



Quality Education in Low-Fee Paying Private High Schools in Mabelreign/Warren Park District in Harare, Zimbabwe: Teachers' Perspective

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ABSTRACT

The study aimed to assess the quality of education in low-fee paying private high schools in the Mabelreign/Warren Park district in the Harare Metropolitan Province of Zimbabwe while paying particular attention to teachers' perspectives. A clear assessment of quality education was essential to bridge the knowledge gap on the quality of education in low-fee paying private high schools. It is also important to mention that the study was unique as it assessed the quality of education in low-fee paying private high schools in an education set-up where there was a massive increase in the population of private high schools. The study was guided by the systems theory which looks at the phenomenon at hand through the lens of interrelatedness of elements in the low-fee paying private high schools' systems. The study adopted a quantitative method research approach, descriptive survey design, and data triangulation method. More so, the sample for the study was 44 respondents from three (3) low-fee paying private high schools in Mabelreign/Warren Park district. The sample was chosen using simple random technique from teachers that were present at each school. This study used bar graphs to analyse data collected. The study concluded that a safe learning environment has a positive contribution to quality education in low-fee paying private high schools. The study recommended that administrators in low-fee paying private high schools should ensure that anti-bullying mechanisms are put in place in order to create a safe learning environment to all the learners.

Key Words: low-fee paying private high school, Quality education, Safe learning environment.

1.0 INTRODUCTION

1.1 Global North and Global South's Perspective of Private Schools

As Kowaski (2020) points out, the northern hemisphere constitutes the global north countries, and the southern hemisphere consists of the global south countries. Chitadze (2019), and Shotte (2019) affirm that the global north countries are developed nations with powerful and sound economies such as the United States of America, United Kingdom, Germany, France, and Australia just to mention a few. It is also important to note that about 97% of people in the global north countries are literate due to high level of education (Chitadze, 2019). On the other hand, global south countries are those countries that are mainly characterised by low levels of education, high illiterate rates, and

people are in abject poverty (Chitadze, 2019; Kowaski, 2020). In addition, global south countries are found in Africa, Latin America, and Asia (Chitadze, 2019). Chitadze point out that, Pakistan, Turkey, Mexico, Indonesia, Senegal, Malawi, Democratic Republic of Congo, Comoros, Ghana, Tanzania, , Zimbabwe, and Zambia just to mention but a few are typical examples of global south countries in the global village.

Kennedy (2021) claims that, in the United States of America, from around 1600s upto 1800s, there were no government schools. As such, the Plenary Council of Baltimore in 1884 issued out an instruction to the effect that the church must construct a Catholic school for every parish across the United States of America. Seemingly, this decision by church leaders probably was meant to preserve its religious tenets, norms and values amongst its followers. In addition, the Roman Catholic Church was a leading church that was providing private education in the USA. It is also important to mention that in the USA, private schools play a very pivotal role in imparting skills and knowledge to youngsters (McAndrews, 2020). Apparently, one of the findings from research that was conducted in the United States of America points out that quality education is the key driving force for parents to enrol their children in private schools (Jabbar & Lenhoff, 2020).

Pretorious (2019) posits that, South Africa is an agglomeration of four polities which were amalgamated in 1910 to constitute the Union of South Africa. Pretorious (2019) claims that, these four regions are Colony of the Cape of Good Hope, the Zuid-Afrikaansche Republiek, Natal, and the Orange Free State and education in these regions was different. Berg et al. (2017) claim that for the past fifteen years, there was rapid increase of private education in The Republic of South Africa. Draper and Hofmeyr (2015) posit that, in The Republic of South Africa, there was a sharp rise in enrolment in private schools from 250 000 to 500 000 learners between the year 2000 and 2013. Furthermore, private schools in The Republic of South Africa grew by approximately 75% between 2000 and 2010 (Hofmeyr et al., 2013). As Bernstein (2015) points out, in The Republic of South Africa from the year 2000 to 2006, 256 283 to 504 395 learners were enrolled in private schools in South Africa.

