RESEARCH PAPER

Parents' Perceptions about the Economic Adjustment of Secondary Level Schools and Deeni Madaris Students’ in Society

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PAPER INFO

ABSTRACT

The researcher focused on the economic adjustment of students in society. All Public, Private Secondary Schools and Deeni Madaris in districts (Kohat, Bannu, Karak, D.I. Khan, Tank, and Lakki Marwat) was the population of the study, whereas target population (N=405957) includes all “Principals, Teachers, Parents, and Students” from which (n = 1500) respondents were taken as a sample by applying Simple random, disproportionate, stratified, and convenient sampling techniques. Data was collected through questionnaire. Data was delimited to male stakeholders only. Data was statistically analyzed through SPSS by using Frequency and One Way ANOVA. Cronbach's Alpha was used to analyze the internal consistency of the research instrument. The results and conclusions were drawn. Recommendations were given for future researchers and further improvement in the study.

Keywords: Deeni Madaris, Economic Adjustment, Parents, Schools, Students

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Introduction

Education and economic development are positively associated with each other (Afzal, et al., 2010) Therefore, teachers and parents are responsible for students to aware them of trade, earning, business, market dealing including profit and loss, etc. (Berg, 2008) described that the students of the day may avail technological resources for earning and economic stability Like Youtube Channel, Online Business and business dealing through Mobile Phones, Whatsapp and Facebook, etc. (Checchi, 2006) mentioned that the government needs to ensure proper training regarding the economy in the institution at Secondary school level especially by focusing Public, Private Secondary Schools and Deeni Madaris (Religious Institutions) so that the productivity skills of students may be increased and developed to earn more and more money and strengthen their economy. (Dee, 2003) revealed that special emphasis may be given on the creative development and creativity skills of students at Secondary School level to avail their business and economic opportunities easily.

Faridi, Hussain and Bashir, (2010) found elaborated that students always take interest to participate in different economic activities by utilizing the technological
facilities such as Facebook, Whatsapp, IMP, Gmail, Yahoo Mail, and other computer programs in business dealing, trade, and marketing to make more and more money in a short period. Hanushek and Wobmann, (2007) explained that human resources, as well as skillful economic manpower, are highly useful in strengthening and stability of one's economy. Khattak and Khan, (2012) described that contents regarding the labor market and earning related skills are ought to include in the curriculum at Secondary School level due to which the labor and business based confidence of students will be quite developed and enhanced. Lochner and Moretti, (2001) stated that students are advised to seriously focus their social maturity because the economy can be easily developed and promoted via social maturity and social acceptance in society.

Nurudeen and Usman, (2010) explained that students' awareness about entrepreneurship and their interest in the promotion of entrepreneurship is highly mandatory due to which students will be able to participate in economic activities as well as a market dealing including e-business and trading. Kayani, et al., (2017) found that it is the responsibility of the government to ensure the availability and utilization of technological resources at Secondary school level to facilitate students in economic and earning matters in society. Featherstone and Kazamias, (2009) described that students are the future economists, their better and quality schooling is very essential and need of the day. Shabbir, Ghazi and Mehmood, (2016) revealed that education is perceived by itself as an important and big investment. All advanced countries are economically developed because of quality and better educational standards and outstanding educational setup where everyone fully avails all opportunities about economy and business as well as earning etc.

**Literature Review**

García-Suaza, Otero and Winkelmann, (2020) explained that it's mandatory and highly essential for the businessmen to get expertise and ensure awareness regarding capital formation, natural resources, and some know-how about agricultural marketing surplus also. (Colussi, 2018) found that a person who wishes to become successful businessman, he is ought to take interest in foreign trade and its related rules, regulations, and principles to follow, he should be fully aware of economic system so that he may be able to make and earn more and more money or strengthen his economy progressively as well as successfully. Cardoso, Guimarães and Zimmermann, (2010) revealed that the government is quite responsible to implement and emphasize economy-based seminars, workshops, conferences, training, and other business or earning related activities at Schools, Colleges and Universities as well as in Islamic (Religious) Madaris also. Contents about the economy should be included in the curriculum at all (Schools, Colleges and Universities) levels as students for tomorrow and in future become the best and successful tradesmen, bank managers, economists, marketers, and men of earning as well as men of the economy at national and international level.

