of education in schools

The situation in Pakistan's teaching institutes disappoints the required system in numerous points. Educating is for the most part in the talk/recitation mode. Educators are frequently inadequately persuaded and have hardly any occasions to stay up with the latest in substance or philosophy; educational program is outdated and ineffectively scattered; course readings don't facilitate educational program objections, are gravely organized, are of low creation quality; learning materials, beside course readings, are caution; and appraisals are really defective and their

legitimacy is undercut by endless cheating and various offenses. The private area teachers are very well prepared for their topic and are ready to answer any question posed by the student related to their syllabus. They seem to have a strict schedule that provides them an idea of proper educational span and progress. Just persuaded prepared instructors can make the showing learning measure powerful and important. Appropriate preparing can inspire the instructors and upgrade their exhibition.

3. Analyzing qualification level of teachers, method of teaching, at both schools

Proper actual offices are vital for establishing favorable climate for showing learning measure. The investigation indicated that location of public area schools was higher to that of private area schools with respect to actual offices. An investigation has recognized school and family basis factors manipulating the movement of the learning community of the institution. The components of the educational institution that influenced the student's performance were the pre-requisites and the availability of the required equipment within the institution, the ambience of the educational organization, the principal administration system, limits, positioning along with the conviction of the educators (Singhal, 1991). The segment information of study revealed that private area schools had really fewer students and instructors at secondary level when contrasted with public area schools. The results of the students from tuition-based educational organization were better than government financed institutes derived from the grade ten sheet appraisal. Concerning exclusive of building practically 98% general area schools had their own construction while greater part of coaching-based schools was gradually in tolerate form. In state funded schools, student instructor rate was progressed than non-public schools.

- The nature of tutoring is the most uncontrollable matter of the day. Alliance is seen as the fundamental piece of any correlation, for it is the cause of the asset for the most past capitals

of the nations which are instructive establishments. The intact evaluation of the educational system of the region provided with the conclusion that the leading managers of the non-governmental teaching institutes proved somewhat better in carrying out their assigned tasks and in fulfilling their commitments of involving all the working members in decision formation, functioning co-operatively with all the employees and mentoring them to do the most of their potential while completing their designated piece of work effectively. Be that as it may, the heads of public zone schools were more qualified manner similarly as expertly having more sure experience when contrasted and private territory schools' heads.

- Head teachers' administration approaches were discovered better in secretly supervised schools for the parts of turning into a piece of group very much organized errands, and organization among managerial staff. While the parts of including staff is self-motivated, keeping determination strategy reasonable, and watching instructors' order over topic were discovered prevailing in **open area schools**.

- i) The nature of education is characteristically incorporated and straightforwardly corresponding to the nature of foundation. The actual facilities hold principal position in education foundations. It was found that position of genuine workplaces was attractive in open secondary schools over in **private optional schools** regarding construction, book collection area, playing field, furnishing equipment while area of tuition-based schools was more advanced and improved in terms of Computer laboratories and consulting offices including medical aid and more occurrence of extra-curricular activities.
- ii) The nature of preparing in like manner owes a ton to the idea of the board. It was found that head educators of non-state funded schools were improved for having watching

timing, and keeping up teacher student extent. In spite of the fact that arranging sports and game, keeping sensible examination methodology and authenticity-based affirmation were found winning at public zone schools' organization.

5.6 Discussion

ISSUES FACED BY THE RESPONDANTS

1. No Focus on English Language

English is not just a language, but a medium of examination for the student studying in the public sector schools of Rajanpur. These students are required to perform in the exams while using English language. It is the medium of examination as well as the **medium of textbooks**. All books are written in English language except the textbooks of Urdu, Islamiat and Arabic. So, all the public schools of Rajanpur are English medium schools in this way. During the process of data collection, I have observed the fact that the medium of instruction used in these schools is Urdu. Every teacher delivers the lecture in Urdu Language including the teachers teaching English Language. I have asked many questions from the participants regarding this difference in the medium of instruction and medium of examinations. I have also tried to inquire about the causes and impacts of this prominent difference.

