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Parents Satisfaction Towards Public and Private Primary Schools at Rawalpindi

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ABSTRACT

This study looks at parent satisfaction with Rawalpindi public and private primary schools, focusing on the factors that influence parent perceptions and overall satisfaction with academic performance. The study goal was to compare student satisfaction levels with academic quality, instructional strategies, school climate, communication, and facilities. A structured questionnaire was given to parents of primary school students chosen using a suitable sampling technique as part of a quantitative research design. To find variations in parental satisfaction between the two sectors, the gathered data was examined. The results showed differences in satisfaction levels, with parents of private schools generally reporting higher levels of satisfaction in areas like academic performance, classroom environment, and teacher responsiveness, while public schools were perceived more favorably in terms of accessibility and affordability. Parent perceptions were greatly impacted by a number of factors, including school administration, parental involvement, educational facilities, and teacher behavior. The study concluded that improving educational quality can increase parental satisfaction in both public and private primary sectors can be raised by enhancing quality of education, fostering supportive learning environments, and improving parent-school communication. The results could help improve primary education institutions and educational policy.

Introduction

At the Primary level, parental satisfaction has

emerged as a key metric for assessing school efficacy and educational quality. Because their opinions affect student outcomes, school choice,



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and educational decisions, parents are regarded as important stakeholders in education.

Academic achievement, teacher conduct, school discipline, infrastructure, communication techniques, and educational quality are all frequently linked to school satisfaction. He asserts that Pakistan rapid expansion of private schools had an impact on parental preferences for educational options and heightened competition between the public and private sectors. Khawaja and Das (2008).

In urban areas, it has also been demonstrated that parental satisfaction and school choice are significantly influenced by income level. Many parents prefer private schools despite their high tuition because they think they provide more individualized attention for every student, qualified teachers, reduced class sizes, and improved discipline. Higher- income families are more likely to be content with private education. Because they can buy more educational resources. Sultana (2015).

Both public and private educational institutions differ noticeably according to administration, academic quality, and parental perceptions, according to comparative studies. Tariq et al. (2012). It found differences in administrative strategies by comparing leadership and school improvement practices in both private and public schools. The growth of private education as well as its effects on Pakistan educational efficacy were also covered by Jimenez (1987).

Few studies have specifically compared Rawalpindi public and private primary schools, despite the fact that parental satisfaction has gained increasing attention in educational research. In order to better understand how parent perceptions of educational quality and school effectiveness are influenced by demographic factors, the current study was look at parent satisfaction with primary school education, both public and private.

Objectives of the Study

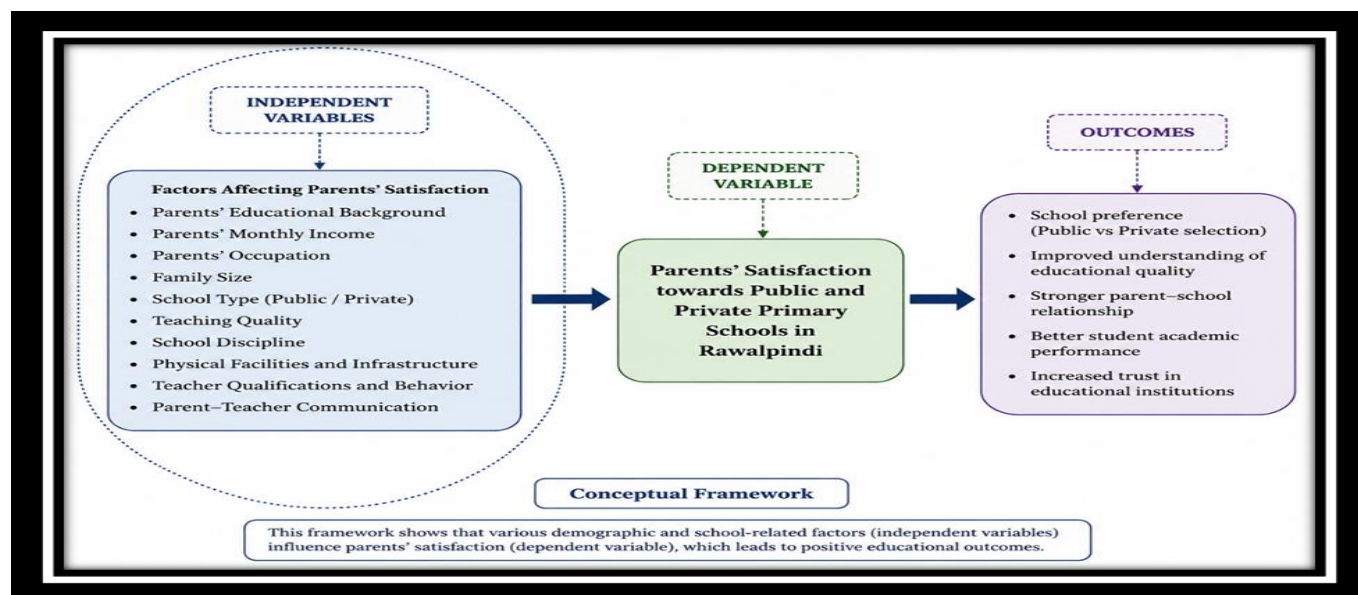
The following goal served as the study primary focus:

