

## **Factors Affecting Parents' Inclination towards Private School System in Pakistan**

Nasreen Akhter \*

---

### **Abstract**

It has observed that in spite of government efforts to provide best facilities in government schools, parents show their satisfaction about the quality of education in private schools. Therefore, school education has become an attractive business for people. Rapid growth in number of private schools and enrollment of students in these schools in Punjab province of Pakistan is a proof for popularity of private schools among parents. Therefore, present study was conducted to search out factors affecting parents' inclination towards private school system in Pakistan. It was a survey study. Data of this study is based on responses of 330 parents of elementary school students on a close ended questionnaire who were selected by multistage sampling. Data was analyzed applying percentage, mean, correlation, t-test and ANOVA statistics. It was explored that parents prefer private schools for the children because of satisfactory security measures, good and dedicated work of teachers, availability of modern technologies, better administrative policies and provision of training of students to perform well in external examinations. On the other hand, it was observed that due to good reputation of private schools in public, parents prefer these schools for show off purposes. In their views, mostly people who cannot afford private education, select government schools for children. Present study suggested that government should focus to equalize required facilities in all government schools. Managers in government schools should focus to improve their policies to attract people.

**Keywords:** Parents' inclination, elementary education, quality education, private schools, government schools

---

\* Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Pakistan.  
Email: dnasreenakhtar01@gmail.com

## **Introduction**

Now-a-days, parents look more concerned for choosing the best schools for their children. Therefore, when parents have to choose a school for their children, an atmosphere of competition is created between private and public schools (Haslett, 2001). Research on comparison between parents' interest regarding private and government schools identifies that parents like to send children in private schools. They think that quality of education in private schools is better than government schools. Different studies report different reasons behind their interest in private schools.

Moe (2001) views that parents prefer private schools because of better infrastructure, effective teaching and well monitoring system. Alt and Peter (2002) explored that parents like private schools because these schools give admission to students under certain rules and gives best results. NCES (2003) reported limited number of students in classes for accepting private schools for children by the parents. Zain (2014) indicated that private schools have facilities to adopt modern technologies in educational process. Braun, Jenkins and Griggs (2006) noted that private schools better train students to perform well in board examinations. According to his findings good results in examinations especially motivate parents to prefer private schools on government schools. He also reported that dropout rate of private schools is lower than government sector.

Studies reported by Farooq (2016 & 2017) indicated that unfriendly environment of school, un-attended difficulty in learning and lack of co-curricular activities become reasons for drop out of students from the schools. In his conclusion; neat, clean and decorated class rooms, play grounds, sports, laboratories, teaching aids and kind and skillful teachers are required in a school to increase its enrollments.

According to report by Kennedy (2008) parents want comprehensive education for their children which include academic, sports and social life related training. They feel no hesitation to sacrifice their pleasant time for the best education of their children. They want their children to be able to win "all best" in all fields throughout the life. Best performance in examinations can be a valid record for their children to prove authorities about their abilities and achievements. This also inspire parents to choose the school for children that has good reputation of producing best results in public examinations. National Assessment of Education Progress (2006) also has reported "better academic performance" behind popularity of private schools among parents. But, Archer (2000) reported that parents like private schools because these schools give priority to students' diversity and religious education that ultimately helps students to best adjust in life in

achieving good in practical life. Goldring and Phillips (2008) said that private schools give respect to parents' involvement and opinions. Therefore, parents are more satisfied with private schools. This hints that vigilant parents want to be knowledgeable about the strengths and weaknesses of their children. They are conscious about the progress of children in school that is in reality shared contribution of school and parents' efforts.

It has been observed that parents prefer private school for children therefore, a rapid increase in admission ratio in private institutions has recorded in comparison to public institutions in the country. Table 1 and 2 (in next) explains a far better condition of students' enrollment in private institutions in Pakistan in comparison to students' enrollment public institutions. No doubt, public institutions are increasing year by year but better growth in students' enrollment is only evident in private institutions.

