

**EDUCATIONAL FACILITIES AND ACADEMIC
ENVIRONMENT: A COMPARATIVE ANALYSIS OF
PUBLIC AND PRIVATE SECONDARY SCHOOLS IN
MURREE, PAKISTAN**



By

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QUAID-I-AZAM UNIVERSITY, ISLAMABAD

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**“Thesis submitted to the department of sociology, QAU, Islamabad, for the partial
fulfillment of the degree of Master of Science in Sociology.”**

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FINAL APPROVAL OF THESIS

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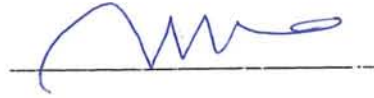
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Zainab Zain Abbasi

Abstract

The research study examines the Educational Facilities and Academic Environment: A Comparative Analysis on Quality of Education in Public and Private Secondary Schools in Murree, Pakistan. In Pakistan, both private and public schools are providing quality education to children, however, the quality of education is better in public schools as compared to the private schools. For the research, the Cognitive Development Theory was applied, which stated that children educational process and their mental development is based on the overall quality of the content and educational materials, which provided by the schools and children are availing from schools. The quantitative research approach was chosen and design a descriptive study. The students were interview from the class of 8th to 10th. Face to face interviews have been done and the selection of respondents was through the purposive sampling techniques was adopted. The closed-ended questionnaires were used, and the Statistical Package for Social Sciences (SPSS) was used as a data analysis tool. The sample of the study was one hundred and fifty (150), were equal from public [N=75] and private [N=75] schools. The descriptive (percentages, frequencies, and graphs) and inferential (One-Sample 't' test) statistics were applied. Findings of the research showed that students from private schools were more satisfied with their education. The findings were divided into three major sections, where the first section consisted of the socio-demographic profile, the second was the facilities in schools, third was the co-curricular activities and final sectors was the classroom or academic practices. The majority of the facilities have existed in private schools and the extra-cocurricular activities were performed in Govt schools. The classroom practices were better performed in private schools as compared to public schools. The inferential statistics (one-sample t-test) also showed that there is a statistically significant difference existed between private and public schools. There must be proper monitoring and evaluation system on Govt schools and parents must view eyes on the public schools. Similarly, private schools also expend their extracurricular activities, where both academic and non-academic activities are important for the social, psychological, and cognitive development of children.

Keywords: Educational Facilities, Academic Environment, Cogitative Development, Public Schools, Private Schools, SPSS.

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Chapter No.1

INTRODUCTION

Education plays a vital role in the development of any country, economically, socially, and politically. In the 21st century, many nations are rise and fall in power

only due to the development of new information technology. The modern education explored the new inventions and the upliftment of the nations to progress and compete in the modern world. The education system is the root of the progress and success of the nation in the era of technology with the extensive focus on the new technological interventions through the formal education system (Awan, 2014). No country will develop and progress or survival without education and access to modern technology. So, education gives assurance to the development and progress of any nation or country.

According to Awan (2011) in Pakistan, there is numerous education system, even vary from province to province. In Pakistan, the education system is divided into three important categories, a) private education, b) public education, and c) Madrassa education system. From all the above, most of the population of Pakistan have adopted the private education system, as compared to the public and Madrassa system of education. The private education system has safeguarded the sustainability and improvement and quality education, which directly guarantee the progress of nation educationally, economically, and social development of the nation. In the private education system, there is a quality education, where individual-level consideration and attention are given to each child. The quality of education is measured through different variables like availability of teachers, methods of teaching, accessibility of modern technology, the nature of the curriculum, and study atmosphere in the classroom. Although, there is not a single

definition of the quality of education. The quality of education is shapeless, measureless, and too vague in their meaning, that is not appropriate for public regulation (Harvey 2005). Moreover Ahmad (2009) founded that, the quality of education is dependent on measurable indicators, which can be achieved through robust and compact policies and strategies. These indicators included the quality of teachers, teachers' educational level, students' teacher's ratio, teachers' pieces of training, student-teacher communication, teaching methodology, curriculum enhancement and development, learning environment in school, particularly inside classroom etc. All these indicators lead to the quality and sustainability of the education system.

In 1947, when Pakistan become independent, it was problematic for the newly established government to deliver quality education to all the children. The Govt of Pakistan primarily has taken the private-public partnership to provide education to children. With the passage of time, private educational institutes or schools have taken over the education system of the country, especially, the higher education as well as the school level education. According to the statistics of the year 2015 to 2016, founded that, a year from 2013-2016 the total number of public institutions were approximately 11934, 12116 and 12227, respectively. While the number of private educational institutions were 18237, 18688 and 19008, respectively. Similarly, the National Education Policy (NEP) has found that the private sectors have played its significant role in the educational development, where they have

expanded the number of schools and the excellence of education in these schools and spread across the country. In Pakistan, the upper- and middle-class children are studying in private educational institutions, either they are in school level, college level or the university level. The major motive of high enrollment in private schools are, they have proper monitoring and evaluation system, teachers training programs, and students' evaluation, which leads concerning the provision of quality of education in the country by the private sectors. Moreover, in Pakistan people do more hope and trust in private schools as associated with public sector education.

Furthermore, Awan and Zia (2015) argued that in the year the 1990s and 2000s private education sector was developed more rapidly and provide the quality education at the doorstep in Pakistan as compared to public sectors educational institutions. One of the studies showed that, in the year 1990s, the private schools hold 8% of the total share, but soon after 2000s it holds almost 69% of schools in the country. In the year 2000, the private sector has catered approximately, 6 million children of the country. This number is enlarged to 12 million in the year 2007-08, which associates to 34% of all registered or enrolled children. In addition, during these years, in private educational institutions, teachers are also double with the ratio of students.

Moreover, Awan (2012) also showed that private sectors educational institutions are not only overcome the illiteracy but also improve the overall wellbeing's of the country and the development of economies after independent. After the year 1990,

the public sectors have been misshapen, and the private sectors have arisen to the forefront provider of quality education in Pakistan.

In addition, public schools are more serving poor and lower-class children. Very limited numbers of children from middle and upper class are going to the public sector schools. The selection of private and public sector schools is depending on the socio-demographic profile or characteristics of students and their household's nature. These are included, the education level of parents, monthly income of parents, number of children in the household, number of male and female children in the house, ownership of the property, future perspectives, number of schools going children's etc. Moreover, the selection of colleges is also contingent on the mental level of students. Those students who are poor and still they have potential, their parents try to send them to private schools, so that they become a well-educated person. Furthermore, there are many non-governmental organizations who support poor children in-country, who are incapable and unable to pay their school fee.

Furthermore, the public schools are the blessing for the poor and marginalized section of the society, who does not have enough money the heavy charges of private schools. Those parents, who have insufficient resources to send their children to private schools are sending their children to public schools, where they studied and become the educated member in the society and play their role in countries' development. Both public and private school's system have their own

importance. In Pakistan 60% of the inhabitants are poor and belong to the lower class, they have the only option to choose public sectors education for their children, which is free of cost. The public sectors education serves poor people so that they can play their role in the economic development of the country. Many people who have studied in public schools are in higher positions, working inside and outside the country. So, both the public and private schools have their own roles, responsibilities, advantages, disadvantage, and duties for the provision of education in Pakistan.

Murree is the most famous hill stations, which is only 50-kilometer Northeast of the capital city Islamabad, Pakistan. It is a mountainous region area enclosed around small mountains and lies at the altitude of 7500 feet in the Himalayan Foothills at the 33 54' 30" North latitude and 73 26 East longitude. Murree is famous for tourism and every year millions of tourists are coming to Murree. As education is a concern, both private and Govt schools are functional, where both have their role. Many famous private schools are working in the region, i.e., Dewal and adjacent villages, like The Oasis House Dewal, Lohooqalam Education System Dewal, Green Land Campus Dewal, Dar-e-Arqam Campus Dewal, Bahira Technical institute Dewal. On the other hand, Govt has also established five best schools in the region, such as Govt Boys Primary School Bandi lower Dewal, Govt Girls High School lower Dewal, Govt Girls Primary School No. 1, Pichwal, the Govt Girls Primary School No.2 and Govt Boys High School Kilauea. Moreover, many other

schools are working in the region to provide quality education to the children of the region.

Statement of the Problem

Public schools are owned by the Govt of Pakistan and private schools are owned by an individual, organizations and community with public-private partnership basis. Both have their own importance, impact, advantages, and disadvantages, in terms of quality education, fees, teachers' training and environment. Majority of poor and lower-class people's children are going to public schools, while middle, rich, or upper-class children are going to private schools. Although human resource and more qualified teachers and better infrastructures, trained teachers are in public schools, the quality of education in public schools is not satisfactory as compared to private sector schools. Due to the lack of trust of parents, corruption and politically influenced Govt schools are not providing quality education to the children. That is why, majority of parents, who have some sort of economic opportunities are preferred to sending their children to private schools. All the public schools in Murree are free of cost, but still, children enrollment is very less. In private schools, they are charging high fees and other related expense, but still, parents are giving preferred to private schools. What are those reasons, facilities, and opportunities are in private schools which are not in private schools in Murree? Moreover, what are the major differences both in public and private schools in Murree, Pakistan?

Objectives of the Study

The present research study deals with the comparative analysis of quality of education in public and private schools in Murree, Pakistan. The study has following objectives.

- To compare the facilities in both private schools and public schools in Dewal, Murree, Pakistan.
- To compare the quality of education both in public schools and private schools in Dewal, Murree, Pakistan.
- To know the satisfaction level of parents in both the private and public schools in Dewal, Murree, Pakistan.

