Evaluating The Factors That Influence Parents To Enroll Their Children In Private Schools In Taluka Sehwan Sharif, District Jamshoro, Sindh

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Abstract
Education is a basic right to every child and also the base of sustainable development as well as social equity. Lack of proper schooling at the government level characterized by poor infrastructure, teacher commitment and learning environment has posed real problem towards the mobilization of parents in rural Pakistan to enroll their children in the private educational system. This study undertakes the aspect that influences the parental choices particularly in the parents of the girl students to join the privately managed schools in Taluka Sehwan Sharif, Jamshoro District, Sindh. The study will have five distinct objectives namely, 1,To determine the influence of the community involvement in the decision of the parents.2.To determine the influences of human resource in the decision made by parents.3.To determine how instructional approaches can impact parental decision.4.To determine how presence of the physical school environment influences parental choice concerning their decision.
5. To determine how school infrastructure influences parental choices.Survey and responses were measured within the closed-ended structured questionnaire with the use of 5-point Likert scale where a population of higher number, (4, 240) parent of the girl students was interviewed with a sample size of 366 appearing according to Yamane formula. Analysis on descriptive statistics including mean and standard deviation was done. The APA style was employed in making of citations and references in the form of software. It was identified that parents were very content with attendance and classroom tidiness of the teachers and were very concerned with inadequate ventilation, absence of any temperature regulation, inability to obtain access to pure drinking water and the broken school boundaries. School leadership and parental involvement have been rated low and irregular respectively. The study suggests targeted interventions in many directions such as infrastructure development, school leadership and community-school interaction approach towards quality education to all.

Keywords:
Parental choice Parental decision-making, girl student enrollment, private school, community participation, human resource, teaching methodology, physical infrastructure of the school, school infrastructures, Taluka sehwan shairif, rural education in Sindh

Introduction

Education is a globally accepted tool of empowerment and transformation of individuals, societies and also economically. Quality education is recognised as a human right and the key to sustainable development in the world (UNESCO, 2022). Many international conventions such as Sustainable Development Goal 4 (SDG-4) of the United Nations outlines the necessity of equal and accessible education to all people, especially girls, who are historically systematically disadvantaged in many regions (UNICEF, 2023). This is within this wider scope that making sure that all children get quality education is no longer a goal of development but rather it is a moral necessity.

The constitution of Pakistan provides constitutionally strengthened education under Article 25-A and stipulates free compulsory education to all children between the age of 5 and 16. Yet, the constructive implementation of this right is difficult to achieve, particular at the countryside and under development areas. Chronic issues in the Pakistani education sector remain to include under-financing, poor infrastructure, absenteeism among teachers, practices of ineffective pedagogies and lacking accountability frameworks (Alif Ailaan, 2018; Khattak & Zafar, 2022). Such systemic gaps are especially acute in rural regions where even access to state-based education is tainted with poor facilities, crowded classrooms, and demotivated assignments, which is reflected in high levels of dropouts, especially among girls (Human Rights Watch, 2018; UNESCO, 2021).

Taluka Sehwan Sharif of District Jamshoro (Sindh) is typical of most of the issues facing the education systems in rural Pakistan. Being in a culturally and economically vulnerable area with a socio-cultural setup, this area forms a peculiar example of the interaction of the cultural affordability, gender bias, and state inefficiency in restricting the access to education of girls (Ali et al., 2023). Within such demographic realities, the fact that parents want to find the alternative, particularly the alternative of a private schooling institution, indicates not only the disappointment in the public schooling sector but also the hopes to secure their own and their children social mobility and/or safety and/or academic success (Sain & Babiera, 2023). Parents of school going children are getting the perception that the private schools are safer, more disciplined and academically better most particularly to their daughters. Such schools tend to have superior physical amenities, more ordered classroom experience, on-time and highly trained (qualified) teaching personnel and a record of delivering superior scholastic results (Salam et al., 2017; Aijaz et al., 2024).

