An Analysis of Role of Private Sector School in The Development of Education: A Case Study of Nepal Within Province Number 3.

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ABSTRACT: *Private Sector played a vital role in the learning environment of School, quality and attitudes depends on the quality of learning environment. School education is the fundamental part of the human. This paper argues that how private school played a vital role in the learning environment of study area withinNepal in province number 3. This paper will brought a wider knowledge of education practice in the study area.*

A total of 32 school within Central Nepal (Makwanpur, Kavrepalanchowk, Sindhupalchowk, Chitwan and Kathmandu district) were chosen randomly to conduct this study as well as both mixed or concurrent method were used to analyse this case study. A Primary, Secondary and group discussion including Key Informant Interview were applied and SPSS vol-20 were used for the data interpretation.The Data revealed that private sector school structure is far better, learning environment is well maintained, However, it was found that private schoolsome-how do maintained the quality of the education and focused in the result orientation.

The study concluded that private school learning is more reliable useful and carrier oriented.The study data further recommended that school need some sort of review every year for the better development of students and school carrier both, in order to make it reliable expert advice and professionalism is essential.
Key Words: Education, Private sector, Development

I.   INTRODUCTION

According to Khalid (1974) , Education is broadly viewed as the intellectual and moral training of individuals through which their potentialities are developed, the traits of the Creator are inculcated in them and the culture of the people is transmitted to the coming generation (Khalid, 1974) . Ahmad (1968) added, "Education is a process through which a nation develops its self-consciousness by developing the self-consciousness of the individuals who compose it. It is a social institution, which provides mental, physical, ideological and moral training to the individuals of the society, to enable them to have full consciousness of their mission, purpose in life and equip them to achieve that purpose (Ahmad, 1968)

It was found from much literature review that around the world, education is recognized as an important factor for the socioeconomic development of any society. Education today has become the most potent instrument, not only for the social and cultural changes but also for the economic development of the society.

Through a study, Ali (1997) describes that rapid economic development of a nation lies in the provision of education and skilled labour. Education generates not only new ideas and competency; it also accelerates the pace of technological transformation. Furthermore, education prepares the people for making better choices and provides them with the opportunities leading a better life (Goverment, 2007).

According to academic system in Nepal described by CBS (2011), Primary education lasts for five years (Grades 1-5) and secondary education then comprises three cycles: three years lower secondary (Grades 6-8), two years upper secondary (Grades 9-10), and two years of higher secondary education (Grades 11-12). On completion of upper secondary school, students sit for the School Leaving Certificate (SLC). Sanskrit secondary level students sit for the Uttar Madhyama Certificate Examination. Higher secondary level education has four streams: Humanities, Science, Commerce, and Education. At the end of these studies, students sit for the Higher Secondary Certificate. Technical education may start after Grade 5 when pupils can study at Basic Technical Schools for three years to obtain a Training Level Certificate. (CBS, 2011).However, higher level of education gradually shifting the responsibility to the Higher Secondary Education Board. Tribhuwan University has already initiated the process of phasing out this level to higher secondary Education (Sports M. o., 2005)

According to Centre (2007), since, the aim of secondary level education is to produce competent and healthy citizens who can contribute to economic development and are familiar with national traditions, cultural and social heritage, and democratic values (Centre, 2007). Nepal has a system of using national school

curriculum that is being used in all the schools of the country. According to Ministry of Education and Sports (MOES) is a legally authorized body to develop and implement school curriculum up to grade 10.Higher Secondary Education Board, an autonomous body under the MOES prepares curriculum for higher secondary schools and conduct external examination at the end of grade 11 and grade 12.Pradhan (2011) illustrated that Nepal's school education system comprises five years of primary (grades 1-5), lower secondary (Grades 6-8) and secondary (Grades 9-10).Now according to restructuring of school education the primary grades will be from grades 1-8. A national level of School Leaving Certificate (SLC) examination is carried out at the end of grade ten. Similarly, a technical stream of education has also been developed in order to produce low and middle level human resource necessary to carry out the task of national development (Pradhan, 2011).