Cainelli, et al., (2015) described that students and youth awareness by providing them proper training and all such economic facilities as well as opportunities are every essential and need of the day due to which the economy of the country will rise from time to time and economic development will be ensured. Conley, et al., (2013) asserted that human resources need proper economic training and economic skills, as well as facilities
for economic development such as China, USA, UK and Norway etc. Conley, Önder and Torgler, (2016) found that political freedom, freedom from war and terror; and technical know-how as general education about the economic stability and earning activities are very important for success as well as stable economic marketing and trade, otherwise, economic development is either impossible or quite hard in situations where there are war hazards, terror, horror, political fraud, illiteracy, poverty in daily routine. Hilmer and Hilmer, (2007)cited that rapid economic development is possible because of the proper utilization of natural resources like the area of land, the soil quality, the wealth of forest, better system of rivers, minerals, and a better climate and pointed out that most of the poor and economically bankrupt countries are backward due to unawareness of the latest technology and rich natural resources. Laband, (2013)explained that labor, entrepreneurship, land, and capital are the key production and earning categories that must be focused for economic growth; for land means all natural resources; labor means production and earning input; capital means all productive assets made by man that is used for production and earning purposes; similarly, entrepreneurship and knowledge are also the other key factors due to which economy is developed, increased and economic stability is ensured. Önder and Schweitzer, (2017) described that technological advancement and development is one of the key factors due to which the economy of someone is strengthened and developed. (Sarsons, 2017) found that all low-income countries that are under the umbrella of economic crisis need special attention towards economic stability by maintaining economic dealings with advanced countries for the purpose to improve and enhance its’ economy; therefore, such crisis can be boldly and easily control via educated nation or better-educated economists. (Oswald, 2007) asserted that the government provides all the opportunities to educated citizens related to the development of the economy so that poverty may be either fully eradicated from its roots or reduced to the maximum level. Sommer and Wohlrabe, (2017) revealed that so many fundamental problems and trials like poverty, unemployment, and low quality of education are directly concerned with the economy; if the country and state are economically stable; the people and citizens residing in that country and state are automatically economically satisfied and stable. (Bernake, 2011) found that teachers, parents are responsible for the invoking economic awareness in students and the government is responsible to facilitate both teachers and parents by providing economic opportunities for students where they avail their expertise, talent and share their views as well as their experiences with one another to strengthen their economy in society.
Conceptual Framework

Hypotheses

H0₁ There is no significant difference among the parents’ perceptions about the economic adjustment of Public School students in society.

H0₂ There is no significant difference among the parents’ perceptions about the economic adjustment of Private School students in society.

H0₃ There is no significant difference among the parents’ perceptions about the economic adjustment of Deeni Madaris students in society.

Material and Methods

The Study Design

It was a cross-sectional study where the researcher comparatively examined parents’ perceptions about the economic adjustment of secondary level schools including (Public and Private) Schools as well as Deeni Madaris students in society.
The population of the Study

All Secondary level schools (Public & Private), as well as Deeni Madaris in Southern KP, were the population of the study.

Target Population of the Study

All male principals, teachers, parents, and students of the Secondary level school (Public & Private), as well as Deeni Madaris in Southern KP, constituted the target population of the study as shown in the table below:

