

A Comparative Study of Public Versus Private Primary Schools, An Evidence From Azad Kashmir (Pakistan Administrative Kashmir)

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Abstract

This is a comprehensive study to compare the performance, achievements and effectiveness of government versus private primary schools in rural areas of Azad Jammu & Kashmir. Different measures, focusing on overall performance were taken for this comparison. To check the performance of both public and private schools, a survey was conducted through questionnaires for four stakeholders, Head Master, Teachers, Parents and Students. The predominant findings show that Private schools perform better than public schools in maximum measures of performance except a few which have been taken in this study, but both public and private schools in Azad Jammu & Kashmir face a number challenges. Both sectors still deprive of quality of human and material resources for the provision of standard education.

Keywords: Private Schools, Public School, Performance, Comparison, and AJ&K

1. Introduction

1.1 Primary Education

Education is a key in human capital formation. Quality of human resources depends upon the quality of education of a country. Sustainable economic development needs skilled manpower which is raised through productivity and efficiency of individuals that is only possible through education (Z. Nasir and H. Nazli 2010). Illiteracy is a main barrier to economic development. 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 at primary level to improve the quality of education. Expanding access to primary schooling is a widely accepted priority in the fight against poverty (H. Alderman et al. 2001). It is first stage of compulsory education, establishes the academic foundation of students and regarded as a fundamental right of all human beings.

Primary education is highly correlated with institutions and the institutions are categorized into public and private schools. The world has become more and more competitive now. The whole education system of the world rotates around academic achievements of the students. Parents desire for high level of achievements of their children in education. These desires put a pressure on both public and private schools and make them competitive. The question is which sector is more effective and efficient in this competition, how and where?

1.2 Public VS Private primary Schools –Which one is performing better

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 schools on the basis of school attendance (S. Watkins 2006).

As in the comparative study, the researchers compared the performance of public and private schools by taking different measures and factors linked to the schools performance. 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). At the Kindergarten level the private schools have an advantage in job satisfaction as they are more satisfied by their status and reputation than those of public kindergarten teachers even they have rather than low salaries (E. C. Papanastasiou and M. Zembylas 2005).

Private schools are not out performed in developed countries even in poor areas of developing countries. A survey was conducted in a poor area of Logos State, Nigeria and it was found that 75% children were enrolled in private schools, while the teaching activities were higher in private schools as compared to public schools (J. Tooley et al. 2005). Mostly in developing countries, the public sector plays a main role for the provision of education; even education is largely publicly provided. 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 school has an advantage of better performance as compared to public school (A. S. Bedi and A. Garg 2000).

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 are 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 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).

1.3 Azad Kashmir and Its Public versus Private Schools Education System

All Jammu &Kashmir is disputed State between Pakistan and India. Azad Jammu and Kashmir abbreviated AJ&K is an area under the control of Pakistan, a part of former princely state of Jammu and Kashmir. This area was ceased to exist in 1947 as a result of Kashmir war. AJ&K has a total area of 5134 Square Miles (13297 Square Kilometers) with 4.09 million populations (AJ&K Government 2014, I. S. Malik 2002).

The AJK Primary education system is categorized into three kinds of school, Public, Private and Deeni Madrasas. Deeni Madrasas are concentrated in religious education and most of them are privately managed (M. A. Sheikh 2007). The private schools are self-sustaining; depend on fee paid by students. The majority of them do not get any financial support from either the government or private agencies. The general schooling system in AJ&K is designed, as in Pakistan, into pre-schooling two years, primary level five years, Middle level three years, Secondary level two years, and higher secondary two years.

Education has been a priority of the Government of Azad Kashmir. 30 percent of the total recurring budget, beside 7 percent of the entirety development budget is billed to this sector. The literacy rate in Azad Kashmir is

65 percent. Primary school enrollment for boys is 98 percent and 89 percent for girls as compared to a national rate of Pakistan. AJK is better in education than other province of Pakistan in spite of huge damage caused by earthquake 2005 (AJ&K Planning & Development 2013), (National Report 2013). Private schooling in AJK has got a prominent position in the provision of primary education as they absorbed a large share of school aged children. The table A indicates, the enrollment in private schools is increasing gradually as it has been increased from 32.9% - 37.4% from year 2011 to 2013 (ASR 2011-13). Whereas the enrollment in the public schools has been decreasing frequently after establishment of private schools.

