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RESEARCH ARTICLE

A Comparative Study of Public and Private Primary Schools, with Perspective of Practice of Effective Teaching Activities and Outcomes

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Abstract

This study compares the public and private primary schools on the basis of socio demographic information of primary teachers, working condition of primary schools, practice of teaching activities and performance of both type of schools in term of five years primary student's result in State of Azad Jammu & Kashmir administered by Pakistan. The data was collected from selected samples of population. The primary teachers socio demographic data was collected through school staff statement reports, and a personal data questionnaire, whereas data regarding to student's result was collected by schools annual result register from each selected school. Furthermore a five point likert scale questionnaire that ranged from 1=strongly disagree to 5=strongly agree for each head master of selected schools was constructed to collect the information concerning to working condition and practice of teaching activities. To analyze the data, a simple descriptive statistics for socio demographic comparison, a series of two logistic regressions were applied to predict the significant difference between two groups of schools on the working conditions & practice of teaching activities and finally we applied Mann Whitney U test to check the significant difference in student's results. The predominant findings show that public schools teachers were well experienced and more qualified but trend of absenteeism and lateness was found in them. On other hand private schools have fresh young and less experienced teachers including 33 percent of them were untrained whereas, more teaching activities were found in private schools. Moreover there was no significant difference in students five years examination results, only private schools student have better percentage of obtained marks as compared to public schools student's result.

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1. INTRODUCTION

Education in its common sense may be defined as a process intended to instill the knowledge, skills and attitudes essential to enable persons to cope up successfully with their surroundings (ShaikhEhteshamuddin, 2013). Education is only a mechanism for social, political, economic, scientific and technological development of nations and no one can ignore its importance in any society even it is more important for developing countries for productivity and efficiency of individuals which cause the progress and prosperity (Nasir and Hina, 2010). Primary education is fundamental stage of educational development and it is perceived as a main vehicle for improving live standard promoting economic growth and it is accepted precedence in the struggle against poverty (Alderman et al, 2001; Suryadarma, et al 2006).

In last two decades privatization of education has remained a central feature of policies in many developed and developing countries (M Lockheed, 1991; Bray, 1996; Lavin 2001). Private schooling has expanded on a substantial level and got a prominent position for the provision of education in all over the world but form of privatization and role of private schooling is different in different countries based on difference in culture, social and economic structure.

Azad Jammu and Kashmir is Pakistan administrative territory has educational system similar to Pakistan structure which is inherited from British government with few changes brought through legislation. (Safdar Rehman Ghazi et al, 2012). Public & private schooling are major factors in AJ&K education system and are big departments among any of others public and private sectors in AJ&K even government spending 28 % of its recruiting budget to this area (AJK Government).

From last few decades private schooling trend has been increasing rapidly and got a prominent position in territory even 38% enrolment in schools is covered by private sector (AJK ASER, 2013). Although primary education is free in public schools but private schooling trend is increasing day by day and only those parents do not send their children to private schools who have no resources to bear the private education expenditures. Private Schools are self-financed depending on the fee paid by students and owned by private personnel and some of them by private welfare foundations like Nor Model Schools under Read Foundation.

Absolutely a high level of research in the world has been conducted to compare Public and private schools on the basis of variety of measures like effectiveness, quality and cost, student achievements, learning gapes, management, equity, student accountability, job satisfaction, and many more (Japp Dronker et al, 2003; M Fahmi, 2009, P. E. Peterson 2006; Cheristopher, 2006; J. Das, 2006; Lubienski, 2006; Watkins, 2006; Tooley 2005; Papanastasiou, 2005).

Comparative study of public versus private schools in Pakistan is very limited except few cases (A Khan, 2012; G. M. Arif, 2003; Harold Aldermana, 2003; R. E. Ali Khan et al 2012, Tair Andrabi et al, 2008; M. Iqball, 2012). But in Pakistan administrative Kashmir; no one has investigated this area except one case. (M. Shabbir, et al, 2014). Even private primary education is a big figure in AJ&K primary education system.

In our previous study (M. shabbier et al. 2014) we compared the public and private schools on the basis of ten measures of performance. This study is focused on the comparison of working condition, practice of teaching activities and performance of public and private schools regarding to their five years examinations results. The main purpose of this study is to investigate the deficiencies of public and private schools in this area and give suggestions to policy makers and further studies to explore the problem in more depth.