The current literature proves the idea that the decision of school choice among parents in rural Pakistan is based on several factors. According to research by Andrabi et al. (2019) and Aslam(2020) instructional leadership, teacher quality, and community participation in the education process can define the educational experiences. Thomas and Machado (2022) also supported the idea of such community-school cooperation as a source of high educational access and quality values. Likewise, Cheema et al. (2023) distinguish infrastructure, instructions at school, school safety as the critical issues influence the preferences of parents. Nevertheless, these efforts notwithstanding, there still exists an urgent need to study the way in which these issues tend to directly influence the choices made by parents of girl students in highly conservative and rural areas such as Taluka Sehwan Sharif. The majority of the literature available is inclined to either group parental behavior by gender or focus on the urban population and therefore does

not consider state-specific experiences and preferences of families with daughters in the rural areas.

This study helped in filling this gap through specifically localized and in-depth study on what motivates the parents in the town of Taluka Sehwan Sharif to push to get their girl students to attend the private schools. According to the five main variables that be studied, such as the community involvement, human resources, instructional approaches, quality physical school environment and school infrastructure, the work laid to a multidimensional perspective of school choice in one of the regions where access to education among girls is taken with great uncertainty. It also contributed to discussions of rural schooling reconfigurations, schooling practices that consider gender and participation of the community in the underdeveloped parts of Pakistan.

Against the wider backdrop of educational issues and changing parental priorities, the given study is a part of the currently emerging oeuvre of scholarly research aimed at localizing education in terms of particularized cultural, geographic, and gender environments. It attempts to transcend sources of superficial analysis by looking at the underlying, usually unarticulated processes contributing to parental choices about schooling daughters. In doing so it attempts to find out not only the structural shortcomings that have pushed the families away towards public education but also the hopes and values that pull them towards the privatized sector. This piece is therefore not only a criticism of injustice that is currently in the education system but also a way of bringing in the sorry state of education inequalities towards the urgency of the situation to be corrected.

Statement of Problem

The Taluka Sehwan Sharif where the rural communities have taken much emphasized in the enrolment of the girl children and the boys as well. However, there is very minimal categorical study that has empirically analyzed to find out why this kind preference is so. Most of the assumptions are rather ordinary, and can be sought in high quality of teaching, engagement of the community, improved learning conditions, and having healthy buildings structure.

This study aims at fulfilling this research gap by evaluating the five specific aspects such as community involvement factors, human resource factors, instructional approaches factors, physical school environment factors and school infrastructure factors. The study explored to learn the influence of each of the factors such as the facilities of the schools, the teaching quality, and the involvement of the community in the decision of parents so that the stakeholders of education in the area of rural Sindh could make improvements to that sector knowing better. Indeed, study indicates that better policies can be informative when such factors are clearly studied. To provide an example, Andrabi, Das and Khwaja (2008) discovered that school choice is influenced by good school facilities, frequent presence of teacher in rural Pakistan. According to Asim (2019), parents are seriously affected by the quality of teaching. UNESCO (2021) also confirms the suggestion that the application of research-based evidence contributes to developing superior education systems. Khan and Malik (2019) emphasized that in case schools engage the community and the individual leadership is effective, a superior environment is observed where children learn.

Objectives of the study

1To determine the influence of the community involvement in the decision of the

parents to enroll daughters in private schools of Taluka Sehwan Sharif.
2.To determine the influences of human resource in the decision made by parents in choosing to educate their daughters in any of the privately owned schools of Taluka Sehwan Sharif.
3.To determine how instructional approaches can impact parental decision to enroll their daughters to private schools of Taluka Sehwan Sharif.
4.To determine how presence of the physical school environment influences parental choice concerning their decision to send girls to private schools of Taluka Sehwan Sharif.
5.To determine how school infrastructure influences parental choices of sending their daughters to private schools of Taluka Sehwan Sharif.

Alternative Hypotheses of the Study
1There is a significant influence of community involvement factors on parents' decisions to enroll their daughters in private schools in Taluka Sehwan Sharif.
1. There is a significant influence of human resource factors on parents' choices regarding the enrollment of their daughters in private schools in Taluka Sehwan Sharif.
2. There is a significant influence of instructional approach factors on parental decisions to send their daughters to private schools in Taluka Sehwan Sharif.
3. There is a significant influence of physical school environment factors on parents' decisions to choose private schools for their daughters in Taluka Sehwan Sharif.
4. There is a significant influence of school infrastructure factors on parental choices concerning the enrollment of their daughters in private schools in Taluka Sehwan Sharif.

