Comparative Analysis of Public and Private Educational Institutions: A case study of District Vehari-Pakistan.

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Abstract

 Education is necessary for the personality grooming of individual. There are different types of institutions available like private and public institutions, technical institutions, and madrasas (religious institutions). These institutes are having the triangle of three main pillars; consisted of Teachers, Students, and Curriculum. There are two main types of schools in Pakistan and all over the world. One is public and other is private school system. Now a days private schools are becoming more favorite and attractive for majority of the students due to their better education systems, test criteria and knowledge creation vis-a-vis public schools, which comparatively very cheap but inefficient are losing their attraction. Parents prefer to send their children in private schools and avoid public schools. The main objective of this study is to investigate why people prefer high charging private schools over free public schools (That charge nothing)? We use primary data collected through constructed questionnaire and survey method was applied for collection of data from the target respondents of private and public schools located in District Vehari, Pakistan. The results show that five main factors emerge as important determinants of private school choice. These include the socioeconomic status of the household, the degree of a school's accessibility, the cost of schooling, parents' perceptions of school quality, and their perceptions of the available employment opportunities in the region.
Keywords: School choice, private, public, perceptions, school quality, employment, wealth, access, cost of schooling

1. Introduction

Awan (2014) says that education plays a pivotal role in the rise and fall of nations especially in 21st century. It is mainly due to the emergence of global competition in education and technology. This competitive environment is the core need for progress of any country. Awan (2011) argues that all countries including Pakistan have different school systems but when we divide them we find two major categories of school systems: private and public schools. In Pakistan private schools are getting mass acceptance today to ensure sustained progress of the country. Therefore, the main objective of this paper is to analyze the quality of education introduced in private schools. The quality of education is assessed by education levels of teachers, method of teaching, curriculum, and study environment.

During 1990s and 2000s private sector was emerged as a key provider of education services in Pakistan both in absolute terms and relative to the public sector. One piece of evidence relates to the number of private schools, which increased by 69%, as compared to mere 8% increase in number of schools. In 2000 private sector was catering the educational needs of about 6 million children. This number increased to 12 million in 2007-08 – equivalent to 34 percent of total enrolment. The number of teachers also doubled in private1 educational institutions during this period. Awan and Saeed (2014) plead that private educational institutions are playing key role not only in eradicating illiteracy but also enhancing the level of students as well as teachers by providing better academic environment. Awan (2012) disclosed that private sector contributed significantly in eradicating illiteracy in the emerging economies. If private school properly managed they can uplift educational standard in Pakistan as well. Awan (2012) revealed that educational system was completely shattered in the Soviet Union after its disintegration in the late 1990s due to non-existence of private educational institutions. When the Soviet Union was collapsed its public school system was also collapsed.

1.2 Main Research Questions

Main research question of our study is the "Comparative analysis of public and private educational institution: A case study of District Vehari-Pakistan."

The mushroom growth of private school in Pakistan has raised many other important questions: what are the causes of the rapid growth of private schools? Is public private partnerships is effective for meeting the growing demand of education? Are private schools are providing better and qualitative education as compared to public schools? Why are public school system declining? We will try to explore the answers to these question in this paper.

1.2 Objective of study

The objectives of our study are:-
1. To investigate the causes of the mushroom growth of private schools system.
2. To investigate the cause of the decline of public schools system
3. To compare the quality of education of both public and private schools.
4. To analyze the education level of teachers, methods of teaching and quality of curriculum both at public and private schools.
5. To analyze future challenges to both public and private schools systems.

2.   Literature Review

We briefly state the literature reviewed during the study:-

Jimenez and Tan (1985, 1987) found that despite the evolution in private schools, educational ins-titutions still did not serve large proportions of Pakistan's population. The study found exclusion of girls in rural areas most upsetting. Examining tuition and other fees in private schools, the study argued that private schools w ere supplying only to the rich and concluded that the private education sector would reach at its full capacity i.e. an enrolment of 2.1 million children.