Significance of the Study

The present research study was conducted in Murree, Dewal, Pakistan which is located near to the capital city of Pakistan, which is Islamabad. The study has both theoretical and practical importance and significance. The research adds the existing literature about the private and public schools in Murree. This is the first sociological analysis of the quality of education in both public and private schools. This study will be helpful for those research students, who want to conduct research on the education system of private and public sector schools. On the other side, the present study has practical significance, where this study will help in the policymaking process. Furthermore, this research will create general awareness

among the parents and children regarding the quality of education in public and private schools.

In addition, this study informed the students and parents about the facilities, which are required for students in schools. Also, this study, know about the parent's student's perception of their schools.

Chapter No. 2

REVIEW OF THE LITERATURE

Literature review is a systematical analysis of research papers, policy documents, international and national reports of international agencies. The purpose of reviewing literature is known what has been done on the topic and what will be do

in the future and identified gape of the study through reviewing of relevant literature.

2.1. Background of the Study

In Pakistan, the economy of Pakistani is speedily changing from the traditional ways to the new knowledge economy through the interference of modern information technology. Due to rapid shifting in the knowledge-based economy, parents are annoying to provide quality education to their children and capitalizing more and more resources on the quality education of their children. Parents who send their children to public school are not paying any educational expenditure, like monthly fee, examination fee etc. Public schools are free of cost and all the expenses are bear by Govt. Most of the lower-class and poor children are learning in public sectors institutions, who are not affording the educational expenses of private sectors. On the other hand, the parent pays high fees to private educational institutions, where their children are getting a quality education. Private schools in Pakistan are providing quality education to the children on their doorstep. As per Learning and Educational Achievement in Punjab Schools (LEAPs, 2007) review report shows that, in present time, not only rich background people are investing on the quality education of their children, but also, the poor parents, who are trying to acquire quality education for their children as well. Many poor background parents make some saving, sale their property etc., to fulfil the educational expenses of their children according to the need of modern society.

Many parents and children know that the chief determining factor of an individual's accomplishment in life comes only through the selection of the best schools for their children at any cost. Many parents are incapable to find a virtuous school for their children due to their socio-economic circumstances, such as do not afford the fees, more school-going children, high-level family's dependence, and unemployment among women. Many studies have shown that the school environment is a very important determining factor to evaluate the student's capability and their aptitudes. Moreover, the condition of the institution also has a certainly and harmfully affects the students' educational process (Sultana et al. 2012).

The education system worldwide and particularly in Pakistan is divided into different categories, such as primary, secondary, higher secondary and higher education or degree level of education. In Pakistan, the private sectors are providing the quality education in schools, colleges, and universities level due to proper mechanism, monitoring and evaluation of the education system. Although resources and management/human resources are more in public sectors education or schools as compare to the private sector, due to incompetent and inefficient system of educational facilities, where the majority of the population in Pakistan are sent their children to the private education system, where it comes to schools, colleges and universities. The situation is similar in Punjab where the government is playing their role to provide quality education to the children in school, however,

most of the middle- and upper-class children are going to private schools. Because private schools have basic level facilities and teaching and learning methods are meet the international standards. Moreover, private schools encourage the creative thinking of students and students have complete freedom to ask any type of questions to teachers, while in Govt/public schools' students are reluctant to ask questions due to fear of teachers (Awan 2014).

2.2. Importance of Educating in 21st Century.

The world economy in the 21st century has been transformed towards the services economy from traditional markets, where education is considered as the changing agent of social development in society. Education provides mental, Physical, social development of an individual, and enable them to do better in their life with the required skills and knowledge. The quality of education and management enables people in society to make well-informed decisions for the benefit of the whole society as well as for oneself. Many studies have shown that education is not only enhancing the materials wellbeing's of children but also improve their spiritual development through knowledge and management. Similarly, in the Quran, it has been mentioned that "*there is a major difference between who knows and who does not know*". With the Islamic perspective, education is an instrument for developing the attitude of the individual in accordance with the moral values of what is right and what is wrong (GoP 1998).

Moreover, education plays a vital role in human resource development and management. Education raises the effectiveness, productivity, skill development, capability to implement and improvement of the manpower, which progress socio-economic development. Moreover, the developed countries, are capitalizing more amount of their annual budget on the education and health sectors. On the other side, developing countries have very less priority of health and education sector, because they are more investing in the atomic weapon and other related warheads. However, a similar situation has experienced in Pakistan, where a enormous level of corruption is involved in education, many schools are ghost and teachers are taking their monthly salaries without teaching. On the other side, the education system is not efficient, especially public education, where politics have larger influence and making educational policies and strategies, which can better serve their own personal interest. Similarly, the constitution of Pakistan also emphasizing on the acquiring of quality education and access to free education for all citizens in public schools, so that no school going children would be out of school (Gop, 2000).

2.3. Education System in Pakistan

Like the rest of world, the education system in Pakistan also divided among different categories, such as primary level, and secondary level taught in schools, higher secondary at college and higher education at the university level. In addition, primary, secondary, and middle etc. are teaching in schools' level, and intermediate

or higher secondary is teaching in colleges and higher education is teaching at the university level. In Pakistan, both the government and private sectors are working on educational development in their best capacities. Both the private and public sectors have their own merits and demerits in terms of quality and quantity of education. Moreover, in Pakistan, only poor and lower-class children are going to public sectors educational institutions, and rich and upper-class children are enrolling in private sectors educational institutions (Ahmed et al. 2013).

In public schools which are free of cost and everyone has access, irrespective of economic status and locality. On the other side, the private schools are profoundly charging a fee, examination expenditure, and other related charges, such as lab fee, computer charges etc., which cannot be afforded by poor people. Only rich and stable economic background children are studying in the best expensive private schools, where they are paying high educational expenses (Ali & Naz 2011). Although, the quality is good in public sectors schools, where professional teachers are being employed and have sound human resource system. But still, they have not enhanced their quality of education, as compared to private schools. In Pakistan, both private and public sectors are delivering education to children at their best level, but still, many schools going children are out of schools. Many children in public schools left the school due to personal issues, issues with teachers and due to the school environment and lack of facilities or quality of education. In addition, many children have still did not access to education (Karim, Lodhi & Usama 2011).

A study conducted in Badin Sindh Almani, Soomro & Abro (2012) about the quality of education in public schools and private schools. The findings of the research showed that public schools have much better human resources and physical infrastructure, and other facilities as compared to private schools, while other qualitative facilities are better in private educational institutions. The research study concluded that private educational institutions in Badin are performing very well and endorsing the quality of education as compared to public schools. Moreover, students are also performing well on their sides, where parents and teachers are interacting with each other on a regular basis. Most of the parents are satisfied with the performance of private schools in terms of quality education. The private education sectors in Sindh are supposed to be the symbol of better education, stick discipline, hardworking, cooperation, mutual understanding, and delightful future. Furthermore, Govt schools in Sindh are predisposed by politics, religious and other issues. Thousands of schools are only existing on papers only and teachers are taking salaries. That is why, the larger population in Sindh are sent their children to private schools, due to a proper management system. Moreover, selection of a school is based on the income of parents, teachers' qualification, quality of education in terms of training and qualification, facilities in schools, the safety and security of children, school fee, the medium of instruction, examination system, students and teachers' ratio and better results in annual examination (Awan and Zia, 2015).

2.4. Facilities in Schools and Parents Motivation

According to Schneider (2002) who has argued that the school's facilities affect the overall student's educational performance, which decisive impacts on the parent's motivation and children learning process. Moreover, basic level six facilities in schools have a direct relationship with the student's positive academic outcome, such as, inside air quality, airing system, thermal comfort, building age, capacity, and institute size etc., affects the students' performance in schools directly. Similarly, another study conducted by the Centre for Evaluation and Education Policy (2015) founded that, facilities have a direct impact on the teachers as well as the overall students learning process and their attentiveness on studies in schools.

In addition, facilities in schools also have a relationship with the association with the quality of teachers, retention of teachers, their commitment level, and better utilization of their efforts and energies on the children and institute. On the other hand, students also being affected due to facilities in an educational institute. Students grow in a better environment in a better and healthy educational and learning environment. In conclusion, it was suggested that without facilities in schools it is difficult to ensure the quality of education and holistic development of children from the early stages.

One of the research conducted by Awan and Zia (2015:125) founded that, schools' physical infrastructure which is grounded on different quantifiable indicators, which are important for the enhancement of the quality of education, both in the

private and public schools. The first measure is the parental observation about the condition of schools, their buildings and the level of knowledge and its leadership and management skills. The second important factor is the school must have a border or boundary wall and a security guard for safety and security purpose. Third, the school has a functional and clean latrine system, and it would be good if it is attached to the classroom. Fourth, the school have a proper mechanism of electricity and supply of power. The fifth and final facility would be proper water facility system both for drinking and for latrine use.

2.5. Building Facility and Access to Information Technology

A study conducted by Neill (2001:14-22) argued that there is a strong relationship with the building facility and students' academic performance. The building facility not only essence students learning process, but also sheltered teacher's attention and their motivation level. The building facility provides the learning environment to students and teachers. It is necessary for the healthy educational activities, there must be a contented classroom size, healthy temperature, and playground facility for students where they play etc., All these supplement students learning process in school. Moreover, if classroom circumstances or conditions and the overall school environment are not helpful in learning, then it is nastiest for the teachers and for the student's relationship.