Table A: Percentage of Enrollment in Public and Private Schools (AJ&K) and the Children Outside of Schools.

Years	Total Enrolled	Public	Private	Madras	Others	Out of School	Total
2011	89.7	65.5	32.9	1.4	0.2	10.3	100
2012	92.5	64.1	35.5	0.6	0.3	7.5	100
2013	94.8	61.4	37.4	1	0.2	5.2	100

Source: ASER 2011-13

2. Objective and Motivation

A large share of all school going children is absorbed by Private schools at primary level in Azad Jammu & Kashmir rural area. Trend to send the children in private schools is increasing steadily even poorest parents want to send their children to private schools. What facts on the ground, why parent prefer private schooling, whether there is a gap in performance of public and private schools, this study have been conducted to compare the public versus private schools by taking maximum measures of performance. Main purpose of this study is to compare the performance of public and private schools in Azad Kashmir by taking, head teachers and teachers job satisfaction, cooperation of higher authorities with H/Ts, school administration and management, availability of physical facilities, maintenance of school record, vision of teachers for good teaching, assignment of homework, planning of co- curricular activities, performance of students, parents and students satisfactions as measures of performance. Up till now I could not find any published research related to the above concept locally specially AJ & K this also put stimulus in me to do this research.

3. Research Methodology

This study was designed to compare the performance of public versus private education system in Azad Kashmir at primary level, focusing on desirable indicators as described above. To accrue the information regarding to the variables of this study, a survey was conducted. A closed ended questionnaire with choice in five point Likert scales was constructed for four stakeholders, Head teacher, Teachers, Students and Parents to perceive the situation in their schools. The respondents were asked to answer the questions by scoring 1 to 5, indicating 1 strongly disagrees and 5 strongly agree respectively.

Azad Kashmir is administratively divided into three divisions, Ponch Muzaffarabad and Mirpur. A sample of 20 Governments and 15 private schools from each division total 60 schools from the public sector and 45 schools from the private sector were chosen at random. The respondents were selected randomly from each school for the survey.

After collecting data the independent sample t- test was applied to evaluate the score on different performance indicators to check the significance. Moreover to strengthen and clarification of the decision we applied a graphical technique to compare the average score for each performance indicator.

4. Empirical Analysis and Results

Table 1: Comparison of job satisfaction of Head Teachers/Principals

Sr. No.	Measures of job satisfaction	N		Mean		Standard Dev.		T test		
		Public	Private.	Public.	Private	Public	Private	df	t	Sig
1.	How satisfactions do you find by your job as H/T	60	45	4.3000	3.8889	0.8497	1.4337	66.78	1.71	.00
2.	How satisfactions do you find by your governing body in discharge of your duty	60	45	2.7500	3.9556	1.6011	1.4294	99.83	-4.06	.02
3.	How satisfactions do you find by higher authorities' consultation to you in case of new appointments or transfer of teachers	60	45	2.5833	4.2667	1.4531	1.0313	102.7	-6.94	.00
4.	How satisfactions do you find by the reputation of your school in society	60	45	3.1833	4.4444	1.1570	.84087	102.91	-6.46	.00
5.	How satisfactions do you find by your teaching staff	60	45	3.0667	4.5333	1.5608	.81464	93.16	-6.23	.00

Table 1 reveals that there is a statistically significant difference in all measures of job satisfaction of H/Ts, at $\alpha=0.05$ level of significance. The higher mean score value of public schools H/Ts in first row indicates that Public school H/Ts are more satisfied with their job by working as H/Ts as compare to private schools H/Ts. While private school H/Ts are more satisfied by governing body and by higher authorities' cooperation with them, the reputation of their school in society and by their teaching staff as compare to public school's H/Ts.

Table 2: Comparison of Job Satisfaction of Primary Teacher

Sr. No.	Measures of job satisfaction	N		Mean		Standard Dev.		T - test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	How satisfactions do you find by your job as a primary teacher	60	45	4.1833	2.8667	1.1715	1.6039	77.056	4.654	.00
2.	How satisfaction do you find by your monthly salary	60	45	3.1333	2.0000	1.4551	1.1677	102.493	4.425	.00
3.	How satisfaction do you find by teaching favorite subjects	60	45	3.2667	4.3111	1.3001	.70137	94.575	-5.282	.00
4.	How satisfactions do you find by the reputation of your status in society	60	45	3.2833	3.3778	1.2086	1.4188	85.940	-0.359	.13

Table 2 reveals that there is a statistically significant difference in first three measures of job satisfaction, as t values are significant at $\alpha=0.05$. While there is no significant difference in last one measure, reputation of teachers in society. The result shows that public school teachers are more satisfied by their job and monthly salary as compared to private school teacher's, while in third row private school's teachers are more satisfied by teaching their favorite subjects.

