

## Chapter I Introduction

### 1.1 General Background

Modern education system in Nepal began with the establishment of the first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began only after 1951 when a popular movement ended the autocratic Rana family regime and initiated a democratic system. In the past fifty five years, there has been a dramatic expansion of educational facilities in the country. As a result, adult literacy (15+) of the country was reported to be 48.2% (female: 34.6%, male: 62.2%) in the Population Census, 2001, up from about 5% in 1952/54. Beginning from about 300 schools and two colleges with about ten thousand students in 1951, there now are 35 thousand schools which is about more than 5 thousand schools from the private sector and more than 28 thousand schools from the government, community and the other levels.

Despite such examples of success at least in quantity, there are problems and challenges as well. Educational management, quality, relevance, access are some of the critical issues of education in Nepal. Societal disparities based on gender, ethnicity, location, economic class, etc. are yet to be eliminated. Resource crunch has always been a problem in education. These problems have made the goal of education for all a challenge for the country.

### 1.2. Private Schools in Historical Perspective

The opening – and closing – of space for non-state, community and private provision of schooling has historically been highly politicized, highlighting the promotion of a particular vision of Nepali citizenship, development, and the ‘educated person’ (Pigg 1992, Skinner & Holland 1996, see also Caddell forthcoming). Each shift in political regime has been followed by the revision of the education system, as the incoming regime attempted to reinforce its vision of the idea of the Nepali nation-state through re-articulating the relationship between the state, schools, and ‘the people’. With increased political and economic liberalization, apparent from the mid 1980s and culminating in the restoration of multi-party democracy in 1990, space for the expansion of the education market again emerged. The private schools mushroomed and the newer horizons in the Nepali education systems appeared.

Legally, there are two types of schools in the country: community and institutional. Community schools receive regular government grant whereas institutional schools are funded by school's own or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. However, in practical terms, schools are mainly of two types: public (community) and private (institutional). A third type of school is the schools run by the local people enthusiastic towards

having a school in their localities. They do not receive regular government grants and most of them do not have any other sustainable financial source. Most importantly, the emerging of the private schooling has raised innumerable questions and it has often become controversial in service delivery and its countless parts. At times opening 'boarding schools' seems to be the dream business (*sapanako byaapaar*), with middle class people feeling compelled to send their children to private schools if they wish to give them a chance of a good education" (Parajuli 2000, unofficial translation from the Nepali).

In fact, over the time, we have "chewed the cud" in establishing a good many number of educational institutions: schools, colleges, and even universities throughout the country. The number is particularly dominated by private institutions. The number of students in these educational homes has increased many folds and those who have been graduated from private schools and colleges have burgeoned. The cost of graduating from the private educational institutes is very high both in terms of cash and in kind. However, it is the high time that we ask about the effectiveness of our efforts in private education. Has our private education system met the targets? Have the educated workforces in private education system stopped burning the candles at both ends? Have their learning with greater investment made the difference? Have they taught society to put the cart and the horse in order? Has our private education showed the path to bring flying colors against public education that is run with little investment? Or has it made no change at all, despite the huge parental investment in a private education for their children? The critical question is: to what extent are our aspirations and dreams met?

### **1.3.1 The Private Schools in the 90s**

In the post 1990 period, private schooling expanded at a dramatic pace, both in terms of numbers and in relation to the student base it was directed at. The dream of educational opportunity, and the employment and development opportunities associated with this, was bought into by an increasingly broad spectrum of the population. In part, this arose from a sense of optimism that multi-party democracy would lead to greater equity and opportunity for previously marginalized groups. Secondly, and more significantly, with educational opportunities opened to all through the expanded government school system, the search for ways of differentiating achievement and ensuring best advantage for young people intensified. Being educated would not in and of itself ensure status and employment. Rather the prestige of the school attended became increasingly significant as a marker of social standing and differentiation based on economic class (Liechty 2003: pp212-216). For example, English-medium instruction emerged as an important source of differentiation and is emblematic of the aspirations that the private sector plays on. The use of the English language in private schools – even of a very poor level – connects students to a wider international project and

proffers a greater potential for mobility than is offered by the government schools (Harlech-Jones *et al* 2005 highlight similar concerns in relation to private schooling in northern Pakistan). It also differentiates between private schools. Broadly, the better the level of English instruction, the higher the school fees will be (Liechty 2003: 213). This is a skill that the population of Kathmandu – and beyond – is willing to pay for. As Liechty notes, “English proficiency is simultaneously the key to a better future, an index of social capital, and part of the purchase price for a ticket out of Nepal” (Liechty 2003: 213).

At present, we see the various strands of the private school dream interlinked. With rapid socio-political and economic change in the country throughout the 1990s, education has emerged as a focus for parents anxious and uncertain about how best to provide for their children in an environment dramatically different to that in which they grew up. Providing the best schooling that they can afford is a key concern for parents across the country, be it the Kathmandu middle class or rural farmers who see their children’s future dependant on engagement with a wage economy. The close connection in popular discourse of ideas of education, development, and mobility reinforce such concerns (Pigg 1992, Caddell 2005b).

## **2. Rationale of the Study**

The private sector is playing an increasingly important role in the Nepalese educational "landscape". By now there are about 8,500 private schools, providing educational facilities to about 1.5 million students. These can be found all across the country, although there is a strong concentration particularly in the Kathmandu valley and in some urban centres of the Terai (HMG/MOES 2003). Private schools are usually associated with two characteristics: contributing decisively to increasing the quality of education and yet strongly criticised for charging high fees, sometimes even termed "exorbitant" (Pokharel 2003: 19). This latter charge of turning education into a lucrative business was bound to lead to a confrontation with the Maoists, as regularly pointed out in their demands, as for instance in their early 40-point demands of 1996, stating that the "commercialization of education should be stopped" (point 35; quoted from Thapa 2003: 394).

Nevertheless, many critics often draw the attention that private education in Nepal has been money-oriented as it demands huge amount of money to be invested by the parents to teach their children which the ordinary Nepalese parents can not. Likewise, the success in exams only has been another issue for debate to link this education as exam-oriented education system. The working folks have not been able to enroll their children in the private schools called "boarding schools" because of the high fees that are charged. The results in the board exams such as in SLC, higher secondary and university level indicate more success for the private

institutions. The results have been luring the graduates from private education. Specifically, the arguments are that these two types of education have created two types of graduates and thus two types of workforces, and two types of citizens. It is further argued that private education has not been able to be service oriented because these have been driven, overall, by the profit motive. Though the people involved in the private education claim that they have delivered quality but the indicators to measure the impact and outcome are yet to be observed with the precise objectively verifiable means. There have been no documented examples, instances and cases to mean and to ensure that private education is worthy of investment in money and time. However, there are also no similar instances to reflect their success.