There is not any indication and pieces of evidence about the building facility and students' academic performance in schools. Similarly, a study conducted by

Lawrence et al, (2005) argued that there is not any empirical research existed and evidence about the impact of building a facility on academic performance. However, some middle and secondary level students' academic performance effects due to the structure of the building and overall school environment.

Similarly, Cheryan et al, (2014:5-19) argued that the same feature is responsible for good and bad academic performance of students in school levels. The findings of the study stated that, convinced building structure facilities, which has a positive and negative influence on students learning processes, where is inadequate lighting, bad air quality, lack of playground, noise area, and defective heating system in winters. Furthermore, problems and issues are not only common in developing countries but also developed nations are facing different types of issues and problems in public schools, especially in the context of the United State of America (USA) there are abundant issues are existed in public schools, such as lack of teachers attentions, lack of teachers training facility, teachers are underpaid and lack of other qualities in schools. In a result, many children's academic results and performance are comparatively low.

Moreover, along with the building facility obtainability of the practice of modern technology in education, which can improve the students learning process and ability. Furthermore, Brooks (2011:719-726) argued that those students who are in schools and colleges, are using technology for their academic purposes, have been better results in their academic performance. Similarly, a comparative study was

conducted to know regarding the usage of modern technology in academic purpose and its positive and negative impression on the students learning process. The study was investigational in nature and timeline was one year and finding of the results showed that those students, who have followed the traditional methods of learning and technology have slow learned and those students, who were engaged with new modern technology have a higher capacity of the learning process and adopted the new ways of learning approach in schools and their academic life (Byers 2014:5-19).

2.6. Parental Education and Income and Impacts on School Selection

The parental income and level of education also affect the selection of the school for their children, parents who are financially stable and have earning sources from different ways are more likely to send their children to private schools. Similarly, the parents who are educated and have experience in mass media, also prefer to send their children to private schools. On the other sides, parents who are financially poor and their children have the capacity and ability to study and have a good and excellent performance are also trying to send their children to private schools. Furthermore, students who are from poor background have not access to private schools. Moreover, girls who belong to the rich background are more probably to go the private schools (Iqbal 2012).

On the other hand, parents who are poor and less education, are more likely to send their children to public schools. Parents who are manual working and daily wagers

are not sending their children to private schools. In addition, many public schools are providing quality education but still, parents are glittering to send their children to public sectors educational institutions, due to lack of trust in the public sectors educational system (Awan 2012).

Similarly, in developed regions, such as Canada and America, there is less problem with the quality of education in private and public schools. These are the only issues which are facing by the developing nations, such as Pakistan, s India etc. In developing countries, including Pakistan, where the educational budget is nearly or less than 2%. In addition, this 2% budget is not even properly utilized on the quality of education and on the infrastructures of public schools (Ali and Naz 2011). In public sector education, there is a high mass level of exploitation and inadequacy in using public funds. The major share of the educational budget in Pakistan is used for non-academic purposes, like administration expenses, luxurious offices etc. Due to all these issues and administrative problems, quality of education in schools is poor and low of quality as compared to private sectors schools, where all the funds and finds are properly utilizing on the academic purposes due to less bureaucratic nature of administration (Iqbal 2012).

Moreover, in many areas of Pakistan, where the public schools are not proficiently working, where govt has recognized a public-private partnership with the local stakeholders and private schools to run their own schools. The Govt provides the infrastructure facilities to the prevailing schools and give ownership to the local

communities. This type of partnership exists in those areas, where parents are highly educated, more motivated and highly insuperable towards education and aware of the importance of education but, they do not have enough opportunities to admit their children to private schools (Sultana et al. 2012).

2.7. Teachers Quality and Students Teachers Ratio

In public schools, there is a lack of any check and balance on teacher's absenteeism and their performance, whereas in private schools' teachers are bound to follow the stick rules and regulations of schools. Under the strong bound teachers in private educational institutions are performing in a better way and utilizing their full potential to enhance quality education. In private schools, where parents are paying huge fees and other related expenses, while in public schools, they are providing education free of cost to children across Pakistan, irrespective of their race, economic condition, culture, and identity (Ali and Naz 2011).

Moreover, teachers in private schools are under pressure to perform better and give the on-time result. On the other hand, teachers in public schools have no pressure for progressive results. In private schools' teachers' salaries are depending on their performance, while in public schools there is not any mechanism, because in public sectors teachers have job security. Parents regularly taking the feedbacks from the private school teachers about their children progress, while in public schools there is not any concept of teacher's parents' meetings (PTM) and feedbacks from parents about the quality of education.

Moreover, there is a concept of monetary incentives in private schools, where teachers are awarded money and excellency certificate on their best academic and nonacademic performance, while there is not any such concept in public schools, that they have fixed salary system and it never changes based on their performance. So that is why the quality of education is better in private schools as compared to public schools (Awan 2014).

In Pakistan, students in private schools have better academic results as compared to public schools. A research conducted in Vehari regarding the quality of education in private and public schools. The study was experimental, and the same test was assigned to the same class of students in public school and private schools. Results showed that students from private schools have higher scores as compared to public schools' students. Moreover, the average score was higher among private school students, as compared to public school students. In addition, communication skills are also better among private school students (Awan and Zia, 2015:126).

Similarly, Ahmad et al, (2013:121-128) founded that, the effectiveness of education is important for both private and public educational institutions. But the facilities are more in private schools, as compared to public schools, this leads towards better results of students in private schools. Moreover, private schools have a better way of instruction and following the English medium international level curriculum. On the other side, public schools have their own building, while private are running

schools in the rented house. So that is why the private sector is tried to maximize the student's enrollment and provide quality education (Imran, 2010:72).

2.8. Way Forward and Future Direction

According to Awan & Saeed (2014) argued that private schools are providing quality education in Pakistan and improving the scholastic skills among students. Quality education has a direct relationship with the overall economic development. Although, due to inefficient management government schools are not performing well. The private schools have uplifted the overall socio-economic development of Pakistan. More than 50% of the population are studying private educational schools in Pakistan.

Moreover, Das and Khwaja (2002) founded that, private schools are increasing day by day in numbers and public schools are as well. In rural areas of Pakistan, and some urban regions, parents and community have requested the non-governmental organization to work on the education. In rural areas, some private schools are working with the govt to enhance the education system with a private-public partnership basis. In addition, the Govt of Pakistan is providing resources to the existing private schools and local communities or organizations. Government has tried to access quality education to every child in Pakistan either study in private or government educational sector. Communities are needed to cooperate with Govt and other nongovernmental organization to enhance the education system in the country (Awan 2012).

Assumptions

Based on literature review following assumptions have been drawn.

Both public sector and private schools are playing their important role in enhancing the quality of education in Pakistan, but the private sector is more active and spending human capital.

In Pakistan, poor people are sending their children to public sectors educational institutions, and rich and educated people gives favored to the private sectors educational institutions.

Public private partnership in education can enhance the quality of education in the country.

Chapter No 3

THEORITICALFRAMWORK

The social theories are articulated to challenge the existing knowledge, modify the knowledge, and totally change the knowledge. For the present research, the Cognitive Development Theory was used which was best applicable theory. This chapter define and explain the theory, application of the theory and draw the proposition from the theory.

3.1. The Cognitive Development Theory

The current research examines the Educational Facilities and Academic Environment: A Comparative Analysis on Quality of Education in Public and Private Secondary Schools in Murree, Pakistan. It is a common observation that

most of the educated and high socio-economic background parents are more likely to send their children to private schools as compared to Govt schools because in private schools' teachers are concentrating on the student's individual basis learning and facilities are available which promote the learning process of children. For the present research, the Cognitive Development Theory was applied, which was developed by the Jean Piaget (1959) & Lev Vygotsky (1986) to study children's learning method in academic organizations or institutions, where students can capitalize on their cooperative or collective efforts to social capital, political, emotional improvement through the interactional methods to each other and with the learning institute or organization freely and according to his or her capacities.

The theory "Cognitive Development Theory" is more likely concentrating on the association level among the students, with their teachers and other friend companies, which give them away to the achievement of their purpose and objectives and improved the overall education process of the organization. By combination with everybody or each other in students in the association, students improve their level of social capital, which facilitates to exploit and contractible and necessitate a complete inference from their communication procedure. The cognitive practice gives and brings students with a border viewpoint on the various academic and non-academic materials, connecting to the profession, career, and opportunities etc. Students develop their own self-awareness concerning the condition and exploited to their everyday life. Both the academics stress on the peer

group association in the social atmosphere for the academic development of their cognitive skills in the learning procedure. Learning in an organization has two border levels of characteristics, a) the theoretical aspects and b) the functioning aspects. The theoretical aspect is permanent, and most of the individuals supposed in it as it is and do shift in accord with the situation. On the other hand, the operational definition of the model shapes based on his/her collaboration with other students in schools or educational organizations. This makes him/her accomplished to create a precise significant consequence centered on their current involvement and enhance the latest knowledge through the understanding method.

3.2. Application of the Cognitive Development Theory

The cogitative development theory itemized that students could absorb diverse life skills through the interface at a certain dwelling, which might be school or any other place. In the situation of the present research, pupils can discover various lifetime skills and capability dependent on the learning institution. Mainly in private schools or educational institutions, teachers are more knowledge-orientated, where students are paying high-level payments in the form of fees, and other related expenses. On the other hand, in public schools, where teachers have no worry or interest in a student's career and academic development. Very few instances, educators in public schools are career-orientated and directing pupils about their career development.

