

An Analysis of Issues Faced by Private School Administrators

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Abstract: *Private schooling is among these options. Although private schools bear the majority of state obligations, they encounter numerous challenges. To begin with, procuring a school building that possesses appropriate environmental features such as cross-ventilation systems, open spaces, areas designated for co-curricular activities, sewage and sanitary systems, and adequately sized and spacious classrooms is an arduous and time-consuming endeavour. Rental agreements between building owners and school owners are typically for a brief duration, whereas authorities require a five-year contract for registration. The owners are further burdened with an annual rent increase and advance payment requirements, which add to their anxiety and stress. Moreover, they have no alternative but to construct their own buildings and have no available resources to do so.*

An endeavour has been undertaken to assess the challenges encountered by school proprietors, with a particular focus on the Cantonment Board region, in this paper. The research identified certain challenges associated with state authorities that are more severe than others. Physical facility issues are also emphasised, and recommendations are provided to eliminate these obstacles so that private schools can operate efficiently and contribute to the collective effort of improving education and literacy standards

Keywords: Administration, private institutions

I. INTRODUCTION

Education is an ongoing and ever-evolving process that predominantly induces positive and intended modifications in the conduct of the human being. Engaging in this activity encompasses various dimensions, including physical, moral, spiritual, and scientific growth, as well as the acquisition of knowledge, values, and skill sets. Reconstruction of experiences is the process of enhancing social adaptation to the current environment. Formal education, in its most intimate form, encompasses the deliberate, selected, and implemented influence by society that is intended to benefit the following generation by altering the conduct of the young and shaping their posture in a more favourable manner than they would have achieved in the absence of formal education. True education refers to that which is intentionally designed and delivered via the curriculum and instructional processes. Institutions of higher learning are the initial specialised settings where learners receive a formal or academic education.

The lack of progress resulting from the frantic behaviour of nationalisation and denationalisation led to the correct conclusion in the current educational policy, which is that education must not be neglected if we are to achieve swift advancements. Private and public sectors must collaborate to increase the literacy rate and improve the quality of education at all levels.

The enchanting slogan "education for all" has yet to be achieved, and its realisation would be doomed if left solely to the government. Present educational policy offers incentives and support to private sector institutions such as colleges and universities. However, this support is primarily evident at the tertiary level, with elementary and secondary education continuing to be given less priority. This is evident from the fact that these sectors are only represented by educational authorities and other relevant departments, rather than by the general public. The fundamental purpose of conducting research on this specific subject is to inform and bring to the attention of relevant authorities the authentic challenges that school proprietors truly encounter. Comparatively, these private

schools are situated in densely populated areas for greater accessibility than state-owned institutions. Students commute to school on foot because it is in close proximity to their homes. The majority of parents endorse and value this facility, as evidenced by the proportion of their children enrolled in private educational institutions and by the sentiments expressed by both parents and students towards such establishments. However, the government authorities' stance is not encouraging, which causes significant hardships for the proprietors of these institutions. They remained apprehensive, concerned, and anxious due to their lack of certainty regarding the future. This perpetual uncertainty looms over the heads of private school proprietors. They encounter numerous categories of challenges; however, this research has solely focused on two of them.

- Challenges associated with governmental entities
- Issues pertaining to the physical infrastructure of the educational institution
- Difficulties Concerning Authorities

Issues pertaining to authorities are those that are directly associated with the government. Education, particularly primary education, is a state responsibility, similar to housing, food, and clothing. The situation is markedly different in our nation, as numerous surveys and statistical data demonstrate. This information is an open affront to civilised society and individuals. The quality of education provided by state-owned institutions is substandard, as they lack the necessary infrastructure and capacity to accommodate new applicants for admission. As a result, there is an immediate need to bolster and aid the private sector, which possesses the fortitude and capability to confront the situation and will undoubtedly guarantee universal access to education across all levels and regions of the nation. Instead of further illuminating, elevating, and valuing their function, government agencies continued to monitor and intervene in the affairs of these institutions. In many regions of the country, not even government-owned schools adhere to the standards and regulations that the government has established for these educational institutions. Many state-owned schools fail to meet the aforementioned requirements, which are mandatory for these private institutions. The initial issue pertains to the requirement that these parameters remain consistent across all types of institutions. Additionally, the bureaucratic processes within the offices compel individuals to resort to unethical practices such as bribery. Certain matters, such as obtaining a hygienic certificate from the district health officer (DHO), a no objection certificate from the cantonment board, NGO registration, and social security membership, necessitate extensive visits from the proprietors to the relevant offices. These concerns can be regarded as significant ones. Taxes such as income tax, board tax, commercial property tax, and utility expenses constitute a further financial burden for proprietors. The policy's (2009) exaggerated declarations highlight a multitude of incentives and allures, but the actual situation on the ground is diametrically opposed to what is proposed and asserted in the document.

