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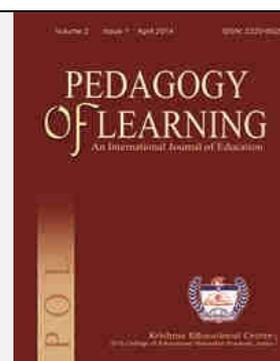
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Impact of Privatization on Quality in Secondary Education as perceived by Parents

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Abstract

The objective of the study was to investigate the impact of privatization on quality in secondary education in terms of parents' perception relating to their satisfaction with quality of teachers, students' achievement, physical facilities, subject content, co-curricular activities, examination system and parents' meeting. A sample of 119 parents mainly fathers (mothers in case fathers died) of students studying in private secondary and government secondary schools were selected randomly. Out of which 55 parents were from private secondary schools and 64 were from government schools. The satisfaction scale for parents consisting of 28 items on seven dimensions of secondary education such as quality of teachers, students' achievement, physical facilities, subject content, co-curricular activities, examination system and parents' meeting was developed by the investigator. The "t" test reveals that i) the parents of students studying in private secondary schools and government secondary schools were highly satisfied with the quality of teachers; ii) the achievement of students in private secondary schools was better than the government secondary schools; iii) physical facilities available in private secondary schools was better than government secondary schools; iv) the subject content in private secondary schools was significantly better than government secondary schools; v) the co-curricular activities organized in private secondary schools were better than government secondary schools; vi) the examination system in private secondary schools was better than the examination system in government secondary schools.

Keywords: Privatization, Quality Education, Secondary School, Parents' Satisfaction.

I. INTRODUCTION

Quality is the main concern for today's education system. The drive for quality around the globe is becoming a matter of life and death for educational institution. In the current context of globalisation, the governments fail to fulfil the needs and expectations of the customers or stakeholders in providing quality education. As a result, private organisation or private bodies came forward to fulfil the needs and expectations in providing quality education to its customers or stakeholders. As customers' satisfaction is the determining factor of assessing quality of goods and services has been recognised widely all over the world by the economists, business and management specialists and researchers. The trend, all over the globe, has been to evaluate quality of goods and services in terms of how far the goods and services satisfy customer's or stake holder's need and expectations. Since secondary education has come under the service sector parents constitute one of the important stakeholders who spend money for the education of their children.

II. RATIONALE OF THE STUDY

A critical examination of studies conducted so far on impact of privatisation on quality in secondary education revealed positive impact of privatisation on quality education (Erdogan, 2005; Yuksel, 2007; Karakosa and Kocabas 2006; Kizildeg, 2009; John, 2009), cognitive outcome (Coleman et al., 1992; Bay and Tugluk, 2009), students' achievement (Lockheed and Jimenez, 1994; Kingdon, 1996; Alderman et al., 2001; Aslam, 2007; Kindon, 2008; Goyal, 2009; French and Kingdon, 2010; Tooley et al., 2011; Javaid et al., 2012; Chudgar and Quin, 2012; Muralidharan and Sundaran, 2013), and material and human resources (Vuzo, 2008; Lwaitama and Galabawa, 2008); and negative impact on students achievement (Lassibille and Tan, 2001) and no impact on school effectiveness (Uribe et al., 2006), learning outcomes (Wadhwa, 2009), and students performance (Johnson and Bowles, 2010 ; Akaguri, 2011). Parents' satisfaction as an important determining factor of assessing quality of secondary education has been recognised widely all over the world. Since there has been a dearth of systematic research investigating the effect of privatisation on quality in secondary education in terms of parents' satisfaction for which the present study has been designed.

Objective of the study

- To study the impact of privatisation on quality in secondary education in terms of parents' perception relating to their satisfaction with quality of teachers, students' achievement, physical facilities, subject content, co-curricular activities, examination system and parents' meeting.

Hypothesis of the study

- There exists significant difference between perception of parents of students studying in private secondary schools and government secondary schools relating to their satisfaction with quality of teachers, students' achievement, physical facilities, subject content, co-curricular activities, examination system and parents' meeting.

III. METHODOLOGY OF THE STUDY

Design: Since the objective of present study was to investigate the impact of privatisation on quality in secondary education as perceived by parents, causal- comparative method and ex-post facto research design has been used.