Education and aptitude or ability advancement are dependent on the assortment of school, where private schools major concentrate is on the personal basis, where

classroom-strength is less in classes and students can understand the fundamental nature of the subject matter in a complete length. On the other side, students in private schools do not appropriately interest from schoolteachers and organization. The learning is better in private schools as contrasted to public schools.

Moreover, the students learning process is depending on three major factors which need to improve and enhance students or pupil learning process. The first factors or stage is the basic level facilities, which included the classroom, blackboards, teachers, electricity, washroom etc. the second factors included the students' engagement towards extra-curricular activities where students' participation in sports, quizzes and other competitive level activities where the more physical portion is used and the final or last and most important factor is classroom practices which included the level of teaching, teacher students interaction, and overall teaching methodology. The combination of all above mentioned three factors are moving together and playing their role to develop a child socially, and emotionally in a positive way. Educational influential factors are varying from school to school where most in the private school's infrastructure facility are good and others are lacking. The combination of all these factors improves and playing their role in the overall development of a child, the cogitative abilities and enhance students' learning process at school.

3.3. Propositions

The cognitive development theory is that where students have basic school facilities, positive classroom practices and participation in extracurricular activities, then students or children can develop and enhance their cognitive development and skills.

3.4. Hypothesis

The comparative analysis of public schools and private schools in Murree Pakistan.

3.4.1. Null Hypothesis (H_0)

There is not significance difference between private and public schools in Murree, Pakistan.

3.4.2. Alternative Hypothesis (H_1)

There is a significance difference between private and public schools in Murree, Pakistan.

Chapter No 4

CONCEPTUALIZATION AND OPERATIONALIZATION

4.1. Conceptualization

Conceptualization is a process where concepts and variables are being define with the help of existing literature.

4.1.1. Educational Facilities

There is not any specific definition of the educational facilities, where according to the Awan & Saeed (2014) stated that educational facilities are the important part of any school or academic institutions, where students' learning process is going methodically, systematically and smoothly and students are being satisfied from the overall academics and non-academic facilities and teaching methods. The

educational facilities have a relationship with the overall academic performance of students.

Moreover, Das & Khwaja (2002) argued that the educational facilities included the materials and non-material aspects of schools, where the non-materials aspect is the teaching and learning facilities, were teacher's academic qualification, availability of students learning resources. On the other hand, the materials facilities are the building facility, classrooms, washrooms, playgrounds, and boundary walls etc.

Furthermore, the academic facilities are also important for the enhancement of a student's academic performance (Ahmed et al. 2014). The educational facilities are included the playgrounds, washroom, availability of electricity etc.

4.1.2. Academic Environment

According to the Neill (2001) stated that the academic environment is the overall teaching, learning and non-teaching activities being practices in any schools. Moreover, the academic environment captivates students and parents towards the institutes and education system. The academic environment is more depending on the facilities available in schools both materials and non-materials.

Similarly, Awan & Saeed (2014) argued that the academic environment is a state of the academic and non-academic practices in any school where a certain number of children are studying in a specific environment.

Furthermore, Das & Khwaja (2002) stated that the academic environment is depending on the teaching and learning amenities of school. These facilities or practices including the students' satisfaction towards the teachers, quality of education, building facility, teaching practices and regular assessment and evaluation of curriculum, which are taught in the classroom (Silliker, 1997). Furthermore, the academic environment also included the teacher's behaviour and attitude towards students and parents. Further, academic environment where it encourages the creative learning of students or not.

4.2. Operationalization

On the other hand, the operationalization is a technique where the concepts or the variables are being applied to the present context of research.

4.2.1. Educational Facilities

In the context of the present research, the educational facilities are the vital and basic resources which are important for students' learning process and are the import part of any academic institutions. Based on the available sources and resources the quality of education can be measured. These educational facilities are

included, the availability of playground exists boundary wall, availability of washrooms, access to clean drinking water. Moreover, the availability of electricity, availability of whiteboard, availability of science laboratory, availability of computer lab, availability of library and availability of school canteen.

These are some of the indicators of the educational facilities, which vary from schools to schools. Mostly, it was observed that these facilities are more existed in public schools as compared to private schools. However, human resources and economic resources are more in Govt schools, but the quality of education is poor in public sectors schools. In Murree where the Govt education system is good, and the majority of middle-class and poor children are going to public sectors schools where now proper monitoring and evaluation system is introduced in public sectors education at federal or urban areas of Punjab.

4.2.2. Academic Environment

In the context of the present research study, the academic environment is the overall teaching and learning process of children in schools. The academic environment included academic and non-academic activities. The non-academic activities are included, celebrate local events, celebrate nations events, celebrate international days and other compulsory events and sports weeks etc.

On the other hand, the academic environment also included the, are you satisfied with school students' satisfaction towards the overall quality of education in school, satisfaction from teachers, the teachers are paying attention equally or not and

showing respect or not. Moreover, students' perception about the teachers arrived on time, the overall school environment is either suitable for studies, the student's teacher's ratio is adequate, the building facility is adequate, the creative thinking is encouraged by teachers, the school considered parental feedback, tests are conducted before exams and any rewards for best performance.

Presently, the academic environment is better and students' centric on private schools in Murree as compared to public schools.

Chapter 5

RESEARCH METHODOLOGY

The research methodology is a planned and organized methods, tools, and techniques through which a study is conducted in a systematic manner with following of different set methods or steps. Moreover, methodology is the overall procedures or steps of a study.

5.1. Research Design

In this present research study, the quantitative research design was chosen and designed a descriptive study. The quantitative research designed covers all the fundamentals and basics of the topic in a systematic manner. In the study some selected tools and techniques were capitalized.

5.2. Universe of the Study

The identification and choice of universe is very important step in any research work. For the current study, the Murree Dewal village and adjacent areas were selected to conduct a comparative analysis of school facilities, academic facilities, and academic achievement in both private and public schools.

5.3. Target Population

For the present research study, the target population was limited to the children's in the presence of their primary care givers. Because the children were from secondary level so that they were in a better position to know about their schools and teaching and learning methods. Children were selected from both public and private schools respectively and equally.

5.4. Sampling Techniques

In this research study, the simple purposive sampling technique was used. This technique means randomly select those households which fulfills the purpose of the research and conducted interviews, where at the first step to identify the respondents where children are going to schools or not.

5.5. Sample Size of the Study

The total sample size of the present research was limited to the one hundred and fifty (150) respondents both male and females where (N=75 from public) and (N=75 from private) school equally.

5.6. Data Collection Tools

For the current study, the closed ended questionnaire was used as a data collection tool which was filled by parents of children regarding the quality of education in both private and public schools. The tool was divided into different sections like socio-demographic profile of respondents, school profile, facilities, and classroom practices.

5.7. Data Collection Techniques

The closed ended self-administered questionnaires were formulated and hand over the respondents directly. When respondents did not understand, the researcher has clarified the question and give them support. Moreover, researcher has interviewed some respondents who were not understand the questions properly.

5.8. Data Analysis Tools

The study was quantitative and numeric in nature, so MS-Excel and the Statistical Package for Social Sciences (SPSS) version 22.0, was used as a data analysis tools.

5.9. Data Analysis Techniques

For the present research study, both descriptive statistics, i.e. frequencies and percentage were used and for the inferential statistics where, Chi-Square, and Correlation test are used to test the hypothesis.

5.10. Pre-Testing

For the research only fifteen (15) questionnaires were used for Pre-Testing purpose. After Pre-Test, some modifications have been done to make questionnaire further workable.

5.11. The Limitations and Opportunities of Study

Every study has numerous opportunities and limitations, likewise, in this current study; there were succeeding opportunities. This research provided a practical experience to the investigator that how to enter the real or practical groundwork out. Moreover, the research also provides the useful experience to understands how to hypothesis a trust with respondents (Confidence building or repo buildings) in the real field work. In addition, this study also delivers the compacted basics to conduct research study in a systematic manner.

On the other hand, the study has also few of limitations, i.e., the researcher has confronted a lot of difficulty during the data gathering phase, particularly with male respondents and some children were not give answer properly. Secondly, the researcher has antagonized care about the demographic information of respondents. To re-construct the respondent's trust and preserve the honesty of research study, the researcher has built the bridge of understandings with respondents. Eventually, the research was restricted to only to Murree and sample size was 150 due to shortage of time and resources.

5.12. Ethical Concerns

Social science research has some ethical concerns, while conducting research, these ethical concerns are kept in mind. There are numerous ethical concerns, but in the present research study the researcher first repo building with respondents, where majority of respondents were unknown to the researcher. Secondly the researcher has promised to be kept complete confidentiality of the data which they provide, and the date will only be use for academic purpose. Thirdly the researcher has told the respondents about the purpose of research.

Proper time was given to the respondents so that they will not miss any questions or undergoes any type of pressure.

Chapter No 6

RESULTS

The chapter deals with the analysis and data interpretation in tabular form. The results were divided into numerous sections and part according to the nature and categories.

Table 1. Class of Respondents

| | Class | | | Total |
|----------------|-------|-----|------|-------|
| | 8th | 9th | 10th | |
| Govt School | 8 | 17 | 50 | 75 |
| Private School | 12 | 16 | 47 | 75 |
| Total | 20 | 33 | 97 | 150 |

The table No. 1 showed the class of respondents, where 20 students from 8th class, 33 students were from 9th class and 97 students from 10th class. The table concluded that, majority of respondents were from 10th class.