According to review through much research, it was found that-the aim of this school education is to produce competent and healthy citizens who can contribute to economic development and are familiar with national traditions, cultural and social heritage, and democratic values

It was also found that the NGO and Development organization played a vital role in the promotion and strengthening of education in Nepal. However, with the exception of development agencies, most of the local NGOs do not have adequate competencies to plan, manage and implement the programs.

It is clear that without the help and cooperation of Non-Government Organizations (NGOs), the government alone cannot achieve the goals of Education for All (EFA) program. In Nepal NGOs are working at the central level as well as at the grassroots level for EFA especially for the promotion of non-formal education for out of school children, youth and adults. Since their number is very large, the NGOs role becomes very crucial (NGOF, 2016)

Many study result have said that for education it is very important to do sort of trainings and interaction programme in order to build the capacity of the school as well as for the students (Dhakal 2000, 93; Miwa 2003, 246)

From various literature review, it was found that education is somehow interrelated with training, learning outcomes and series of new initiation in order to increase the capacity.

Therefore an objective was drawn based on the study materials and Literature review is mentioned here as-

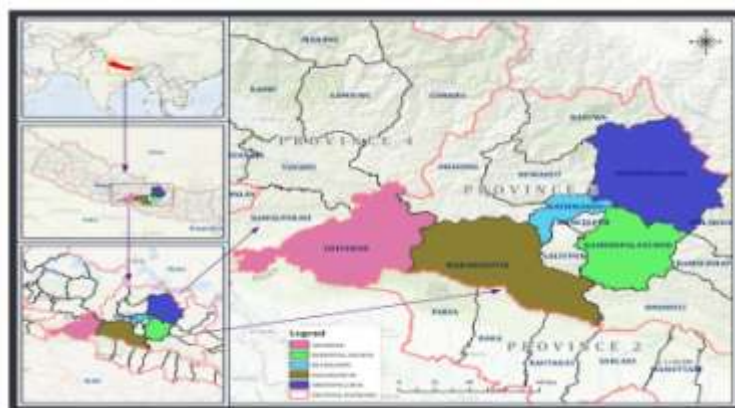a) To analysis the role of private sector education in the study area.
A Null hypothesis was set in relation to this study as:
There is no relationship between learning environment and private schools role in the study area.

II. MATERIALS AND METHODS

Study Area

A total of fiveconsecutive district such as Makwanpur, Chitwan, Kavrepalnchowk, Sindhupalchowk and Kathmandu (central region) respectively were randomly chosen under multi stage random sampling methods. The study area were recommended by the series of Consultation made within district authorities and it was found that the higher number of secondary schools existing in the study area as well as these are the key district within central Nepal in terms of education sector.Researcher applied a multi stage sampling of 32 consecutive secondary school. There are four type of respondents set such as -
SMC-128,Teacher-160, Parents-128 and Principal-32. Some of them Principal are KII and other are respondents in this study.

(GIS map of study area)

Respondent Selection and Pretest

A total of 32 Secondary private school out of 1600 were chosen for this study. This household data collection was done in year 2016, a total of 5 FGD in each district were conducted, 3 cases study in each district were selected based on the criteria. A standard questionnaire for each respondents were used to collect the data. A pretest of each questionnaire were conducted in month of January 2016 in four school in Makwanpur district.

The pretest result were verified through SPSS- Vol 20 statistical tools and this methods highlighted the probability of right answer from the respondents, therefore a few changes in the questionnaires were reviewed based on the pretest respondents, the reliability test for the questionnaire were 0.71.

Data Collection

The period covers for data collection is between March to December 2016. Data collection was done through several visits to the concern sites as well as some consultation was done in between January to February 2016 with the stakeholders in the district such as DEO,DOE, MOEP, and local correspondence. Since the questionnaires were prepared in national languages, Nepali for easy execution of the interview, one local enumerator was hired for easy understanding of their context and local languages as Tamang used their local languages in their day-to-day lives.

