



Private Sector Educational Institutions: Evaluating Their Role in Promoting Quality Education in Tehsil Wari, Upper Dir, Pakistan

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Abstract: This study investigates parental views regarding the role of private educational institutions in promoting education in Tehsil Wari, District Dir Upper, Pakistan. The goal is to evaluate and quantify these institutions' contributions to the local education system. A quantitative study approach is used, by taking a sample size of 795 parents whose children are studying in these private schools. Data gathered from a random sample of 260 parents via systematic questionnaires and processed using SPSS-27, with results given in tabular form. The findings indicate that private educational institutions significantly contribute to ensuring quality education in Tehsil Wari. Most parents expressed satisfaction with the services provided by these private institutions, affirming their crucial role in supplementing public education and identifying areas for further improvement. The study recommends that private sector stakeholders should strengthen collaboration with parents by establishing parent-teacher councils and involving them in yearly action plans and other school activities. This could enhance the effectiveness of these institutions and improve the quality of education. This study provides new insights to highlight the impact of private educational institutions in Tehsil Wari, addressing a gap in the literature on the role these institutions play in enhancing educational quality and accessibility. The findings offer valuable implications for policymakers and suggest directions for further research.

Key words: Private sector education, Parental perspectives, Quality education.

1. Introduction

Education is critical to increase human intellectual potential and fostering a sustainable society. Teaching contemporary skills improves living standards and contributes to social development. Globally, Governments devote a significant portion of their GDP on strengthening education systems, with a focus on quality curricula, blended pedagogies, and learning innovations. UNESCO recommends that governments devote 4-6% of GDP or 15-20% of public expenditure in education (Elfert & Ydesen, 2023). Education also aids in the achievement of full potential, productive citizenship, and contribution to society well-being in a number of dimensions, including social, economic, cultural, and political (Amir et al., 2020; Jamil et al., 2022; Qureshi & Kalsoom, 2022).

In developing nations, Governments frequently are facing lack of the resources to deliver high-quality education. To overcome this issue, the private sector has grown rapidly in response to deficiencies in public sector education, such as overcrowded classrooms, low parental education levels, far schools, and individual preferences for private institutions that provide safer and higher-quality learning environments (Khan & Raza, 2011). Private sector

engagement has been critical in delivering excellent education, fulfilling the demand-supply gap, and establishing more specific educational goals (Carneiro et al., 2022). Despite the Government's attempts to enhance educational metrics by increasing funding and recruiting more instructors, true development in education requires active private sector engagement (Shakeel et al., 2023). Global recognition of learning crises, insufficient public sector institutions, and a lack of resources further underlines the need for private sector contributions to meet educational demands.

Private sector educational institutions arose to remedy problems in public education systems (Alcott & Rose, 2019). These institutions have decision-making and planning autonomy, allowing them to successfully execute educational techniques that result in system changes (Torlak et al., 2022). Primary education provides the basis for a child's development and eventual higher education; hence a solid educational system is required. Because of the paucity of basic schools and the low quality of education in the public sector, private institutions have witnessed an increase in primary enrollment. Private elementary schools are more expensive, but they provide a better education, making them the preferred option for many parents (Ashraf & Ismat, 2016). Parents choose private schools for reasons such as teacher regularity, proper oversight, favorable student-teacher ratios, and attentive care of students (Awan & Zia, 2015). Ultimately, the quality of a nation's human capital, essential for sustainable development, depends on the strength of its education system, which can produce a skilled workforce through quality education (Khan & Raza, 2011).

The developed world's progress can largely be attributed to its well-structured and high-quality education systems. Today, states alone cannot provide adequate educational facilities for their populations, leading to the rise of private sector institutions, which are favored for their quality and standards (Awan & Zia, 2015). Higher educational institutions are crucial in producing highly qualified, skilled, and experienced individuals who contribute significantly to national development. Empowered individuals benefit from better career opportunities, higher earnings, improved citizenship, and awareness of their rights (Chan, 2016). With the rapid global population growth, public sector higher education institutions struggle to meet societal educational demands, thereby increasing the significance of private institutions. These private institutions are essential in knowledge acquisition and societal development by providing skilled manpower (Mahdi et al., 2019).