Table 2. Discipline of Respondents

| | Discipline | | Total |
|----------------|------------|-----|-------|
| | Science | Art | |
| Govt School | 51 | 24 | 75 |
| Private School | 49 | 26 | 75 |
| Total | 100 | 50 | 150 |

The table No. 2 showed the discipline of students, where 100 students were science background and 50 were from Art background.

Table 3. Gender of Respondents

| | | Gender of Respondents | | Total |
|---------------------|----------------|-----------------------|--------|-------|
| | | Male | Female | |
| Ownership of School | Govt School | 28 | 47 | 75 |
| | Private School | 13 | 62 | 75 |
| Total | | 41 | 109 | 150 |

The table No. 3 showed the Gender of respondent, where 41 respondents were male, and 109 respondents were females. The selection of more females' respondents was presence at home during visit homes or locals randomly for data collection.

Table 4. Age of Respondents

| | Age of Respondents | | | Total |
|--|--------------------|-------|----------|-------|
| | 10-13 | 14-17 | Above 17 | |

| | | | | |
|----------------|----|-----|---|-----|
| Govt School | 21 | 50 | 4 | 75 |
| Private School | 20 | 53 | 2 | 75 |
| Total | 41 | 103 | 6 | 150 |

The table No. 4 showed the age of respondents, where 41 respondents were between the age of 10-13, 103 students were between 14-17 and 6 students were above 17 years old. The conclusion of the table stated that, majority of respondents were between the age of 14-17 years old.

Table 5. Religion of Respondents

| | Religion of Respondents | | Total |
|----------------|-------------------------|------------|-------|
| | Muslim | Non-Muslim | |
| Govt School | 70 | 5 | 75 |
| Private School | 70 | 5 | 75 |
| Total | 140 | 10 | 150 |

The table No. 5 showed the religion of respondents, where 140 students or respondents were Muslims, and 10 respondents were non-Muslims. Some Christian family were there doing jobs.

Table 6. Family Type

| | | Family Type | | | Total |
|--------------|-------------|-------------|-------|----------|-------|
| | | Nuclear | Joint | Extended | |
| Ownership of | Govt School | 7 | 30 | 38 | 75 |

| | | | | | |
|--------|----------------|----|----|----|-----|
| School | Private School | 8 | 32 | 35 | 75 |
| Total | | 15 | 62 | 73 | 150 |

The table No. 6 stated the family type of respondents where 15 students were living in nuclear family, 62 students were living in joint family system and 73 students were living in extended families. The conclusion of the table showed that majority of respondents were living in extended families. because the respondents were belonged to the rural settings.

Table 7. Father's Profession

| | Father's Profession | | | | | Total |
|----------------|---------------------|----------|-------------|----------|-----------|-------|
| | Unemployed | Govt Job | Private Job | Business | Any other | |
| Govt School | 24 | 4 | 19 | 25 | 3 | 75 |
| Private School | 1 | 7 | 22 | 43 | 2 | 75 |
| Total | 25 | 11 | 41 | 68 | 5 | 150 |

The table No. 7 showed the father's profession of respondents, where 25 students' fathers were unemployed where majority of children were going to Govt schools, 11 students fathers have Govt jobs, 41 students fathers have private job, 68 students fathers were doing businesses and 5 students; fathers were doing any other activity.

Table 8. Nature of Building

| | Nature of Building | | | Total |
|--|--------------------|---------------|-------|-------|
| | Pakka (fully) | Chacha (half) | Mixed | |
| | | | | |

| | paved) | paved) | | |
|----------------|--------|--------|----|-----|
| Govt School | 47 | 5 | 23 | 75 |
| Private School | 48 | 4 | 23 | 75 |
| Total | 95 | 9 | 46 | 150 |

The table No. 8 showed the nature of building, where 95 students have stated that schools were fully Pakka (fully paved) and 9 and Chacha (unpaved or half paved) and finally 46 students have stated that both paved and unpaved building.

Table 9. Medium of Instruction

| | Medium of Instruction | | | Total |
|----------------|-----------------------|------|-----------------------|-------|
| | English | Urdu | Both English and Urdu | |
| Govt School | 33 | 3 | 39 | 75 |
| Private School | 52 | 3 | 20 | 75 |
| Total | 85 | 6 | 59 | 150 |

The table No. 9 showed the medium of instruction, where 85 students have fully English medium of instruction where private schools are more have English medium and 6 students have stated that most of the time Urdu and 59 students have stated that both English and Urdu is mixed where Govt schools have high ration of Urdu and mixed method both English and Urdu language.

Table 10. Total Number of Teachers

| Ownership of | Govt School | Total number of teachers | | | Total |
|--------------|-------------|--------------------------|-----|-------------|-------|
| | | Less than 6 teachers | 6-9 | More than 9 | |
| | | 7 | 45 | 23 | 75 |

| | | | | | |
|--------|----------------|----|----|----|-----|
| School | Private School | 8 | 42 | 25 | 75 |
| Total | | 15 | 87 | 48 | 150 |

The table No. 10 showed the total Number of teachers where 15 students have stated that less than 6 in most of the private schools, 87 students have stated that normally 6-9 teachers and finally 48 students have more than 9 teachers where private schools have some home more teachers.

Table 11. Distance from Home to school

| | Distance from Home to school | | | | Total |
|----------------|------------------------------|--------|--------|----------------|-------|
| | Less than 1 Km | 1-2 km | 3-5 km | More than 5 km | |
| Govt School | 7 | 18 | 27 | 23 | 75 |
| Private School | 8 | 18 | 23 | 26 | 75 |
| Total | 15 | 36 | 50 | 49 | 150 |

The table No. 11 showed the distance from home to school, where 15 students were walking less than 1 km, 36 were 1-2 km, 50 students were 3-5 km and finally 49 were walking more than 5 km distance per day.

Table 12. Time duration of class

| | | Time duration of class | | Total |
|---------------------|----------------|------------------------|----------------------|-------|
| | | 30-40 Minutes | More than 40 minutes | |
| Ownership of School | Govt School | 47 | 28 | 75 |
| | Private School | 45 | 30 | 75 |
| Total | | 92 | 58 | 150 |

The table No. 12 showed the total time duration of class, where 92 students have stated that classroom timing most between 30-40 minutes and 58 students have stated that above 40 minutes where private schools' students are more.

Table 13. No of Classes Per Day

| | | No of classes per day | | Total |
|---------------------|----------------|-----------------------|---------|-------|
| | | 6-7 | Above 7 | |
| Ownership of School | Govt School | 11 | 64 | 75 |
| | Private School | 16 | 59 | 75 |
| Total | | 27 | 123 | 150 |

The table No. 13 showed the No of classes per day, where 27 students have stated that 6-7 classes and 123 students have stated that above 7 classes. Most of the students who have stated that they are attending more than 7 classes were belonged to Govt schools.

Table 14. Basic Facilities Available in School

| S. No | Categories | School Ownership | | | |
|-------|----------------------------|------------------|--------|-----------------|--------|
| | | Govt Schools | | Private Schools | |
| | | Yes (%) | No (%) | Yes (%) | No (%) |
| 1 | Availability of playground | 85% | 15% | 58.6% | 41.4% |
| 2 | Exists boundary wall | 89.3% | 10.7% | 90% | 10% |
| 3 | Availability of washroom | 94.6% | 5.4% | 97.3% | 2.7% |

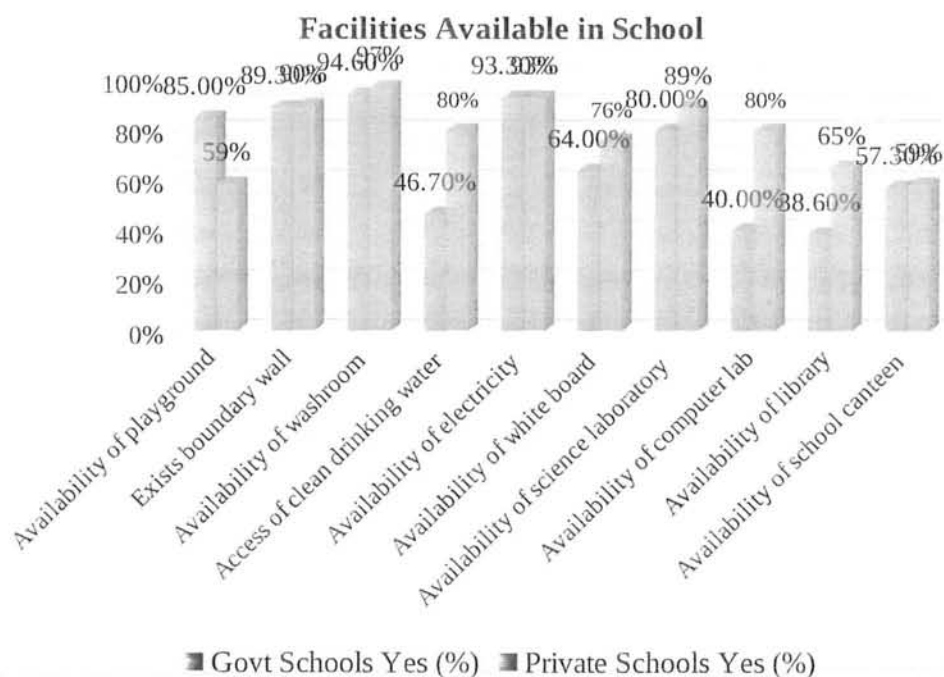
| | | | | | |
|----|------------------------------------|-------|-----------|-------|-----------|
| 4 | Access of clean drinking water | 46.7% | 53.3 % | 80% | 20% |
| 5 | Availability of electricity | 93.3% | 6.7% | 93.3% | 6.7% |
| 6 | Availability of white board | 64% | 36% | 76% | 24% |
| 7 | Availability of science laboratory | 80% | 20% | 89.3% | 10.7 % |
| 8 | Availability of computer lab | 40% | 60% | 80% | 20% |
| 9 | Availability of library | 38.6% | 61.2 % | 65.3% | 34.7 % |
| 10 | Availability of school canteen | 57.3% | 42.7 % | 58.6% | 41.4 % |

The table No 14 showed the information and perception of students regarding some of the basic facilities where, playground is available in majority of schools, 89.3% have access of boundary wall, where 90% of wall is existed in private schools. Both Govt and private schools have washroom facilities, where more than 95% of students have stated that they have proper washroom facilities. Moreover, 46.6% of students from Govt schools have stated that they do not have access of clean drinking water and 80% of students in private schools have access of clean drinking water. Furthermore, both the schools have access of electricity and few respondents have stated that poor stated of electricity.