Table 3: Comparison of School Administration and Management

Sr. No.	Measures of school administrations	N		Mean		Standard Dev.		T - test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	You accept pressure regarding to school supervision	60	45	1.8167	2.0000	1.1122	1.1677	103	- .818	.22
2.	You delegate your power if needed.	60	45	3.3000	2.7111	1.2927	1.1798	103	2.397	.51
3.	You consult with your teachers about school administration and management.	60	45	3.0167	4.2889	1.6823	1.0362	99.609	- 4.774	.00
4.	You arrange meetings with school staff and parents	60	45	2.2167	3.8667	1.2086	1.3751	87.780	- 6.405	.04
5.	The timetable is adjusted after consultation with teachers	60	45	4.4500	4.5778	.76856	0.7226	103	- .865	.64
6.	You check the performance of teachers on a regular basis	60	45	2.9333	4.2000	1.4942	1.0574	102.699	- 5.085	.00
7.	You write an order in school's order book.	60	45	3.6667	4.5556	1.2305	0.6590	94.271	- 4.759	.00
8.	You array award for the best teachers in your school	60	45	2.4167	4.2222	1.4057	1.1459	102.241	-7.24	.02

In table 3 there is no statistically significant difference at first, second and fifth measure of school administration mentioned in this table while statistically significant difference in all others, as t values are significant at $\alpha=0.05$ for these measures of school administration. The high values of mean score of these indicators reveal that private schools are performing better in these measures of school administration.

Table 4: Comparison of Teacher's Vision for Good Teaching

Sr. No.	Measures of Teacher's Vision	N		Mean		Standard Dev.		T test		
		Public	Private	Public	Private	Public	Private	df	t	sig
1.	You do lesson planning before teaching class.	60	45	3.3333	4.1778	1.3105	0.9837	102.999	- 3.772	.00
2.	You use audio visual aids to teach your class	60	45	2.2833	4.0444	1.2900	0.9989	102.877	- 7.883	.01
3.	You assign homework according to schedule	60	45	3.2333	4.3111	1.4305	0.7926	95.690	- 4.916	.00
4.	You check and assign marks for homework	60	45	3.8833	4.6222	1.0430	0.6138	98.039	- 4.539	.03
5.	You arrange a class test regularly	60	45	3.8667	4.6000	1.0964	0.4954	86.862	- 4.593	.02
6.	You complete the course in time	60	45	4.6167	4.6667	0.4903	0.4767	96.303	- .525	.29

Table 4 reveals that there is a statistically significant difference in first five measures of performance as t values are significant at $\alpha=0.05$. It is clear from the result that the private school teachers have good vision for teaching as compared to public school teachers while there is no significance difference in 6th measure of performance mentioned in this table.

Table 5: Comparison of Co-Curricular Activities Planned in Both Schools

Sr. No.	Measures of co-curricular activities	N		Mean		Standard Dev.		T test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	Co-curricular activities are organized on a regular basis	60	45	2.4333	3.7333	1.22636	.15832	83.580	-4.748	.00
2.	The students take an active part in co-curricular activities	60	45	2.8500	4.4000	1.17639	.57997	90.668	-8.870	.00
3.	The students are rewarded for the better performance in co-curricular activities	60	45	2.5167	4.4889	1.20016	.96818	102.415	-9.314	.00
4.	The physical training (PT) period is regularly held in the playground	60	45	3.6000	4.2889	1.16735	.94441	102.369	-3.340	.02
5.	The games are regularly organized in the school's playground	60	45	2.2333	4.4000	1.31956	.96295	102.940	-9.726	.00
6.	You celebrate, teacher day parent's day and National day in your School	60	45	3.2500	4.2667	1.37317	.83666	99.255	-4.690	.00

Table 5 shows that there is statistically significant difference in all measures of co-curricular activities planned in both public and private schools. The values of t for all these measures mentioned in above table are significant at $\alpha=0.05$. It is clear from the result that Co-curricular activities planned in private schools regularly as compared to public schools.