**Table 1**

*Comparison of public versus private institutions in Pakistan during 2013 – 2016*

Sector	2013 – 2014	2014–2015	2015–2016	Difference (2013–2016)
Public institutions	174142	175196	185740	11598
Private institutions	81544	87659	112381	30737

Source: Pakistan education statistics 2015 to 2016, p.43

**Table 2**

*Comparison of growth of students' enrolment in public versus private institutions in Pakistan during 2013 – 2016*

Sector	2013 – 2014	2014–2015	2015–2016	Difference (2013–2016)
Public institutions	26191734	26625342	26919177	727443
Private institutions	15987430	17048183	19801519	3814089

Source: Pakistan education statistics 2015 to 2016, p. 61

As a result of failure of public schools to attract people for admission of children, government of Punjab has turned attention towards privatization of public schools. Popularity of Punjab Education Foundation (PEF) schools in comparison to public schools among poor income people is evidence for people's priority for rejection of purely government schools. Average income and high-income parents mostly prefer to send children to purely private schools.

The parent's satisfaction with respect to public schools is decreasing, in spite of well qualified staff in public schools. The graph of quality of education in public schools is coming down and student enrolment ration in private schools is increasing in comparison to public schools (see table 2). Results of study conducted by Akmal (2016) indicated that results of students were better in Math, English reading and reading in local

language than public schools. He also described that private schools are largely seeming as providing better quality education in comparison to public schools. So, keeping in mind the comparison of quality of performance of private and public-school students in Pakistan, common people have developed a though in their minds that public schools work poorly to train their children academically. Awan and Zia (2015, p. 129) also indicated that

Government schools are trying to universalize education in public schools by providing free education along with free books and stipends to public school students but parents are preferring private schools for children. In fact, stipends, scholarships and physical facilities no doubt attracts people but if public schools do not focus to improve quality of education, government policies fail to achieve their targets.

Punjab Government has handed over many government schools to Punjab education foundation (PEF) under PSSP ([www.pef.edu.pk](http://www.pef.edu.pk), 2018) during last three years. On the other hand, performance of PEF schools has encouraged people to prefer PEF schools on Government schools. In present, more than 7400 PEF schools are working in Punjab and 2.6 million students are studying in these schools ([www.epr.edu.pk](http://www.epr.edu.pk), 2018). This show evidence of failure of purely government schools in satisfying parents. It is need of time to find out all factors responsible for adverse conditions for failure of government schools. Therefore, present study was conducted to explore factors for parents' likings for private schools in comparison to public/ government elementary schools in Punjab province of Pakistan.

Title of this study was "Factors affecting parents' inclination towards private school system in Pakistan". Variables of interest in this study were to search out general perceptions, societal concerns, physical infrastructure, instructional and assessment process, teachers and parent teacher relationship, security measures and school administration related concerns of parents that have inclined parents to send the children in private schools. Objectives of the study were;

1. To determine general perceptions of parents to prefer private for their children.
2. To determine societal concerns of parents for sending their children to private schools.
3. To explore school facilities related factors that influence parents for sending their children to private schools.

### **Research Questions**

In the study following research questions were considered.

1. What are general perceptions of parents for sending their children to private schools?
2. What are societal concerns of parents for sending their children to private schools?
3. What are school facilities related concerns of parents for choosing private schools for their children?

### **Significance of the Study**

No study on the same topic has conducted previously using the sample from Bahawalpur, Bahawalnagar, Multan, Lahore and Rawalpindi collectively at large scale. Therefore, results of this study will help the administrators of both private and public schools in these areas especially and whole Punjab generally to understand the expectations, demands and needs of parents for the education of their children in schools. So, this study will lay down a step in improving the standard of school education especially. Besides this, managers working in government schools can sort out their weaknesses that has made government sector schools un pleasant and unattractive for people in Pakistan. Therefore, they can propose a better plan for the improvement of government schools and work in the ways to make government schools attractive for community.

### **Methodology of the study**

This study was conducted following survey technique. Population of study was parents whom children were studying in private schools in Pakistan. Sample of the study was 500 educated parents (250 male and 250 female) who were chosen following the multistage sampling adopting random selection of 5 tehsils of Punjab (Bahawalpur, Bahawalnagar, Multan, Lahore and Rawalpindi), selection of 20 elementary schools from each tehsil according to accessibility and random sampling of five educated parents from each selected school. Therefore, total sample covered five tehsils of Punjab province of Pakistan, 100 elementary schools and 500 parents of elementary school children.