1.2 The Zimbabwean Education System Pre-Independence

Zimbabwe is a landlocked country which borders South Africa, Botswana, Mozambique and Zambia. As Garira et al. (2019) point out, Zimbabwe is a former British colony which was under its rule for a century spanning from 1890 to 1980. It is important to note that in the then Rhodesia, the colonial masters in 1859, opened the first school for black Africans at Inyati by Robert Moffat (Nyathi, 2021). Jenjekwa (2013); and Raftopoulos and Pilosof (2021) concur that the missionaries` main goal was to provide education to black Africans with the view that they will spread Christianity in the country and the Rhodesian government ensured that the missionaries are not overeducating the black Africans. In addition, Jenjekwa (2013) observes that the Rhodesia government crafted education policies such as 1899 Education Ordinance; 1903 Education Ordinance; 1907 Education Ordinance; 1911 Report of the Department of Native Education; 1929 Department of Native Development Act; 1930 Compulsory Education Act; 1959 African Education Act; 1973 Education Act; and 1979 Education Act, all were meant to stifle the quality of education offered to black Africans so as to differentiate it from the white minority. It is also important to mention that the kind of education that was offered to the black Africans by the colonial masters was specifically meant to prepare them to become labourers under the supervision of the white minority (Raftopoulos & Pilosof, 2021).

In addition, Penhalonga was the first black African secondary school that was constructed by the missionaries in 1939 (Nyathi, 2021). Again, other mission secondary schools that were opened for the black African by the missionaries include Kutama mission and Dadaya mission both in 1945; Hartzell and Solusi missions both in 1950; Tengwani and Gokomere in 1951 (Nyathi, 2021). It is also interesting to note that The Rhodesian government established Goromonzi secondary school in 1946 as the first government school and the rest secondary schools were mission schools (Nyathi, 2021). As Nherera (1994) points out, the colonial government established 5 more secondary schools throughout the country by 1960 that were offering academically oriented education and learners sat for Cambridge School Certificate. Consequently, the colonial notion and trend of separating whites and black Africans through education policies is what led to the birth of private high schools in the present-day situation starting from 1980 after Zimbabwe attained her Independence.

1.3 The Education System in Zimbabwe

ZIMSTAT (2017); and Zimbabwe Education Report (2017) concur that Zimbabwe's Education system is divided into primary education, secondary education, and tertiary education. Currently, there are approximately 10 517 primary and secondary schools in Zimbabwe with approximately four million learners and around 150 000 teachers from both primary and secondary schools (Chikumba, 2023). As such, the education structure in Zimbabwe is in line with the recommendations made by the 1999 Presidential Commission of Inquiry into Education (Mandiudza et al., 2013) that was appointed by the late, former President, Head of State and Government, Commander of the Defence Forces, and Chancellor of all State Universities of The Republic of Zimbabwe, Comrade Robert Gabriel Mugabe.

1.4 Growth of Private High Schools in Zimbabwe

Zimbabwe experienced an economic meltdown which was mainly characterised by hyperinflation which led to untold suffering of the Zimbabweans (Gukurume, 2015) which entered the Guinness World of Records. Apparently, at its peak in July 2008, Zimbabwe's hyperinflation hits a record of approximately 231 million per cent, which surpassed Germany hyperinflation of October 1923 (Kurasha, 2020). Consequently, this negatively affected the Zimbabwean education system across all levels such that state-owned schools experienced a critical shortage of teachers which led to the provision of poor quality education (Mhandu & Dambudzo, 2016). As such, some of the parents appear to have struggled to enrol their children to the traditional high-fee paying private high schools which offer better quality of education to the learners. In addition, majority of the parents seem not interested in enrolling their children in state-owned high schools where quality of education was poor. Meanwhile, the parents also seem not affording to enroll their children in high-fee paying traditional private high schools (Midzi et al., 2021) because of economic meltdown and above all the level of their disposable income. Consequently, entrepreneurs discovered this business opportunity and eventually seized it by establishing low-fee paying private high schools that are much cheaper than the traditional high-fee paying private high schools. As Midzi et al. (2021) point out, the Zimbabwean education sector attracted entrepreneurs who are interested in quick, easy money, which many people in the society raised fears that such low-fee paying private high schools may reduce the hard-earned reputation of high educational standards. Apparently, this paradigm shift in the education system in Zimbabwe results in mushrooming of low-fee paying private high schools which are cheaper in comparison with high-fee paying traditional private high schools. As Kageler (2015) claims, there are approximately 140 private company owned and registered high schools in Zimbabwe. As such, it is