When I inquired about the reason behind preferring memorization over writing in their own words, a student of grade 7 said “there is a problem occurs because our teachers teach us in Urdu language and we have to write in exams in English language. There is a difference in medium of instruction and medium of exams, but if we have a clear concept we can try to write in our own words”. According to this student, the difference in medium of instruction and medium of examination is another factor that contributes to memorization.

The students who haven't understood anything would definitely go for memorization. But the students who have understood the concepts do memorize too because they don't know how to write it in English. It is because the teacher has taught them a concept while speaking URDU, while they have to produce the same concept in English language. So, this is another problem faced by the students of government school. They do not know to write in a language, which is the medium of their textbooks and the examinations.

When I asked a teachers of school about the inability of the students to speak and write English language, she replied "The English teacher teaches her subject in Urdu language, because our English teachers can't speak English fluently and it also depends on the atmosphere of the households, the parents of these students cannot speak English, even if the students speak one or two words of English in the school he would forget it the time the class ends, because the language is not endorsed by the surroundings, friends, and family".

2. Lack of Questioning:

Asking questions by the students is an indication of concept building among the students. I have observed a number of classes in different classrooms and have seen a different pattern there. Even a single student did not ask any question from the teacher during most of the classes that I observed. I have asked this question regarding the reasons behind lack of questioning in the classrooms from all the participants of my research including teachers, students and the principal.

When I asked about this issue, a student of grade7 said "I do not ask questions from my teachers in the class because I fear the teachers a lot and their attitude is not welcoming towards our questions". This student was keen for asking questions but could not do it because of the element

of fear. Children of this age group cannot talk to the people whom they are afraid of. According to him, the teachers do not like much when students ask questions from them.

To explain the reason behind her not asking questions in the classroom, a student of grade 7 said “I do not ask questions from my teachers because my concepts are not clear so I have no idea about what to ask”. This student made it clear that clarity of concepts leads to asking questions by the students. If a student has basic understanding of a topic, only then questions will come into his mind and he will ask questions to have further understanding.

3. Lack of confidence

Confidence is the faith in one’s self which comes through the appreciation of one’s own capabilities. It is considered as a key to success. According to my observations, the teachers working in the public schools do not work hard for developing confidence in their students.

A participant who happens to be a teacher of primary school said “The difference between the students of public and private sector educational institutions is of confidence. Kids coming from rich families are confident enough to ask questions hence their understanding level is high”. A student of 6th grade pointed towards the insufficient opportunities of extra-curricular activities in the school. She said “We have no opportunities to participate at this level only students of Matric and Intermediate are given such opportunities.

4. Lack of Creative Activities:

During the course of data collection, I have noticed this thing that the timetables installed in the classrooms of the public schools lack the periods of Arts and Drawing. I was very curious to find and know about the factors that inhibit the policymakers to incorporate these subjects for the students of the primary and high school. Almost all of the students were unhappy of this fact i.e.

there is absence of such creative activities in the school. I have inquired about the reasons and impact of lack of creative activities through the interviews taken.

A teacher of school said on this issue “There is an extreme lack of creative activities in our school. There are no periods for drawing and art projects. This is the reason our students lack in creative skills”. According to this teacher, creative skills are something which can be instilled in the students through giving them opportunities to explore their creative skills and engaging them in creative activities. Another teacher of the school said “There should be a separate period for drawing and creativity in the timetable of schools. These subjects should be given immense importance by making them graded.

5. Lack of Class Presentations

An oral presentation is analogous to delivering a speech in front of an audience. The only difference between the two things is the use of certain visual aids and other technologies. The multimedia presentations have now become a compulsory component of the higher education and offices.

