

COMPARISON OF THE ACHIEVEMENTS OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN DISTRICT KHANEWAL-PAKISTAN

Altaf Hussain¹, Prof. Dr. Abdul Ghafoor Awan²

ABSTRACT- The objective of this research paper is to compare the achievements of public and private secondary schools in district Khanewal. The nature of study is descriptive and survey research design was adopted. Two questionnaires: first for comparison of teachers and second for comparison of heads of public and private schools, were developed for collection of data. We used Convenient sampling technique to select the sample of study. 40 Head teachers / principals / administrator and 200 secondary school teachers were included in the sample. Five-points Likert Scale was used to measure the response of respondents. The findings of our study show that public school heads were more satisfied with jobs than private school heads while private school head had more consultation with authorities than public school heads. **Key words:** Public and private schools, heads teachers, delegation of power.

Type of study: *A case study of District Khanewal-Pakistan*

Paper received: 10.04.2018

Paper accepted: 02.06.2018

Online published: 01.07.2018

1.M.Phil Scholar, Department of Education, Institute of Southern Punjab, Multan.
altaf.hussain.mk@gmail.com

2.Dean, Faculty of Management and Social Sciences, Institute of Southern Punjab.ghafoor70@yahoo.com. Cell # +092313-6015051

1.INTRODUCTION

According to Awan (2014), Educational system plays a key role in the development of a nation. The rise and fall in global circumstance especially 21st century was mainly due to emergence of new competition of education among nations to overcome their strong rivals. Education system is the root of success in this technological era with extensive focus on inventions and brings down the cost of production of things through educational measures. The educational system of a nation is the core to the competitive environment and necessary for the progress of nations of the world.

Awan (2011) described that educational systems of the world including Pakistan are entirely different across the world but when we categorized them, we found two main educational systems; Public school systems and private school systems. In Pakistan tuition based schools are getting mass acknowledgment today due to a symbol of guarantee maintaining quality of education in making Pakistan an advance nation, Therefore the primary target of this research is to analyze the nature of instruction comparatively in both type of public and private intuitions. The quality training is surveyed by instruction levels of educators, a technique for educating, educational programs, and study condition.

According to the findings of Amid (2000), the private area was developed and act as key supplier of instruction and administrations in Pakistan both in total terms and in respect to people in general part. The general likeness of people identifies the quality and quantity of non-public schools, in all aspects, which expanded by 69% over the years till now. In 2000, private sector was providing high quality education and give instructive needs to all around 6 million kids in Pakistan. This number expanded to 12 million in 2007-08 proportional 34 percent of aggregate enlistment. In this manner, the quality of instruction in the instructive establishment are likewise multiplied during this period.

Awan and Saeed (2014) argue that private schooling as foundations are assuming a key part in controlling absence of education as well as improving the level of understudies and educators by providing better scholastic needs to understudies. Awan (2012) uncovered that private part contributed altogether in annihilating absence of education in the rising economies. On the off-chance, non-public school appropriately oversaw they can uplift instructive standard in Pakistan.

Das and Khwaja (2002) studied a new census of private educational institutions in Pakistan along with population census concluding that Private institutions particularly at primary level were increasingly important factor in education both absolutely and relatively

(towards public institutions). Their study found that although fees are relatively high but was still affordable to middleclass and even low income groups. It also proposed that private school systems are not merely an urban elite phenomenon but that it is still affordable to low income groups in rural areas of the Pakistan. It was 1990s when USSR was suffering from disintegration due to non-availability of private educational system. Resultantly public education system was also collapsed (Awan, 2012). It was therefore considering that private educational system is the backbone of every country. It strengthens the educational process and draws the weaknesses of entire educational process of the country.

Nazi and Mace (2006) inspected across the several factors like family size, parents income, availability of resources, facilities of schools available etc. and concluding that public schools were better in providing education to children having low family income. Private school although were high in educational outcomes than public schools but due to high tuition fees majority of poor children cannot get access to education.

1.1 Problem Statement

Currently in Pakistan two different educational systems, public and private are working and each system has some merits and demerits. It is very important to evaluate which system of education performs well and which system has more achievements than other. Therefore, this study was designed

to compare the achievements of Public and Private Secondary Schools in District Khanewal.