Education Journalists' Group regards as many debates not exactly beneficial for generalizations because these remarks seemed to be made without adequate references. So a suitable study, more of a research based academics is essential to understand the dynamics of the private education system in Nepal. It means the quality of education these institutions are imparting, their contribution in the access to education to achieve the Millennium Development Goals or Education for All, and the creativity and innovativeness they have brought to the Nepalese society, is to be understood with an in-depth study. Frequently, there are also the issues such as the management issues including transparency and democratic practices in private education institutions, the contribution of the products of these institutions in the country's policy and implementation levels, equity and social justice and role of stakeholders in such system. In addition, there is also a need to consolidate the opinions, trends, ideas and skills of different experts on the privatization and WTO linkage in terms of education.

This study mainly bears two parts (i) Rapid Assessment on the status of private education in Nepal & (ii) Academic papers on different aspects based on the rapid assessment, aims to evaluate the role of the private education system to contribute to the illiteracy pervasive in the country. EJG, being a leading group of media persons working as a watchdog for education took this responsibility of developing a roadmap to better private education. The intention of the organization in the proposed work was to develop a book encompassing these aspects so that the issues raised would be shared among the stakeholders. The precise justification of the proposed work comes from the following points. This research was supposed to:

- gather the latest qualitative analysis as well as quantitative data on private education.
- In the given socio-cultural context, documentation, analysis of the information will be supplemented by the educational options that suit private education on the national and international experience.

- Materialize debates, dialogues, discussions that have taken place in the intellectual forum on private education system.
- will have policy implications and hence it is expected to be the point of departure for qualitative change, progressive transformation, and unfolding of the potentialities of private education.

### 3. Objectives of the Study

- To document the existing literature, opinion, views and related debates on the private education system with cases and examples
- To identify the strengths and weaknesses of the private education system in the country
- To explore the better options in private education management
- To share the outcomes of the research and study among the stakeholders for broader policy inclusion and to remove implementation barriers

### 4. Limitation of the Study

a) The major focus of the study was limited in the 8 districts which was further confined in 24 schools: Kathmandu, Morang, Dolakha, Kailali, Banke, Kaski, Palpa, and the center attention of the research were mainly the urban areas esp. district headquarters. Likewise, this study was brought within certain, even short, period of timeline.

b) Though the private school system emerged in Nepal to fill the gap created by the public schools, this research has not done any comparative study between these two education systems.

c) The education stakeholders involved in this study were mainly the people concerned with private education system only. And the questioneres prepared for this research were arranged and organized to the direction so that the proposed articles could be written in order to publish in a form of a book.

d) The research only made the demarcation to be confined within 8 dimensions to study the private schools. They are: **Quality, Access, Management, Innovation, Equity, and Product contribution, Role of stakeholders, and Political parties and Students**

## Chapter II Method

### 2.1 Source of Data

The study is mainly based on primary data but secondary data also has been used for its qualitative part.

### 2.2 Study Area

The study covered eight districts of Nepal i.e. Morang and Saptari from eastern development region, Kathmandu and Dolkha from central development region, Palpa and Kaski from western development region, Dang from mid western development region and Kailali from far western development region.

### **2.3 Sampling**

This study based on simple random sampling method. The target groups of this study are students, teachers, SMC and investors, past teachers, guardian, and principle, DEO, and education stakeholders. This study covered 8 DEO from eight districts, 23 from SMC and investors, 27 from past students, 23 from principle, 22 teachers, and 97 from stakeholders including educationist, NGO activists, teachers' union, representatives of political parties, representatives of DDC and so on. Likewise, this study covered 112 students from class 9 and 10 and 88 guardians of the students. This study covered 24 schools from eight districts.

### **2.4 Questionnaire Design**

To fulfillment the objectives of this study, 8 set of different questionnaire were designed to carryout the relevant information from the target groups of this study.. After design the questionnaire, it was pre-tested and revised the questionnaire according to the feedback from pretest.

### **2.5 Field work:**

After the preparation of questionnaire, the field work was conducted from April and May 2007 by the well trained local journalists

### **2.6 Method of Data Collection**

For the collection of information, well trained journalists were involved to collect the data. The data were collected by direct interview method.

### **2.6 Method of Data Analysis**

After finished the field study, the data were edited and coding carefully and entry in the SPSS software program and analyzed the frequency tables by using SPSS software program.

## **Chapter III Quality Education**

This chapter deals with quality education accumulating the opinions from different stakeholders of education in relation to the quality measures. The stakeholders of the quality measures DEO, past students, students, stakeholders, principle and guardians.

### **3.1 Quality Education and Teacher's Qualification**

The following table presents the relation in quality education and teacher's qualification. The teachers who have been teaching in secondary level of private schools are almost graduated.

Table 3.1 Frequency and Percentage Distribution of Teachers by Education

Education	Frequency	Percentage
Graduate	20	90.9
Master	1	4.5
Total	21	95.5
Not Stated	1	4.5
Total	22	100.0

**Source:**

### 3.2 Quality Education and Teacher's work load

The following table presents that out of 22 teachers, near about 40 percent teachers have been teaching 5 periods per day. Likewise, 13.6 percent teachers have been teaching 4 periods per day and near about 15 percent teachers have been teaching more than 7 periods per day.

Table 3.2 Frequency and Percentage Distribution of Teachers by teaching periods

Teaching periods	Frequency	Percentage
4 periods per day	3	13.6
5 periods per day	9	40.9
6 periods per day	5	22.7
7 periods per day	3	13.6
8 periods per day	1	4.5
Total	21	95.5
Not stated	1	4.5

### 3.3 Reasons of teachers to come in private schools

This study finds the reasons of private teachers come to teach in private schools. According to the following table, 31.8 percent teachers come to teach in private schools to earn money and majority of the teachers to come in private schools they have been keen interest to teaching field and 13 percent teachers told that they were come in private schools if they didn't get job in other field.

Table 5 Frequency and Percentage Distribution of Teachers by Reasons to come private schools for teaching

Reasons to come private schools for teaching	Frequency	Percentage
To earn money	7	31.8
Near to home	2	9.2
Not to work in others	3	13.6
To be relatives the investors	0	0.0
For time pass	0	0.0
Interest to teach	19	86.4

### 3.4 Understanding of teachers about quality education

Teachers have their own distinct opinions and understanding about the quality education. The quality education should make the students creative, focus on technical and vocational learning, should have good administration, and salable in the labor market. Capable and qualified teachers, satisfaction of the teachers and other staff, facility to the teachers and the staff are other determining factors for quality education. Likewise the teachers opine that regular staff meetings, good salary for the staff, training for the teachers, and interaction between teachers and the guardians are some of the other dimensions of quality education.

