

Exploration of Difference Parents Perspectives when Choosing a School for Children in Bangladesh

Md Kamrujjaman¹ and A K M Obaydullah²

¹Superintendent, Dhaka PTI, Primary and Mass Education Ministry, Bangladesh

²Instructor, URC, Ministry of Primary and Mass Education, Bangladesh.

Abstract

The number of private kindergarten school is increasing at a significant rate resulting in a number of parents transferring their children's education from government primary school in Bangladesh. This study examined through survey questionnaire from 135 parents of government primary school (GPS) and 112 parents of the private kindergarten school (PKGS) to identify what factors influenced them to send their children to PKGS / GPS, or vice-versa. This study also conducted semi-structured interviews with 4 parents of GPS & 4 parents of PKGS to explore the behind reasons of choosing the school for their children and what factors affected their decision -making. Some parents of GPS expressed that they will shift their children to PKGS due to lower academic performances. On the other hand, some parents of PKGS pointed that they will shift their children to GPS due to teacher's lower qualification. The researcher identified some dominating elements like class size, academic performances, teacher-students positive relationship, cordiality of the teachers to the students, safe environment of the school, parents-teachers relationship, school physical facilities and social status which affected the parents to select school for their children. The researcher discussed with the latest literature review following the above-cited dominating factors of school choice. This study also recommended for the central, district, school, School Managing Committee and parents level for the development of the government primary school.

Key words: Difference, Parents, Perspectives GPS, PKGS, School Choice

1. Introduction:

The aim of primary education in Bangladesh is supporting the development of child's physical, mental, emotional, social, moral, human, aesthetic, spiritual, patriotism, science-mindedness, creativity, and encourage them to have a vision for a flourishing life (NCTB, 2011). The teachers of primary schools are assisting the children to acquire directly above-cited aim. 64122 government primary schools (GPS) and 20601 private kindergarten schools (KGS) are covering respectively 50.6% and 16.3% number of children in primary education (MoPME, 2016). MoPME is appointing teachers and monitoring officers, providing training, furnished classroom, digital technologies, wash block, supplementary reading materials to boost up primary education in Bangladesh. The government vision is to upgrade primary education with the development country. The government selects primary teachers with a competitive written and viva-voce test for GPS. The government primary school offers full free primary education. On the other hand, private kindergarten school supplies primary education with tuition fees. The independent educational settings set the standards and employ the teaching staff for KGS.

The teachers of government primary schools are mandatory to receive 18 months Diploma in Primary Education (DPED) from the Primary Training Institute (PTI). The Diploma in Primary Education (DPED) curriculum emphasises on child-centred pedagogy in order to improve teaching quality and children's achievement of learning competencies and outcomes (UNICEF, 2014). This curriculum is practice based that ensures a high quality of teacher education. After acquiring DPED degree, the teachers will enable their students to construct new knowledge in ways which are participatory, interactive and creative. The teacher will understand children's individual learning needs and develop their learning in cognitive, social and affective areas and know how to construct and maintain a supportive and inclusive learning environment. The teachers of government primary schools are also trained on Information and Communication Technology (ICT) from PTI. Directorate of Primary Education arranges six days duration subject based training (Bangla, English, Mathematics, Global studies, Science, Music, art & culture, and physical education) for government primary teachers (DPE, 2016 Training Calendar). On the other hand, the teachers of the private kindergarten schools have no enough training facilities.

Every government primary school has a minimum 33 decimal areas so that children offer playing opportunities. However, every private kindergarten school has no playing field. But play is the medium of learning for the children. Directorate of Primary Education sanctions about US\$480.00 for each government primary school every

year to manage teaching learning and playing materials (DPE, 2016, SLIP Guideline). Yet, there is a still large demand for places at kindergarten school.

The Ministry of primary and mass education annual census of 2016 indicates that the number of private kindergarten schools is increasing at a significant rate resulting in a number of parents transferring their children's education from government primary school.

Table 1: The comparative feature of GPS and GKS increasing

Year	2010	2012	2014	2016
Number of school KGS	4418	12480	16170	20601
Number of GPS	57733	59773	63041	64122

Source: Annual Primary school Census 2016 & MoPME website

Bangladesh is an over populated south Asian country. It is the 8th largest population country in the world. The rate of education is 60%. The population growth rate is 1.37%. The per capita income is US\$ 1314 (Bangladesh National Information Centre website). The government has allocated 19.4% development budget for Education and Technology sector. The government should extend the development budget allocation rate for the improvement of education and technology sectors especially primary education. As the primary education is the base of the education.

The education of Bangladesh comprises of primary, junior school certificate, secondary school certificate, vocational, higher secondary certificate and higher education level. The Ministry of Education (MoE) covers all level education without primary education. The Ministry of Primary and Mass Education (MoPME) is responsible for primary education (Grade 1 to 5) and non-formal education.

Researchers observed that a number of educated parents send their children to private kindergarten with tuition fee. Though, the government primary school offers free education. The researchers selected the topics as professional responsibilities and takes challenges to identify the influencing factors from the perspective of parents who sent their children to government primary school and private kindergarten school.