Sample: A sample of 119 parents mainly fathers (mothers in case fathers died) of students studying in private secondary and government secondary schools were selected randomly using the Table of Random Numbers (Fisher and Yates, 1963). Out of which 55 parents were from private secondary schools and 64 were from government schools.

Tools: The satisfaction scale for parents consisting of 28 items on seven dimensions of secondary education such as quality of teachers, students' achievement, physical facilities, subject content, co-curricular activities, examination system and parents' meeting was developed by the investigator. The content validity of the scale was determined by the help of experts' judgement. The test-retest reliability estimated for the satisfaction scale was .94.

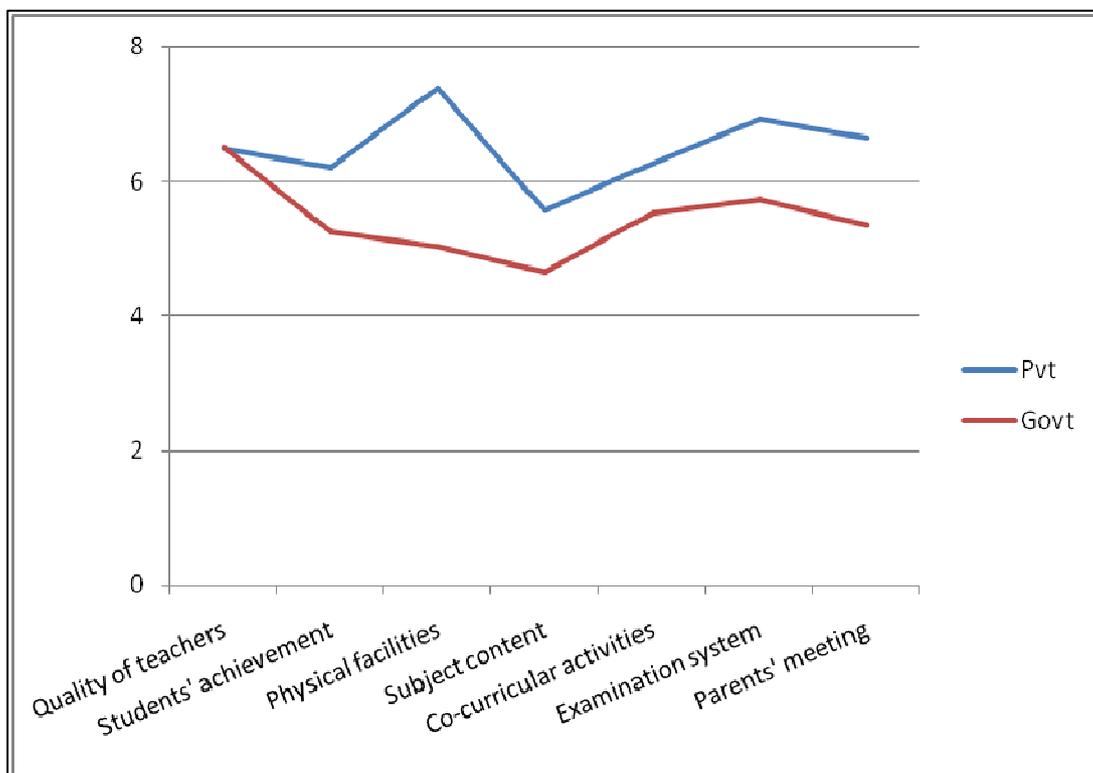
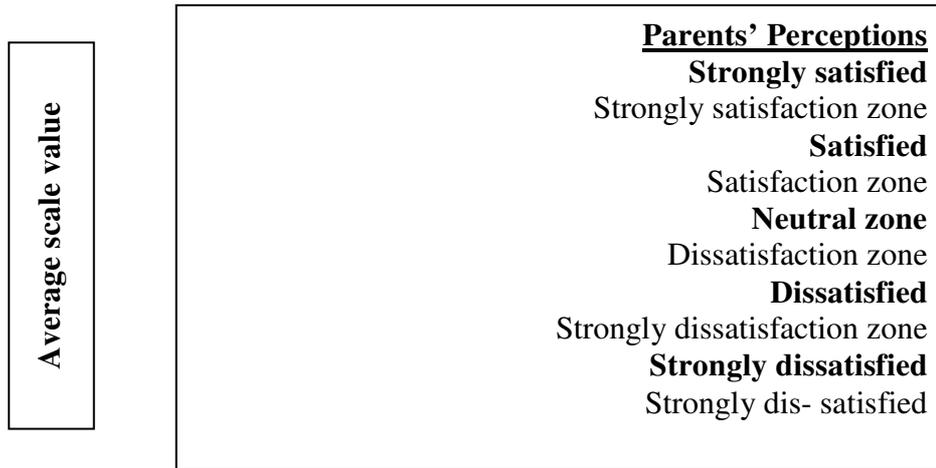
IV. THE RESULTS

