



Comparative Analysis of Sindh Education Foundation and Private Educational Institutions: A Case Study of District Khairpur

Umeed Ali^{1*} and Imran Maqbool²

¹*Shah Abdul Latif University, Khairpur, Mirs 66020, (Working Project on SEF Sindh Education Foundation Under TFC Program), Pakistan.*

²*University of International Business & Economics, PR, China.*

Authors' contributions

This work was carried out in collaboration among both authors. Both authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2021/v14i430361

Editor(s):

(1) Dr. Vlasta Hus, University of Maribor, Slovenia.

Reviewers:

(1) Amanda Lays Monteiro Inácio, Universidade São Francisco, Brazil.

(2) Fênix Alexandra de Araujo, Gonçalo Moniz Institute, Oswaldo Cruz Foundation, Brazil.

(3) S. Rajkumar, Hawassa University, Ethiopia.

Complete Peer review History: <http://www.sdiarticle4.com/review-history/64854>

Review Article

Received 17 November 2020

Accepted 26 January 2021

Published 06 February 2021

ABSTRACT

Schooling is important for the character preparing of person. There are various kinds of establishments accessible like private and public organizations, specialized foundations, These organizations are having the triangle of three principle columns; comprised of Teachers, Students, and Curriculum. There are two fundamental kinds of schools in Pakistan and everywhere on the world. One is public and other is non-public school framework. Presently a day's non-public schools are getting more top pick and appealing for lion's share of the understudies because of their better training frameworks, test measures and information creation versus SEF schools, which similarly Free however wasteful are losing their fascination. Guardians want to send their kids in tuition based schools and evade SEF schools. The primary target of this examination is to research why individuals favor high charging tuition based schools to free SEF schools (That charge nothing)? We show that five principle factors arise as significant determinants of non-public school decision. These incorporate the financial status of the family unit, the level of a school's availability, the expense of tutoring, guardians' impression of school quality, and their view of the accessible business openings in the area.

*Corresponding author: Email: Umeedali@sef.org.pk, umeedthebo@yahoo.com;

Keywords: School choice; private; SEF schools; perceptions; school quality; employment; wealth; access; cost of schooling.

1. INTRODUCTION

Awan [1] says that schooling assumes a urgent part in the ascent and fall of countries particularly in 21st century. It is essentially because of the development of worldwide rivalry in schooling and innovation. This serious climate is the center requirement for progress of any nation. Awan [2] contends that all nations including Pakistan have distinctive educational systems yet when we partition them we discover two significant classifications of educational systems: Private and government funded schools. In Pakistan tuition based schools are getting mass acknowledgment today to guarantee supported advancement of the nation. Accordingly, the principle objective of this paper is to break down the nature of training presented in tuition based schools [3,4]. The nature of training is surveyed by schooling levels of educators, technique for instructing, curriculum, and study environment. During 1990s and 2000s private area was arisen as a vital supplier of schooling administrations in Pakistan both in supreme terms and comparative with the public area. One bit of proof identifies with the quantity of private schools, which expanded by 69%, when contrasted with simple 8% expansion in number of schools [5-7]. In 2000 private area was providing food the instructive necessities of around 6 million kids [8-14]. This number expanded to 12 million out of 2007-08 – identical to 34 percent of all out enrolment. The quantity of educators additionally multiplied in private instructive foundations during this period. Awan and Saeed [11] argue that private instructive organizations are assuming key job in killing lack of education as well as improving the degree of understudies just as educators by giving better scholarly climate. Awan [12] uncovered that private area contributed altogether in killing lack of education in the arising economies. On the off chance that tuition based school appropriately oversaw they can inspire instructive norm in Pakistan also. Awan [13] uncovered that instructive framework was totally broken in the Soviet Union after its breaking down in the last part of the 1990s because of non-presence of private instructive establishments. At the point when the Soviet Union was fallen its state funded educational system was additionally imploded.

1.1 Main Research Questions

The principle research question of our investigation is the "Near examination of SEF

and private instructive establishment: A contextual analysis of District Khairpur-Pakistan."

The mushroom development of the tuition based school in Pakistan has brought up numerous other significant issues:

- What are the reasons for the quick development of tuition based schools? Is SEF private associations are successful for satisfying the developing needs of schooling?
- Are tuition based schools are giving better and subjective instruction when contrasted with state funded schools?
- For what reason is the SEF educational system declining? We will attempt to investigate the responses to these inquiries in this paper.