Pakistan's education system is seen as inefficient when compared to other developing nations, with issues such as low primary enrollment rates, regional and gender inequities, unskilled instructors, insufficient instructional materials, and poor infrastructure (Mukhtar et al., 2015). To overcome these limitations, the private sector has played an increasingly important role in addressing educational demands and accomplishing national objectives (Bibi & Aftab, 2021). Private universities have recently made major contributions to education by offering higher-quality chances at cheaper costs and with fewer resources (Nodira, 2022; Carneiro et al., 2022). Furthermore, many parents and children prefer private schools because they provide fee discounts and grants, which serve to alleviate classroom overcrowding.

Pakistan's economic problems are inextricably related to its inadequate educational system, which fails to execute policies because of political disputes, wars, corruption, and a lack of trained staff and finance (Ahmed et al., 2021). The private sector has played an important role in closing the demand-supply gap in education sector, improving education quality, and developing better educational goals (Carneiro et al., 2022). Despite these efforts, there is little information on the influence of private sector education in Tehsil Wari, Dir Upper. The purpose of this study is to assess parents with children enrolled in private schools' opinions of the efficacy of private sector engagement in education in this region. Although private schools provide great education alongside state ones, their precise function and influence in Tehsil Wari, District Dir Upper, and Khyber Pakhtunkhwa are still poorly defined and assessed.

1.1 Research Objectives

The study aimed to address two key questions:

- a) Does the private sector provide quality education in Tehsil Wari Upper Dir?
- b) What is the contribution of the private sector to the promotion of education at Tehsil Wari Upper Dir?

To investigate these issues, a quantitative research was done to identify and quantify the importance of private educational institutions in the region. The obtained data from the selected sample was analyzed using SPSS-27 and results are displayed in tables. The goal was to analyze the private sector's engagement in education and how it

affected the quality and accessibility of education in Tehsil Wari, District Upper Dir. The research attempted to scientifically examine the quality of education supplied by the private sector, as well as its contribution to regional education.

The research presented here is important since it contributes to both theoretical and practical areas. Theoretically, it contributes to our knowledge of how private educational institutions influence student results and the success of marketing initiatives. Practically, it gives insights for improving educational processes and policies, assisting private schools in meeting their educational commitments and successfully supporting students' needs.

1.2 Theoretical Background

This study employs the SERVQUAL Model, created by Parasuraman, Zeithaml, and Berry, to evaluate service quality across five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. When used to private sector education, the approach helps evaluate how effectively schools satisfy parents' expectations and identifies more areas for improvement. This framework offers an organized method to understanding and enhancing the quality of educational services.

1.3 Conceptual Framework

Concept	Description	Relation to Study
Educational Quality	Measures the effectiveness of educational institutions in providing comprehensive learning experiences.	Evaluates how private sector institutions meet educational standards.
Practical Preparation	The ability of educational institutions to equip students with skills applicable in real-world contexts.	Assesses parents' perceptions of whether private institutions prepare students for practical life.
Basic Facilities and AV Aids	The availability of essential physical resources and educational technology.	Investigates how the presence of facilities and technology affects educational quality.
Personal Care and Attention	The degree of individualized support and attention given to students by the institution.	Examines the impact of personal care on students' learning outcomes and satisfaction.
Parental Involvement	Engagement of parents in academic goal setting and school functions.	Explores the role of parental feedback and involvement in enhancing educational quality.
Consistency of Services	The reliability and consistency of the services and support provided by the institution.	Analyzes how consistent service delivery affects parents' perceptions of educational quality.
Communication System	The effectiveness of communication channels between the institution and parents.	Evaluates how communication impacts parents' perceptions and involvement in education.

2 Literature Review

2.1 Private education sector

The "private education sector" refers to the educational system operated by private persons or groups, with money often coming from parents in the form of tuition fees, contributions, and sponsorship grants (Härmä, 2015). According to Gul, (2022), private institutions seek to educate the next generation of responsible and moral citizens by instilling values like as self-determination, basic rights and duties, social equality, economic possibilities, and political rights. Furthermore, these institutions focus on delivering scientific and technical education to satisfy the demands of the twenty-first century while also contributing to national growth.

2.2 Overview of private education sector in Pakistan

The "private education sector" refers to the educational system that is run by private individuals or groups, with tuition fees, donations, and sponsorship funds frequently provided by parents (Härmä, 2015). According to Gul, (2022), private institutions aim to teach the next generation of competent and moral citizens by imparting ideals like as self-determination, fundamental rights and obligations, social equality, economic opportunities, and political rights. Furthermore, these institutions are dedicated to providing scientific and technological education to meet the needs of the twenty-first century while also contributing to national development.