1.2 Objectives of the study

The following are the objectives of the study;

1. To compare the achievements of public and private school at secondary level
2. To compare the students' achievements in public and private schools.
3. To investigate the students' achievements on demographic bases in public and private schools.

2. LITERATURE REVIEW

Pakistani economy is presently rapidly changing into knowledge economy. At all levels, parents are spending money to give quality education to their children. The interest for top notch tutoring is for the most solid reason of quality education in Pakistan. In private sector education, guardians/Parents will pay a high cost if important to send their kids to private school not much better than public. As per Learning and Educational Achievements in Punjab Schools (LEAPS) review (2007), families have developed as critical sense of education for their kids' instruction. Out-of-pocket spending by families on kids' training is higher than any time in recent time. More than one portion of youngsters' instructive uses is currently borne by guardians. Despite the fact that administration tutoring is right around a free alternative, yet low-wage

guardians are spending significantly on their kids' instruction, both by admitting their kids in B-sort (Low Cost) private (Non-Elite self-called English medium schools) schools and spending on extra instructive in addition to school expenses, (private tuitioning) (Pblace, 2007). Those guardians who can't manage the cost of their youngsters' instruction send their kids to public schools. The -public training framework is a mess and rot (Rahman, 2004) which has scarcely any fascination for the guardians to send their kids for quality instruction.

Many individuals accept that the greatest determinant of an individual's achievement in life comes from picking the correct school. It is a key point for every institution to provide every under study/student an ideal companionship and situation so that understudies may accomplish high evaluations in each class. Under Different circumstances, an understudy will most likely be unable to locate the correct/ideal companions for competitions in schools/institutions for high GPA. The school condition may have a negative or positive effect on an understudy's scholastic and social achievement. It is obvious that evaluations are a major determinant with regards to accomplishment later on. On the off chance that the school condition does not address an understudy's issues, evaluations will endure. At the point when evaluations endure, that understudy has fewer odds of going to school and acquiring a better than the average occupation. Moreover, a tyke

frames profitable connections at school that will affect whatever remains of his/her life. Diverse schools enlist a unique sorts of youngsters that will have immeasurably extraordinary impacts on an understudy. Some of the time the youngsters at school will have a positive impact, boosting the fearlessness of an understudy and empowering great conduct. Different circumstances the kids will have a negative impact, making an understudy feel second rate or useless and constraining awful conduct.

2.1 Distinction of study

1. This is the first study in District Khanewal.
2. It is a comparative study of public and private school systems.
3. It is related to the remote areas of Pakistan.

3. OVERVIEW OF PUBLIC AND PRIVATE SCHOOL SYSTEMS

Tuition based schools in making countries including Pakistan don't generally have a top of the line slant, and that an extent of low cost charging non-public schools exists that consider the common poor. A couple of characteristics are accountable for making private coaching all the more charming to gatekeepers diverged from government schools; these fuse better test scores, the usage of English as a medium of heading, better physical system, and lower rates of teacher truancy. By and by we discuss some of these segments:

3.1 Educator Quality Factors Influencing School Choice

Bring down educator non-appearance and better instructor responsibility in private schools when compared with public schools. In the private part, instructor compensation is more firmly connected to understudy results than in the public segment. Non-public school educators are more averse to be missing than instructors in public schools. Along these lines, instructors working at low-expense private schools would be underweight to perform and meet certain outcome situated results. In the public division, then again, there is more prominent employer stability. In this way, the differential motivation bundle in the private with respect to the public area might be a figure clarifying why private schools outperform government schools.

There is a settled pay package and pay scale for the organization educators. Pay scale as a general rule starts from ninth grade up to 15 in government fragment. Regardless, this pay scale is not too much stable full. In case of private educators, it is not certified to get such settled package or place in any survey of the compensation scale. They get no whole on the name of remuneration, dependent upon understudy's quality, charges and their execution about class yield. In any case, in high tuition based schools which are giving workplaces of O levels or a levels, the situation is particular. Once a man names as government educator he gets the surety about his occupation future. They don't have any fear about their work lose if there ought to be an

