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Role of Private Schools' Teachers in the Enhancement of Quality Education at the Primary Level in District Kohat, Pakistan

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Abstract

A study was conducted to investigate the role of private schools' teachers at primary level in Khyber Pakhtunkhawa. The current study was significant in that the teachers of government schools may also use the techniques and methods which were most beneficial for the students in private schools. This study was also useful for the future researchers who wish to find the hurdles in the enhancement of quality education. All primary teachers of Khyber Pakhtunkhawa constituted the population of the study. The study was delimited to the primary teachers of all private schools in Kohat. Sample of the study was taken randomly from the ten private schools. So, 32 teachers were taken as sample of the study. A questionnaire was prepared for primary school teachers to collect the data. Data was thus tabulated and analyzed by using appropriate statistical tools. On the basis of information given by the teachers were highlighted and appropriate suggestions were given to meet the future challenges.

Introduction

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Generally speaking, there are three levels of education, namely, primary level, secondary level and higher or tertiary level. Primary education is the foundation of secondary and higher education. Secondary is a bridge which connects primary and higher education. Secondary education is considered the backbone of all education system all over the world. A private school is a school, as defined, that is owned or operated by a private person, firm, association, organization, or corporation, rather than by a public agency.

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to tertiary, “post-secondary”, or “higher” education. It is important to realize that the best school is the school that fulfills students’ needs. By first determining their academic motivation, personality and how they process information, we will have a clearer understanding in the selection process of which schools’ philosophy’ goals and long-term plans are best suited for them.

Review of Related Literature

Education is organized into five levels in Pakistan: primary; middle; high; intermediate and twelve, leading to F.A diploma in arts or in science; and university programs leading to undergraduate and advanced degrees. Preparatory classes were formally incorporated into the system in 1988 with the Seventh- Five year plan.

Academic and technical education institutions are the responsibility of the federal ministry of education, which coordinates instruction through the intermediate. After that level, a designated university in each province is responsible for the coordination of instruction and examination. In certain cases, a different ministry may oversee specialized programs. Universities enjoy limited autonomy; their finances are overseen by a university grants commission, as in Britain.

The first all Pakistan education conference was called at Karachi from November 27, to December 1, 1947. In spite of ideas set for the nation by the resolutions of the first all Pakistan education conference of 1947 and subsequent decisions and recommendations of the annual advisory board of education, no impressive change was achieved in the education system in general, and in the secondary education in particular (Government of Pakistan, 1947).

Femur Redman envisioned that the standards aimed at in the secondary and the higher secondary stages would be much higher than those being obtained at the beginning of the second half of the twentieth century. He maintained that the standards would compare favorably with the university admission tests prescribed in the western countries. He expressed concern for the low standard of education in the county and observed that the inferiority of the academic training imparted by Pakistani universities was shown by the fact that the graduates of the universities, who went to British and American universities for higher studies, enrolled in undergraduates or graduate courses. The conference had emphasized that the secondary stage should be a complete stage in itself and that those who wished to enter a career upon completion of the secondary program should be able to do so with the requisite intellectual equipment. (Govt. of Pakistan, 1951).

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Only 63% of Pakistani children finish primary school education. Furthermore, 68% of Pakistani boys and 72% of Pakistani girls reach grades 5. The standard national system of education is mainly inspired by the British system: Pre-school education is designed for 3-5 year olds and usually consists of three stages. Play group, nursery, kindergarten (also called 'KG or Prep) after pre-school education. Students go through junior school from grades 1 to 4. This is preceded by middle school from grades 5 to 8. At middle school, single-sex schooling is usually preferred by the community but co-education is also common in urban cities. The curriculum is usually subject to the institution. The eight commonly examined disciplines are Urdu, English, mathematics, arts, science, social studies, Islamiyat and sometimes computer studies which is subject to availability of a computer laboratory. Some institutes also give in foreign languages such as Arabic, French, and Chinese. The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or Urdu-medium school.

