

# **FACTORS AFFECTING PARENTAL CHOICES FOR PRIVATE SCHOOL AS COMPARED TO PUBLIC SCHOOL**

**MA-ELM**

**Thesis By**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the name of Allah**

**The most beneficent**

**The most merciful**

# DEDICATION

To

My parents and those who are more than my Parents, that is,  
my teachers.

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# **CHAPTER 1**

## **INTRODUCTION**

Education is the basic right of every human being as it is advised in our religion Islam as well as in almost every other religion. It is an essential need of progress in today's world, especially in developing countries like Pakistan. Purpose of education varies from one person to another. Actually education is a source of development of the personality of a human being but majority of the parents have a desire that their child gets a 100% marks in every subject and in every field. If a child gets lower marks or failed then a lot of punishments and threats given to child but I think there are very few parents who will critically analysis the situation and act wisely and control those factors due to which child reached to that stage which produce the lower results in all subjects or in fewer subjects.

Every parent has a strong desire that their child gets education from a good institute. Their desire to provide best education depends on a number of social and financial factors. In Pakistan education is provided by both private and public schools. In public schools there is no heavy burden of fees on parents while in private schools parents are bearing a variety of expenses due to different kinds of activities conducted by the private schools like, colour day, Eid millan party day, sports day, and other kinds of co-curricular activities.

The ground reality is that millions of children in Pakistan receive no formal education whatsoever. Till the 70's, Pakistan had mainly two types of educational institutions; government schools and colleges, which used to set the standards, and the institutions established by charitable organisations that were worthy competitors. The education related expenses were

reasonable. As a reaction to the nationalization of private educational institutions, charitable organisations stopped investing in this field.

The government became the individual service provider. This had two very serious and long term effects on the education sector: first, merger of private and public institutions removed the element of competition and quality began to go down rapidly, (and it has reached a very low level by now) second, because of resource limitation, and lack of political will, the growth of public sector institutions could not keep pace with the increase in demand created by rapidly growing population of Pakistan.

This ever-widening gap between supply and demand provided great opportunities for profiteering to private schools often established for this very purpose. As per my point of views and observations in most of the public schools, quality of education is not having a greatest priority. Unsuitable premises, untrained teachers, unacceptably large class size, and inadequate attention to character building are generally the distinguishing features of such institutions.

Private schools, in order to make unfair profit, force unreasonable educational costs on the parents. Lower middle class households have large families and small incomes at their disposal. Nearly all of them, therefore, find it impossible to meet educational expenses of their children from their genuine earnings. Consequently, the concerned parents have to choose between sending their children to affordable third-rate schools or to find fair or unfair means to augment their incomes. In the absence of sufficient honest sources of extra income, large number of parents reluctantly indulges in corruption.

Government, donor agencies, and foreign aided NGOs are readily engaged in addressing the needs of low-income groups. On the other hand, not enough attention is being paid to the difficulty of middle class families who are expected to stand for themselves in the education market. It is not fair, as market forces should not be allowed to determine educational expenses.

Quality education is a fundamental right of every child in a civilized society, and government invariably is the primary service provider. But the Government seems to be not interested in promoting education; it only wants to use it as a plan to get more and more foreign aid.

There is very little that the concerned citizens have been able to do to change the official mind set. Loud noises have so far failed to produce any tangible results. Time is running out. Investment in the form of basic education cannot be postponed: it either takes place at an appropriate age when the need is present or it does not. For the young child there is no second chance.

We know that the government does not have the will or desire to change the dismal state of education. But are we, as citizens, so handicapped that we cannot bring about a social revolution on our own, and thereby generate so much pressure on the government that it is forced to change its attitude. There are a lot of people who offer enormity of problems as an excuse for their inaction. We agree with them that no individual can solve the entire problem but, as individuals, we are not expected to do so.

We must hold ourselves accountable for the power and resources available to us. The test question is; have we used the available resources for optimum benefit of the society. We must ask this question from ourselves before we judge the actions or omissions of others.

The fact is that citizens can do a lot. Instead of feeling frustrated about the dismal state of education and indifference of the government towards this sector, I, the concerned citizen decided to act. It is our belief that if we, the Pakistanis, are not willing to invest for our better future then we have no right to such a future.

