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## Sociological Study of Parents Orientation towards Selection of School for their Children Education

Nouman Khaliq<sup>a\*</sup>, Abdul Aziz<sup>b</sup>, Jaffar Hussain<sup>c</sup>, Nazia Malik<sup>d</sup>

<sup>a</sup>Lecturer, Riphah International University, Faisalabad Campus, Faisalabad, Pakistan. Post Code 38000, Pakistan

<sup>b</sup>M.Phil. Scholar, Riphah International University, Faisalabad Campus, Faisalabad, Pakistan. Post Code 38000, Pakistan

<sup>c</sup>Assistant professor, Government Postgraduate College, Samanabad, Faisalabad, Pakistan. Post Code 38000, Pakistan

<sup>d</sup>Assistant professor, Government College University, Faisalabad, Pakistan. Post Code 38000, Pakistan

<sup>a</sup>Email: [noumankhaliq@riphahfsd.edu.pk](mailto:noumankhaliq@riphahfsd.edu.pk)

<sup>b</sup>Email: [aaziz9199@gmail.com](mailto:aaziz9199@gmail.com)

<sup>c</sup>Email: [Jsbrothers@hotmail.com](mailto:Jsbrothers@hotmail.com)

<sup>d</sup>Email: [naaziamalik@gmail.com](mailto:naaziamalik@gmail.com)

### Abstract

Education plays a vital role in shaping socio-economic progress of a country. Value of education in a nation signifies the value of its human resource advancement. Cost on Education is considered as an investment as a human resource improvement. Education structure or private institute structure in Pakistan mushroomed very quickly. Currently the basic requirement is to plan a sociological study of parent's orientation towards selection of schools for their children's education in District Faisalabad and also known as the 3<sup>rd</sup> biggest (Manchester) city of Pakistan. This study was conducted in rural areas of District Faisalabad. The respondents of the study were parents of the schools children at elementary level. Two rural union councils (UC-70 and UC-73) were selected randomly from Tehsil Faisalabad. Four villages two from each UC i.e. Madonna & Naiwala from UC-70 and Sammy de Jhok & Bhokhe de Jhok from UC-73 were selected randomly.

\* Corresponding author.

Thirty (30) parents for each village were selected to making a total of 60 respondents. Multistage sampling technique was used for data collection. Thirty (30) parents for each village were selected to making a total of 60 respondents. The coded data was analyzed through statistical package for social sciences (SPSS). Frequency and Percentage was used for data analysis. Interviewing, schedule was prepared in the light of research objectives for data collection. Then a well-structured interview schedule about sociological study of parent's orientation towards selection of schools for their children's education was designed for this purpose. A majority of the respondents i.e. (65 %) said that good social environment of schools is the major reason for the selection of Private schools. While (35.0) %, had selected Private schools due to the better quality of education, better basic facilities light, water, toilet, status symbol. It is suggested that basic and health facilities, new system of education should be introduced in Govt, schools.

**Keywords:** Children's education; human resource improvement; multistage sampling technique; rural union councils; Socio-economic progress.

## **1. Introduction**

Education plays a vital role in shaping socio-economic progress of a country. Value of education in a nation signifies the value of its human resource advancement. Cost on Education is considered as an investment as a human resource improvement. The successful nations also invest lots of capital according on the stipulation of education to their public though rising nations also expend amount along with their capital to make available education free of cost or at minimum expenditure to their people. Pakistan is investing just two percent of its gross net profit on education [8]. The Public sector alone especially in developing countries cannot meet the needs of quality education for rapidly growing population including Pakistan with a 2.4 Percent population growth rate (Government, of Pakistan 2015-17), highest in the region. Government alone can't fulfill the responsibility to provide education to fast growing population. So private sector has to share this burden. Therefore, both the public and private sectors are engaged in providing education to the masses, Education system in Pakistan is a legacy of British rule in the sub-continent. At the time of independence (1947) both public and private institutions were providing education at primary and secondary levels. Burke [6] classified educational institutions at the time of independence into two categories.

- Public schools and colleges managed by provincial governments or local bodies.
- Private schools managed by charities/missionaries.