2.3 Role of Private Sector in Education

Education is critical to the socioeconomic growth of any country. The strong education systems in industrialized countries have contributed significantly to their success. While the Pakistani Government focuses on enhancing both the quality and quantity of education, it is currently unable to satisfy the demands of the whole population. Private schools have grown in popularity due to their superior educational system. The effectiveness of education system in Pakistan may be assessed by collecting teachers', students', and parents' perception as their level of satisfaction regarding public and private educational institutes for their comparative analysis (Awan & Zia, 2015). Pakistan's state-owned education industry is struggling to accomplish its aim of providing quality education. The successful participation of the business sector has substantially contributed to closing the education demand-supply gap and developing better educational goals. The private sector's participation in education has expanded significantly in recent years, accounting for 37.9% of all educational institutions and 44.3% of total enrollments in the 2017-18 academic years. The satisfaction level of stakeholders is needed to be assessed for future policy formulation regarding educational uplift (Rizwan et al., 2022).

In Khyber Pakhtunkhwa, private sector educational institutions play an important role in teaching the general public. These institutions have a major impact on student enrollment, educational awareness, quality education, and student well-being (Farooqi et al., 2017). School decision is influenced by location convenience, fees, peer influence, and instructor demeanor toward pupils. Low costs and closeness to home are important concerns for average-income families (Reis et al., 2016).

Globally, it is acknowledged that learning crises exist and that public-sector institutions alone cannot address educational demands. The growth of private sector institutions seeks to fill these voids (Alcott & Rose, 2015). These institutions have increased decision-making autonomy, allowing them to carry out their educational programs more effectively and efficiently, hence strengthening their educational systems (Torlak et al., 2022).

2.3.1 Role of private sector in primary education

Primary education is the basis for both a child's growth and further education. A robust elementary education system is required for this aim. However, in Pakistan, the government does not place sufficient priority or resources on basic education. Enrollment in private primary schools is on the rise due to a lack of primary schools and poor instruction. Approximately 40% of primary school pupils attend private schools, which, despite their high fees, are favored by many parents owing to the higher level of instruction. Parents choose private schools for a variety of reasons, including instructor consistency and punctuality, effective monitoring and assessment, advantageous student-teacher ratios, and attentive student care (Awan & Zia, 2015).

2.3.2 Role of private sector in elementary and secondary education

In impoverished nations such as Pakistan, the Government lacks the resources to ensure that all residents receive a good education. To fill this void, the private sector was brought into the educational system. Over the last two decades, the private education network has grown quickly, owing mostly to the substandard quality of education in public sector schools. A high teacher-to-student ratio, varied levels of parental education, the distance between public schools and households, a preference for private institutions, and the secure learning environments they provide are all contributing factors to this low quality (Khan & Raza, 2011).

2.3.3 Role of private sector in higher education

Higher education institutions generate highly trained, competent, and knowledgeable individuals who play critical roles in a country's growth. These individuals have more employment alternatives and better earning potential and they help to promote good citizenship, reduces crime, and raise knowledge of individual rights (Chan, 2016). In the twenty-first century, as the world's population grows quickly, public sector higher education institutions struggle to satisfy society's educational needs. As a result, the influence of private educational institutions has increased

dramatically. These commercial institutions play an important role in promoting knowledge acquisition and social development by offering skilled labor (Mahdi et al., 2019).

In conclusion, the literature study emphasizes the importance of the private education sector in addressing the gaps left by the public sector in Pakistan's educational system (Härmä, 2015). Private institutions are committed to generating responsible and moral citizens while also providing advanced scientific and technological education to fulfill 21st-century needs and national development objectives (Gul, 2022). The private sector's expanding impact, which accounted for 37.9% of educational institutions and 44.3% of enrollments in 2017-18, is due to the public sector's incapacity to deliver excellent education (Rizwan et al., 2022). Private institutions are more desirable due to factors such as improved teacher-student ratios, lower prices, and effective supervision, particularly in elementary education, where 40% of kids attend private schools (Awan & Zia, 2015; Reis et al., 2016). Private higher education institutions contribute to national success by producing skilled workforce and encouraging social development (Mahdi et al., 2019; Chan, 2016). However, the research reveals a deficit in evaluating stakeholder satisfaction, which might help in shaping policy for future educational reform (Awan & Zia, 2015). This study attempts to fill the gap noted by Awan & Zia, (2015) in the context of Tehsil Wari District, Upper Dir, Khyber Pakhtunkhwa, Pakistan.