Table 6: Comparison of Maintenance of School Record

Sr. No.	Measures of Maintenance of school record	N		Mean		Standard Dev.		T test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	The student's attendance register is properly maintained	60	45	4.7167	4.5111	0.4544	0.5486	84.285	2.042	.00
2.	The teacher's attendance register is properly maintained.	60	45	4.5500	4.2444	0.5944	0.4346	102.948	3.042	.00
3.	Admission register is properly maintained	60	45	4.6167	3.8444	0.5848	1.0861	62.996	4.322	.00
4.	The log book register is properly maintained	60	45	4.3833	2.6222	0.8252	1.3699	67.4830	7.646	.00
5.	The store Stock register is properly maintained	60	45	4.3500	3.7111	0.7324	1.2544	66.1490	3.049	.00
6.	A diary / Dispatch register is properly maintained	60	45	4.1667	3.6889	1.02786	1.2581	83.478	2.080	.00
7.	Visitor's book is properly maintained	60	45	2.1667	2.7556	1.1813	1.3842	86.048	-2.295	.00
8.	A report regarding the personal files of the teachers is properly maintained.	60	45	4.0000	2.4889	1.0251	1.1989	86.162	6.795	.00
9.	Daily register is properly maintained	60	45	2.5500	2.4444	1.2409	1.5159	83.593	0.381	.12
10.	The progress report register is properly maintained	60	45	2.1167	1.6889	1.0750	.8208	102.956	2.312	.79
11.	Result register is properly maintained	60	45	4.6500	4.6889	.4809	.4681	96.253	-0.416	.40
12.	Leave register is properly maintained	60	45	2.2500	2.0667	1.0676	1.0090	97.595	0.899	.27

Table 6 reveals that there is statistically significant difference between two groups of public and private schools for the first eight measures of maintenance of school record as t value for all these measures is significant at $\alpha=0.05$. It is clear from the result that public schools maintain the school record proper way as compared to private schools in this case while there is no statistically significant difference in the last four measures mentioned in this table.

Table 7: Comparison of Availability of Physical Facilities

Sr. No.	Measures of school facilities	N		Mean		Standard Dev.		T test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	The school building is standard, neat, clean, airy and with boundary wall.	60	45	2.5667	4.1778	1.39450	1.11373	102.560	-6.579	.00
2.	Electricity facility, sufficient fans, tube light and the bulb are originated	60	45	2.4833	4.4222	1.34658	0.83907	99.973	-9.053	.00
3.	Furniture (desks, chairs) is accordingly to need	60	45	3.2833	4.4667	1.31602	0.62523	89.041	-6.106	.00
4.	The school has separate staff room and office	60	45	2.4333	4.2889	1.53343	1.14062	102.997	-7.110	.00
5.	Classrooms are enough, according to number of students	60	45	2.2833	4.5333	1.29001	.72614	96.328	-11.328	.00
6.	Drinking water, water tank, water tape and washrooms according to need	60	45	2.5000	3.9333	1.64162	1.32116	102.451	-4.954	.00
7.	Black board, white board, and audio visual aids are sufficient	60	45	2.9333	4.3778	1.26044	-7.055	101.565	-7.055	.00
8.	Computer lab. and library is existing	60	45	1.6167	1.6889	.52373	.46818	99.794	-.743	.056
9.	Availability of playground	60	45	1.9167	1.6444	1.10916	0.88306	102.601	1.400	.58

Table 7 reveals that there is statistically significant difference between two groups of Public and Private schools for availability of physical facilities in first seven measures of school facilities mentioned in this table. The values of t for all these measures are significant at $\alpha=0.05$. The result shows that private schools have better availability of physical facilities as compared to public schools except the last two measures where there is no statistically difference between two groups of schools.

Table 8: Comparison of Academic Achievement of Students

Sr. No.	Measures of performance.	N		Mean		Standard Dev.		T test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	Mathematics	60	45	2.7167	3.1111	1.0099	1.4177	75.690	-1.588	.00
2.	General Science	60	45	2.5333	3.7333	1.0328	1.4206	76.797	-4.795	.00
3.	English language	60	45	3.5000	4.4889	1.0814	0.5055	88.334	-6.233	.00
4.	Urdu language	60	60	4.0833	3.1111	0.7874	1.4805	4.001	6.551	.00

Table 8 reveals that there is statistically significant difference between the academic achievement of Public and Private school's students in four major subjects. The value of it is significant is at $\alpha=0.05$ for all subjects. The higher mean score value of private schools in first three subjects reveals that private school's student performing better as compared to public school's student, while in last subject (Urdu) public school student performing better than private schools as perceived by teachers.