Similarly, White bord is available more in private schools where in most of the schools still other boards are being used. Both private and Govt schools have science laborite and number is higher in private schools. Additionally, computer lab is available in both schools where 40% students from Govt schools and 80% students from private schools have stated that they have access of computer lab.

Many computer labs are locked in Govt schools due to lack of interest and lack of human resource. Whereas 65.3% of students from private schools and 38.6% from Govt schools have stated that they have access of library and finally, both Govt and privates' schools have access of canteen for children.

The below graph showed a clear picture of both private and public schools where approximately which have better facilities.



The overall table showed that private schools have slightly better accessibility and availability of basic level facilities.

Table 15. Celebration of Events

| S. No | Categories | School Ownership | | | |
|-------|------------------------------|------------------|--------|-----------------|--------|
| | | Govt Schools | | Private Schools | |
| | | Yes (%) | No (%) | Yes (%) | No (%) |
| 1 | Celebrate Local Events | 68% | 32% | 53.3% | 46.7% |
| 2 | Celebrate Nations Events | 68% | 32% | 65.3% | 34.7% |
| 3 | Celebrate International Days | 30.6% | 69.4% | 32% | 68% |
| 4 | Sport Weeks | 94.6% | 5.4% | 86.6% | 13.4% |

The table No. 15 showed that the celebrations of events. It was generally observed that in private schools' events are less celebrated as compared to public schools. The results also showed that, majority of events are being celebrated in public schools as compared to private which is also reflected from the given graph.

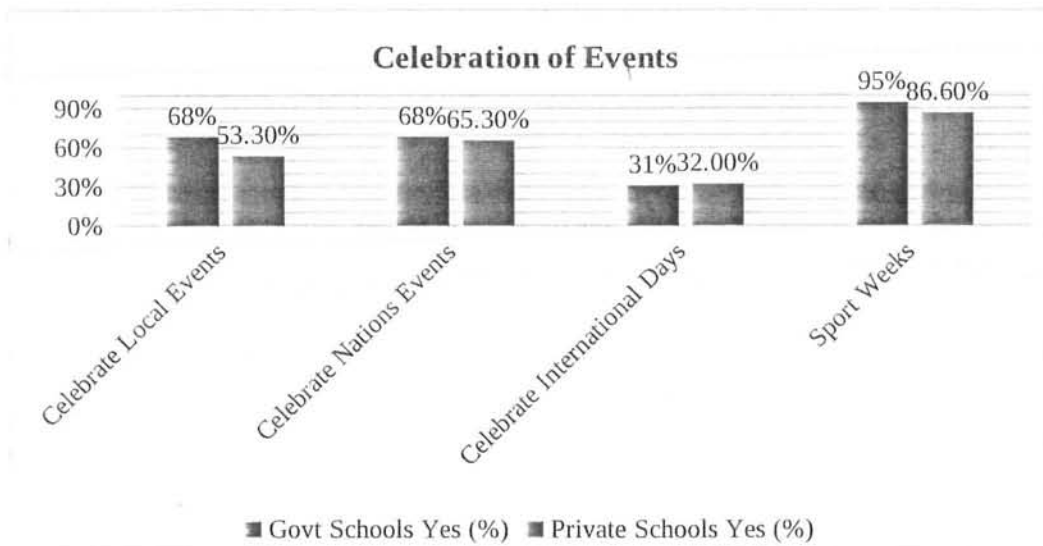


Table 16. Satisfied with Your School

| | Satisfied with your school | | | | | Total |
|----------------|----------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 51 | 9 | 6 | 4 | 5 | 75 |
| Private School | 65 | 2 | 5 | 2 | 1 | 75 |
| Total | 116 | 11 | 11 | 6 | 6 | 150 |

The table No. 16 showed the respondents' perception towards the overall satisfaction regarding their schools, where 116 students where 56% were from

private school students were satisfied, 11 were somewhat satisfied, 11 students were not satisfied nor dissatisfied, 6 students were declassified, and 6 students were also somewhat declassified. The conclusion of the table showed that majority of students from the private schools were more satisfied from the overall school status.

Table 17. Satisfied with Quality of Education

| | Quality of Education | | | | | Total |
|----------------|----------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 30 | 21 | 9 | 11 | 4 | 75 |
| Private School | 48 | 14 | 8 | 4 | 1 | 75 |
| Total | 78 | 35 | 17 | 15 | 5 | 150 |

The table No. 17 showed the respondents' perception towards the statement of are you satisfied with the quality of education in your school, where 78 students from where 61.5% were from private school students were satisfied, 35 students were somewhat satisfied, 17 students were not satisfied nor dissatisfied, 15 students were declassified and 5 students were also somewhat declassified. The conclusion of the table showed that, majority of private schools were satisfied with the overall education in schools, where majority of public-school students were somewhat satisfied from the quality of education.

Table 18. Satisfied with Your Teachers

| | Satisfied from Teachers | Total |
|--|-------------------------|-------|
|--|-------------------------|-------|

| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | Total |
|----------------|-----------|--------------------|--------------------------------|--------------|-----------------------|-------|
| Govt School | 30 | 18 | 8 | 5 | 14 | 75 |
| Private School | 43 | 12 | 8 | 8 | 4 | 75 |
| Total | 73 | 30 | 16 | 13 | 18 | 150 |

The table No. 18 showed the respondents' perception towards the statement that are you satisfied with your teachers, where 73 students where 55.1% were from private school students were satisfied, 30 students were somewhat satisfied, 16 students were not satisfied nor dissatisfied, 13 students were declassified and 18 students were also somewhat declassified. The conclusion of the table showed that, where majority of respondents were satisfied from private schools and majority of respondents from public schools where somewhat satisfied.

Table 19. Teachers are paying attention equally.

| | Teachers are paying attention equally | | | | | Total |
|----------------|---------------------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 29 | 18 | 12 | 9 | 7 | 75 |
| Private School | 51 | 9 | 4 | 2 | 9 | 75 |
| Total | 80 | 27 | 16 | 11 | 16 | 150 |

The table No. 19 showed the respondents' perception towards the statement that Teachers are paying attention equally, where 80 students where 63.7% were from private school students were satisfied, 27 students were somewhat satisfied, 16 students were not satisfied nor dissatisfied, 11 students were declassified and 16 students were also somewhat declassified. The conclusion of the table showed that, both patriate, and public schools' students have stated that teachers are paying attention equally.

Table 20. Teachers Shows Respect to Students

| | Teachers shows Respect to Students | | | | | Total |
|----------------|------------------------------------|--------------------|--------------------------------|--------------|-----------------------|------------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 11 | 16 | 15 | 14 | 19 | 75 |
| Private School | 29 | 13 | 13 | 9 | 11 | 75 |
| Total | 40 | 29 | 28 | 23 | 30 | 150 |

The table No. 20 showed the respondents' perception towards the statement that teachers shows respect to students, where 40 students where 72% were from private school students were satisfied, 29 students were somewhat satisfied, 28 students were not satisfied nor dissatisfied, 23 students were declassified and 30 students were also somewhat declassified. The conclusion of the table showed that, public schools where teachers are showing less respects as compared to private schools.

Table 21. Teachers arrived on time.

| | Teachers arrived on time | | | | | Total |
|----------------|--------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 14 | 14 | 16 | 15 | 16 | 75 |
| Private School | 16 | 20 | 8 | 14 | 17 | 75 |
| Total | 30 | 34 | 24 | 29 | 33 | 150 |

The table No. 21 showed the respondents' perception towards the statement that teachers are arrived on time, where 30 students where 52% were from private school students were satisfied, 34 students were somewhat satisfied, 24 students were not satisfied nor dissatisfied, 29 students were declassified and 33 students were also somewhat declassified. The conclusion of the table showed that, both schools where teachers are arriving in class on time.

Table 22. School environment is suitable for studies.

| | School environment is suitable for studies | | | | | Total |
|----------------|--|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 25 | 23 | 8 | 11 | 8 | 75 |
| Private School | 36 | 20 | 6 | 8 | 5 | 75 |
| Total | 61 | 43 | 14 | 19 | 13 | 150 |

The table No. 22 showed the respondents' perception towards the statement that school environment is suitable for studies, where 61 students where 59% were from private school students were satisfied, 43 students were somewhat satisfied, 14 students were not satisfied nor dissatisfied, 19 students were declassified, and 13 students were also somewhat declassified. The conclusion of the table showed that, majority of private schools' students were satisfied, and public schools' students were somewhat satisfied from the study environment is suitable.

