

## **The Role of Public Private Partnership in Provision of Physical Facilities in Schools: A Sociological Study of District Bhakkar**

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### **Abstract**

This research makes a contribution to the ongoing debates about strong changes in the education system of developing countries to overcome the shortage of finance, infrastructure and managerial faults. Public-Private Partnership (PPP) is the best solution in this respect. When the Government collaborates with other actors as the private sectors, civil social club, independent experts then it attains its responsibilities finer than doing all this individually, because PPPs can achieve the results by enhancing the potential and boosting up the availability of resources. The main objective of the study was to check the role of public-private partnership in provision of physical facilities in the schools running under Punjab Education Foundation in District Bhakkar. The field based, exploratory type of study was conducted in District Bhakka and was strengthened from data collection. Probability cluster sampling technique and a structured interview schedule was used as a tool for data collection. The findings of the study indicated that public-private partnership has an impact on qualification of teachers, infrastructure, facility of library, laboratory, class rooms, play ground, safety and security. This study highly recommends that the role of PPP should be examined at higher level and comparative studies between public and private schools should also be conducted to examine the strengths and weaknesses in both type of schools.

**Key words:** Public private partnership, physical facilities, hygiene, punjab education foundation, foundation assisted schools.

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## **Introduction**

UNESCO (2006) defines internationalization of education as “It is higher education that takes place in situations where the teacher, student, program, institution or provider and course materials become cross-national. The cross-border education may include higher education by public, private, not-for-profit and for-profit providers. It encompasses a wide range of modalities in a continuum from in person (students traveling abroad and having campuses abroad) to distance learning (using technologies and including e-learning).” In simple words, internationalization is a way of introducing an international outlook into education.

In the contemporary world, globalization has become a revolutionary development in higher education. It has become an important part of national trade policies. It creates financial resources to academic institutions and spurs growth in economies. It brings intelligent students from different parts of the world and offers an opportunity to improve diplomatic relations with other economies. The overall demand for international education and professional training is increasing in most of the countries. The annual report published by UNESCO (2012) shows that the international movement of students has increased from 2.1 million to 3.4 million students from 2002 to 2010. Several factors have contributed to this, for instance, development of information technology, population growth, desire for higher education, etc. With this increased demand of higher education, the ability of domestic educational institutions to attract foreign students is entailed. Several countries are designing different policies to internationalize the education and to attract as many international students as possible. To recruit international students, domestic universities must meet the international educational standards since the students have to compete internationally and are expected to solve problems from multiple perspectives.

The rest of the paper is organized as follows. Section 2 discusses various types of international education. Section 3 explains the issues related to the quality of internationalization in higher education. Section 4 focuses on higher education in Pakistan. Section 5 sheds some light on internationalization of higher education in Pakistan. Section 6 suggests some strategic and policy framework for internationalization of higher education in Pakistan. The final section concludes the paper.

In many developing countries illiteracy is a major impediment to economic development while increasing enrollment in schools is widely accepted as a priority to fight against poverty. However, developing countries encounter many difficulties in their efforts to extend the provision of educational services due to rapid increase in population and tight government budgets. Further, public educational expenses are being used inefficiently on provision of school buildings where there is no need, hiring of unqualified teachers or who do not perform, and providing school inputs that are insufficient and ill-timed (Harold, Peter & Elizabeth, 2001).

Partnerships represent a strong vehicle for achieving a goal that cannot be accomplished alone. The following characteristics were found to be a good standard as to understand the forces behind the effective existence of partnerships. The public sector demands capital, which private sector can render. The public sector can provide assistance, which the private sector requires. The private sector wants a new infrastructure, which is provided by the contracts or partnerships. The public sector looks for different ways to provide chances to franchise. The demands are met by administration and organization provided by private sector. The public sector also needs new technologies which are being provided by the private sector. The Punjab Education Foundation gives public funding conditional on minimal learning levels to lowest cost private educational institutes. Schools are ejected from scheme if they fail to acquire a minimum pass results in the test in two back to back attempts, making the test greater stakes. Sharp retroversion discontinuity estimates show the threats of programme present on schools that scarcely failed the test for first time stimulate a large number of learning gains. The significant change in learning among the first two test cycles is likely to be preferable to this accountability stress given that a big share of new scheme entrants failed in initial test round (Barrera & Raju, 2010). Other study shows evidence of generous positive impacts on many of the students, classrooms, teachers, and blackboards in the schools of treated schools (Barrera & Raju, 2011).