Table 3.5 Frequency and Percentage Distribution of Teachers by provide equal education for children

provide equal education for children	Frequency	Percentage
Convert private schools into government	4	18.2
Increase the standard of government schools	13	59.1
Convert both schools into community schools	4	18.2
To teach all in private schools	1	4.5

### 3.5 Availability of Education Materials

The following table presents that among the total respondents, the majority of the students i.e. near about 84 percent response that the education materials are available in private schools but only a few students expressed that the educational materials are not available in private schools.

Table 3.5 Frequency and Percentage Distribution of students by availability of education materials

availability of education materials	Frequency	Percentage
Availability of Education Materials in Schools	94	83.9
Don't availability of Education Materials in the School	18	16.1
Total	112	100.0

The following table presents that 87 percent students accepted that there is availability of computer, 66 percent students response that the reference books is available in their schools and 64.3 and percent students response that the library is available in private schools.

Table 3.5.1 Frequency and Percentage Distribution of students by types of educational materials

types of educational materials	Frequency	Percentage
Computer	98	87.5
Reference Book	74	66.1
Library	72	64.3
Others	15	13.4
Total	112	100.0

This study finds the availability of particular subject i.e. social science. According to the study, 68 percent students accepted that the reference materials of social science is available in private schools but 31 percent students don't ready to accept the availability of reference book of social science in private schools.

Table 35.2 Frequency and Percentage Distribution of students by having reference book

Reference book	Frequency	Percentage
Having Reference Materials for Social Service	77	68.8
Don't have reference materials for social service	35	31.3
Total	112	100.0

Likewise, 64 percent students accepted that they use the reference book of social science and 5.4 percent students don't use such types of reference book in private schools.

Table : 3.5.3 Frequency and Percentage Distribution of students by use of reference materials

use of reference materials	Frequency	Percentage
Use reference materials	71	64.4
Don't use reference materials	6	5.4
Total	77	69.8
System	35	31.1
Total	112	100.0

The following table presents that the students who are use the reference book of social science, 27 percent students accepted that it is more useful and 34 percent respondents told that the reference book are little bit useful for the students.

Table : 3.5.6 Frequency and Percentage Distribution of students by useful of reference materials

useful of reference materials	Frequency	Percentage
More helpful	31	27.5
Little bit helpful	39	34.8
Don't helpful	1	.9
Total	71	73.2
System	29	26.8
Total	112	100.0

- 100 percent students told that there is study in their schools more than 5 hour per day.

### 3.6 Student's Judgment to the Teachers

The following table presents that according to the 37 percent students the teachers in private schools are capable and 46 percent students told that the teachers in private schools are only capable but 16 percent students told that the teachers are in general in private schools.

Table: 3.6 Frequency and Percentage Distribution of students by teachers' performance

teachers performance	Frequency	Percentage
Excellent	42	37.5
Capable	52	46.4
General	18	16.1
Total	112	100.0

### 3.7 Relation between teachers and Students

According to the following table the 95 percent students accepted that the teachers encourage them to ask the questions but only a few students told that they don't encourage asking questions in private schools.

Table:3.7 Frequency and Percentage Distribution of students by encouragement by teachers

encouragement by teachers	Frequency	Percentage
Encourage to ask questions	107	95.5
Don't encourage to ask questions	5	4.5
Total	112	100.0

This study finds that 88 percent out of 112 students accepted that they can talk with teachers but 11 percent out of 112 students can't talk with the teachers.

Table:3.8 Frequency and Percentage Distribution of students by talk with teachers

talk with teachers	Frequency	Percentage
Students can talk with teachers	99	88.4
Students can't talk with teachers	13	11.6
Total	112	100.0

Likewise, near about 60 percent students talk about the teaching method of the teachers, near about 40 percent students can talk about teachers' the teaching method of teachers' behavior and 47 percent students told that they can talk about the physical development and sexual related curious in private schools.

Table: 3.9 Frequency and Percentage Distribution of students by types of talk

types of talk	Frequency	Percentage
Don't like to teacher's teaching method	67	59.8
About teachers' behavior to the students	44	39.3
Own desire the learning	97	86.6
Physical development and sexual related curious	53	47.3
Course related activities	100	89.3
Others	6	5.4

This study finds out some of the students can't talk with the teachers due to that

there is no environment to talk with teachers, some of the students told that if the students talk with them, teachers are not ready to listen it and most of the students i.e. 17 percent told that students are fear from teachers.

Table:3.10 Frequency and Percentage Distribution of students by reasons can't talk with teaches

reasons can't talk with teaches	Freq	Percentage
Don't environment to talk with teachers	3	2.7
Teachers don't listen	2	1.8
Students are fear from students	20	17.9
Students regards that teachers are angry from the students	4	3.6
Teachers don't encourage to students	1	.9

### 3.8 Punishment in private Schools

The following table presents that out of 112 respondents of this study 50 percent respondents faced punishment.

Table: 3.11 Frequency and Percentage Distribution of students by faced punishment

faced punishment	Frequency	Percentage
<b>Faced punishment</b>	56	50.0
<b>Don't punishment</b>	56	50.0
<b>Total</b>	112	100.0

The following table presents that 26 percent students told that they have faced threats related punishment and 21 percent respondents told that they faced scolding from teachers.

Table: 3.12 Frequency and Percentage Distribution of students by types of punishment

types of punishment	Frequency	Percentage
<b>Threats and prestige related</b>	28	26.0
<b>Scolding</b>	24	21.4
<b>Others</b>	4	2.6
<b>Total</b>	56	50.0
<b>System</b>	56	50.0
<b>Total</b>	112	100.0

### 3.9 Students Understanding on Teaching Method

The students out of 112, 65 percent students told that they understood fairly the teacher teaching. But 33 percent students told that they understood correctly.

Table:3.13 Frequency and Percentage Distribution of students by students understanding by teachers' teaching

teachers' teaching	Frequency	Percentage
Understood fairly	73	65.2
Correctly	38	33.9
Total	111	99.1
System	1	.9
Total	112	100.0

The students out of 108 students, the 90 percent students told that their understanding has been checked by the teachers but only a few students it is not checked in private schools

Table:3.14 Frequency and Percentage Distribution of students by students checked your understanding

checked homework	Frequency	Percentage
checked	101	90.2
Don't checked	7	6.3
Total	108	96.4
System	4	3.6
Total	112	100.0

### 3.10 Homework

The following table presents that out of 112 students, 91 percent teachers told that the feedback has been provided teachers after checking homework and near about 9 percent respondents told that the teachers don't provide the feedback after checking homework.

Table:3.15 Frequency and Percentage Distribution of students by provide feedback after checking homework

provide feedback after checking homework	Frequency	Percentage
provide feedback from teachers after checked homework	103	91.96
Don't provide feedback	9	8.04
Total	112	100.0

### 3.11 Examination System

The following table presents that among the total respondents of this study, 62.5 percent students have satisfied from the examination system of private schools.