1.2 Objective of Study

The destinations of our investigation are:-

1. To explore the reasons for the mushroom development of the non-public schools framework.
2. To explore the reason for the decay of SEF schools framework
3. To think about the nature of instruction of both SEF and non-public schools.
4. To break down the training level of instructors, strategies for educating and nature of educational program both at public and non-public schools.
5. To examine future difficulties to both SEF and tuition based schools frameworks.

2. LITERATURE REVIEW

We quickly express the writing explored during the investigation:-

Jimenez and Tan [14,15] found that regardless of the advancement in tuition-based schools, instructive foundations actually didn't serve huge extents of Pakistan's populace. The investigation discovered rejection of young women in country zones generally disturbing. Looking at educational cost and different charges in tuition based schools, the examination contended that tuition based schools were providing just to the rich and inferred that the private schooling area would reach at its full limit for example an enrolment of 2.1 million kids Representative et al. (2001) remains the most methodologically stable

and persuading study regarding private-state funded schools to date. Utilizing a territory outline examining strategy, the creators recognized low-pay territories in Lahore District and directed family unit level and school-level overviews. Trial of Urdu and arithmetic were controlled to a subset of third-grade kids. Accomplishment creation capacities were fitted including a school-type sham. Nonetheless, non-irregular task of students in tuition based schools was controlled utilizing the assessed anticipated likelihood of tuition based school enrolment dependent on logit appraisals of school-decision. The creators discovered that, controlling for home foundation and school inputs, youngsters in tuition based schools performed in a way that is better than their administration school partners. The vital strength of this examination is that the information depend on a family unit level review and doesn't overlook selectivity into specific school-types comparative with kids not going to class at all. Moreover, the creator's incredibly rich information help convincingly distinguish school-type in the accomplishment creation capacities.

Andrabi Das and Khawaja [16] contemplated another registration of private instructive organizations in Pakistan alongside population statistics presuming that private foundations especially at essential level were progressively significant factor in training both totally and moderately (towards public establishments). The examination found that however the charges are high yet were as yet reasonable to middle class and even low pay gatherings. It likewise uncovered in opposition to assumptions that Private schools were not a metropolitan world class marvel but rather they are additionally reasonable to the low in gatherings in provincial territories. It was discovered that instruction of educators, consumption per understudies, instructor understudy proportions and school offices were superior to government funded schools. Greater part of non-public schools at essential level had more female instructors when contrasted with government funded schools and altogether corresponded with young lady enrolment. Niazi and Mace [17] analyzed the presentation of private area degree granting establishments taking information from 10 chose foundations arranged inside Rawalpindi and Islamabad. The investigation zeroed in on the accompanying examination question. "How much does the private area add to productivity and value in advanced education arrangement in Pakistan?" The investigation inferred that

educational expense of private foundations were a lot of high which made the system wasteful because of disavowal of access towards poor permitting simple access just to the offspring of well off families. The examination proposed monetary help of government to private area foundations like diminishing charges or star viding monetary guide to understudies going to private advanced education through advances and so on Khatti, Munshi and Mirza [18] considered job of tuition-based schools of region Badin in advancement of training zeroing in on info assets (actual assets, human asset and different offices) and besides yield (consequence of SSCII). The examination gathered information from 49 distinctive public just as private establishments arbitrarily through survey plan. The investigation found that government funded schools are greatly improved in physical and HR while different offices were better in private foundations. The examination presumed that tuition based schools of District Badin were assuming better part for the advancement of training as understudies who performed well (tying down A1 to B grades) were more identified with private organizations.

Almani, Soomro and Abro [19] assessed conduct of guardians, understudies, instructors and officials for assessment of genuine situation of training in Private Schools of Sindh, distinguishing the job of parents, officials, educators and understudies towards the advancement of the non-public schools. The non-public schools were accepted to be the image of better training, exacting control, persevering, collaboration, common agreement, and enchanting future. The information had been gathered from the four significant mainstays of private tutoring. An example of 360 understudies, 220 educators, 220 guardians, and 80 officers from 90 schools was haphazardly chosen. Four distinct sorts of polls were created. The examination inferred that the partners stayed happy with quality and amount non-public school instructors, execution of study.

Execution of understudies (nature of training) and collaboration by guardians, nature of course readings, and English as a mode of guidance. They stayed disappointed with oversight by officials, school building, offices, confirmation, and month-to-month charges.