Tool of study was a self-developed questionnaire on five-point Likert Scale. Its' validity was determined through expert opinion method involving two experts in research and six experienced school heads whom children were also studying in different private schools. Pilot testing of tool was done using a purposive sample of 70 parents. Reliability of tool was estimated through Cronbach's Alpha method. Value of r was 0.877 for pilot test data (n 70) and 0.920 for final data (n 330, items 48).

Data was collected directly from parents during parents' teacher meetings. Parents during parent teacher meetings were requested to provide data related to the study and rate statements of questionnaire keeping in mind their preferences for selection of private schools. But, 330 of them agreed to provide data. From parents who agreed to provide data, mother or father of a child were selected to give equal representation to father (male) and mother (female) in sample. At data collection stage, parents were explained to fill in the tool keeping in mind their perceptions and preferences regarding the selection of private schools for children. It was explained that purpose of this study was to explore reasons for discouragement/ rejection of government schools and encouragement/ preference of private schools by parents in the country. Data was analyzed applying percentage, mean, correlation, t- test and ANOVA statistics using SPSS. To analyze mean difference using t-test and ANOVA, 0.05 level of significance was selected.

**Results and Interpretation**

Data of study was related to different aspects including; general perceptions, societal concerns, and school related concerns of parents. So, results with interpretation have given in the next with divisions according to research questions.

**Parents' General Concerns**

**Table3**

*Parents' General perceptions about valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Admission on the basis of placement test in private schools	Father	4.07	.891	.630	.428	.379	328	.705	.036
		Mother	4.03	.851						
2	Adoption of modern trends in education	Father	4.46	.830	.116	.733	.000	328	1.000	.000
		Mother	4.46	.852						

3	Focus on English speaking proficiency among students in private schools	Father	4.42	.871	.784	.376	.067	328	.947	.006
		Mother	4.42	.781						
4	Private Schools stress on personality grooming of students	Father	4.47	.785	.065	.799	.624	328	.533	.055
		Mother	4.41	.804						
5	Perception about better education Standard in private schools	Father	4.45	.829	.000	.994	-.067	328	.946	-.006
		Mother	4.45	.807						

Note: Results of t-test indicates insignificant mean difference between groups about all statements at 0.05 level of significance.

Table 3 shows general perceptions of parents about the private schools that they consider for selection of private schools for their children. Mean score of all items indicates parents' strong agreement to the statements. Results of t- test results indicate that father and mother had no significant difference of opinion about their opinions regarding all statements. This explores that parents think that private schools deliver better quality education by following merit policy at the time of admission, adopting modern trends of education in teaching, focusing personality grooming of children in educational process and making them proficient in English speaking. On the whole, parents think that private schools deliver better quality of education to children therefore, they desire to send their children in private schools. This discovers that government schools give less importance to English speaking skill and personality grooming aspect of education. They give less importance to result of placement test at the time of admission and do not adopt modern trends of education in teaching according to demands of age. In other words, government schools need to improve these aspects to make their image better in the minds of parents.

**Parents' Societal Concerns**

**Table 4**  
*Parents' societal concerns for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Satisfaction/ Feeling to belong with rich families	Father	4.56	.567	2.197	.139	1.254	328	.211	.085
		Mother	4.47	.659						
2	Snobbery purposes	Father	3.47	1.364	2.263	.133	2.737	328	.007*	.418
		Mother	3.05	1.411						
3	Due to perception of government schools for poor families	Father	4.61	.621	2.056	.153	.990	328	.323	.073
		Mother	4.54	.711						

\* Shows significant mean difference between groups at 0.05 level

Table 4 indicates parents' perceptions about the societal impression behind choice of private schools. According to data, parents agreed that they send their children to private schools because of showing themselves to be a part of rich class. In their views, government schools are for poor people and sending children to government school means accepting themselves be a part of poor class. Result of item 2 indicates parents' agreement to the statement at moderate level and shows significant mean difference between opinion of father and mother. Data exhibits that fathers are more concerned to send their children to private schools for snobbishness purposes and mothers are less concerned to send children to private schools for snobbery purposes.