Problem Related To Physical Facilities of the Schools

Although private schools bear the majority of state obligations, they encounter numerous challenges pertaining to their physical infrastructure. To begin with, procuring a school building that encompasses appropriate amenities such as a well-ventilated playground, a sizable green area, a designated area or space for co-curricular activities, a sewage and sanitary system, and classrooms that are reasonably broad and spacious is an arduous and time-consuming endeavour. Rental agreements between building owners and school owners are typically for a brief duration, whereas authorities require a five-year contract for registration. The owners are further burdened with an annual rent increase and advance payment requirements, which add to their anxiety and stress. Moreover, they have no alternative but to construct their own buildings and have no available resources to do so. An endeavour has been undertaken to assess the challenges encountered by school proprietors, with a particular focus on the Cantonment Board region, in this paper. The research was conducted with the subsequent aims:

OBJECTIVES

- To investigate the challenges faced by proprietors of private schools in relation to governmental entities.
- To identify problem-causing areas pertaining to the physical facilities of the institutions that concern the proprietors.

- To provide recommendations as the solution to the problem at hand.

Individuals who are engaged in educational activities, whether directly or indirectly, will find the study particularly beneficial. Additionally, planners, policymakers, government officials, and other authorities who disregard private sector educational institutions may find this information useful. Additionally, it sheds light on the issues that are troubling these authorities, which may cause them to take these concerns seriously and eliminate these obstacles so that the private sector can operate with confidence and efficiency. It provides assistance to parents who typically harbour an unfavourable perception of private institutions. Preference is predominantly given to public schools, despite the unsatisfactory performance of these educational institutions.

II. LITERATURE REVIEW

Importance of Private Sector

Most civilizations realise education is too important to be random. Educational institutions are created to promote knowledge acquisition and academic achievement and satisfaction. School curriculum specifies the learning experience. Scholars and professionals used their own vocabulary to describe the private sector. They provide politicians and planners knowledge and foresight to progress the country quickly.

In an interview with David Wood, Becker (1987) said, "Private schools constitute a significant component of our educational system." Their existence and diversity greatly increased guardians' possibilities. A strong autonomous sector's contribution to future residents' progress is welcomed. People want diversity and liberty everywhere. Parents choose schools for several reasons. Parental authority is vital to society.

According to Qaisrani (1989, in AEPAM occasional paper No.94, "Private Sector Participation in Primary Education Promotion in Pakistan," the 1979 National Policy analysed the drawbacks of nationalisation and found public engagement at all levels of education unsatisfactory. The authors believed private sector engagement was necessary since the government cannot handle the full educational process.

Rehman and Akhtar (1995) investigated "Private Taleemi Adaroon kay Qayam key Moharkat aur Mojuda Sahoolyat ka Jayza." He concluded that most educational institutions are privately funded and aim to answer economic problems.

Private institutions have large fee income. He urged imposing constraints to prevent these entities from exceeding them. High-quality private school teachers must be hired and paid more.

The first conclusion is correct, but the second is controversial since most schools focus profit above excellent education and get little government money. The second point is justified by high tuition prices at many schools. Thus, the government should monitor these fees based on their spending. A school with low tuition cannot afford large instructor wages, hence the third argument needs elaboration. There should be a solution.

The private sector provides high-quality education, according to Akbar (1998)'s "The Role of the Private Sector in the Expansion of Primary Education in Rawalpindi City".

Pakistan needs more active private sector partnerships, according to the Government of Pakistan (1998). In some countries, the private sector has helped remove resource development barriers. The private sector has excelled in urban education for the elite. However, these facilities must be expanded and distributed to the poor and disadvantaged. The professor divided these historical periods into the British Period and the Muslim Period to study Indo-Pakistan's educational system's orderly progress. Detailed explanations follow.

Privately Managed Institution Challenges

No matter what, the private sector's role in life is crucial. Education has also expanded in quantity and quality. This industry has exacerbated social and governmental pressures. Regulation might simplify and promote academic and structural progress in the private sector, which is expanding rapidly in education. Society accepts its position.

Society strongly criticises the fee system, which rises with prices. The problem is that the facilities frequently charge more than their price limit for services. Second, a legislative structure is needed to guarantee that facilities match fees and admit needy students. These schools manage their own funds without public aid. Since no provinces or state have regulated fee structures, it's important to attract private investment and help low-income households. Danish education is a noteworthy provincial government programme to enrol brilliant but underprivileged students in world-class universities.

These private schools are more tempting since they profess to teach in English but really utilise their native and foreign languages. After the 1979 policy made Urdu the school language, English was introduced. This shift must end, and the state should decide.

Some schools follow the Cambridge education system and require pupils to take O- and A-levels, further stratifying society by class. Private schools must be allowed to expand to reach more areas to universalize education. Another allegation is that most of these educational institutions are in cities, despite their need in rural areas. As more institutions open urban campuses, this view has changed.

Again, the allegation that elite class interests are being served is unfounded, as many schools are established in underdeveloped regions and recent World Bank studies show that private sector students perform three times better than public sector students. Although course selection is a topic of controversy, I believe it is solely focused on quality. Compared to international publications, the board's textbooks are poor. Like NACTE, a regulatory organisation should supervise the teaching and learning process, including curriculum and course materials, and compare it to industrialised countries to find areas for improvement.

