

A Comparative Study of the Facilities of Co-Curricular Activities Provided by the Government and Private High Schools of Peshawar

Said Qasim

Geography Department, University of Balochistan Quetta, Pakistan.

Muhammad Qasim

Economics department at Post graduate, college Charsadda, KPK, Pakistan.

Abstract

Due to growing population, the private sector in education is also contributing to educate the masses in Pakistan. With growing competition between the government and private sector, there is also a growing concern that the private schools do not give importance to co-curricular activities. A total sample size of 175 schools was selected with 132 from private and 43 from government high schools for boys, through proportional sampling methods and finally surveyed through simple random sampling technique. Questionnaire and personal observations were carried out to collect the data. The school heads were selected as respondents. Chi square tests and Priority Index were used for analyzing data. Results showed that the private schools were giving more importance to literary activities than physical activities. The government schools had trained teachers, open space and enough equipment for sports as compared to private schools. This study recommends the concerned authorities to ensure registration of the private schools based on the provision of facilities for co-curricular activities.

Key words: Education; Co-curricular activities; High schools; Peshawar

Introduction

Aristotle's emphasis on both mental and physical education was very clear through his saying of "a sound mind in a sound body". Thus education is a continuous and life-long process; and should contribute not only to the mental but also to the physical capabilities of the students. The previously called "Extra-curricular activities" have rightly been replaced by "Co-curricular activities". The physical activities refresh the students after mental harwork. The students participating in these activities have not only good physical health but they have also proved to be good in their academic grades compared to those students who don't participate in these activities (Bashir and Hussain, 2012). Participation in co-curricular activities (CCAs) enhances student's abilities as they are reinforced by their own success (Simons-Morton et al., 1999). These activities are now much emphasized by educationists because of the availability of full time professional teachers, school rooms, time, equipment and materials (Mukesh, 2013). Two types CCAs i.e, physical (games, athletics and physical training) and literary (debates, drama speeches) are valued in our educational institutions (Bashir and Hussain, 2012). However, the CCAs are sub-divided in to literary, physical development, aesthetic and cultural, civic, social welfare, leisure and excursion (Gajjar, 2014).

With growing population, the government sector is feeling difficulties in provision of free and less costly education to all the citizens (Ali et al., 2010). Therefore, to accomplish the educational requirements of the growing population, the private sector is contributing to a great extent. The private schools are not financed by the state but are fully owned by a person or an organization and they take monthly, per semester or annual fee. The owners of these private institutions pay annual registration fee to the government. With the growing competitions among the private and government schools, there arises the question of quality education that caters the needs of the students. The private schools offer more co-curricular activities to the students than the government schools (Karim et al., 2011). According to Ali et al. (2010), there were 292 government high schools and 890 private high schools in Peshawar in 2010. Majority of the people prefer the private institutions because of the English language instruction system provided by them. However, majority of these private institutions are supposed to lack enough space for play grounds, trained teachers and sports items. Most of the private School teachers are under graduates and untrained (Karim et al., 2011). In view of the above, this study was concentrated upon the investigation of the "comparative study of the facilities of the co-curricular activities provided by the government and private high schools for boys in district Peshawar". The study was based on the six alternate hypotheses given below

H_{A1}. There is significant difference between the academic qualification of the heads of the private and government high schools for boys.

H_{A2}. There is significant difference between the private and government high schools heads for boys in their professional teacher training achievements.

H_{A3}. There is significant difference for arranging classes per week for the government and private high schools

for boys.

H_{A4}. There is significant difference between the private and government high schools for boys in the availability of open spaces for sports grounds.

H_{A5}. There is significant difference between the private and government high schools for boys in the availability of sports equipments.

H_{A6}. There is significant difference between the private and government high schools for priorities given to the various types of CCAs.