All the types of educational institutions continued functioning after creation of Pakistan in 1947. At that time, private sector had an important role in providing education through schools. Private schools were managed either by societies motivated by the cause of promoting education or by individuals making their living through running education institutions. Prior to 1972, privately managed educational institutions constituted a sizable portion of the total educational system. Most of these institutions were operated at the school and college levels. Such institutions were managed by voluntary organizations and, apart from generating their own funds through fees/ attached property and donations, the institutions also received grant-in-aid from the government. Some private educational institutions earned a high reputation for the academic standards they maintained and for the

quality of their instruction. In National Education Policy (1972) the Government of Pakistan decided to take over all the privately-managed educational institutions. As a result, in 1974 the 19,432 educational institutions were nationalized. These included 18,926 schools, 346 madras's, 155 colleges and 5 technical institutions [8]. Education is a vehicle for imparting facts and feelings, information, passion, understanding and appreciation to human beings. In Pakistan there are two broad categories of education that are formal and informal education. A formal education program is the process of training and developing people in knowledge, skills, mind, and character in a structured and certified program. Teaching refers to learning with a view toward preparing learners with special knowledge, skills or abilities that can be applied immediately upon completion. Since Milton Friedman suggested the introduction of educational vouchers and parental choice as a way to improve (especially publicly provided) education overall and reduce costs to the public budget, the idea of offering parents freedom to choose where they want to school their children has been touted as a powerful tool of improving educational service. In the words of Friedman, "Choice produces competition". Competition produces quality (citation), by introducing competition, proponents of choice argued; schools would be forced to be more responsive to parental demands. On the one hand, unpopular schools (assumed to be also the badly performing schools) would be forced to reorganize or would close down. On the other hand, such a system of choice would create more diversity in the supply of schooling and specialization, thus satisfying the demands of the various groups in society better than a uniform, comprehensive system. Minority and disadvantaged children stood to gain particularly, since a system of choice would enable them to escape poorly performing inner-city schools in their neighborhoods [7]. It's a significant strategy to facilitate a nation have to promote, that to be educated is the only source to know its olden times, civilization and several degree to their religious conviction. Qualification is just a method to bring together a state and citizens of a country.

### ***1.1. Education structure in our country (Pakistan)***

According to the Pakistan Defense [8] the education structure of our country is categorized into five stages;

1. First stage (Class One to 5th)
2. Central stage (Class 5th to 8<sup>th</sup>)
3. Second stage (8<sup>th</sup> to 10th)
4. Third level is Intermediate (F.A, F.sc)
5. University rank (Bachelors, Masters and Do Research)

An additional panel of Education structure in Pakistan is dependent on the institute structure.

### ***1.2. Private or Government institutes***

These institutes are organized and funded by the authoritarians of the government. Unluckily, the popular institutes are in the state of debilitation.

- At this time here is no any significant structure; educator and other recruits are generally selected at the recommendation of authoritarians.
- Here is not a bit responsibility; a great number of apparition institutes and apparition staff are

programmed in the official annals, they are getting finances and salaries, but in actually they do not subsist.

- In country-side area the construction of government institutes are often occupied by waderas and landlords. They make use of those institutes for arranging marriage ceremonies, sitting and gossip etc.

### ***1.3. Elite Class Institutes (Private institutes)***

Because of the breakdown of government in offering the Education, the elite Class Education structure in our country is on boost. Now a day, stable poor wish to impel their kids in the private institutes but because of too much fee pattern a number of desired people are not capable to be a part of this education structure. It is normally acknowledged that the status of elite Class education structure is more loyal and best then that of institutes and religious centers. There is liability, precision and check and balance system. Usually the learners of private institutes are capable and proficient then those of government institutes and religious centers. The authoritarians must follow the suit of this education Structure. These are consecutive paradigm for the management i.e. city institutes, Bonfire institutes, Pak-Turk institutes, Dare-e arqm institutes etc [8].

