

Entrepreneurship and Productivity in Private Education

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Abstract: Education in the direction of improvement management cycle (IMC) establishment and being careful about good management methods for upgrading educational system productivity based on free economy, as a big social evolution, with the development of educational market and movement of capital flows and by elimination of shortcomings to the educational realm has provided increased productivity. It has been increased by providing private section investment settings in educational system and took step in the development of private section role in managing schools and expanding private education to entrepreneurship, more occupation, state employees' inflation prevention, and downsizing government. Since the share of public section in global education is something between 20% to 30% and the highest share of Iran private education before Islamic Revolution in 1971 had been 10.4%, in 1388 it was 8.07%. Also, by paying attention to the downward growth rate, which is lower than expected global average, by privatization of education, we can take an important step in promotion of productivity, consistent with improvement management cycle, and access to the synchronized growing with other countries.

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Introduction

Many of developed and developing countries have obtained a part of GDP growth by improving productivity (Afonso et al., 2006). Also, its activities has started with the establishment of National Productivity Organization from 1992 in Iran, so all the organizations did some works for the improvement of productivity, until following the report of National Iranian Productivity Organization about current status of country's productivity and its necessity to improve in future. The Council of Ministers approved the measurement no. 8070 based on determining indicators to measure productivity and to establish IMC, by all of the administrative systems in December 2000 that in regards to further improvement of productivity promotion, requires activities in the country and society (Bakhtiari Nodeh, 2010). So, it is the obligation of all organizations, especially educational ones to provide IMC establishment and suitable management methods for increased welfare and program, and productivity improvement strategies at schools. We can consider an extensive context for this word. It includes optimal use of material resources, manpower, facilities, equipments, technology, etc. in a scientific manner, reduction of production, damages, unnecessary complexity costs, expanding markets, increasing employment, and effort for augmentation of real fee, improvement of life conditions and ease for all people. Productivity management completes series of productivity measurement actions, result analysis, planning for betterment and performing programs in order to promote effectiveness of all organization activities and productivity amelioration in affairs (Afonso and Aubyn, 2006). Likewise, time is one of the important indicators in measuring productivity. Time management means to control time and the right scheduling of works and opportune actions, which is a significant and effective factor. The development and betterment of productivity depends not upon hard work and greater use of production, but relates to intelligence effort. The system of productivity improvement is a set

of interconnected explanations and guide directions, which is done by making the organizational processes an axis, followed by upgrading the productivity level in all organization components. These organizations would have a system and mechanism that will always provide efforts in order to adapt production or services and education with conditions that are changing all the times. An effective element in productivity is work force. If it works with peace of mind, strong motivation, and would not be afraid of future for different causes, the productivity will be higher. There are factors and values which govern the organization and are effective to productivity of work force (Clements, 2002). One of the organizations, which bustled in the direction of IMC establishment, was educational system. It faced different problems in this way and was in need of major changes for this elevation. Privatization was one of these strategies (Omidi, 2008).

The History of Private Education in Iran

The system of schools in ancient Persia was private and based on the system of master and student instruction. In Achaemenid era, mothers were responsible for education of generation, in Sasanian (Moayeri, 1991), according to class status of the time, the education was specified to aristocracy and nobility. With the advent of Islam, training was done at home, schools, and religious schools (Chitsazian, 2008). Our analysis showed that religious schools became powerful in Iran from Safavieh era, and as a result of political and economical items, new science and technology of western countries were formed in Iran from 19th century. In 1854, formal system of education was proved in Iran, and in 1889 an academy as a state school was established by Amir Kabir. The setting of settling private schools was initiated from 1969 by the Council's Law. In 1971, the name of nongovernmental schools changed into private schools. 10.4% of the country students were studying at these places in this year. In 1980, after Iranian Islamic Revolution, by the

virtue of article 30 of constitution, which knows the education free and public, private schools closed, but again in 1987 they opened (Chitsazian, 2008). In 2009, there were 8.07% students in these schools. Nowadays, according to article 44 of constitution, article 144 of fourth program law, and also article 16 of civil services law the private work in educational system is provided.

Current Conditions of Private (private) Schools in Islamic Republic of Iran (IRI)

In 2008-2009, the whole number of students of IRI schools, including preschool and adults was 13971622, from which 1126958 equivalent to %8.07 were studying at 16008 private schools, in 63736 classes (table 1).