Methodology

Peshawar was selected as the study site, because it is the capital city of Khyber Pakhtunkhwa, providing an extensive network of private and government schools for educating the people. The district has an area of about 1,257 sq km, located between 33° 44' to 33° 15' north latitude and 71° 22' to 71° 42' east longitude. It has an elevation of about 1173 feet (358 meters) above sea level. The climate of the study area is extreme i.e., hot and dry summers and cold winters. The study was delimited to high school for boys only. The survey was carried out during 2013. As stated in the introduction section, there were 1,184 schools in district Peshawar. We used the Yamane (1967) formula to calculate the sample size. The equation gave a size of 175 with 7% error of acceptance. We used proportional sample size for selection of private & government schools. Therefore, we selected a total of 175 schools, 43 from government and 132 from private sector (Table 1). The high schools were selected because students studying at these levels are more enthusiastic and energetic for various CCAs. A standard questionnaire was constructed for the heads of the schools of both sectors. Besides this, personal observations were also carried out to check the existence of play grounds and sports items in the schools. Simple random sampling was used for to select the schools from both the sectors. The data collection was a tedious job and we hired five students of Peshawar University to support us in data collection. The students were properly trained before the field survey. SPSS version 16 was used for analysis of data. Chi square tests and priority index (PI) were used for the analysis.

Table 1: Proportional sample size for government & private schools

School	Population	Sample size
Private	892	132
Government	292	43
Total	1,184	175

Results and discussions

Results showed that majority of the heads of the private schools had their highest qualifications as B.A (Bachelor of Arts) or B.Sc (Bachelor of Science) as compared to the heads of the government schools that had their highest qualifications as M.A (Master of Arts) or M.Sc (Master of Science). The chi square test showed significant differences between the qualification of government and private schools (Table 2). Therefore the hypothesis that there is a significant difference between the academic qualification of the government and private high school for boys is accepted. This may be because there is a proper selection process for teachers in the government schools and the private schools are made for financial benefits by the private owners, who try to employ low salary teachers.

Table 2: Educational qualification of the heads of both private and government school

School type	B.A/BS.c	M.A/MS.c	Total
Government	9 (20.9%)	34 (79.1%)	43 (100.0%)
Private	62 (47.0%)	70 (53.0%)	132 (100.0%)
Total	71 (40.6%)	104 (59.4%)	175 (100.0%)

Source: Field Survey, Pearson chi-square = 9.12 ($p=0.003$)

We also tried to compare both sectors based on the professional trainings attained by the school heads. The results showed majority of the heads of the private schools had attained primary teaching certificates (PTC), and Bachelors of education (B.ed), as compared to the government schools heads. The majority of the government school heads had attained higher training certificates such as masters of education (M.ed), B.ed and fewer teachers had attained CT (Certificate of Teaching) and PTC. Therefore, the hypothesis that there is significant difference between the professional trainings attained by the heads of both the sectors is accepted (Table 3). This may be because the concerned authorities have no proper rules and regulations for owners, opening a private school.

Table 3: Professional Teaching Certificates attained by the school heads

School type	PTC	CT	B.ed	M.ed	Total
Government	1 (2.9%)	2 (5.7%)	12 (34.3%)	20 (57.1%)	35 (100.0%)
Private	51 (60.7%)	7 (8.3%)	26 (21.8%)	12 (14.3%)	78 (100.0%)
Total	8 (7.1%)	12 (10.6)	37 (32.7%)	56 (49.6%)	113 (100.0%)

Source: Field Survey, Pearson chi-square = 39.53 ($p=0.000$)

Results also showed that majority of the private schools had arranged one class per week for CCAs as compared to the government schools who had arranged two classes per week. Therefore the hypothesis that there is significant difference for allocation of classes per week for the government and private high school is accepted (Table 4). This may be because the private schools had more emphasis on the literary activities than physical activities.

Table 4: Allocation of classes by the government and private schools for CCAs

School type	One class per week	Two classes per week	Total
Government	30 (69.8%)	13 (30.2%)	43 (100.0%)
Private	111 (84.1%)	21 (15.9%)	132 (100.0%)
Total	141 (80.6%)	34 (19.4%)	175 (100.0%)

Source: Field Survey, Chi-square = 4.25 ($p=0.039$)

Results also showed that majority of the government schools had an open ground for various sports activities as compared to the private schools. Therefore the hypothesis that there is significant difference between the private and government high schools for boys in the availability of open spaces as sports grounds is accepted (Table 5). This may be because majority of the heads of the private schools give emphasis on literary activities only.