Literature Review
Historical Context of Private Schooling in Pakistan
The history of the existence of a private education shows its high rate of growth of the number of the privately-owned schools in the country. Pakistan remains to be a topic of constant concern so far as the understanding of the growth and its main position in the educational system of the country is concerned. The 1980s are the years when the idea of the private education came about through the weaknesses and dismal failures as embodied in the kind of education done publicly. The amount of private schools rapidly spread in the rural and semi-urban areas since it evolved only in the urban environment, yet had to meet the unmet educational needs of people there (Aslam, 2022; Andrabi et al., 2008). The emergence of the private schools comes at a time of global trend in education, particularly after the World Conference on Education for All (EFA) of 1990 called on increased participation of the private sector in the provision of education (Nguyen & Raju, 2015). Formerly, by 2020, approximately 40 percent of children were attending school in self-help schools and this way several families with low household income living in the rural areas were able to avail education which was previously unattainable to them (Aslam, 2022; Andrabi et al., 2008)
Numerous urgent issues within the state education system can explain the transition toward the sphere of private education. The critical role of the private sector schools is not only the one that proves the growing popularity of the latter but namely the fact that the attitude towards the educational experiences of one, including ambitions, is shifting (Ahmed & Sheikh, 2014; Shamim & Rashid,

2019). The increase in the popularity of the private institutions is influenced by the perceived advantages including higher academic performances, improved discipline, and administrative organizational framework that are said to respond better as compared to that experienced in a state school (Shamim & Rashid, 2019; Yousaf et al., 2023). These are the preferences which are particularly notable in the spheres where the quality of education that is provided publicly does not meet the basic educational requirements and, consequently, promotes the establishment and maintenance of the privately owned systems of education (Khan et al., 2023; (Aslam, 2022).

Policy and Regulatory Background

The governmental system of policy and control over the functioning of private schools in Pakistan has got transformed especially with the National Education Policy (NAEP) of 2009 that officially acknowledged the role of the private institute as an essential provider of universal education (Khan et al., 2021; Andrabi et al., 2013). The document proposed a detailed monitoring and registration system of the private educational organizations as the guarantee of quality and compliance with the educational principles (Andrabi et al., 2013; Khan & Lohana, 2022). The 2010, 18th Constitutional Amendment gave provincial governments the control over education management, causing diversity in the practice of regulatory oversight implementation (Shahid et al., 2023; Khan & Lohana, 2022). As another example, in Sindh, the Sindh Private Educational Institutions (Regulation and Control) Ordinance, 2001 was issued to bring numerous essential changes, including registration, fee regulation, infrastructural issues, and teacher credentials, which is another indication of intent to reorder the sector of privatized education (Khan et al., 2021; Andrabi et al., 2013; Shahid et al., 2023).

Nevertheless, even despite these regulatory measures, the system of quality control of educational institutions works unevenly, as a result of which a wide range of private schools enjoy the relative freedom in educational work, often being practically uncontrolled, especially in rural areas, where the need of parents in educational services is high, and the capacities of public schools are not sufficient in order to satisfy the demand (Aslam, 2009; Nguyen & Raju, 2015). The broad development of the sphere of non-state schools not only reflects the existing level of demand in the educational segment but also the continued inability of the government to organize a high-quality system of education of an equal level (Khan et al., 2023; Amanat & Hussain, 2021).

Community Involvement

The community engagement plays the significant role in the process private schooling Education is one of the crucial factors contributing to high performance and sustainability of private schools. Community participation will build the feeling of control and improve local governance bodies, hence increasing the credibility and accountability of learning institutions (Rind, 2024; Tamim, 2021). Scholarly work assumes that the collaboration of families and the community has a strong influence on school performance and that School Management Committees (SMCs) in South Asia deal with education initiatives in more transparent and locally-owned manner (Aslam, 2009; Rind, 2024). Particularly, at the community level, rural Sindh has been depicted to be beneficial in enrollments, especially those of girls, and thus affecting positive changes in educational equity (Ahmed & Sheikh, 2014; Rind, 2024).