Table 23. Students Teacher's Ratio is Adequate

| | Students Teacher's Ratio | | | | | Total |
|----------------|--------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 20 | 10 | 18 | 12 | 15 | 75 |
| Private School | 34 | 22 | 9 | 6 | 4 | 75 |
| Total | 54 | 32 | 27 | 18 | 19 | 150 |

The table No. 23 showed the respondents' perception towards the statement that students teacher's ratio is adequate, where 54 students where 62.9% were from private school students were satisfied, 32 students were somewhat satisfied, 27 students were not satisfied nor dissatisfied, 18 students were declassified, and 19 students were also somewhat declassified. The conclusion of the table showed that, the majority of students from private schools have stated that teachers and student's ratio is adequate.

Table 24. Building Facility is Adequate

| | Building facility is adequate | | | | | Total |
|----------------|-------------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 45 | 12 | 3 | 9 | 6 | 75 |
| Private School | 41 | 14 | 4 | 8 | 8 | 75 |
| Total | 86 | 26 | 7 | 17 | 14 | 150 |

The table No. 24 showed the respondents' perception towards the statement that the building facility is adequate, where 86 students where 53% were from public school students were satisfied, 26 students were somewhat satisfied, 7 students were not satisfied nor dissatisfied, 17 students were declassified and 14 students were also somewhat declassified. The conclusion of the table showed that, majority of respondents from the public schools were satisfied that building facility I adequate.

Table 25. Creative thinking is encouraged by teachers.

| | Creative thinking is encouraged by teachers | | | | | Total |
|----------------|---|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 21 | 18 | 13 | 7 | 16 | 75 |
| Private School | 25 | 23 | 9 | 12 | 6 | 75 |
| Total | 46 | 41 | 22 | 19 | 22 | 150 |

The table No. 25 showed the respondents' perception towards the statement that the creative thinking is encouraged by teachers, where 46 students where 54.3% were from private school students were satisfied, 41 students were somewhat satisfied, 22 students were not satisfied nor dissatisfied, 19 students were declassified, and 22 students were also somewhat declassified. The conclusion of the table showed that, in private and public both schools have emphasized on the creative thinking, but slightly in private schools' teachers are more likely focusing on the students.

Table 26. School Considered Parental Feedback

| | School considered parental feedback | | | | | Total |
|----------------|-------------------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 15 | 13 | 19 | 12 | 16 | 75 |
| Private School | 16 | 19 | 11 | 14 | 15 | 75 |
| Total | 31 | 32 | 30 | 26 | 31 | 150 |

The table No. 26 showed the respondents' perception towards the statement that School considered parental feedback, where 31 students where 52% were from private school students were satisfied, 32 students were somewhat satisfied, 30 students were not satisfied nor dissatisfied, 26 students were declassified and 31 students were also somewhat declassified. The conclusion of the table showed that, in private school where the concept of parent teachers meeting, but in some public school's parental feedback has importance.

Table 27. Test are Conducted Before Exams

| | Test are conducted before exams | | | | | Total |
|----------------|---------------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 38 | 20 | 4 | 8 | 5 | 75 |
| Private School | 50 | 16 | 5 | 3 | 1 | 75 |
| Total | 88 | 36 | 9 | 11 | 6 | 150 |

The table No. 27 showed the respondents' perception towards the statement that test are conducted before exams, where 88 students where 56.8% were from private school students were satisfied, 36 students were somewhat satisfied, 9 students were not satisfied nor dissatisfied, 11 students were declassified and 6 students were also somewhat declassified. The conclusion of the table showed that, majority of students from the private schools have more likely arranged test and pre-examination before annual exams.

Table 28. Reward for Good Performance

| | Any reward for good performance | | | | | Total |
|----------------|---------------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 24 | 9 | 17 | 10 | 15 | 75 |
| Private School | 30 | 20 | 6 | 13 | 6 | 75 |
| Total | 54 | 29 | 23 | 23 | 21 | 150 |

The table No. 28 showed the respondents' perception towards the statement that any type of reward for good performance, where 54 students where 55.5% were from private school students were satisfied, 29 students were somewhat satisfied, 23 students were not satisfied nor dissatisfied, 23 students were declassified and 21 students were also somewhat declassified. The conclusion of the table showed that, in private schools the system of reward is more prevailing as compared to public schools.

Table 29. Want to continue your studies.

| | Want to continue your studies | | | | | Total |
|----------------|-------------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 37 | 15 | 6 | 4 | 13 | 75 |
| Private School | 45 | 15 | 1 | 8 | 6 | 75 |
| Total | 82 | 30 | 7 | 12 | 19 | 150 |

The table No. 29 showed the respondents' perception towards the statement that you want to continue your studies, where 82 students where 54.8% were from private school students were satisfied, 30 students were somewhat satisfied, 7 students were not satisfied nor dissatisfied, 12 students were declassified and 19 students were also somewhat declassified. The conclusion of the table showed that, both private and public schools students want to continue their studies, however, majority of private schools' students are agreed to continue their studies.

Table 30. Regularly Check Your Homework

| | Regularly check your homework | | | | | Total |
|----------------|-------------------------------|--------------------|--------------------------------|--------------|-----------------------|-------|
| | Satisfied | Somewhat Satisfied | Not Satisfied nor Dissatisfied | Dissatisfied | Somewhat Dissatisfied | |
| Govt School | 33 | 22 | 7 | 8 | 5 | 75 |
| Private School | 45 | 12 | 10 | 6 | 2 | 75 |
| Total | 78 | 34 | 17 | 14 | 7 | 150 |

The table No. 30 showed the respondents' perception towards the statement that the regularly checking of the students' homework, where 78 students where 57.6% were from private school students were satisfied, 34 students were somewhat satisfied, 17 students were not satisfied nor dissatisfied, 14 students were declassified, and 7 students were also somewhat declassified. The conclusion of the table showed that, majority of private school's students have a system of regularly checking home tasks. Although, home task is also prevailing in public schools but very rare.

Table 31. Group Statistics

| | Ownership of School | N | Mean | Std. Deviation | Std. Error Mean |
|------|---------------------|----|--------|----------------|-----------------|
| FAIS | Govt School | 75 | 1.3107 | .28597 | .03302 |
| | Private School | 75 | 1.2133 | .23899 | .02760 |

Table 32. Independent Samples Test

| | | |
|--------------------------------------|-------------------------------|------------------------------|
| FAIS: Facilities Available in School | Levine's Test for Equality of | t-test for Equality of Means |
|--------------------------------------|-------------------------------|------------------------------|

| | | Variances | | t | df | Sig. (2-tailed) |
|------|-----------------------------|-----------|------|-------|---------|--------------------|
| | | F | Sig. | | | |
| FAIS | Equal variances assumed | 2.155 | .144 | 2.262 | 148 | .025 |
| | Equal variances not assumed | | | 2.262 | 143.477 | .025 |

Statement/Hypothesis: There is no significant difference between private and public schools in terms of basic level facilities.

Decision Rule for Assessing if the test is significant (for alpha value α .05):

Conditions

1. If $p \leq .05$, the test is significant (the sample is significantly different than $\mu = 2$)
2. If $p > .05$, the test is not significant (the sample is not significantly different than $\mu = 2$)

The table No. 32 showed the Independent sample 't' test where the controlled groups were public and private schools and facilities have extracted means scores. The results showed that the Df is 148, and Sig. .025, which is $p \leq .05$. So, there is a statistically significant difference between private and public schools in terms of basic level facilities.

Table 33. Group Statistics

| CP: | Ownership of | N | Mean | Std. | Std. |
|-----|--------------|---|------|------|------|
| | | | | | |

| Classroom practices | School | | | Deviation | Error Mean |
|---------------------|----------------|----|--------|-----------|------------|
| CP | Govt School | 75 | 2.6267 | 1.39371 | .16093 |
| | Private School | 75 | 2.1952 | 1.04980 | .12122 |

Table 34. Independent Samples Test

| CP: Classroom practices | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|-------------------------|-----------------------------|---|------|------------------------------|---------|-----------------|
| | | F | Sig. | t | df | Sig. (2-tailed) |
| CP | Equal variances assumed | 7.620 | .007 | 2.141 | 148 | .034 |
| | Equal variances not assumed | | | 2.141 | 137.522 | .034 |

Statement/Hypothesis: There is no significant difference between private and public schools in terms of Classroom Practices

Decision Rule for Assessing if the test is significant (for alpha value α .05):

Conditions

1. If $p \leq .05$, the test is significant (the sample is significantly different than $\mu = 2$)
2. If $p > .05$, the test is not significant (the sample is not significantly different than $\mu = 2$)

The table No. 34 showed the Independent sample 't' test where the controlled groups were public and private schools and the mean score of classroom practices where the Df is 148, and Sig. .034, which is $p \leq .05$. So, there is a statistically significant difference between private and public schools in terms of classroom practices.

Chapter No. 7

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

7.1. Discussions

In Pakistan there are three major systems of education, the first is a public system of education, which is owned and managed by the federal or provincial Govt, the second, private education system which is owned by private individuals, organizations, and group of partners and finally, the Madrasa system of education.

In Pakistan, it is commonly believed and observation that rich, middle class and upper-class people send their children to private schools, while poor and marginalized people send their children to public or Govt schools wherein public

schools there is not any concept of fee, on the other side, private schools charge heavy fees from students (Awan 2012 and Awan 2011).