2. Review of related literature

Comparative study of public versus private schools and their effectiveness has been the topic of a large number of studies. Several studies have been conducted in all over the world to compare the various features of public and private schools. The researchers tried to make the sense of superiority of either by focusing on different measures of performance.

According to National Assessment of Educational Progress (NAEP) which is representative at national level for the assessment of American's students' knowledge in various subject areas, reports that private schools performed better than public schools in all major subject areas including mathematics and science (U.S. Department of Education 2012). In another study of the analysis of American students' achievement in mathematics, the private schools outperformed in the majority of cases, while public schools perform well after accounting for the facts (C. Lubienski 2006, P. E. Peterson and E. Llaudet 2006). But National Center for Education Statistics (NCES) published a study containing surprising facts that public school students are performing better than private school students by analyzing the data NAEP 2003. But a causal relationship (public school attendance causes better school achievement) and limited data was employed for this study. The NAEP data is not appropriate to evaluate the performance of public or private school on the basis of school attendance (S. Watkins 2006).

The researchers also compared the factors that effect on the performance of public and private schools. The quality of school facilities and teacher absenteeism are such factors which are correlated to the performance of students. Quality of school facilities positively effects on school performance while teacher absenteeism is negatively correlated (D. Suryadarma et al. 2006). School administration and management also affect the school performance. Effective administration enhances the school productivity and teacher's instructional skills (H. Begum and M. M. Sadruddin 2013). Professionalism, leadership styles, management & development of resources and parents-school co-operation are such factors of school administration have a positive impact on school performance. Private school head teachers-principals have great vision for the improvement of their schools performance regarding to these factors as compared to public head teachers-principals (M. N. Tariq et al. 2012, A. Khan 2012). The teacher job satisfaction influences of his or her teaching character and is a role of the real connection between what one wants

from teaching and what one observes it is proposing to a teacher. Job satisfaction is one those factors effecting on the performance of a teacher. More satisfied teachers perform better (Alimi Baba Gana 2011, E. C.Papanastasiou and M. Zembylas 2005).

Mostly in developing countries, the public sector plays a main role for the provision of education; even education is largely publicly provided. But a survey was conducted in a poor area of Logos State, Nigeria and it was found that 75% children were enrolled in private schools, and the teaching activities were found higher in private schools as compared to public schools (J. Tooley et al. 2005). Arjun S. Bedi et al conducted a study in Indonesia to examine the effectiveness of public versus private schools by taking the labor market earnings as a measure of effectiveness by controlling the personal characteristics and school choice. The findings show that private schools have an advantage of better performance as compared to public school (A. S. Bedi and A. Garg 2000).

The researchers also tried to investigate the emergent of private schooling. A study which was conducted in Kenya to find out the determinant of emergent of private education in Africa, where the private primary schools increased 4.6 % - 11.5% from 2004 to 2007 after the introduction of free primary education policy (FPE) by the Kenyan government in 2003, the public schools were crowded. The pupil - teacher ratio increased in public schools, the parents react to transfer their children in private schools. High teacher –pupil ratio in public schools is the probability of the emergence of private schools (M. Nishimura and T. Yamano 2013). Concerning to Punjab Province of Pakistan, four main reasons for emergent of private schooling in Punjab were investigated. Income of the households, education of parents, distance of public school from the household and English as a medium of instruction in private schools boost up the tendency of private schooling (R. Ejaz et al. 2012). In the case of household choice for public, private school in Pakistan, parents prefer private schooling, even poorest parents send their children in private schools (H. Alderman et al. 2001). Overall performance of private schools in the world for provision of education outshines in the majority of cases (A. J. Coulson 2009).

3. Purpose of study

- To explore and compare the Scio demographic information of public and private school's teachers.
- To compare the working conditions of public and private schools.
- To compare the practice of teaching activities planned in both groups of schools.
- To compare the outputs in term of results of both public and private schools.
- To investigate the deficiencies of public and private schools in this area and give suggestions to policy makers and further studies to explore the problem in more depth.

4. Research Methodology

The sample in this study includes 105 primary schools from all over Azad Jammu & Kashmir. Data was collected from 60 public and 45 private schools from three divisions, Muzaffarabad, Mirpur and Poonch by selecting 20 public and 15 private schools from each division. Scio demographic data was collected through school staff statement reports and a personal data questionnaire, whereas data regarding to student's result was collected by schools annual result register from each selected school. To collect the information regarding teaching activities and working condition, a questionnaire was constructed for head masters/ head teachers/ principles of each selected school with a 5- point Likert scale that ranged from 1=strongly disagree to 5= strongly agree.