When asked about taking class presentations by a teacher she replied “I do not take class presentations at all. It is because we are not asked to do so by the administration of the school. As it is not part of the course made by the board. According to this teacher, they just do that is asked them to do and that is part of their job. Why would they take class presentations, when no one has ever asked them to do so? She considers class presentations as an unimportant thing, which has no significance for the students of a primary school.

CHAPTER SIX: RECOMMENDATIONS

Following are the recommendations; I suggest for tackling the issues faced by the schools of district Rajanpur. These are the suggestions which would be quite beneficial for enhancing the quality of education in the schools. They are aimed at eliminating the hurdles in terms of management, teaching methodologies, pattern of examination and social structures. Once these obstacles in the way of quality education removed, the quality of education in the government run schools would be enhanced.

1. Limit the class size

One of the major issues faced by the public schools of Rajanpur is the huge size of the classes. There were 40-45 students in a class on average in the primary school, which is very difficult for teachers to handle the students properly. Considering the population of Rajanpur, the maximum number of students is 20,25 in each class. It is because the students of a primary school need more individual attention of a teacher as compared to the students of a high school. The reduction in the class size would definitely enhance the quality of education. The teachers would be able to provide individual attention, focus on concept building, conduct more written/oral tests, discuss results of tests on individual basis and efficiently maintain the discipline of the class in this way.

2. Focus on English Writing and Speaking Skills

I have discussed in detail in the chapter no. 4 “Results” about this cause of rote learning. There are many students who have the clarity of concepts but still memorize the topics and sometimes the entire lessons. It is because they cannot write on their own. These students lack the ability to write a grammatically correct sentence in English language. There should be great focus on the English language in the public schools, not just because it is an international language. It should be focused on because it is the medium of examination. It is the language in which a student

produces the knowledge he has, in the exams. So, this language should be given the more importance as compared to the other subjects. If a student has no grip over English writing skills, he would not be able to perform in any subject. I would like to recommend the introduction of a separate subject named “English writing & Speaking” for the students from grade 1 to grade 10. This subject would not be taught as a subject. Instead, it would be taught as a language. The students have stories and lessons in their regular English Textbooks. The curriculum designed for this subject would not consist of lessons, instead it would be focused just on making students read and write English language. This will include practice of English writing and speaking by the students, where the teacher directs groups of students to talk in English. It will also include writing assignments for the students on daily basis. If this subject is introduced in the syllabus of the primary schools, the students would be able to make correct sentences the time, they reach to the high school.

3. Graded Art and Creative Subjects

I have inquired about the Arts subject from a teacher of school. There are no separate Arts/Drawing subject for the students in the schools. There is no separate creative subject. I suggest inclusion of a graded Arts subject in the schools. Such subjects enhance the creativity of the students.

They provide the students a moment of relax from studying other dry subjects. They add an element of fun to the otherwise boring routine study of the students in the schools. As it is discussed earlier, the students of the school are too young to sit on the chairs and study for long hours. There is a dire need of element of fun for these students in order to make their school life entertaining.

4. Graded Extra Curricula Activities

I have observed an immense lack of confidence in the students of these schools. On one hand, it is due to the suppression of confidence which is caused by the unnecessary insults and beating of students. On the other hand, this is because the majority of the students do not participate in the Extra Curricular activities. The teachers do not bother about this fact that 90 percent of the students of their class do not participate at all and there is just a tiny minority which participates each year in every function. The extracurricular activities do develop confidence in the students and enhance their social skills. The only way through which these students can be made participate in them is making them mandatory as well as graded. These activities should be made mandatory for each and every student of the school. It should be made graded too. There should be a portion of participating in these activities in the total percentage of the final exams.