Table: 3.16 Frequency and Percentage Distribution of students by examination system

examination system	Frequency	Percentage
Satisfied	70	62.5
Don't satisfied	42	37.5
Total	112	100.0

The following table presents that out of 42 students 16.1 percent students are dissatisfied from the examination system due to private schools don't have correct examination system properly. Likewise, 13.4 percent students accepted that there is cheating habit in private schools. Likewise, 9.8 percent students accepted that the teachers of private schools focused their teaching method on the basis of examination.

Table: 3.18 Frequency and Percentage Distribution of students by provide homework by Reasons for dissatisfaction

Reasons for dissatisfaction	Frequency	Percentage
Don't correct the examination system	18	16.1
Cheating habit in the examination	15	13.4
Teachers teacher focusing the examination	11	9.8
Don't good the checking of answer sheet	7	6.3
Don't provide the mark according to the answer	5	4.5
Acceded mark according to the answer sheet	1	.9

### 3.12 Additional Activities

The following table presents that the majority of the students told that there is additional activities have been organized in private schools. But only a few respondents told that there are no additional activities in private schools.

Table: 3.19 Frequency and Percentage Distribution of students by having additional activities

Additional activities	Frequency	Percentage
Having additional activities	109	97.3
No	3	2.7
Total	112	100.0

The following table presents that 85 percent students told that sports is organizing in private schools and 81 percent students told that there is organizing poem competition and 87 percent students accepted that the quiz competition is organizing in private schools.

Table:3.20 Frequency and Percentage Distribution of students by types of additional activities

types of additional activities	Frequency	Percentage
sports	96	85.7
Poem competition	91	81.3
Dialogue	84	75.0
Quiz	98	87.5
others	5	4.5

### 3.14 Educational Environment in Home

The following table presents that out of total respondents of this study, the majority of the students, i.e. 95.5 percent respondents told that there is favorable environment in their home but only a few students i.e. 4.5 percent respondents told that there is not favorable environment in their home.

Table:21 Frequency and Percentage Distribution of students by favorable environment in home

favorable environment in home	Frequency	Percentage
Favorable home environment	107	95.5
Don't favorable home environment	5	4.5
<b>Total</b>	112	100.0

The following table presents that all of the students told that they have been encouraged by their family members for their study. Likewise, 70 percent respondents told that family members have been clarify their confused subject matter and 85 percent respondents told that the family members have been favorable for their educational materials.

Table: 22 Frequency and Percentage Distribution of students by types of favorable environment in home

types of favorable environment in home	Frequency	Percentage
Family members are encouraged to study	107	95.5
Family members teach on confuse matter	79	70.5
Manage the education materials	96	85.7
Others	4	3.6

### 3.15 Tuition in Private Schools

The following table deals on tuition of the students in private schools. According to the study, 34.8 percent students have been taking tuition and the majority of the respondents don't take tuition.

Table:23 Frequency and Percentage Distribution of students by taking tuition

taking tuition	Frequency	Percentage
Taking tuition	39	34.8
Don't take tuition	73	65.2
Total	112	100.0

The following table presents that 5.4 percent respondents accepted that they have been taking tuition due to teachers don't teach better in private schools. Likewise, 8 percent respondents told that they have been take tuition due to that schools managed tuition in private schools but majority of the respondents told that they have been taking tuition due to they want to obtain good marks in private schools.

Table: 24 Frequency and Percentage Distribution of students by reasons of taking tuition

reasons of taking tuition	Frequency	Percentage
Don't better teaching in schools	6	5.4
Schools manage tuition	9	8.0
Obtain good mark in the exam	29	25.9
Don't fulfill the course in the schools	3	2.7
Friends are also taking tuition	3	2.7
<b>Parents encourage for the tuition</b>	<b>9</b>	<b>8.0</b>

### 3.16 Scholarship

The following table presents that the 30 percent students received scholarship from private schools and majority of the respondents told that they don't received scholarship from private schools.

Table:25 Frequency and Percentage Distribution of students by receive scholarship

receive scholarship	Frequency	Percentage
Received scholarship	34	30.4
Don't received scholarship	78	69.6
Total	112	100.0

According to the study, 67 percent respondents told that the scholarship have been distributed in private schools on the basis of talent and 35 percent respondents told that the scholarship have been distributed to the poor students and 27 percent students told that the scholarship have been distributed to extra ordinary students.

Table: 26 Frequency and Percentage Distribution of students by criteria receive scholarship

criteria receive scholarship	Frequency	Percentage
On the basis of talent	75	67.0
To poor students	40	35.7
To extra ordinary students	31	27.7
Relatives of principle and investor	4	3.6

### 3.17 Students Satisfaction from education from Private Schools

The study presents that out of 112 students, 89 percent respondents told that they have been satisfied from the education of private schools.

Table: 27 Frequency and Percentage Distribution of students by status of student's satisfaction

Satisfied from the education of private schools	Frequency	Percentage
Satisfied	100	89.3
Don't satisfied	12	10.7
<b>Total</b>	<b>112</b>	<b>100.0</b>

### 3.18 Students Perception to Private schools

The following table presents that near about 90 percent respondents come to private schools for that there is good study in private schools. Likewise, 47 percent respondents told that they have come in private schools due to that their parents encouraged to join private schools and 18 percent respondents told that they come to private schools to believe that there will be easy to get job and 58 percent respondents told that there is easy to join in higher education.

Table: 29 Frequency and Percentage Distribution of students by reasons to come in private schools

reasons to come in private schools	Frequency	Percentage
Friends are study in private schools	7	6.3
Private schools have good study	6	5.4
Private schools have good study	100	89.3
Parents encourage to study in private schools	53	47.3
Easy to get employment	21	18.8
Easy to join higher education	77	68.8
Easy to go foreign country	15	13.4

### 3.18 Parents Responsibility

The following table presents that the expenditure of students in private schools paid from both father and mother and most of the father of the students paid their expenditure in private schools.

Table: 30 Frequency and Percentage Distribution of students by spending schools expenditure

spending schools expenditure	Frequency	Percentage
Father	52	46.4
Both father and mother	55	49.1
Mother	4	3.6
Others	1	.9
Total	112	100.0

### 3.19 Teacher's Behavior in Private schools

The following table presents that the majority of the students told that there is equal behavior from the teachers in private schools but only a few students told that there don't equal behavior from teachers in private schools.

Table: 31 Frequency and Percentage Distribution of students by equal behavior in schools

equal behavior in schools	Frequency	Percentage
Do equal behavior	105	93.8
Don't equal behavior	7	6.3
Total	112	100.0

The following table presents that 92 percent students told that there is equal behavior to provide homework, 83 percent students told that for examination system and 56 percent students accepted the equal behavior to provide marks and 19 percent students told that there is equal behavior for scholarship and 58 percent students told that there is equal behavior for fee.

