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The Challenges and Opportunities for Private Schools in Kabul

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Abstract. The purpose of this study is to find out the opportunities and challenge prevail to private's schools in the city of Kabul. Data were collected using semi structured interview. The interview is conducted with the principal and teachers of private schools in Kabul. The thematic analysis has done to obtain the results and findings of the study. In this research, opportunities and challenges such as discipline, daily study time in schools, parental involvement, course completion, socio-economic challenges of students and private schools were found to be some important factors. Classroom facilities and infrastructure are not well equipped in private schools, parental involvement, and syllabus completion were found to be less considered in the study. The challenges that are prevail to private schools are student's misbehavior, lack of infrastructure and resources, lack of advanced technologies, strict rules and regulation by higher education of Afghanistan, lack of budgets, no support by the government, and no standardized curriculum, which are serious issues that are prevail to private schools. There are some opportunities such as eligibility to apply for different international scholarship, passing international exams, transportation, and internet facilities. Afghanistan is already plagued with different views on national and international issues due to the different curricula taught by different institutions in different schools during the war. Some of the differences found in this research are significant and may give students additional benefits.

Keywords. Challenges, Opportunities, Private Schools, Kabul

Introduction

The quality and efficiency of education policy is identified as one of the key issues in the development of the country's education system. The goal of each education system is to provide quality education to students who as effective citizens will provide opportunities for lifelong learning and meaningful participation in society. Education development, career development and availability of quality resources are the key factors in achieving this goal (Plessis, 2013; Park & So, 2014).

Highly effective teachers will enhance the quality of teaching and learning in the short and long term. In addition, the quality of teachers in all school settings has been shown to be a very important component of student success (Gichuru and Ongus, 2016; and Fenster, 2014). Primary school success is low in Kabul, and especially in other parts of the country. In addition, education has changed, with rapid advances and changes in education and digital technology.

Therefore, private schools are expected to continuously improve and enhance their standards and to provide a proper solution to all these problems.

One of the most vital factor that most of the private schools are facing is the lack of well qualified staffs (Teachers) in Kabul, which we are going to discuss in broad terms in following few paragraphs. This issues are of highly concern to the students and often complain against the lack of well qualified teachers. This issues can be dealt with traditional teacher professional advancement that can be achieved in many ways, such as pre-training and mentoring new staff. It is an action program designed to support teachers and educators to promote better teaching methods, which is a big challenge to the private schools. (Anamuah-Mensah et al., 2013; Wolfenden et al., 2010). However, these pre training and mentoring by higher education do not meet the needs and interests of students (Darling-Hammond et al., 2017). The next issue which is highly highlighted in the existent literature is the curriculum issue in private schools. The introduction and developing of new curriculum is quite difficult and need some supportive tools to be implemented. Teachers are the only supportive tool who can assist in the implementation of new curriculum in the context of Afghanistan.

According to ministry of higher education (2011) report, there are 75 financial and non-financial institutions that assist in promoting the curriculum of private schools in accordance with regulation of higher education in different region of the world. These institutions try to assist in providing a balanced classroom learning, provides support for teachers to create more functional learning methods and to provide a foundation for collaboration and to develop a well-developed curriculum.

The importance of private sector education in the education system cannot be overemphasized. Students in the private schools have a lot of facilities in acquiring the standard education and it is the best choice for children to enhance their knowledge, communication skills and build their future according to their wills. Fafunwa (1974) argued about to improve the state of private sector education in Nigeria. During the colonial period, there were very few private schools that provided them with standard education for anyone who wanted to enrol. However, statistics show that the number of private schools increased from 161 to 275 in 1955.

The education reform movement in Afghanistan and around the world is setting challenging goals for school student education. There are many factors that contribute to achieving these goals. However, the change in classroom behaviour required by reform is ultimately teacher-based (Fullan and Miles, 1992, and Spillane, 1999). For example, a change can be difficult without the growth and support of teachers. (Cohen and Hill, 2000; Putnam and Borko, 2000). This understanding focuses on the professional development of education by educators and policy makers.

Cohen and Hill (2000) have provided mathematics education by examining school-level data on teaching professional development experiences and to investigate the challenges and opportunities experiencing by these schools in California. They found that control of the characteristics of students involved in mathematical achievement was higher than in those in which teachers actively participated in professional development and focused on teaching specific mathematical content rather than academic achievement. In schools without teachers, Kennedy (1998) found a link between professional growth and student achievement in mathematics and science in Korea in a well-designed experimental study.