Table 1-Nongovernmental Schools Situations Including Preschool and Adults in Academic year of 1387-88

Term Time	The Number of Students			The Number of Schools		
	Private	Total	Percentage	Private	Total	Percentage
Preschool	83592	473314	17/66	28/04	17087	16/41
Elementary School	401838	5653251	7/11	3315	59769	5/55
Guidance School	224637	3500224	6/42	2449	29559	8/28
High School	344417	379813	9/07	4620	25106	18/40
Pre University	72474	546520	13/26	2820	8693	32/44
Total	1126958	13971622	8/07	16008	140214	11/42

There are 140214 schools in Iran that 16008 of them are private. In other words, in academic year of 2008-2009, 11.42% of the schools were managing privately. The number of classes was 621145, that 63736 of them were specified to private schools (10.26%). In this period, 8.07% of the country students were studying in private institutes, in 10.26% of the educational classes of the country. Thus, we can say that 11.24% of country classes in academic year of 2006-2008

were managing by private sector investment(table1).

There were 715 educational districts in 2008-2009 academic years and 437 of these regions had private schools. Only 38.88% of country areas had governmental schools. The lowest private schools are in places with more people of 20000 and the greatest number of these schools is in the regions with smaller population of 60000. Only in one of the Tehran areas (2nd area) 356 private schools had worked in that period (table 2).

Table 2-Distribution of Private Schools According to Population Mean and The Number of Educational Areas

Row	The Number of Areas	Population Mean	The Number of Schools	Areas Percentage	Schools Percentage
1	20	Up to 100000	914	4/57%	5/71%
2	201	61000-100000	10729	46/22%	67/02%
3	206	20000-60000	4316	46/91%	26/96%
4	10	Less than 20000	49	2/29%	0/30%
5	437		16008		

Country free academies present non-formal and out of school education, such as training to prepare for entrance exams of universities, art education, cultural teaching, and language classes. The number of these academic schools is 6427. This does not include 16008 private schools that present formal education and instruction. The whole number of free educational and personal institutions, which are working under the cover of Ministry of Education, is 22435 schools and

academies. Mainly, students go to free institutes to complete their knowledge, gain education and scientific skills, and these sorts of seminaries present supplementary learning, language or scientific skills. These establishments have employed more than 45000 teachers and administrative powers. The only government share from their earning, which is about 5% to 15%, is reported about 30 million dollars (table 3).

Table 3- The Situation of Free Institutions

The Total Number of Institutions	6427
The Total Number of Elementary, Guidance, and High Schools Students	830044
The Total Number of Employees in Free Institutions	45165
Administrative Powers	14493
Educational Powers	30672

The development of free academic schools in the country has helped the free education. Basically, these

trainings are done by personal costs of families and out of schools official time.

Table 4-The Distribution of Private Schools Students in Different Educational Levels in Academic Year of 2008-2009

Period	School	Class	Student
Preschool	2804	4333	83592
Elementary	3315	20399	401838
Guidance	2401	10582	222697
High	2458	12738	208530
Technical and Vocational	476	2053	24703
Work and Knowledge	539	1970	23902
Pre University	1990	4069	51965
Total	13983	56144	1017227
Total Without Preschool	11179	51811	933635

In order to develop education and training, according to the IRI 4th five-year plan, some indicators were codified with increasing number of private schools. It was appointed that how many students study at private schools in every year of the plan. To these schools in IRI, in 2005-2009, the number of students at all levels including elementary, guidance; high school

and pre-university were growing every year relevant to what was predicted. Not only these predicted numbers became true from the first year of the plan, but also 16083 more students were studying at private schools. This process was proportionately done in those years, but the numbers in the table are not completely right.

Table 5-Criteria of Education and Training Distribution With More Coverage of Private Schools

Criteria Titles and Quantitative Goals	2005-2006	2006-2007	2007-2008	2009-2010
The Prediction of The Number of Students at Private Schools	2009-2010	1075000	1103000	1137000
The Number of Students at Governmental schools	1069083	1040072	1034406	1043366
Comparison	16083	- 34928	- 68594	- 93634

This table shows the government aids to the private sector in 2008-2009.