**School Facilities Related factors**

The analysis of school facilities related concerns of parents has described in tables 5.1 to 5.8.



**Table 5.1***Physical infrastructure related concerns for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Availability of required physical facilities in private schools.	Father	4.29	.804	.216	.643	1.962	328	.051	.194
		Mother	4.10	.983						
2	Availability of updated Laboratories in private schools	Father	4.24	.604	.690	.407	.505	328	.614	.036
		Mother	4.20	.700						
3	Functional Libraries in private schools	Father	4.09	.810	.186	.667	-.272	328	.786	-.024
		Mother	4.12	.807						
4	Availability of games opportunities in private schools	Father	2.05	1.002	1.743	.188	1.490	328	.137	.16
		Mother	1.89	.994						
5	Substitute arrangements for electricity shortage during school timings in private schools	Father	3.30	1.211	.710	.400	.582	328	.561	.079
		Mother	3.22	1.250						
6	Availability of clean drinking water in private schools	Father	3.77	1.086	5.127	.024	1.654	328	.099	.206
		Mother	3.56	1.175						
7	Safe boundary walls in private schools	Father	3.54	1.187	.613	.434	.683	328	.495	.091
		Mother	3.45	1.232						

Note: Results of t-test indicates insignificant mean difference between groups about all statements at 0.05 level

Table 5.1 exhibits physical infrastructure related factors that parents consider while selecting a school for children. Excluding games related factor (item 4) parents agreed that private schools are their selection due to availability of required facilities in schools. They believe that laboratories and libraries of private schools are updated and functional. Drinking water is provided to children in school and schools have substitute arrangements in schools in case of shortage of electricity/ load shedding. Data also exhibits parents' concern about the safe boundary wall in schools. Parents think that these facilities better exist in private schools. Government schools' infrastructure is not impressive for parents therefore, they prefer private schools for their children.

**Table 5.2**  
*Teaching methodologies related concerns for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Conceptual based teaching in private schools	Father	4.35	.816	.859	.355	.065	328	.948	.006
		Mother	4.34	.880						
2	Utilization of modern teaching skills in private schools	Father	4.33	.768	3.193	.075	-.197	328	.844	-.018
		Mother	4.35	.903						
3	Hard working teachers in private schools	Father	3.82	1.049	3.449	.064	.451	328	.652	.055
		Mother	3.76	1.147						
4	Govt-School Teachers send their children in private schools	Father	4.58	.530	9.934	.002	-1.760	328	.079	-.097
		Mother	4.68	.468						
5	Employers' stress on teachers to work hard in private schools.	Father	4.55	.736	7.274	.007	-1.885	328	.060	-.139
		Mother	4.69	.601						
6	Control on personal tasks during duty hours in private schools	Father	4.46	.711	1.824	.178	.285	328	.776	.024
		Mother	4.44	.829						
7	Close teacher student relationship in private schools	Father	3.68	1.058	.168	.682	.207	328	.836	.024
		Mother	3.66	1.073						

Note: Results of t-test indicates insignificant mean difference between groups about all statements at 0.05 level.

Table 5.2 exhibits teaching methodologies related concerns of parents regarding reason for selection of private school for their children. Mean score comparison indicates agreement of parents about the items showed in table. This discovers that parents like private schools for children because according to their perceptions private schools discourage rote memorization; emphasizes deep understanding of concepts in teaching and adopt modern methodologies of teaching. Parents think that teachers of private schools work hard because of stress by their employers. Teachers of private schools are controlled by employers to work only for tasks assigned to them by school. School administration in private sector strictly observes teachers to perform only school related

tasks during working hours in school. An important aspect that parents take into account while deciding the type of school is their observation regarding the intensity of parent teacher relationship. Parents think that teachers of private schools develop positive and close relationship with their students that helps students to discuss their problems with teachers without hesitation and fear.