Data Analysis

SPSS Volume-20 statistical tools was used to interpret the quantitative aspects of the findings of this study. Five FGD was conducted and this data was elaborated accordingly. A descriptive analysis was more emphasized to elaborate the data with Multi Regression, cross tabulation, and correlation analysis was done.

III.   RESULTS AND DISCUSSION
Table-1: Ananalysis of surveyed respondents' perception on private school role within study area.

Respondents perception on private school role	Principle* (N=32)	Teacher* (N=160)	Parents** (N=128)	SMC** (N=128)
a. The role of private school is aware to education.	96.9	95.4	78.12	96.8
b. The running of the school has supported the school.	96.9	91.2	77.34	98.4
c. The number of school is increased according to the social need.	93..8	91.1	74.21	85.9
d. The role is played to increase the literacy.	90.6	91.2	74.21	93.7
e. The role-played to increase educational achievement.	50	60.2	58.6	77.3
f. The role is played to produce skilled manpower.	96.8	88.4	95.3	97.6
g. The role is played to increase skills in students' extra-curricular activities.	93.7	81.3	98.43	93.7
h. Enough investment on the development of infrastructure.	81.3	83.7	85.9	96.8
i. School managements up to date	81.3	84.4	94.5	98.4
j. Students' learning is high	87.8	83.7	93.7	98.8
k. Teachers' performance is high	84.4	83.12	97.65	93.7
l. Evaluation system is result oriented.	84.4	81.25	93.7	98.4
m. The social view is supportive to school.	53.1	81.8	50.7	62.5
n. Government is also supportive to public and private school.	53.1	25	31.25	15.6
o. Learning environment is effective.	90.6	84.37	96.8	98.8
p. The relationship between public and private school is sound.	65.6	12.5	15.62	77.3
q. The schooling culture is developed.	87.5	88.7	77.3	93.7

r.	School administration is friendly to students and teachers.	84.4	85	85.9	96.75
s.	Regular interaction takes place between SMC and parents.	78.1	78.1	62.5	98.4
t.	The SMC is free from politics.	84.4	75	93.7	97.65
u.	The result of the school is regularly improved.	96.9	88.12	98.4	93.7
v.	Teaching materials are completely managed.	87.5	88.12	42.9	98.43
w.	The schools' role is always dynamic.	90.6	90.62	62.25	96.8
Average		82.54	78.80	75.61	89.53

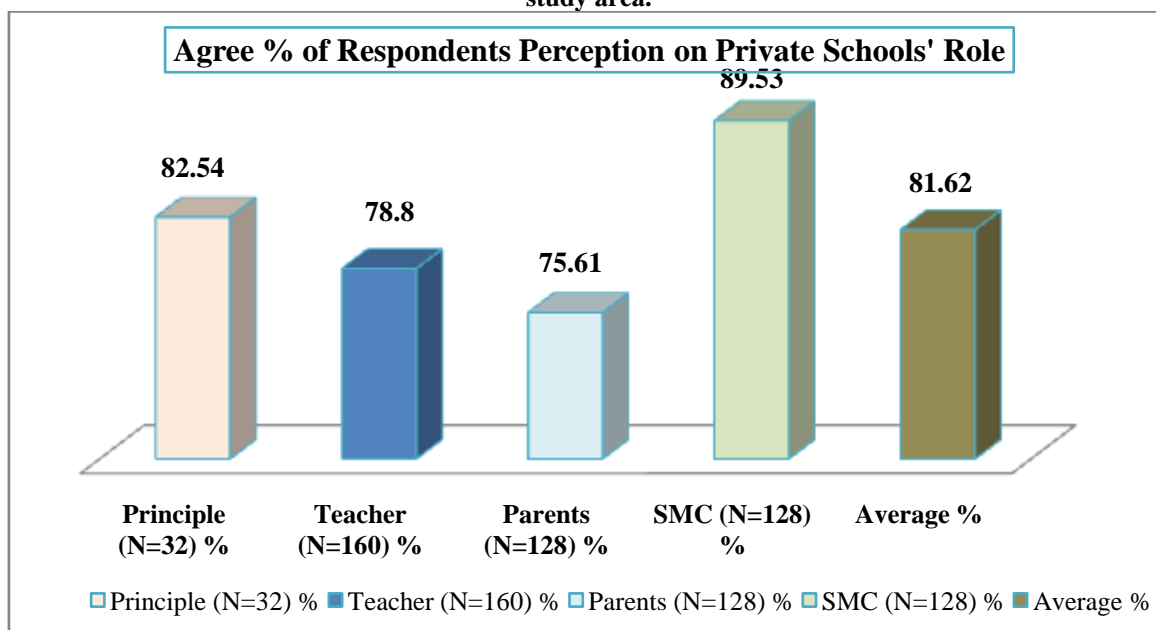*r=0.692 Between Principle and Teacher, ** r=0.622 between parents and SMC
(Source: Field Survey, 2016)