| Districts | Public Schools | Private Schools | Deeni Madaris |
|-----------|----------------|----------------|--------------|
|           | Principals    | Teachers       | Students     | Parents     | Principals | Teachers | Students | Parents |
| Kohat     | 49            | 917            | 16537        | 14800       | 32         | 750      | 6500     | 5010    | 50       | 155       | 5330     | 4200     |
| Karak     | 54            | 1007           | 13425        | 111010      | 37         | 875      | 8010     | 6050    | 106      | 370       | 10459    | 9010     |
| Bannu     | 58            | 1029           | 15056        | 13000       | 40         | 800      | 10011    | 8020    | 193      | 888       | 25742    | 24000    |
| Lakki     | 57            | 923            | 14386        | 13060       | 39         | 883      | 8300     | 7070    | 171      | 604       | 19533    | 18180    |
| DIK       | 78            | 1214           | 13785        | 11050       | 68         | 910      | 9073     | 7035    | 171      | 526       | 21888    | 20190    |
| Tank      | 26            | 421            | 4038         | 3015        | 16         | 210      | 2015     | 1030    | 61       | 159       | 6842     | 5350     |
| Total     | 322           | 5511           | 77227        | 65935       | 232        | 4428     | 43909    | 34215   | 752      | 2702      | 89794    | 80930    |
| Sub Total | 148995        | 82784          |              |             |            |          |          |         |          |           |          |          |
| G. Total  |               |                |              |             |            |          |          |         |          | N = 405957 |          |          |

Source: Constitution (25th amendment) act/KP/Section 6/Chapter-II/Land Govt. of KP Board of Revenue & Estate Department Peshawar/dated:19.07.2018.

Sample of the Study

The total numbers of (n=1500, respondents: Principals, Teachers, Parents, and Students) were selected as samples from the entire target population through L. R.Gay sample size formula as shown in the table below:

| Districts | Public Schools | Private Schools | Deeni Madaris |
|-----------|----------------|----------------|--------------|
|           | Principals    | Teachers       | Students     | Parents     | Principals | Teachers | Students | Parents |
| Kohat     | 3              | 15             | 50           | 15          | 3          | 15       | 50       | 15      |
| Karak     | 3              | 15             | 50           | 15          | 3          | 15       | 50       | 15      |
| Bannu     | 3              | 15             | 50           | 15          | 3          | 15       | 50       | 15      |
| Lakki     | 3              | 15             | 50           | 15          | 3          | 15       | 50       | 15      |
| DIK       | 3              | 15             | 50           | 15          | 3          | 15       | 50       | 15      |
| Tank      | 5              | 15             | 50           | 15          | 5          | 15       | 50       | 15      |
| Total     | 20             | 90             | 300          | 90          | 20         | 90       | 300      | 90      |
| Sub Total | 500            | 500            | 500          |            |            |          |          |         |
| G. Total  | n=1500          |                |              |            |            |          |          |         |
Sampling Techniques

Judgmental (convenient), disproportionate, simple random and stratified sampling techniques were used to collect data from the respondents.

Instrument (Data Collection Tool)

Data was collected through a questionnaire of six points Likert scale. The questionnaire was both English and Urdu versions properly distributed among the respondents concerned in the study.

Validity

The validity (Content and Face validity) of the instrument was ensured by the researcher in the proper supervision of the supervisor and other research experts as feedback, and then the rectified and valid items/statements were properly rearranged while the unnecessary items/statements were dropped out and omitted.

Reliability

The internal consistency of the research instrument was analyzed and assessed whose Cronbach’s Alpha values were:

| Research Variables       | Reliability Value |
|--------------------------|-------------------|
| Social Adjustment        | .75               |
| Moral Adjustment         | .81               |
| Economic Adjustment      | .78               |
| Overall Questionnaire    | .78               |

Results and Discussion

Table 3
Comparison of Public, Private Schools and Deeni Madaris Parents Regarding Economic Adjustment in Society

| Economic Adjustment | Sum of Squares | df | Mean Square | F     | Sig.  |
|---------------------|----------------|----|-------------|-------|-------|
| Between Groups      | 22.029         | 2  | 11.014      | 5.665 | .004  |
| Within Groups       | 519.144        | 267| 1.944       |       |       |
| Total               | 541.173        | 269|             |       |       |