important to point out that these low-fee paying private high schools in the Zimbabwean education system emphasise the buss word of quality education, thus, the need to establish the teachers` views on quality education in these low-fee paying private high schools that are continuously emerging in Mabelreign/Warren Park district in Harare, Zimbabwe.

1.5 Statement of the Problem

In recent years, The Zimbabwean education system has experienced the unprecedented increase of low-fee paying private high schools (Mushanawani, 2020; Midzi et al.,2021) in both urban and rural areas. Similarly, Mabelreign/Warren Park district, which is located in Harare Metropolitan Province is not spared in terms of proliferation of these low-fee paying private high schools. As such, these low-fee paying private high schools are providing education to children whose parents are shunning state-owned high schools, and at the same time appear not affording fees being charged by the traditional high-fee paying private high schools. However, the state of affairs in low-fee paying private high schools does not seem to be what owners advertise to the target market. As such, quality education in low-fee paying private high schools has become lip service, thus, the need to look into the quality issues these low-fee paying private high schools in Mabelreign/Warren Park district, Harare, Zimbabwe.

1.5 Research Questions

1.5.1 Main Research Question

How is quality education being practised in low-fee paying private high schools?

1.5.1.1 Research Sub-Questions

- ✓ How important is a physical and safe learning environment towards achieving high-quality education in low-fee paying private high schools?
- ✓ How can quality education be improved in low-fee paying private high schools?

2.0 REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This research is grounded in the systems theory. The researcher will touch on the main tenets of systems theory. This study focuses on a brief review of systems theory; the systems concepts; and the educational applications of systems thinking paying particular attention to quality education in low-fee paying private high schools. More so, the study will look at the proponents of the systems theory as well as the exponents of the systems theory.

2.2 Systems Theory

As Bridgen points out, the systems theory`s main goal is to analyse the relationship between a given low-fee paying private high school`s internal elements and its external environment in the context of Mabelreign/Warren Park district, Harare of Zimbabwe. Lai and Lin (2017) view a system as a complex of interrelated components that work together for a common cause. As such, a low-fee paying private high school is also a complex system that is interrelated with various departments such as Mathematics, Computers, Languages, Sciences, Humanities, and Commercial department that interact with each other as well as the external environment. It is also important to mention that Von Bertalanffy is the proponent of the widely used systems theory in different organisations (Lai & Lin, 2017). Consequently, a low-fee paying private high school pays attention to interactions that happen with its internal stakeholders like teachers and administrators, teachers from different departments, learners, and non-teaching staff as

well as external stakeholders such as officials from the Ministry of Primary and Secondary Education, school heads representing other schools and suppliers of items that are used in the school. Consequently, systems theory also pays attention to open system and closed system. In this context, a low-fee paying private high school is an open system where it can feed from various elements which can influence quality education. As an example, if elements like teaching resources like textbooks, educational media and technology, the physical environment and a safe learning environment are key elements that have a bearing on the academic achievement of the learners. Apparently, Total Quality Management (TQM) is one of the models that is embedded in open system which a low-fee paying private high schools in Mabelreign/Warren Park can adopt to improve the quality of education to the learners.