event of taking classes every now and again or not or even on the more awful execution of understudies, while private educators don't have enduring occupations. They by and large incorporate into the fear of uncertain work future. For the most part fresh and energetic pass outs of the widely appealing select as assistant educators in tuition based schools. There is no comprehension of get ready for them. Typically, tuition based school association closes them and chooses new teachers after summer escape for remuneration saving. If they are not demonstrating best results and consistence towards organization, they can without a lot of extend be finished situation of business surety for private instructors. Non-state funded school proprietors don't give affirmation of work to the teacher and rustication can be possible at whatever time for any minor reason. There are different stipends fused into the compensation rates of government instructors like; House reward, restorative settlement, transport stipend, compensatory settlement, Adhoc and extraordinary reward. In private fragment there is no comprehension of any store and no security after retirement.

3.2 Comparison of English Medium Schools

English being the official dialect of Pakistan is utilized as a part of government, organization, military, legal, trade, and media, training and research at the most abnormal amount. To put it plainly, it is utilized as a part of all areas of energy. As it is engaging to learn English, individuals

everywhere throughout the nation are prepared to put resources into it for the better eventual fate of their kids. In view of this request, everywhere throughout the urban communities of Pakistan, one can see sheets promoting establishments which claim to be English-medium schools or educational cost focuses asserting to instruct communicated in English and English for passing a wide range of examinations and meetings. They are available in territories running from the most prosperous to the ghettos and even in the country zones. In fact, passing by numbers alone, a greater amount of them are situated in white collar class, bring down working class and even in average workers ranges than in the more costly urban areas. Other than the claim made by the sheets, these schools share little else in like manner. It is a long way from the moving green grounds of Aitchison College¹¹ in Lahore to a two-room house in a ghetto which promotes itself as the Oxford and Cambridge Islamic English-medium school'. Without a doubt, if there is anything which connections such different foundations together it is that they take into account the diligent open requests for English training.

3.3 The Situation of Government-funded English Medium Schools

Right now the central government has its own particular English medium schools. The nineteen model universities of the Federal Government are English medium schools and schools. In these schools, the cost of per understudy every year is substantially higher than the cost of Urdu medium

schools in the areas. The military controls eighty-eight Federal English medium schools in cantonments and battalions. Notwithstanding it, there are tip top state funded schools under sheets of governors, for example, the Boys government funded School and College in Abbottabad, Sadiq Public School in Bahawalpur. Other state-controlled bodies, for example, WAPDA (Water and Power Development Authority), the Customs Department, Pakistan Railways, Telephone Foundation and Police additionally run English medium schools. They give tutoring in English however in differing quality, for moderate expenses from their own representatives while charging substantially higher charges from the common open. The military, other than controlling numerous English medium schools through the Fauji Foundation (Army), Shaheen Foundation (Air Force) and Bahria Foundation (Navy), despite everything they get financed instruction for their wards from some private elitist English-medium schools situated in armies and cantonments. This implies English medium tutoring can be purchased either by the first class of riches or that of influence. What's more, this has not occurred through market compels but rather has been achieved by the functionaries or organizations of the state itself. Without a doubt, the state has put intensely in making a parallel arrangement of instruction for the first class, especially the tip top that would apparently run elitist state organizations in future. This prompts the conclusion that the state does not believe its own arrangement of

instruction and spends open assets to make and keep up the parallel elitist arrangement of tutoring.

3.4 Comparison of public and private High School Students' accomplishments

Correlations of understudy results for private and public schools are normal in the financial aspects of instruction writing. Hanushek (2002) takes note of that the two principal systematic inquiries in the writing are: 1. Does execution in private schools surpass that in public schools, all else being equivalent? And 2. In the event that private school execution surpasses that in public schools, is it in view of better schools or better understudies? Both inquiries are testing. Revealing the causal connection between school sort and understudy results is confused by the likelihood of self-determination into private schools. Given the expenses of private schools, wealthier families might be better ready to enlist their youngsters. Besides, private schools may have more stringent scholastic affirmation criteria.

