SCHOOLING AND DIFFERENTIAL PERSONALITY DEVELOPMENT: AN ANALYSIS OF THE ELITE SCHOOLING SYSTEM AS PROVOKING AGENT OF SOCIAL CLASS SEGREGATION

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Abstract

The major objective of the present study was to examine the role of private elite schools in the creation of personality development in posh area of university town Peshawar city Pakistan. A sample size of 248 respondents was selected as per Sekeran criteria primarily by using simple random sampling technique. Dependent variable social class segregation was indexed and cross-tabulated with independent variable personality development through application of chi square test statistics to ascertain their relationship between variables. The study concluded that unchecked private schools systems prevalence in Pakistani society is the tumbling factor of social class segregation at school level. This type of schooling could lead society as dysfunctional at macro and micro level. The government of Pakistan should improve the educational system and polices pertaining to provide equal education system based on equal curriculum and environment for all. As a slogan of Millennium Development Goalto eliminate negative stigmatization of social class segregation with the corroborations of education for all and by providing education at minimum cost to the neglected segments of the society.

Keywords: Elite Schools, Personality Development, Push& Pull Factors, School Selection, Peshawar

Background of the Study

The term *Elite* is explained in different centuries by different people, culture and in different social environment. The concept of Elite is accepted as the "Ruling class", Aristocracy", "Oligarchy" and "Political class" (Zannoni, 1978). The crux of all previous researches and literature is that elite people chooses the best according to their statuses. As far as the education of elite class is concerned they

are status conscious in this field also and prefer the best schooling system for their children where they can get all the desired facilities that elite want to be for their statuesque. Education plays an important role in development of any nation socially and economically as well as a best tool to bring positive change in culture which teaches new techniques of learning and to spread-out knowledge in society, a boosting agent of youth to introduce new ideas and creativity and a transformation of culture i.e. material or nonmaterial from one generation to another (Gul & Mehrunnisa, 2008).

An insight into the formal socialization schools are the first step for children to the social world where they start learning how to behave and interact in particular circumstances with particular people in a particular jurisdiction. Schools are the basic institutions that reshape the communities and societies through educating the new generations by introducing moderate information (Harbison & Hanushek 1992; Bali & Alvarez 2004; Behrman, et al., 2008; Strand 2010). Children's is like a blank sheet of paper or just imitating what their surrounding may be, either positive or negative actions, where children's learns social norms and behaviors from their respective environment, which they leave their social life. A clustered of researches which was conducted on childhood and school psychology jurisdiction e.g. Billings et al., (2016); Bartholo & Costa (2014); Gorard, (2000); Strand & Winston (2008); Harris & Williams (2012); highlighted through evidences that, similar background means socio-economic background homogeneity of children's isolate them from a wider range of society, due to the persistence nature of social stratification which is a harmful in future for those who could not avail same schools system as elite do. Therefore making society into functionalism a wide range of social stratification based on educational institutions should be eliminated which further provoking agent of prosperity and social development.

The word "segregation" which is used in this article is a state or phenomena, which are closely linked to discrimination, separation, and exclusion of social and economic group that is prevailed in a particular society. In educational context the segregation means those who are availed the elite schools system is segregated from those who couldn't availed the schools, and varies from place to place and culture to culture (Gorard & Taylor, 2002). In addition, education is a fundamental right and important factor for personality development of every human being. In Pakistan there are several types of educational institutions such as private, public, technical and religious. These institutes are working on the triangulation method, which is consisted of teachers, students, and curriculum. However, despite a dynamic environment of educational system private schools are booming and performing their best in educational system as well as providing the best facilities they can which becomes the first choice for their children by their parent's selection. On the hand, public schools are comparatively low-priced but inefficient in providing quality education due to lots of reasons because of which they are losing their hold in the society day by day. Parent's first priority is to send their children to private schools not to public schools as the quality of education in public schools are not good enough to compete with modern society requirements and caliber (Lauglo, 2000).

Education is considered is profitable assets in today modern times, which indirectly and directly perpetuate a symbol of money acceleration tool and developmental source (Iqbal, 2012). Majority of the developed countries spend a lot of money and resources on education to educate their citizen while under developing countries also spend money according to their available resources. Majority of the developing country strive to provide free or minimal cost education to their citizens. As per Gross National Product report the total expenditure on education in Pakistan is only two percent. Despite so many developmental aspects of education and progress in the prevalent social structure, Pakistan impede from a great quality of education due to the persistence nature of social and economic problems (Khan et al., 2018) i.e. poverty, population growth, less paid salaries etc.