- To Identify the challenges faced by parent satisfaction towards public and private primary schools at Rawalpindi.
- To analyze the Challenges faced by parent satisfaction towards public and private primary schools at Rawalpindi.
- To compare the differences between parent satisfaction public and private primary schools at Rawalpindi.

Research Questions

- What Challenges Influence Parent Satisfaction with Public and Private Primary Schools?
- How does School Infrastructure Influence the standards of instruction s in both public and private primary schools?
- What is the Relationship between Parent Satisfaction and the kind of school (Private or Public) at Primary level?

Conceptual Framework of the Study



Significance of the Study

This study is important because it can determine how satisfied parents are with public and private primary schools and enhance knowledge of their preferences and expectations for their education. It may help educators, school administrators, and policymakers improve educational quality, school climate, and parent-school communication, resulting in better educational outcomes and more effective decision-making.

Literature Review

It is crucial component of any research study since it offers insight into the body of knowledge and prior research on the subject. The primary focus of this study is parent satisfaction with public and private education. The idea of Pakistani parent contentment with both public and private education, factors influencing parent school choice, school quality, and parent satisfaction have all been the subject of previous research. Parental satisfaction has emerged as a key metric for assessing school performance and educational efficacy in recent years. Understanding parent expectations and preferences has become more important due to fast expansion of private schools alongside the well-established public education system. Factors include the concept of parent satisfaction toward schooling, public and private schooling in Pakistan affordability, factors influencing parent school choice, school quality and parent satisfaction, role of private schools in educational improvement, teacher performance and school environment, parent involvement and student academic outcomes, comparative perspectives on public and private education. A foundation for comprehending these factors and highlighting the need for additional research to enhance instructional strategies and support-based-decision-making in primary education is provided by reviewing national and international literature.

Concept of Parents Satisfaction Toward Schooling

The degree to which parents believe a school meets their expectations in terms of instructional quality, learning environment, teacher performance, discipline, and student development is known as parent satisfaction. Academic performance, communication, facilities, and

overall educational outcomes are typically used by parents to assess schools. According to Skallerud (2011), parental loyalty and satisfaction are strongly impacted by school's reputation. Parental expectations have a significant impact on school choice and satisfaction, according to Gold rings & Phillips.

Public and Private Schooling in Pakistan: Affordability

Both public and private schools play important roles in Pakistan educational system. Although private schools are commonly believed to offer better quality and facilities, public schools typically offer more affordable education. Andrabi, Das, & Khawaja (2002) talked about the fast expansion of private schools in Pakistan and investigated whether they primarily cater to urban elites or help expand access to education. Iqbal Muhammad (2012) found variations in teaching methods and academic achievement between public and private primary schools.

Factors Influencing Parent School Choice

Parents select schools according to several factors, including such as location, fees, teacher competency, educational quality, and school reputation, both academic results and safety. Bosetti (2004) discovered that social and academic factors had an impact on parental decision-making. Ahmad & Sheikh (2014) looked at factors that influence school choice in rural Punjab and found that family preferences, school quality, and accessibility are important factors.

School Quality and Parent Satisfaction

One of the best indicators of parental satisfaction is school quality. Parents frequently evaluate school based on student achievement, infrastructure, classroom conditions, and teacher efficacy. Alderman et al. (2001) discovered that after researching public and private school choices among low-income households in Pakistan, parent decisions are significantly influenced by school quality. Perceived educational quality raises parent satisfaction and trust, according to Skallerud (2011).

Role of Private Schools in Educational Improvement

The standard and availability of education have improved thanks in large part to private schools.

In a comparative study, Amjad Ravish (2012) emphasized the role private educational providers play in resolving problems with educational access and quality enhancement. According to Andrabi et al. (2002), private education increased access to education in a number of Pakistani regions.

Teacher Performance and School Environment

Parental perceptions and satisfaction are significantly influenced by the school environment and the performance of the teachers. In general, parents favor educational institutions where instructors exhibit professionalism and foster a positive learning environment. Sultana Bibi et al. (2012) looked at teacher stress in private schools and discovered that factors related to teachers have an impact on both overall school effectiveness and educational quality.