Another restricting component is a general absence of information, especially about the school themselves. Early U.S. studies were to a great extent illustrative, and the information by and large did not have a thorough arrangement of covariates, eminently, data relating to schools. Specialists represented contrasts in the understudies who went to private and public schools, and lingering contrasts in results were, of course, credited to contrasts

in school quality. In light of information from the High School and beyond, 1980 study in the United States, Coleman, Hoffer, and Kilgore (1982) on intellectual accomplishment, and found a positive affiliation. Their model represented a few financial qualities: family unit structure, maternal work designs before and when the kid was in primary school, ethnicity, number of kin, recurrence of conversing with mother or father about individual encounters, parental contemplations on tyke going to school, family pay, maternal and fatherly training, number of rooms in the home, nearness of a reference book in the home, number of books in the home, in home, and kid responsibility for pocket adding machine. Noell (1982) contended that the outcomes in Coleman, Hoffer, and Kilgore (1982) were not vigorous to extra factors, in particular, sex, impede status, the area of living arrangement, and early school participation desires. Noell found that in the wake of including these factors, the effect of private Catholic school participation on senior and sophomore intellectual results was for the most part not measurably huge.

In perspective of the hypothesis that the measure of decision on the watched covariates can be used to bound the measure of decision on the in mystery covariates, they found that private Catholic schools essentially raise the probability of proceeding onward from auxiliary school, and more most likely, going to class. Regardless, they found no affirmation of a connection between private Catholic school cooperation and test scores. Senior and Jepsen

(2014) used the Early Childhood Longitudinal Study – Kindergarten Class of 1998-99 (ECLS-K) to assess the effect of private Catholic basic coaching on mental and non-subjective outcomes measured among kindergarten and the eighth grade. They acquainted with demonstrate that the private Catholic school advantage in mental and non-scholarly outcomes was add up to in view of decision slant. Their approach took after the assurance of inconspicuous methodology made by Altonji, Elder, and Taber (2005b), and likewise unique affinity score planning frameworks. Eventually, school-level properties were truant from their survey.

4. RESEARCH METHODOLOGY

A research design is overall blueprint or guideline for researcher for the proper administration of other procedures. These procedures may include introduction of subjects being studied, type of instrument/Questionnaire/s, data collection procedure, data administration and data analysis techniques (Statistical tests used to analyze the data)

4.1 Methodology

Comparing public and private schools' achievements depicted that it was descriptive research in nature so researcher used descriptive research methodology. Descriptive statistics standard deviations and mean scores were used to compare the public and private schools' achievements. School achievements were delimited to overall school performance, students'

achievements, schools' facilitations and resources provider. Similarly, teachers' satisfaction was also compare in the domain of school achievements.

4.2 Research design

Research design is the overall plan of action, a blueprint for the smooth run of study with high control over the effectors that interfere the research quality, validity and reliability (Burns & Grove, 2003). It is further explicated by Parahoo (1997) that it is a plan that tells how, when and where to administer data and how to collect and analyzed the data". Polit et al (2001) define a research design as "the researcher's overall for answering the research question or testing the research hypothesis". Purpose of research at hand is to compare public and private schools' achievements at secondary level at district Khanewal, Punjab. The sample of study at hand was composed of head teachers/principals/ Administrators of secondary schools and secondary school teachers working at respective schools. Based on teacher location, teacher gender, job level, and subject matter and age levels.

4.3 Population

The population of the study consists of all public and private school Head masters/principals/administrators and teachers in Province Punjab. The population of the study at hand was comprised of all public and private secondary schools of the province of Punjab Pakistan. The population of the study was

scattered in 09 divisions (36 districts) of the Punjab. Following table 4.1 describes the actual population size of the Punjab at secondary level.

Table 1. Population size

Level	Schools		Teachers	
	Male	Female	Male	Female
High	3412	2990	65331	59885

**<http://schoolportal.punjab.gov.pk/census/schoolcensusNew.htm>

There were about 65331 male teachers in 3412 male schools and 59885 female teachers in 2990 female schools at secondary school level. There were about total 125,216 teachers of both gender was the population of the research at hand.