2.3 Dimensions of Quality

According to Frick (2012), quality can be viewed in a holistic approach by looking into the four dimensions which are content, context, process and outcomes. As such, this study employed these four dimensions of educational quality. Content as a dimension of quality focuses on the goals and objectives of learning that are earmarked for students in low-fee paying private high schools. It is also important to note that school administrators in low-fee paying private high schools should provide educational resources that will support the whole spectrum of the curriculum so that the intended school objectives can be accomplished. As Flick points out, context is the second dimension of educational quality. This dimension pays attention to the teaching and learning environment. The teaching and learning environment looks on the infrastructure, safe learning environment, classroom lighting, classroom colour, the school fields, and the boundary wall. Lastly, outcomes is the final dimension of quality education as propounded by Flick.

2.3.1 Safe Learning Environment

SIDA (2015) alludes that the learning environment shall be safe and healthy. This is also in line with the Constitution of Zimbabwe (2013) S81(1)(e) which spells out that, “every child, that is to say, every boy or girl under the age of eighteen years has the right to be protected from economic and sexual exploitation, from child labour, and maltreatment, neglect or any form of abuse”. Learners are not supposed to be subject to any form of abuse at school, including corporal punishment. It is also interesting to note that the UN Convention on the Rights of the Child, Article 28 spells out that discipline in schools should respect children`s human dignity.

School violence is a major problem in all schools across the world (Bolton, 2017). Approximately 246 million children succumbed to school violence in all schools every year in the world (UNESCO, 2017). Similarly, Bolton (2017) observes that violence is very common in both primary and secondary schools. As such, the right to education for these learners who are victims of school violence is grossly violated in schools, thus, quality of education is negatively affected in such school climates.

2.3.2 Physical Violence

UNESCO (2017) notes that physical violence includes any type of human aggression: corporal punishment and physical bullying towards somebody which is done to hurt or inflict pain. It is also interesting to note that many studies on school violence (UNICEF, 2016; UNESCO, 2017; Bolton, 2017) have found that physical violence is more common in boys than in girls. Similarly, UNESCO (2019) asserts that boys are the main actors of physical violence in school`s world over as compared to girls. In addition, UNESCO (2016) observes that the UN study on violence

against children unearthed four main forms of violence in school settings namely, sexual and gender-based violence, physical and psychological violence, and violence that includes dimensions external to school violence associated with gang culture, weapons and fighting.

2.2.4 Bullying

Bullying in schools is an old phenomenon and existed in schools the world over since time immemorial (Bolton, 2017). As such, bullying is everywhere and victims of bullying are also in almost every school, but bullying differs in the degree of bullying (UNESCO, 2019). According to UNESCO (2019, p.14), “bullying is characterised by aggressive behaviour that involves unwanted, negative actions, is repeated over time, and an imbalance of power or strength between the perpetrator or perpetrators and the victim”. As such, bullying includes hitting, kicking, and destruction of property, teasing, insulting, and threatening someone in the school environment (UNESCO, 2017). It is also important to mention that there is need for all stakeholders in the education sector to combat the phenomenon of bullying in schools such that a safe learning environments prevails which is ingredient of quality education.

2.2.4.1 Forms of Bullying

Ncontsa (2013) and Gladden et al. (2014) identify physical bullying, psychological bullying, sexual bullying, and cyberbullying, verbal insults, name calling, spreading rumours, hitting, theft, threats and isolation as the main forms of bullying in secondary schools. Meanwhile, toilets, corridors, changing rooms, and other hidden places are the most common places where bullying is likely to take place in schools (Gladden et al., 2014). Bullies target the victims in the toilets because they know that very few learners will visit toilets in groups hence, they take advantage of bullying out of other learner`s sight. Ncontsa asserts that bullying is the most common form of violence in high schools.