Alderman *et al.* (2001) remains the most methodologically sound and convincing study of private-public schools to date. Using an area-frame sampling methodology, the authors identified low-income areas in Lahore District and conducted household-level and school-level surveys. Tests of Urdu and mathematics were administered to a subset of third-grade children. Achievement production functions were fitted including a school-type dummy. However, non-random assignment of pupils in private schools was controlled using the estimated predicted probability of private school enrolment based on logit estimates of school-choice. The authors found that, controlling for home background and school inputs, children in private schools performed better than their government school counterparts. The key strength of this study is that the data are based on a household-level survey and does not ignore selectivity into particular school-types relative to children not attending school at all. Moreover, the author's extremely rich data help convincingly identify school-type in the achievement production functions.

Andrabi,Das and Khwaja (2002) studied a new census of private educational institutions in Pakistan along with P opulation census concluding that Private institutions particularly at primary
 level were increasingly important factor in education both absolutely and relatively (towards public institutions).
 The study found that though the fees are high but were still affordable to middleclassand even low income group s. It also revealed contrary to expectations that Private schools were not an urban elite phenomenon but they are also affordable to the low in groups in rural areas. It was found that education of teachers, expenditure per studen ts, teacher student ratios and school facilities were better than public schools. Majority of private schools at prim ary level had moe female teachers as compared to public schools and significantly correlated with girl enrolment.

Niazi and Mace (2006) examined the performance of private sector degree awarding institutions taking data from
 10 selected institutions situated within Rawalpindi and Islamabad. The study focused on the following research question. "To what extent does the private sector contribute to efficiency and equity in higher education provisio n in Pakistan?" The study concluded that tuition fee of private institutions were very much high which made the system inefficient due to denial of access towards poor allowing easy access only to the children of well off fami lies. The study suggested financial support of government to private sector institutions like reducing taxes or pro viding financial aid to students attending private higher education through loans etc.

Khatti, Munshi and Mirza (2010) studied role of private schools of district Badin in promotion of education focu sing on input resources (physical resources, human resource and other facilities) and secondly output (result of S SCII). The study collected data from 49 different public as well as private institutions randomly through question naire design. The study found that public schools are much better in physical and human resources while other fa cilities were better in private institutions. The study concluded that private schools of District Badin were playin g better role for the promotion of education as students who performed well (securing A1 to B grades) were mor e related to private institutions.

Almani, Soomro and Abro (2012) evaluated behaviour of parents, students, teachers and officers for assessment of actual position of education in Private Schools of Sindh, identifying the role ofparents, officers, teachers and s tudents towards the promotion of the private schools. The private schools were believed to be the symbol of bette r education, strict discipline, hardworking, cooperation, mutual understanding, and charming future. The data ha d been collected from the four important pillars of private schooling. A sample of 360 students, 220 teachers, 22 0 parents, and 80 oficers from 90 schools was randomly selected. Four different types of questionnaires were dev eloped. The study concluded that the stake holders remained satisfied with quality and quantity of

private school teachers, performance of students (quality of education), and cooperation by parents, quality of te xtbooks and English as a medium of instruction. They remained dissatisfied withsupervision by officers, school building, facilities, admission, and monthly fees.

Finally, a recent study by Das, Pandey and Zajonc (2006), uses a rural sample of 828 schools from 114 villages in three districts of Punjab (Attock, Faisalabad and Rahim YarKhan) randomly testing 10 pupils in grade 3 in every school in the chosen village. The tests were conducted in English, Urdu and Mathematics. At one point, the authors compare the 'adjusted' and 'unadjusted' knowledge score gaps by school type. The 'unadjusted' gaps represent the mean difference in pupil scores in the three tests while the adjusted gap is the coefficient on private schools in a child-level OLS regression that includes wealth, father literacy, mother literacy, gender, age, age squared and a village-level fixed effect. Their data also corroborate the findings of the two previous studies and confirm that private school pupils outperform public school counterparts in all three subjects. The authors also note that there is no decrease in the gaps after conditioning on the covariates (i.e. the adjusted and unadjusted gaps are roughly identical). This finding appears to suggest that differences in schools rather than differences in family background generate learning differences. This is not surprising given the relative homogeneity in socio-economic status that one would expect in rural areas in Pakistan.