To compare the socio demographic data we applied descriptive statistics while a series of two logistic regressions were performed to predict the difference between working conditions and practice of teaching activities of both groups of public and private schools. Finally we applied Man Whitney U test to find difference between outcomes regarding to five years annual result of public and private schools.

5. Empirical Analysis of Results

Table: 1 A socio demographic comparison of public and private school teachers

Age	Public School		Private School	
	n=160	Percentage	n=240	Percentage
<=25 years	11	7.0 %	36	15%
>25 to <=30 years	19	12 %	67	28%
>30 to <=35 years	24	15 %	46	19%
>35 to <=40 years	27	17 %	41	17%
>40 to <=45 years	32	20 %	26	11%

>45 to <=50 years	29	18 %	14	6.0 %
>50 years	18	11 %	10	4.0 %
Education				
Undergraduate	129	81 %	195	80 %
Graduate	31	19 %	45	20 %
Professional				
Trained	160	100 %	161	67 %
Untrained	0	0.0 %	79	33 %
Teaching Experience				
<=1 year	0	0.0 %	37	16 %
>1 to <=5 years	33	21 %	99	41%
>5 to <=10 years	39	24 %	77	32 %
>10 to <=15 years	24	15 %	20	8.0 %
>15 years	64	40 %	7	3.0 %

3.1. Socio demographic comparison

In socio demographic comparison we compared teachers age, academic & professional education, and teaching experience of both groups of schools. It is revealed that 7 %, 12 % and 15 % of public schools teachers whereas 15 %, 28 % and 19 % of private schools teachers have ages below than 25 years, 25-30 years and 31- 35 years respectively. Furthermore 17 % , 20 % and 18 % of public schools teachers whereas 17 % 11% and 6% of private schools teacher's ages are 36-40 , 41-45 and 46-50 years respectively while 11% of public and 4% of private school's teachers ages are >50 years respectively. It is revealed that private school's teachers are younger and fresh as compared to public schools teachers.

The table reveals that 81% of public and 80 % of private school's teachers are under graduated whereas 19 % of public and 20 % of private school's teachers are graduated respectively. There were no untrained teachers in public schools whereas a big figure, 33 % of private school teachers was nonprofessional, untrained.

The table 1 also compares the teaching experience of both groups of public and private school's teachers. It is revealed that 0 %, 33%, 39% and 24 % of public schools teachers whereas 16 %, 41%, 32% and 8 % of private schools teachers below than 1, between 1-4 , 5-10 and 11- 15 years of teaching experience. Furthermore 40 % of public and only 3 % of private schools teachers have greater than 15 years teaching experience. It is revealed from the result that public school's teachers have more teaching experience as compared to private school's teachers.

Table: 1.2 Logistic model of school's working condition

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
Working hours	-.943	0.692	1.859	1	.173	0.389
Holidays	-.883	0.414	4.561	1	.033	0.41
Commitment to work	.389	0.398	0.958	1	.328	1.476
Absenteeism	-1.670	0.526	10.097	1	.001	0.188
Lateness	-1.872	0.624	9.001	1	.003	0.154
Leisure	1.236	0.572	4.673	1	.031	3.443

Table: 1.3 Descriptive statistics of school's working condition

Variables	N		Mean		Standard Deviation	
	Public	Private	Public	Private	Public	Private
Working hours	60	45	2.2500	1.7778	1.08339	.76541
Holidays	60	45	3.9000	2.6444	1.05284	1.22763
Commitment to	60	45	3.0667	4.1333	1.31312	1.17937

work						
Absenteeism	60	45	3.8833	1.6222	1.30308	0.96032
Lateness	60	45	3.4333	1.6444	1.31956	0.67942
Leisure's	60	45	2.8500	4.2889	1.13234	0.94441