A study revealed that public-private partnership programmes in Pakistan including those of Punjab Education Foundation and Sindh Education Foundation, idea of Public-Private Partnerships was strongly enhanced by international organizations including World Bank and Asian Development Banks, Japan, Norway, the UK and USA. Unsurprisingly, perhaps, Pakistan government(s) went side by side with partnerships but more in search of funding than of authentic educational partnership (Bano, 2009).

The private sector is a magnificent role player in education all over the world. Countries like Netherland and Denmark have utilized the private schools to render education for much more than hundred years by yielding finance to a large number of private institutes on per student basis to accomplish the needs for large diversity of various types of school system. Recently, in few Asian states, there had an emergence of private educational institutes aimed at pupils who may not be able to pay the advanced fees by superior institutions or who are not able to be prerequisite of high quality and funded private institutes (Lewin & Sayed, 2005).

Foundation Assisted School (FAS) program magnificently increased the enrollment of students and schooling resources such as buildings, classrooms, and whiteboards in Foundation assisted schools. Moreover, the estimated cost of increasing student's strength in FAS program schools by 1% shows that the FAS program is one of all programs for increasing enrollment rate in evaluated programs in the developing regions which have also increased enrollment gains (World Bank, 2009).

### **Methodology**

The purpose of research was to check the role of public private partnership in education at elementary level. The study type was descriptive. Two sources of data were used, namely, the primary data and secondary data. The literature on public-private partnership was reviewed. Primary data were collected from individuals. The research strategy that describes the way in which study is to be conducted and, among other things, identifies different methods to be adopted in it is called methodology. These methods which are described in the research methodology, explain the methods or modes of data collection and how the result will be calculated (Howell, 2013).

### **Study Area**

The present study was carried out in district Bhakkar. Total 49 schools are working in district Bhakkar under the program of Foundation assisted schools of Punjab Education Foundation. To acquire the study purpose 14 schools were examined to find out the role of public- private partnership in education.

### Sampling Technique

Probability sampling was used in which two stage cluster sampling was used. At first stage, 14 schools were randomly selected out of the total population of 49 Foundation Assisted Schools. At the second stage, a sample of 140 teachers was selected by using simple random sampling technique. A technique in which clusters of respondents that represent the population are being identified and included in the sample is called cluster sampling (Jackson, 2011).

### Data Collection Tool

A structured interview schedule was used to get the responses of the subjects. Interview schedule comprised close ended questions mainly about quality of various aspects of education, physical facilities of schools and income of parents. Interview schedule was prepared in English but respondents were interviewed in Urdu. The validity of the instrument was assured through gathering opinions of five experts in the field.

### Data Collection Procedure

The researchers conducted face-to-face interviews and collected data from school teachers. The major problems that the investigator had to face during the collection of data were time limitation, financial resources, and to convince the respondents to make answers. The interviews from the teachers were easily conducted because they cooperated with the researchers very much.

### Statistical Analysis

After completing data collection, data were analyzed using descriptive statistical techniques with the help of Statistical Package for Social Sciences (SPSS). Frequency distribution was used to analyze data.

### Results and Discussions

**Table 1**

*Distribution of Respondents according to Qualification*

Educational level	Frequency	%
Matric	1	0.7
Intermediate	1	0.7
Bachelor	60	42.8
Masters	78	55.7
Total	140	100.0

Level of qualification has been described in the above table. The results show that 55 %respondents have Master degrees, 42% have bachelor degree, only 0.7 % respondents have intermediate and the 0.7%respondents are at matric level in these schools. Qualification of the teacher is included in human resources of the school. Teacher education is more important than any other facility in the school as the teacher shapes the personality and attitude of the child and makes him productive for a society. So the qualification of teacher matters for the improvement of learning skills and behaviors. These results are important because most of the respondents have master’s degree.

**Table 2**  
*Distribution of physical facilities in the schools*

Physical Facilities	Yes (%)	No (%)
1 Proper building of the school	100	0
2 Classrooms according to the number of students	100	0
3 Facility of library	86	14
4 Facility of computer lab	50	50
5 Facility of science laboratory	21	79
6 Play Ground	100	0
7 White/Black board	100	0
8 Desks according to the number of students	100	0

The table is showing very essential information about the infrastructure of these schools. This table describes the results of eight questions which were asked in the interviews from the teachers and the management of the schools and then verified through observation. The first part of the table is about the proper building of the school, we can see that the result in yes is 100 %. All these schools which were studied in the sample have proper building structure for the school which fulfills all the basic needs. Building has an essential part to play in educational institute. Learning process cannot occur unless and until there is no proper building of the school. There are hundreds of inputs in the educational sector that are required for the fulfillment of educational needs. The researchers tried to cover the basic inputs of education in this study.