Human Resources
Discussing human resources in the context of the study of the privately owned school, professional qualities of the staff are the determinant in developing a parental trust and enrolling decisions. A research study has shown that teacher professionalism and effective leadership are pertinent aspects that should be considered in improving the learning outcomes of students (Aslam, 2009; Salam et al., 2017). Remarkably, it is mentioned that in private institutions, there is a tendency to attract more responsible teachers who are likely to continue their professional growth, creating a better learning atmosphere (Andrabi et al., 2008; Khan et al., 2021). Parental satisfaction is core in this competitive market in education and this is determined by the competence of employees, their punctuality and the character of leadership in the school (Aslam, 2009; Aslam, 2022).

Instructional Approaches
Instructional approaches are also very different in both the public and the private universities, and this tends to create a gap in performance. Research has also revealed that educators in private schools often employ more modern instructional methods, such as active learning processes and multimedia applications, which comply with the current best practices in education (Asadullah, 2009; Aslam, 2022). The sociocultural theory of learning thanks to Vygotsky supports peer interaction and contextualized learning which makes students more engaged and knowledgeable (Aslam, 2022; Jaffery, 2000). Research also states that systematic lesson planning and learner engagement are to be considered critical aspects of academic success (Khan et al., 2021; Shamim & Rashid, 2019).

Physical School Environment
The physical school environment is important for school space whose academic success has been attributed. Environmental factors that influence the quality of education are the conditions under which students study, that is, cleanliness, ventilation, lighting, and the general safety of the school environment (Shamim & Rashid, 2019; Aslam, 2022). Findings also point to maintained physical conditions, which are associated with academic success, and that is why, in most cases, the ambiance of the school is maintained adequately in the case of a private school compared to its public counterpart, consequently linking increased parental satisfaction and student retention (Khan et al., 2021; Andrabi et al., 2008).

School Infrastructure
The school Infrastructure is also another factor, especially in the area of gender-sensitive facilities, which encourage female enrollment. Trustworthy infrastructure such as access to clean toilets, drinking water, and secured premises has been termed as significant in developing education participation among girl students (Andrabi et al., 2011; Tamim, 2021). According to the reports provided by UNICEF (2019) and the World Bank (2018), the presence of these facilities and other developments enhances trust of the parents and their response to the long-term cooperation with the educational institutions (Aslam, 2022). This spirit can be traced in research because, as the studies prompt, the institutional reputation and the perception of parental safety largely depend on the presence and the quality of school facilities (Misri & Bilal, 2019; Shahid et al., 2023).

DIALOGUE SOCIAL SCIENCE REVIEW

Research Methodology

The quantitative descriptive survey design was employed to assess the major factors that have affected parents' decisions to take their daughters to study in private schools in Taluka Sehwan Sharif, District Jamshoro. The research tool used to collect the data was a questionnaire that was structured according to the five independent variables which are community involvement factors, human resources factors, instructional approaches factors, physical school environment factors, and school infrastructure factors. The study employed a structured, close-ended questionnaire as the primary data collection tool. A 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" was used to measure respondents' perceptions. "All references in this study were formatted using APA (7th edition) style, and citation management was supported with the help of reference management software."

Population and Sample

The sample population on which the research was carried out included 4,240 parents of girl students who study in the Taluka of the private schools.

The process of seeking sample size of the study used Taro Yamane (1967) formula which is; $n = \frac{N}{1 + N(e)^2}$ Where, n = sample size, N = 4240 (population), e = 0.05 (margin of error).

Estimated sample size $n = \frac{4240}{1 + 4240(0.05)^2} = \frac{4240}{1 + 10.6} = \frac{4240}{11.6} = 366$

Three hundred and sixty-six participants (parents) were sampled through random sampling and data was collected through Face-to-face surveys which is done in 10 private schools of Taluka Sehwan Sharif. And the obtained data was been studied by the means of SPSS which deployed the descriptive statistic consist of mean median mode and standard deviation.