Out of 23 variables, the data revealed that all respondents are agreed (Table-1) on a perception of school improvement and learning practices. The value of r stands for 0.622 between parents and SMC which signifies that the relationship is valid and relevant, whereas the value of r is 0.692 also a significant between Principal and Teacher. However, in some cases of variables (e, m, n), it was found that the educational achievement, the social view and government support is either minimal or inadequate from the side of Perception. Since, government does not have a policy to do invest on private and very few in the community sector; beside this still, the support part is not effective or inadequate.

From FGD it was also obtained that the role of private sector or school is vital and learning system is much better in the private secondary compare to other.

KII also high lightened that the learning environment and investment is higher in the private base school but still there are draw backs to get a desirable result due to mainly the problem of rural area, less priority, infrastructure, materials and social and economic condition.

The education practice in the study area is following the study curriculum developed by Curriculum Development Centre, under the ministry of Education and Sports, Nepal. They have following the same system because of which the same books and course contains followed by the number of schools in the same manners.

Figure-1: Overall situation of the respondent'sperception on the matter of Private sector education in the study area.

(Source:- Field survey, 2016)

On an average data signifies that 81.62 % perception is reliable from all the respondents. All respondents are agreed in average to have a positive influence on private school learning, however, SMC are the prompt institute for the school in general but in private sector the head or owner of the agencies are all in all so the private sector deal with high profit and result oriented manners.

Table :2, **Model Summary**

Model Summary^b

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.965^a	.931	.735	9.318	.931	4.729	23	8	.014	2.064

a. Predictors: (Constant), Respondents perception on the basis of private school role related 23 variables
b. Dependent Variable: Achievements of Private Schools

Based on data of regression-ANOVA (Table-2, 3) the value is .014 which is significant value (<0.5) which prove that the role of multiple variable are equally important in the development of learning practices in the schools. The study is purely based on the data of Perception so it deal with the obtained value it does not cover the reason behind not answering.

Table: 3 ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	9444.117	23	410.614	4.729	.014^b
1	Residual	694.602	8	86.825		
	Total	10138.719	31			

a. Dependent Variable: Achievements of Private Schools
b. Predictors: (Constant) Respondents perception on the basis of private school role related 23 variables

The hypothesis (Table-3) set on the study is rejected, as the value is 0.14, which is accepted means there is direct relationship between learning environment and private schools role.