2. Objective:

The objective of the study to understand what factors influence parental choice of schools for their children. This information will enlighten the development of provision and practice within government primary schools.

3. Research Questions:

- I. What are the factors which influence parent's decision to select the primary school for their children?
- II. What effective and applicable suggestions can be made to develop the profile of government primary school?

4. Contributions of this Study

Limited research has been carried out focusing on the elements that influences parents in their choices for government primary school or private kindergarten schools in Bangladesh. So, this research provides a meaningful contribution to understanding the reasons regarding parental influencing factors of school choice for their children. This study collected data from primary level schools.

5. Methodology:

This study considered a mixed method design, combination of qualitative and quantitative approaches to examine the parents' preference the public primary school and kindergarten school for their children at local town in Bangladesh. Survey questionnaires and interviews were considered as the research instruments for this study.

This study requires collecting current phenomena about the parental school choice for their children in a real-life context as there are no clear borders between the phenomena, parents' choice of school, and the demographic characteristics of parents.

This study considers the whole parents of primary school going children in an old local town in Bangladesh as population. There are 29 government primary school (GPS) and 47 private kindergarten school (PKGS) in a local town where parents send their children. The researcher selected purposefully parents of one GPS and one PKGS from the old local town. The researcher took verbal consent from the two head teacher of government primary school and private kindergarten school before selection the two schools. This old town is important due to education board, university, a number of famous school & college, biggest land port, air force training centre, cantonment, and business centre which is likely similar to the capital of Bangladesh. The researcher is a habit of communicating with the old local towns' primary schools and parents as a service holder. This is why; the researcher feels comfortable and expects to collect fundamental information from the parents of old local town. Collected data were computerized and analyzed using MS Excel.

6. Findings

The first section of the survey questionnaire consisted of 18 questions related to type of parents, highest qualification, number of children, nearest type of school from residence, favorite type of school, information and expenditure about house tutor or coaching, distance and convenience cost for school, and information about the admission in the selected school.

Type of Guardian

Among the total number of 247 participated parents, 135 were from “GPS A” and 112 from “PKGS B” for this study. Table 3 shows that 93% mothers and 6% fathers of “PKGS B” participate in this study while 54.81% mothers and 37.03% father from “GPS A”.

Table 2: Types of parents/ guardian who participated in this study from “GPS A” and “PKGS B”

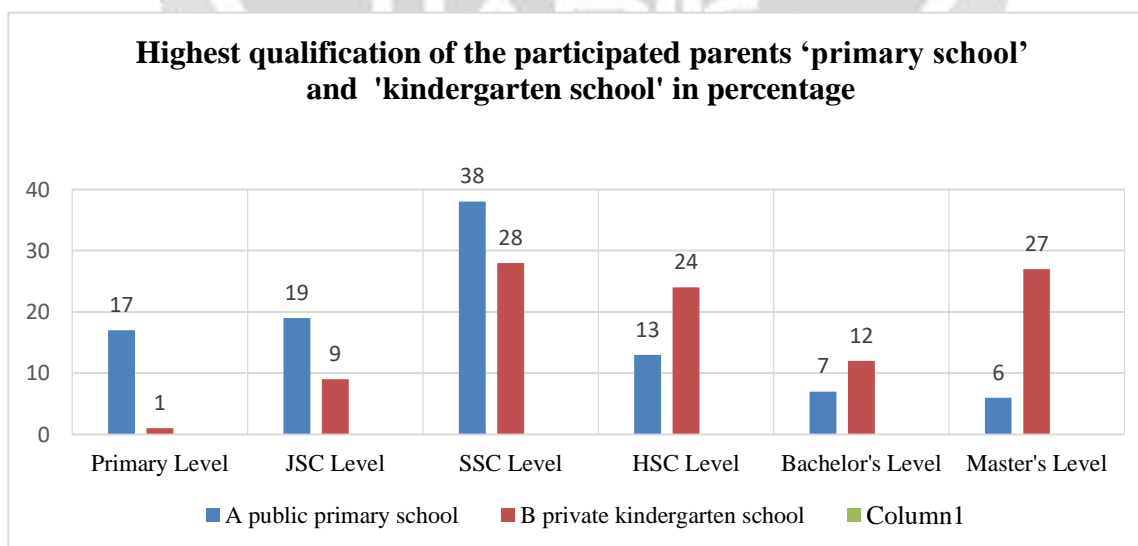
Type of parents	Father	%	Mother	%	Others	%	Total
Parents of “GPS A”	50	37.03	74	54.81	11	8.14	135
Parents of “PKGS B” school	7	6.25	104	92.85	1	0.89	112
	57	23.07	178	72.06	12	4.85	247

The highest qualification of the parents

Table No 4 and pie chart no 1 & 2 provide that the parent’s highest qualification of “PKGS B” is 27% master’s degree and 12% bachelor’s degree while only 6% master’s degree and 7 % bachelor’s degree of “GPS A”. The data showed that more educated people selected kindergarten school for their children.