Table 5: Provision of open spaces (sports grounds) for CCAs

School type	Yes	No	Total
Government	32 (74.4%)	11 (25.6%)	43 (100.0%)
Private	65 (49.2%)	67 (50.8%)	132 (100.0%)
Total	97 (55.4%)	78 (44.6%)	175 (100.0%)

Source: Field Survey, Chi-square = 8.32 ($p=0.004$)

Regarding availability of sports equipments, most of the government schools had the availability of sports items as compared to private schools. Therefore the hypothesis that there is significant difference between the private and government high schools for boys in the availability of sports equipments is accepted (Table 6). This may be because most of the private schools had no open spaces for sports activities and thus no sports equipments.

Table 6: Provision of equipments for CCAs

School type	Yes	No	Total
Government	26 (60.5%)	17 (39.5%)	43 (100.0%)
Private	50 (37.9%)	82 (62.1%)	132 (100.0%)
Total	76 (43.4%)	99 (56.6%)	175 (100.0%)

Source: Field Survey, Chi-square = 6.74 ($p=0.009$)

To compare all the types of CCAs in both the government and private high schools, we asked the priorities of both the private school heads (Table 7) and government school heads (Table 8) about all types of CCAs. Then we calculated the priority indices for each type of CCA and also ranked them according to the formula given by Mia (1993). The priority indices were then compared through excel program (Figure 1). The results showed that the private schools gave emphasis to literary and civic development activities. The government schools gave more importance to excursion, leisure time, social and physical development activities. The results indicate that the government schools were providing more opportunities of CCAs to the students than the private schools. This may be because the government schools had sport facilities and open grounds for different sports activities.

Table 7: Priority given by private high school for boys to different CCAs

Priority	Literary	Physical development	Aesthetic & cultural	Civic development	Social welfare	Leisure time	Excursion
	Frequency						
Most important	39	34	10	08	10	0	22
Very important	16	20	12	23	13	0	13
Important	16	23	03	13	11	0	9
Least important	02	05	01	01	02	0	1
Not important	0	0	0	0	0	0	0
Total	73	82	26	45	36	0	45
Priority index	0.82	0.75	0.80	0.90	0.93	0	0.81
Rank	3 rd	6 th	5 th	2 nd	1 st		4 th

Note: For calculating priority index for CCAs we allocated a value of 1.0 for the most important responses, 0.75 for the very important, 0.50 for important, 0.25 for the least important and 0.00 for not important responses, respectively.

The formula for calculating priority index is as follows $I = \sum S_i f_i / N$

Where, I = Priority index such that $0 \leq I \leq 1$

S_i = Scale value at the i th priority

f_i = frequency of i th priority

N = total no. of observations

Table 8: Priority given by govt high school for boys to different CCAs

Priority	Literary	Physical development	Aesthetic & cultural	Civic development	Social welfare	Leisure time	Excursion
	Frequency						
Most important	04	18	07	04	03	02	04
Very important	01	05	06	12	08	03	05
Important	10	03	03	05	04	01	02
Least important	06	01	05	06	03	0	01
Not important	0	0	0	08	0	0	0
Total	21	27	21	35	18	06	12
Priority index	0.54	0.87	0.68	0.48	0.65	0.79	0.75
Rank	6 th	1 st	4 th	7 th	5 th	2 nd	3 rd

Note: For calculating priority index for CCAs we allocated a value of 1.0 for the most important responses, 0.75 for the very important, 0.50 for important, 0.25 for the least important and 0.00 for not important responses, respectively.

