



## RESEARCH PAPER

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

<sup>1</sup> Mati Ullah\* <sup>2</sup> Muhammad Saqib Khan <sup>3</sup> Prof. Dr. Siraj Ud Din

1. Lecturer, Department of Education & Research, University of Lakki Marwat, KP, Pakistan

2. Lecturers, IBA, Gomal University, D.I.Khan, Khyber Pakhtunkhwa, Pakistan

3. Management Sciences, Khushal Khan Khattak University Karak, Khyber Pakhtunkhwa, Pakistan

PAPER INFO	ABSTRACT
<b>Received:</b> April 07, 2020 <b>Accepted:</b> June 15, 2020 <b>Online:</b> June 30, 2020 <b>Keywords:</b> Deeni Madaris, Economic Adjustment, Parents, Schools, Students <b>*Corresponding            Author:</b> educationistmrn@ gmail.com	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.

## 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.

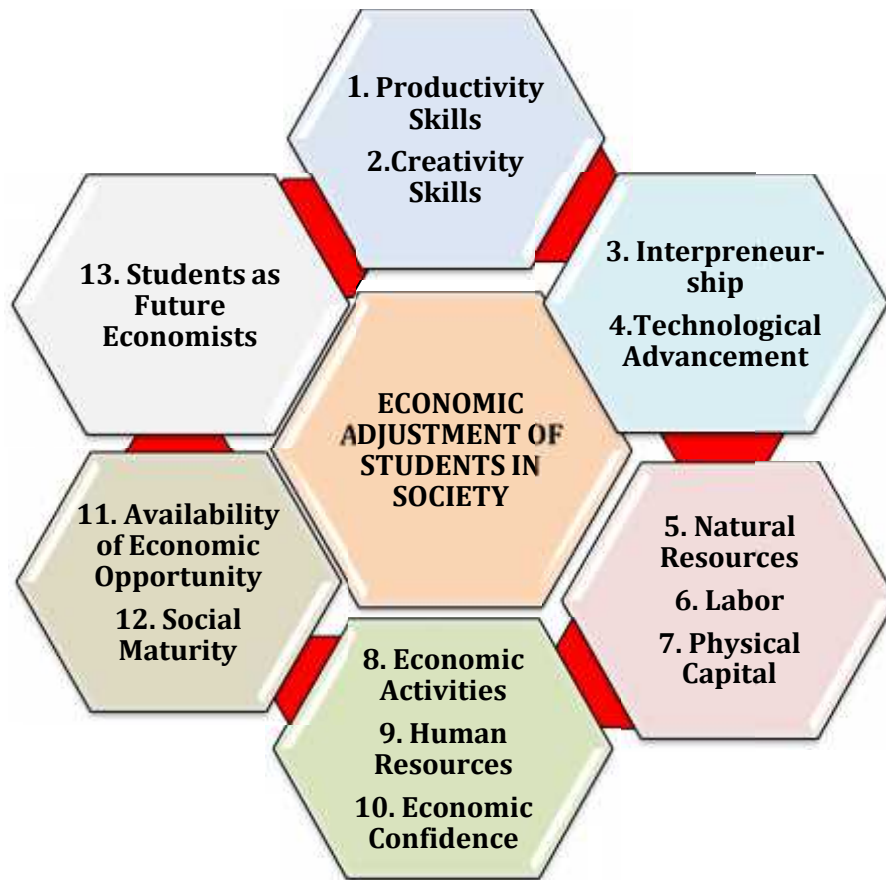
### **Literature Review**

García-Suaza, Otero and Winkelmann, (2020) explained that its 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

- H0<sub>1</sub>** There is no significant difference among the parents' perceptions about the economic adjustment of Public School students in society.
- H0<sub>2</sub>** There is no significant difference among the parents' perceptions about the economic adjustment of Private School students in society.
- H0<sub>3</sub>** 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:

**Table 1**  
**Target Population of the Study**

Districts	Public Schools				Private Schools				Deeni Madaris			
	Principals	Teachers	Students	Parents	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	11010	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				174178			
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:

**Table 2**  
**Sample of the Study**

Districts	Public Schools				Private Schools				Deeni Madaris			
	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents
Kohat	3	15	50	15	3	15	50	15	3	15	50	15
Karak	3	15	50	15	3	15	50	15	3	15	50	15
Bannu	3	15	50	15	3	15	50	15	3	15	50	15
LakkiMarwat	3	15	50	15	3	15	50	15	3	15	50	15
DIKhan	3	15	50	15	3	15	50	15	3	15	50	15
Tank	5	15	50	15	5	15	50	15	5	15	50	15
Total	20	90	300	90	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:

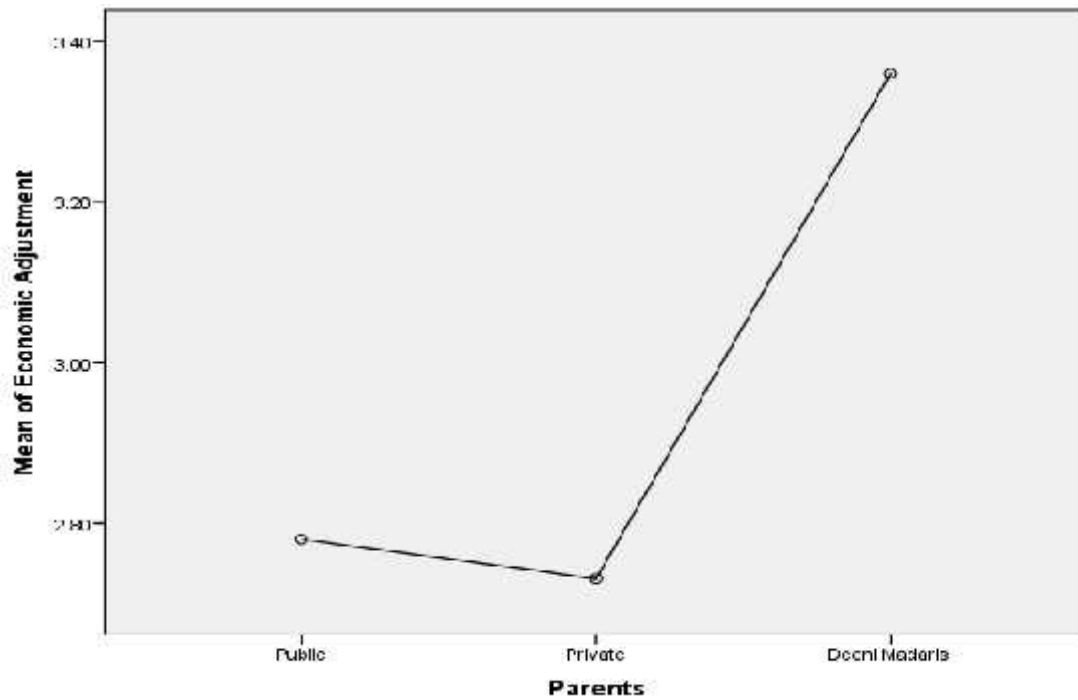
<b>Research Variables</b>	<b>Reliability Value</b>
Social Adjustment	.75
Moral Adjustment	.81
Economic Adjustment	.78
<b>Overall Questionnaire</b>	<b>.78</b>

### **Results and Discussion**

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

ANOVA					
Economic Adjustment					
	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
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**

Multiple Comparisons				
Tukey HSD				
(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
	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 earning 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.

## References

- Afzal, M., Farooq, M. S., Ahmad, H. K., Begum, I., & Quddus, M. A. (2010). Relationship between school education and economic growth in Pakistan: ARDL Bounds Testing Approach to Cointegration. *Pakistan Economic and Social Review*, 48(1), 39-60.
- Berg, S. V. D. (2008). Poverty and education. Paris: The International Institute for Educational Planning, UNESCO.
- Bernake, S.B. (2011). Promoting research and development: The Government's role, speech at the conference on new building blocks for jobs and economic growth, Washington, D.C., May 16, speech 571.
- Cainelli, G., de Felice, T., Maggioni, M., & Uberti, E. (2015). The strength of strong ties: How co-authorship affects the productivity of academic economists. *Scientometrics*, 102, 673-699.
- Cardoso, A. R., Guimarães, P., & Zimmermann, K. F. (2010). Comparing the early research performance of Ph.D. graduates in labor economics in Europe and the USA. *Scientometrics*, 84(3), 621-637.
- Cecchi, D. (2006). The economics of education: Human capital, family background, and inequality. Cambridge: Cambridge University Press.
- Chirag, S. (2012). A study of adjustment problems of college students about gender, socio-economic status, and academic achievement. *International Journal of Social & Movement Sciences*, 1(2), 2014.
- Colussi, T. (2018). Social ties in academia: A friend is a treasure. *The Review of Economics and Statistics*, 100(1), 45-50.
- Conley, J. P., Crucini, M. J., Driskill, R. A., & Önder, A. S. (2013). The effects of publication lag on life-cycle research productivity in economics. *Economic Inquiry*, 51(2), 1251-1276.
- Conley, J. P., Önder, A. S., & Torgler, B. (2016). Are all economics graduate cohorts created equal? Gender, job openings, and research productivity. *Scientometrics*, 108(2), 937-958.
- Dee, T. S. (2003). Are there civic returns to education? *National Bureau of Economic Research Working Paper*, Paper No. 9588.
- Faridi, Z. M., Hussain, S., & Bashir, F. (2010). Impact of education on students' earnings: A case of public sector universities in Pakistan. *International Research Journal of Finance and Economics*, 42, 170-177.
- Featherstone, K., & Kazamias, G. (2009). Economic adjustment and financial reform: Greece's Europeanization and the emergence of stabilization State George Pagoulatos. *Journal South European Society and Politics*, 5(2), 191-216.