Table :4 Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant) Respondents perception on the basis of private school role related 23 variables	118.44	13.66		8.66	.000	86.93	149.95
a. The role of private school is aware to education.	30.05	8.50	1.10	3.53	.008	10.44	49.65
b. The running of the school has supported the school.	26.58	12.71	.80	2.09	.070	-2.74	55.91
c. The number of school is increased according to the social need.	10.47	6.17	.45	1.69	.128	-3.77	24.72
d. The role is played to increase the literacy.	-87.91	20.35	-3.26	-4.31	.003	-134.85	-40.97
e. The role-played to increase educational achievement.	-1.37	25.60	-.03	-.054	.959	-60.41	57.67
f. The role is played to produce skilled manpower.	55.99	18.64	1.57	3.00	.017	13.0	98.99
g. The role is played to increase skills in students' extra-curricular activities.	-9.01	9.08	-.25	-.99	.350	-29.96	11.93
h. Enough investment on the development of infrastructure.	15.81	6.83	.69	2.31	.049	.064	31.57
i. School managements up to date	1.22	3.38	.07	.36	.728	-6.58	9.029
j. Students' learning is high	-1.41	7.60	-.08	-.18	.857	-18.94	16.10
k. Teachers' performance is high	37.54	15.46	1.56	2.42	.041	1.88	73.19
l. Evaluation system is result oriented.	-19.79	20.79	-.74	-.95	.369	-67.74	28.15
m. The social view is supportive to school.	-17.16	10.17	-.96	-1.68	.130	-40.63	6.30
n. Government is also supportive to public and private school.	-12.03	3.97	-.79	-3.03	.016	-21.19	-2.88
o. Learning environment is effective.	-116.33	24.69	-3.81	-4.71	.002	-173.27	-59.38
p. The relationship between public and private school is sound.	36.87	10.29	1.93	3.58	.007	13.12	60.62
q. The schooling culture is developed.	77.87	23.11	2.62	3.36	.010	24.57	131.17
r. School administration is friendly to students and teachers.	-2.42	2.99	-.13	-.80	.443	-9.33	4.49
s. Regular interaction takes place between SMC and parents.	27.68	10.00	1.34	2.76	.024	4.61	50.75
t. The SMC is free from politics.	38.77	7.64	1.84	5.07	.001	21.15	56.39
u. The result of the school is regularly improved.	-75.30	16.28	-2.17	-4.62	.002	-112.85	-37.75
v. Teaching materials are completely managed.	14.87	11.55	.53	1.28	.234	-11.77	41.52

w.	The schools' role is always dynamic.	-24.71	11.76	-.85	-2.1	.069	-51.84	2.41

a. Dependent Variable: Achievements of Private Schools

The data revealed that the value (Table-4) is almost significant to all 23 leading variables except educational achievement and students learning due to number of many other reason such as;-

Rural area and lack of motor able road, lack of understanding of question, less satisfaction , less emphasis, the rural had less priority for the education, result or goal oriented etc. These are the factors, which signifies that the less educational achievement is caused due to number of reasons.

FGD participants also stated that urban and rural location schools are not having the same condition, rural have a less investment than urban; the result is also related with this fact that student's outcome or achievement is higher in the urban compare to the rural area.

IV. CONCLUSION

The following conclusion was drawn based on this study is here with:-

- Urban school achievement is better than rural set up in case of learning environment.
- Learning achievement and educational achievement is higher among the private school.
- There are series of factors concerned to the learning practice such as school environment, facility, investment and so on.
- Education priority is more in favour to private school than community and government school beside the investment provided by the government.

RECOMMENDATIONS

Following recommendation are drawn based on the evidence of the above phenomena:-

- Too some cases of exploitation observed in the private level study, less and delayed salary with low moral skilled enhancement noticed among the teachers of Private schools. In order to mitigate this, school management and investor must review the facility providing to the teachers in the Private sector.
- It is advised to do some infrastructure investment inorder to provide facility to all the actors of private sector. Drinking water, toilet, modern equipment and both way communication skilled need to be built for the actors of Private school.

Abbreviation

SMC-School Management Committee, KII- Key Informant Interview, DEO-District Education Office,DOE-Department of Education, MOEP-Ministry of Education and Population, FGD-Focus Group Discussion, I/NGO-International/ Non-Government Organization, .

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