2.2.4.1.1 Corporal Punishment

UNESCO (2017) defines corporal punishment as any punishment which involves physical force intending to inflict pain or cause discomfort mainly to those learners who perform poorly in their subjects or those who violate school rules and regulations. In addition, corporal punishment is a form of school punishment where physical force is applied to cause pain or discomfort to the learner (UNESCO, 2019). Furthermore, corporal punishment in schools takes the form of hitting learners with bare hands (slapping and fist), sticking or sjambok, kicking, shaking, or scratching learners (UNESCO, 2019). Empirically, research that was conducted in South Africa by Ncontsa (2013) found that teachers in schools are the major perpetrators of corporal punishment which leaves a lot to be desired. Similarly, UNESCO (2017) asserts that school violence is also perpetrated by educators who are said to be the *loco-parentis* of the learners. UNESCO (2019) reports that corporal punishment is illegal in schools in 132 countries in the world, but sadly, it is legal in schools in 68 countries globally.

UNESCO (2017) observes that corporal punishment may lead to fatal or some minor injuries to learners in schools. Recently, in a case State versus Chingwaru, it was reported that the State was waiting for a medical affidavit to ascertain the degree of injury sustained by a student at Einstein Tuition Centre in Harare (Dembedza, 2021).

However, the current Constitution of Zimbabwe. Amendment (No.20) Act of 2013 that was adopted in 2013, S51, S53, and S81 prohibits corporal punishment on any child in both home and school because it violates children`s rights. Again, the Constitutional Court struck down Section 353 of the Criminal Procedure and Evidence Act, which provides

for the canning of juvenile offenders, which conflicts with Section 53 of the new Constitution of Zimbabwe Amendment (No. 20) Act of 2013 (Nemukuyu, 2019). There are landmark rulings on corporal punishments in Zimbabwe. Two notable cases of administering corporal punishment to children are *S V Chokuramba*; and *Pfungwa & Anor V Headmistress of Belvedere Junior Primary School & Others* (Zimbabwe Legal Information Institute (ZIMLII), 2017; Munyaka, 2018). Other related cases as reported are: ‘*Zimbabwean Headteacher charged with murder after canned pupil dies*’ (Laing, 2015); ‘*Mum beats son to death over 25 cents*’ (Matibiri, 2016); and ‘*Dad kills son for stealing 3 eggs*’ lead to deaths of children through administering corporal punishment (Razemba, 2016). Again, a recent case involving a school teacher ‘*Violent teacher found guilty*’ (Dembedza, 2021). The law abolished corporal punishment in Zimbabwe, however, the situation in schools appears to be contrary to the international conventions, The Constitution of Zimbabwe Amendment (No.20) Act of 2013, The Zimbabwe Education Act (Amendment No.15) of 2020 and Secretary’s Circular No.35 of 1999 (Zimbabwe). It appears that corporal punishment is still being practised in some of the schools in Zimbabwe, a move that is likely to create unsafe learning environment in schools.

3.0 THE RESEARCH METHODOLOGY

The first ontological perception regarding the phenomenon under study is that there is only a single reality in a social world such as low-fee paying private high schools in Mabelreign/Warren Park district in Harare Metropolitan Province. As such, realist ontology philosophy which was underpinned by the existence of one single reality entailed that quality education existed independent of human experience in low fee-paying private high schools.

Again, epistemological interpretation has been considered important to understand the phenomenon under study. This philosophy was concerned with the creation of knowledge and how to reach out to that knowledge in these low fee-paying private high schools. In this study, objectivist epistemology showed that the truth in terms of quality education was there in low fee-paying private high schools and was only waiting to be discovered independently. It is also important to mention that objectivist epistemology helped the researcher to assess quality education in low-fee paying private high schools in Mabelreign/Warren Park district independently of the individual minds. Again, objectivist epistemology helped the researcher to provide reliable and consistent results that can be generalised to other contexts.