Table 9: Comparison of Parent's Satisfaction

Sr. No.	Measures of Satisfaction	N		Mean		Standard Dev.		T test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	How do you satisfy by the educational standard of schools	60	45	2.3833	4.3333	1.10610	0.8257	103	-10.343	.029
2.	How do you satisfy by school administration and management	60	45	2.9667	4.3556	1.35255	0.9571	102.699	-6.159	.00
3.	How do you satisfy with the teacher's performance	60	45	2.4333	1.9333	1.04746	0.6875	101.391	101.391	.00
4.	How do you satisfy by the result of your child	60	45	2.7833	4.1556	1.24997	0.9759	102.811	-6.316	.00
5.	How do you satisfy by medium of instruction	60	45	2.4333	4.4667	1.04746	0.7567	102.881	-11.546	.02
6.	How do you satisfy by arrangement of teacher's parents' meeting	60	45	2.7167	4.4889	1.32884	0.7268	95.155	-8.734	.00
7.	How do you satisfy by arrangement of co-curricular activities planned in the school	60	45	2.5167	4.3333	1.21421	0.7977	101.412	-9.233	.00
8.	How do you satisfy by the facilities available in school	60	45	3.4667	3.0222	1.35880	1.1772	103.000	1.755	.16
9.	How do you satisfy by the conduct of examination	60	45	4.3500	4.3111	.81978	.51444	103	.279	.780

Table 9 reveals that there is a statistical difference between first seven different measures of parent satisfaction, the values of t are significant at $\alpha=0.05$. It is evident that parents of private school's children are more satisfied regarding to these measures of satisfaction. While there is no statistically significant difference in the last two measures of parent satisfaction mentioned in this table.

Table 10: Comparison of Student Satisfaction

Sr. No.	Measures of satisfaction	N		Mean		Standard Dev.		T test		
		Public	Private	Public	Private	Public	Private	df	t	Sig
1.	How do you satisfy by the cooperation of your teacher with you	60	45	3.1667	4.5778	1.2235	0.6211	91.955	-7.707	.00
2.	How do you satisfy by teaching method of your teacher	60	45	2.6333	4.6889	1.1784	0.4681	81.600	-12.281	.00
3.	How do you satisfy by the facilities available in school	60	45	3.2667	2.3778	1.3637	1.2843	103	3.388	.13
4.	How do you satisfy by your encouragement through competitions	60	45	2.5167	4.2667	1.2142	0.8893	102.956	-8.524	.00
5.	How do you satisfy by co-curricular activities organized by school administration	60	45	2.7333	4.3556	1.2870	0.7120	95.629	-8.227	.00
6.	You go to school happily	60	45	3.6667	4.5111	1.2577	0.5055	82.050	-4.717	.00
7.	You want to change your school	60	45	2.8333	2.1556	1.5312	1.1862	102.874	2.555	.00

The table 10 reveals that there is a statistical difference in all different measures of student satisfaction, except third one. The values of t are significant at $\alpha=0.05$. It is evident from results that students belong to private schools are more satisfied as compare to public school students regarding to these measures of student's satisfaction mentioned in the table.

To support and clarification of the above results of all tables 1-10, ten figures were also drawn graphically comparing the mean score of each measure of performance by taking performance indicators on X-axis and average score of each measure on Y-axis.