3 Research Methodology

3.1 Research Design

The current study used an empirical survey approach to collect participants' self-reported opinions of the quality and promotion of education in private sector educational institutions in Tehsil Wari, Dir Upper, Khyber Pakhtunkhwa, Pakistan. The targeted sample was surveyed using a self-created, closed-ended questionnaire with a five-point Likert scale. During visits to private colleges, the researcher personally delivered surveys and then collected completed forms. The problem was discovered from the existing research, and it was correctly organized based on the available literature. Finally after collection of the data, this data was analyzed using SPSS-27 (Crop, 2020).

3.2 Population and Sample

The population for this study comprised the parents (Fathers only, Data collection from single parent was due to cultural constrains) of students enrolled in grades 11 and 12 at private colleges located in Tehsil Wari, District Dir Upper. There were a total of 10 private colleges in this region, with a collective parent population of 795. Thus, with the help of Krejcie & Morgan, (1970)schedule a sample size of 260 was determined for the study. While a sum of 208 parents completed and returned the questionnaire, which is 80% response rate. It may be consider as reasonable response rate.

Table 1: Demographic profile of parents (N = 208)

Demographic characteristic		Frequency	Percentage
Gender	Male	208	100.0
Age	30-35	83	39.9
	36-40	52	25.0
	41-45	31	14.9
	46-50	23	11.1
	above 50	19	9.1
Profession	Govt: Servant	57	27.4
	Business man	32	15.4
	Labour	84	40.4
	Farmer	30	14.4
	overseas	5	2.4

Table 1 summarizes the 208 parents (Fathers) who participated in this study, all of them were male. In terms of age distribution, 83 parents (39.9%) were between 30 and 35 years old, 52 parents (25.0%) were between 36 and 40 years old, 31 parents (14.9%) were between 41 and 45 years old, 23 parents (11.1%) were between 46 and 50 years

old, and the remaining 19 parents (9.1%) were older than 50 years old. In terms of career, 57 parents (27.4%) worked for the government, 32 parents (15.4%) had their own enterprises, 84 parents (40.4%) were workers, 30 parents (14.4%) were farmers, and the other 5 parents (2.4%) working overseas.

3.3 Data collection instrument

Data collected through a self-created, closed-ended questionnaire with 10 items. In the local context, this questionnaire was evaluated by field specialists/experts. The responses were rated on a five-point Likert scale, with 1 indicating "strongly disagree," 2 representing "disagree," 3 representing "neutral," 4 representing "agree," and 5 representing "strongly agree."

3.4 Data Collection Procedure and analysis

The researcher personally visited the private colleges, administered questionnaires to the randomly chosen sample, and collected their complete responses. As a consequence, the researcher oversaw the entire process of sending and collecting surveys from intended respondents. Data was later analyzed using SPSS version 27 (Crop, 2020).

4. Results

Research Question 1: "Does the private sector provide quality education?"

Descriptive statistics, especially frequency and percentage distributions, were used to answer this study issue. The table below shows the statistical findings for the selected items in the survey instrument connected to the quality of education.

4.1 Perception of parents about the quality of education of private educational institutions

To measure parents' understanding of the quality of education in the private sector, data were analyzed using percentage and frequency distributions. The findings are shown in Table-2.

Table 2: Perception of parents about the quality of education of private sector (N=208)

Items	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Prepare the students for practical life	F %	11 5.3	11 5.3	12 5.8	64 30.8	110 52.9
Provides basic physical facilities and AV aids	F %	13 6.3	12 10.1	49 23.6	84 40.4	41 19.7
Has the ability to show personal care and attention to students	F %	7 3.4	11 5.3	36 17.3	83 39.9	71 34.1
Has the ability to deliver the desired services consistently	F %	12 5.8	11 5.3	58 27.9	69 33.2	58 27.9
Invite parent for their feedback for setting academic goals.	F %	13 6.3	19 9.1	32 15.4	70 33.7	74 35.6

District Dir Upper. The basic purpose of education is to prepare students for practical life. In this context, parents' views on the efficiency of private education in preparing pupils for practical life were as follows: 11 parents (5.3%) strongly disagreed; 12 parents (5.8%) were indifferent; 24 parents (11.5%) agreed; and 110 parents (52.9%) highly agreed.