Table 6-Assignee Forces Employed at Private Schools With The Separation of Educational Course in Academic Year of 2008-2009

Levels	Preschool	Elementary	Guidance	High school, Pre-University	Total
Administrative	43	2003	1473	2455	5974
Educational	43	5201	4333	6789	16366
Total	86	7204	5806	9244	22340

Table 6 shows that 22340 administrative and educational practitioners of private schools are selected by Ministry of Education as an agent in 2008-2009. This represents the special attention of IRI to privatization of education and training. The number of working forces in academic year of 2008-2009 involves 22340 agents from Ministry of Education to private schools, and also 105724 man powers that are not employed by the government and are working as

freely at private schools. Totally, in this academic year, 128064 man powers are working in these manners. From 275 science Olympiad medal holders in 3 years, 171 medals were related to resplendent aptitude schools, 59 for private schools, 17 for special governmental schools, and only one was owned by public schools, while the students of these schools are less than 10% of country students.

Table 7- Accepted Students of Private Schools in Governmental Higher Education and Other Centers in 2008

Total Students	The Number of Accepted Students in Daily State Universities	The Number of Accepted Students in Other Higher Education Centers	The Total Number of Accepted Students in Governmental and Other Higher Education Centers	The Percentage of Accepted Students to Total Students
53682	14252	27084	41336	77%

The below table shows that only 1% students accepted in country Olympiads between governmental schools, but 22% approved in these Olympiads among private schools.

Table 8- The Most Meriting Country Olympiad Ranks in 3 Consecutive Years by Separating School Types

School Types	The Statistics of The Medals of Science Olympiads and The Number of Accepted Students in 1387	
	The Number of Accepted Students	The Percentage of Acceptance from 275 Students
Resplendent Aptitude	171	63%
Private	59	22%
Public	17	7%
Governmental	1	1%
Shahed	1	1%

Discussion and Conclusion

Criteria and quantitative goals for developing education and training in 4th five-year plan (2005-2009), and the rate of developing program fulfillment in learning and teaching, based upon increased number of students at private schools is 91.8%. This shows the intention and purpose of IRI authorities, also families' regard and attention to private schools from quality and quantity instruction point of view, and their futurity at educational area of IRI from these schools. Briefly, the rate of right predicted plan for covering students privately in five-year plan of IRI was verified perfectly (91.8%) and it indicates the abundant reception of families from unofficial schools. In other words, it can be declared as the process of privatization of education and training in IRI. Establishing and developing these schools demonstrates the extension of confidential education and training in the country, and is useful for Entrepreneurship (Rezaei, 2007). In order to develop private sector, IRI Ministry of Education, according to conditions, needs, and educational necessities, does possible and necessary assistances to the its schools. For example, some of educational and administrative forces of them are guaranteed by this ministry. Every year, in agreement with private school's needs and declaration of requisite by their organizer, if there are any employed forces of education and training, they will be sent to these places (table 6). If we consider 16008 of these schools in academic year of 2008-2009, organizing 16008 of them with 63736 classes and employment of 128064 man powers, has a significant role in providing job in special sector. If this would not act in the scope of education and training, the government has to increase its incumbents, so the number of governmental personnel will increase and the state will be more inflated. According to the rate of employed private man powers, we can conclude that the privatization of education and training will lead to decreased government size, the amount of governmental employees in the department of education of the country, and also the actions of private sector in the field of education and training will provide jobs (Rezaei, 2007). Studies have shown that generally, the managers of private schools control the level of decision making to affect the student's results in this important work. To determine cost factors, Lockheed and Jimenez did a review on their original

research. This subject is based on selection and adoption of government's plan in betterment of academic performance and selecting textbooks. In this research, the fundamental differences between sources and physical features have shown that the results representing private schools are more effective than governmental schools in using these factors. It is obvious in different studies that private schools have less limitation and more freedom in services, and condition of employee's salary (Gundlach et al., 2001). Anyway, the researches reveal that they are more balanced and affordable than governmental schools. The investigations still need more caution, and they need to be careful about these schools with more prudence. The queries also presented that against the statements, which are under pressure in these countries, not only by Jimenez et al, but also by other researchers, the effectiveness of costs representing more usefulness of private schools than governmental schools is decisively confirmed (Afonso and Aubyn, 2005). They mentioned this fact that private schools may appear more efficiently than those examples comparable to governmental schools. Most evidence seems positive in this field, but more researches are required before these statements can be provided stronger and firmer. Some probes are done in Dvmykn Republic, Philippines, Tanzania, Thailand (Gundlach et al., 2001). Findings of studies in India showed that generally, private schools have gained better results in decreased costs. So they are more affordable than public ones (Gundlach et al., 2001). The schools, which are helped by government, are more affordable and they are completely normal. In contrast, another consideration in India has checked elementary and high schools in Uttar Pradesh. The results in this ground are of great importance. Private institutions can be more profitable with assistances considered for them than governmental schools (Herrerea and Pang, 2005). To explain the differences of effectiveness, most of the writers know the importance of management methods significant. Reviewing the existing condition, we can conclude that the whole save gained through schools operating privately is equal to 4/6 billion dollars. This amount is equivalent to half of the total annually budget of training and education in 2006, for more than 13/5 million students in IRI. The calculation of thrift number about 6/4 billion dollars is a result of these