4.4 Sample of the Study

It was not feasible for the researcher to approach the whole population due to time and resources constraints, thus convenient sampling technique was used to select the sample of study. The study at hand was a case study of district Khanewal, therefore all sample was comprised of secondary schools of district Khanewal. About 20 public and 20 private schools were selected for data collection. From each school, the head of institution, Head teacher/principal/administrator and five secondary school teachers were selected in district Khanewal. Therefore, sample of the study was comprised of 20 public school Head teacher /principal /administrator and 100 secondary school teachers. Similarly, 20 private school Head teacher /principal /

administrator and 100 secondary school level teachers were included in the study. On the whole there were 40 Head teacher / principals / administrator and 200 secondary school level teachers' were included as sample in this study.

Table 2 Summary of the selected sample

		School type		
		Public	Private	Total
Respondents	Head/Principal	20	20	40
	Secondary school teachers	100	100	200
	Total	120	120	240

4.5 Instrument

We used two questionnaires; first questionnaire for Comparison of Teachers (QCT-PP) and second Questionnaire for Comparison of Heads (QCH-PP) for Public and Private schools. Both of the questionnaires measured the responses of respondents on five-point rating scale from 1=Strongly Disagree, 2= Disagree, 3=Undecided, 4=Agree to 5= Strongly Agree.

The Questionnaire for Comparison of Teachers (QCT-PP) was comprised of 13 items and two factors. First factor of this questionnaire was Teachers' Satisfaction and first four items (1-4) were measure this factor. Second factor was Teachers' Vision and there were nine item that measured

this factor. Questionnaire for Comparison of Heads (QCH-PP) was comprised of 40 items and 5 subscales/Factors. First factor was Heads' Job Satisfaction and it was measured by five items. Second factor was School Administration/Management it was measured by 8 items. 3rd factor was Planning Co-Curricular Activities and it was measured via six items. Fourth factor was Maintenance of school records and it was measured by 12 items. Fifth factor was Availability of Physical factors/Facilities which was comprised on nine items.

4.6 Reliability and validation of instrument

It was very necessary to test the reliability and validity of instrument used for data collection. Validity of instrument answer the question whether the instrument used for data measures what it is supposed to measure. While reliability refers the property of instrument that does it gives same results. In past researches the reliability and validity of instruments was usually measured via statistical instruments Pearson correlation, Point-Biscale correlation, KR-20, KR-21 and Cronbach-alpha but there are certain limits of their use (Siniscalco, M.T., 2005; Gay, L.R., 2006; Creswell, J.W., 2008).

4.7 Collection of data

The process of data took approximately 3 months, started in November 2016 and completed in the end of the January 2017. Hard copies of both questionnaires was distributed among 40 heads 200 teachers of public and

private schools. Response rate 100% and all the copies of questionnaire was filled correctly, therefore, no case was rejected by the researcher for the sake of reliability of results. Finally, 240 copies were completed in all aspects of instrument were set for entering data in SPSS software. Data was cleaned by careful consideration, as it will significantly affect the final statistical results. The entire process is guided by the preliminary plan of data analysis, which was formulated in the research design phase. The researcher consistently checked and treatment of missing responses, generally done through SPSS. The missing responses are treated carefully to minimize their adverse effects by assigning a suitable value (neutral or imputed) or discarding them methodically (deletion).

5. DATA ANALYSIS

Data for this study was analyzed by using statistical operation through SPSS. Reliability and validity of the instrument were checked to find out whether instrument was reliable and valid for the fulfilling objectives of the study. For the analysis of data SPSS (22 Version) was used and independent sample *t*-test were applied to determine the significant difference among different categories of respondents like male and female.

5.1 DESCRIPTIVE ANALYSIS

Table 3 Gender wise classification of Despondence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	202	84.2	84.2	84.2
	Female	38	15.8	15.8	100.0
	Total	240	100.0	100.0	