5. Terminal System

There is a great burden of studies on the students of the public sector schools of Islamabad. I have thoroughly inquired the reasons behind this burden. One of the major reasons is that the students from grade 1 to grade 10 need to prepare the whole syllabus for their final examination. These students do have terminal examinations during a session, but still the whole syllabus is included in the course of final exams. A system of education, wherein the students memorize the entire textbooks and learn the lessons by rote, it is quite unjust towards them to prepare the whole syllabus for the final exams, parts of whom they did memorize for the terminal examinations. I would suggest a terminal examination system for the public sector schools like the one we have in our universities. There should be two terms of exams in the entire session. The syllabus which is covered in a mid-terminal examination should not be a part of the final term examination. It is because, in order to prepare the students for final examination, the teachers have to complete the entire course prior to the time of examination in order to make students revise the whole syllabus

for approximately a month. This trend of revision decreases the time for teaching the syllabus. Due to this lack of time, teachers teach with a great speed without bothering for the concept building of the students.

6. Job Insecurity

During the process of data collection, I have found the reasons behind the idle behavior and lack of hard work by the teachers. One of these reasons is the greater extent of job security for the government teachers working in the public schools. Once a teacher gets a permanent government job, no one can fire him from this job. Unlike the private school teachers, the government schoolteachers have no fear of losing their jobs in case of poor performance. There is either no incentive for them to work hard in terms of teaching, conducting tests and building concepts. These things do not matter at all. There are many disadvantages related to job insecurity as well as job security. Too much security is disastrous and too much insecurity would be dangerous.

7. Ban on teachers for working in Tuition Centers

A teacher of the high school told me about the working of mostly the male government teachers in the private academies. According to her, these government teachers do not teach well in the public schools, so they can have more and more students in the academies they teach. I find this whole scenario very disturbing. In my opinion, it depicts a serious conflict of interest. Why would a teacher teach efficiently in a school, if he wants to make money from the students in the academy? I suggest a complete ban on the government schoolteachers to work in academies privately. This ban would nullify the opportunities for the teachers to earn money privately. When the teachers know they cannot ask the students to join them in academy in the evening time, they would teach them with the utmost importance in the schools

8. Lack of Funding

According to one of the principals of the school, the public schools remain out of funds all the time. They have very little fund for development activities. The teachers themselves fund certain activities like decorating classes, photocopying test papers etc. There is a huge lack of facilities in these school, with the lack of multimedia on the top of the list. A number of teachers made complaints of this deficiency. There are no multimedia facilities for the students of the primary as well as high school. I have not seen a single projector in any classroom of both schools.

. With the help of multimedia, students would be able to watch videos, 3D pictures and documentaries in the classrooms.

9. Helper Teachers

Another problem faced by the public-school teachers is the burden of checking notebooks. This problem can indirectly be solved through reducing the size of class. Another way to tackle it is to appoint helper teachers who will assist the subject teachers in this regard.

10. low rate of passing.

The heads and teachers of schools should make such required steps which could help with expanding hypothetical desire for these schools. The heads of government financed schools should focus on into picture the issue of their low pass rate.

CHAPTER SEVEN: CONCLUSION.

This study aimed at analyzing the reasons behind the analysis of private and public educational institutions in district Rajanpur. It has done to inquire about the obstacles in the way of provision of the quality education. This piece of research is also intended to examine the issues faced by the students and the teachers of the schools. This study would be successful in answering the above-mentioned research questions competently.

The results highlight a number of factors that are directly and indirectly responsible for the comparison in private and public institutes in district Rajanpur. The detail of these results is explained previously. There is a huge number of factors which are responsible for the lack of quality education. According to the given data, I have observed the following major factors.

In Public schools of Rajanpur, the major factors behind low quality of education are huge class size, obsolete pattern of examination, out-of-date teaching methodologies, ineffective administration, rote learning, lack of concept building, lack of critical thinking and incompetent teachers. These are just a few factors which, in my opinion, are responsible the most.

In the results section, I have focused the most on the lack of critical thinking because it develops reasoning and analytical skills in students, which is a major determinant of education. The students of the public schools are not able to think critically at all. This concept is alien to the students of these schools. Critical thinking is necessary for the cognitive development of the students. There is no focus on the cognitive development of the students studying in these schools.