Parent Involvement and Student Academic Outcomes

Parental perception enhances student satisfaction with schools and has a positive impact on educational outcomes. According to Topor et al. (2010), parental perception raises academic achievement through greater engagement and support. Increased parental trust in educational institutions is a result of improved communication between schools and families.

Comparative Perspective On Public and Private Education

Private and public schools differ noticeably according to administration, academic quality, and parental perceptions, according to comparative studies. Tariq et al. (2012) found differences in administrative strategies by comparing leadership and school improvement practices in private and public schools. The growth of private education and its effects on Pakistan educational efficacy were also covered by Jimenze & Tang (1987).

Research Methodology

Research Design

The nature of this study was descriptive. In this study, parent satisfaction with public and private primary schools was examined using a descriptive quantitative method research design. This study outlined parent innate attitudes and experiences

regarding the teacher-to-student ratio, teaching quality, communication with the school, and discipline. A questionnaire was used to gather data, and statistical tests were used for analysis. This study only included parent whose kids attended Rawalpindi public or private primary schools.

Population and Sample

Parents of Rawalpindi primary school students make up the study population. These participants can provide insightful information about parent satisfaction with Rawalpindi public and private primary schools because they have firsthand knowledge of students' academic lives.

Data from the accessible prospective teacher was gathered using a convenience sampling technique. Three hundred parents of primary school's students made up the population of this descriptive study, there are 316 primary schools in Rawalpindi, 231 of which are public and 85 of which are private. In Rawalpindi, five public and five private's primary schools were chosen. Thirty parents were selected from each school. (150 from public sector and 150 from private sector). The sample was selected using purposeful sampling. L.R. Gay claims that the sample size is 169.

Research Instrument

A Structured Survey Measuring Parents Satisfaction with Public and Private Primary School students using closed-ended and Five Likert Scale Questionnaires.

Data Collection Procedures

To collect data, the researcher went to Rawalpindi both public and private educational institutions. A quantitative and descriptive methodology was employed in this investigation. Data was collected using the dependent variable (parent satisfaction) and the independent variable (private and public school types).

Data Analysis

Software like SPSS and descriptive statistics like frequency, percentage, mean, and t-test were used to analyze quantitative data. To identify recurring themes, the "Parent Satisfaction Towards Public and Private Primary Schools at Rawalpindi" method was employed. By combining and carefully examining the data gathered, parent satisfaction with Rawalpindi public and private

primary schools is ascertained.

Data Analysis and Interpretation

In this study, parent satisfaction with public and private primary education was investigated using a quantitative research method. To get quantifiable information about parent's opinions and satisfaction levels with various facets of

education, quantitative data was gathered. Communication, school facilities, the environment, and resources were the main topics of the information gathered. In order to compare responses and derive significant conclusions about parental satisfaction with both educational sectors, both descriptive and inferential statistics were used to analyze the data.

Table 1: Comparison Between Public and Private Schools on the Basis of Teaching and Learning Quality

Statements	percentages				(df = 167)	
	Public		Private		t	Sig.
	Mean	SD	Mean	SD		
Teachers explain lessons clearly.	3.34	.213	.403	.214	1.888	.061
Teachers complete the syllabus on time.	3.51	.177	.092	.177	.519	.605
Teachers give equal attention to every student.	3.45	.181	-.002	.183	-.012	.990
Teachers use different methods to make lessons interesting.	3.32	.194	-.077	.194	-.397	.692
Teachers encourage students to ask questions.	3.43	.183	-.185	.184	-1.012	.33
Homework and classwork help in better learning.	3.23	.198	-.106	.199	-.534	.594
Teachers check students work regularly.	3.38	.185	-.156	.184	-.843	.400
Students understand the lesson taught in class.	3.53	.180	.188	.180	.047	.297

Table 1 presents the comparison between public and private primary schools regarding teaching and learning quality. The independent samples t-test revealed no statistically significant differences between the two groups across all statements (p

>.05). These findings indicate that parents from both public and private schools reported comparable perceptions of teaching and learning quality.

Table 2: Comparison Between Public and Private Schools on the Basis of Communication and Parental Involvement

Statements	Percentages				(df = 167)	
	Public		Private		t	Sig.
	Mean	SD	Mean	SD		
The school regularly shares students' progress with parents.	2.92	.228	-.166	.229	-.727	.468
Teachers inform parents about their child performances.	3.36	.198	-.019	.199	-.096	.923
Parents are invited to attend school meetings.	3.56	.182	.100	.182	.549	.584
The school sends timely messages about events and activities.	3.70	.195	.322	.196	.652	.100
The school values parent's feedback and suggestions.	3.88	.184	.147	.184	.795	.428
Teachers are available to meet parents when needed.	3.90	.185	.268	.186	.449	.149

Parents feel comfortable communicating with teachers.	3.59	.193	-.063	.193	-.328	.743
The school maintains proper contact through messages or calls.	3.76	.187	.070	.189	.374	.709
Parents are involved in school decision-making activities.	3.80	.182	.018	.183	.097	.923
Communication between parents and teachers is open and effective.	3.82	.188	.201	.188	.066	.288

Table 2 shows the comparison between public and private primary schools regarding communication and parental involvement. The independent samples t-test indicated no statistically significant differences between public and private schools on any of the communication and parental involvement items ($p > .05$). These findings suggest that parents from both school sectors had similar perceptions regarding communication practices and parental involvement in school activities.

