



## Analyzing the Perception of the Students on the Subject of Excellence of Private Sector in the Promotion of Education

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**Abstract:** *This study evaluates the quality of education at private institutions in Tehsil Wari Dir Upper, with an emphasis on student perspectives and the sector's contribution to educational advancement. The study's population consisted of students enrolled in grades 11 and 12 at private institutions. There are ten private institutions with a total student of 795. The study's sample size was determined using the Krejcie and Morgan (1970) table, which showed a needed sample of 260 students. Out of them, 246 students filled out and returned the surveys. Data was collected through a self-developed, closed-ended questionnaire, which contained ten items. This questionnaire has been validated by subject experts in the field. The items were perceived using a five-point Likert scale. SPSS-27 (Crop, 2020) software has been used to analyze the collected data. The study uses descriptive statistics to investigate data, showing students have a positive perception of educational quality, focusing on successful SLO-based teaching and multimedia tools. However, differing perspectives exist on continuous evaluations and co-curricular possibilities. The report emphasizes private institutions' role in education. Overall, the findings highlight the efficacy of private education in the region and provide topics for further study and policy development.*

**Key Words:** Private Educational Institutions, Quality of Education, Student Perceptions, Teaching Methods, Educational Improvement

### Introduction

Private educational institutions operate independently of the government and are largely supported by tuition fees, donations, and sponsorship grants (Härmä, 2015). These schools are renowned for their revised curricula, reduced class sizes, and individualized learning settings. According to Gul (2022), private educational institutions seek to: (a) educate the next generation to be responsible and morally aware; (b) instill principles of self-determination, social equality, and political rights in students to prepare them for their roles in national development; and (c) provide science and technology education to equip youth with 21st-century skills.

Parents are increasingly preferring private educational institutions over public schools because of the perceived greater quality of education (Nodira, 2022). This sector has increased educational access while preserving quality and efficiently managing limited resources (Carneiro et al., 2022). Furthermore, private schools frequently provide cost discounts and scholarships, which appeal to parents and kids looking to escape congested classes (Ogawa, 2021). Globally, private-sector engagement in education has been linked to better student learning outcomes than public-sector institutions (Alcott and Rose, 2016).

Pakistan's education system confronts major obstacles when compared to other developing nations, including as low primary enrollment rates, regional and gender inequities, unskilled instructors, insufficient instructional materials, and poor infrastructure (Ahmed et al., 2021). The Asian Development

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Bank (ADB) claims that public-sector institutions frequently fail to satisfy the population's educational demands. In response, the private sector has stepped in to supplement official efforts and help achieve national educational goals. In the 2017–18 academic year, private institutions made up 37.9% of all educational establishments and 44.3% of enrollments (Maleeha Rizwan, [2022](#)).

Education is an important strategy for growing human intellectual capital and raising living conditions by imparting necessary skills (Amir et al., [2020](#)). Countries invest much in education, recognizing its significance in encouraging growth in order to increase society's productivity and stability. UNESCO recommends that member nations invest 4–6% of their GDP or 15–20% of public spending in education (UNESCO, [2023](#)). Education allows people to attain their full potential, contribute successfully to society, and promote overall social well-being (Jamil et al., [2022](#)). Individuals' physical, mental, emotional, psychological, social, and spiritual growth must be nurtured through comprehensive education systems in order to promote social, economic, cultural, and political advancement.

Despite the progress achieved by private educational institutions, considerable gaps remain in our understanding of their distinctive contributions to educational quality and efficacy in resolving public sector deficits. The purpose of this study is to investigate the influence of private institutions in Tehsil Wari Dir Upper on educational standards and student outcomes. The value of this study stems from its ability to give significant insights into the strengths and limits of private education in this region, therefore aiding policymakers and educators in improving educational practices. The objectives include assessing the quality of education provided by private institutions, determining the influence on students' learning experiences, and identifying critical areas for reforms essential for the promotion of educational progress.

