



## Research Article



# Factors Motivating Parents Toward Private School for Their Children Admission at Secondary School Level in Swabi

Hamida <sup>1</sup>

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## Abstract

*The study sought to explore the factors motivating parents toward private schools for their children's admission. The objectives of the study were to identify the factors associated with physical facilities motivating parents toward private schools and to find out the factors associated with instructional practices motivating parents toward private schools. All the parents of class 9th students studying in 239 private schools at Swabi comprise the population of the study. Out of the total population, 100 educated parents were purposively selected from 10 private schools. 10 parents from each school were selected through a purposive sampling technique. A close-ended questionnaire containing 12 items on the Likert scale was used as a tool for gathering information. The collected data was analyzed by using the percentage as a statistical tool. The findings of the study concluded that the majority of the participants agreed that the availability of required physical facilities motivates us toward private schools for our children's admission. Most of the subjects agreed that the availability of updated Laboratories motivates us toward private schools for our children's admission. A great number of parents agreed that functional Libraries motivate us toward private schools for our children's admission.*

## Key Words

Motivating Parents, Private Schools, Physical Facilities

## Introduction

Parents become more concerned these days with selecting the best schools for their kids. Therefore, competition between private and public schools is established when parents have to choose a school for their children (Haslett, 2001). Parents prefer to send their children to private schools, according to research comparing their preferences for private and government schools. They believe that private schools offer higher-quality education than public ones. Various research gives varying explanations for why people are interested in private schools.

According to Moe (2001), parents prefer private schools because they have superior facilities, more qualified teachers, and a thorough monitoring system. Parents prefer private schools, according to Alt and Peter's (2002) research, since they admit pupils in accordance with specified criteria and produce the best results. Limited enrollment in courses for parents' children attending private schools, according to NCES (2003). According to Zain (2014), private schools have the resources to integrate cutting-edge technology into the teaching and learning process.

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According to Braun, Jenkins, and Griggs (2006), pupils in private schools receive better preparation for passing board exams. According to his research, parents are more likely to choose private schools than public ones when their children perform well on examinations. Additionally, he stated that private schools have a lower dropout rate than the public sector.

According to studies cited by Farooq (2016 & 2017), a hostile school climate, unaddressed learning difficulties, and a lack of extracurricular activities are the main causes of student dropout. He comes to the conclusion that a school needs to have tidy, clean, and adorned classrooms, play areas, sports, laboratories, teaching aids, and nice and knowledgeable teachers in order to attract more students. Kennedy's (2008) report claims that parents seek a well-rounded education for their kids, including instruction in academics, athletics, and social skills. They have no qualms about giving up their free time to provide their kids with the greatest possible education. They want their kids to be able to achieve "the best" throughout their lives in all endeavours. The best exam results can be a reliable record for parents to use to demonstrate to authorities their children's abilities and accomplishments. This encourages parents to enrol their kids in a school that has a solid reputation for providing excellent test scores. According to the National Assessment of Educational Progress from 2006, "greater academic performance" is what parents prefer about private schools. However, Archer (2000) found that parents prefer private schools because they prioritise religious instruction and student diversity, which ultimately aids students in making the best adjustments to life and achieving success in practical life. Private schools, according to Goldring and Phillips (2008), respect parental engagement and viewpoints. Consequently, parents are happier with private schools. This suggests that watchful parents like to know both their children's strengths and flaws. They are aware of the student's academic success, which is actually a result of the combined efforts of the parents and the school.

In comparison to public schools, there has been a quick increase in the admittance ratio for private institutions due to the observation that parents choose a private schools for their children. In Pakistan, enrolment in private institutions is in a far better state than enrollment in public institutions, as seen in Tables 1 and 2 (in the section below). Public colleges are undoubtedly growing annually, while private institutions are only showing a better increase in student enrolment.

### Statement of the Problem

Government schools are working to make education available to all pupils at public schools by giving out free tuition, books, and stipends, but private schools are more popular with parents. In truth, stipends, scholarships, and physical facilities undoubtedly draw people in, but if public schools do not concentrate on enhancing the quality of education, government policies fail to meet their objectives, forcing parents to consider sending their children to private schools. The present study was designed to investigate the factors that motivate parents toward private schools for their Children's admission at the secondary school level in Swabi.

### Objectives of the Study

- a) To identify the factors associated with physical facilities motivating parents toward private schools
- b) To find out the factors associated with instructional practices motivating parents toward private schools

### Research Questions

- a) Which factors motivate parents toward private schools for their children's admission?
- b) Which factors motivate parents toward private schools for their admission?