Findings of the Study

Findings related to comparison of teaching learning quality between public and private schools:

- With all p-values greater than .05, all eight indicators revealed no statistically significant differences between public and private schools overall, indicating that respondents believed the quality of instruction and learning was essentially the same in both types of schools.
- There were no significant differences between public schools and private schools in terms of specific indicators for “Teachers explain lessons clearly, ($t = 1.888$, $p = .061$). Similarly, “Teachers finish the syllabus on time,” ($t = .519$, $p = .605$), “Teachers give equal attention to every student” ($t = -.012$, $p = .990$), and “Teachers use different methods to make lessons interesting” ($t = .397$, $p = .692$), “Teachers encourage students to ask questions” ($t = -1.012$, $p = .330$), “Homework and classwork help in better learning” ($t = -.534$, $p = .594$), “Teachers check students work regularly” ($t = -.843$, $p = .400$), and “Students understand the lesson taught in class” ($t = .047$, $p = .297$).
- The findings indicate that parents from both public and private primary schools had comparable perceptions regarding teaching

and learning quality, with no statistically significant differences observed across any of the eight indicators.

Findings related to comparison of communication and parental involvement between public and private schools:

- Ten items pertaining to communication and parental involvement were compared between an independent samples t-test is used to compare public and private schools.
- Overall similarity with all p-values greater than .05, for each of the ten items, the analysis revealed no statistically significant differences between public and private schools. This suggests that respondents thought parental involvement and communication were essentially the same in both types of schools.
- There was no significant difference among public schools and private schools regarding regular sharing of student progress with parent ($t = -.727$, $p = .468$), informing parent about their child performance ($t = -.096$, $p = .923$), inviting parent to school meetings ($t = .549$, $p = .584$), sending timely messages about events and activities ($t = .795$, $p = .428$), teachers being available to meet parent when needed ($t = .449$, $p = .149$), parent feelings comfortable communicating with teachers ($t = -.328$, $p = .743$), maintaining proper contact through messages or calls ($t = .374$, $p = .709$), parent involvement in school decision-making activities ($t = .097$, $p = .923$), and open and effective communication between parent and teachers ($t = .066$, $p = .288$).
- Overall, the findings indicate that parents from public and private primary schools reported comparable perceptions of communication and parental involvement, with no statistically significant differences observed across any of the ten indicators.

Discussion of the Study

This study looked at primary school parent satisfaction with both public and private education. The study examined parent perceptions regarding teaching and learning quality as well as communication and parental involvement across both educational sectors. To compare responses between public and private schools, the data were examined using independent samples t-tests and a quantitative research methodology. The findings demonstrated that the quality of instruction and learning in public and private schools did not differ statistically significantly. Parents from each of the two sectors reported similar perceptions about lesson explanation, completion of syllabus, equal attention to students, use of teaching methods, and overall learning experiences. These results imply that educational quality is not exclusively influenced by school type and that both school sectors offer similar teaching methods. In a similar vein, statistically significant variations were discovered in terms of communication and parental involvement, meeting participation, teacher availability, and opportunities to participate in school activities. Regardless of the findings, it indicates that parent satisfaction is positively impacted by effective parent-teacher communication and parental involvement, regardless of whether the school is public or private. Overall, the findings suggest that parents

generally perceived public and private schools similarly across the selected dimensions. The findings also suggest that enhancing communication strategies and raising educational standards could lead to better primary school experiences and increased parental satisfaction.

Recommendations

The following recommendations are offered in light of the discussion and findings mentioned above:

- To sustain parent satisfaction at the primary level, schools should keep refining their teaching and learning strategies.
- Instructors should improve communication in the classroom and keep in touch with parents on a regular basis to discuss the academic and general development of their students.
- Through meetings, feedback mechanisms, and involvement in school events, school administration should promote increased parental involvement.
- To improve home-school relationships, both private and public schools should concentrate on keeping open lines of communication.
- For better understanding of the factors influencing parent satisfaction with education, future research may incorporate more variables and larger sample sizes.

Conflict of Interest

The authors showed no conflict of interest.

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