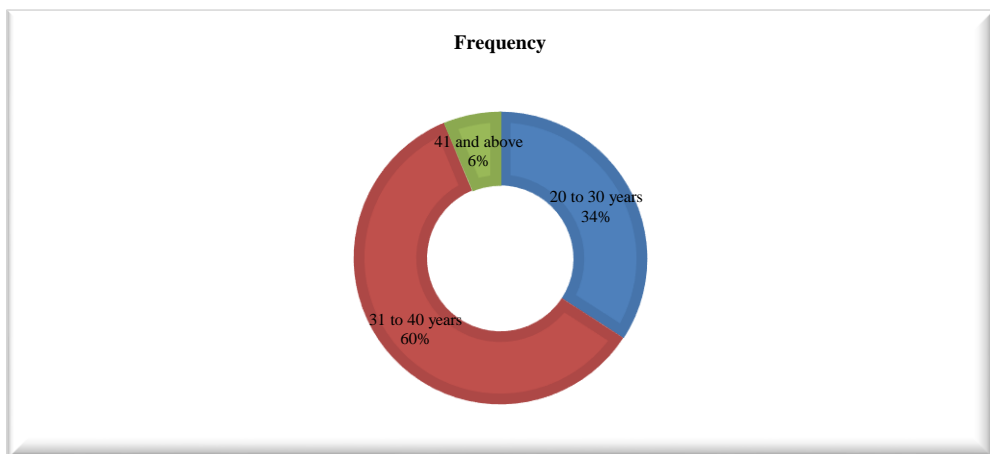
Table 3 describe the classification of respondents according to their gender. It was found there were 202 male and 38 female teachers and head teachers included in research.

Table 4 Age wise classification of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 to 30 years	82	34.2	34.2	34.2
	31 to 40 years	143	59.6	59.6	93.8
	41 and above	15	6.2	6.2	100.0
	Total	240	100.0	100.0	

In the table 4, the classification of respondents according to their age was described. It was found that respondent with age level 20 to 30 years were 82, teachers with age level 31 to 40 were 143 and teachers with age level 41 and above were 15. So it can be observed that majority of respondents were belonged to age level 31 to 40 years i.e. about 60% of the sample.

Figure 1 . Age of Respondents



6. CONCLUSIONS

This study was aimed at to investigate the public and private schools' achievements in district Khanewal. In simple words this topic was trying to investigate that which education system is more useful/better from each other. We used only seven measure for comparing public and private schools'

achievements. These were: Job-Satisfaction of heads, School Administration and Management, Planning of co-curricular activities, Maintenance of School Record, Availability of Physical Facilities

Medley (1980) revealed in his findings that there was significant difference for public and private schools' achievements. In Pakistan, local context also depicted significant difference in the schools' achievements via current study. The main reason is that worldwide private institutions were spending much money on student education as compared to public schools. Taburan (1993) suggested via his research that public school teachers had more Job-satisfaction, maintenance of school records than private schools. This research supports the findings of research at hand. It was also found that public school teachers were more teaching experience and produces better results than private schools. It was further found that public school teachers had better school administration and management than private school.

Ishi- Kuntz (1991), Kaiser (1993), Mahanian et al. (2006), Bulter (1996). Devi et al. (2011) did researches on comparison between public and privateschools achievements at secondary level. And they found that public and private teachers'did not differ on their achievement levels. These researches were not in line with current research which found that public and privates chools was significantly different at secondary level with respect to their achievements. Similar results are found by Singh (2003), Usha and Sen

(2006) and Schutte et al., (1998). It was found by Usha and sen (2006) that public and private schools' achievements were almost the same. The research of Devi et al., (2011) found that public schools' achievements was higher than private teachers'. These findings contradict the findings of the research at hand. The present study further revealed that job satisfaction of public high school was significantly higher as compared to their counterpart. Valois et al., (2004) and that public school teachers had high vision for teaching at secondary level as compared to private schools. The similar results were found by Ishi- Kuntz (1991), Kaiser (1993), Mahanian et al., (2006), Bulter (1996). Chadda (1998) concluded that public school teachers had higher levels of teaching visions than private schools. Campbell (1981) indicated the fact that public school were better in organizing co-curricular activities at schools than private schools. All the above results support the findings the research at hand. The study of Maddi (1997) also showed that public high school teachers have better results than private schools. We summarized our conclusions in the following: -

1. It was also concluded that public school heads were more satisfied with jobs than private school heads. It was also concluded that private school head had more consultation with authorities than public school heads.