III. RESEARCH METHODOLOGY

The qualitative research uses questionnaire data. It includes three parts. The first is about authority issues and contains twelve stems that must be numbered by priority. The second one for physical facilities contains nine stems with 'yes' and 'no' answers. The third one, about students, instructors, and parents, comprises 20 'yes' or 'no' stems. Principals and Administrators received the survey. Some did not return it on time, therefore it was retrieved after two to three weeks.

Population

The Rawalpindi Cantonment Board private school proprietors. These school proprietors were chosen at random. The survey sampled male and female school owners because they provide coeducation courses.

Sampling

Stratified sampling is employed in the process of selecting educational institutions and their proprietors. Three factors formed the basis of the criteria.

It is recommended that the school's inception date be no less than five years ago.

Its minimum capacity should be three hundred students.

It ought to be a secondary or high school.

The questionnaire was distributed to a total of forty-five institutions; however, only thirty-seven returned it after considerable effort. They were apprehensive about the inquiries, but returned them following the individual's reassurance. A minority of respondents were unable to complete the questionnaire, and only a few offered solutions to the identified issues.

Delimitation

The survey was restricted to a population of 35 institutions that met the aforementioned criteria. Furthermore, its scope has been confined to the authority of the Cantonment Board. The questionnaire was distributed to the proprietors of secondary institutions, both male and female, without regard to their gender.

Data Collection

Out of the forty-five institutions that were initially distributed the questionnaire, only thirty-seven returned it after considerable effort. They relinquished the concerns after receiving personal assurance, despite their initial apprehension. A minority of respondents were unable to complete the questionnaire, and only a few offered solutions to the identified issues.

The Questionnaire for School Owners and Principals

Only owners/principals or administrators should fill out the form. The information will be kept private and cannot be used legally.

The challenge of identifying the property was simple since many owners believe that schoolchildren are loud and careless, thus they damage the structure. Another reason is that the government taxes Cantonment Area buildings utilised for commercial reasons. It was unfavourable since 32 of 35 said they had trouble finding buildings.

Third question: test hall. It is also obvious that most residential structures lack large halls, yet some schools employ TV rooms. Since 31 of 35 schools lack test halls, the answer is simple.

The basic school furniture is expensive, as 30 out of 35 respondents said "Yes" to the question concerning its high cost. Some schools responded to the business electricity and gas metre question. Since business energy and gas rates are four times higher than household charges, 25 of 35 respondents said they had commercial metres.

The crucial issue concerning government facilities for private schools was answered negatively by 33 of 35, who said they never received government assistance. It indicates that education policy platitudes don't reflect ground realities. In response to the cross ventilation system inquiry, 30 of 35 schools said their buildings had sufficient ventilation and open spaces as specified by the Cantonment Board in the design plan. The completed office helps school owners and students.

Most school owners have decent and adequate classrooms, thus the room's suitability was highly received. 28 of 35 claim they have a suitable classroom, while 06 do not.

Respondent suggestions: Some responders proposed the following solutions, although most did not.

IV. FINDINGS

The Most Grave Issues

The following were the issues with the government organisation:

The Cantonment Board's No Objection Certificate.

The prerequisites and procedure for registration

The requirements for each step of the recognition procedure.

A certificate of no objection from the district health officer

Social Security card if there are more than nine employees.

Building taxes and business invoices.

Taxes on income and advertisements

The owners and administrators of the school brought up these concerns. We've previously spoken about the numerous issues with physical facilities as well as issues with students, instructors, and parents. The issues may be broadly classified into two categories: issues pertaining to internal affairs and issues pertaining to foreign affairs. While not every difficulty can be resolved in a single day, it is anticipated that many difficulties would be resolved gradually if efforts are made and sincerity is shown on both sides.

V. RECOMMENDATION

Based on data analyses and assessments of school owners' ideas for fixing these challenges, the following recommendations should be adopted and enforced to eliminate school operational barriers: The government should develop a single-window operation for schools. Educational institutions should have tax-exempt companies and free education for the poor up to 10%-15%. Primary education should be pushed in heavily populated areas to reduce transit pressure. Secondary schools should create an industry-type zone for extracurriculars and sports. Sometimes called "Education City." These areas need roads and transit. To avoid needless investigations and inspections, parents, teachers, and school owners should create a continuous monitoring system. A platform to educate the public on rights, responsibilities, and behaviour change initiatives to create a more accountable society.

Short-term on-site teacher training initiatives in private schools are crucial.

Subject-specific training should be included in low-income teacher preparation courses. Educational institutions need counsellors. One counsellor may visit 10 institutions full-day every month. National literacy rates may rise with public libraries. A cohesive strategy that treats the private and public sectors equally may reduce private sector insecurity. A paradigm for community libraries and labs where private or public sector professionals help students on weekends and holidays.

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