Table: 32 Frequency and Percentage Distribution of students by types of equal behavior work

types of equal behavior work	Frequency	Percentage
To provide homework and checking system	104	92.9
Examination system	93	83.0
Mark obtained	63	56.3
Additional activities	75	67.0
Speaking and behavior	88	78.6
Scholarship	22	19.6
Fee submission	66	58.9

### 3.20 Physical Infrastructure

The following table presents that the majority of the students are not satisfied from the physical infrastructure of private schools. The percentage of those students is 53 percent.

Table: 33 Frequency and Percentage Distribution of students by satisfaction form the physical infrastructure of schools

satisfaction form the physical infrastructure of schools	Frequency	Percentage
Satisfied	52	46.4
Don't satisfied	60	53.6
Total	112	100.0

Likewise, 41 percent students are don't satisfied from the play ground and 42 percent students told that there is not availability of computer in private schools and 23 percent students told that there is not availability of library in private schools.

Table: 34 Frequency and Percentage Distribution of students by unavailability of the physical infrastructure of schools

unavailability of the physical infrastructure of schools	Frequency	Percentage
Play Ground	46	41.1
Availability of computer	47	42.0
Lab	39	34.8
Sports	35	31.3
Library	26	23.2
<b>Others</b>	10	8.9

### 3.21 Students Attitude towards Government Schools

The following table presents that 74 percent students told that the students, who are out of access of private schools go to the government schools. Likewise, 18 percent students of private schools are accepted that weak students of private schools go to the government schools and 53 percent respondents told that the students from uneducated family go to the government schools for the study.

Table: 34 Frequency and Percentage Distribution of students by the ideas of students to go to government schools

Ideas of students to go to government schools	Frequency	Percentage
The students where are not the primary schools	83	74.1
Weak students in the study	21	18.8
Students from the uneducated family	60	53.6
The students equal with us	28	25.0
others	1	.9

### 3.22 Guardian Attitude on Equal Education

The following table presents that the majority of the respondents i.e. 86 percent suggested that it is need to increase the standard of government schools as private schools to provide the equal education to children and 12 percent guardians told that it is need to convert into community schools to provide the equal education to children.

Table: 35 Frequency and Percentage Distribution of guardian to provide Equal education for child

provide Equal education for child	Frequency	Percentage
Convert private schools into government	6	6.8
Increase the standard of government schools	76	86.4
Convert both schools into community schools	11	12.5
To teach all in private schools	1	1.1

### 3.23 Stakeholders Understanding on Quality Education

The following table presents the ideas of stakeholders to provide the equal education for children. Our study strongly shows that the education system of private schools is strong than the government schools. Nineteen percent out of

97 stakeholders strongly suggest converting private schools into government for the equal education of children.

Table: 36 Frequency and Percentage Distribution of stakeholder to provide Equal education for child

provide Equal education for child	Frequency	Percentage
Convert private schools into government	19	19.6
Increase the standard of government schools	63	64.9
Convert both schools into community schools	28	28.9
To teach all in private schools	0	0.0

### 3.24 Investor's Understanding on Quality Education

The following table presents that the investor opinion on the process of teachers recruitment, according to study, 60 percent teachers have been recruited in private schools on the basis of open competition and 52 percent investor accepted that the teachers have been recruited in private schools on the basis of personal contact.

Table 37 Frequency and Percentage Distribution of Investors by Method of Teachers Recruitment

Method to Teachers Recruitment	Frequency	Percentage
Open Competition	14	60.9
Personal Contact	12	52.2
On the Basis of Relationship	0	0.0
On the Basis of Power	0	0.0

### 3.25 Suggestion of Investor for Quality Education

The following table presents the suggestion of investors for the quality education. According to the study, majority of the investor suggested that it is need to increase the standard of government schools as private schools.

Table 38 Frequency and Percentage Distribution of Investor by suggestion for provide equal education

suggestion for provide equal education	Frequency	Percentage
Convert Private Schools in Government	0	0.0
Increase level of government as private	19	82.6
Convert both in community schools	2	8.7
Enroll all students in private schools	0	0.0

## Chapter IV Access

### 2. Access

The term "access" is defined as the enrollment and space of educational stakeholders on the basis of caste, gender, economic, social and geographical location in private schools.

#### 2.1 Geographical Distance of Private Schools

The following table presents that out of total students of this study, the majority of the students told that there is government schools within half an hour geographical distance. It means that the private schools are established where the presence of government is available. It means that the private schools can't provide the access where government is not presence.

Table: 2.1 Frequency and Percentage Distribution of students by distance of schools

distance of schools	Frequency	Percentage
Having government schools	87	77.7
Don't have government schools	25	22.3
<b>Total</b>	<b>112</b>	<b>100.0</b>

#### 2.2 Parent Occupation and access in private schools

The following table presents that most of the father of private schools students is in service and business sectors. It means that there is not more access of agriculture and other occupational family background.

Table:2.2 Frequency and Percentage Distribution of students by father's occupation

father's occupation	Frequency	Percentage
<b>Don't father</b>	1	.9
<b>service</b>	80	71.4
<b>Business</b>	25	22.3
<b>Agriculture</b>	2	1.8
<b>Politics</b>	1	.9
<b>Foreign employment</b>	3	2.7
<b>Total</b>	<b>112</b>	<b>100.0</b>

Likewise, this study finds out the occupational background of mother too. According to the study, the majority of the mother of the students is form the service and business background. It means that the access of agriculture and other occupational background is low in private schools.

Table:2.2.1 Frequency and Percentage Distribution of students by mother's occupation

mother's occupation	Frequency	Percentage
Service	35	31.3
Business	17	15.2
Agriculture	6	5.4
Don't involve in any occupation	15	13.4
Others	39	34.8
Total	112	100.0

### 2.3 Gender Access in Teaching

The following table presents that most of the teachers are male in private schools. It means that the access of female teachers is low than male in private schools.

Table 2.3 Frequency and Percentage Distribution of Teachers by Sex

Sex	Frequency	Percentage
Male	20	90.9
Female	2	9.1
Total	22	100.0

### 2.4 Access of students on the basis of caste

The following table presents that the most of the students have been enrolled in private education from braman and Chetri community. But the ratio of dalit and janjati is very low. It means that the access of marginalized groups is low in private education.

Table 2.4 Frequency and Percentage Distribution of students by Caste

Caste	Frequency	Percentage
<b>Chetri</b>	18	16.1
<b>Bramin</b>	30	26.8
<b>Newar</b>	15	13.4
<b>Dalit</b>	6	5.4
<b>Magar</b>	9	8.0
<b>Tarain Caste</b>	23	20.5
<b>Serpa</b>	5	4.5
<b>Sunuwar</b>	1	.9
<b>Tamang</b>	1	.9
<b>Musalman</b>	1	.9
<b>Giri</b>	1	.9
<b>Gurung</b>	1	.9
<b>Limbu</b>	1	.9
<b>Total</b>	112	100.0

## 2.5 Establishment of Private Schools and its Access

It is true that most of the private schools have established in urban areas. It is further true that these have been closely established of government schools. The study concerned with the guardians about the distance of government schools to find the access of education on the basis of geographical distance. The study proved that there in not long geographical distance between the government and private schools. According to the following table, 95.5 percent respondents accepted that the private schools are established within the half an hour distance of government schools.