### Significance of the Study

The present study will be beneficial for all the stakeholders (female students, parents, teachers, policymakers, educationists, and psychologist) who belong to the teaching-learning process.

### Delimitation of the Study

The study was delimited to the parents of class 9<sup>th</sup> students studying at private schools of tehsil Swabi.

### Review of Related Literature

Current viewpoints emphasize the value of the educational sector in planning a nation's socioeconomic development. It promotes economic growth through knowledge and skill development by enhancing human qualities, such as making sure that people are more self-assured, aware of their surroundings, and physically active. Parents frequently work to provide their children with the finest learning environment possible. In addition to being responsible for their development and well-being, parents also have a duty to preserve and promote the health of their children. Parents typically worry about three major factors: social, economic, and cultural. In Malaysia, the private sector has grown to be a crucial source for delivering education at all levels during the past few decades. Private sector education's financial situation has recently improved thanks to measures taken to ensure its viability, including raising fee collection from a little percentage to a full fee extraction. In addition, the private sector has become a crucial area for investors and educates young people. The research placed a strong emphasis on analysing the better motive that led parents to make such a decision in terms of investigating the advantages and disadvantages of private schools. Eight key factors—social background/status, income level, school curriculum, school environment/facilities, school performance, location, teacher quality, and distance—are underlined based on the research review.

The goal of this study is to identify the most important criteria that parents use to decide which private school to send their kids to. By examining the benefits and drawbacks of these private schools as well as the factors and challenges parents encounter when choosing a school for their children, the researchers examined what drove parents to make such decisions. Due to its abundance of establishments and excellent private schools, the state of Selangor becomes a representative of all Malaysian states.

In addition to the aforementioned, this research also emphasises the direction that local authorities or government organisations should go in when preparing for the guidelines of the provision and construction of private schools in the Local and Structure Plans.

The researchers of this study used a number of private primary and secondary schools in Selangor to certify a number of factors. In order to determine the factors influencing parents' decisions to send their children to private schools, a literature review-based study has been conducted. Currently, numerous studies evaluate various points of view in relation to the subject. For instance, studies by West (2001), Bo setting (2004), Jackson, C., and Bisset (2005), as well as Ungerleider (2003), found that parents' school choices are largely influenced by the reputation and exam results of the schools they consider. The level of education of the parents, on the other hand, is cited by Van Pelt, Allison, and Allison (2007) as a factor in parents' decision to send their children to a private school.

Additionally, Beavis (2004) reported findings from a different study on the factors related to family background that was connected to parents who chose private. Typically, parents who were unhappy with the public schools enrolled their kids in private schools. Additionally, there were a few factors that helped parents choose a private school, including the parents' education, their occupation, the educational setting, the teacher-to-student ratio, and the smaller class sizes at private schools. Despite the fact that there were some discrepancies in the elements that influenced it, Dronkers and Peter (2003) claimed that the school environment is primarily responsible for the disparities between private schools and public schools. While it is reasonable

to presume that these causes or factors are related to one another, the chosen influences may change their relative importance or hierarchy of importance.

### **Private Education and Educational Choice**

Avram, S. and Dronkers, J. (2010) concurred that the characteristics of private schools—which are frequently preferred over public schools—can serve as a model for enhancing public sector institutions. This may be attributable to the development of elite private schools, whose initial goals included luring bright students and the offspring of wealthy families. Private schools are comparable to public schools despite being smaller in size. The independence and self-sufficiency of private schools are their key distinguishing features. Parents are encouraged to choose a school because that particular school has a strict admissions policy and has made it difficult for them to enrol their own children. According to Lutz 1996; Godwin, Kemerer et al. 1998; and McEwan 2001, the peer group has the ability to either help or hinder accomplishment. In addition, these researchers concurred that the socioeconomic status of the parent and the makeup of the school are key factors in the decision to enrol a child in a private school. According to Coleman, Hoffer et al. (1982), Greeley (1982), Alexander and Pallas (1983), Falsey and Heyns (1984), Coleman and Hoffer (1987), Langout and Léger (2000), and Dronkers and Robert (2008), private school students are typically from higher income levels and come from families with better educational backgrounds and more access to cultural resources. These families place higher expectations on their kids. Despite this, Noell (1982) discovered that the private school sector provides less support for students who are physically challenged or who have specific educational requirements (Parry 1996).