2.1 Distinction of study

Our study has distinguished features which state as under:-
    1. This is the first study in District Vehari.
    2. It is a comparative study of public and private schools systems.
    3. It is related to the remote areas of Pakistan.

3.   Comparative analysis of public and private schools

Private schools in developing countries including Pakistan do not necessarily have an elite bias, and that a range of low fee-charging private schools exist that cater to the rural poor. Several characteristics are responsible for making private schooling more attractive to parents compared to government schools; these include better test scores, the use of English as a medium of instruction, better physical infrastructure, and lower rates of teacher absenteeism. Now we discuss some of these factors:

3.1 .Income of parents:

Private schools are not accessible to poor parents. Wealthier parents are more likely to send their children to private schools than poor parents. The share of private school-going children increases with socioeconomic status. Parents across all socioeconomic groups favor females in the private versus public schooling decision. While parents discriminate against females in the enrolment decision, they are more likely to choose private schooling for their daughters rather than for their son. Girls from richer households are more likely to go to private schools than girls from poorer households.

3.2. Teacher Quality Factors Influencing School Choice:

Lower teacher absenteeism and better teacher accountability in private schools as compared to public schools. In the private sector, teacher remuneration is more closely linked to student outcomes than in the public sector. Private school teachers are less likely to be absent than teachers in public schools. So, teachers operating at low-fee private schools would be under pressure to perform and meet certain result-oriented outcomes. In the public sector, on the other hand, there is greater job security. Thus, the differential incentive package in the private relative to the public sector may be a factor in explaining why private schools out-perform government schools.

The quality of the class teacher's teaching and captures three dimensions:
    (i)   parents knowledge of the teacher's educational qualifications
    (ii) parents opinion of the teacher's regularity
    (iii) parents rating of the teacher's teaching skills.

There is a fixed salary package and pay scale for the government school teachers. Pay scale usually starts from 9th grade up to 15 in government sector. But this pay scale is not too much sound full.

In case of private school teachers it is not confirmed to get such fixed package or place in any grade of pay scale. They get very little amount on the name of salary, depending on student's strength, fees and their performance about class output. But in high private schools which are providing facilities of O levels or A levels, situation is different.

Once a person appoints as government school teacher he gets the surety about his job future. They don't have any fear about their job lose in case of taking classes regularly or not or even on worse performance of students, while private school teachers do not have permanent jobs. They always involve in the fear of in secure job future. Mostly fresh and young pass outs of intermediate appoint as secondary school teachers in private schools. There is no concept of training for them. Usually private school administration terminates them and appoints new teachers after summer vacation for salary saving. If they are not showing best results and obedience towards management they can easily be terminated situation of job surety for private school teachers.

Private school owners do not give assurance of job to the teacher and rustication can be possible any time at any minor reason. There are different allowances included in the salaries of government school teachers like; House allowance, medical allowance, conveyance allowance, compensatory allowance, adhoc and special allowance. In private sector there is no concept of any fund and no security after retirement.

3.3 Facilities in School:

School infrastructure is based on five measures:

     (i)   parents observations about the condition of the school building, and their knowledge

     (ii) school has a boundary wall

     (iii) school has a functional latrine

     (iv) school has a electricity

     (v)   school has a Water

3.4 . Child safety:

It is based on parents' knowledge of whether the child's school has a gatekeeper, and on their perceptions of the frequency of corporal punishment and the likelihood of peer harassment.

3.5 . Quality of education:

The quality of English, science, and mathematics teaching is generally higher at private schools than at public schools. Parents' ratings of the quality of teaching of these three subjects at their child's school are very important. The teaching quality gap between private and public schools is evident—a larger percentage of public school-going children's parents rate the teaching as 'average' (or 'poor') compared to those of private school-going children. Conversely, the percentage of children whose parents rate the teaching as 'excellent' is higher for private schools.

3.6 . School Fee:

 The educational cost is assumed to be the most important factor for not only the decision of schooling but also the choice of public vs private schooling as well. We have used the fee of school as the proxy of school cost. Although the transport cost, the expenditure on educational material and uniform have significant share of the total cost of schooling. Moreover, in poor households the opportunity cost of schooling also remains high. We have found inverse relation between the school fee and choice of private school. As the fee rises, the probability of attending private schools falls.