As can be seen in Table 1, there was no significance of difference between parents of students studying in private secondary schools and government secondary schools on their perception relating to satisfaction with quality of teachers ($t = 0.068$, $df = 117$, $P > 0.05$). Further, the Figure 1 shows that the parents of students studying in both private secondary schools and government secondary school were highly satisfied with quality of teachers, as the average perception score of the parents was greater than the average scale value for the level of satisfaction ($M = 6.49 > M = 6$), ($M = 6.5 > M = 6$). The finding emerged was the parents of students studying in both private secondary and government secondary schools were satisfied with quality of teachers on similar line. Table 1 reveals that parents of students studying in private secondary schools and government secondary schools differed significantly on perception relating to satisfaction with their children's achievement. ($t = 3.24$; $df = 117$; $P < 0.01$) in favour of parents of students studying in private secondary schools ($M = 6.49 < M = 6.51$). Further, Figure 1 shows that the parents of students studying in private secondary schools were highly satisfied with their children's achievement, as the average perception score of the parents was greater than the average scale value for level of satisfaction ($M = 6.2 > M = 6.0$), whereas parents of students studying in government secondary schools were just satisfied with their children's achievement as the average perception score of parents was greater than the average scale value for neutral level of satisfaction ($M = 5.26 > M = 4.0$). It can be concluded that the parents of students studying in private secondary schools were highly satisfied with the achievement of their children where as parents of students studying in government secondary schools were just satisfied with the achievement of their children. Table 1 shows that there exists significance of difference between the perception of parents of students studying in private secondary schools and government secondary schools ($t = 7.54$; $df = 117$; $P < 0.01$) in favour of parents of the students studying in private secondary schools ($M = 7.38 > M = 5.04$) relating to their satisfaction with physical facilities in schools. Further, Figure 1 shows that parents of students studying in private secondary schools were highly satisfied with physical facilities in schools as the average perception score of the parents was greater than the average scale value for level of satisfaction ($M = 7.38 > M = 4.0$), whereas parents of students studying in

government secondary schools were just satisfied with physical facilities in schools as the average perception score of parents was greater than the average scale value for neutral level of satisfaction ($M = 5.04 > 4.0$). It can be concluded that physical facilities available in private secondary schools was better than government secondary schools.

Table-1: Summary of ‘t’ values for perception of parents’ of students studying in private secondary schools and government secondary schools relating to their satisfaction with different dimensions of quality in secondary education(N = 119)

Quality Dimensions	Private Secondary School		Government Secondary School		‘t’ Values	Level of significance
	Mean	S.D	Mean	S.D		
Quality of Teachers	6.49	1.51	6.51	1.67	0.068	N.S
Students’ Achievement	6.2	1.13	5.26	1.85	3.24	0.01
Physical Facilities	7.38	1.13	5.04	2.13	7.54	0.01
Subject content	5.56	1.41	4.64	2.15	2.75	0.01
Co-curricular Activities	6.27	1.40	5.53	1.67	2.64	0.01
Examination System	6.92	1.47	5.73	1.89	3.97	0.01
Parents’ Meeting	6.65	1.60	5.35	2.32	3.61	0.01
Total	45.49	5.18	38.14	8.15	4.81	0.01



(Figure 1.: Line graph showing perception of parents of students studying in private secondary schools and government secondary schools relating to their satisfaction with different dimensions of quality in secondary education.)