### **Parents' Participation in their Kids' Schooling**

All parents innately want the best education possible for their kids. This involves the parent's duty to protect and advance their child's welfare, growth, and health in the latter's best interests. Parents are free to state their preferences for the schools they would like their kids to attend (Scottish Executive, 2006). They are able to impart personal expertise to their kids and foster more healthy rivalry between schools and pupils than a school district would. Therefore, parent participation programmes that involve parents collaborating with their kids on learning activities at home are the most successful (Michigan Department of Education, 2001). Requirements for parental involvement result in a trade-off. Higher achievement should be the result of participating parents' involvement. However, parents who are unable or unwilling to participate are constrained to only choosing schools that do not demand parental involvement (Van Dunk et al, 1998).

### **The Variables Affecting Parents' Decisions to Send their Kids to Private Schools**

According to the study, there are a number of factors that parents consider when choosing a private school for their kids, including:

#### **Social Status and Background**

Indicators of social background, according to Catsambis (1998), include the socioeconomic status composition of parents' education, employment, income, a choice of family possessions, and race or ethnicity. Moreover, it also indicates the importance of parents' occupational status. As stated by Rehman, Khan, Triq, and Tasleem, (2010), the higher status of parents' occupational prestige involves, hence, the higher choice of selecting private school over public for their children. This situation influences the parents' satisfaction with their decisions regarding the schools they prefer for their kids to attend. Parents also take into account a number of other important variables, such as the size of the family, the educational attainment of the parents, their level of income, the staff members' qualifications, and the academic standing of the school. Additionally,

the wide variations in private school attendance rates are a result of racial and ethnic income disparities (Fairlie, 2006).

Due to the expanding availability of private-school vouchers, which are intended for low-income households in low-income, high-minority school districts, private schools are now accessible to a wider range of parents (Goldring and Rowley, 2006). According to this study, there is social class creaming because parents who have larger social networks and more informational access are more likely to participate in the decision-making process.

### Income Level

Because parents must pay for school quality assurances, income level has a significant impact on their decision regarding their children's education (Rehman et. al, 2010). Some middle-class parents with better educational backgrounds will work hard to get their kids accepted into the top private schools. Dronkers J. & S. Avram (2010), who argued that wealthy families in terms of their level of education and occupational prestige represent the student's socioeconomic background, also support the cases.

### School Curriculum

The course outlines provided in the private school may differ from those in the public school. The majority of parents choose private, religiously-defined schools. Parents who choose schools with a religious focus are concerned with the development of their children's morality, values, religion, families, and characters, according to Van Pelt et al. (2007). However, Wilkinson et al. (2004) studied how religious schools place different amounts of emphasis on the religious component. While religion is an important factor, how much emphasis different families and parents place on it when choosing schools can vary.

### School Facilities and Environment

According to Smith's definition from 2000, a school typically consists of school buildings on a convenient site that offer the amenities and environment needed for kids to focus and study. It is a location where complicated organisational techniques are used to influence people's social perspectives, school management, organisation, and class placement, as well as the calibre and efficacy of teachers. In conclusion, a school as a whole does not just emphasise academic results but also emphasises aspects of individual or societal growth. Therefore, a school must have convenience, safety, and desirable qualities. The setting of the educational institution itself has a significant impact on the quality of education (Rehman et. al., 2010).

It is undeniable that a number of factors, including the parents' level of education, their occupations, the size of the classes, and the teacher-to-student ratio, influence the choice of school for their children. On the other side, school amenities may also have an impact on how well pupils perform in class. Private schools typically create facilities that are modified to serve instructional needs or add new structures to accommodate growth. According to Peterson and Llaudet (2006), the analysts found that the resources and facilities at the schools had a minimal bearing on the academic progress of the children.

### Academic Results

The environment of schools and student achievement are clearly related. Berry (2002) stated that the secret to an educational setting with great academic achievement is a positive school climate. Based on the academic success of the school, parents are more willing to send their kids there. Students who attended private schools outperformed those who attended public schools, according to the NCES survey (Peterson and Llaudet, 2006). Basically, there were two fundamental causes for it. Peterson and Llaudet (2006) concurred that the inclusion of student

attributes susceptible to school impact and the inconsistent classification of student characteristics across sectors were problematic.

### **Location**

Schools' popularity and unpopularity are compared in some way because of the area's strategic location and the equilibrium of supply and demand for the school. According to Flatley (2001), although the school's building history and school closure policies also have an impact on it, the site of schools is mostly planned based on projected changes in the neighbourhood's demographics. Additionally, the school's location must be handy, and it is best described as another consideration that parents took into account while choosing a school. The majority of schools do not offer transportation to and from the building. According to Goldring and Rowley, the convenient factor connects the distance, the school's to-and-from location, as well as the transit element (2006).