Although many studies have proven that effective solution and opportunities can be strengthened through continuous professional development, what are the strong ways for private schools to learn and develop through professional development? What are the challenges and obstacles faced by the private schools? The study examined the experience,

challenges, solution and quality of vocational training activities by examining the experiences of three private Korean schools. They have identified several challenges, opportunities and provide solutions to these problems (Dawson and Rake, 2003).

Meeting all the basic requirements, it does not guarantee that school administrators can use the best teaching methodologies in private school. From a different point of view, no any methodology can be effective and can solve all the problems that may arise along the way and that is currently existed in private schools. Explaining and implementing these problems is important for private schools in order to provide an appropriate solution to the challenges faced by private schools. Beside this, Private schools are required to define and a relevant strategy to mitigate these problems, and challenges. To that end, we need to do more research on the challenges and opportunities that may arise in private schools in Kabul. However, there is a limited number of studies on this subject.

Literature Review

Afghanistan began its first modern education in 1875 during the reign of Amir Sher Ali Khan, including traditional education. There are two modern schools officially established in Kabul. Designed primarily for members of the royal family, both schools have traditional education curriculum and structural features such as mathematics, chemistry, geography, mapping, strategic education, and military. Both foreign and domestic teachers work under government training. However, due to the burden of the Second Anglo-Afghan War, this modernization training program began with Sayed Jamaluddin Afghani, then ended with intellectual movements in other countries.

In 1903, Amir Habibullah Khan introduced modern education. He established the Habibia School (primary school, from grade 1 to 4), secondary school (From 5 to 7 grades) and high school (grades 8 to 10). Elementary school students learn Islamic in the local language (Dari and Pashto). Secondary education curriculum includes Islamic education, local language, history, geography, foreign language (English, Urdu or Turkish), drawing, hygiene and numeracy systems. In high school, the curriculum includes Islamic studies, local languages, history, geography, algebra, trigonometry, geometry, physics, botany, chemistry and English. Subsequently, the main branch of Habibia School was established in six other areas of Kabul. Finally, the enrollment reached 55000 students, including 55 teachers. The ideas of the Kabul students and the teachers of this school had a significant impact on the model.

Maktab Harbiya was opened in 1909 in Kabul. Most of the primary, secondary and high schools' teachers were Indian and Turkish. Some Europeans teach in Afghanistan. It was necessary to create an independent teacher training body with its own standard curriculum and competencies. Therefore, in 1912, the first College of Teacher Training was established. (Darul Mullen) to train primary school teachers in Kabul. The first modern medical clinic was established in Turkey in 1918 under the supervision of experts. Habibia School graduates were the first participants. The Ministry of Education was established in 1913 to oversee education. To develop private school curriculum both in modern and traditional way, training primary school teachers and creating standard textbooks (Andishmand, 2011).

However, in the education sector, the constitutional movement (Junbish-Mashrutub) has made Habibullah Khan pessimistic about education. The Constitution needs to be strengthened: national sovereignty is a national right and with a monarchy through a monarchical system. The country must gain executive power through parliamentary elections. They included these demands in a statement that was against the demands of England and Prince Habibullah Shah. Therefore, they decided to destroy this popular movement as soon as possible.

During the Amanullah Khan era, major reforms and changes were introduced in social development and education, including women's education. Reform creates cultural and scientific ties with other countries on a model basis in other countries. Amanullah Khan, in partnership with his wife, Queen Suraya, built the first primary school for girls, Mastorat, and a year later, Queen Suraya and her mother joined more than 800 women. In 1921, she founded the School of faith, the second primary school for girls. In addition to Habibia School, three high school were constructed in Kabul, Amania (later in Istiqlal in 1931) in the French version. Amani (later on in Nejat) in 1923 in the German version (Dawlatabadi, 2011; Hussainzada, 2008; Kamgar 2008).

In addition, a vocational school was established in Kabul. For example, architecture, agriculture, fine arts and applied arts, telegraph, carpentry, construction, police education, music, weaving, home economics and women's health and other professions to expand education to other parts of Afghanistan. Similar schools have sprung up in different places of the country such as Herat, Jalalabad, Kandahar and other major cities.

In 1920, the Ministry of Education was established to oversee education throughout the country (Andishmand 2011). In the same year, according to Article 68 of the Afghan Constitution, primary education was made compulsory for both boys and girls. The school department has been renewed: primary education (5 years), secondary school (4 years) and high school (3 years) collaboration has been established between modern and traditional education. There are about 322 primary schools with a total of 51 51,00 applicants. Leading graduates for other education systems are not pictured in higher education in the Soviet Union, France, Germany, Italy, the United Kingdom, and Turkey (Andishmand 2011).