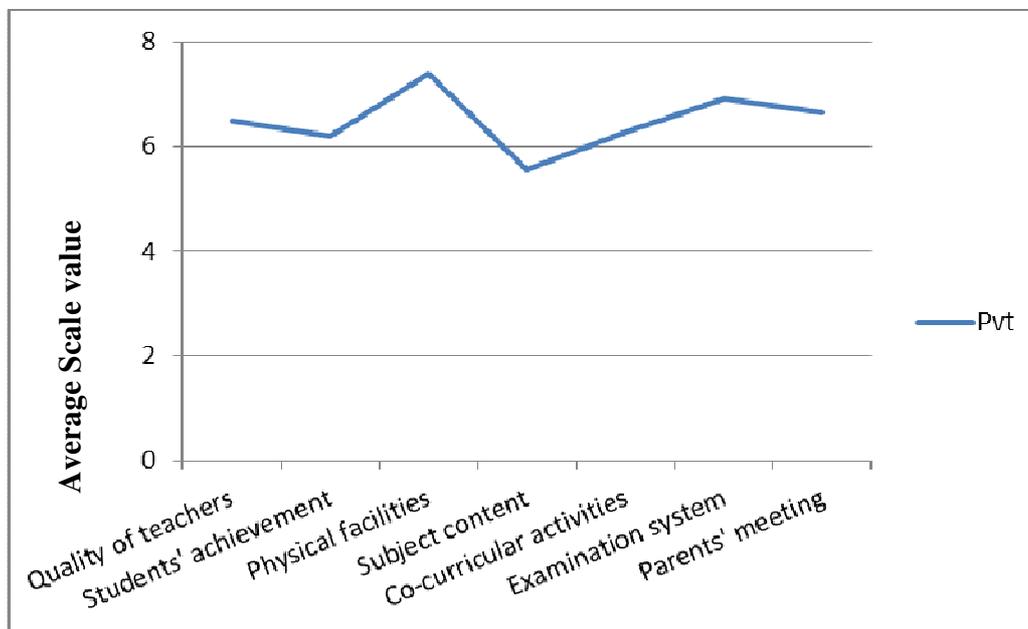
There found out significance of difference between perception of parents of students studying in private secondary schools and government secondary schools ($t = 2.75$, $df = 117$, $P < 0.01$) in favour of parents of students studying in private secondary schools ($M = 5.56 > M = 4.65$) relating to their satisfaction with subject content in schools. However, Figure 1 shows that parents of students studying in private secondary schools were satisfied with subject content as the average perception score of parents was greater than the average scale value for neutral level of satisfaction ($M = 5.56 > M = 4$), and parents of students studying in

government secondary schools were also satisfied with subject content as the average perception score of parents was greater than the average scale value for neutral level of satisfaction ($M = 4.65 > M = 4.00$). Though both parents of private secondary and government secondary schools were satisfied with subject content, the subject content in private secondary schools was significantly better than the subject content in government secondary schools. Table 1 shows significance of difference between the perception of parents of students studying in private secondary schools and government secondary schools ($t = 2.64$; $df = 117$; $P < 0.01$) in favour of parents of students studying in private secondary schools ($M = 6.27 > M = 5.53$) relating to their satisfaction with co-curricular activities organised in schools. Further, Figure 1 shows that parents of the students studying in private secondary school were highly satisfied with co-curricular activities organised by the schools as the average perception score of parents was greater than the average scale value for level of satisfaction ($M = 6.27 > M = 6$), whereas parents of students studying in government secondary schools were just satisfied with co-curricular activities as the average perception score of parents was greater than the average scale value for neutral level of satisfaction ($M = 5.53 > M = 4.00$). It can be concluded that the quality of co-curricular activities organised in private secondary schools was better than the quality of co-curricular activities organised in government secondary schools. As can be seen in the Table 1, there found significance of difference between the perception of parents of students studying in private secondary schools and government secondary schools ($t = 3.97$; $df = 117$; $P < 0.01$) in favour of parents of students studying in private secondary schools ($M = 6.92 > M = 5.73$) relating to their satisfaction with examination system. Figure 1 shows that parents of students studying in private secondary schools were highly satisfied with the quality of examination system as the average perception score of parents was greater than the average scale value for the level of satisfaction ($M = 6.92 > M = 6.0$) whereas, parents of students studying in government secondary schools were just satisfied with examination system as the average perception score of parents was greater than the average scale value for neutral level of satisfaction ($M = 5.73 > M = 4$). The examination system in private secondary schools was better than the examination system in government secondary schools. As can be seen in Table 1, there found significance of difference between the perception of parents of students studying in private secondary schools and government secondary schools ($t = 3.61$, $df = 117$, $P < 0.01$) in favour of parents of the students studying in private secondary schools ($M = 6.65 > M = 5.35$) relating to their satisfaction with parents' meeting organised in schools. Figure 1 shows that the parents of students studying in private secondary schools were highly satisfied with parents' meeting organised in schools as the average perception score of the parents was greater than the average scale values for the level of satisfaction ($M = 6.65 > M = 6$), whereas parents of students studying in government secondary schools were just satisfied with the parents' meeting as the average perception score of the parents was greater than the average scale value for neutral level of satisfaction ($M = 5.35 > M = 4.0$). The finding emerged was organisation of parents' meeting in private secondary schools was significantly better than organisation of parents' meeting in government secondary schools. As can be seen in Table 1, in sum there found significance of difference between the perception of parents of students studying in private secondary schools and government secondary schools ($t = 4.81$; $df = 117$; $P < 0.01$) in favour of parents of the students studying in private secondary schools ($M = 45.49 > M = 38.14$) relating to their satisfaction with quality of education.