3.1 Research Paradigm, Research Approach, and Research Design

This study used the lens of the positivists research paradigm, and quantitative approach.

The quantitative method was used to establish empirical associations between indicators of quality education and quality education in low fee-paying private high schools. It is also important to note that the results from this study are generalisable, which is one of the strengths of quantitative methods. It is worth noting that the quantitative method approach was found useful and appropriate since it required the reduction of the phenomenon under study to numerical values which then allowed the researcher to use statistical analysis of data. A descriptive research design was chosen to assess quality education in low fee-paying private high schools in Mabelreign/Warren Park district, in Zimbabwe.

3.2 Population and Sample

The population for this study was one hundred (100) teachers from five (5) low fee-paying private high schools in Mabelreign/Warren Park district. It is also important to note that a sample of forty-four (44) teachers was used in this study.

Sampling Design In this study, the researcher used probability sampling technique while paying particular attention to simple random technique.

3.3 Instrumentation

This study used structured questionnaires with closed-ended questions that answered the research questions.

3.4 Data Presentation and Analysis Procedures

This study employed descriptive statistical tools such as tables, and bar graphs as tools to analyse data collected.

4.0 DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION

Figure 1 depicts that 86.36% of the respondents strongly agree, and 4.55% agree that safe learning environment, without violence and bullying among others, have strong correlation with quality education. On the other hand, 9.09% of the teachers remained undecided, and none disagree neither strongly disagree. Hence, the opinions of majority of the respondents reflect that a safe learning environment without violence such as bullying, have strong correlation with quality education. The results collaborate with Bolton (2017) who points out that a school environment that is free from any form of violence is an ideal environment for the provision of quality education.