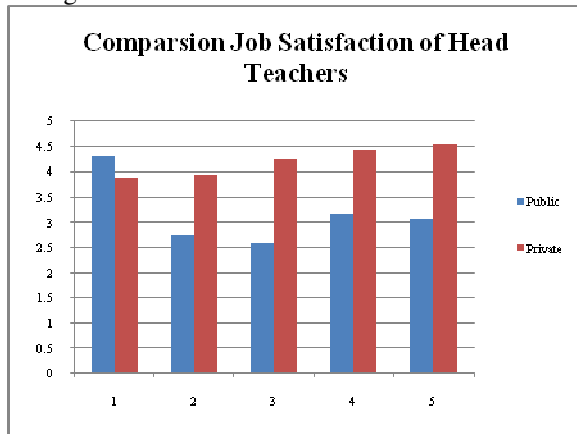


Figure: 1

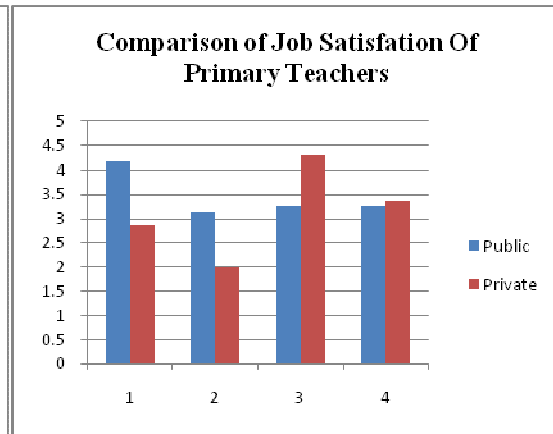


Figure: 2

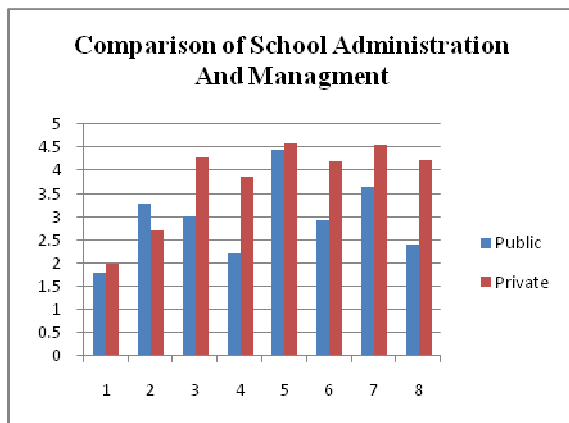


Figure: 3

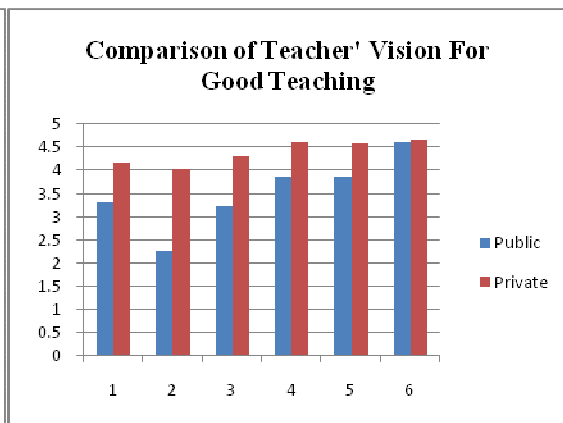


Figure: 4

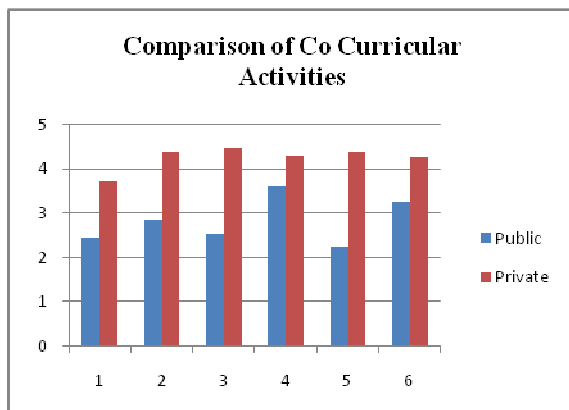


Figure: 5

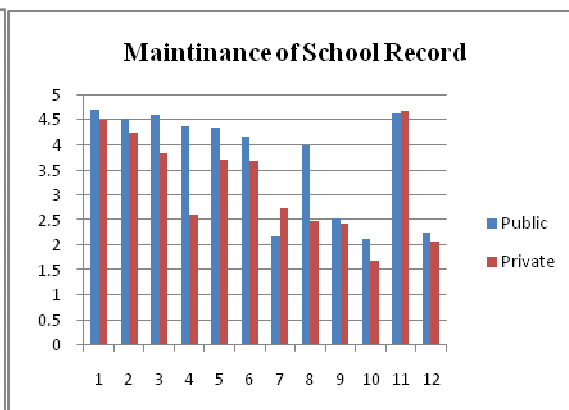


Figure: 6

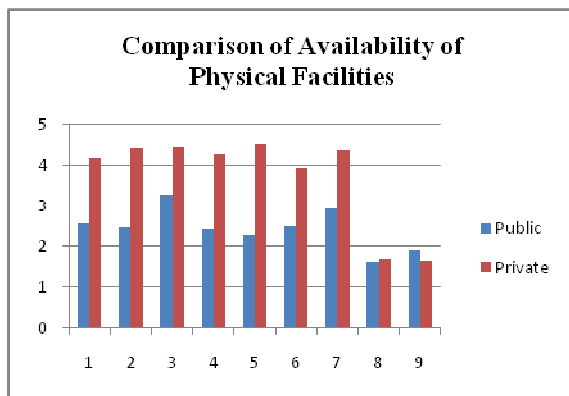


Figure: 7

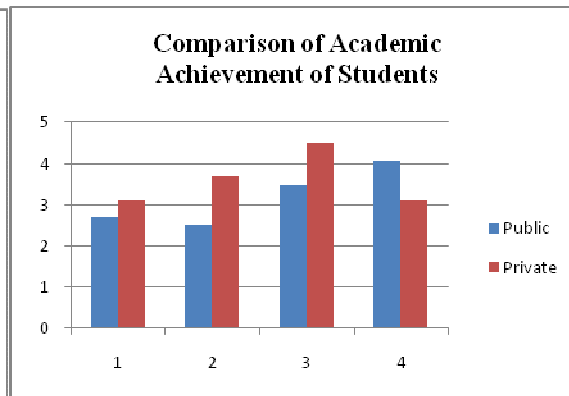


Figure: 8

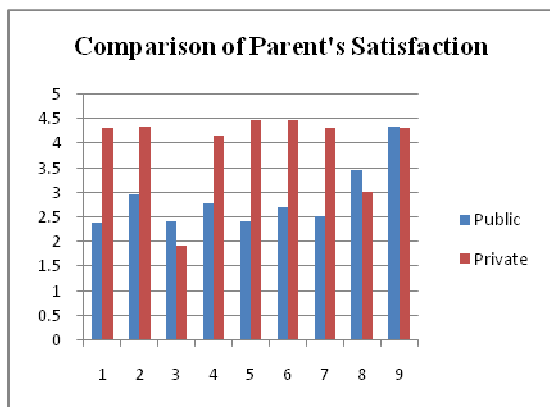


Figure: 9

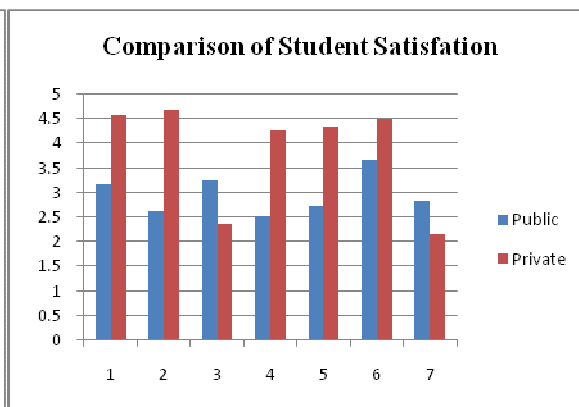


Figure: 10

5. Discussion

To make the study broad, ten main indicators were compared to explore the performance of both groups of public and private schools. The first two indicators are about job satisfaction of teachers and head teachers of both groups. Generally job satisfaction is an effective response to one's position in the effort. Quality of education is largely related to teacher job satisfaction (E. C. Papanastasiou and M. Zembylas 2005). Thus, 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 (Alimi Baba Gana et al 2011). The research present in this paper shows that public school teachers are more satisfied by their jobs and salaries, furthermore private school teachers are more satisfied by teaching their favorite subjects. This result is similar to J. Tooley et al findings who investigated that in Nigeria, public school teacher's salaries are three times higher than private school teachers and Nigerian graduates willing to teach at low salaries by reason of unemployment in their country (J. Tooley et al. 2005).

Third indicator is about school administration and management which are highly correlated with performance of a school such as Principal experience; formal training and professional development programs have a positive impact on the performance of a school (Damon Clark et al. 2009). An effective administration maintains the discipline in the school so as to develop teaching - learning and improve the schools performance (A. W. Wiseman 2003, F. Oluremi 2013). Good management of personnel of school improves educational performance of students (G. O. Oyinloye 2010, Aidla and M. Vadi 2008). Our findings illustrates that overall administration of private schools is better than public schools which is good agreement found with reference to Muhammad Naeem Tariq (2012) and Asif Khan (2012) findings who had investigated, private school H/Ts have a better instructional behavior and vision, to improve their schools as compared to public school' H/Ts.