On his return from a trip to Europe in 1928, Amanullah Khan brought Western styles, including many social and cultural changes, to modernize the country. In addition, Amanullah Khan's reforms are anti-Islamic, especially in educating women and expelling them. Foreign countries provoke religious reactions to higher education. This conflict, with foreign-backed insurgents, led to the 1929 uprising and the rule of Amanullah Khan. In a few months, all educational institutions were closed (Andishmand 2011, 23-24). Many scholars believe that Afghanistan is now one of the most developed and stable countries in the region if education develops during the reign of Amanullah Khan (Andishmand 2011, Dawlatabadi, 2011).

During his reign, Mohammad Nadir Shah closed low schools across the country and organized most of the protests in Kabul just for the sake of standardized education (Ghobar, 2015, 89-90). In 1932, the Faculty of Medicine was established, with the Amania and Habibia schools (later becoming Kabul University) having 10 students. With many faculties (laying the foundation for advanced education).

Once again, during the 40 years of Mohammad Zahir Shah's administration, Afghanistan has been promoting education with a system of public education made up of primary education. But there are fewer enrolment and lower educational opportunities for women in 1940, the government declared Pashto the only language of instruction for the entire country (Dari was taught as a second language). Subsequently, Dari was recognized as a guide language in the country. (Benjamin 1950; Husseinzadeh 2008)

After the reform in 1944, the education system was changed. At the elementary level, Islamic education, mathematics and geography, history, geography, science, physical education, art and calligraphy are taught in Pashto and Dari. High school students study Quran, Pashto, Dari, Arabic and other foreign languages, mathematics, history, geography, economics, chemistry, physics, biology, arts and physics. Secondary education courses include Islamic Studies, Pashto, Dari, Foreign Languages, Mathematics, Geometry, Trigonometry, Chemistry,

Physics, Biology, Geology, History, Geography, Physical Education and Logic and Philosophy. In addition, rural schools were established in 1949 with grades 1 to 3 and in 1966 with fewer than 4 or 5 grades.

In addition, in 1944, it was reported that the Department of Education nationwide provided the following official journals for school development: teacher and student participation, learning progress on the subject, recording results. Student Certificate Testing facts and figures.

In higher education, Kabul University opened in 1947. Some former faculties were established (Medicine, 1932, Law 1938, Science, Science 1942, and Literature 1944). Almost every higher education institution has received international support since its inception. Therefore, most of the teaching materials at Kabul University are in English, German, French, Arabic or Russian. As a result, the Faculty of Theology (1951), Agriculture (1956), Economics (1957), Pharmacy (1959), Veterinary Medicine (1961), Home Economics (1962), Education (1962) and Engineering (1963), Polytechnic for Teacher Training Institute (1967) and Educational Institution (1961). In 1965, the Medical School Department was established in Jalalabad and later reopened as University (Shorash 2011).

Upon completion of primary and secondary education, students must take the Kankor exams, and only those who pass the exam can participate in higher education that focuses on art and social sciences. Those who have not completed the interim training and are eligible to enter the labour market (Andishmand 2011, 323-27). Significant progress has been made since the fall of the Taliban in 2001. Children now enjoy easy access to general education schools, and the increase in the education of one million students is nearly. Overall, the number of students at basic level, Islamic education and vocational teachers increased from 110,000 in 2007 to 200,000 in 2015; of these, 65,912 are women. The number of primary and secondary school graduates during the year rose from about 10,000 in 2001 to 266,000 in 2013 and reached to 320,000 in 2015.

During this period, significant progress has been made in the higher education sector. For example, the enrolment increase of 7,881 students in 2001 was more than 256,140 students in the 2014-2015 period and 52,832 students were female. The number of university professors has increased dramatically from 2,408 in 2007 to 11,381 in 2014-2015, with 1,369 women. The number of public universities has increased from 22 in 2007 to 31 in 2014-15.

The idea of introducing private schools differs from their perspectives and locations, and empirical research on this produces different results from different perspectives, and this section presents some findings. But although it does not take into account the different implications to provide the conditions and clarify different aspects of the education system in different countries and economies the ways of bringing private providers.

Different results were obtained in the private school and public school competition debate. Urquiola (2016) says there is evidence in random trials from the United States, Colombia and India. For example, he says that entering a school for a coupon to the education market has different consequences: On the one hand, research suggests that private sector participation may lead to ranking / stabilization. On the other hand, evidence for successful effects will be mixed. There are some suggestions that may be useful for students to convert from public schools to private schools. But statistics show that this is the case for students in Colombia and for students with lower socio-economic status than in the United States.

Overall, in the context of developing countries, research shows that “private schools are more effective (offering similar financial education results in mathematics and languages with less financial cost and time) but not in need of test scores.