## **2. Sanctuaries (Madrassas)**

Sanctuaries are the biggest nonprofit organizations of the world. Now a day in Pakistan approximately Eight thousand sanctuaries are functioning. They dispense not just Education but also adjustment and foodstuff. They offer Islamic in addition to temporal Education. Generally, meager parents who are not capable to teach their kids go for this education structure. The government must set off a reforming structure in sanctuaries and develop their status. It was useful in two methods. National Education Policy 2017 observed that as a result of the promulgation of (Promotion and Regulation) Ordinance no. II of 1984, a second wave of community participation in education had been energized. It is estimated that more or less 30,000 private educational institutions at all levels with approximately 3 million students are functioning in the country. Most of these institutions are 'English medium' schools and impart education from play-group to secondary level, for example, Beacon House School System, City School, Aizer Kindergarten and secondary schools.' Some schools have been established on community basis, while the others are owned by individuals.

The concentration of these schools is in urban areas. Heavy fees are charged by these schools [8]. Private institutes in Pakistan are significant phenomena in regarding the availability of education, and their emergence as well. Moreover, opposing to accepted norms, these institutes provide education not only to the rich but also to the poor- in fact, most schools have very less fees. However, these two explanations do not, in reality, deal with vital concern with respect to the use of private institutes. It has been noticed on the large scale that there are in fact, two types of private institutes in our country: there are private high-end institutes are in the reach of only the upper class, and while there are also financially easily accessible schools used by a large chunk of the people, the standard of education provided in these schools is not satisfactory. Present study considers the government and private institute zones in District Faisalabad, Pakistan, a district that is significantly lagging in behind the reaching the MDG goals. Subsequent objectives are presented [4].

### **3. Statement of Problem**

- 1) The aim of this study is to deal with the socio-economic and traditional aspects molding parent's approach towards government and private educational structure.
- 2) To deal with the desires of the parents for the education of their children.
- 3) To observe parents' approach towards government and private institutes.

#### **3.1. Objectives**

- 1) To assess the socio-economic condition of respondent background.
- 2) To explore orientation the identity of values orientation differences between private & government schools.
- 3) To present some policy measures for the betterment of educational infrastructure.
- 4) To recommend some suggestions regarding the private & government schools.

#### **3.2. Review of Literature**

Review of literature is very important part of a thesis that aims to develop the scope of the research. Aside from technical chapters like methodology and analysis, the review of literature provides as the reference comparison of the importance of research study.

A good literature review is characterized by: "a logical flow of ideas; current and relevant references with consistent, appropriate referencing style; proper use of terminology; and an unbiased and comprehensive view of the previous research on the topic". In this part, the researcher of the study intended to relate how a problem/thesis statement towards an already published work. Review of literature of most important variables is presented here.

Pakistan appeared on the map of the world on 14th of August 1947 and inherited its system of education from British colonial era. There were two types of educational institutions which were working at the time of independence in sub-continent, i.e. Deni Madaris and Formal schools set-up by the British Government [1, 2]. Reference [10] reviewed the organizational pattern, head's leadership style and corporeal services of public and private minor schools. The impact of head's leadership style was observed school efficiency. It was analysis study in kind. The researcher composed and affirmed the following questionnaires for data collection. The pet conclusions on the basis of statistical and verbal evidences of this survey signified that 49% of private schools rectors were task based and domineering as compared to 34% public institutes rectors which implies that private schools rectors were more focused oriented and bossy.

Public male and female rectors had the some leadership approach. Male rectors of private institutes were socially interactive and in independent as compared to the female rectors. Female leaders of public and private institutes have also the same leadership manner. Overall task based and bossy leadership way of public and private school leaders had huge impact on school efficiency. Private male and female heads had better impact as compared to those of public schools while public institutes were more spacious and had a large number of

teachers as compared to autonomous schools. School efficiency was tested on the ground of institute environment, communication and three years matriculation intimations. Reference [9] noticed that in country-side areas of Pakistan that 59% of families to be paid a lesser amount of Rs 3,500 had kids those were registered in private institutes in the area of Lahore city. The same way, in the low-salary and financially under privileged Orangi region of Karachi, to our surprise 60 percent of the entire registered children goes to private primary institutes.