Likewise, in Pakistan private schooling system is providing better education than the public schools. This is a well-known fact in urban areas of Pakistan that public schools are not better as private schools. But now days the same trend also can be seen in the rural population, as the need for private schooling is increasing. This is just because of the fact that private schools have good curriculum and the delivery method due to which they provide good quality education. On the other hand, they provide better facilities and services than that of public-sector counterparts (Memon, 2006).

Problem Statement & Objective

Social stratification among education providing institutions could lead class based systems which dysfunctional and conflicting situation in the society. In Pakistan educational system is class based system where the poor can hardly access to public school or sometime learn in Madrasa-(religious institutions) while on the contrary the rich children were sent to get education in elite school systems-resulting the parents wants their child to be socially well groomed in the field of academics and professional life and to maintain their elite social status in society. Elite class parents find a specifically designed educational environment according to their demands e.g. enriched academic opportunities, smaller class size, safe environment, dedicated teachers, parental involvement, ample resources, extracurricular activities, well developed program of study and curriculum, better social environment and advanced academic facilities. It is very difficult for other schooling systems to provide all above-mentioned facilities due to the lack of financial support and scarcity of resources. The present study is basically an addition to the existing stock of knowledge along with an effort to find out the facts, which are involved in the creation of social class segregation through elite schooling system. This study will be helpful in providing a platform for policy makers in terms of micro or macro level as well as for the government to ensure to take steps to bring reforms in the implementation of uniformity in education system, so that higher level of segregation in our society in the field of education will be decrease. Keeping in view the above stock of literature, this study is design to find out the association through application of chi square test statistics between the role of private elite school system and personality development in a sociological manner.

Materials & Methods

The present study was carried out in District Peshawar Khyber Pakhtunkhwa Pakistan. As per Private Schools Regulatory Authority (PSRA) Town five elite private schools were purposively selected. The study was cross sectional in nature. Complete information pertaining to the number of institutions and total number of Parents/guardians (potential respondents) is shown below in table (1)- explain the strata wise distribution of the respondents. A total of "248" sample size was selected out of total "665" as per Sekeran & Bougie (2016) criteria. The selected sample size was further allocated to each stratum by the virtue of proportional allocation of sample size by the following formula given by Chaudray & Kamal (1996) (after table 1). In addition, a conceptual framework was devised as shown in Table (2) and questions were asked accordingly from respondents (students parents/Guardians) devised through three Likert Scale. The dependent variable *social class segregation* was cross-tabulated and indexed with independent variable *personality development* to measure the association. Furthermore, a Chi-Square test statistics was applied to ascertain the relationship between the aforementioned variables respectively by the virtue of Statistical packages for Social Science (SPSS 20 version) software respectively through the following formula at bi-variate level.

Table 1: Showing the proportional allocation of the sample size.

S.No	Name of Institute	Total No. of Parents/ Guardians	Sample Size
1	Bacon House	132	49
2	Roots Millennium	133	50
3	Bloom Field Hall	132	49
4	City School System	132	49
5	Educator	136	51
Total		**665**	**248**
Source: Source: Private Schools Regulatory Authority (PSRA) Town (2018)			

$$n_i = \frac{n}{N_i} \times N_i$$

n = Total sample size.

N = Total number of Elite schools in study area.

N_i = Total number of Elite schools in university town.

n_i = Selected number of Elite schools from Peshawar area of university town.

Independent variable	Dependent variable
Personality development	Social class segregation

*Table 2 Conceptual frameworks

Results and Discussions

This section is subdivided with their interpretations into the five categories namely:

- A. Reasons for the selection of elite school for your children?
- B. Pull factors towards school selection
- C. Push factors towards school selection
- D. Association between dependent and independent variables.