## Research Purpose

Pakistan's educational system faces significant challenges, such as low primary enrollment rates, regional and gender disparities, untrained teachers, insufficient teaching materials, and poor infrastructure (Mukhtar et al., [2015](#)), resulting in public-sector institutions failing to meet the population's educational needs effectively. In response, the private sector has arisen as an important contributor to education, providing higher quality and more accessibility despite fewer resources and cheaper costs (Carneiro et al., [2022](#)). Fee discounts, scholarships, and less packed classes all contribute to the sector's attraction (Ogawa, [2021](#)). The purpose of this study is to analyze the role and impact of private educational institutions in Tehsil Wari, District Upper Dir, with an emphasis on how they influence educational quality and accessibility while also addressing deficiencies in the public education system.

## Rationale of the Study

Human intellectual capital is critical for socioeconomic growth, and education is the key tool for developing skilled workers (Finance Division, [2023](#)). Countries that thrive worldwide have strong educational systems, which need well-designed policies, talented staff, and enough financing. Political tensions, corruption, and a lack of resources have made it difficult for Pakistan's education system to adopt effective policies and provide excellent education (Ahmed et al., [2021](#)). Despite several measures, the public sector's issues have resulted in a reliance on the private sector to bridge the education gap and improve educational outcomes (Carneiro et al., [2022](#)). There is little data regarding the role of private educational institutions in Tehsil Wari, District Upper Dir. The purpose of this study is to objectively analyze the quality of education delivered by private sector institutions, as well as their influence on education in the vicinity.

The study questions are as follows:

1. Does the private sector deliver quality education?
2. How does the private sector contribute to the advancement of education?

## Literature Review

### Private Education Sector

The phrase "private education sector" refers to the educational services provided by private persons or organizations. This sector is generally funded by parents, who pay tuition, make gifts, and provide scholarships. According to Gul ([2022](#)), private educational institutions seek to: 1) cultivate a new

generation aware of their responsibilities and ethical values; 2) instill principles of self-determination, fundamental rights and responsibilities, social equality, economic opportunities, and political rights to contribute to national development; and 3) provide science and technological education to equip youth with the skills required for the twenty-first century.

### **Overview of the Private Education Sector in Pakistan**

According to the Finance Division (2022), literacy rates, enrollment, and other educational indicators have all improved in recent years. The government has increased its emphasis on both the quality and quantity of education by investing more funds and expanding the number of educators. However, substantial breakthroughs and reforms in the education system require the active participation of the business sector. According to the Asian Development Bank (ADB), the private sector's engagement in education in Pakistan has grown significantly in recent years. Private institutions' active participation in providing excellent education has shown to be an invaluable tool in assisting the state's attempts to improve educational results. In 2017-18, privately owned institutions made up 37.9% of all educational establishments and 44.3% of total enrollments (Maleeha Rizwan, 2022). Similarly, Alcott and Rose (2016) state that the incorporation of the private sector into the education system has improved student learning when compared to public-sector schools.

### **Role of the Private Sector in Education**

Education is the foundation of socioeconomic growth, and high-quality education systems are a fundamental driver of advancement in industrialized countries. In Pakistan, while the government stresses both quality and quantity of education, the state alone fails to provide excellent education to the whole population. As a consequence of their superior educational systems, private schools have grown in popularity and appeal to a wide range of pupils.

Pakistan's state-owned education sector is struggling to satisfy its mandate of providing quality education. The private sector's involvement has been critical in tackling this difficulty, as it has effectively contributed to the provision of quality education, closing the education demand-supply gap, and defining more effective educational goals. In recent years, the private sector has played an increasingly major role. In 2017-18, private institutions made up 37.9% of all educational establishments and 44.3% of total enrollments (Maleeha Rizwan, 2022).

Private educational institutions in Khyber Pakhtunkhwa province of Pakistan are trying to develop education. They improve student enrollment, educational awareness, and student quality and well-being (Farooqi et al., 2017). School choice is influenced by factors such as location convenience, price, peer influence, and instructor conduct. Parents with ordinary earnings frequently prefer schools that have lower fees and are close by (Reis et al., 2016). Globally, public sector institutions frequently fall short of providing educational demands, prompting the emergence of private sector institutions to fill the gap (Alcott & Rose, 2015). These private institutions, with their decision-making autonomy, may better implement educational plans, hence strengthening their education systems (Torlak et al., 2022).