This tendency towards private schooling, even among persons on the lower salary rung is not unusual although. Public institutes in Pakistan have, never the less, disappointed their Pakistan children. As per Human being Expansion in South Asia region's statement, 1998, The 70% institutes in Pakistan have not contain bath-rooms, 68% have no clean water, 92% have no spacious grounds, 60% have not any boundaries and 16% were without a proper building.

Reference [5] put forward the annals salary differentials between private and public institutes graduate in Bangladesh and Pakistan. While proof in favor of a salary benefit of private institute graduate in Bangladesh is unavailable, Pakistani private institutes' graduates are to get more salary than their public institute counterparts. He started that this report has important indications for the latest debate over the efficacy of private institutes in South Asia. To the point the wage payment emerges due to education in private institutes; our result suggests comparative advantage of private institutes in Pakistan is consistent with extensive studies that have assess private institute premium using test-scores of students. The variation in performance of private institutes in the two countries, however, is unknown. This variation, we predict, may be partly elaborated between country distinctions in public policy towards private institutes and, then, the reliability establishment facing these institutes.

## **4. Materials and Methods**

### **4.1. Introduction**

The materials and methods provide a path to researcher how to complete the process of collection, analyzing and interpretation of data. The research design is the "blueprint" that enables the researcher to come up with the solutions to the problems encountered during the research [1]. It gives the study design, selection criteria for respondents, sampling procedures, sample size, selection and different statistical techniques used for data analysis, such as Uni-variate analysis.

Methodology is used in social sciences to explore phenomena by referring to empirical data only. Instead of reasoning observations in existing thesis, the aim is to find new connections and interrelations of factors. Therefore the whole research process is guided by relevant empirical conditions found in the analyzed materials [3].

### **4.2. Universe**

Universe is any set of individuals or objects having common observable characteristics constitute a population

or universe. The study was conducted in rural areas of District Faisalabad.

#### 4.3. The Sample

The sample is a smaller representation of a larger whole. The factors of time cost and physical limitations usually play an important role in social researches. Therefore it is more economical and efficient to base studies on samples rather to study the entire universe. Present study was conducted in rural areas of District Faisalabad.

#### 4.4. Survey

It was decided to construct an interview schedules i.e. the closed-ended and open-ended for the quantitative and qualitative analyses respectively. Interview schedule was constructed with the help of supervisor was examined by the educationists for any possible technical modification in it. Expert's viewpoint regarding the questionnaire ensures its content validity.

**Table 1 : Demographic Characteristic of Survey Respondents**

Characteristics	Proportion of Respondents
<b>Gender</b>	
Female	73.6%
Male	26.4%
<b>Age</b>	
30-35	9.7%
36-40	17.3%
41-45	39.5%
46-50	23.2%
51-55	10.3%
<b>Qualification</b>	
Primary	11.3%
Middle	23.6%
Metric	34.9%
Secondary	7.2%
Graduation	21.3%
Above Graduation	2.7%
<b>Community Type</b>	
Rural	76.3%
Sub-rural	23.7%

Table 1 shows the characteristics of the respondent that top in the table Male gender 26.4% while 73.6% Female. Second character is age of the respondent that 30-35 is 9.7%, 36-40 is 17.3%, 41-45 is 39.5%, 46-50 is 23.2%, and 51-55 is 10.3% while qualification of the respondent Primary-11.3%, Middle-23.6%, Metric- 34.9%, Secondary-7.2%, Graduation-21.3%, Above Graduation- 2.7% and while community type of the respondent from rural is 76.3% and Sub-rural is 23.7%.

**Table 2:** A Major Proportions who answered correctly

Major Proportion	Who Answered Correctly
Respondents had 45-55 year of age	35 present
Matriculation level of education	21.8 percent
Respondents housewives	20 percent
Teaching profession	11.6 percent
Private school. respondents were paying	28.4percent
Govt, school respondents were paying	33.4 percent
Respondents argued that government schools	61.7 percent
Respondents fever of private schools.	31.7 percent
Respondents were agreed, Govt, schools have overcrowded classes which create problems	60 percent
Respondents think that discipline of Govt, schools should be improved	61.7 percent
Respondents were satisfied with the teaching learning environment and management of the school.	58.3percent