**The Table: 2.5 Frequency and Percentage Distribution of Guardian by having government schools the distance within half an hour**

distance within half an hour	Frequency	Percentage
Yes	84	95.5
No	3	3.4
Total	87	98.9
System	1	1.1
Total	88	100.0

## 2.6 Reasons to Send the Child in Private Schools

Every parent wants good education for their children. This study strongly finds that 11 percent parent out of 88 send their child in private schools due to that private schools are near from their home. But, 87 percent parent sends their child due to that private schools provide good education. Likewise, 21 percent for easy to get job in future and 47 percent parent express regards that it is easy to join in higher education if their child study in private schools.

Table:2.6 Frequency and Percentage Distribution of Guardian by desire to send their child in private schools

desire to send their child in private schools	Frequency	Percentage
Due to near home	10	11.4
My neighbor send their child in private so that	3	3.4
Private schools teach well	77	87.5
Access to financial invest to child	11	12.5
Easy to get job in future	19	21.6
Easy to join higher education	42	47.7
Easy to go foreign country	3	3.4
High social reputation	6	6.8

## 2.7 Problem of Parents

The following study presents that 34 percent guardian faces education related problem and majority of the guardian responses that they don't face any education related problem.

Table: 2.7 Frequency and Percentage Distribution of guardian by facing problem for the education materials and fee

Facing problem for the education materials and fee	Frequency	Percentage
Yes	30	34.1
No	58	65.9
Total	88	100.0

The following table presents that the majority of the parents i.e. 25 percent response that they have been facing the problem to pay fee and 18 percent parents told that they face problem to buy book and 14 percent parents told that they have been facing the problem to buy snacks.

Table: 2.71 Frequency and Percentage Distribution of guardian by types of problem

types of visit	Frequency	Percentage
To buy book	16	18.2
To pay fee	22	25.0
To provide pocket money	11	12.5
To buy snacks	13	14.8
Other	3	3.4

## 2.8 Parent visit in Private schools

The following table presents that the majority of the parents visit the private schools. According to the study, 94.3 percent guardians visit private schools and only few guardians i.e. 4.5 percent don't visit the private schools.

Table:2.8 Frequency and Percentage Distribution of guardian by visiting to schools

visiting to schools	Frequency	Percentage
Yes	83	94.3
No	4	4.5
Total	87	98.9
System	1	1.1
Total	88	100.0

According to the following table, 72 percent parents response that they visit schools to pay fee, 81 percent parents visit schools to receive the report of children and 56 percent parents told that they have been visit schools after invited them from schools and 50 percent parents responses that they visited schools for the complain for their children's education.

Table: 2.8.1 Frequency and Percentage Distribution of guardian to purpose to visit schools

purpose to visit schools	Frequency	Percentage
To pay fee	64	72.7
To receive report of children	72	81.8
Invite from schools	50	56.8
To complain	44	50.0

## 2.9 Parent Teachers Association

The following table presents that only 13.6 parent response that there is PTA in private schools but the majority of the parents i.e. 85 percent guardian told that there is no PTA in schools. It means that the majority of the parents are unknown about PTA in private schools.

Table: 2.9 Frequency and Percentage Distribution of guardian to having PTA

having PTA	Frequency	Percentage
Yes	12	13.6
No	75	85.2
Total	87	98.9
System	1	1.1
Total	88	100.0

The following table presents that only 11.4 percent parent told that there have been organizing meeting of PTA to improve on children learning. Likewise, 6 percent respondents told that the PTA meeting has been organizing on teaching method, 8 percent told that the meeting organizing to improve infrastructure and the minority of the respondents told that it is organizing about fee and watch dog role of SMC.

Table:2.9.1 Frequency and Percentage Distribution of guardian to discussion matter in PTA

discussion matter in PTA	Frequency	Percentage
Improve of children learning	10	11.4
Teaching method	6	6.8
Improvement of Infrastructures	7	8.0
About fee	3	3.4
Watch dog role of SMC	3	3.4

### 2.10 Caste Access in Private Education as Investor

The following table presents that there is low access of dalit and Janjati in the investment in private schools. It means that the majority of the investors are from Braman background that proved that the access in private schools is high from Braman community than other caste.

Table 2.10 Frequency and Percentage Distribution of Investor by Caste

Caste	Frequency	Percentage
Chettri	4	17.4
Braman	15	65.2
Newar	2	8.7
Tarai Caste	2	8.7
Total	23	100.0

### 2.11 Gender Access in Private Education

The study finds that there is high access of male to establish the private schools than female. It means that the access of female is low in private education.

Table 2.11 Frequency and Percentage Distribution of Investor by sex

Sex	Frequency	Percentage
Male	22	95.7
Female	1	4.3
Total	23	100.0

### 2.12 Method of Teacher's Enrollment

The following table presents that most of the teachers are recruited on the basis of open competition but 52 percent investors accepted that teachers are recruited on the basis of personal contact. It means that the people out of access of personal contact from investors, they don't have high chances to enrollment in private schools.

Table 2.12 Frequency and Percentage Distribution of Investor by Method to Teachers Recruitment

Method to Teachers Recruitment	Frequency	Percentage
Open Competition	14	60.9
Personal Contact	12	52.2
On the Basis of Relationship	0	0.0
On the Basis of Power	0	0.0

### 2.13 Students Enrollment

The following table presents that all students who apply in the private schools can't access for the study. The percent of such types of students are 65 percent. It means that the students who are talent, and from rich family, they access enrollment in private schools.

Table 4 Frequency and Percentage Distribution of Investor by Access of Students' enrolment in your schools

Access of Students enrollment	Frequency	Percentage
Yes	8	34.8
No	15	65.2
Total	23	100.0

## Chapter V Management

### 3. Management

The term "management" is defined as the all managerial aspect of private schools, i.e. physical infrastructures, teacher's salary and so on.

#### 3.1 Promotional Provisions of teachers in private schools

The following table presents that out of 22 teachers, most of the teachers accepted that there is a promotional provision of teacher's promotion. But 27 percent don't accept that private schools have promotion provisions for teachers promotion.

Table 3.1 Frequency and Percentage Distribution of Teachers by promotional provisions in schools

promotional provisions	Frequency	Percentage
Yes	14	63.6
No	6	27.3
Total	20	90.9
Not Stated	2	9.1
Total	22	100.0

### 3.2 Formulate on Promotional Provision

The following table presents that 31 percent teaches have known about promotional provision of teaches has been formulated in private schools but in the same ratio, they don't formulate about promotional provisions.