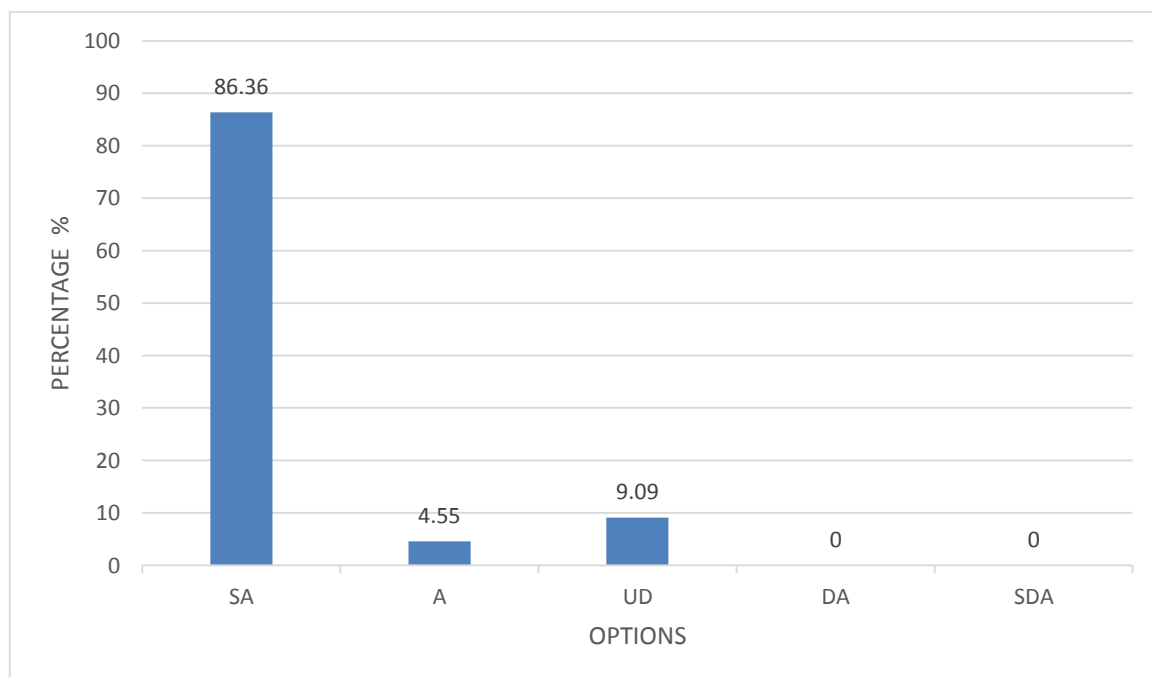


Figure 1: Safe learning environment

The results also resonate well with UNESCO (2017) which asserts that learners` fundamental right to education is impeded by school violence which eventually retards quality education in schools. Again, UNESCO argues that globally, there is no single country that can boast of attaining inclusive and equitable quality education if the school environment is not safe as a result of school violence. Contrary to this, UNESCO (2019) reports that corporal

punishment is illegal in schools in 132 countries in the world, but sadly, it is legal in schools in 68 countries globally. In addition, the findings are supported by the current Constitution of Zimbabwe that was adopted in 2013, S51, S53, and S81 prohibit corporal punishment on any child in both home and school because it violates children`s rights which makes a school setting safe for learners, thus, quality education is promoted. It is also important to note that UNESCO observes that corporal punishment may lead to fatal or some minor injuries to the learners in schools which then makes the school environment very unsafe to the learners. Again, the results resonate well with a case State versus Chingwaru, where reports point out that the State was waiting for a medical affidavit to ascertain the degree of injury sustained by a student at Einstein Tuition Centre in Harare (Dembedza, 2021). As such, one can say that violence in schools retard the provision of quality education. In addition, one can comment that a safe school environment enables learners to take responsibility for their academic lives. Furthermore, it can be commented that violence in schools is barbaric and may lead to fatalities. More so, it can be commented that learners spent more time in schools hence the need for a safe learning environment.