Table 3 indicates that the p-value is .004 which is lower than alpha value 0.05 (.004>0.05) and shows a significant difference. The parents of Secondary level schools (Public & Private), as well as Deeni Madaris sum of squares value between the groups, is 22.029 with 2 df and within groups is 519.144 with 267 df. Similarly, Mean square values for between groups and within groups are 11.014 and 1.944 respectively. The F value is 5.665 which show the variation with p-value .004. The Mean Graph indicates that there is a difference between the parents’ perceptions of all three institutions at Secondary school level (Public& Private) as well as Deeni Madaris about the economic adjustment of students in society.
Table 3a
Multiple Comparisons

| (I) Parents | (J) Parents | Mean Difference (I-J) | Std. Error | Sig. |
|-------------|-------------|-----------------------|------------|------|
| Public      | Private     | .04889                | .20787     | .970 |
| Deeni Madaris | - .58000*   | 20787                 | .016       |
| Private     | Public      | - .04889              | .20787     | .970 |
| Deeni Madaris | - .62889*   | 20787                 | .008       |
| Deeni Madaris | Public      | .58000*               | 20787      | .016 |
| Deeni Madaris | Private     | .62889*               | 20787      | .008 |

*. The Mean difference is significant at the 0.05 level.

The above multiple comparisons table indicates that difference is found among the parents’ perceptions about the economic adjustment of students in society. The differences are found among the institutions (Public Schools & Deeni Madaris) as well as (Private Schools & Deeni Madaris) parents’ perceptions while Public and Private school parents statistically show no difference. Comparatively, Deeni Madaris students are slightly better economically adjusted in society than Public and Private School students as perceived by parents.

The results and graph of the current study show that Deeni Madaris students were slightly better to economically adjust in society according to the responses of parents; and comparatively, there was a difference among the institutions such as the difference was found among the perceptions of Public Schools and Deeni Madaris Parents as well as a difference among Private Schools and Deeni Madaris was also clearly shown. Pakistan is
among developing countries where there is poverty; and the quality of education is not of so high standard as compared to the USA, UK, Norway, France, and China where students avail the opportunities to avail their economy. War hazards, terrorism, poverty, and lack of facilities are all such factors in which students can’t make their economic opportunity alive and stable.

According to the previous study by (Chirag, 2012) regarding the economic adjustment of the student in society that schooling and education highly influence the economic and earning confidence of students, for better and quality education provides better earning sources to students as compared to poor education and schooling. (Nidhi & Kermane, 2015) found that in advanced countries like America, United Kingdom, and France, students avail their earning opportunities due to their better and quality education; as they are not merely degree holders but they are the men of earning also having abilities and skills to strengthen their economy to compete for the economic challenges of the day.

Conclusions

In the light of the results of the current study by keeping in view the objectives of the study, it was concluded that the students have no enough skills, talent and abilities to economically adjust in society at Secondary school level due to their poor educational standards and performance, some other factors like overall poverty, war hazards and lack of facilities, etc. are also highly responsible for the low economic adjustment in society. It was further concluded that among students of Public, Private schools and Deeni Madaris, students of Deeni Madaris were found better to economically adjust in society according to the responses perceived by parents as well as the statistical analysis and graph also indicate the better economic adjustment of students in society as compared to the students of Public and Private Secondary schools. Comparatively, there was a difference between the parental responses of Public Schools & Deeni Madaris; likewise, Private Schools & Deeni Madaris.

It was also concluded from the results and discussion of the study that students had no such environment and opportunities where they openly avail to earn and more and more money and strengthens their economy.

Recommendations

- Students may be provided awareness programs regarding economic development at the Secondary school level.
- Parents may encourage and stress their children to practically utilize their education for their economic stability.
- The government may focus on technical and vocational education as well to investigate students towards earning and making a better economy.
- Proper seminars, workshops, conferences, and training opportunities may be provided to Secondary School students and Deeni Madaris about economic development and better earning.
- Policies regarding economic development at schools and the Madaris level may be made to avoid unemployment like the problem in the country, especially in youth.
The government may ensure rapid industrialization in the whole country by positively and actively involving students in it for earning purposes at schools and madaris level.

Serious measures may be taken regarding better income and savings as well as earing and making more money at all institutional levels like China, the USA, UK, Norway, and France.

The manufacturing process may be promoted by creating more and more investment in a friendly as well as forthe fraternal environment.

Economic innovation and modernization may be introduced among the citizens in this developing economic world of the day.

Poor students may be provided economic opportunities to avail so that they may able to compete with the economic challenges of the day in this modern era of 2020.
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