Data Analysis
Descriptive Statistics Survey Items of all variables

Community Involvement

Statistics

	Parents frequently attend meetings organized by the private school.	The School Management Committee is active and effective in this private school.	There is open communication between parents and teachers.	Community members support the school's activities and upkeep	Local leaders show interest in supporting the private school	The community is aware of the school's rules and educational policies.
N Valid	366	366	366	366	366	366
Missing	0	0	0	0	0	0
Mean	3.4508	3.7896	3.5519	3.5355	3.6011	3.7131
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode	5.00	5.00	5.00	4.00	5.00	5.00
Std. Deviation	1.34939	1.10392	1.38140	1.10173	1.13688	1.24182

Community Involvement

Interpretation of Community Involvement

Through the above table and graph, parents have shown an overall view of perceiving community involvement in the private schools as good yet diverse. Awareness of the rules in the school is quite high (mean = 3.71), the School Management Committee is regarded as one who is active and effective (mean = 3.79, mode = 5). Nevertheless, parental involvement in meetings (mean = 3.45) and the level of support of the community towards school activities (mean = 3.53) is rather low, and thus, more active involvement is possible. Variations in the responses indicate that schools differ with regard to the level of interaction with the community.
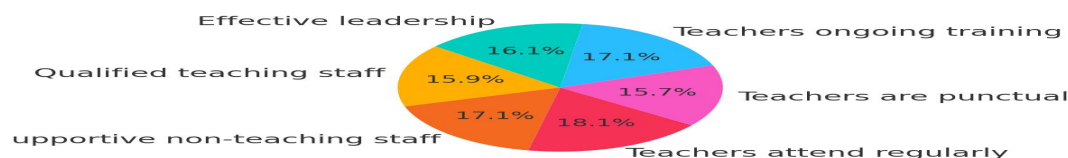
Human Resources

Statistics

	The school has qualified and experienced teaching staff.	Trained non-teaching staff are available and supportive.	Teachers attend school regularly.	Teachers are punctual in starting school activities.	Teachers participate in ongoing training or workshops.	The principal/headteacher leads the staff effectively.
N Valid	366	366	366	366	366	366
Missing	0	0	0	0	0	0
Mean	3.3388	3.5874	3.8142	3.2923	3.6011	3.3852
Median	3.0000	4.0000	4.0000	3.0000	4.0000	4.0000
Mode	2.00	4.00	5.00	5.00	4.00	5.00
Std. Deviation	1.25184	1.17357	1.22683	1.42167	1.26248	1.56737

Human Resources

Interpretation of Human Resources
Teacher attendance sums up the highest area of the human resources as graph and table indicate with a mean value of 3.81 and this conveys that teachers are usually present and can be depended on. Non-teaching staff are considered also to be supportive (mean = 3.59). But the ratings on teacher punctuality (mean = 3.29) and principal leadership (mean = 3.38) were less good, and the range of responses (e.g., SD = 1.57) shows that there are mixed experiences of such aspects in schools. The qualification and training of teachers is also trusted with only a reasonable level of confidence.
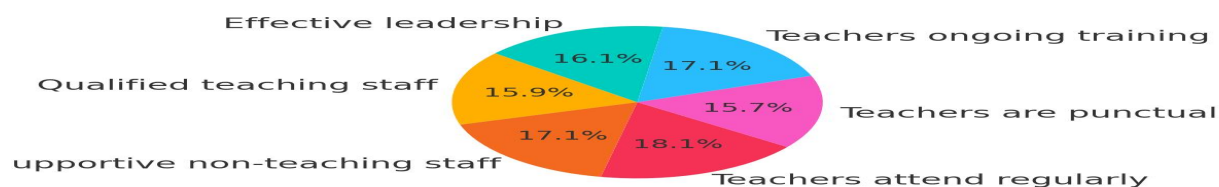
Instructional Approaches
Statistics

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Mean	3.3388	3.5874	3.8142	3.2923	3.6011	3.3852
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Mode	2.00	4.00	5.00	5.00	4.00	5.00
Std. Deviation	1.25184	1.17357	1.22683	1.42167	1.26248	1.56737