**Table 5.3**

*Assessment process related concerns for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Assigning and checking of home work on daily basis in private schools	Father	4.72	.489	35.299	.000	-2.986	328	.003*	-.139
		Mother	4.86	.347						
2	Excessive testing during session in private schools	Father	4.07	.630	.662	.416	-2.149	328	.032*	-.133
		Mother	4.21	.488						
3	Fair monitoring during tests and examinations in private schools	Father	3.39	1.151	6.492	.011	1.230	328	.219	.164
		Mother	3.23	1.262						
4	Fair assessments in result preparation	Father	3.66	1.073	10.087	.002	1.850	328	.065	.230
		Mother	3.43	1.185						
5	Better results in external examinations in private schools	Father	4.44	.683	1.858	.174	-.441	328	.659	-.036
		Mother	4.47	.808						

Note: \* indicates significant mean difference between groups at 0.05 level

Table 5.3 describes concerns of parents regarding the assessment related factors that they consider to prefer the private schools than government schools. According to data parents agreed that they value private schools because of their faith that private schools assign and check home work of students on daily basis. They take many tests during a session and do fair monitoring during the testing process. Above to all, they monitor students' progress in courses objectively and as result of this efficient

monitoring, students of private schools show better results in examinations. Therefore, parents prefer private schools for children. Results of items 1 and 2 indicate that mothers are more concerned than fathers to send their children to private schools because they want schools that take responsibility to assign home work on daily basis and conduct tests during session according to routine.

**Table 5.4**  
*Teaching staff related concerns of parents for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Committed teachers in private schools	Father	4.25	.721	.105	.746	.297	328	.767	.024
		Mother	4.23	.762						
2	Regularity and punctuality of teachers in private schools	Father	4.67	.607	4.748	.030	1.584	328	.114	.115
		Mother	4.56	.710						
3	Contract Job based workers work hard in private schools	Father	4.50	.712	.771	.381	.409	328	.683	.030
		Mother	4.47	.630						
4	Lack of hardworking staff in government schools	Father	4.31	.686	5.739	.017	.956	328	.340	.067
		Mother	4.24	.575						

Note: Results of t-test indicates in significant mean difference between groups about all statements at 0.05 level

Table 5.4 indicates teacher related concerns of parents that they consider for preferring private schools for their children. According to data, parents strongly agreed that reasons behind preferring private schools for children include their perceptions about the committed teaching staff who regularly attend school and follow rule of punctuality to attend the school and classes. In their view, teachers in private school work on contractual basis and understand that job security is not possible unless working hard. They admit that teachers in government schools are less committed to their job and do not work hard. T test results indicate similarity between concerns of father and mother related all items given in the table.

**Table 5.5***Teaching aids usage related concernsof parents for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Use of modern helping aids during teaching in private schools	Father	4.21	.777	.054	.817	-1.092	328	.276	-.091
		Mother	4.30	.734						
2	Up dated use of technology in teaching process	Father	3.92	.844	21.411	.000	2.313	328	.021*	.242
		Mother	3.67	1.049						
3	Attractive classroom setup using A.V.Aids in private schools	Father	4.39	.823	1.752	.186	-1.144	328	.253	-.097
		Mother	4.48	.712						

\*Indicates significant mean difference between groups at 0.05 level

Table 5.5 indicates results regarding the teaching aids related concerns of parents in perspectives of private schools' selection for their children. Data exhibits that parents think that private schools use modern and up to date technology in teaching. Therefore, classrooms of private schools are attractive for them and they think that theses classrooms can be attractive for their children. This explores that parents give value to classroom setup and consider helping aids usage in teaching.

**Table 5.6***Teacher student relationship related concerns of parents for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Appropriate teacher student ratio in classes in private schools	Father	4.30	.499	6.008	.015	-2.105	328	.036*	-.115
		Mother	4.42	.495						
2	Conducive environment in private schools	Father	4.06	.730	.046	.830	-1.452	328	.147	-.109
		Mother	4.17	.631						
3	Practical reinforcement process in private schools	Father	4.04	.715	.614	.434	-3.019	328	.003*	-.206
		Mother	4.24	.508						
4	Pleasant environment in classes of private schools	Father	4.41	.625	.714	.399	-.252	328	.801	-.018
		Mother	4.43	.683						