schools performance, or in other words, it is due to paying attention to private sector investment, and privatization of education and training in IRI. If per capita spending for each pupil determines 6500000 Rials or 650 dollars each year, with due to the fact that in academic year of 2008-2009, 1126958 students were studying at private schools, and no cost is paid for these students by Ministry of Education. So, the savings of covering students is equivalent to 732 million dollars. The number of 1126958 students has led to decreased costs of teaching and learning about 732 million dollars. Ministry of Education has just calculated this amount for a year of saving for each student. The number of required classes, schools, and building infrastructures for training, and also the students studying at these schools in each year has been computed. The Ministry of Education has estimated the costs of saving, resulted from not constructing schools in 2008-2009, 3631778660 dollars. In other words, we can say that if they would not accept 1126958 students, more than 3.6 dollars had to be spent to provide 63736 classes in 16008 private schools for 1126958 students. Entrepreneurship and occupation with 105724 free employees at these schools shows fixed job opportunities for people seeking work. By computing 200 million Rials for providing fixed job opportunities in each year, required fund to supply 105724 fixed job positions is estimated over than 2.1 milliard dollars. This amount is presented as the thrift of the government for affording job in the country. 3.6 milliard dollars thrift in construction costs, more than 732 million dollars in current and per capita spending, and 2.1 milliard for entrepreneurship and occupation site of forces working at free institutions is assessed. Generally, total frugality is more than 6.4 milliard dollars. This is about half of the budget of governmental and official education and training of IRI in academic year of 2008-2009. Nowadays, families are trying to make their children to be accepted in university entrance exam by gaining required right academic and behavioral skills to achieve success, competence, and then an appropriate job. Therefore, being accepted in such exam is one of the aims and wishes of Iranian families for their children. In 2008, 77% of students from private schools accepted in entrance exams of different centers. This means that 77% of private graduates will accept in universities entrance exam. This rate is so significant (table 7). If we define productivity as less cost and more performance, or we know it as more proficiency in goods manufacturing or service along with effectiveness in satisfaction of the customer, or consider it as doing the right thing in a correct manner and optimum use of features available for realizing our goal, the comparison of governmental and private schools performance can show proper results in productivity in private sector. According to Majdfar, if instructing sufficient forces and coaching internal talents with the purpose of good behavior are education and training targets, there would be 5 categories of schools. So, there will be 6 organizations related to these schools. These 5 categories are: traditional, raw, with improved

performance, pioneer and with perfect performance. He has evaluated the productivity of schools (Majdfar, 2005). The aim of families from spending time and cost for drilling their children is not only to fill their times, but also includes goals like obtaining life skills, explanation of proper, desirable, normal behaviors, attaining knowledge, working in different career fields with required abilities, and at the end entering university. Recognizing children's innate talents and nourishing them represents parents' hopes and objects are fulfilled in an acceptable level, while acceptance of students of public schools is not comparable to this amount. One of the purposes of instruction and teaching is increasing the number of accepted students in Olympiad competitions in different fields of study, which is a sign of productivity in education system. According to the fact that the students of resplendent aptitude, public, and Shahed schools have eloquent percentage in being accepted in Olympiads on the table above (tuition is received from parents), so we can say that these schools are from those which bring their costs by the help of private sectors. Moreover, the students studying in such centers have a special academic status and due to their acceptance in entrance exams, they usually would be wiser than the other students. Families' involvement for ensuring schooling costs shows the interference private sector in managing and controlling the fulfillment. High productivity of these schools is not only of special students, but also of families financial helps, which leads to betterment of educational and behavioral situations. This is an evidence of high performance in acceptance of these school's students in national Olympiads (table 8). These numbers demonstrates poor productivity or lack of productivity at common schools. In other words, we can say that privatization of education and training is a setting for productivity in educational system of the country. Human being's behaviors are affected by attitudes, beliefs, our knowledge, perception, and point of view, which consequently terminates personal and eventually group behaviors. If there are any facilities or structures, but frame of mind and viewpoints remain immature, there would be no productivity (Goodarzvand Chegini, 2006). A successful organization always does the productivity line. Productivity gives them life, freshness, mobility, and stability. It would not come off with speech, advice, and circular letter, but the organizations should facilitate attaining great goals conditions and productivity, with mechanisms establishment and creating situations. This is not a new phenomenon. Productivity realization is in need of commitment and proficiency to lead the institution from plans to high positions. This very first step can open new windows of productivity improvement (Amirnejad, 2007). Collecting 20-year vision plan, has given serious duties to government, scientific and research centers, people, etc. In this regard, human resource development is one of the main principles of country dynamism and productivity to realize the goals. In fact, ongoing, effective, systematic work to educate and elevate the country, upgrading productivity, and attaining required