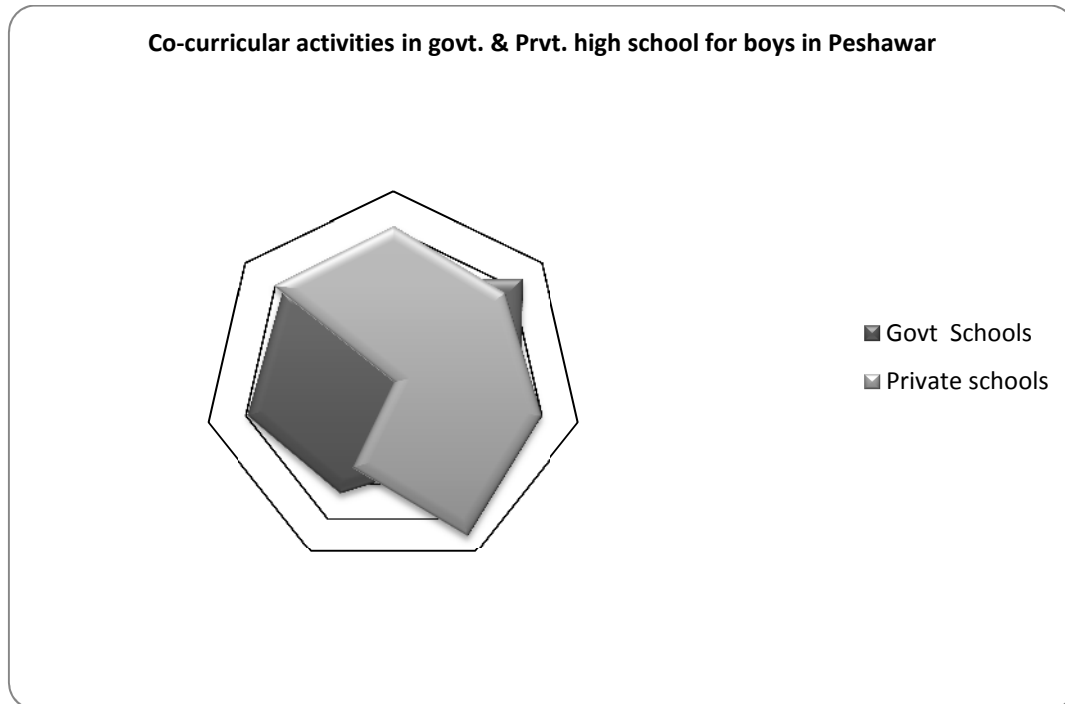


Figure 1: Comparison of CCAs in Private and Govt. Schools in Peshawar

Conclusions and recommendation

This study provides useful policy recommendations for the concerned authorities to ensure provision of co-curricular activities in private schools in Peshawar district. The results showed that school heads of the government schools were more qualified and had also attained professional training certificates as compared to the private schools. The government schools had wide open grounds for different sports activities, whereas majority of the private schools had no such open space. Majority of the government schools had sports items for different games, compared to private schools. Although CCAs were provided by both these sectors, but the private schools were giving more importance to literary activities than physical activities. The study recommends the concerned authorities to accept registration of private schools on the basis of open space, trained teachers and sport items availability in their schools. The heads of private schools should be bound to have attained at least B.A/B.Sc and B.ed so that they may be well aware of the school organization and management.

References

- Ali, Z. Ali, A and Ghani, F. (2010). Expansion of Private Public Schools in Khyber Pakhtunkhwa and Policy Imperatives: A Case Study of Peshawar. Retrieved April 28, 2013 from http://www.qurtuba.edu.pk/thedialogue/The%20Dialogue/5_4/Dialogue_October_December2010_390-401.pdf
- Bashir and Husain (2012). The Effectiveness of Co-curricular Activities on Academic Achievements of Secondary School Students in District Abbottabad Pakistan - A Case Study. *Journal of Education and Practice*, Vol 3, No 1. pp. 44-49.
- Gajjar, N.B. (2014). Co-Curricular Activities and Value Educatio. *International Journal of Research in all Subjects in Multi Languages*. Vol. 2. pp. 12-15.
- Karim, R. Lodhi, F and Usman, M. (2011). Facilities of Government & Private Secondary School Teachers of Karachi, Pakistan: A comparative Analysis. *International Journal of Academic Research in Business and Social Sciences*, Vol. 1. Special Issue. pp. 193-202.
- Miah, A. Q. (1993). *Applied statistics: a course handbook for human settlements planning, division of human settlements development*. Bangkok, Thailand.
- Mukesh, K. (2013). Role of a Teacher In Organizing Co-Curricular Activities In School. *Golden Research Thoughts*. Vol. 3. pp.1-4.
- Simons-Morton, B. Crump, A. Haynie, D and Saylor, K. (1999). Student-school bonding and adolescent problem behavior. *Health Education Research*, Vol. 14. No.1. pp. 99-107.