\*Indicates significant mean difference between groups at 0.05 level

Table 5.6 indicates parents' concerns about the parent teacher relationship related that they consider for preferring private schools for their children. Data exhibits strong agreement of parents related to items indicated in the table. This explores that parents admit that due to teacher student ratio in a group, teachers create conducive environment in classrooms. They enforce students by practical means therefore, environment of classrooms remains pleasant. Parents are too emotional for their children and wants conducive, loving and caring attitude of teachers for children in school. Therefore, they consider conducive school environment while selection of school for children. Data exhibits a significant mean difference of groups regarding items 1<sup>st</sup> and 3<sup>rd</sup>. Mean comparison of items 1<sup>st</sup> and 3<sup>rd</sup> indicates that mothers are more concerned than fathers for their children to provide concentrating and conducive environment to children in school.

**Table 5.7**  
*Security related concerns of parents for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Suitable security measures in school premises in private schools	Father	4.31	.686	3.003	.084	-1.496	328	.136	-.121
		Mother	4.43	.783						
2	Arrangements for defense of students in private schools	Father	3.93	.877	.711	.400	-1.294	328	.196	-.127
		Mother	4.06	.909						
3	Effective Security arrangements in private schools	Father	4.43	.566	.406	.524	-1.546	328	.123	-.091
		Mother	4.52	.501						
4	Parents feel their children secured in school premises in private schools	Father	4.32	.572	.247	.620	-.880	328	.380	-.055
		Mother	4.37	.555						
5	Children feel themselves secured in school premises in private schools	Father	4.08	.468	4.110	.043	-.869	328	.386	-.048
		Mother	4.13	.543						

Note: Results of t-test indicates insignificant mean difference between groups about all statements at 0.05 level

Table 5.7 shows parents' concerns about the security measures taken by schools to provide threat free environment to children in school. Data exhibits parents' agreement to all items given in the table. This signifies that parents have a perception that private schools adopt suitable security measures to provide safe environment to children in school. Parents admit that their children feel safe in the school boundary and parents also feel satisfied. Mean comparison by t test indicates that father as well as mother are equally concerned for the safety of children in school regarding all aspects indicated in table.

**Table 5.8***Administration related concerns of parents for valuing private schools*

Sr. no	Items	Respondents	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
					f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1	Effective school administration in private schools	Father	4.27	.702	.034	.854	-2.151	328	.032*	-.158
		Mother	4.43	.627						
2	Effective supervision in private schools	Father	4.23	.659	.465	.496	1.442	328	.150	.109
		Mother	4.12	.714						
3	Discipline in private schools	Father	4.45	.629	4.126	.043	-.871	328	.384	-.055
		Mother	4.50	.502						
4	Vigilant administrating staff in private schools	Father	4.14	.840	.659	.417	.531	328	.596	.048
		Mother	4.09	.818						
5	Absence of political & social interference in school management in private schools	Father	4.74	.517	.368	.545	-.115	328	.908	-.006
		Mother	4.75	.437						

\*Indicates significant mean difference between groups at 0.05 level

Table 5.8 presents results about the parents' concerns regarding the school administration aspects behind selection of private for children. Data exhibits strong agreement of parents about all items. This explores that parents have a thinking that administration and supervision of private schools is more effective. Therefore, discipline in private school impress parents to send children in a system that look organized. They feel that managers of private schools are more cautious to maintain discipline in school. They better control interference of political and social factors in school. Therefore, they have selected private schools for their children keeping in mind that children can study in disciplined environment in better way.



**Table 6***T- test statistics about comparison of rural versus urban parents' and father versus mothers' perceptions*

Groups	n	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
				f	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Urban	191	199.2670	17.276	.447	.504	-1.116	328	.265	-2.08550
Rural	139	201.3525	16.027						
Father	165	200.6606	17.621	.150	.699	.558	328	.578	1.03030
Mother	165	199.6303	15.906						

Note: Results of t-test indicates insignificant mean difference between groups at 0.05 level

Table 6 shows t test statistics about mean comparison of urban and rural parents and scores of father and mother showing their preference to private schools for children. Data exhibits insignificant mean difference between groups. This explores that all parents give same value to private schools may be living in rural or urban area.