3.7 Medium of Instruction:

The English attained the language of high status in Pakistan. Proficiency in English is assumed to be required for joining and advancement in armed forces, civil services, better paying jobs in private companies and NGOs. It is also medium of instruction in universities that is why it is required by parents in schools. The English language was seen as the major determinant of this expansion and as basic requirement by the parents. So, we have found a positive association between the choice of private school and medium of instruction as English. Medium of instruction in English along with discipline and status symbol associated with private schools is responsible for preference of private schools. On the other hand, most of the public schools are Urdu medium so parents do not prefer public schools. Now The Punjab Government's initiative of transforming Urdu medium public sector schools into English medium may result into increase in enrolment in public sector schools.

3.8 Student teacher ratio:

Student teacher ratio is very high in public schools and seventy plus students in one class. So a teacher cannot give proper attention to each student and all students also cannot communicate with teacher easily. On the other hand in private schools there are thirty plus students in a class so there is much better student teacher relationship and a teacher gives proper attention to students.

3.9 Better results:

Students of private schools are showing better results than public schools. Our data proves that private school students are getting higher marks then students of government schools in District Vehari , same is the case in all districts of Pakistan.

We have shown educational statistics of public schools in District Vehari in Table 1 and private schools in Table 2

Table 1 Educational statistics of Public Schools in District Vehari.

INDICATORS	MALE	FEMALE	TOTAL
No of Primary Schools	568	513	1046
No of Elementary Schools	107	169	311
No of High Schools	79	74	153
No of Higher Sec. Schools	12	10	22
Total	766	766	1532

Table 2 Number of Private Educational institutions in Vehari

Sr.no	Level of Institutions	No of Schools		
		M	F	Total
1	**Higher Secondary Schools**	06	12	18
2	**High School**	92	77	169
3	**Middle School**	395	53	448
4	**Primary School**	07	0	07
	Total	500	142	642

There are lot of public schools about 1532 in Vehari as compare to private schools that are only 642. Public schools are equal in number 766 for boys and 766 for girls. But in private sector 500 boys and 142 girls' schools. So there are more private schools for boys than girls.

4   Research Methodology

4.1.Data and types:

There are many sources of data collection that can be used like newspaper, media, internet, surveys, questionnaire, and personal interviews. We take primary data by using questionnaire, which were filled by students, teachers, and administration of the school. This study is a survey study and is descriptive type of research. Two groups were involved in this study; one group was from Private schools and the other one from the Public schools. The administrators were taken from the randomly selected private and public schools.

4.2 .Population and sample:

All the Private and Public Secondary Schools of rural as well as urban area of Vehari District were included in the population of the study. We used stratified sampling technique in the selection of sample. First we selected some schools from Vehari district, and then we selected students from these schools. We collected information from teachers who taught the pupils in these institutions. The samples were taken from each school and data on school resources and expenditures was taken by interviewing each respondent from these selected sampled schools. Finally, mostly for consistency checks and for additional information, each child was sent home with a questionnaire which was filled out by the parent (or the child asking the parent questions if parent was illiterate) and returned to authorities. School type effectiveness is measured as the difference in pupils' learning achievement in the two school-types. Achievement differentials are estimated using education production functions with the outcome of schooling.

4.3 Selected Variables

The results of 9th Board Examination for the year 2014 was taken as a dependent variable while family income, education of parents, teacher's qualification, teachers/students ratio, facilities in the schools, curriculum, discipline, and regularity were taken as independent variables.

4.4 Model and Selected variables:

We developed following model for private schools in District Vehari.

$$Y_p = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \mu \qquad (1)$$

Where, Y_p measures the achievement score of pupil in private school, X is a vector of variables assumed to determine achievement, β_s are the corresponding vector of coefficients to be estimated and μ is an error term.