The fourth indicator is about the teacher's vision of good teaching regarding to assignment of homework, lesson planning and arrangement of class test according to the schedule and usage of audio visual aid in classes for instruction. These all activities boost the student learning. According to our findings, the private school teachers organize these activities regularly and more proper way as compared to the public school's teachers.

Fifth indicator is about the comparison of co-curricular activities planned in public and private schools. Co-curricular activities are extra activities rather than academic curriculum which keep the student healthy both physically, mentally and prevent the children from obesity (M. I. Goran et al. 2008). Such activities include sport; inter house debates, performing Arts, Parents day, National day and many more. These activities develop the competitive spirit, creative thinking, and team sports. The students who are physically active and fittest perform better in classrooms (B. K. Jasmine et al. 2013). The result of this study shows that these activities are arranged in private schools properly as compared to public schools.

In sixth indicator, maintenance of school record was compared. School records included books, documents, diskettes and files in which are embodied information on what goes on in school. School record is supportive of the administration, helpful for planning of management functions like human and material resources. It provides a lot of information about the school, enables the administration to take decisions and assess the progress and direction of the school program (L. A. Yahaya et al. 2008). School record also assists teachers and students to be flourishing to their tasks and work punctiliously towards the accomplishment of educational intentions (Y. A. Fasasi 2004, E. D. Nakpodia 2011). According to our findings public schools have superiority of maintenance of school record because as it is strictly demanded by the ministry of education in AJ&K.

Seventh indicator is about the comparison of availability of physical facilities. School facilities are essential for sound education of the children (R. Asiyai 2012). The process of teaching, learning is affected by the quality of available physical facilities such as quality of school buildings, classrooms, provision of furniture, and other physical inputs (J. Urwick and S. Junaidu 1991). According to our findings Private schools have better facilities as compared to public school except computer lab, library and playground. Both public and private schools in AJ&K are deprived of these three facilities.

In table 8 Student performance in four major subjects were compared with information collected by teacher's perceptions. Performance of private school's students is better in three subjects except Urdu language. In most of the private schools, medium of instruction is English. While in public school medium of instruction is in Urdu so public school student's performance is better in Urdu language. This result is similar to Das, et al. (2006) who investigated the learning level gap between public and private school children in Pakistan for subject of Urdu, English and Mathematics by using item-response scaled scores (J. Das and T. Zajonc 2006), (T. Andrabi et al. 2008).

In the table 9 & 10 parents and student's satisfaction of both groups were compared. Parents' satisfaction regarding to School facilities, school administration and progress of children in the study was compared. While the student satisfaction towards school facilities, method of instructions, their encouragement through completion etc. was compared. Adolescents' perceptions of a teacher's attention are correlated to motivation, interest and learning satisfaction (S. Bieg et al. 2013). Personal interactions and students' perceptions of teachers' conduct in the Classroom are significant factors for students' incentive and engagement. Teacher behavior is effective in the promotion of student motivations (S. Bieg et al. 2011), (M. Mazyari et al. 2012). This study reveals a gap between these two groups' satisfactions in favour of private schools.

5. Conclusion

Following conclusions drawn from this study findings.

- 1) Public schools H/Ts are more satisfied by their employments as H/T as compared to private school H/Ts (principals), in fact comparatively reasonable salaries in the public sector by which they enjoyed. Whereas private school principals have an advantage of more satisfaction as compared to public schools H/Ts pertaining to cooperation of higher authorities with them, by their teaching staff and reputation of private schools in society.
- 2) Public school teachers are more satisfied by their employments and salaries as compared to private school's teachers, whereas private school teachers have an advantage of more satisfaction in teaching their favorite subjects.
- 3) The Public schools are better regarding maintenance of school record as compared to private schools.
- 4) The private schools have lead in administration, teacher's performance, home work schedule, school

discipline, availability of physical facilities, planning of co-curricular activities, and better academic achievement of students as compared to public schools.

- 5) Parents relating to private schools are more satisfied toward performance of private schools as compared to parents concerned to public school.
- 6) Private schools children are more satisfied by regarding cooperation of their teacher with them, by teaching method of teachers, their encouragement through competition, and they go to school happily whereas public school students are not satisfied with their schools and want to change the schools.

Overall, we conclude that both public and private schools in AJ&K face a large number of challenges. Although comparatively private schools in AJ&K perform better than public schools, but both sectors still deprive of the quality of human and material resources for provision of quality education.

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