Table 3.2 Frequency and Percentage Distribution of Teachers by formulate promotional provisions policy in schools

promotional provisions	Frequency	Percentage
Yes	7	31.8
No	7	31.8
Total	14	63.6
Not Stated	8	36.4
Total	22	100.0

The following table presents that 27 percent teaches have known that they have been informed on promotional provisions and in the same ration, they don't inform on promotional provision.

Table 3.2.1 Frequency and Percentage Distribution of Teachers by Known about promotional provisions policy in schools

Known about promotional provisions policy	Frequency	Percentage
Yes	6	27.3
No	6	27.3
Total	12	54.5
Not Stated	10	45.5
Total	22	100.0

### 3.3 Relation between teachers and guardian

This study finds that there is good relation in between teachers and guardian. The following table presents that 77 percent teaches accepted that they have been discussion about teaching method with guardians and 63 percent teachers accepted that there is discussion on improvement of teaching and learning of child in between teachers and guardians.

Table 3.3 Frequency and Percentage Distribution of Teachers by discussion subject matter in between teachers and guardian

discussion subject matter	Frequency	Percentage
About teaching	17	77.3
About schools management	5	22.7
About income and expenditure of schools	6	27.3
About improvement of teaching and learning	14	63.6

### 3.4 Teachers' Opinion on Management Aspect

The following table presents that 45 percent are satisfied from the schools management but in the same ratio, they don't satisfied from the management aspect of schools.

Table 3.4 Frequency and Percentage Distribution of Teachers by satisfaction of teachers by the service provided from the schools

satisfaction of teachers	Frequency	Percentage
Yes	10	45.5
No	10	45.5
Total	20	90.9
Not stated	2	9.1
Total	22	100.0

The following table presents that most of the teachers are satisfied about teachers' salary and 9 percent teachers accepted that they satisfied from leave.

Table 3.4.1 Frequency and Percentage Distribution of Teachers by reasons for satisfaction

reasons for satisfaction	Frequency	Percentage
Salary	6	27.3
Leave	2	9.1
Bonus	1	4.5
Working hour	1	4.5
Total	10	45.5
Not Stated	12	54.5
Total	22	100.0

The following table presents that 18 percent teachers have dissatisfied on salary distributed from private schools and 4.5 percent teachers have dissatisfied on leave and 9.1 on bonus.

Table 3.4.2 Frequency and Percentage Distribution of Teachers by reasons for dissatisfaction

reasons for dissatisfaction	Frequency	Percentage
Salary	4	18.2
Leave	1	4.5
Bonus	2	9.1
Working hour	3	13.6
Total	10	45.5
Not Stated	12	54.5
Total	22	100.0

### 3.5 Teachers' Salary

The following table presents that 22 percent teachers get salary from private schools below 5000 and only a few teachers received salary above 10000 per month.

Table 3.5 Frequency and Percentage Distribution of Teachers by receive salary per months

salary per months	Frequency	Percentage
Below 5000	5	22.5
5000 to 7000	4	17.0
7000 to 10000	10	45.0
10000 and above	2	8.5
Total	21	95.5
Not stated	1	4.8
Total	22	100.0

The following table presents that 50 percent teaches are not satisfied from teachers salary and only a few teachers are satisfied from the salary provided from private schools.

Table 3.5.1 Frequency and Percentage Distribution of Teachers by receive salary according your labor

receive salary according your labor	Frequency	Percentage
Yes	5	22.7
No	11	50.0
Total	16	72.7
Not stated	6	27.3
Total	22	100.0

### 3.6 Management of Schools Dress

The following table presents that the majority of the guardians i.e. more then 95 percent told that schools themselves manage the dress of children.

Table:3.6 Frequency and Percentage Distribution of guardian to perches dress

perches dress	Frequency	Percentage
Guardian	3	3.4
Schools	84	95.5
Total	87	98.9
System	1	1.1
Total	88	100.0

### 3.7 Source of Income in Private Schools

The following table presents that most of the principle accepted that the main income source of private schools is fee from students and only few principle accepted that the income source of private schools is donation too.

Table 3.7 Frequency and Percentage Distribution of Principle by Income source of schools

Sources of schools	Frequency	Percentage
Fee from Students	22	95.7
Donation from guardian	1	4.3
Rent	0	0.0
Others	4	8.7

### 3.8 Fee in Private Schools

The 100 percent private schools have been collected fee from students.

Table 3.8 Frequency and Percentage Distribution of Principle by collection of fee

Collection of fee	Frequency	Percentage
yes	23	100.0
No	0	0.0
<b>Total</b>	<b>23</b>	<b>100.0</b>

The following table presents that 13 percent principle accepted that they have been collected fee below 500 from per students in a month and majority of the schools have been collected fee 500 to 700 per month from per students.

Table 3.8.1 Frequency and Percentage Distribution of Principle by amount of collection of fee

Amount	Frequency	Percentage
Below 500	3	13.0
500 to 700	11	52.6
700 to 1000	3	13.0
1000 above	7	27.4
<b>Total</b>	<b>22</b>	<b>100.0</b>

### 3.9 Principle Opinion on Provisional Provision of teachers

The following table presents that the 95 percent principle accepted that there is promotional provisions of teacher's promotion in private schools.

Table 3.9 Frequency and Percentage Distribution of Principle by provision of teaches promotion

provision of teaches promotion	Frequency	Percentage
Yes	22	95.7
No	1	4.3
<b>Total</b>	<b>23</b>	<b>100.0</b>

Likewise, 82 percent principle accepted that it has been formulated the promotional provisions in private schools.

Table 3.9.1 Frequency and Percentage Distribution of Principle by formulate the policy for provision of teaches promotion

Formulate policy	Frequency	Percentage
Yes	19	82.6
No	4	17.4
<b>Total</b>	<b>22</b>	<b>100.0</b>

### 3.10 Way to Manage the Teaches Salary

The following table presents that 43 percent principle told that the salary of teachers has been decided on the basis of capacity of teacher and 56.5 principles told that it is decided on the basis of need.

Table 3.10 Frequency and Percentage Distribution of Principle by the criteria of teachers' salary

Way to manage teaches salary	Frequency	Percentage
According to the capacity	10	43.5
On the basis of bargaining	1	4.3
On the basis of need	13	56.5
According to the schools policy	1	4.3

### 3.11 Relation of Principle with Teachers and Guardians

The following table presents that 82 percent principle told that they have been involved with guardians about teaching and learning process and 56 percent principle told that they have discussion with teachers and guardians about schools management.

Table 3.11 Frequency and Percentage Distribution of Principle by subject matter on discussion in between teachers and guardian

subject matter on discussion	Frequency	Percentage
About teaching and learning	19	82.6
Schools management	13	56.5
Income and expenditure	12	52.2
Improvement of teaching	18	78.3

### 3.12 Scholarship in Private Schools

The following table presents that 95 percent principle told that private schools managed the scholarship and only a few number of schools don't manage the scholarship.