2. It was concluded that public and private school heads / principals / administrators have same type of reputation and satisfaction with the work of employees and no difference exists in them.
3. It was found that public school were better than private school teachers indicating that public school heads/principals/administrators had better School Administration and Management than private school heads/principals/ administrators.
4. It was also found that there is significant difference in public and private school heads / principals / administrators with respect to delegation of power at secondary level.
5. It was found that there is significant difference in public and private school heads / principals / administrators with respect to accepting more pressure on administration
6. It was also found that there is significant difference in public and private school heads / principals / administrators with respect to consultation with teachers at secondary level.
7. It was therefore concluded that public and private schools manage their school activities in similar way and no significant difference in them exist.
8. Item wise analysis also revealed that that there was significant difference in public and private school heads / principals /

administrators with respect organization of co-curricular activities organized at secondary level.

9. It was also found that there was significant difference in public and private school heads / principals / administrators with respect to students' active participation in co-curricular activities.
10. It was explored in study that public school were better than private schools where students were more active in partaking school activities. It was also found that there was no significant difference in public and private school heads / principals / administrators with respect to reward giving to students while they participate in co-curricular activities at secondary level.
11. It was concluded that private schools were better in keeping school records than public schools at secondary level.
12. Private schools were better in keeping visitors book correctly than public schools
13. It was concluded that private schools were better in providing physical facilities to students than public schools.
14. It was revealed in analysis that public schools were better than private schools with respect to play ground available to students.

15. It was concluded that public and private school teachers' were not significantly different and rather had same kind of job satisfaction at secondary level.

16. It was found that no significant difference in teachers' vision of teaching was found at secondary level in public and private school teachers.

7. RECOMMENDATIONS OF STUDY

The followings were the recommendations for the future research.

► Comparing public and private schools is now a day's become an area of interest. For better understanding of difference in public and private schools and its effects in education sector, more researches are needed in the Pakistani context.

► This was a descriptive research; therefore, it is recommended that some other researchers should conduct the studies in which they used other data collection techniques such as interviews and observations.

► This research was conducted at the secondary level; it is a dire need to conduct studies with same dilemma at higher secondary/University level.

► The participants of this study were secondary school teachers. Further, researches should be carried in which students are also an integral part of target population.

► The findings of the study demonstrate that private secondary school teachers were better in job satisfaction and were more purposeful in life than public secondary school teachers. More studies should be conducted to examine the causes of this difference.

► Co relational studies may be undertaken to explore comparisons among schools other pertinent psychological variable such as teacher stress, burnout social and social and organization support to identify effectiveness of teachers and psychological characteristic associated with teacher effectiveness.

REFERENCES

Alderman, Harold, Peter F. Orazem, and Elizabeth M. Paterno (2001), "School Quality, School Cost and the Public Private School Choices of Low Income Households in Pakistan." *Journal of Human Resources* 36(2): 304- 326.

Almani. L, Soomro, & Abro (2012). "Cultural literacy: What every American needs to know". Boston, MA. *Houghton Mifflin Company*.

Altonji, Elder and Taber (2005b). "The Existence of Parental Choice in the Netherlands." *Educational Policy* 9:227-243.

Andrabi, Dasand Khwaja (2002), "The Rise of Private Schooling in Pakistan: Catering to the Urban Elite or Education the Rural Poor? " *The Study of World* Bailie.

Awan, A.G. (2011)"Changing world Economic and Financial Scenario"
Asian Accounting and Auditing Advancement, Vol., No.1pp148-173.

Angrist et al. (2002), Natural forces: How to significantly increase student achievement in the third millennium. Monticello, FL: *Educational Services Consortium.*

Awan, Abdul Ghafoor; Asma Zia (2015). "Comparative Analysis of Public and Private Educational Institutions: A Case study of District Vehari" *Journal of Education and Practices.* Vol.6 (16):122-130

Awan, Abdul Ghafoor (1987) "Comparative study of English and Urdu Medium Educational Institutions in Islamabad-Pakistan", *National Language Authority* Vol1 (1):150

Awan, A.G. (2012) "Human Capital: Driving Force of Economic Growth in selected Emerging Economies" *Global Disclosure of Economics and Business, Vol.1No.1.*

Awan, A.G. (2012) "Diverging Trends of Human Capital in BRIC countries"
International Journal of Asian Social Science, Vol.2 (12):2195-2219.

Awan, A.G. and Kashif Saeed (2014) "Intellectual Capital and Research Performance of Universities in Southern Punjab-Pakistan" *European Journal of Business and Innovation Research, Vol.2 No.6:21-39.*

Awan. A.G. (2014) "Brazil's Innovative Anti-Poverty and Inequality Model,"
American Journal of Trade and Policy Vol1No.3pp7-12.