Instructional Approaches

Interpretation of Instructional Approaches

The table and the graph indicate that there is satisfaction of instructional delivery in general across the parents. Teacher attendance (mean = 3.81), once again, is highlighted, even as punctuality in beginning classes is not all that satisfactory (mean = 3.29). The involvement of teachers to training (mean = 3.60) indicates that some of the professional development is occurring but not at all times. Principal leadership and teacher qualifications scores an average, implying that there is a way to improve quality teaching and leadership instructions in every school.

Physical School Environment
Statistics

	Classrooms are clean and well-organized.	Classrooms have proper ventilation systems.	There is sufficient natural lighting in learning spaces.	The learning environment is peaceful and free from distractions.	The classroom temperature is comfortable for learning.	There is minimal noise disturbance from outside.
N Valid	366	366	366	366	366	366
Missing	0	0	0	0	0	0
Mean	3.7814	3.3825	3.6202	4.0273	2.8607	3.9454
Median	4.0000	4.0000	4.0000	4.0000	3.0000	4.0000
Mode	4.00	5.00	5.00	5.00	2.00	4.00
Std. Deviation	1.11590	1.43006	1.23445	1.24936	1.29265	1.11393

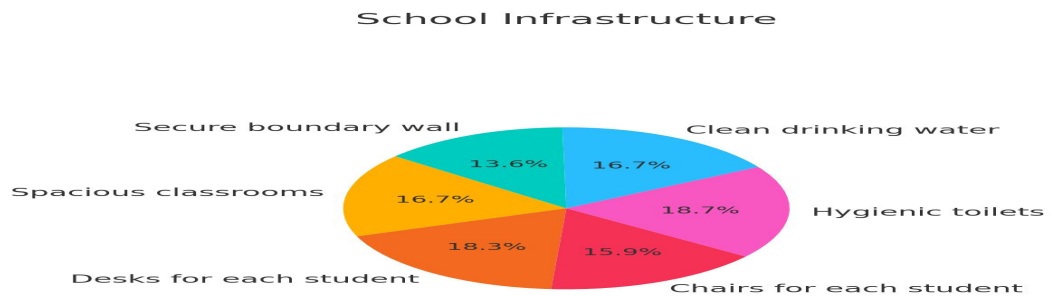Physical School Environment

Interpretation of Physical School Environment

Based on the Graph and Table, the physical environment can be regarded as the strength of the private schools. The quietest classroom category (mean = 4.03) was rated high as was the low-noise variable (mean = 3.95) and cleanliness (mean = 3.78). Nevertheless, the lowest ranking item of this category was classroom temperature (M = 2.86) which signified discomfort in lessons. There is also a need of improvement of ventilation (mean = 3.38). The overall learning environment is clean and peaceful but the thermal comfort is devoid of the required facility.

School Infrastructure

Statistics

	Classrooms are spacious and can comfortably accommodate all students.	Desks are available for each student.	Chairs are available for each student.	Toilets are hygienic and functional.	Clean drinking water is readily accessible.	The school premises are enclosed by a secure boundary wall.
N Valid	366	366	366	366	366	366
Missing	0	0	0	0	0	0
Mean	3.3033	3.6066	3.1448	3.6885	3.3033	2.6831
Median	3.0000	4.0000	3.0000	4.0000	3.5000	3.0000
Mode	2.00	5.00	5.00	5.00	4.00	3.00
Std. Deviation	1.43473	1.65135	1.54328	1.36942	1.33174	1.22221

School Infrastructure

Interpretation of School Infrastructure

School infrastructure gives mixed results as revealed by the table and graph. Desks are available mostly (mean = 3.61) and toilets were relatively high (mean = 3.69). Yet, there are issues on the availability of chairs (mean = 3.14), and large classrooms (mean = 3.30). The most problematic one is the absence of safe boundary walls that scored the least in general (mean = 2.68) showing dire safety issues among parents.