Table 3.12 Frequency and Percentage Distribution of Principle by manage scholarship

Manage scholarship	Frequency	Percentage
Yes	22	95.7
No	1	4.3
<b>Total</b>	<b>23</b>	<b>100.0</b>

The following table presents that 95 percent principle told that the scholarship has been distributed to the poor and labor students and 30 percent principle told that it has been distributed to the female students.

Table 3.12.1 Frequency and Percentage Distribution of Principle by criteria to provide scholarship

criteria to provide scholarship	Frequency	Percentage
Poor and Labor	22	95.7
Female students	7	30.4
<b>Remote area</b>	<b>4</b>	<b>17.4</b>
<b>Better students</b>	<b>13</b>	<b>56.5</b>

### 3.13 Reasons for establishment of private schools

The following table presents that the reasons of private schools establishment. According to the following table, 21 percent investor told that they have established private schools to earn money and 52 percent investors told that they have been established private schools to provide good education to the children.

Table 3.13 Frequency and Percentage Distribution of Investor by Reasons of establishment of the private schools

Reasons of Establishment	Frequency	Percentage
To Earn Money	5	21.7
Provide Good Education	12	52.2
For Quality Education	21	91.3
No Government Schools in Near	0	0.0
Interest to work in education sectors	21	91.3
Ensure the future of private schools	3	13.6

### 3.14 SMC in Private Schools

The following table presents that most of the schools has been formulated the SMC in private schools but only a few schools don't formulate the SMC.

Table 3.14 Frequency and Percentage Distribution of Investor by Having Schools Management Committee in Schools

Having Schools Management Committee	Frequency	Percentage
Yes	21	91.3
No	2	8.7
Total	23	100.0

The following table presents that the meeting of SMC has been organized in private schools more than 8 times in a year.

Table 3.14.1 Frequency and Percentage Distribution of Investor by Organize meeting of Schools Management Committee within a year

Organize meeting of Schools Management Committee within a year	Frequency	Percentage
Once	2	8.7
Twice	0.0	0.0
Trice	3	13.0
Forth	8	34.8
Fifth	8	34.8
Not Stated	2	8.7
Total	23	100.0

The following table presents that most of the SMC in private schools has been formulated according to the following educational act.

Table 3.14.2 Frequency and Percentage Distribution of Investor by Method to SMC formulation

Method of SMC formulation	Frequency	Percentage
Own Desire of Investors	0	0.0
To include the Highly Reputed Persons	2	8.7
Formulate by the Discussion with Guardian	2	8.7
Formulate according to the Education Act	19	82.6

### 3.15 Policy for Remuneration

The study finds that most of the schools have policy for remuneration but only a few schools don't have remuneration in private schools.

Table 3.15 Frequency and Percentage Distribution of Investor by having policy for the remuneration and other service to the teachers

Having policy for the remuneration	Frequency	Percentage
Yes	21	91.3
No	2	8.7
Total	23	100.0

### 3.16 Social Audit

The following table presents that most of the schools don't organize the social audit but only a few schools i.e. 17 percent organized social audit.

Table 3.16 Frequency and Percentage Distribution of Investor by Conduct Social Audit

Conduct Social Audit	Frequency	Percentage
Yes	4	17.4
No	19	82.6
Total	23	100.0

The following table presents that there is not social audit in private schools due to it is not need to anywhere.

Table 3.16.1 Frequency and Percentage Distribution of Investor by Reasons don't Social audit

Reasons don't Social audit	Frequency	Percentage
Don't Need	5	21.7
Don't Obligation to Disseminate Publicly	4	17.4
Don't use anywhere	13	56.4
Disputes among the Investors	0	0.0
Need to responsible with others if social audit is conduct	2	7.5

### 3.17 Loss or Profit Status in Private Schools

The following table presents that near about 70 percent investors accepted that the private schools are in profit and only a few respondents accepted that it is loss status.

Table 3.17 Frequency and Percentage Distribution of Investor by Profit or Loss of Schools

Profit or Loss of Schools	Frequency	Percentage
Profit	16	69.6
Loss	2	8.7
Total	18	78.3
Not Stated	5	21.7

The following table presents that the profit of the private schools is invest in schools. The percentage of this is 56 percent and only a few respondents told that only half of the profit amount invests in private schools.

Table 3.17.1 Frequency and Percentage Distribution of Investor by Use of Profit

Use of Profit	Frequency	Percentage
Invest in Schools	13	56.5
Invest in Schools half of total profit	8	34.8
Invest in Schools one third profit	0	0.0
Share among the Investors	3	13.0

## Chapter VI Product Contribution

### 6.1 Students Interest and Their Current Occupation

The following table presents that the differences between the interests of students during the student's lives and after their obligation in their occupation. The following table presents that 77 percent students wanted to make technician during their student's period but only 14 percent students reach in this occupation. Likewise, only 11 percent respondents wanted to become businessman but the percentage of this is 44 percent. These facts show that there is vast difference between the desire of students and their obligation in occupation.

Table 6.1 Frequency and Percentage Distribution of Past students by Reasons to come private schools for teaching

Desire of Occupation	Freq	Percent	Current Occupation	Freq	Percent
Technician	21	77.8	Technician	4	14.8
Professor	2	7.4	Professors	4	14.8
Businessmen	3	11.1	Students	12	44.4
Social Activists	1	3.7	Businessman	3	11.1
Total	27	100.0	Teachers	4	14.8
			Total	27	100.0

### 6.2 Satisfaction of Past Students on Private Education

The following table presents that most of the students are satisfied from private schools education but only a few students don't satisfied from high schools education of private schools.

Table 6.2 Frequency and Percentage Distribution of Past students by their satisfaction of learning from their schools

promotional provisions	Frequency	Percentage
Yes	24	88.9
No	3	11.1
Total	27	100.0

### 6.3 Private Education and Its Contribution in their Occupation

The following table presents that 63 percent students accepted that the private education is helpful for their occupation abut 18 percent respondents don't accept it.

Table 6.3 Frequency and Percentage Distribution of Past students by contribute to the current occupation from the schools education

Contribute to the current occupation	Frequency	Percentage
Yes	17	63.0
No	5	18.5
Total	22	81.5
Not Stated	5	18.5
Total	27	100.0

#### **6.4 Suggestions of Past Students for the Equal Education**

The following table presents that most of the past students suggested to improve the quality education that it is need to increase the quality of government schools as private schools.

Table 6.4 Frequency and Percentage Distribution of Past students to provide equal education for child

provide equal education for children	Frequency	Percentage
Convert private schools into government	1	3.7
Increase the standard of government schools	25	92.6
Convert both schools into community schools	3	18.5
To teach all in private schools	0	0.0