### **Role of the Private Sector in Primary Education**

Primary education is critical for a child's growth and future schooling. However, in Pakistan, basic education receives little priority and finance. This has resulted in an increase in student enrollment in private elementary schools, which is estimated at 40%. Despite their greater expenses, many parents prefer private elementary schools because they provide a higher quality education. Reasons for this choice include instructors' regularity and punctuality, efficient supervision, favourable student-teacher ratios, and superior student care (Ashraf&Ismat, 2016; Awan & Zia, 2015).

### **Role of Private Sector in Elementary and Secondary Education**

Education is critical to national progress because it shapes a country's human intellectual resources. Quality education is vital for creating the competent workforce required for long-term growth. In Pakistan, the government lacks the resources to provide decent education, prompting the rise of the private sector



to fill the void. Over the last two decades, private education has grown quickly, owing mostly to the poor quality of public sector schools. High teacher-to-student ratios, parental education levels, distance from public schools, student preferences for private institutions, and the learning environments they provide all contribute to the low quality (Khan & Raza, 2011).

### Role of the Private Sector in Higher Education

Higher education institutions generate individuals who are highly qualified and skilled, which is critical for national growth. These individuals benefit society in a variety of ways, including better employment prospects, higher salaries, excellent citizenship, lower crime rates, and more understanding of rights (Chan, 2016). With the increasing rise of the world's population, public higher education institutions are straining to satisfy society's educational demands. Consequently, the role of private educational institutions has grown increasingly important. They contribute significantly to knowledge acquisition and social development by delivering skilled labor (Mahdi et al., 2019).

### Research Design

Data collection through survey provides a quantitative means to analyze a population's opinions, beliefs, and actions. A survey design enables researchers to collect data from a carefully selected subset of the population. When the sample is well-defined, with a clear demographic profile and a sufficient sample size in relation to the population, the results may be reasonably estimated for the larger population (Asenahabi, 2019).

The current study employed a survey-based research approach to collect participants' self-reported opinions of the quality of education and its promotion by private educational institutions in Tehsil Wari, Dir Upper, Khyber Pakhtunkhwa, Pakistan. Data was collected using a self-created, closed-ended questionnaire on a five-point Likert scale. During site visits to private higher secondary schools, the researcher personally handed over surveys to participants and gathered completed forms from respective participants.

For data analysis, quantitative methods were used to statistically evaluate the impact of the private sector's involvement on the quality and promotion of education in Tehsil Wari, evaluating if the sector had a significant effect on these educational components.

### Population and Sample

The study's population consisted of students enrolled in grades 11 and 12 at private institutions in Tehsil Wari, District Dir Upper. There were ten private institutions with a total student of 795. The study's sample size was determined using the Krejcie and Morgan (1970) table, which showed a needed sample of 260 students. Out of them, 246 students filled out and returned the surveys. Table 1 includes a full description of the learners' demographic information, such as gender, age, and grade.

### Research Process

Following a comprehensive examination of the available literature, the research problem was identified, allowing the issue to be adequately structured within the framework of past investigations. A survey instrument was used to collect data from the target population, ensuring that the strategy was consistent with the study's objectives. The information gathered was then analyzed with SPSS (version 27) (Crop, 2020). Descriptive statistical techniques, especially frequency distributions and percentages, were used to generate an analytical outline of the data.

**Table 1**

*Demographic profile of Students (N=246)*

Demographic Characteristic		Frequency	Percentage
Gender	Male	147	59.8
	Female	99	40.2

Demographic Characteristic		Frequency	Percentage
Age	16 Year	52	21.1
	17 Year	98	39.9
	18 Year	59	24.0
	19 Year	37	15.0
Grade	First Year	124	50.4
	Second Year	122	49.6

Table 1 demonstrates the sample of 246 students who are the respondents to the study; among the 246, 147(59.8%) are male, and 99(40.2%) are female. In terms of age, 52(21.1%) students are 16 years old, while 98 (39.9%) are 17 years old, another 59(24.0%) are 18 years old, and the remaining 37(15.0%) are 19 years old. By grade 124 (50.4%), students are in grade 11, and the remaining 122(40.6%) are in grade 12.