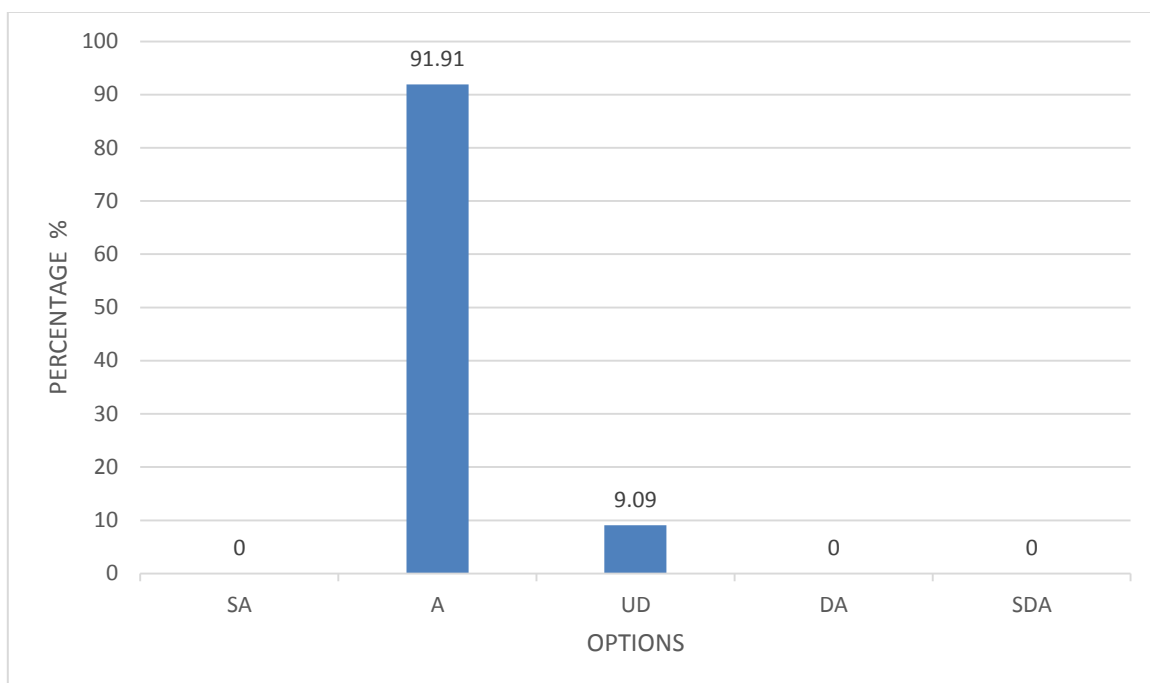


Figure 2 Fire points N=44

Figure 2 above depicts that none of the respondents strongly agree, and 91.91% of the respondents agree that a school environment with fire points promotes quality education. Also, 9.09% of the respondents were undecided. However, none of the respondents disagree and neither strongly disagree. As such, the majority of the respondents` opinions show that a school environment with fire points promotes quality education. The results are supported by Zimbabwe Education Act [chapter 25:04] S66 (1) (k) provides that the Secretary may inspect the existence of fire points in all the buildings in case of fire in the school.

4.1 Summary of Discussion

It is important to note that the data analysis in this study notes that quality education is hinged on a good safe environment that is free from any form of violence. In addition, the results also indicated that quality education is also influenced by the existence of fire points in these low fee-paying private high schools. More so, the results also

pointed out that the existence of a school library equipped with relevant, modern library materials has a positive influence on quality education. As such, this will enable learners to carry out individual research and also they can learn by discovering new concepts as well as exposing themselves to different sources of information such as online newspapers and e-textbooks, among other sources.

5.0 RECOMMENDATIONS

5.1 Summary of Findings

The indicators leading to the provision of good quality education in low-fee paying private high schools are diverse. Consequently, these indicators can be noted from the responses that were given by the respondents from the closed questionnaires. The key findings that are drawn hereunder are based on the review of literature that was extensively reviewed and data analysed in this study.

The study revealed that indeed, teacher qualifications, and experience, recruitment of good quality teachers, with subject and pedagogical knowledge, high level of professionalism has a strong positive influence on quality education in low-fee paying private high schools. It was further revealed that the teacher professionalism policy will help to improve quality education in low-fee paying private high schools.

It came to light that the availability of clean water, a safe learning environment, or a school climate without forms of school violence such as bullying promote quality education in low-fee paying private high schools.

It was found that compliance with the Laws of the land or Government directives positively improves the quality of education in low-fee paying private high schools.

The study revealed that low-fee paying private high school administrators should educate all their employees on the importance of Total Quality Management in education. It was further revealed that school administrators should embrace the benchmarking principle (comparing its school against its competitors) to improve quality education in low-fee paying private high schools.

5.2 Recommendations

The study makes the following recommendations:

5.2.1 For School Administrators

School administrators in low-fee paying private high schools should craft and enforce a code of conduct to promote a safe learning environment or school climate without forms of school violence such as bullying. They should also engage the Zimbabwe Republic Police to give lectures on bullying to the learners.

The study recommended that administrators in low-fee paying private high schools should ensure that anti-bullying mechanisms are put in place in order to create a safe learning environment to all the learners.

Low-fee paying private high school administrators should educate all their employees on the importance of Total Quality Management in education as a way of improving the provision of quality education.

5.2.2 For Responsible Authorities

School authorities in low-fee paying private high schools should allow parents to form Parents Associations and should allow workers to form workers` committees to improve quality education.

School administrators in low-fee paying private high schools should put in place fire points to ensure the safety of learners and teachers in case of fire in the school. Again, low-fee paying private high school authorities are recommended to put barriers such as razor wire on the boundary walls.

5.2.3 For Policymakers

The Ministry of Primary and Secondary Education should ensure that low-fee paying private high schools are following the laws of the country, and government policies and circulars through District School Inspectors monitoring these schools regularly.

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