Bomotti, (1996). "What kids need to succeed: Proven, practical ways to raise good kids". Minneapolis: *Free Spirit Publishing*.

Brady, M., Clinton, D., Sweeney, J., Peterson, M, & Poynor, H. (1977). Instructional dimensions study. Washington, DC: Kirschner Associates.

Bryk,A.S., Lee, V. E. & Holland, P. B. (1993). Catholic schools and the common good. Cambridge (Mass.)/London: Harvard University Press.

Carroll, J. (1963). A model of school learning. *Teachers College Record*, 64, 723-733.

Chickering, A., & Reisser, L. (1993). "*Education and identity*". (2nded.) San Francisco: Jossey-Bass.

Catterall, James S., and Henry M. Levin. 1982. "Public and Private Schools: Evidence on Tuition Tax Credits," *Sociology of Education*, vol. 55, no. 2/3(April-July):144-151.

Chan, (2008). *The Foundations of Educational Effectiveness*. Kidlington/ New York/ Toyko: Pergamon.

Chin,J. (2007). Meta-analysis of transformational school leadership effects on school outcomes in Taiwan and the USA. *Asia Pacific Education Review*, 8(2), 166-177.

Chubb, John, and Terry Moe. 1990.*Politics, Markets, and America's Schools* (Brookings).

- Cohen, S. A. (1995). Instructional alignment. In J. Block, S. Evason, & T. Guskey (Eds.), *School improvement programs: A hand book for educational leaders* (pp.153-180). New York: Scholastic.
- Coleman, J.S. & Hoffer, T. (1987). *Public and private high schools. The impact of communities*. New York: Basic Books.
- Coleman, J. S. & Hoffer, T. (1987). *Public and private high schools. The impact of communities*. New York: Basic Books.
- Coleman, J.S., Hoffer, T.B. & Kilgore, S. (1982). *High school achievement: Public, Catholic, and other private schools compared*. New York: Basic Books.
- Coleman, J. S., Hoffer, T. B. & Kilgore, S. (1982). *High school achievement: Public, Catholic, and other private schools compared*. New York: Basic Books.
- Coleman, James S. (1989). "Response to the Sociology of Education Award," *Academic Questions*, vol. 2, no. 3 (Summer), 76-78.
- Coleman, James S. and others. 1966. *Equality of Educational Opportunity*, Washington DC: U.S. Government Printing Office.
- Coleman, James S., and Thomas Hoffer. (1987). *Public and Private High Schools: The Impact of Communities*, New York: Basic Books.

- Coleman, James S., Thomas Hoffer, and Sally Kilgore. (1982). *High School Achievement: Public, Catholic, and Private Schools Compared*, New York: Basic Books.
- Cooley, W. W., & Leinhardt, G. (1980). The instructional dimensions' study. *Educational Evaluation and Policy Analysis*, 2, 7-26.
- Covington, M. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology*, 51, 171-200.
- Cross, C., & Rigden, D. (2002). Improving teacher quality. *American School Board Journal*, 189 (4), 24-27.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy*, 8(1). Retrieved September 2009, from <http://epaa.asu.edu/v8n1.html>
- Darling- Hammond, L., Holtzman, D.J., Gatlin, S.J., & Heilig, J. V. (2005, October 12). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13(42). Retrieved September 2009, from <http://epaa.asu.edu/epaa/v13n42/>
- De Silva, (1997). Identifying the salient facets of a model of student learning: A synthesis of meta-analyses. *International Journal of Educational Research*, 11(2), 187-212.

Dee, Thomas S. (2003). “The ‘First Wave’ of Accountability.” In Paul E. Peterson and Martin R. West. Eds.*No Child Left Behind?* (Brookings).

Authors’ contribution/Conflict of interest

This research work was carried out in collaboration between two authors. Author AH designed the study, collected and tabulated data. He wrote first draft of manuscript under the supervision of author AGA. The second Author AGA formatted and edited final draft of manuscript. Both authors read and approved the final manuscript. They declared no conflict of interest with any person or institution.