$X_1 =$ family income
$X_2 =$ education of parents
$X_3 =$ student teacher ratio
$X_4 =$ student teacher ratio
$X_5 =$ syllabus used (Urdu or English medium)
$X_6 =$ discipline and regularity

We developed the following model for public schools situated in District Vehari.

$$Y_g = \alpha_1 X_1 + \alpha_2 X_2 + \alpha_3 X_3 + \alpha_4 X_4 + \alpha_5 X_5 + \alpha_6 X_6 + e \qquad (2)$$

Where, Y_g measures the achievement score of pupil in government or public schools, X is a vector of variables assumed to determine achievement, α_s are the corresponding vector of coefficients to be estimated and e is an error term.

4.5 .Estimation technique:

Ordinary Least Square (OLS) technique is used to run the model and compare values of Y_p and Y_g to compare public and private institutions. **OLS** is a method for estimating the unknown parameters in a linear regression model, with the goal of minimizing the differences between the observed responses in some arbitrary dataset and the responses predicted by the linear approximation of the data (visually this is seen as the sum of the vertical distances between each data point in the set and the corresponding point on the regression line - the smaller the differences, the better the model fits the data). The resulting estimator can be expressed by a simple formula, especially in the case of a single regressor on the right-hand side. The OLS estimator is consistent when the repressor's are exogenous and there is no perfect multicollinearity, and optimal in the class of linear unbiased estimators when the errors are homoscedastic and serially uncorrelated. Under these conditions, the method of

OLS provides minimum-variance mean-unbiased estimation when the errors have finite variances. Under the additional assumption that the errors be normally distributed.

5. Results and Discussions

5.1 Public Schools Empirical Results

$$Y_g = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \mu$$

$Y_g = 342.57 + 0.001X_1 + 1.9704X_2 - 1.0540X_3 + 27.885X_4 + 18.560X_5 + 17.518X_6 + \mu$

SE(B)(24.322) (0.0004) (1.0663)   (0.2789)   (8.6804)   (8.1726)   (7.8608)

T Val. (14.0847)(2.2984) (1.8477)   (-3.7792)   (3.2124)   (2.2710)   (2.2284)

$R^2 = 0.65$, Adj. $R^2 = 0.63$

The 0.65 value of R^2 shows that the model is good showing significant effect of independent variables on dependent variable and show one unit changes in independent variables cause 65 percent   change in dependent variable. However, the model is unable to explain 35% variations in dependent variables as R^2 takes the value 0.65 in government sector setup of educational institutions in Vehari district. The value changes to 0.63 along with adjustments. The mean effect of included variables is reflected by intercept of the model which takes the value 342.57 significantly. The variable X_1 which is family income has significant but low effect on the target variable i.e. 0.001. Second variable of the model parent's education also has significant effect on pupil's performance. Student teacher ratio has negative and significant effect on student's performance i.e. -1.0540. The model also shows that facilities of the institutions also pose significant and positive effect on the performance. Same is the case with all other dummy variables as their values are significantly positive and huge magnitude is taken by their values.

5.2 Private Schools Empirical Results

$$Y_p = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \mu$$

$Y_p = 189.042 + .000267X_1 + 6.4725X_2 - 1.09X_3 + 29.5097X_4 + 78.91X_5 + \mu$

SE (B) (57.4157) (0.0006) (3.6358) (0.5688) (9.9574)   (9.0864)

T Values (3.2925) (4.2227) (1.7801) (-1.9162) (2.9635) (8.6848)

$R^2 = 0.73$ Adj. $R^2 = 0.71$

The model is unable to explain 27% variations in dependent variables as R^2 takes the value 0.73 in Private sector setup of educational institutions in Vehari District. The value changes to 0.71 along with adjustments. The mean effect of included variables is reflected by intercept of the model which takes the value 189.042 significantly. The variable X_1 which is family income has significant but low effect on the target variable i.e. 0.00026. Second variable of the model parent's education also has significant and positive effect on their children's educational performance. Student teacher ratio has negative and significant effect on student's performance i.e. -1.09. The model also shows that facilities of the institutions also cause significant and positive effect on the performance. Same is the case with all other dummy variables as their values are significantly positive and huge magnitude is taken by their values. The regression statistics of private and public schools are shown in table 3 and 4 respectively.