Table 2 Shows that the major proportion of the respondents who give the answered correctly according to their age had 45-55 year-35%, Matriculation level of education-21.8 percent, Respondents housewives-20%, Teaching profession-11.6 percent, Private school. Respondents were paying-28.4percent, Govt, school respondents were paying-33.4 percent, Respondents argued that government schools-61.7 percent, Respondents fever of private schools-31.7 percent, While 6.6% respondents have no idea about it. Respondents were agreed, Govt, schools have overcrowded classes which create problems-60 percent, Respondents think that discipline of Govt, schools should be improved-61.7%, and while the respondents were satisfied with the teaching learning environment and management of the school-58.3percent.

## 5. Discussion

Education structure or private institute structure in Pakistan mushroomed very quickly. Currently the basic requirement is to plan a sociological study of parent’s orientation towards selection of schools for their children’s education in District Faisalabad and also known as the 3<sup>rd</sup> biggest (Manchester) city of Pakistan.

This study was conducted in rural areas of District Faisalabad. The respondents of the study were parents of the schools children at elementary level. Two rural union councils (UC-70 and UC-73) were selected randomly from Tehsil Faisalabad. Four villages two from each UC i.e. Madonna & Naiwala from UC-70 and Sammy de Jhok & Bhokhe de Jhok from UC-73 were selected randomly. Thirty (30) parents for each village were selected to making a total of 60 respondents.

Multistage sampling technique was used for data collection. Thirty (30) parents for each village were selected to making a total of 60 respondents. The coded data was analyzed through statistical package for social sciences (SPSS). Frequency and Percentage was used for data analysis. Interviewing, schedule was prepared in the light



of research objectives for data collection. Then a well-structured interview schedule about sociological study of parent's orientation towards selection of schools for their children's education was designed for this purpose. A majority of the respondents i.e. 65.0% said that good social environment of schools is the major reason for the selection of Private schools, While (35.0) %,had selected Private schools due to the better quality of education, better basic facilities light, water, toilet, status symbol. It is suggested that basic and health facilities, new system of education should be introduced in Govt, schools.

## **6. Suggestions**

These are the following points to improving public and private education institutes.

- Establish Professional Learning Communities.
- Partner With Researchers.
- Encourage Teachers to Use Social-Networking Sites.
- Make Collaboration a Priority
- Manage and Share Data.
- Use Free Digital Tools.
- Reduce Fixed Costs.
- Share Work.
- Turn Energy Savings Into New Equipment.
- Reexamine Staffing Needs.
- Determine the success of training programs.
- Grow Your Own" System.
- Improve faculty knowledge at teacher prep programs.
- Change teacher prep courses and student teaching.
- Make teacher candidates perform before they enter classroom.
- Poor quality of education is the poor quality of teachers in government schools.
- Government to correct the blemishes in India's education system.
- Education must be made more affordable.
- Higher education system and entrances need to be more rational in their approach. Unnecessary subjects and tests must be removed.
- Stress must be laid on the understanding of subjects rather than mere cramming up. Knowledge, not marks, must be valued.
- The concept of tuitions/coaching has to be eliminated.

## **7. Main finding**

- A major proportion 35 percent of the respondents had 45-55 year of age; while more than one third i.e. 31.7 percent of the respondents had 35-45 years of age.
- About one third i.e. 20 percent of the respondents were housewives while 11.6 percent had linked with

teaching profession.

- More than one half i.e. 61.7 of the percent respondents argued that government schools are the best source of character building while little more than one third i.e. 31.7 was in the favor of private schools.
- About 61.7 percent of the respondents think that discipline of Govt, schools should be improved.
- A majority i.e. 58.3 percent of the respondents were satisfied with the teaching learning environment and management of the school.

## **8. Conclusion**

With the sympathetic condition in the public education, and the thinking of parents that private schools are better managed, with a relatively higher standard of education, fewer disciplinary problems, better facilities, and better performance in public examinations, guaranteed cost effectiveness and higher quality of output. It is obvious that any reasonable and responsible parent will choose to send his/her child to privately run institutions where a qualitative and effective education is guaranteed.

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