Fundamental physical amenities, as well as engaging, motivating audio-visual aids, are required for effective teaching and learning. Parents' thoughts on these issues were as follows: 13 parents (6.3%) severely disagreed; 21

parents (10.1%) disagreed; 49 parents (18.5%) were indifferent; 84 parents (40.4%) agreed; and 41 parents (19.7%) strongly agreed.

Students in educational institutions come from a variety of backgrounds, resulting in unique individual demands. As a result, personal care and attention are important. Parents' perceptions of institutions' abilities to give personal care and attention were as follows. 7 parents (3.4%) strongly disagreed; 11 parents (5.3%) disagreed; 36 parents (17.3%) were indifferent; 83 parents (39.9%) agreed; and 71 parents (34.1%) highly agreed.

Furthermore, a calm and tranquil setting is essential for successful and efficient teaching and learning processes. Parents' evaluations of the consistency of service in creating such an atmosphere were as follows: 12 parents (5.8%) severely disagreed, 11 parents (5.3% disagreed), 58 parents (27.9%) were neutral, 69 parents (33.2%) agreed, and 58 parents (27.9%) highly agreed.

Education is a social process that prepares adolescents for social interactions. As a result, incorporating parents in the development of academic objectives and annual action plans is critical. Parents' perspectives on their role in establishing academic goals were as follows: 13 parents (6.3%) severely disagreed; 19 parents (9.1%) disagreed; 32 parents (15.4%) were indifferent; 70 parents (33.7%) agreed; and 74 parents (35.6%) highly agreed.

Research Question 2: "What is the contribution of the private sector to the promotion of education?"

To assess the business sector's contribution to educational promotion, descriptive data such as percentage and frequency distributions were used. The findings of this analysis are shown in the table below.

4.2 Perception of parents about the contribution of private sector in the promotion of education

To better understand parents' impressions of the business sector's contribution to education promotion, data were examined using percentage and frequency distributions. The results are shown in Table-3.

Table 3: Perception of parents about the contribution of private sector in the promotion of education

No	Items	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Prepare the students for practical life	F %	11 5.3	11 5.3	12 5.8	64 30.8	110 52.9
2	Provide the services promised at the time of admission	F %	6 2.9	18 8.7	20 9.6	100 48.1	64 30.8
3	Maintain and updated record of the students	F %	9 4.3	7 3.4	17 8.2	103 49.5	72 34.6
4	Has a reliable and fast communication system for parents	F %	11 5.3	10 4.8	37 17.8	74 35.6	76 37.5
5	Provides basic physical facilities and AV aids	F %	13 6.3	12 10.1	49 23.6	84 40.4	41 19.7
6	Has the ability to show personal care and attention to students	F %	7 3.4	11 5.3	36 17.3	83 39.9	71 34.1
7	Invite parents for different functions organized for the grooming of their children	F %	12 5.8	15 7.2	36 17.3	77 37.0	68 32.7
8	Has the ability to deliver the desired services	F	12	11	58	69	58

	consistently	%	5.8	5.3	27.9	33.2	27.9
9	Demand extra fee for events such as parents day, recreation activities, etc.	F	43	46	40	58	21
		%	20.7	22.1	19.2	27.9	10.1
10	Invite parent for their feedback for setting academic goals.	F	13	19	32	70	74
		%	6.3	9.1	15.4	33.7	35.6

Table-3 shows the parents' perspectives on the education system of private educational institutions in Tehsil Wari, District Dir Upper. Their insights are as follows.

Regarding students' training for practical life, 11 parents (5.3%) strongly disagreed, 12 parents (5.8%) were indifferent, 64 parents (30.8%) agreed, and 110 parents (52.9%) highly agreed. Regarding the services promised at the time of admission, 6 parents (2.9%) severely disagreed, 18 parents (8.7%) disagreed, 20 parents (9.6%) were indifferent, 100 parents (48.1%) agreed, and 64 parents (30.8%) highly agreed.