Park and So (2010) surveying private and public schools in India, Murlihardran and Sandramaran said: “It is possible to increase human capital creation in developed countries like India. Using private services to deliver more education. Research shows that private schools are very useful for students in the context of developed countries.

It was found that the role of private school in improving the academic performance of students in developed countries is somewhat confusing in the literature. The experience of participating in the lottery in leading private schools in China does not affect the level of student performance. It should be noted that Zheng looks specifically at “high class” schools. So it can be said that they do not increase student performance on their own, even in private schools with similar results, including private school coupons, found in Chicago of the United States (Cullen et al. 2006):

Lee and Bryk (1989) analyse student success in school, which can affect school motivation. He found that the organizational structure of the Catholic curriculum in secondary schools is the main academic program for all students, regardless of their past and future aspirations. There may be higher achievement scores for students. However, this is not about education. However, it does not suggest how the curriculum is structured: if the service provider is private or public, it is not recommended to be relevant.

In competitive conditions, it is imperative that students be free to choose their school. There may be debates in primary education, not just students who want to go to school. But playing a role as a unit in the family selection process. Hart (2014) says there is an important perspective on why families choose personal choices in a competitive market: Parents can use coupons because their general choices are so weak and even private schools in general. This encourages private schools to be a bit more efficient than public schools. If a public school does not succeed, the difference will not be much.

It is no coincidence that School education is specialized in the development of children's education, which is the link between primary and tertiary education. The knowledge, skills, values and characteristics that children acquire at this stage complement what they acquire at the primary school level as well as the higher school level, and when combined it prepares the child for third education. In addition to the role of secondary education, Ajayi (2002) and Omoregie (2005) report that they are full of crises of different sizes and dimensions that come together to show that they are at a crossroads. Private school education in Kabul highlights the following challenges that are hindering the achievement of goals.

Research shows that lack of education in the use of technology is a major challenge for private and public schools. Education is an important factor in technology leadership contexts (Flanagan and Jacobsen, 2003; Schiller, 2003; Thomas and Knezek, 1991; and Wang, 2010). The need for technology education in Thomas and Knezek to make technological innovations in a reality in schools. This has consistently been recognized as an important need. In addition, Flanagan and Jacobsen (2003) said poor human resource development, lack of leadership, and education issues are major obstacles for school principals as they seek to integrate technology.

Another challenge can be defined as defining the school community, particularly from teachers (Dawson and Rake, 2003; Richardson and McLeod, 2011), because the technology integration process requires schools' management to change what they have done for a long time. For many years it is not surprising that teachers resist a certain level of change in teaching. Even so, it is possible for teachers to accept new ideas if they see the patience and support from the school principal (Dawson and Rake, 2003). The challenges on this farm are fraudulent employees. While working, Richardson and McLeod reported that six of the nine schools had

executive problems because the authorities did not commit fraud. When teachers do not have the skills and interest in using technology, it will be a great challenge to face the principle.

Lack of resources is seen as another major challenge that school principals have to face as technology leaders. The research document reports that the lack of opportunities in technology and human resources has become a challenge for school leaders and principles. Although many schools do not have adequate technology as seen in recent studies (Leonard and Leonard, 2006). while creating challenges for the principal, all the necessary technical facilities are available in the school. In many places, however, school leaders do not have the necessary skills to manage resources. A similar issue arose in the work of Richardson and McLeod (2011), where they found that the presence of poor physical facilities and outdated technology in low-tech is a problem. Thomas and Knezek (1991) and Leonard and Leonard (2006) paid similar attention to the challenges. In some schools, it has been found that school leaders do not find competent technology coordinators. Unable to emphasize the importance of adequate funding for education development No organization can function effectively without adequate financial resources, according to Obe (2009), without sufficient funds, every standard of training is equivalent to creating deception: creating a maze in the air. Money is important in schools because it is used to pay for construction of buildings, purchase of necessary equipment, staff salaries, and plant maintenance services. In Nigeria, the initial funding will be from the annual education allocation.

Unfortunately, despite the sector's strategic role in job training for economic development, allocation to the secondary education sector is still low. Statistics (Central Bank of Nigeria, 2010) revealed that the federal government in Nigeria does not allocate education between 2000-2010. More than 14% of the annual budget but under the allocation of such countries. In addition, degree education from three education levels is one of the largest educational games in Nigeria (Hinchliffe, 2002). This means that the remaining money will be shared by primary and secondary education (Hinchliffe, 2002). In most cases, the practice of public training in higher education is allocated to the education sector, which is given to schools by agreement or contracts and depends on the size of each school's enrolment. Unfortunately, there are reports that there is insufficient funding for the development of secondary education in the field of literature in Nigeria. To worsen the situation, the allocation of secondary education sanctions will be threatened by the increase in enrolment due to demand.