In many countries, Private schools, also known as independent schools, are not administered by local, state or national or national governments; thus, they retain the right to select their students and are funded in whole or in part by charging their students tuition, rather than relying on public funding. Students can get a scholarship to enter a private school which makes the cost cheaper depending on a talent the student may have, e.g. sport scholarship , art scholarship, academic scholarship, etc., in the United Kingdom and several other Commonwealth countries, the use of the term is generally restricted to primary and secondary education levels; it is almost never used of universities and other tertiary institutions. Private education in North America covers the whole gamut of educational activity ranging from pre-school to tertiary level institutions.

Private schools exist in the United States as corporate entities separate from public schools, which are supported by the government. Though they differ widely in function, geographical location, size, organizational pattern, and means of control, these schools have two features in common – they are ordinarily under the immediate control of a private corporation, not of a government agency or board; and they are supported primarily by private funds. They are characterized by a process of double selection because the schools select their teachers and students and the parents select the school for their children.

Problems with Public Sector Schools in Pakistan

In Pakistan during the 1970s, the government nationalized all private schools, severely restricting the growth of this sector and its potential in educating young Pakistanis. Fast forward twenty years though, private sector initiatives in the area of education have re-emerged all over the country. Private schools are more in demand than ever before at a time when Pakistan's public system is facing massive problems. Some of the major problems public schools face include limited financial resources, poor quality of content and a greater demand for education amongst parents of school-aged children. Pakistan's public schools are overcrowded and/or underfunded. These issues have largely fuelled the revival of private school in Pakistan.

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Public schools in Pakistan have largely failed their Pakistani children. According to the human development in south Asia's 1998 report, 70 per cent of the schools in Pakistan have no toilets, 68 percent no drinking water, 92 percent no playgrounds, 60 per cent no boundary walls and 16 percent are without a building. A delegation from the UK to Pakistan has also noted a lack of desks, books, blackboards, electricity, doors, and windows, not to mention the problem of overcrowded classrooms. And the phenomena of "ghost schools", institutions which receive government grants but do not exist, are now common knowledge. These are just some of the realities of Pakistani public schools, especially in rural areas. The country's public school system was once able to churn out literate, disciplined students. Today, it is a cesspool of corruption and backwardness. This is why private schools have become an alternative for parents serious about educating their children, despite personal financial constraints.

Private Schools in Pakistan

Although traditionally, private schools have been a luxury only the rich can afford, this is not necessarily the case in the current reemergence of the private sector in Pakistan's education system. Nationally, overall private school primary enrolment (as a percentage of total primary enrolment) is 13 percent in Pakistan. A recent survey in urban Pakistan found that 59 percent of households earning less than 3,500 had children who were enrolled in private schools in the city of Lahore.

Similarly, in the low-income and economically-deprived Orangi district of Karachi, a surprising 60 percent of all enrolled children went to private primary schools. The findings of this study are given added support by 1996 study conducted in the urban areas of five districts in the province of Punjab. This study found that even among low-income households, there was private school enrolment rate of 50 percent. This trend towards private school education, even amongst those on the lower economic echelon is not surprising though.

Although generally speaking, private schools have often been criticized for worsening the problem of quality in education, the available evidence clearly indicates that the private education sector is very important in Pakistan. It is providing quality education in the context of the government's failure to impart good basic education that is accessible to all Pakistanis.

Research Methodology

POPULATION

All primary teachers of Khyber Pakhtunkhawa were constituted the population of the study.

DELIMITATION

The study was delimited to the primary teachers of all private schools in Kohat.

SAMPLE

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Sample of the study was taken randomly from the ten private schools. So, 32 were taken as sample of the study.

RESEARCH INSTRUMENT

A questionnaire was prepared for primary school teachers to collect the data.