Table-2: Average perception scores of parents on different quality dimensions of private secondary schools as compared to combined average score (i.e. 6.49) (N = 119)

Sl. No.	Areas	Scores < 6.49	Score > 6.49
1	Quality of teachers	--	6.49
2	Students' achievement	6.2	
3	Physical facilities	--	7.38
4	Subject content	5.56	--
5	Co-curricular activities	6.27	--
6	Examination system	--	6.92
7	Parents' meeting	--	6.65

Parents' Perceptions (Private Secondary Schools Quality Dimensions)



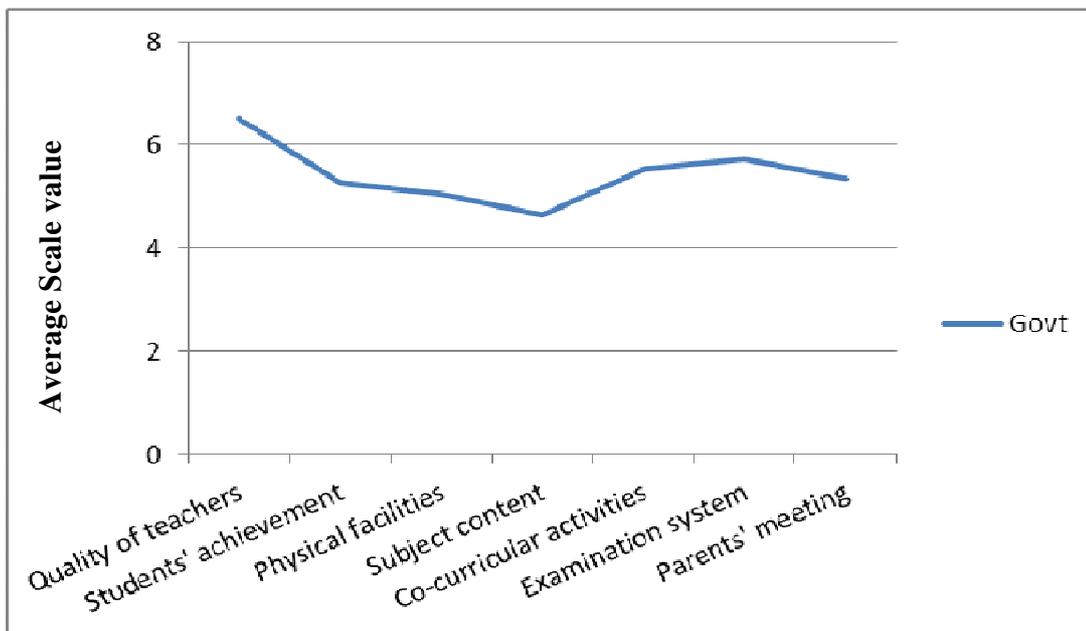
(Figure 2: Average perception score of parents on different quality dimensions of secondary education in private secondary schools as compared to combined average score.)

Table 2 and figure 2 showing the intra comparisons of average perception scores with combined average perception score of parents relating to their satisfaction with different quality dimensions in private secondary schools revealed that in private secondary, schools physical facilities ($M = 7.38 > M = 6.49$), examination system ($M = 6.92 > M = 6.49$) and parents' meeting ($M = 6.65 > M = 6.49$) were better than the quality of teachers ($M = 6.49 = M = 6.49$), students' achievement ($M = 6.2 < M = 6.49$), subject content ($M = 5.56 < M = 6.49$) and co-curricular activities ($M = 6.27 < M = 6.49$).