### Data Collection Instrument

Data has been collected through a self-developed, closed-ended questionnaire, contains ten items. In the local context, this questionnaire has been validated by subject experts of the field. The items have been perceived by using a five point Likert scale. Such that 1 for Strongly disagree, 2 for Disagree, 3 for Neutral, 4 for Agree and 5 for Strongly agree.

### Data Collection Procedure and Analysis

A close-ended questionnaire was used for data collection. The researcher visited the private colleges and circulated the instrument among the members of the population, and after completion, he collected it himself. Therefore, the researcher handled the entire process of questionnaire distribution and retrieving it from the intended respondents. SPSS-27(Crop, 2020) software has been used for the scrutiny of composed data. Descriptive statistics (frequency, percentage) have been applied to investigate the collected data.

### Results

RQ1: Does the private sector provide quality education?

To answer the question at hand, descriptive statistics (percentage and frequency distributions) were employed. The table below illustrates the statistical findings of the data instrument's selected items on educational quality.

### Perception of Students about the Quality of Education of Private Educational Institutions

Students' views of the quality of education at private schools were evaluated using frequency distribution and percentage analysis. The findings are shown in Table 2.

**Table 2**

*Perception of students about the quality of education in private sector*

Item	Frequency	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers teach the subject according to the Students Learning Outcome(SLO)	f	16	8	20	95	107
	%	6.5	3.3	8.1	38.6	43.5
Teachers uses AV aids(charts, maps, models, multimedia, etc) in classrooms	f	22	33	46	106	39
	%	8.9	13.4	18.7	43.1	15.9
Teachers conduct monthly tests	f	18	29	35	80	84
	%	7.3	11.8	14.2	32.5	34.1



Item	Frequency	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students find opportunities to exhibit their talent in areas (debating, sports, quiz competitions, etc.)	f	41	35	40	88	42
	%	16.7	14.2	16.3	35.8	17.1
There is a practice of solving students' problems on an immediate basis	f	16	14	49	102	65
	%	6.5	5.7	19.9	41.5	26.4

Table 2 shows students' perspectives on the quality of education at private educational institutions in Tehsil Wari, Dir Upper. Teaching using SLOs (Student Learning Outcomes) is an important part of understanding the curriculum. The data show that the majority of students have a favorable awareness of SLO-based instruction, with 82.1% agreeing (38.6% agreed and 43.5% strongly agreed). A smaller portion of respondents expressed ambivalence or disagreement, with 8.1% staying neutral and 9.8% expressing disagreement (6.5% strongly disagreed and 3.3% disagreed).

The use of audiovisual (AV) aids in the teaching-learning process is widely acknowledged as a key factor in increasing student engagement and motivation. When inquired about their experiences using AV assistance, 59% of students responded positively, with 43.1% agreeing and 15.9% strongly agreeing. However, a significant percentage of students (22.3%) indicated dissatisfaction with AV assistance usage, with 8.9% strongly disagreeing, 13.4% disagreeing, and 18.7% remaining indifferent.

Continuous assessment is an important part of the educational process since it allows teachers to assess pupil understanding through frequent evaluations. In terms of monthly tests, 69.5% of students found them favorable, with 35.4% agreeing and 34.1% strongly agreeing. Meanwhile, a lesser minority voiced discontent with the evaluation practices: 7.3% strongly disagreed, 11.8% disagreed, and 14.2% were uninterested.

Co-curricular activities that contribute to pupils' overall development were also assessed. The results revealed that, while 52.6% of students were pleased with the possibilities for co-curricular activities (35.5% agreed and 17.1% strongly agreed), there was still substantial space for improvement. About 30.9% of students were dissatisfied, with 16.7% strongly unhappy, 14.2% disagreeing, and 16.3% disinterested.

Responding quickly to students' concerns is critical for a successful learning experience. When questioned about the settlement of their academic challenges, 67.9% of students said they were resolved on time (41.5% agreed and 26.4% strongly agreed). A smaller percentage of respondents, 12.2% (6.5% strongly disagreed and 5.7% disagreed), said their issues were not effectively handled, while 19.9% remained indifferent.