Similarly, education plays a significant role in the development of any country economically, socially, and politically. In the 21st century, many countries are rise and fall in power only due to the development of new information technology (Iqbal 2012). The modern education discovered new discoveries and boost the nations to progress and contend in the world. Moreover, modern education requirements a modern level of facilities. Similarly, in the present study, the majority of students from private schools have stated that they have access to modern facilities, where 85% of students from Govt schools and 58% from private schools have stated that they have had access to the playground facility. Moreover, both schools have a washroom facility where 96% from Private and 93% from Govt schools' students have access to washroom facilities. Furthermore, from Govt sector schools 46% of students and from private 80% of students have stated that they have access to clean drinking water, where privates' schools have more ratio. Similarly, 80% of the students from Govt schools and 89% of the students from private schools have stated that they have access to science labor parties, and 40% of the students from Govt and 80% of the students from private schools' students have stated that they have access to the science lab.

The education system is the origin of the development, progress, and success in the modern era of technology with the extensive focus on the new technological

interventions through the formal and informal education system (Awan, 2014). No country will be developed and progress or survival without education and usage of modern technology. So, education gives the guarantee to the development and progress of any nation. The present study showed that the majority of facilities and technologies are in private schools and students have access.

According to Awan (2011) argued that, in Pakistan, their number of the education system, even vary from province to province. In Pakistan, the education system is divided into three important categories, a) private education, b) public education, and c) Madrassa system of education. From all the above, majority of the population of Pakistan have adopted the private education system, as compared to the public and Madrassa system of education. Furthermore, the educational facilities and teaching and learning methodologies are better in private schools as compared to Govt or Madrassa system of education.

The private education system has ensured the sustainability and advancement and quality education, which directly guarantee the progress of nation educationally, economically ad social development (Sultana et al. 2012). In the private education system, there is excellence or quality of education, where individual-level attention is given to children. The current research also stated that 77% of students were satisfied with the overall school where the majority of 56% of the students were from Govt schools. Moreover, the overall quality of education is better in private

schools where the majority of 52% of the students were satisfied from the overall quality of education and from where 61% of the students were from private schools.

The quality of education is measured through different variables, like the availability and accessibility of teachers, methods of teaching, the nature of the curriculum, and study environment in the classroom the overall educational environment. Although, there is not a single definition of the quality of education. The quality of education is shapeless, measureless, and too vague in their meaning, that is not appropriate for public regulation (Harvey 2005). Moreover, Ahmad (2009) founded that, the quality of education is dependent on quantifiable indicators, which can be achieved through strong and solid policies and procedures.

These indicators included the quality of teachers, teachers' educational level, students' teacher's ratio, teachers' pieces of training, students' teachers' interface, teaching methodology, curriculum development, learning environment in school, especially inside classroom etc. All these indicators lead to the quality and sustainability of the education system. Similarly, from the results of current research, the majority of 55.1% of students from private schools were satisfied with the quality of teachers. The classroom environment is also important pedestal to determine to the quality of education, where, in the present research, 40% of the total students have stated that school environment is suitable in a public school where 59% of the students from the private schools. On the other side, the majority of students 53% of the students from the Govt schools have stated that school

building is enough and the best quality. Moreover, the important aspect of accessing students' academic performance is through examines or tests, wherein the present research majority of 56% of students from private schools have stated that schools are taking regularly test before examinations.

Additionally, both academic and non-academics are the major parts of the overall education system (Ali, Zulfiqar & Naz 2011) wherein the present research, some local events celebrated at schools level, where 68% of the students in Govt and 53% of students from private schools, national events where 68% in Govt schools and 53% in private schools, international events where 30% in Govt schools and 32 in private schools and finally, sport weeks where 94% from Govt schools and 86% from private schools. The conclusions showed that extracurricular activities are more likely celebrated in public or Govt schools as compared to private schools.

The results from the facilities, co-curricular activities and teaching and learning facilities, the majority of students from private schools were more likely satisfied in the Dawel Murree. In private schools, students and teachers have a friendly relationship, exchange of ideas and classroom discussions as well as the free choice of asking any type of questions. On the other hand, in Govt/public school where teachers are not encouraged students to ask questions and there is no concept of creative thinking etc. Although infrastructures and other materials facilities are more in Govt school, however, due to lack of teacher's interest and traditional level of education in Govt schools, these facilities are not being utilized properly.

7.2. Conclusion

The present research was conducted in Murre where three villages were taken which are near to each other as a unit of analysis. From both schools, seventy-five students were taken randomly and interviewed them regarding the quality of education and their view regarding both private and public schools. The findings showed that the overall education system which included three major parts, the first part was about the facilities where private schools have better facilities and students' access to modern technology in education. Second, the celebration of events where local, national, international and sports weeks are more celebrated in Govt or public schools and finally, the classroom practices, where the majority of children were satisfied from the overall quality of education in private schools.

7.3. Recommendations

The Govt of Pakistan needs to implement the same curriculum and educational policies and strategies for both private and public sector educational institutions. There are less monitoring and evaluation system in Govt schools, where it needed to implement proper monitoring and evaluation system. Secondly, it goes to the parent's side that parents should check and balance on the Govt schools. Similarly, private schools have less facility of extra-curricular activities, so the administration of private schools need to increase the extra-curricular activities.

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ANNEXURE

Annex-I

**Educational Facilities and Academic Environment: A
Comparative Analysis on Quality of Education in Public
and Private Secondary Schools in Murree, Pakistan**



By

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I am Zaina Zain Abbasi, research student department of Sociology, Quaid-i-Azam University, Islamabad, Pakistan. I am doing research about the “Parents Satisfaction about the Educational Facilities and Academic Environment: A Comparative Analysis of Private and Public Schools in Murree, Pakistan.”

All information that you will provide us would be treated as complete confidential. All the information will be recorded in a secure database and used only for the academic purposes. With your permission if any information would be shared or published if needed.

| Part: 1. Basic Demographic-Profile of Respondents | | | | |
|--|---------------------|----------|---------------------------------|---|
| S. No | Category | | Responses | |
| 1 | Class | o | 1. 8th | 2. 9 th 3. 10 th |
| 2 | Discipline | o | 1. Science | 2. Art |
| 3 | Gender | o | 1. Male | 2. Female |
| 4 | Age (Years) | o | 1. 10-13 | 2. 14-17 3. Above 17 |
| 5 | Religion | | 1. Muslims | 2. Non-Muslims |
| 6 | Family Type | 1. | 1. Nuclear | 2. Joint 3. Extended |
| 7 | Father's Profession | 1. 2. | 1. Unemployed 3. Private Job | 2. Govt Job 4. Business 5. Any other |

| Part.2. Profile of School | | |
|----------------------------------|-----------------|------------------|
| S. | Category | Responses |

| No | | |
|----|------------------------------|--|
| 8 | Name of School | 1. _____ |
| 9 | Ownership of school | 1. Govt School 2. Private School |
| 10 | Nature of Building | 1. Pakka 2. Chacha 3. Mixed |
| 11 | No of students in a class | 1. Less than 20 2. 20-30 3. 31-40 4. 41-50 5. More than 50 |
| 12 | Medium of Instruction | 1. English 2. Urdu 3. Both english and Urdu |
| 13 | Total number of teachers | 1. Less than 6 3. 6-9 4. More than 9 |
| 14 | Distance from Home to school | 1. Less than 1 km 2. 1-2 km 3. 3-5 km 4. More than 5 km |
| 15 | Time duration of class | 1. Less than 30 minutes 2. 30-40 minutes 5. 3. More than 40 minutes |
| 16 | No of classes per day | 1. 6-7 2. Above 7 |

Part. 3. Facilities Available in School

| S. No | Categories | Yes | No |
|-------|------------------------------------|-----|----|
| 17 | Availability of playground | | |
| 18 | Exists boundary wall | | |
| 19 | Availability of washroom | | |
| 20 | Access of clean drinking water | | |
| 21 | Availability of electricity | | |
| 22 | Availability of white board | | |
| 23 | Availability of science laboratory | | |
| 24 | Availability of computer lab | | |
| 25 | Availability of library | | |
| 26 | Availability of school canteen | | |

Part. 4. Co-Curricular Activities in School

| S. No | Categories | Yes | No | Don't Know |
|-------|------------|-----|----|------------|
|-------|------------|-----|----|------------|

| | | | | |
|----|------------------------------|--|--|--|
| 27 | Celebrate local events | | | |
| 28 | Celebrate nations events | | | |
| 29 | Celebrate international days | | | |
| 30 | Sport Weeks | | | |

| Part. 5. Classroom Practices | | | | | | |
|--|--|---|---|---|---|---|
| 1. Satisfied 2. Somewhat Satisfied 3. Not Satisfied nor Dissatisfied 4. Dissatisfied 5. Somewhat Dissatisfied | | | | | | |
| S. No | Categories | 1 | 2 | 3 | 4 | 5 |
| 31 | Are you satisfied with school | | | | | |
| 32 | Are you satisfied with the quality of education in your school | | | | | |
| 33 | Are your satisfied with your teachers | | | | | |
| 34 | Teachers are paying attention equally | | | | | |
| 35 | Teachers shows respect to students | | | | | |
| 36 | Teachers arrived on time | | | | | |
| 37 | School environment is suitable for studies | | | | | |
| 38 | Students teacher's ratio is adequate | | | | | |
| 39 | Building facility is adequate | | | | | |
| 40 | Creative thinking is encouraged by teachers | | | | | |
| 41 | School considered parental feedback | | | | | |
| 42 | Test are conducted before exams | | | | | |
| 43 | Any reward for good performance | | | | | |
| 44 | Want to continue your studies | | | | | |
| 45 | Regularly check your homework | | | | | |