### **Teaching Standards**

Over the past 20 years, there has been discussion on the relative benefits of private schools in both industrialised and developing nations. According to the Organization for Economic Co-operation and Development (OECD), private schools in industrialised nations are supposed to offer higher-quality education than public ones. According to Nurahimah (2010), effective supervision can boost or detract from a teacher's effectiveness. Therefore, knowledge, interpersonal skills, and technical abilities are necessary for teachers to be effective. In contrast, for some parents, the significance of this aspect has a substantial impact on the competitiveness of both types of schools. This feature also makes for a good discussion point, and it may be stated that private schools create teachers who are superior to those from public ones (Wilkinson et. al. 2004).

### **Distance**

The main responsibility of Local Education Authorities (LEAs) is to find a solution to the conflict between managing school access and provision. The findings of this study demonstrate that "the expectations, experiences, and ideals of parents influence the choice of school," even when secondary school locations are chosen effectively and efficiently in relation to where parents live (Flatley et. al, 2001). According to Goldring and Rowley (2006), parents typically choose a school based on where they reside. In order to ensure that the distance between school and home is reachable, it is crucial for parents to be involved in their children's education. Additionally, the responders that acknowledge the significance of location are primarily those who require the appropriate transportation resources or those who live distant from the site of the school. Parents, however, might not take the distance between the schools into account in some circumstances. According to Bernal's research from 2005, some middle-class families make little effort to enrol their children at the closest school. They have taken into account the possibility that their neighbourhood's closest school may not be the ideal option for their children's education.

### **Methods and Procedure**

#### **Nature of the Study**

The present study was descriptive in nature, in which the researcher collected data concerning the current status of the subject of the study.

#### **The population of the Study**

All the parents of class 9<sup>th</sup> students studying in 239 private schools at Swabi comprise the population of the study.

### Sampling of the Study

Out of the total population, 100 educated parents were purposively selected from 10 private schools. 10 parents from each school were selected through a purposive sampling technique.

### Research Instrument

A close-ended questionnaire containing 12 items on Likert scale was used as a tool for gathering information on the extent of parents' motivation towards private schools. The structured items measured the individual responses to clarify the objective responses and at the same time, increase the preparation of recommendations for the study.

### Data Collection

The researcher personally met with the sampled students for data collection and distributed the questionnaire among them.

### Analysis of Data

The collected data was analyzed by using the percentage as a statistical tool.

### Analysis of Data

#### Physical Facilities

**Table 1**

*The availability of required physical facilities motivates parents toward private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	45	30	10	5	10
Percentage	45	30	10	5	10

Table 1 described 75% of the participants who agreed that availability of required physical facilities motivates us toward private schools for our children's admission.

**Table 2**

*The availability of updated Laboratories motivates parents toward private schools for their children's admission*

	SA	A	N	DA	SDA
Frequency	20	57	5	5	13
Percentage	20	57	5	5	13

Table 2 elaborated that 77% of the subjects agreed that the availability of updated laboratories motivates us toward private schools for our children's admission.

**Table 3**

*Functional Libraries motivate parents toward private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	50	32	0	10	8
Percentage	50	32	0	10	8

Table 3 described 82% of the parents agreed that functional Libraries motivate us toward private schools for our children's admission.

**Table 4**

*The availability of game opportunities motivates parents toward private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	25	30	20	12	13
Percentage	25	30	20	12	13

Table 4 delineates that 55% of the respondents agreed that the availability of game opportunities motivates us toward private schools for our children's admission.

**Table 5**

*Substitute arrangements for electricity shortages during school times motivate parents toward private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	31	40	10	5	14
Percentage	31	40	10	5	14

Table 5 showed 71% of the replier agreed that substitute arrangements for electricity shortages during school timings motivate us toward private schools for our children's admission.

**Table 6**

*The availability of clean drinking water motivates parents toward private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	50	35	10	5	0
Percentage	50	35	10	5	0

Table 6 depicted 85% of the answerers agreed that the availability of clean drinking water motivates parents toward private schools for their children's admission.

## Instructional Practices

**Table 7**

*Conceptual-based teaching in private schools motivates parents toward private schools for their children.*

	SA	A	N	DA	SDA
Frequency	42	43	10	2	3
Percentage	42	43	10	2	3

Table 7 described 85% of the participants agreed that conceptual-based teaching in private schools motivates us toward private schools for our children.