In summary, the examination of students' perspectives in Tehsil Wari, Dir Upper, shows that private institutions do well in major educational areas. Most students recognized the advantages of SLO-based instruction and the use of AV aids to improve their learning experiences. Continuous evaluations through monthly examinations were also well appreciated, demonstrating their importance in promoting academic growth. However, co-curricular activities were identified as a shortcoming, with many pupils unsatisfied with the chances offered. Furthermore, while the majority of students believed their academic problems were addressed quickly, others felt they were not appropriately addressed. These findings imply that schools should prioritize strengthening co-curricular offerings and implementing more responsive student support systems in order to nurture well-rounded growth.

What is the contribution of the private sector to the promotion of education?

To determine the corporate sector's contribution to education promotion, descriptive statistics (percentage and frequency distributions) were used. The results of the analysis are presented in Table 3.

### Perception of Students about the Contribution of Private Sector in the Promotion of Education

To investigate students' impressions of the accessibility of private sector educational institutions, the obtained data was analysed using percentage and frequency distributions. The findings are presented in Table 3.

**Table 3**

Descriptive statistics (percentage and frequency (N=246))

S. No	Item	Frequency	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Teachers teach the subject according to the Students Learning Outcome(SLO)	f	16	8	20	95	107
		%	6.5	3.3	8.1	38.6	43.5
2.	Teachers uses AV aids(charts, maps, models, multimedia, etc) in classrooms	f	22	33	46	106	39
		%	8.9	13.4	18.7	43.1	15.9
3.	Teachers provide their feedback related to the taught lesson	f	3	6	27	110	101
		%	1.2	2.4	10.6	44.7	41.1
4.	Teachers give regular assignments (homework) and provide their feedback in due course of time.	f	6	25	38	101	96
		%	2.4	2.0	16.4	41.1	39.0
5.	Teachers conduct monthly tests	f	18	29	35	80	84
		%	7.3	11.8	14.2	32.5	34.1
6.	Students find opportunities to exhibit their talent in areas(debating, sports, quiz competitions, etc.)	f	41	35	40	88	42
		%	16.7	14.2	16.3	35.8	17.1
7.	There is the observation of special coaching/tuition classes for basic subjects	f	14	56	44	84	48
		%	5.7	22.8	17.9	34.1	19.5
8.	There is a practice of solving students' problems on an immediate basis	f	16	14	49	102	65
		%	6.5	5.7	19.9	41.5	26.4
9.	Students feel safe in the institution's environment	f	2	3	26	77	138
		%	0.8	1.2	10.6	31.3	56.1
10.	There is an arrangement of co-curricular activities.	f	19	15	39	109	63
		%	7.8	6.1	15.9	44.5	25.7

Table 3 labels the students' remarks about the education system of private educational institutions in Tehsil Wari Dir Upper. The awareness of students about SLO-based teaching was such that 16 (6.5%) strongly disagreed, 8 (3.3%) disagreed, 20 (8.1%) were neutral, 95 (38.6%) agreed, and 107 (43.5%) strongly agreed. The observations of students about the use of AV aids in the teaching-learning process were such that 22 (8.9%) strongly disagreed, 33 (13.4%) disagreed, 46 (18.7%) were neutral, 106 (43.1%) agreed, and 39 (15.9%) strongly agreed.

Students interpretations about the feedback of teacher-to-student questions were such that 3 (1.2%) strongly disagreed, 6 (2.4%) disagreed, 26 (10.6%) were neutral, 110 (44.7%) agreed, and 101 (41.1%) strongly agreed. Opinions of students about assignments and feedback on them were such that 6 (2.4%) strongly disagreed, 5 (2.0%) disagreed, 38 (15.4%) were neutral, 101 (41.1%) agreed, and ninety-six (39.0%) strongly agreed.

The sentiments of students about the conduct of monthly tests were such that 18 (7.3%) strongly disagreed, 29 (32.5%) disagreed, 35 (14.2%) were neutral, 80 (35.4%) agreed, and 84 (34.1%) strongly agreed. The thoughts of students about opportunities for co-curricular activities were such that 41 (16.7%) strongly disagreed, 35 (14.2%) disagreed, 40 (16.3%) were neutral, 88 (35.5%) agreed, and forty-two (17.1%) strongly agreed.