For imparting quality education, a good curriculum and high-quality teachers are essential. Every school should follow a curriculum that not only adds to the knowledge and literary skills of the students but also contribute to their intellectual growth. The teaching method focuses on helping the students to recognize, understand, reason, accept and retain in order to learn and grow, and to enjoy the learning process.

There is no substitute for good teachers. They are the heart of the entire education process and are the example that the students follow. Unfortunately in the prevailing dismal state of education in the country, there are virtually no role models for the future teachers.

The training imparted by teacher training schools is poor. Teachers take up their jobs holding degrees and diplomas but with little professional knowledge and skills. The schools should dedicate facilities for teacher training and their professional education. These facilities will also

be used to impart top quality, hands on teaching skills to the teachers of the area thus enabling them to adopt teaching as a career.

Complementary to the role of the teacher is the role of the parents. A parent - teacher relationship based on trust and co-operation is essential for real education of a child. An enabling environment has been provided for parents, teachers and community to work together so that the best qualities of the students may emerge and they get ample opportunities to grow to their full potential.

From the last fifteen to twenty years in Pakistan, private sector schools are considered as a useful and effective source of providing education at all levels in Pakistan. A lot of debates and studies are available which addresses the different education system existing in Pakistan and their problems but I think that very limited research has been conducted in the area that how parents choose school for their child which addresses the needs of their child. In spite of bearing a lot of school fees, parents are sending their children for home tuitions and academies.

There are different aspects which effects the decision of parents to select schools for their children which includes analytical ability to judge schools, family size, parents' education, financial resources of parents and the other factors which are: staff qualifications of the school personnel, school performances in past and image of the school in the surrounding community, distance of the school from home.

The aim of the research was to examine and to understand various factors, reasons that why parents prefer to admit their children in private schools. Very few researches have dealt with this dimension of education in Pakistan. Many developing countries have experienced a flow in low fee private schooling in response to the inadequate supply and low standard of government schools. Pakistan is no exception to this pattern.

With shrinking education budgets and weak commitment to education reforms by the government, there is an increased demand for private schooling among the rural people. There are various flaws in our Pakistani education system which is discussed and suggestions to minimize them are described in this research.

## **1.2 Statement of the problem**

To find out factors affecting parental choices for private school as compared to public schools.

## **1.3 Objectives of the study**

Main objectives of the study were:

1. Why do parents choose private schools when public schools are available?
2. Identify educational facilities available in private schools but not in public schools.
3. To find out problems parents think exists in public schools.
4. To determine the parents approach for selecting private school for their child.
5. To find out what parents thinks about “what is quality education”.
6. To know about whether the parents of different qualification & experience have same views for private school enrollment.
7. To give suggestions for futuristic researcher related to this area.

## **1.4 Scope**

The scope of the study is limited to the parents of the schools of the residential area of Walton Road cantt Lahore.

## **1.5 Justification**

The peoples who will be benefited from this research includes

1. All heads of the governments and private schools.
2. Government's educational administration.
3. District education officers (DEO's).
4. Teachers will be benefited in this way that they will be able to know and understand about the parent's perception and demands from both private and public schools.
5. Upcoming researchers.
6. After studying this research maybe government's schools heads start to think about "how to become change in the school system".
7. Head teachers.
8. School Managers.
9. Policy makers for schools.
10. Parents will be able to know how to choose best school for their child.

## **1.6 Definition of Key Terms**

Factors: A circumstance, fact, or influence that contributes to a result.

Affects: make a difference to.

Parental: students/child father or mother.

Choices: more than one option.

Private school: where a parent/guardian bear all the expenses of the child education.

Public school: where government bear almost all the expenses of the child education.

## **1.7 Basic Assumptions**

Basic assumptions of the study were as follows:

1. Leadership style affects the school performance.
2. Medium of instruction and teachers interest can also affect the parent's choices.
3. Parent's qualification affects the selection of public or private school.
4. Financial conditions affect parental choice for enrollment of their child in public and private school.
5. School environment affect parental choice for enrollment of their child in public and private school.