Regarding the maintenance of updated student records, 9 parents (4.3%) severely opposed, 7 parents (3.4%) disagreed, 17 parents (8.2%) were indifferent, 103 parents (49.5%) agreed, and 72 parents (34.6%) highly agreed. Concerning the communication system, 11 parents (5.3%) severely disagreed, 10 parents (4.6%) disagreed, 37 parents (17.8%) were indifferent, 74 parents (35.6%) agreed, and 76 parents (36.5%) highly agreed. Opinions on basic physical amenities and audiovisual aids revealed that 13 parents (6.3%) severely disagreed, 21 parents (10.1%) disagreed, 49 parents (18.5%) were indifferent, 84 parents (40.4%) agreed, and 41 parents (19.7%) highly agreed. Concerning the capacity to offer personal care and attention to pupils, 7 parents (3.4%) strongly disagreed; 11 parents (5.3%) disagreed; 36 parents (17.3%) were indifferent; and 83 parents (39.9%) agreed And 71 parents (34.1%) strongly agreed.

Views on the invitation to various functions revealed that 12 parents (5.8%) strongly disagreed, 15 parents (7.2%) disagreed, 36 parents (17.3%) were neutral, 27 parents (37.0%) agreed, and 68 parents (32.7% highly agreed). Concerning intended service consistency, 12 parents (5.8%) severely disagreed, 11 parents (5.3%) disagreed, 58 parents (27.1%) were indifferent, 69 parents (33.2%) agreed, and 58 parents (27.1%) highly agreed.

Regarding the desire for additional funds for extracurricular activities, 43 parents (20.7%) severely opposed, 46 parents (22.1%) disagreed, 40 parents (19.2%) were indifferent, 58 parents (27.9%) agreed, and 21 parents (10.1%) highly agreed. Finally, in terms of setting academic objectives, 13 parents (6.3%) strongly disagreed, 19 parents (9.1%) disagreed, 22 parents (15.4%) were indifferent, 70 parents (33.7%) agreed, and 74 parents (35.6%).

5 Discussion and Conclusion

5.1 Perception of parents about the quality of education of private educational institutions

Table 2 depicts parents' perspectives on the education system of private educational institutions in Tehsil Wari, District Dir Upper. The primary goal of education is to prepare pupils for practical life. In this context, parents' views on the usefulness of private schools in preparing students for practical life were as follows: 11 parents (5.3%) strongly disagreed; 12 parents (5.8%) were indifferent; 24 parents (30.8%) agreed; and 110 parents (52.9%) highly agreed.

The provision of basic physical facilities and compelling audiovisual aids is critical for effective teaching and learning. Parents' responses to these elements revealed that 13 parents (6.3%) severely disagreed, 21 parents (10.1%) disagreed, 49 parents (18.5%) were neutral, 84 parents (40.4%) agreed, and 41 parents (19.7%) highly agreed.

Personal care and attention are vital since children come from a variety of backgrounds and have unique requirements. Opinions on institutions' abilities to give personal care and attention varied: 7 parents (3.4%) severely disagreed, 11 parents (5.3%) disagreed, 36 parents (17.3%) were indifferent, 83 parents (39.9%) agreed, and 71 parents (34.1%) highly agreed. A tranquil and accommodating environment is necessary for efficient teaching and learning. Parents' opinions of service consistency were as follows: 12 parents (5.8%) highly disagreed; 11 parents (5.3%) disagreed; 58 parents (27.1%) were indifferent; 69 parents (33.2%) agreed; and 58 parents (27.1%) strongly agreed.

Education is fundamentally a social activity designed to prepare adolescents for social integration. As a result, parents must be involved in the development of academic objectives and strategies. Regarding parental engagement in these processes, 13 parents (6.3%) severely disagreed, 19 parents (9.1%) disagreed, 32 parents (15.4%) were neutral, 70 parents (33.7%) agreed, and 74 parents (35.6% highly agreed).

According to Singh, (2016), holistic education seeks to provide students with the skills they need to live a successful and meaningful life. According to Idris et al., (2018), the right use of audiovisual aids may make the teaching and learning process more engaging and effective, therefore improving students' learning experiences. Jacobs & Renandya, (2019) argue that in a student-centered environment, instructors should function as facilitators, encouraging active learning and peer engagement rather than rote memorization.

Furthermore, Prasetyo et al., (2022) state that education tries to shape students into problem solvers, decision-makers, critical thinkers, and responsible citizens. Educational institutions are responsible for the whole development of students, influencing many parts of their life and contributing to the nation's economic, social, political, and cultural growth. Private educational institutions play an important role in this area (Qureshi & Kalsoom, 2022).