- García-Suaza, A., Otero, J., &Winkelmann, R. (2020). Predicting early career productivity of Ph.D. economists: Does advisor-match matter? *Scientometrics*, 122, 429-449.
- Hanushek, E. A., &Wobmann, L. (2007).The role of school improvement in economic development.NBER Working Paper 12832. Cambridge, Mass: National Bureau of Economic Research.
- Hilmer, C., &Hilmer, M. (2007).On the relationship between the student-advisor match and early career research productivity for agricultural and resource economics Ph.D. *American Journal of Agricultural Economics*, 89, 162–175.
- Hilmer, C., &Hilmer, M. (2007b). Women helping women, men helping women? Same-gender mentoring, initial job placements, and early career publishing success for economics PhDs. *American Economic Review Papers and Proceedings*, 97(2), 422–426.
- Javed, Z. H., Khilji, B. A., &Mujahid, M. (2008). Impact of education on the socioeconomic status of villagers' life: A case study of Shrienwala village of Faisalabad. *Pakistan Economic and Social Review*, 46(2), 133-146.
- Kayani, M. M., Akbar, A.R., Faisal, S., Kayani, A., &Ghuman, A. M. (2017). Analysis of socio-economic benefits of education in developing countries: A example of Pakistan. *Bulletin of Education and Research*, 39 (3), 75-92.
- Khattak, N.U.R., & Khan, J. (2012). The contribution of education to economic growth: Evidence from Pakistan. *International Journal of Business and Social Science*, 3(4), 145-151.
- Kuld, L., &OHagan, J. (2018). Rise of multi-authored papers in economics: Demise of the lone star, and why? *Scientometrics*, 114(3), 1207-1225.
- Laband, D. N. (2013).On the use and abuse of economics journal rankings.*The Economic Journal*, 123(570), 223-254.
- Lochner, L., &Moretti, E. (2001). The effect of education on crime: evidence from prison inmates, arrests, and self-reports. *National Bureau of Economic Research, Working Paper No. 8605*.
- Nidhi,&Kermene, M.M. (2015). Adjustment problems of college students about gender, socioeconomic status, and academic achievement.*International Journal of Current Research*, 7 (4), 14574-14578.
- Nurudeen, A., &Usman, N. (2010). Government expenditure and economic growth in Nigeria, 1970-2008: A disaggregated analysis. *Business and Economics Journal*, 4, 1-11.
- Önder, A. S., & Schweitzer, S. (2017). Catching up or falling behind? Promising changes and persistent patterns across cohorts of economics PhDs in German-speaking countries from 1991 to 2008.*Scientometrics*, 110(3), 1297-1331.

- Oswald, A. J. (2007). An examination of the reliability of prestigious scholarly journals: Evidence and implications for decision-makers. *Economica*, 74, 21-31.
- Sarsons, H. (2017). Recognition for group work: Gender differences in academia. *American Economic Review Papers & Proceedings*, 107(5), 141-145.
- Shabbir, M. S., Ghazi, M. S., & Mehmood, A. (2016). Impact of social media applications on small business entrepreneurs. *Arabian Journal of Business and Management Review*, 6(3), 203-05.
- Sommer, V., & Wohlrabe, K. (2017). Citations, journal ranking, and multiple author-ships reconsidered: Evidence from almost one million articles. *Applied Economics Letters*, 24(11), 809-814.