goals of view is inevitable. Whereas, productivity is gained from dividing output on input, one of the ways of increasing productivity is augmentation of output. Output refers to the producing of the system or an interest to the system's aims, if proper education and training of children is the objective of education and teaching (Shahjahani, 2005). The value of human resources is comprehensible everywhere, every time, and in every organization, but the value of this source is not great in the realm of instruction. The added merit, which is attainable in this field, is not describable and measurable in comparison to other spheres. Therefore, as much as we try to benefit completely from these potential and actual powers, it would be again less. The process of manpower productivity is not affected by a specific factor, but by interaction and combination of different elements which influence on each other. The managers of educational system should accommodate the setting of human resource productivity promotion in education and training, with reinforcement of efficient and omitting or correcting nuisance points. Demanding on words, the speech is presented in the form of article, and it was tried to consider and check the human resources barriers in education and training using the library method, and then to present the factors promoting productivity and comments to eliminate the barriers (Amirnejad, 2007). In 20-year vision plan of IRI, which was collected and communicated in 2005, it is predicted that in the 4th year program of development (2008-2009), Iran should have 8% economical improvement with firm prices every year to prove its interruption with area countries. The realization and access to this rate in a plan for national economic equivalent to 5.5% from new investment place and 2.5% by productivity promotion is targeted. 2.5% is through productivity promotion, better use of material, physical, human, and social capitals, that we can mention productivity promoting in IRI education system (Rezaei, 2007). However it is hard to measure productivity criteria, it is not impossible. If we quantify the purpose of education and training, give them the ability to be measured, and examine the ultimate objects of performing instruction plan, it is possible to measure the rate of productivity and determine its index of educational system. The number of persons who have achieved measurable educative and training capabilities is assignable. Due to the fact that nowadays, the efforts and ultimate target of families is acceptance of children in university and higher education institutions entrance exam, so the most important factor in education system, schools, or any other training system is to determine succession of students. Now, level of different schools depends on their output or acceptance rate and percentage in universities entrance exams. Each institute's prosperity is related to students' situations at gaining great ranks and acceptance in universities. So, we can say that the output of educational system from the view of families and parents is passing rate of such exams. With regard to the fact that in 2008 77% of private students were approved, the output of education privatization is so

high. If the inputs and data are steady, due to a great difference between the acceptance of governmental and private schools in universities entrance exams, we can conclude that the productivity of private schools is more than governmental ones. Another criterion to be considered is to train special talents. While acceptance in Olympiad exams in different schools of IRI educational system shows significant differences in outputs, considering Olympiad acceptance statistics, we would learn that 275 students had gained Olympiad medals in 3 consecutive years. In 2008, 171 students owning Olympiad medals were from resplendent aptitude, 59 from private, and only one of them from public schools. This degree can be a good output to determine the productivity. Analyzing these components, if we assume data and inputs, such as manpower capital, governmental and private education and training costs firm, because of high output of private schools, we will find that the productivity is higher than governmental schools. So we can negotiate that this sort of privatization is an important step to increase productivity.