Table 3   Regression statistics of Private schools in District Vhari

Regression Statistics	
Multiple R	0.808455
R Square	0.6536
Adjusted R Square	0.631252
Standard Error	31.65708
Observations	100

ANOVA

	df	SS	MS	F	Significance F
Regression	6	175856.6	29309.44	29.24596	1.96E-19
Residual	93	93201.87	1002.171		
Total	99	269058.5			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	342.5791	24.32269	14.08475	8.61E-25	294.279	390.8791	294.279	390.8791
1. Income	0.001044	0.000454	2.29841	0.023779	0.000142	0.001945	0.000142	0.001945
2. Educat	1.970425	1.066366	1.847794	0.067811	-0.14717	4.088017	-0.14717	4.088017
3. Teach/St Ratio	-1.05403	0.278899	-3.77924	0.000278	-1.60786	-0.50019	-1.60786	-0.50019
4. Facilities	27.88532	8.680487	3.212414	0.001809	10.64759	45.12305	10.64759	45.12305
X Variable 5	18.5603	8.172617	2.271035	0.025452	2.331099	34.7895	2.331099	34.7895
X Variable 6	17.51765	7.860841	2.22847	0.028259	1.907577	33.12772	1.907577	33.12772

Table 4

Regression Statistics	
Multiple R	0.855797
R Square	0.732389
Adjusted R S	0.718304
Standard Err	35.60322
Observation	101

ANOVA

	df	SS	MS	F	gnificance F
Regression	5	329564.5	65912.9	51.99864	1.04E-25
Residual	95	120420.9	1267.589		
Total	100	449985.4			

	Coefficients	andard Err	t Stat	P-value	Lower 95%	Upper 95%	ower 95.0%	pper 95.0%
Intercept	189.042	57.41571	3.292513	0.001395	75.05738	303.0266	75.05738	303.0266
X Variable 1	0.002667	0.000632	4.222775	5.53E-05	0.001413	0.003921	0.001413	0.003921
X Variable 2	6.472482	3.635863	1.780177	0.078244	-0.74562	13.69058	-0.74562	13.69058
X Variable 3	-1.09	0.568824	-1.91623	0.058342	-2.21926	0.03926	-2.21926	0.03926
X Variable 4	29.50968	9.957435	2.963583	0.003843	9.741677	49.27769	9.741677	49.27769
X Variable 5	78.9148	9.086458	8.684881	1.06E-13	60.8759	96.9537	60.8759	96.9537

6. **Conclusion**

Education is very important and it provides the base for socio-economic development for any country If educational system is of poor quality it may be one of the most important reasons why poor countries do not grow. As in Pakistan, the quality of education is on the decline in spite of the fact that the government is trying for improve quality and quantity of education by   introducing free education at secondary level. Government is emphasizing on quantity not on quality of education. The government can improve the quality of education by strict check and balance.

We know that without good and qualified teachers we cannot transform the education system and cannot improve the quality of education. In this regard, a series of education reforms in the area of teacher education were introduced in the public sector but they failed to make any substantial impact on the quality of teachers and teaching process. Our results show that educated parents prefer private schooling for their children.

The distance of the public sector schools tends the parents to send their children to private schools. On the other hand higher fee keeps the children away from private schools. Moreover, higher per-capita income group of households send their children to private schools and vice versa. The public sector policy for universalization of

school education is partial failure and need modification by inclusion of more public sector schools with improved quality of education. For the lower per-capita income group, the public sector schools are necessary to attain the target of universalization of school education. On the other hand private sector is improving and becoming popular in these days.

Parents prefer private schools instead of free government schools. Government of Punjab is trying to universalize the school education by providing free education in schools along with a number of schemes like free books, food for education and stipends to students in public sector schools. If the parents are preferring private sector schooling the policies will face failure. So government should emphasis on quality not on quantity.

7. Policy Recommendations

In the light of above discussion we make the following policy recommendations:-

1. Government should apply proper check and balance mechanism to improve the performance of public schools.
2. Government should also monitor the working of private schools and formulate specific rules and regulations to create harmony in their curriculum, faculty, and required infrastructure.
3. Government should not allow private sector to open schools just for minting money.
4. Special teams of educational experts should be formed to make surprise visits of both private and public schools.

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