At last, a new report by Das, Pandey, and Zajonc (2006), utilizes a country test of 828 schools from

114 towns in three regions of Punjab (Attock, Faisalabad, and Rahim Yar Khan) arbitrarily testing 10 understudies in evaluation 3 in each school in the picked town. The tests were directed in English, Urdu, and Mathematics. At a certain point, the creators analyze the 'changed' and 'unadjusted' information score holes by school type. The 'unadjusted' holes speak to the mean contrast in student scores in the three tests while the changed hole is the coefficient on tuition-based schools in a youngster level OLS relapse that incorporates riches, father education, mother proficiency, sex, age, age squared and a town level fixed impact. Their information likewise authenticates the discoveries of the two past investigations and affirm that non-public school understudies beat state funded school partners in each of the three subjects. The creators too note that there is no lessening in the holes in the wake of molding on the covariates (for example, the changed and unadjusted holes are generally indistinguishable). This discovering seems to recommend that distinctions in schools instead of contrasts in family foundation create learning contrasts. This is not astounding given the relative homogeneity in financial status that one would expect in provincial regions in Pakistan.

2.1 Distinction of Study

Our investigation has recognized highlights that state as under:-

1. This is the main examination in district Khairpur.

2. It is a relative investigation of SEF and non-public school frameworks.
3. It is identified with the distant territories of Pakistan.

3. COMPARATIVE ANALYSIS OF SEF AND PRIVATE SCHOOLS

Tuition-based schools in agricultural nations including Pakistan do not really have a first-class inclination, and that a reach of low expense charging non-public schools exist that oblige the rustic poor. A few qualities are liable for making private tutoring more alluring to guardians contrasted with government schools; these incorporate better test scores, the utilization of English as a vehicle of guidance, better actual framework, and lower paces of educator truancy. Presently we talk about a portion of these components:

3.1 Income of Parents

Non-public schools are not open to helpless guardians. Guardians that are more affluent are bound to send their kids to tuition-based schools than helpless guardians. The portion of non-public school going kids increments with financial status. Guardians across all financial gatherings favor females in the private versus public tutoring choice. While guardians oppress females in the enrolment choice, they are bound to pick private tutoring for their girls instead of for their child. Young women from more extravagant families are bound to go to non-public schools than young women from families that are more unfortunate.

Table 1. Number of SEF schools in district Khairpur

| Level | Count of SEF School/Center | % |
|------------------|----------------------------|------|
| Primary | 149 | 55% |
| Elementary | 90 | 33% |
| High | 21 | 8% |
| Secondary | 08 | 3% |
| Higher Secondary | 01 | 0% |
| Non Formal | 01 | 0% |
| Grand Total | 270 | 100% |

All SEF schools are mixed in term of gender

Table 2. Number of private schools in district Khairpur

| Level | Count of Private School/Center |
|------------------|--------------------------------|
| Primary | 28 |
| Elementary | 230 |
| High School | 107 |
| Higher Secondary | 26 |
| Total | 391 |

3.2 Teacher Quality Factors Influencing School Choice

Lower educator non-appearance and better instructor responsibility in non-public schools when contrasted with government-funded schools. In the private area, educator compensation is more firmly connected to understudy results than in the SEF area. Non-public school instructors are less inclined to be missing than educators in state-funded schools are. Thus, instructors working at low-fee tuition-based schools would be feeling the squeeze to perform and meet certain outcome-situated results. In people in the general area, then again, there is more noteworthy employer stability. Along these lines, the differential impetus bundle in the private comparative with the public area might be a factor in clarifying why nonpublic schools out-perform government schools. The nature of the class educator's instructing and catches three measurements:

- (i) Parents knowledge of the teacher's educational qualifications.
- (ii) Parents opinion of the teacher's regularity.
- (iii) Parents rating of the teacher are teaching skills.

There is a fixed compensation bundle and pay scale for the public authority teachers. Pay scale normally begins from ninth grade up to 15 in government area. Be that as it may, this compensation scale isn't an excessive amount of sound full. In the event of tuition based school educators it isn't affirmed to sort such out bundle or spot in any evaluation of pay scale. They get almost no sum on the name of pay, contingent upon understudy's solidarity, charges and their presentation about class yield. However, in high tuition based schools which are giving offices of O levels or A levels, circumstance is extraordinary. When an individual delegates as government teacher he gets the guarantee about his employment future. They don't have any dread about their employment lose if there should be an occurrence of taking classes consistently or not or even on more awful execution of understudies, while tuition based school educators don't have lasting positions. They generally include in the dread of in secure work future. Generally new and youthful pass outs of middle of the road delegate as optional teachers in tuition based schools. There is no understanding of preparing for them. Normally tuition based school organization ends them and delegates new instructors after summer get-away

for compensation saving. In the event that they are not indicating best outcomes and compliance towards the board they can undoubtedly be ended circumstance of employment guarantee for non-public school instructors.