Findings of the study

Community Involvement

The findings indicates that parents in the population view the community involvement in the private schools as averagely satisfying but irregular in nature. The rating of the statement describing parent participation at meetings given by the private school: The mean score of the statement is 3.45, which indicates middle parental involvement, though not the universal one. The School Management Committee (SMC) scores in a positive manner and shows to be active and effective (mean = 3.79, mode = 5), same thing goes with school governance and leadership bodies.

Communication between parents and teachers (mean = 3.55, SD = 1.35) and community support to school activities (mean = 3.53, SD = 1.38) are also considered with fairly positive colors, but the large standard deviations (approximately 1.351.38) indicate the differences in parental experiences in various schools. The moderately promising result of interest by local leaders (mean = 3.60), and community awareness of school policies (mean = 3.71), indicates that private schools are gradually showing an interest in transparency and external support but a few schools are showing no equal interest of all the stakeholders of the communities.

Human Resources

It is examined that the findings shows the situation of quality and reliability of the human resource in the private schools. The best aspect was teacher attendance (mean = 3.81, mode = 5), indicating that the teachers turn up regularly and consistently, thus, generating the feeling of trust in parents.

The help of the non-teaching staff is also considered on a positive note (mean = 3.59) showing that office assistants, clerks, and other support staff are reachable and co-friendly. Nonetheless, the punctuality of teachers (mean = 3.29) and the leadership of the principals (mean = 3.38) are considered to be the issues of concerns. The value of the standard deviation related to the leadership is large (1.57), which indicates the poor administrative performance, as some of the principals are strong, whereas the rest are seen as ineffective leaders.

Moreover, even though the qualification of teachers was rated in a moderate way (mean = 3.34), parents cannot be sure that their children are educated by the full-fledged staff. Attending ongoing training or workshops came at a mean = 3.60 points and this indicates that the professional development is occurring but it is not being done on all institutions or consistently enough.

Instructional Approaches

Results wise, as far as the quality of their instruction is concerned, parents find certain elements satisfactory, particularly the presence of a teacher (mean = 3.81), yet unsatisfied with regard to time management and continuity of teaching quality. The mean of punctuality in commencing school activities was computed as 3.29 and this shows that some teachers might be present on ground but are not starting lessons on time.

There is an indication of teachers being engaged in continuous training (mean = 3.60), which indicates that they are trying to enhance the quality of the teaching process albeit not at all schools. In the same manner, the principal or head teacher leadership (mean = 3.38) was perceived to be average implying that there is need to improve on the focus on instructional supervision and mentoring. These results indicate that although teachers are hardworking and in attendance, there exist the deficiency between attendance and efficient, opportune teaching, and absence of stringent instructional leadership in some schools. These statistics indicate the necessity to have more formal teaching and frequent supervision.

Physical School Environment

It is observed in the results that most parents are relatively contented with school sanitation and tranquil environment. The statement with the greatest average across the board (4.03) was the one referring to the conducive and non-threatening learning environment devoid of noticeable distractions and commendable parental acknowledgment of the instructional setting and classroom control. It was also positive when it came to classrooms being well-organized and clean as well, 3.78, and minimal noise disturbance caused from the outside, with the latter being 3.95, indicating schools are in a remote location or are built to maintain the quiet learning environment.

A mean of 3.62 on the 5 point scale of natural lighting in classrooms has been considered as a good indicator of good infrastructure. Nevertheless, the classroom temperature comfort was ranked the lowest score under this field (mean = 2.86) which means there was acute discomfort during the period of learning probably occasioned by lack of proper ventilation and fans or air conditioners. Ventilation was rated as 3.38, and it has also demonstrated the necessity to be improved in the airflow and thermal comfort. These results emphasize the need that students have the basic climate-related facilities in spite of the peaceful and clean environment that might negatively impact their concentration and performance.

School Infrastructure

The school infrastructure findings portray rather disappointing and worrying findings, as some of the vital facilities have been implemented, yet there are little to no signs of very crucial gaps. It is a positive aspect that toilets are clean and work well (mean = 3.69) and that students have desks all to themselves (mean = 3.61). All these indicate that simple academic requirements are met in most

schools.