3.2. Schools working conditions

The first logistic regression model was applied to predict whether there were difference in working condition of public and private schools. The six independent variables that were chosen in this analysis, "duration of working hours," "number of holidays," "teacher's commitment to work," teacher's absenteeism" teacher's lateness to arrive in schools, and teacher' leisure's in the schools. The overall chi-square test ($\chi^2_6 = 111.539$, $df= 6$, $p=.00$) for this model is statistically significant at $\alpha=0.05$ which indicates that there exists association/difference among the described categories, of two groups of public and private schools based on these six variables that influence school working condition. The Hosmer and Lemeshow test was insignificant ($\chi^2_5 = 14.218$, $df= 8$, $P= .076$) at $\alpha=0.05$ which indicate the good fitness of model seeing as the data did not considerably deviate from the model. The result of Cox and Snell test which indicating the variance of explained variables equaled $R^2 = 65.4\%$ whereas Nagelkerke R^2 explained 87.8 % variance. Based on these findings 96.7 % public schools were classified correctly and 95.6 % of private schools were classified correctly. Thus the 96.2 percent of the all schools in this sample were classified correctly.

In the expressions of variables themselves, the statically significant differences in two groups were found in four variables of, number of holidays in school, teacher's absenteeism, teacher's lateness to arrive in schools, teacher' leisure's in the schools out of six. By looking at tables 1.2 & 1.3 it is clear from the result that public schools avails more holidays but trend of lateness and absenteeism in public school's teachers were found more than private school's teachers. More over private school's teachers have an advantage of more leisure's in school. But there is no statistically significant difference between two groups of schools in term of duration of school working hours and teacher's commitment to their work however descriptive look at table 1.3 shows that private teacher tend to be more committed to their work as compared to public schools teachers.

Table: 1.4 Logistic models of teaching activities

Teaching activities	B	S.E.	Wald	df	Sig.	Exp(B)
Lesson planning activities	2.916	1.040	7.865	1	.005	18.460
Proper usage of audio visual aids/instructional material.	0.923	0.660	1.953	1	.162	2.516
Assignment of Homework routine	1.338	0.674	3.934	1	.047	3.810
Regular assessment	2.419	1.005	5.795	1	.016	11.233
Class test and review routine	2.380	1.079	4.863	1	.027	10.805
In time courses completion	0.137	0.611	0.050	1	.823	1.146

Table: 1.5 Descriptive statistics of teaching activities

Variables	N		Mean		Standard Deviation	
	Public	Private	Public	Private	Public	Private
Lesson planning activities	60	45	2.4833	4.5778	1.14228	0.72265
Proper usage of audio visual aids/instructional material	60	45	2.7000	3.8222	.88649	.13215
Homework routine	60	45	3.2167	4.2889	1.32884	.89499
Regular assessment	60	45	2.8000	4.1778	1.10162	1.00654

Class test and review routine	60	45	3.1333	4.5556	1.14191	0.72474
In time courses completion	60	45	3.5667	3.7556	1.09493	.95716

3.3. Practice of teaching activities

The second logic regression tried to predict the difference in practice of teaching activities between two school groups. These teaching activities includes six variables , lesson planning activities, proper usage of audio visual aids/instructional material, homework routine, regular assessment, class test &review routine and in time courses completion. The overall chi-square test ($\chi^2_6 = 124.347$, $df = 6$, $P = .00$) for this logistic model was statistically significant at $\alpha = 0.05$ which indicates that there were statistically significant differences found between two groups of public and private schools based on these six variables that influence practices of teaching activities. The Hosmer and Lemeshow test was insignificant ($\chi^2_6 = 1.264$, $df = 8$, $P = .996$) at $\alpha = 0.05$ which indicate the good fitness of model seeing as the data did not considerably deviate from the model.

The result of Cox and Snell test which indicating the variance of explained variables equaled $R^2 = 69.4\%$ whereas Nagelkerke R^2 explained 93.2% variance. Based on these findings 96.7 % of the public schools were classified correctly and 95.6 % of private schools were classified correctly. Thus the 96.2 percent of the all schools in this sample are classified correctly.

An examination of tables 1.4 indicates that there were statistically significant differences between two groups of schools in term four variables, lesson planning activities, homework routine, regular assessment, class test & review routine out of six variable of practice of teaching activities. While there were not significant differences found between two groups in term of proper usage of instructional materials in class rooms and completion of courses in time.

A descriptive look at table 1.5 shows that Private schools teacher practice more lesson planning activities, homework routine, practice of proper usage of audio visual aids/instructional material and class test & review routine.