As the second way of increasing productivity is to decrease data and inputs, 6.4 milliard dollars were saved for IRI private schools in 2008. This indicates the proper decrease of input rates in educational system, while the thrift rate resulted from performance in private schools is equivalent to half of the whole annual budget of education and training ministry, so private institutes only covered 1126958 students in 2008. Generally, 8.07% of the country students are studying at these institutions, whereas with entrepreneurship for 105724 free forces, 22340 sent forces to these schools, the fund resulted from not paying students 732 million dollars capitation by government to private schools, students fees as a fund for government, and also by the use of private educational space, the saving cost which is terminated by no construction activities of government in education segment has provided 3.6 milliard dollars. Pluralizing above numbers, we can properly construe that these funds, which is for the reason of establishing private schools, leads to decreased charges of education and training by the government. Deducting capital and consumption payment, and also work forces, we can increase the productivity. So, it is possible to say that this privatization has ensued to lessening of consumption, capital, creating job, and work forces expense in governmental sector. Because one of the ways of increasing productivity is deducing inputs of the system, so we can expect to testify the productivity development of education and training by accretion of the roles of private sector. A system elegant to the organization, the use of more experts, experienced persons, and also peripheral analysis has flattened the way for reaching the intents, interests, and human resources dependence (Herrerea and Pang, 2005). Undoubtedly, privatization has a lot of economical, social, political, and also educational effects. A big question is that whether privatization can lead productivity growth in educational system? Most of testimonies in this field seem positive, but it lacks

more investigations, before these statements could be presented firm and stable. The findings show that there is a meaningful difference for each aspect of productivity and quality of working life between public and private schools employees (Abdolmaleki, 2006). The change of some managing methods can be good in governmental sector for betterment of the situation. This reasoning that the existence of private schools helps the productivity of public institutions is important. Presenting this logic in the report of World Bank in 1993 represents that a system combined of private and public schools, not only can result in lessened pressure on financial resources, but also encompasses the freedom of educational budget, addressing teachers' salaries, protecting property and other facilities of operational improvements. It can challenge the private schools by making productivity and the quality of training better, and use the whole society's capabilities too. A real rivalry depends on this fact that the managers of these schools would be interested in such contests. As the private and public schools are in the service of different markets in most of the situations, developed private schools, cannot even compete with the public schools, because most of the people cannot pay the outgo. Replacing the lesson program of private schools cannot challenge with comprehensive program of the public schools, because most of the people does not want the replaced lesson program, and private schools have been superior to public schools, because the public sector does not rival with the private sector, and its students try more than that of the public. Private teaching shows the incompetence of governmental educational system and social desire to investment of the private sector in education and training. If the cost, which is saved for private teaching, would be used for official educational system, all the people will benefit. Whereas most governments cannot increase the dedicated resources to educational system, but they can attract the family charges for their children in private classes to official education and training system by proper programming of fund. In some countries, investment is done for private teaching (Rebell, 2007). In the review of a poll in Sri Lanka, it was clarified that 60% of students have been taught in an ordinary level, and 84% in an advanced level in Colombo (Ruggiero, 2003). In Korea Republic, 37.4% of education and training expense is involved in tutoring, which is done out of school (Aschauer, 1998). This amount is more than allocated share to the books (19/3%), stationeries (7/4%), transportation (6.4%), and clothing, hostel and other tabs (29.5%). In 1992, researchers found that in urban areas of Bangladesh, 65% of students are taught in public elementary schools, which includes 43% of personal direct costs of education and training for parents in the investigated sample (Rebell, 2007). Private training is also mentioned as a part of significant performances in Kambujya (Asian Development Bank and Barry, 1999), Malaysia (Cristine et al., 2007), Myanmar (Gonand, 2007) and Singapore (Hanushek, 1992). While, more researchers are needed for this subject, some areas explain that

private teaching as a main activity is successful in both rich and poor countries and it is developing. In societies such as, Hong Kong, China, and Singapore, it has a deep root and is expanding day by day. In countries as Vietnam it was not evident in them, but is getting apparent. Tutoring is for all levels and the organizational structure and is always changing. Some lessons are personal, have to be taught specifically, and applicants have to learn them at the house of the teacher. On the other hand, there are some institutions which are teaching privately. By the expansion of individual instruction, this quandary would be a desirable property in most of the societies. The governments have to be aware of private training effects on family budget, its results on quantity, and also effectiveness of school in the main course of education, by observing scales and teaching nature. This protects or increases the social or geographical inequalities, while it is likely to benefit and privilege individual costumers who are not too much apparent. This activity reserves to be encouraged. Conclusion of studies showed that usually private schools gain better results for decreasing costs, and because of this, they are more affordable than public schools. In this examination, basic differences are represented for physical sources and facilities in all sorts of schools. The private schools are more affective in using such factors. Studies also indicate that they are freer for presenting services, and employees' salary. Private schools are more balanced and affordable than public schools. The researches are still in need of more caution.

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