Students beliefs about special coaching and tuition classes for basic subjects were such that 14 (5.7%) strongly disagreed, 56 (22.8%) disagreed, 44 (17.9%) were neutral, 84 (34.1%) agreed, and 49 (19.5%)



strongly agreed. Students judgments about the solution to their problems on an immediate basis were such that 16 (6.5%) strongly disagreed, 14 (5.7%) disagreed, 49 (19.9%) were neutral, 102 (41.5%) agreed, and 65 (26.4%) strongly agreed.

Students declarations about the safe environment in the institutions were such that 2 (0.8%) strongly disagreed, 3 (1.2%) disagreed, 26 (21.5%) were neutral, 77 (31.3%) agreed, and 138 (56.1%) strongly agreed. The students' findings about the opportunities of co-curricular activities were such that 19 (7.8%) strongly disagreed, 15 (6.1%) disagreed, 39 (15.9%) were neutral, 109 (44.5%) agreed, and sixty-three (25.7%) strongly agreed.

## Discussion and Conclusion

This section encapsulated important aspects covering the role of the private education sector in the local community.

### Perception of Students about the Quality of Education of Private Educational Institutions

The findings in Table 2 provide an informative assessment of students' opinions of educational quality in private institutions in Tehsil Wari and Dir Upper. A high number of students understood SLO-based instruction, with 38.6% agreeing and 43.5% strongly agreeing that it is necessary for content mastery. Similarly, audiovisual (AV) aids in the classroom were seen as an essential instructional tool, with 43.1% agreeing and 15.9% strongly agreeing that they are beneficial in engaging pupils and increasing motivation. These observations emphasize the crucial significance of AV aids in generating student interest and boosting learning outcomes, reflecting the findings of Idris et al. (2018), who emphasized the usefulness of AV aids in making the teaching-learning process more engaging and efficient.

Continuous assessment, notably through monthly evaluations, was also seen highly by students, with 35.4% agreeing and 34.1% strongly agreeing that these assessments promote academic advancement. This emphasizes the necessity of regular assessments in monitoring student development and directing instructional modifications, as proposed by Jacobs and Renandya (2019), who claim that active student engagement and comprehension are required in a student-centred learning environment. Unlike rote memory, this technique encourages deeper comprehension and peer learning, both of which are essential for the development of critical thinking and problem-solving abilities.

However, despite the favorable comments on teaching techniques and examinations, co-curricular activities were seen as a poorer area, with a significant minority of students (30.9%) dissatisfied with the chances available. Co-curricular activities are vital for kids' overall development, including physical, social, and psychological growth. The scarcity of these activities creates a gap in obtaining a well-rounded education, which is a major goal of holistic education, as articulated by Singh (2016).

The responsiveness of educational institutions to students' complaints was also evaluated, with 41.5% agreeing and 26.4% strongly agreeing that their concerns were addressed immediately. However, a sizable majority of students were indifferent or unsatisfied, showing space for growth in this area. The capacity to resolve student problems quickly is critical for maintaining a positive learning environment and promoting student achievement.

In a broader sense, education serves to educate individuals as problem solvers, critical thinkers, and socially responsible citizens (Prasetyo et al., 2021). Educational institutions, particularly private ones, have an important role in developing individuals who contribute to the country's social, economic, and cultural growth (Qureshi & Kalsoom, 2022). However, Pakistan continues to encounter obstacles in providing excellent education, such as limited infrastructure, insufficient financial resources, unequal access, and political involvement, all of which impede the achievement of global educational standards (Murtaza & Hui, 2021). Addressing these systemic difficulties is critical for increasing education quality and ensuring that educational institutions play an active role in students' complete development.

### Perception of Students about the Contribution of Private Sector in the Promotion of Education

Table 3 shows students' opinions on the educational system at private institutions in Tehsil Wari, Dir Upper. A significant awareness of SLO-based teaching was noticed, with 38.6% agreeing and 43.5%



strongly agreeing on its importance for curriculum mastering. Only 6.5 percent strongly disagreed, suggesting widespread acceptance of the benefits of this teaching technique. Similarly, the majority of students acknowledged the efficacy of AV aids, with 43.1% agreeing and 15.9% strongly agreeing that they are useful in improving the teaching-learning process.