**Table 8**

*Utilization of modern teaching skills motivates parents toward private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	32	50	3	10	5
Percentage	32	50	3	10	5

Table 8 showed 82% of the cooperators agreed that the utilization of modern teaching skills motivates us toward private schools for our children's admission



**Table 9**

*Hardworking teachers in private schools inclined parents for their children's admission.*

	SA	A	N	DA	SDA
Frequency	44	40	11	2	3
Percentage	44	40	11	2	3

Table 9 highlighted 84% of the students agreed that hardworking teachers in private schools inclined us for our children's admission.

**Table 10**

*Assigning and checking homework on daily basis in private schools motivate parents toward children's admission.*

	SA	A	N	DA	SDA
Frequency	40	48	12	0	0
Percentage	40	48	12	0	0

Table 10 detailed that 88% of the respondents agreed that assigning and checking homework on daily basis in private schools motivate us toward our children's admission.

**Table 11**

*Excessive testing during sessions motivates parents towards private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	50	40	5	5	0
Percentage	50	40	5	5	0

Table 11 determined 90% of the participants agreed that excessive testing during the session motivate us towards private schools for our children's admission.

**Table 12**

*Better results in external examinations inclined parents toward private schools for their children's admission.*

	SA	A	N	DA	SDA
Frequency	43	48	2	3	4
Percentage	43	48	2	3	4

Table 12 elucidated that 91% of the subjects agreed that better results in external examinations inclined us toward private schools for our children's admission.

## Findings

1. Table 4.1 described 75% of the participants agreed that the availability of required physical facilities motivates us toward private schools for our children's admission
2. Table 4.2 elaborated that 77% of the subjects agreed that the availability of updated Laboratories motivates us toward private schools for our children's admission
3. Table 4.3 described 82% of the parents agreed that functional Libraries motivate us toward private schools for our children's admission.
4. Table 4.4 delineate that 55% of the respondents agreed that the availability of games opportunities motivates us toward private schools for our children's admission.
5. Table 4.5 showed 71% of the replier agreed that substitute arrangements for electricity shortage during school timings motivate us toward private schools for our children's admission.
6. Table 4.6 depicted 85% of the answerers agreed that the availability of clean drinking water motivates parents toward private schools for their children's admission.

7. Table 4.7 described 85% of the participants agreed that conceptual-based teaching in private schools motivates us toward private schools for our children.
8. Table 4.8 showed 82% of the cooperators agreed that the utilization of modern teaching skills motivates us toward private schools for our children's admission
9. Table 4.9 highlighted 84% of the students agreed that hardworking teachers in private schools inclined us for our children's admission.
10. Table 4.10 details that 88% of the respondents agreed that assigning and checking homework on daily basis in private schools motivate us toward our children's admission.
11. Table 4.11 determined 90% of the participants agreed that excessive testing during the session motivate us towards private schools for our children's admission.
12. Table 4.12 elucidated that 91% of the subjects agreed that better results in external examinations inclined us toward private schools for our children's admission.

## Conclusion

The majority of the participants agreed that the availability of required physical facilities motivates us toward private schools for our children's admission. Most of the subjects agreed that the availability of updated Laboratories motivates us toward private schools for our children's admission. A great number of parents agreed that functional Libraries motivate us toward private schools for our children's admission. A share amount of the respondents agreed that the availability of game opportunities motivates us toward private schools for our children's admission. The majority of the participants agreed that substitute arrangements for electricity shortages during school timings motivate us toward private schools for our children's admission. Majority agreed that the availability of clean drinking water motivates parents toward private schools for their children's admission. Maximum participants agreed that conceptual-based teaching in private schools motivates us toward private schools for our children. Most of the participants agreed that the utilization of modern teaching skills motivates us toward private schools for our children's admission. The majority of the students agreed that hardworking teachers in private schools inclined us to our children's admission. Many of the respondents agreed that assigning and checking homework on daily basis in private schools motivate us toward our children's admission. A shared number of the participants agreed that excessive testing during the session motivate us towards private schools for our children's admission. The majority of the subjects agreed that better results in external examinations inclined us toward private schools for our children's admission.

## Recommendations

Based on the findings the following recommendations were made.

1. The government may ensure such facilities that inclined parents toward private schools that the children of poor/middle-class communities receive a quality education.
2. The PSRA might be played a positive role in overcoming the problems of private schools.
3. An awareness workshop might be arranged for the parents about recognizing key factors associated with their children's admission.

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