Results and Discussion

Data was collected through questionnaires from male teachers from the private schools of district kohat. It was observed that mostly teachers were very dedicated and enthusiastic to teach the students for their better futures. They used their utmost efforts to inculcate their knowledge to the students. They never assume that they are in private schools or not having permanent jobs but they think that they are doing job for their country or to make this nation strong and powerful. Results showed that due to the following differences private schools have their standards and quality of education.

TABLE No: 1 Private Schools Provide Better Educational And Physical Facilities.

Total no. of teachers	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 1 shows that 91 percent teachers were in the opinion that private schools have better educational and physical facilities while 9 percent teachers were in the opinion that private schools have not better educational and physical facilities.

TABLE. 2 Private schools have furniture facilities according to the strength of the students.

Total no. of teachers	Yes	No	Yes %	No %
32	28	4	87.5	12.5

Table 2 shows that 87.5 percent teachers were in the decision that private schools have furniture facilities according to the strength of the students while 4 percent teachers were in the decision that the private schools have not furniture facilities according to the strength of the school.

TABLE .3 Private schools have good facilities of transport.

Total no. of teachers	Yes	No	Yes %	No %
32	14	18	44	56

Table 3 shows that 44 % teachers have approved that private schools have good facility of transport otherwise 56 percent were in the judgment that there were no facilities of transport.

TABLE .4 Refresher courses are arranged in private schools.

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Total no. of teachers	Yes	No	Yes %	No %
32	16	16	50	50

Table 4 shows that 50 percent teacher were in the favor that refresher courses are arranged in private schools. On the other hand 50% teachers were against of the decision of that in private schools refresher courses are arranged properly.

TABLE .5 Private schools have well discipline.

Total no. of teachers	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 5 shows that 91% teachers acknowledged that private schools have well discipline while 9 % were in the decision that private schools have not proper well discipline.

TABLE .6 Private schools students follow the school discipline.

Total no. of teachers.	Yes	No	Yes %	No %
32	28	4	87.5	12.5

Table 6 shows that 87.5% teachers were in the decision private schools students follow school discipline and 12.5% teachers were in the decision that some students did not follow school discipline.

TABLE .7 Private schools teachers cover course with in time.

Total no. of teachers	Yes	No	Yes %	No %
32	32	0	100	0

Table 7 shows that 100% of teachers were in the opinion that they always cover course with in time and no teacher had negative judgment.

TABLE .8 Private schools provide better educational environment than Govt. schools.

Total no. of teachers.	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 8 shows that 91% teachers had views that, private schools provide better educational environment than Govt. schools while 9.3% teachers were in the opinion that some private schools does not provide better educational environment than Govt. schools.

TABLE .9 Homework is daily checked and proper feedback is provided to students in private schools.

Total no. of teachers.	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 9 shows that 91% teachers were in the decision of that they check the homework daily and properly feedback is provided to students in private schools while some expressed in against of this statement.

TABLE .10 Confidence building of students is given due importance in private schools.

Total no. of teachers	Yes	No	Yes %	No %
32	32	0	100	0

Table 10 shows that 100% teachers showed positive response that all the private schools teachers develop confidence building in their students which is of due importance. This data indicates that almost all the private schools are able enough that they develop confidence building in the students.

Conclusion

In the light of the analysis of data and findings of the study following conclusions were drawn.

1. Majority of teachers agreed that private schools provide better educational and physical facilities.
2. Majority of teachers agreed that private schools have furniture facilities according to the strength of the students.
3. More than half of the teachers agreed that private schools have not good facility of transport.
4. Majority of teachers agreed that private schools have well discipline.
5. Majority of teachers agreed that private schools follow school discipline.

Recommendations

1. Although the private schools are mostly working commercially but they should try to make education affordable for middle class by charging nominal fees and government should assist such schools financially. So that theses schools can meet their expenses.
2. Private schools organization should make it sure that the teaching staff is not only qualified but also professionally trained.
3. For untrained teachers, private school organization should conduct professional trained on the job and can prove to be a better teacher.
4. Government should develop proper measure to assess the performance of private school and they should be closed, if they do not improve their performance.

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