The second part of the table is about whether the class rooms are also according to the number of students or not, and the answer was that 100 % of the schools have class rooms according to the need of the students. Class strength plays a vital role in accomplishing the learning needs. If the class size is not according to the standards then there will be no learning outcomes. International standard for class size is 35-45 students per class.

The third section of the table deals with the question of the presence of library in the school, 86 % participants responded that they had the facility of library in the school for the children and 14 % said no, according to the respondents' percentage in each school we can analyze that 12 schools had their own library and 2 schools didn't have the library. Library is the basic facility which is necessary for the establishment of partnership with Punjab Education Foundation those schools that did not have library were in their initial stages of partnership and were committed to establish the library soon. Students and their teachers need the facility of library and a librarian to succeed in educational outcomes. Teachers are helped by libraries to teach the children. An academic library also supports the school processes as well as the teaching and gaining programmes. Libraries provide such materials to teachers and students that help them in their various needs and encourage reading habit and the utilization of libraries (Clarke, 1999). According to (Martin, 1996) studies show that the reading percentage is high of the students of those schools that focus on their library programs then those schools that don't have the facility of library. The research (Adomi, 2006) focuses on the importance of collection of all kind of books.

Facility of computer labs is in 50 % schools and the 50 % are deprived of this facility, 21 % schools have the facility of Science laboratory and 79 % have no science laboratory for the students. Science laboratory is not required at elementary level. As all school that were included in the sample were from elementary school that is why most of them do not have science laboratory.

Last three questions were about the play ground, white board and desks according to the number of students. All responses were in 100 %, all the schools had these facilities for the students. Desks were according to the number of students in all schools. All schools had play ground and white boards in all classrooms. These inputs or facilities are essential for making contract with Punjab Education Foundation. If any school fails to provide any of these facilities the partnership shall stand cancelled. It shows that Punjab education foundation is playing important role in the provision of physical facilities in the schools that are working under partnership.

**Table 3**

*Frequency Distribution of Respondents according to availability of Clean Drinking Water*

Water	Frequency	%
Never	1	.7
Sometimes	9	6.4
Many times	30	21.4
Often	30	21.4
Always	70	50
Total	140	100.0

The provision of clean water and other sanitation facilities is an initial step towards a healthy and safe learning environment beneficial for both education and health. Availability of clean drinking water is very necessary for the students. The table is showing results about the availability of clean drinking water. About 50% of the respondents said that they had the clean drinking water in their schools and 2 % said that they often had the facility, 21% said they many times had the facility of clean drinking water in their institution. Only 1% said that they didn't have the facility. The results are clear that the schools working under Punjab Education Foundation were making it sure that their students had the facility of clean drinking water. Contaminated water may cause different diseases that may create hurdles in the learning process so to keep the process of learning continued it is very important to keep an eye on every aspect of hygiene.

**Table 4**

*Frequency distribution of respondents according to hygienic condition of the school*

Hygienic Condition	Frequency	%
Very Unsatisfied	3	2.1
Unsatisfied	2	1.4
Neutral	6	4.3
Satisfied	35	25.0
Very Satisfied	94	67.1
Total	140	100.0

The table is showing the results about the hygienic conditions of the school. About 67 % respondents said that they were very satisfied with hygienic condition, 25% said they were satisfied and 6% were neutral in their opinion, 2% were unsatisfied. Only 3% said that they were very unsatisfied. Over all, most of the teachers were satisfied with the hygienic condition of the school.

According to the study of (Burgers, 2000), a healthy physical learning environment is strongly needed for both learning and socializing. However, lack of facilities make them unsustainable and does not create the aimed impacts. The utilization of different technical facilities and relevant hygiene attitudes and habits of the people provide health benefits. Hygiene education in the schools should inculcate those practices that will keep away all water and sanitation-related illness along with promoting healthy habits in the future generation.



## Conclusions

The study concludes that physical facilities and other school inputs play significant role in provision of quality education. Role of Punjab Education Foundation on infrastructure is very important, the results of the study would facilitate the management and policy makers to identify the problems and suggest some solutions. This research provides guidelines to enhance the standard of educational inputs. This research will provide feedback to Punjab Education Foundation in framing suitable policies and building sustainable partnerships in order to achieve the goals. This study will assist the schools which are lagging behind in educational outcomes to overcome the problems to promote infrastructural development in the schools.

## Recommendations

In context of findings of present study following research recommendations are made:

- Comparative studies between public and partner schools can be conducted to examine the strengths and weaknesses in both types of schools.
- This study examined the role of PPP at elementary level further research studies can be conducted at higher education level.

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