**Table 7(a)***ANOVA results about Socio Economic Status and parents' preference scores*

SES Classes	n	Mean	SD	Sources of variation	Sum of Squares	df	Mean Square	F	Sig.
lower class/ Poor	69	201.841	14.377	Between Groups	3189.671	2	1594.835	5.839	.003*
Middle class	162	197.074	19.615	Within Groups	89313.347	327	273.130		
Upper class	99	203.989	11.656						
Total	330	200.145	16.768		92503.018	329			

\*Indicates significant mean difference between groups at 0.05 level.

**Table 7 (b)***LSD analysis about SES based comparison*

Groups	Mean difference	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Lower versus middle class	4.76651*	2.37579	.046	.0927	9.4403
Middle versus upper class	-6.91582*	2.10829	.001	-11.0633	-2.7683
Upper versus lower class	2.14932	2.59177	.408	-2.9493	7.2480

\*. The mean difference is significant at the 0.05 level

Table 7a and 7b show results about the parents' SES and scores for preference of private schools for children. Data exhibits significant mean difference between groups at 0.05 level of significance. Mean comparison indicates that upper class stands 1<sup>st</sup> and middle class is on last in rank to consider private schools better for children. LSD analysis

indicates significant mean difference between lower versus middle class and middle versus upper class scores. But, in significant mean difference between Upper and lower-class groups is evident in table. This explores that poor as well as upper class give almost similar level importance to private schools.

## **Discussion**

Free education for all is a responsibility of state and government sector should exist to educate children in a country. Private schools are neither dependent nor organized by the government (Dronkers & Robert, 2003) and they charge fee from parents in return to services they provide to educate children at school. Therefore, private education in a country especially for poor class create financial problems for parents. In the light of present study, private schools are choice of majority of parents in Punjab, Pakistan. Parents agreed that private schools are better in their opinion regarding all aspects studied in this investigation. Therefore, a brief discussion on parents' perceptions and their societal and school facilities related concerns for sending children to private schools has given in the following.

Results of this study indicated that parents have good perception about the standard of education in private schools. They think that sending their children to private school give a perception to people that parents are conscious about the future of children and working hard for the sake of giving best to children. But in reality, parents are conscious for best of their children all around the world. If parents observe that children in government school are not cared by their teachers and basic facilities in school are not provided by the government, how parents can be ready to prefer government schools on private schools?

About the societal aspect, this study has supported that parents think that sending their children to government schools can give impression to people that they are poor. But, in reality this aspect is not importance nor correct. The reality behind parents' rejection of government schools is that; parents think that government schools are poor in relation to maintenance of building, controlling of staff, provision of modern technologies and taking stress to give best results to students in examinations. Therefore, parents do not trust on government school? In reality, human nature is that people choose best for them. Parents' choice about the private schools is because of observation of parents about the better output of these schools and careful attitude and love of parents for their children.

An important exploration regarding parents' disregarding the "games opportunity" related factor (table 5.1, item 4) indicates that parents are not aware about the role of games in educational process of children. This finding doesn't resemble to the results of previous studies conducted by Farooq (2016, 2017). This can be because of the reason that primary children take more interest in games and their parents stress in providing more games related opportunities to children. But, at elementary stage of education, parents become conscious to strengthen academic coaching procedures. Moreover, result of present study about parent teacher relationship indicated positive perception of parents about close parent teacher relationship in private schools that also differs from the result of a previous study cited by Akhter (2016). Previous study cited no difference about parent teacher relationship in private and government schools.

On the whole, comparison of results of this study with previous literature indicates that Moe (2001), NCES (2003), Braun, Jenkins and Griggs (2006) and Goldring and Phillips (2008) also found similar results. In past Alt and Peter (2002) also described that parents have great expectations about efficiency of high quality of education. Kane and Orsini (1999) also indicated that private schools provide good education to children. Martinez, Thomas and Kemerer (1994) admitted that best standard education is need of parents for their children. Farooq (2017) indicated that government schools need to provide basic facilities in schools, improve teaching mechanism and assessment process, train low qualified teachers and adopt learner centered approaches of teaching. Therefore, it is need of the age to improve quality of education in government schools in Pakistan.