Some school principals say equality is a big challenge. Flanagan and Jacobsen (2003) argue that school technology is not distributed equally in every school. Some schools receive more funding and resources while others are weaker. It should be noted that most deprived schools are located in low-income areas with different backgrounds. They are separated by socio-economic backgrounds. The bureaucratic system has also been identified as a problem that slows down technology leadership practices (Nance, 2003).

School facilities are a good source of information for teaching in schools. Ahmed (2003) argue that talented teachers are what help them to succeed in teaching activities which are more than possible when not ready to have adequate amount of infrastructure and facilities to deliver education. Schools with inadequate facilities such as classrooms and chairs, libraries, laboratories, workshops will make students uncomfortable to learn. Unfortunately, the infrastructure and facilities at highest schools in Nigeria are inadequate (CBN, 2010). According to Ahmed (2003), in most secondary schools in the country, teaching and learning take place in a disorganized environment that lacks basic materials and hinders the achievement of learning goals.

In private schools, the teaching situation is low (Achimugu, 2005). Many teachers deal with misbehaviour such as misbehaviour control, lack of schooling and late lessons for school. Slow and inappropriate schooling leads to bad relationship business with students to bring money out of drinking and smoking during working hours.

The absence of teachers to show their commitment to schools stems from ignorance, conflict, and unfounded educational outcomes. Good school students who still have problems for high school principals (Adeyemi and Ige, 2002; Nanna, 1997).

Duyilemi (2003) sees exams as the most difficult hurdle that every student and learner has to take at once in an educational institution. Fear of testing is the beginning of wisdom for students and learners. Fear motivates many students to perform wrongdoing. In Kabul, misconduct investigations are “devils with more than a thousand faces” because they still exist despite efforts to remove them. Although the threat is not only to school education, but it is a fact that higher education is more than a year with a significant contribution.

Students are expected to show a high level of misbehaviour is a big challenge to private schools. The behaviour of children reflects the situation at home, students are expected to comply with school rules and try to create scholars as the main task in the school. This would lead the students to have a bad performance in their examination.

Damage is a cause of concern in the Nigerian education system. It should be noted that although the problem affects the entire system of secondary education has registered a part in the system over the past few years. Unfortunately, during the time when Nigeria is demanding education for all its citizens by 2015, many students drop out of higher education due to administrative and non-organizational factors. (Martinez and Munday, 1998; Adeyemi and Ajayi, 2006; Callaway, 1967; Adesina, 1983).

Curriculum is defined as an experience / activity (shared curriculum program) to bring about a change in the desired direction among students under school coverage (Angio, 2008). The concept of having a curriculum in the education system dates back to 1969, when the National Curriculum Conference was started due to public criticism of the education system inherited from the colonial government (Ogunnu, 2000). Since then, the curriculum has been revised and improved. The secondary education curriculum, however, has been revised and improved many times over the years. But there are still shortcomings in this course and it has been criticized (Akpan, 2008; Ukpai and Okoro, 2011).

One strategy for implementing the International Basic Education Program (UPE) is the separation of high schools which requires maps of three small classes in a high school to create separate schools and the rest the remaining old classes. However, such segregation includes the assets and obligations of kindergartens, including international primary education, including disarmament. The program's operational strategy is based on the belief that if implemented effectively, primary education will maximize the achievement of goals and focus on the secondary level. At the same time, it is predicted that with the creation of separate units, more students will have access to secondary education. But teachers, additional infrastructure and facilities are available for student education.

With limited ongoing allocations to education, the state should increase allocations to the district to provide additional funding to work in high schools and guarantee infrastructure and facilities. It should be noted that for the education of most students UNESCO proposes that the Gross Domestic Product (GDP) of each country in the world. This standard will not be met by the state. There is no need to stress more than that, funding for education has become a big joint for the state, a big donor. It is therefore imperative for the private sector for parents / guardians, companies, NGOs to participate in education and funding. Private participation areas

include fundraising, school services, libraries, high school and school high school laboratories. High school principals must mobilize school graduate members to contribute to the development of their schools.

Research Method

Qualitative research design will be used in this study. The main goal is to explore the challenges and opportunities that management staff is facing in private schools in Afghanistan. This research would lead us know how to overcome these problems. A qualitative research approach provides answers to the questions of who, what, when, where and how to answer a specific research problem.

The qualitative approach to this study is appropriate because social issues need to be understood from many angles; Qualitative research has the advantage of providing great data on real life situations, especially those related to them. Furthermore, the qualitative approach allows research to be conducted in a natural context and involves the process of forming a complex and holistic picture of the situation of interest. In this case the natural setting is the classroom where the teaching process takes place.