The quality of education has much to do with the quality of evaluation. The teachers will teach in accordance with the pattern of examination. The pattern of examination for the students studying in public schools leaves no room for critical thinking. The teachers do not bother about critical

thinking by the students because it is not endorsed by the pattern of examination. Answering the questions in the exams does not require critical thinking. Instead, it requires memorization and rote learning.

The medieval teaching methodologies adopted by the teachers in the public schools are also responsible for the low quality of education. The teachers teach an entire lesson to the students without having a discussion or session of questioning with them. The teaching-learning process is absolutely one sided in these schools. Teachers are not concerned about the conceptual understanding of the students. Their only motive is to complete the lesson; they decided to teach in a period.

Another major yet unsolvable issue faced by the public education system is huge size of a class. If improvements are made in all other areas, still they will be of lesser use if the class size is not reduced in the public schools. How can the quality of education be ensured in a school, where there are more than 70 students studying in a single class? Such examples of criminal negligence led to low quality of education. The students of primary as well as high schools require individual attention. They are being deprived of this right by the Directorate through not making rigid policies in this regard. In my opinion, the whole focus of the policymakers is on quantity of the education rather than its quality. The huge size of classes confirms this fact. They want more people to get benefit of getting education at public schools at the expense of quality of education of these schools.

The competence of a teacher can be judged through the extent of conceptual understanding of his students. Concepts can only be made clear when a teacher answers the questions of the students. In these public schools, there is no trend of questioning by the students. A good teacher is the one who encourages as well as provokes the students to ask questions and then answers to their

questions. Only then the students will be able to learn conceptually. From primary to high school, students complained about the lack of conceptual understanding due to which majority of the students have to take tuitions in the evening. These tuitions, on one hand cost their parents and on the other hand, increase the time duration of study in a day. This mess having a chain effect is created due to the incompetency of the public-school teachers.

I have analyzed a lot of issues faced by the students of the public schools. Apart from a number of academic issues like lack of concept building, rote learning and difference of mediums, the students face a number of non-academic issues too. The students of the public schools lag behind in the race of life in their professional lives. It is because they lack social capital. They may achieve good degrees from reputable universities, but they fail to achieve good jobs especially in the private sector. It is because they are least confidence and having poor English writing and speaking skills.

There is an immense lack of practical work, creative activities, class presentations, oral testing, dramatic and sports activities in these public schools. The students are neither given adequate opportunities, nor are they encouraged to participate in extracurricular activities. These things are neither mandatory, nor graded here. There is no effort regarding developing creative skills in the students. The class presentations are not mandatory, and no teacher takes them. The schools are not provided with sports equipment. There is no trend of oral and open book testing.

Apart from the factors mentioned above, there are certain other factors too that create obstacles in the provision of quality education. These problems have much to do with the policymakers and the government. There are a number of elements that are responsible for the incompetence of the teachers. Other than the fact that the teachers are incompetent and not well learned, the

question is that will these teachers perform in the same way if they work for the private schools. I have analyzed the failures at the policymaking level too.

In the public schools of Rajanpur, the teachers do not work hard in terms of concept building, because they have no incentive for doing that. A private school teacher would work hard to ensure job security and the promotion. Government school teachers enjoy absolute job security. Their promotions are based on time scale. It means that a teacher, who performs good or bad or even worse, will eventually get promoted to the higher grade after a certain length of time. There is no incentive for the teachers working in public schools to work hard and in accordance with the new trends of teaching. Their jobs as well as promotions are secure.

The issues faced by the teachers include the huge size of class, low daily wages, lack of funding and lack of important facilities like multimedia etc. It is difficult for a teacher to provide individual attention and take questions from a class having huge strength. He has to have a lot of energy to maintain decorum of the class in this way. Another issue faced by the teachers of the school is the checking of homework notebooks. This is a real burden on a teacher when he has to check notebooks of 60 or 70 students. Things like that disturb the teachers and lessened their focus on teaching. There is a lack of helper teachers who are appointed just for checking notebooks.

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