Tuition based school proprietors don't give affirmation of occupation to the educator and rustication can be conceivable any time at any minor explanation. There are various stipends remembered for the pay rates of government teachers like; house recompense, clinical remittance, transport remittance, compensatory recompense, adhoc and unique recompense. In private area there is no understanding of any asset and no security after retirement.

3.3 Facilities in School

School infrastructure is based on five measures:

- (i) Parents observations about the condition of the school building, and their knowledge.
- (ii) School has a boundary wall.
- (iii) School has a functional latrine.
- (iv) School has a electricity.
- (v) School has a water.

3.4 Child Safety

It depends on guardians' information on whether the kid's school has a watchman, and on their view of the recurrence of whipping and the probability of friend provocation.

3.5 Quality of Education

The nature of English, science, and arithmetic educating is by and large higher at tuition based schools than at government funded schools. Guardians' appraisals of the nature of instructing of these three subjects at their youngster's school are significant. The training quality hole among private and state funded schools is apparent—a bigger level of government funded school-going kids' folks rate the educating as 'normal' (or 'poor') contrasted with those of tuition based school going youngsters. On the other hand, the level of youngsters whose guardians rate instructing as 'superb' is higher for non-public schools.

3.6 School Fee

The instructive expense is thought to be the main factor for the choice of tutoring as well as the

decision of SEF versus private tutoring too. We have utilized the expense of school as the intermediary of school cost. In spite of the fact that the vehicle cost, the use on instructive material and uniform have a huge portion of the complete expense of tutoring. Besides, in helpless families, the open door cost of tutoring additionally stays high. We have discovered a reverse connection between the school expense and decision of tuition based school. As the charge rises, the likelihood of going to non-public schools falls.

3.7 Medium of Instruction

English achieved the language of high status in Pakistan. Capability in English is thought to be needed for joining and progression in military, common administrations, better-paying positions in privately owned businesses and NGOs. It is likewise a mode of guidance in colleges that is the reason it is needed by guardians in schools. The English language was viewed as the significant determinant of this extension and as a fundamental necessity by the guardians. Along these lines, we have found a positive relationship between the decision of non-public school and the mechanism of guidance as English. Mode of guidance in English alongside control and superficial point of interest related to tuition-based schools is dependable for the inclination of tuition-based schools. Then again, the vast majority of the government-funded schools are English medium so guardians do not incline toward government-funded schools. Presently The Sindh Government's drive of changing English medium SEF area schools into English medium may result in an increment in enrolment in SEF sector schools.

3.8 Student Teacher Ratio

The understudy educator proportion is extremely high in government funded schools and seventy or more understudies in a single class. So an instructor can't concentrate on every understudy and all understudies additionally can't speak with the educator without any problem. Then again in non-public schools, there are thirty or more understudies in a class so there is a vastly improved understudy instructor relationship and an educator concentrates on under study.

4. CONCLUSION

Training is significant and it gives the base to financial advancement for any nation If

instructive framework is of low quality it could be quite possibly the main reasons why helpless nations don't develop. As in Pakistan, the nature of instruction is on the decrease despite the way that the public authority is attempting for improved quality and amount of schooling by presenting free training at optional level. Government is accentuating on amount not on nature of training. The public authority can improve the nature of schooling by exacting check and equilibrium. We realize that without great and qualified instructors we can't change the schooling framework and can't improve the nature of schooling. In such manner, a progression of schooling changes in the zone of instructor training was presented in the public area yet they neglected to have any significant effect on the nature of instructors and educating measure. Our outcomes show that informed guardians favor private tutoring for their youngsters. The distance of the public area schools tends the guardians to send their youngsters to non-public schools. On the other hand higher expense gets the kids far from tuition based schools. Additionally, higher per-capita pay gathering of families send their kids to tuition based schools and the other way around. The public area strategy for universalization of school instruction is a halfway disappointment and requirements adjustment by the consideration of more open area schools with improved nature of training. For the lower per-capita pay gathering, the public area schools are important to achieve the objective of universalization of school instruction. Then again, the private area is improving and turning out to be well known nowadays. Guardians lean toward tuition based schools rather than free government schools. The public authority of Sindh is attempting to universalize school training by furnishing free instruction in schools alongside various plans like free books, nourishment for schooling, and payments to understudies in Sindh Education area schools. In the event that the guardians are leaning toward private area tutoring the arrangements will be disappointing. So the public authority ought to stress quality, not amount.