The data for more reliability of the target population of this study includes all private schools in Kabul City of Afghanistan. The element of the population are the principles along with the group discussion with school teachers. The reason of having a separate group discussion is to have an open environment for staff to disclose the truths that private high schools are facing. In Kabul, there are approximately 47 Schools that are registered with the higher education of Afghanistan.

The research instrument of the study is a semi structured interview and focus group discussion. Interview will assist the researcher to ensure the data quality and the reliability of the research. Besides, this will ensure the researcher in reducing the bias with highest efficiency and consistency. A semi structured interview will be conducted with the principle of private schools and as well as a group discussion will be carried out with the junior and senior level employees separately. The reason of having a separate group discussion is to facilitate school employees point of view and ensure an open discussion to disclose useful information for the study. A 30-minute interview will be conducted with the principles and each 60 minutes' group discussion will be carried out with the junior and senior level employees of the three selected private schools based in Kabul. Similar questions will be asked in interview from each private schools. The duration of the interview and the content of the questions will be explained to the respondents. The purpose of the interview will also be made clear to the respondents. In line with research ethics, private schools will be asked if they would like to be compensated for their time of the interview.

The target group refers to a group of individuals who have some common traits of interest to the researcher. The objective group of this study consisted of private school based in Kabul province of Afghanistan. This study focus on identifying the challenges and opportunities from ten different schools located in the same city (Kabul). To obtain rich information on research questions, principals of private schools will be selected. In brief, the target group of this study are the principals of private schools located in Kabul City of Afghanistan. Beside this, 60 minutes' group discussion will be carried out with junior and senior level employees.

Sampling is the process of selecting a small group, called a representative of a large group called a population (Nichols, 2006). In this study, the objective model will be used; and the informers will be selected with good reason tied to the interests of the subject. Thus, according to Nanna (1997), intentional design refers to a process in qualitative studies from

which informers (teachers and principals) are selected due to certain characteristics. The criteria for the selection of the respondents is as follows: The respondents must have several years' experience in the school, where they are teaching; The participants must be well qualified in understanding the current issues related to the study; The respondents must be free and have no fear from administration to discuss openly and broadly; Finally, there should be no other restrictions on the respondents that might affect the result of the study inversely and lead to a bias result of the study.

Inductive research is being influenced as a motivational approach to this research. This helps in data coding and analysis, which the researcher took this into account. This means that the theory originated from a data collection and an analysis process. Data was transcribed from interviews and focus groups. Thematic analysis is used to analyse the collected data. Definition of thematic analysis is that the data derived from the interview and focus group discussion. This actually helps in combining the similar idea that the respondents have. In second step, the common idea that the respondents have should be categorized according to the similarity. Finally, a conclusion would be drawn from the similar pattern or whether the pattern of the response is distinct. It was decided to use this form of data coding and theory gives qualitative data structure and application that helps us in analyzing the data. This technique is also beneficial in achieving the goal and the objectives of this thesis. To achieve this goal, the researcher identifies data and its beliefs and values, and will try to establish relationships with it previous theories and empirical results found in the literature review. In precise, the collected data from interview and focus group discussion will be transcribed and will be entered into excel spreadsheet for further analysis. The entered data would be coded and will categorize accordingly in general form. Some theme would be adopted for these categories and finally, the finding of the study would be written after analyzing the data.

Result and Discussion

Challenges

Following themes are identified from the interview with the principals and as well as via FGD (focus group discussion).

- Resources and Technologies
- Lack of Budget
- Implemented Curriculum by Higher Education of Afghanistan
- Lack of Standardized Lab
- Standard Rules and Regulation by Higher Education of Afghanistan
- Support by Government

We would like to broadly discuss each challenge faced by private schools in following few lines.

- **Resources and Technologies**

Most of the participants of the study argue that there is a sufficient lack of resources and technologies in private schools, which has a worsen effects on the performance of the students and as well as on the management of private schools. Lack of technologies and resources would leads these private schools to put more and hard efforts in managing their activities. On the other hand, some of the schools have the advanced technologies but it is quite difficult for them to utilize it properly due to lack of training. A participant of the FGD had the following argument:

“Technological changes is really essential in each aspect of the economy. This would make the ease to private schools and will lead the students to take advantage from technologies.”

Similarly, another participant of the FGD had the following arguments regarding the lack of resources and technologies.

“Technologies help student to practically implement their lessons, which is really important in understanding of the students”

Finally, the last participant of FGD had the following argument regarding using technologies and resources.