A. Reasons for the selection elite schooling for your children? Specify

According to table 4, respondents expressed various reasons regarding the question of selecting particular school for their child. 21.4% respondents agreed that they have selected this particular school due to its better grooming service, 37.5% dismantled that elite school gives better education to their students, 24.2% replied that elite school provides guarantee regarding better academic progress, and 16.9% showed their opinion that selection of this particular school for their child was to maintain their social status. It could be deduced from these findings that, elite schools system provides quality education to the students, which resultantly evoked to a successful future. However, it gives pride to the parents to maintain their social status.

Table 4. Frequency and percentage distribution of the respondents on the basis of their schools selection for their child

Reasons	Frequency (%)
Better grooming of child	53 (21.4)
Provision of better education	93 (37.5)
Guarantee of academic progress	60 (24.2)
Maintaining class status	42 (16.9)
Total	**248 (100)**

B. Pull factors towards school selection

Table 5 shows the opinion of the respondents regarding the Pull factors towards the school selection. 13.3% of the respondents agreed that they like the well maintenance of the school; 15.7% of the respondents answered that the curriculum of the school is very strong and well designed, 16.1% of the respondents agreed that they liked the effective teaching methods and 17.3% of the respondents replied that school provides standard facilities to the students. Likewise, 14.9% agreed that school provides practical learning facilities through activities due to which students learn more, 9.7% replied that school is involved in developing student's skills and interests and 12.9% answered that this school provides better homework pattern for their students.

Table 5. Frequency and percentage distribution of the respondents on the basis of pull factors towards school selection

Pull Factor	Frequency (%)
School maintenance	33(13.3)
Strong curriculum	39(15.7)
Effective teaching methods	40(16.1)
Provision of standard facilities	43(17.3)
Practical learning through activities	37(14.9)
Developing students interest	24(9.7)
Better homework pattern	32(12.9)
Total	**248(100)**

C. Push factors towards school selection

Table 6 shows the responses of the respondents about the push factors of elite schools, where 49.2% of the respondents agreed that high fee structure is the main push factor due to which they feel reluctant from the school, while 50.8% of the respondents replied that transport un availability was a main push factor due to which parents and students face many problems.

Tbale 6. Frequency and percentage distribution of the respondents on the basis of push factors towards school selection

Push Factor	Frequency (%)
High fee structure	122(49.2)
Transport unavailability	126(50.8)
Total	**248**(100)

D. Association between personality development and social class segregation through application of Chi square test statistics

Table no 7 disclosed the association between "personality developments" as independent variable was measured and cross tabulated with the dependent variable "social class segregation". A significant association (P=0.005) was found between the selection of elite schooling to gain individual attention of teachers for their children and social class segregation. Teacher attention may positively evoking agent of student learning development, which further evoking insight into personality development. This statement was supported by Baxter and Britton (2001) disclosed that, many of the parents select branded schools due to the reason to achieve rich social network in the society, while on the other side many parents select elite schooling to gain individual attention of teachers for their children. Likewise, a significant association (P=0.044) was found in statement that the selection of elite schooling was to achieve rich social network in the society. It could be deduced from these findings that attending an elite schools may indulged student into higher social standing and social capital of growing in the dynamic environment as disclosed by the by the preceding Baxter and Britton (2001).

However, extracted a non-significant association was found (P=0.599) between the elite schools who develops their student's personality so they can participate in decision making process and social class segregation. It could be deduced from these findings that, elite schools systems had some positive as well as negative consequences as well, as students enrolled in elite schools may not evoking agent of decision making regarding academics and social life. These results as negated the work of Baxter and Britton, (2001) who disclosed that, social class helps to form or shape the self, as a personality and a domain of identity exploration. The elite schooling develops their student's personality, so they can participate in decision making process which resulting their personality traits become strong and work better in their professional lives.

Similarly, a non-significant association (P=0.119) was found between personalities of students in elite schooling is stronger or well developed than the students of public or simple private schools with social class segregation. As like preceding results, the negative consequences in the research area could be attributed to negate the statement of Stewart and Ostrove, (1993) articulated that, most of the parents identify that elite schooling develops the personality of students much stronger or well developed than the students of public or simple private schools. Likewise, a significant association (P=0.006) was found between students studying in elite schooling have high social standards than the students of public or simple private schools and social class segregation. Social class is a threshold of personality development in daily life in a particular situation in a particular locality. Dews support this statement and Harris & Willoams (2012) proclaimed that, social class is an important segment of identification of personality, which explores the upward mobility of an individual. Students studying in elite schooling have high social standards than the students of public or simple private schools because of their social status.