Nevertheless, the average of no. of chairs per student was 3.14 indicating that in most of them, not every student is provided with a decent chair, which may cause some discomfort and decrease the learning efficiency. Space was observed to be high in classrooms with a rating of 3.30 hence there is an issue of overcrowding in some schools. Clean drinking water (mean = 3.30) is also another moderately concerned issue that depicts that not all schools have a proper source of clean drinking water.

The worst observation has been in the field of school security in terms of boundary wall. This item portrayed the lowest mean of the whole variables: 2.68 showing that there was a lot of concern raised by the parents on the safety of their children inside the school premises. Most schools do not have boundary walls or rather have weak coverage and this sends warnings to possible danger.

Conclusion

This study set out to assess the main predictors of decisions by parents to take their children (girls) to the private primary schools in Taluka Sehwan Sharif, District Jamshoro, Sindh. Having conducted a quantitatively-based analysis of the responses of 366 parents of girl students, the study examined five larger dimensions, including Community Involvement factors, Human Resources factors, Instructional Approaches factors, Physical School Environment factors, and School Infrastructure factors. The statistics show complex interdependence of similarities and disparities that determine parental attitudes and expectations to private education.

According to the findings, parents also tend to be on the positive side they feel quite good about the attendance of the teacher, the level of cleanliness in the classroom and a calm or noise-free ambience in the classroom. The presence of these fundamental aspects adds a great deal to their decision-making process as it portrays reliability, control, and concentrated learning environment. The high performance of School Management Committees (SMCs) and average rates of parental participation also point to the fact that private institutions also have the functioning governance system and a certain level of connection to the community.

Nevertheless, the statistics outline some problematic areas as well. Their weaknesses are that there is no security in the schools (boundary walls are low), the classroom temperatures are not controlled adequately, there are no enough furniture (most importantly chairs) and there is poor leadership and instruction management of the principals. Although the majority of teachers work in a regular way, the existence of such issues as tardiness at the beginning of the classes and low involvement in a continuous training affects the quality of the overall teaching process.

Also, the lack of basic physical infrastructure- such as a shortage of clean drinking water, overcrowding in the study rooms, and bad ventilation indicates that most of the privately run schools are not able to achieve the minimum physical standards which has a direct bearing on the comfort as well as educational efficiency of students.

To sum up, the work reaffirms that although private schools of the area have some benefits that make them interesting to parents like frequent visits of teachers, calm atmosphere, and modest academic faculties, they also experience fatal infrastructuredivaces, lack of leadership, and uncomfortable environment.

Such barriers have to be overcome so that it is not just the satisfaction of the parents that would go up; the education outcomes should also be better. The security of the school, the infrastructural development of classes and improving instructional practice will be the steps to ensure the credibility and choice by parents in coming years.

Recommendations

Based on the results of the present study, there are a number of topics that directly need to be addressed in order to enhance the quality and popularity of the private schools in Taluka Sehwan Sharif, District Jamshoro. Although parents acknowledge the importance of private schooling when it comes to the presence of the teachers and their ability to influence the atmosphere in the classroom, there are some crucial issues to be considered on the other grounds connected with infrastructure, safety, teaching strategies, and school administration. The solution to these problems will contribute to the increased parental confidence, secure student-health, and finally lead to the overall improvement of the educational process.

This should be done by ensuring that safe boundary walls are built and fortified on all school premises to allow safety issues.

Furnish each student with proper desks and chairs because this will help in maintaining a comfortable and non-humiliating learning situation.

Fans should be installed and the ventilation enhanced in classrooms so that a comfortable temperature could be maintained in classrooms without affecting learning.

Organize frequent teacher training and master development classes and enhance teacher skills and classroom efficacies.

Provide training on leadership skills to principals and head teachers that will help in the management and supervision of instructions in schools.

Supervise and make sure that the teacher is punctual and that he/she starts classroom sessions constantly.

Restore in strength and authority the School Management Committees (SMCs) in order to involve parents and local stakeholders in school governance.

Ensure safe and clean drinking water is accessible to all students by maintain functional filtration and regular check-up and maintenance.

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