5. POLICY RECOMMENDATIONS

In the light of the above discussion we make the following policy recommendations:-

1. Government should apply a proper check and balance mechanism to improve the performance of SEF schools.

2. Government should also monitor the working of SEF schools and formulate specific rules and regulations to create harmony in their curriculum, faculty, and required infrastructure.
3. Government should not allow the private sector to open schools just for minting money.
4. Special teams of educational experts should be formed to make surprise visits of both private and SEF Schools.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Awan AG. Brazil's innovative anti-poverty and inequality model. *American Journal of Trade and Policy*. 2014;1(3):7-12.
2. Awan AG. Changing world economic and financial scenario. *Asian Accounting and Auditing Advancement*. 2011;1(1):148-173.
3. Rabia Karim Abdul, Lodhi Farida Azeem, Usman Muhammad. Facilities of government & private secondary school teachers of Karachi, Pakistan: A comparative analysis. *International Journal of Academic Research in Business and Social Sciences*. 2011;1:2222– 6990
4. Sultana Bibi, Bano Yasmin, Bano Fozia, Shafa Mola Dad. The nature and impact of teacher stress in the private schools of gilgit-baltistan, Pakistan. *International Journal of Academic Research in Progressive Education and Development*. 2012;1(2):2226-6348. [Save The Children], Private Sector Involvement in Education: A perspective from Nepal and Pakistan, Karachi, Save the Children Pakistan; 2002.
5. Monazza Aslam, Kingdon Geeta. What can teachers do to raise pupil achievement?, *CSAE WPS/2007-14*; 2007.
6. Monizza Aslam. The relative effectiveness of government and private schools in Pakistan: Are girls worse off? *RECOUP Working Paper no 4*; 2007.
7. Iqbal Muhammad. Public versus private secondary schools: A qualitative comparison. *Journal of Research and Reflections in Education*. 2012;6(1):40 – 49.
8. Abdal Muhammad, Khan Izhar Ahmad, Azhar Muhammad, Shahzad Muhammad, Amir RM. Quality of education in Private educational institutions in district Faisalabad, Pakistan. *J. Glob. Innov. Agric. Soc. Sci*. 2013;1(1):41 – 44.
9. Alderman Harold, Orazem Peter F, Paterno Elizabeth M. School quality, school cost and the public/private school choices of low income households in Pakistan. *Journal of Human Resources*. 2001;36(2):304 – 326.
10. Ravish Amjad. A comparative analysis of the role of the private sector as education providers in improving issues of access and quality. *Idara-e-Taleem-o-Agahi, Development Policy Research Centre DPRC working paper*; 2012.
11. Awan AG, Saeed Kashif. Intellectual capital and research performance of universities in Southern Punjab-Pakistan". *European Journal of Business and Innovation Research*. 2014;2(6):21-39.
12. Awan AG. Human capital: Driving force of economic growth in selected emerging economies. *Global Disclosure of Economics and Business*. 2012;1(1).
13. Awan AG. Diverging trends of human capital in BRIC countries. 2012; 2(12):2195-2219. [Institute of Social and Policy Sciences] "Private Sector Education in Pakistan: Mapping and Musing", I – SAPS Publications, ISBN:978-969-9393-05-1; 2010.
14. Jimenez Emmanuel, Tan Jee-Pang. Educational development in Pakistan: The role of user charges and private education. *Discussion Paper and Education Training Series Report no. EDT16*, World Bank, Washington, DC; 1985.
15. Jimenez Emmanuel, Tan Jee-Pang. Decentralized and private education: The case of Pakistan. *Comparative Education*. 1987;23(2):173-190.
16. Das Andrabi, Khwaja. The rise of private schooling in Pakistan: Catering to the urban elite or education the rural poor?" *The Study of World Bank*; 2002.
17. Khan Niazi Hamid, Mace John. The contribution of the private sector to higher education in Pakistan with particular reference to efficiency and equity. *Bulletin of Education and Research*. 2006;28(2):17 – 42.

18. Khatti Muhammad, Munshi Parveen, Mirza Nida. Potential of private schools in providing quality education in district Badin. The Sindh University Journal of Education. 2010;40(11):1– 16.
19. Almani Abdul Sattar, Soomro Badaruddin, Abro Allah Dino. Evaluative study of private schools of Pakistan: A survey of Sindh. Indus Journal of Management and Social Sciences. 2012;6(2):91 – 98.

© 2021 Ali and Maqbool; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

*The peer review history for this paper can be accessed here:
<http://www.sdiarticle4.com/review-history/64854>*