“It is contemporary demand and each school must contain such technologies to improve their management activities”

On the other hand, there were some of the respondents who claim of having the technologies and resources sufficiently but were feeling difficulties in using these technologies and resources. The principal of the school had the following argument:

“Good technologies help a lot in addressing the issues and as well as in teaching the lessons. KIS is the pioneer university in bringing and adopting new technologies. However, this put a huge cost on the administration of KIS. We adopt digital screen, advanced lab that assist students in learning the stuff, this would rise the fee of the students. Beside this, we provide training and workshops for teachers in understanding of using the advanced technologies and resources, without training it is quite difficult to utilize these technologies properly”

- **Lack of Budgets**

Another biggest challenge toward private schools in Kabul is the lack of budgets. Approximately, 90 percent of the schools suffering from the lack of budget, which is a big hurdle toward the improvement of private schools and hinder their growth. Fee collection from the students doesn't even satisfy the requirements of schools. Most of the participants of the study argue that the serious issue toward the private school is the lack of budget. A participant of the study had the following view regarding the lack of budget.

“Schools are not in a position to purchase the technologies which are necessary for the management of schools. We strongly recommend from government in assisting the schools and providing them sufficient funds”

Another participant of the study had the following argument regarding the lack of budget.

“Schools do try to fulfil and buy the technologies by their own fund, however, they are not in a position to purchase the technologies that are required for the management of schools”

Implemented Curriculum by Higher Education of Afghanistan

Another challenge toward the private schools is the implementation of curriculum posed by the higher education and private schools are required to implement the curriculum which is provided by the higher education of Afghanistan. These private schools are strictly required to implement the curriculum. In case of violation, these private schools would be responsible toward ministry of higher education. Private schools couldn't adopt their own establish and international standards curriculum and syllabus. Most of the participants of the study argue that we provided our own international standardized curriculum to ministry of education for approval which helps a lot with the students in their learning. A participant of the study had the following view regarding the curriculum.

“There is some issues exists in the curriculum provided by the higher education and we must try to bring some modification in the curriculum. The curriculum is totally adopted from the foreign countries which are really hard for the students to understand in comfort”

Similarly, another participant of the study had the following argument regarding the curriculum issues and its implementation.

“Definitely, it is a big challenge to us. We use different material in our curriculum such as resources, video, audio, and trainings, which would be quite difficult for new teachers without training. It is quite difficult for teachers to deliver a lesson without training. We have one week probationary period for the teacher’s evolution. If their performance is well then we go for three months probationary period based on offer letter and don’t let the teachers to leaver because this put a burden on the shoulder of the KIS. Therefore, curriculum provided by the higher education is not suitable for implementation in case of our school because of utilizing distinct”

The last participant of the study had the following argument regarding the curriculum implementation.

“The curriculum provided by the higher education is not well standardized and they should adopt the standard curriculum, which not fulfil the requirement of the education. We study 18 subjects, which is a burden on the shoulder of the students. The higher education must try to reduce it to professional level that help the students to qualify for higher education at national and international level”

Lack of Standardized Lab

Another challenge toward the private schools is the lack of standardized lab and insufficient resources and materials used in the labs of private schools. There is lack of resources in the lab of private schools, which is a big hurdle toward these schools and not able to utilize the resources efficiently and effectively. A participant had the following view regarding the lab of private schools.

“For practical learning, the school has the lab for their students and teachers. Teachers guide them in implementing it. The school has the guidelines in using the lab

material. School assign the teachers in guiding the students for using their computers. However, the labs in private schools are not well standardized and furnished because of sufficient lack of budgets and funds”

Standard Rules and Regulation by Higher Education of Afghanistan

The next challenge toward the private schools is the rules and regulation posed by the higher education of Afghanistan. This is a big issue toward the private schools and these schools are strictly required to follow the regulation and rules provided by the ministry of higher education. In case of violation, these private schools would be responsible. Most of the participants had the similar view regarding the regulation. They argue that the rules and regulation by the government is really harsh full and hinder the growth of the schools and it adversely effects the management of private schools. A principal of private school had the following argument regarding the rules and regulation of private schools.

“The problem which we are facing is the regulation and rules posed by higher education, which is the main hurdle toward our improvement and promotion. I don’t only consider this for our school but this would be an issue to entire international and national schools. If we look to the schooling system in neighbours countries, they only focusing on the achievement of the schools rather than following the rules and regulation by the ministry of higher education. However, we are strictly required to follow the rules and regulation by the ministry of higher education. For instance, I took some of the books to the ministry of higher education to make sure that we will follow this curriculum but they have rejected without any consult and decision. They don’t have any idea about the international educational standards even about the international books, resources, technologies, and curriculum”

Support by Government

Another challenge toward the private schools is that private schools are not supported by the government. Instead, they make some of the hurdle in their way to hinder their promotion and growth. Government is not assisting the private schools from each and every aspects. The findings of the study also clearly shows that private schools are not being supported by the government of Afghanistan. A participant had the following view regarding the support of government.