Table no 7 further illustrates, a non-significant association was found (P=0.520) between the elite schooling provides environment and opportunity to the students to fully explore their interests and talents with social class segregation. It could be attributed from the findings that, elite schools system had given such sort of inequalities and social stratification which further evoking agent of disorganized of societal structure and functions. As these results had negated the work of Stewart and Ostrove (1993) who dismantled that, most of the parents identify that elite schooling develops the personality of students much stronger or well developed than the students of public or simple private schools. Elite schooling provides environment and opportunities to their students to fully explore their interests and talents. Likewise, a non-significant association was found (P=0.162) between the statements that elite schooling enhances the personality of the students by teaching them multi languages with social class segregation. This statement is criticized the work of Willis (2006), concluded that, elite schools provide class room A.V aids, sports and advanced extracurricular actives, teach multi languages to the students and many other modern technologies which build the personality of their students as compare to other schools. Similarly, a non-significant

association (P=0.268) was found between social class segregation and the sports and advanced extracurricular actives provided in elite schooling build personality of students.

Moreover, a significant association (P=0.001) was found between elite schooling develops child's personality according to the parent's choice profession with social class segregation. It could be deduced from these findings that parents enrolled his/her children's in elite schools due to a high level and dynamic core of personality traits that could be transfer as by the virtue of parents choices, which further as mentioned by Dews and Law, (1995) stated that, the elite schooling develops child's personality according to the parent's choice. If parents wish to make their child a Doctor or Engineer or any other profession, school help them in developing their child's personality in the same manner. Last but not the least, table 6 disclosed a non-significant (P=0.297) association was found between the elite schools who enriches social ethics and social norms in their students and social class segregation. With regards to norms and ethics of a particular society, as proverb proclaimed that *when in Rome, do as Roman do*, despite in Pakistan the situation is alarming and tumbling factor of elite schools system which may enriched with negative stigmatization of ethical norms violation of the Pakistani society generally while the research area particularly.

Table no 7. Association between Social Class segregation and Personality Development

Independent variable Attributes	Indexed Dependent Variable	Statistics
The selection of elite schooling was to gain individual attention of teachers for your children	Social Class segregation	χ^2=14.775 P= (0.005)
The selection of elite schooling was to achieve rich social network in the society	Social Class segregation	χ^2=9.785 P= (0.044)
The elite schooling develops their student's personality, so they can participate in decision-making process.	Social Class segregation	χ^2=2.756 P= (0.599)
The personality of students in elite schooling is stronger or well developed than the students of public or simple private schools	Social Class segregation	χ^2=7.342 P= (0.119)
Students studying in elite schooling have high social standards than the students of public or simple private schools	Social Class segregation	χ^2=14.441 P= (0.006)
Elite schooling provides environment and opportunity to the students to fully explore their interests and talents	Social Class segregation	χ^2=3.230 P= (0.520)
Elite schooling enhances the personality of the students by teaching them multi languages	Social Class segregation	χ^2=6.538 P= (0.162)
Sports and advanced extracurricular actives provided in elite schooling builds personality of students	Social Class segregation	χ^2=5.190 P= (0.268)
Elite schooling develops child's personality according to the parent's choice profession	Social Class segregation	χ^2=18.035 P= (0.001)
Elite schools enriches social ethics and social norms in their students	Social Class segregation	χ^2=4.907 P= (0.297)

Conclusion and recommendations

The study found that, majority of the parents was of the opinion that, elite schools prepare their students according to the parents' choice profession for future job market; provide advanced program of study; international standard curriculum and effective teaching methods. In addition, elite schools help to enhance student's learning skills through the provision of international cultural exchange programs, smart class room, facilities of audio-visual aids, to the teachers as well as to the students which help the students to improve their practical and multi-linguistic skills. The study concluded that, a tumbling factor social class segregation at school level in Pakistani society particularly could led society as dysfunctional and disorganized at macro and micro level; the government of Pakistan should to ensure by improving the educational system and polices pertaining to give equal education based on equal curriculum and environment for all as a slogan of (Millennium Development Goal) to eliminate negative stigmatization of social class segregation with the corroborations of education for all seminars were put forwarded some of the recommendations in the light of present study.

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