Students were largely pleased with teacher feedback on their queries, with 44.7% agreeing and 41.1% strongly agreeing on the significance of timely and effective responses. Regarding assignments and feedback, 41.1% of students agreed, with 39.0% strongly agreeing that constructive comments on tasks improved their overall learning experience. However, some neutrality and unhappiness were detected, with 15.4% responding neutrally.

The results of continuous assessment, notably monthly tests, show a good welcome, with 35.4% agreeing and 34.1% strongly agreeing that they contribute to academic growth. This emphasizes the need for regular evaluations in fostering students' intellectual development. However, a considerable proportion of students (30.9%) were dissatisfied with the availability of co-curricular activities, which are critical for their overall development.

Opinions on further coaching and tutoring for basic courses were divided, with 34.1% agreeing and 19.5% strongly agreeing on the value of these supplemental lessons. Nonetheless, a sizable proportion (22.8%) indicated disagreement, suggesting that further attention is required in this area. Similarly, responses to the rapid handling of student complaints were mixed, with 41.5% agreeing that their concerns were addressed in a timely way.

Students also expressed satisfaction with their institution's safe environments, with 56.1% strongly agreeing and 31.3% agreeing. This favourably affects the atmosphere supplied by private institutions. However, options for co-curricular activities remained a source of worry, with 44.5% agreeing and 25.7% strongly agreeing on their availability, while 15.9% were ambivalent, indicating the need for improvement.

Human capital development is critical to a society's socioeconomic prosperity, and private educational institutions play a key role in this respect (Goldin, 2016). These institutions make a substantial contribution to developing the skills required for social growth by providing high-quality education. Investment in private education improves human capital, which is essential for national growth (Muralidharan & Sundararaman, 2015). According to Malaysian research, both public and private universities provide equivalent education; private institutions continue to play an important role in education delivery (Naidu and Derani, 2016).

This part of the analysis and the consequent results highlight key student perspectives on private educational institutions in Tehsil Wari, Dir Upper, emphasizing several pedagogical and institutional factors. A significant majority of students support SLO-based teaching, recognizing its role in improving curriculum mastery, and most also find audiovisual aids effective in enhancing the learning process. Satisfaction with timely and constructive teacher feedback is high, and regular assessments like monthly tests are seen as contributing positively to academic growth. However, dissatisfaction with the availability of co-curricular activities indicates a gap in fostering holistic development. Opinions are mixed regarding the value of additional coaching for basic courses, suggesting a need for more tailored academic support. The majority of students feel their institutions provide a safe environment, which enhances the overall learning atmosphere. From a policy perspective, there is a clear need to expand co-curricular offerings and refine support systems for supplemental lessons. Theoretically, the findings underscore the vital role of private institutions in human capital development, contributing to national growth through quality education, consistent with broader research on the value of private education in global contexts.

## Conclusion

The survey found that private educational institutions in Tehsil Wari, Dir Upper, are performing well in key educational areas, with students praising techniques such as SLO-based instruction, the use of multimedia aids, and frequent evaluations. These strategies improve pupils' understanding and academic development. However, a significant gap was discovered in the provision of co-curricular activities, which many students perceived as deficient, restricting their prospects for personal growth outside of the classroom. Furthermore, while many students were pleased with how their issues were treated, others



reported indifference or unhappiness, showing space for improvement in student support networks. To summarize, although private universities provide outstanding education, they should also focus on growing co-curricular programming and increasing student participation beyond academics to foster a more comprehensive.

## Recommendations

The current study, which was done in Tehsil Wari, District Dir Upper, Khyber Pakhtunkhwa, gives useful insights despite being confined to a specific location in Pakistan. While the report presents several new insights and stresses the beneficial effects of the private sector on educational quality, it also indicates numerous areas that deserve additional investigation within Pakistan's education system.

- 1) Future studies might focus on the problems and limitations that private institutions confront, as well as the gaps that the private sector may generate in the educational process.
- 2) Furthermore, a qualitative research might provide deeper insights into respondents' opinions, giving a more thorough knowledge of these difficulties.

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