In contrast, Pakistan confronts several obstacles in providing high-quality education. Issues include the need to improve institutional standards and infrastructure, internationalize education, secure greater financial resources, reform regulations, assure fairness and quality, reduce political intervention, and address favoritism and profit-driven activities (Murtaza & Hui, 2021)

5.2 Perception of parents about the contribution of private sector in the promotion of education

Table 3 shows how parents perceive the education system of private educational institutions in Tehsil Wari, District Dir Upper. The findings suggest that parents are generally satisfied with different features of these schools.

Regarding student preparation for practical life, a sizable majority, 174 (83.7%), agreed that the institutions properly prepare students, whereas 22 (10.6%) disagreed and 12 (5.8%) were undecided. In terms of services promised at the time of admission, 164 (78.9%) of parents believed they were met, while 24 (11.6%) disagreed and 20 (9.6%) were ambivalent.

The maintenance of updated student data was seen positively by 175 (84.1%) parents, with 16 (7.7%) disagreeing and 17 (8.2%) indifferent. Parents were generally satisfied with the communication method, with 150 (73.1%) saying that it was successful, 21 (10.1%) disapproving, and 37 (17.8%) indifferent. When it came to basic physical infrastructure and audiovisual aids, opinions were mixed. While 125 (60.1%) believed that these resources were enough, 25 (16.4%) disagreed, and 49 (18.5%) remained undecided. Personal care and attention for students were likewise highly valued, with 154 (74.0%) believing that these were adequately supplied, compared to 18 (8.7%) who disagreed and 36 (17.3%) who were undecided.

In terms of invites to functions, 145 (69.7%) of parents thought they were handled effectively, whereas 27 (13.0%) disapproved and 36 (17.3%) were neutral. Regarding the consistency of requested services, 127 (61.1%) believed the services matched their expectations, whereas 23 (11.1%) disagreed and 58 (27.9%) were undecided.

Opinions on additional fees for extra activities were more polarized. In this case, 89 (42.8%) of parents opposed the introduction of such costs, while 79 (38.0%) agreed and 40 (19.2%) were neutral. Finally, 144 (69.3%) parents believed that they were sufficiently involved in setting academic goals, with 22 (15.4%) disagreeing and 32 (15.4%) indifferent.

In the context of human capital development, Goldin & Katz, (2020) underlines the critical role of private educational institutions in delivering excellent education to promote socioeconomic advancement. Similarly, Muralidharan & Sundararaman, (2015)) emphasize that private sector investment makes a substantial contribution to human capital development, with internships being especially important for national growth. A research in

Malaysia discovered no significant differences in educational quality between public and private institutions (Naidu & Derani, 2016). Furthermore, Australian research confirms similar findings, demonstrating that total educational quality, including curriculum quality and teacher abilities, is important for national growth (Hossain, 2023).

5.3 Conclusion

The study shows that parents in Tehsil Wari, District Dir Upper, hold generally positive views about the quality of education provided by private schools. Over half of the parents strongly believe these educational institutes adequately prepare students for future practical life, highlighting satisfaction with the academic training offered. Many parents also appreciate the personal care and attention their children receive from educators, which they see as an essential aspect of their child's growth. However, opinions become more divided when it comes to the availability of physical facilities and the consistency of services provided by these schools. While some parents feel

actively involved in setting academic goals for their children, others expressed more neutral or even negative responses, indicating room for improvement in parental engagement and communication.

In conclusion, private schools in Tehsil Wari are largely viewed favorably by parents, especially in terms of educational quality and student care. However, there remain areas that require attention and improvement, particularly in maintaining consistent service delivery and enhancing the availability of essential physical facilities. Additionally, schools could benefit from fostering stronger parental involvement, ensuring that a broader range of parents feel actively engaged in their child's education. By addressing these concerns, private schools can better meet the expectations of the parents, community and further enhance their overall reputation.

5.4 Recommendation

- 1) The study identifies some beneficial effects of private sector engagement, it suggests that further research is needed to investigate the Pakistani education system at large scale.
- 2) Qualitative research might provide a more in-depth knowledge of respondents' experiences and viewpoints, offering nuance insights into the issues they face. Furthermore, analyzing the disparities and challenges caused by the private sector in the educational process would be critical for their development.
- 3) Furthermore, perception of Teachers and student should also be recorded and analyzed to get useful insights for future planning and policy formulation.

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