Table 3: Average perception scores of parents on different quality dimensions of government secondary schools as compared to combined average scores (i.e. 5.43) (N = 119)

Sl. No.	Areas	Scores < 5.43	Scores > 5.43
1.	Quality of teachers		6.51
2.	Students' achievement	5.26	
3.	Physical facilities	5.04	
4.	Subject content	4.65	
5.	Co-curricular activities		5.53
6.	Examination system		5.73
7.	Parents' meeting	5.35	

Perceptions (Government Secondary Schools) and Quality Dimensions



(Figure 3: Average perception scores of parents on different quality dimensions of secondary education in government secondary schools as compared to combined average score.)

Table 3 and Figure 3 revealed that in government secondary schools, quality of teachers ($M = 6.51 > M = 5.43$), co- curricular activities ($M = 5.53 > M = 5.43$) and examination system ($M = 5.73 > M = 5.43$) were better than the students' achievement ($M = 5.26 < M = 5.43$), physical facilities ($M = 5.04 < M = 5.43$), subject content ($M = 4.65 < M = 5.43$) and organization of parents' meeting ($M = 5.35 < M = 5.43$).

Major Findings

The major findings of the study were

- (i) The parents of students studying in private secondary schools and government secondary schools were highly satisfied with the quality of teachers.
- (ii) The achievement of students in private secondary schools was better than the government secondary schools.
- (iii) Physical facilities available in private secondary schools was better than government secondary schools as private secondary schools were having better infrastructural facilities like library, laboratory and classroom facilities.
- (iv) The subject content in private secondary schools was significantly better than government secondary schools, as it provided diversified subject content to accommodate students with different abilities and was according to the present needs of the society.
- (v) The co-curricular activities organised in private secondary schools were better than government secondary schools as private secondary schools treated co-curricular activities as an important activity in the schools and students were motivated to participate in those activities.
- (vi) The examination system in private secondary schools was better than the examination system in government secondary schools as the examination in private secondary schools was conducted smoothly and children's performance was evaluated properly.
- (vii) Organization of parents' meeting in private secondary schools was better than the organization of parents' meeting in government secondary schools as private secondary schools organized parents' meeting frequently and most of the parents were given opportunities of express their opinions for the development of the schools.

V. DISCUSSION

The finding revealing that the achievement of students in private secondary schools was better than government secondary schools is supported by Coleman et al. (1982), Lockheed, Kingdon (1996), Lassibille, and Tan (2001), Bay and Tugluk (2004), Aslam (2007) and Goyal (2009). The finding that the organisation of co-curricular activities in private schools was better than the organisation of co-curricular activities in government schools is supported by Coleman et al. (1982). The finding that the infrastructural facilities and material resources available in private secondary schools were better than government secondary schools is supported by Karakose and Kizildag (2009), Vuzo (2008), and Lwaitama and Galabawa (2008). The positive impact of privatisation in secondary education is attributed to the administrative and economic freedom enjoyed by private secondary schools. As a result, the quality of secondary education in government schools lagged significantly behind the quality of education in private secondary schools. Therefore, it can be concluded that privatisation and quality in secondary education are directly proportional as it is evident from the findings of the present study.

Educational Implications

- i. It is recommended that the government should prepare curriculum by taking in to consideration the present need and expectation of the students and society so that it can accommodate students with different abilities and needs.
- ii. Government should form a monitoring team to take care of monitoring students' progress in government secondary schools from time to time and provide effective remedial measures for enhancing academic progress of the students.
- iii. Both central as well as state government should take necessary steps in providing adequate funds to government secondary schools in order to make the school well equipped with infrastructural facilities to meet the needs of both students and staff.
- iv. Government should make provision for providing sufficient funds to government secondary schools for organisation of co-curricular activities as co-curricular activities is an important component for all schools to develop students' special interests and talents.
- v. Government should take necessary steps for supervision and monitoring of examination system in government secondary schools so that examination could be conducted smoothly and fairly.
- vi. Government should take necessary steps for the formation of parent teacher association (PTA) in government secondary schools. Parents should be involved in the organisation of curricular and co-curricular activities of the schools.
- vii. It is recommended that every government secondary school should form Q+ team consisting of teachers, parents, administrators and students for continual improvement of the school.

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