## **Conclusion**

Parents think that quality of education in private schools is better than government schools. These schools have better infrastructure and adopt appropriate measures to provide safe environment in school premises to children. As being the parents, people are concerned about the safety of children where they have to spent at least six hours on daily basis. They think that children are safer in private school due to proper vigilance of school administration and safe measures regarding the security issues. Therefore, private schools provide quality environment to students in school premises that ultimately impacts the quality education of learners. In addition to this, teaching procedures, assessment of students, and teacher learner interaction is better handled in private schools. Teachers in private school work with dedication. They take job stress keeping in mind the reality that their job cannot continue unless showing good performance to employer. This guides government to plan and implement policies to create competitive and protective environment in government schools that make these schools attractive for students and their parents. Managers working in government schools and school education department should stress to improve teachers' dedication with teaching profession. Teachers who are

appointed in government schools should be given target to show performance and incentives for good performance may be given to them. This can ultimately stress teachers working in government schools to make standard of education exemplary for private sector as well as parents. In addition to this, parents need to understand their responsibility to strengthen government sector school education in the country. They should hesitate to send their children to government schools.

## References

- Akhter, N. (2016). Parent Teacher Interaction in Elementary Schools: Current Status and Issues. *Journal of Elementary Education*, 26 (2), 01-13.
- Alt, M., & Peter, K. (2002). *Private schools: A brief Portrait*, Washington, D, C: U.S. Department of Education National Center for Education Statistic.
- Archer, J. (2000). *Uncommon values in lessons of a century a nation's schoolmen of age*. Bethesda, MD: Editorial Projects in Education.
- Awan, A. G. & Zia, A. (2015). Comparative analysis of public and private educational institutions: A case study of District Vehari Pakistan. *Journal of Education and Practice*. 6(16), 122-130
- Braun, H., Jenkins, F., & Grigg, W. (2006). *Comparing Private Schools and Public Schools, Using Hierarchical Linear Modeling National Center for Education Statistics* (2006-461), Washington, D.C: National Assessment of Educational Progress.
- Dronkers, J., & Robert, P. (2003). *The Effectiveness of Public and Private Schools From a Comparative Perspective*. Retrieved from <http://hdl.handle.net/1814/1360>
- Farooq, M. S. (2017). Voices of primary school dropouts' about their decision of leaving school. *Journal of Elementary Education*, 26(2), 95-113.
- Farooq, M. S. (2017). Understanding educational disconnect at Primary school level presuror, factors and causes. *Journal of Elementary Education*, 27 (1), 51-70.
- Goldring, E. B., & Phillips, K. J. (2008). Parent preferences and parent choices: The public-private decision about school choice. *Journal of Education Policy*, 23(3), 209-230.
- Hassett, B. (2001). *School Vouchers: The Wrong Choice for Public Education*. Retrieved February 20, 2017 from <http://tiger.towson.edu>

- 
- Kane, P. R., & Orsini, A. J. (1999). *Attracting and Retaining Teachers of Color*. Washington, D.C: National Association of Independent Schools,
- Kennedy, R. (2008). *Are Private Schools Elitist?* Retrieved July3, 2017 from [www.privateschool.about.com](http://www.privateschool.about.com)
- Martinez, V., Thomas, K., & Kemerer, F. R. (1994). *Who chooses and why: A Look at Five School Choice Plans*. Phi Delta Kappan, 75
- Moe, T. M. (2001). Who would choose private schools? *Education Next*. (1) 17– 29.
- Government of Pakistan (2017). *Pakistan Education Statistics 2015–2016*. Islamabad: Ministry of Federal Education.
- National Assessment of Educational Progress. (2006). *The Nation's Report Card, Student Achievement in Private Schools*. USA: U.S. Department of Education, Institute of Education Sciences
- National Center for Education Statistics (NCES). (2003). *Trends in the Use of School Choice 1993 to 1999*. Washington, D.C: National Household Education Surveys Program.
- PEF (2018). Number of PEF schools in Punjab. Retrieved from [www.pef.edu.pk](http://www.pef.edu.pk) on May10, 2018 at 11.00 PM.
- Zain (2014). *A study of Available Facilities in Schools: Comparison of Private and Public Schools*. LHR: Mian Brothers.