Table: 1. 6 Academic outcomes in term of five years result (2008-12)

Mean score for appeared student		Mean score for Passed student		Mean average % of passed student		Mann- Whitney U test result	Significance
Public	Private	Public	Private	Public	Private		
63	139	58	130	92	94	382	$p = 0.317$

Table: 1. 7 Percentage of students obtained Marks

Obtained marks range	Public	Private
≤ 60	48%	13%
$>60 - 70$	19%	24%
$>70 - 80$	13%	20%
$>80 - 90$	12%	26%
$>90 - 100$	08%	17%

3.4 Academic outcomes

In table 1.6, mean score of five years results (2008-12) of both public and private schools was calculated. Mann – Whitney U test was employed to find the significance difference between two groups. There was no significant difference in means of five year results of two groups of schools ($U = 382$, $p = 0.317$).

From the table 1.7, it is revealed that private schools have better percentage of obtaining marks as compared to public schools.

6. Discussion

Primary education is perceived as one of the main vehicle for promoting economic growth and improving living standards in developing countries (D. Suryadarma et al. 2006). But it is probable when primary education is involved with new knowledge and the appropriate technical training to improve the quality of education. Our study is focused on four points, to find the gap between two groups of schools based on socio demographic information of teachers, teaching environment/ working condition, practice of necessary teaching activities in class room and outcome in

term of student's results. Predominant findings show that 33% teachers in private sectors are untrained nonprofessional. In private sectors most of fresh graduates find temporary job because of unemployment. They get lower salaries and find no satisfaction by their jobs. It is a common trend in AJ&K that after graduation anybody when do not find job in public sector, prefers to join the private school teaching on temporarily basis. It is easy for fresh graduate to find job in private schools without appropriate training. In second part we analyzed the working condition and environment in both public and private schools. The main weaknesses in public school teachers were found, the trend of lateness to reach the school and absenteeism. Lateness and absenteeism are negatively related to performance of a school (D. Suryadarma et al. 2006). A further study is required to investigate the reasons of this trend in AJ&K public schools teachers.

In third section we explored the practice of basic teaching activities. Private schools have an advantage of better performance for planning, practice and usage of teaching material in classes. Private schools are funded by parents and on other hand education is free in public schools. Parents bear lot of private schooling expenditure so they desire for high level of academic achievements of their children in education. These desires put a pressure on private schools to perform better.

In last part we investigated the outcomes of the both groups of school in term of pupils five years examination result. There is no significance difference between performances in term of pupil's examination result but private schools students have higher percentage of obtained marks as compared to public schools student. But there is no equity in examination system. In public schools examination is hold by District Elementary board for class fifth and examination under fifth class are held by District education officer fairly. However, private schools are independent and have their own examination system. Marks are assigned to students by their own class teachers.

7. Conclusions

- Most young and fresh teachers were found in private schools as compared to public schools.
- There is no significant difference in academic qualification of public and private school's teachers but a big figure, 33% of private school's teachers are untrained. Public school's teachers have more professional qualification and teaching experience as compared to private schools teachers.
- There is a significant difference between two groups regarding to working condition's factors. Private school teachers are more committed to their work and spend more time in teaching activities whereas in public sector schools, absenteeism and lateness trends are found in teachers.
- Private school's teachers plan and practice more teaching activities such as lesson planning, usage of instruction materials, homework routine, regular assessment, arrangement of class tests and reviews as compared to public schools teachers.
- There is no significant difference between academic outcomes of students results but private school students have obtained marks percentage is better than the public school students.

8. Recommendations

- Public schools have more qualified and well experienced teachers but performance is not better, this area should be investigated to find the reasons and government should take step consciously to overcome these deficiencies so as to achieve a better utilization of teaching resources in public sector schools.
- The trend of absenteeism, lateness and lack of regular practice of teaching activities are found in public school teachers even they are getting higher salaries as compared to private schools teachers. The causes and consequences of this behavior among public schools teachers should be investigated and the government should also launch a strict policy to control this trend and also introduce social workshops to create the awareness of responsibilities among teachers.
- 33% private schools teachers are unprofessional and untrained. Professional training opportunities should be provided to mention above teachers.
- There is no equity in examination system at primary level. In public schools, District elementary board hold examination for class 5th and remaining classes enter the examination held by assistant education officers however; private schools are independent in this case and have their own examination system, no check and balance system, so government should take step to regulate the examination system in private sector schools.

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