“Government of Afghanistan must assist private schools financially to make them able to purchase the advanced technologies and to work for their improvement, which would directly influence the management of private schools and would assist in enhancing the learning capacity of students”

Opportunities

Following themes are identified in the study for the opportunity.

- Empowerment Programs
- School Self-Assessment
- Transportation
- Preparation of Students for International Exams

Empowerment Programs

An opportunity to private schools is the empowerment programs provided by the private schools to their students to enhance their capacity building. Empowerment programs assist students in raising their learning capacities. Most of the participants of the study argue that private schools are trying to provide empowerment and capacity building programs to their students, which assist them in learning. A principal of private school had the following view regarding the empowerment programs provided by the private schools.

“Kankor exam at national level is not an issue to our students. Our students are trying to pursue their education in foreign countries or in Kardan University. For this purpose, we provide some empowerment programs for them to make them able to apply for different scholarships. We have an advisory committee that guide the students to apply for scholarship internationally. So it is not a big issue to our students. The issue with the national kankor exam is not understanding the expression in Pashto language. We actually prepare our students for international exams”

Another participant of the study had the following argument regarding the empowerment program.

“We arrange empowerment programs and special classes for those students who are not well adopted with the technologies and are very weak”

School Self-Assessment

School consider self-assessment as their opportunity for the better growth. The findings of the study also shows that assessment phase for the school is really essential phase, which lead the private school to better growth and promotion. Private schools mostly do self assessment at the end of their academic year by the students, in which student identify the weakness and strengths of the schools. Schools try to cover the weaknesses in the next academic year. A participant of the study had the following argument:

“Schools do evaluation of their activities monthly, quarterly, and annually to identify the weak points and to work for these improvement”

Similarly, another participant of the study had the following view regarding the self assessment of the private school.

“We daily monitor the behaviour of the teachers via cameras with the students. In case of raising any issue, we consult with the teachers. We also evaluate the tasks of the teachers via camera and also display the picture to their parents in case of any complaining from the student side. However, in case of complaining of parents, we directly ask from the teacher individually. In precise, the camera observe the teachers and based on that, we evaluate the teachers performance and as well as the weaknesses that the school has”

Transportation

Another opportunity with the private schools based on Kabul is the transportation facilities provided by the school to students. This is a facility that help students coming to school

early and leave the schools on time. Most of the participants of the study argue that transportation for private schools are an opportunity. A participant of the study had the following argument regarding the transportation.

“Transportation helps the students to come to class early to school and leave the school on time. Beside this, this help us to reduce the transportation cost for the students”

Preparation of Students for International Exams

Another opportunity for private school is the preparation of students for international exams other than national kankor exams. Most of the participant of the study argue that we provide opportunities to the students to apply for distinct international scholarship and we make them eligible for these scholarship. A principal of the private school had the following argument:

“Kankor exam at national level is not an issue to our students. Our students are trying to pursue their education in foreign countries or in Kardan University. We have an advisory committee that guide the students to apply for scholarship internationally. Therefore, it is not a big issue to our students. The issue with the national kankor exam is not understanding the expression in Pashto language. We actually prepare our students for international exams and their parents are more likely to attract their children to pursue higher education in foreign countries”

Conclusion

This study assesses the opportunities and challenges that are prevail to private school in Kabul. This is a qualitative study. The data is collected through semi structured interview. This article addresses issues such as poor student performance, negative attitudes of teachers and students, inadequate funding, infrastructure and other facilities, ways to combat education in Afghanistan. The challenge is that government agencies, parents and high schools play a role in ensuring that these challenges are addressed and that education goes beyond the status quo.

The aim of the research is to study the effects of school leadership and management at every age. The goal is to enable existing leaders to share their experiences with potential leaders and policy makers who may be interested in using schools of all ages in the future. The research highlights both the opportunities and challenges of these private schools based in Kabul. There seem to be many opportunities and passions that reinforce the attractiveness of school during the interview (semi structured interview). This includes sharing new and exciting things, continuing to progress, and encouraging the private schools to grow rapidly in future.

The findings of the study is that following are the challenges faced by the private schools in Kabul. These challenges are lack of resources and technologies, lack of budget, improper curriculum by Higher Education of Afghanistan, lack of standardized lab, lack of standard rules and regulation by Higher Education of Afghanistan and finally, there is lack of support by the government. On the other hand, the opportunities that private schools are facing with are empowerment programs, school self-assessment, transportation facility to the students, and preparation of the students for international exams.

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