Table 3: Highest qualification of the participated parents

Type of parents	Primary	%	JSC	%	SSC	%	HSC	%	B A	%	M A	%	Total
Parents of “GPS A”	23	17.03	26	19.25	51	37.77	18	13.33	9	6.66	8	5.92	135
Parents of “PKGS B” school	1	0.89	10	8.92	31	27.67	27	24.10	13	11.60	30	26.78	112
	24	9.71	36	14.57	82	33.19	45	18.21	22	8.90	38	15.38	247



Graph no. 1 highest qualification of the participated parents from “GPS A” and “PKGS B” school.

The total number of children of participated parents

The table no 5 below illustrates that 10% parents of “GPS A” have three children and 5% have four children while 4% parents of “PKGS B” have three children. On the other hand parents of “PKGS B” have no four children. It expresses that big family prefers public primary school.

Table 4: the total number of children for each parent.

Type of parents	1	%	2	%	3	%	4	%	5	%	Total
Parents of “GPS A”	68	50.37	47	34.81	13	9.62	7	5.18	0	0	135
Parents of “PKGS B” school	65	58.03	41	36.60	5	4.46	0	0	0	0	112
	133	53.84	88	35.62	18	7.28	7	2.83			247

Type of nearest school from residence of parents

The table 6 expresses that public primary school is the nearest school of 81% parents of “GPS A” while 56% parents of “PKGS B”.

Table 5: Type of nearest school from residence of parents

Type of parents	Public Primary school	%	Private Kindergarten school	%	Total
Parents of “GPS A”	110	81.48	25	18.51	135
Parents of “PKGS B” school	63	56.25	49	43.75	112
	173	68.86	74	31.13	247

Parental preference of GPS versus PKGS

The table 7 illustrates that 90% parent of “GPS A” while 23% parents of “PKGS B”.

Table 6: Parental preference of GPS versus PKGS

Type of parents	Public Primary school	%	Private Kindergarten school	%	Total
Parents of “GPS A”	122	90.37	13	9.62	135
Parents of “PKGS B” school	26	23.21	86	76.78	112
	148	156.79	99	43.20	247

Monthly fees and school choice

The questionnaire contains a question for only parents for “GPS A” about there is no monthly fee at PKGS. so they would admit their children at private kindergarten school. The data of table no 8 presents those 50% parents of “GPS A” would choose “PKGS” if there is no monthly fee.

Table 7: Monthly fees and school choice

Parents of school	Yes	%	No	%	Total
Parents of “GPS A”	68	50.37	67	49.62	135

Anybody’s Influence or self decision to admit their children:

The data of Table 9 shows that 65% both types of parents select the school to admit their children themselves.

Table 8: anybody's Influence or self-decision to admit their children at "GPS A" and "PKGS B".

Type of parents	Anybody's Influence	%	Self decision	%	Total
Parents of "GPS A"	53	39.25	82	60.74	135
Parents of "PKGS B" school	34	30.35	78	69.64	112
	87	34.80	160	65.19	247

Who took decision to admit their children at "GPS A" and "PKGS B"

There were no significant differences between the parents of "GPS A" and "PKGS B" about the taking decision to admit their children. The data of Table 10 shows that 70% parents select "GPS A" jointly, 8% only father, 8% only mother, 7% only neighbor, 1% only teacher, 2% others and 3% all cited people while 70% parents select "PKGS B" jointly, 8% only father, 8% only mother, 4% only neighbor, 2% only teacher, 1% others and 8% all cited people.

Table 9: who decided to admit their children at "GPS A" and "PKGS B"

Type of school	Parents	%	Father	%	Mother	%	Neighbour	%	Teacher	%	Others	%	All cited	%	Total
"GPS A"	95	70.37	11	8.14	11	8.14	9	6.66	2	1.48	3	2.22	4	2.96	135
"PKGS B" school	78	69.64	9	8.03	8	8.03	5	4.46	2	1.78	1	0.89	9	8.03	112
	173	70.01	20	8.08	19	8.08	14	5.56	4	1.63	4	1.55	13	5.49	247

Factor Analysis

The second section of the survey questionnaire consists of 28 questions which are divided into ten sub-sections to explore any possible underlying dimensions that may associate with different patterns of parents' responses (see the appendix no 1).

Academic Factors: curriculum, school time and enjoy school of "GPS A" and "PKGS B"

Academic factors divide into three sub sections. The table 11, the first sub section of institutional factors presents the degree of parental preference of school choice elements on curriculum, school time and enjoys school. The data shows that parents of "GPS A" strongly agree with existing curriculum 29%, 49% agree, 20% disagree and 2% strongly disagree while parents of "PKGS B" strongly agree with existing curriculum 44%, 39% agree, 14% disagree and 3% strongly disagree. The data presents that parents of "GPS A" strongly agree with current daily routine 35%, 51% agree, 12% disagree and 3% strongly disagree while parents of "PKGS B" strongly agree with present daily routine 38%, 46% agree, 12% disagree and 4% strongly disagree. The data describes that parents of "GPS A" strongly agree with their children enjoyment of school 50%, 36% agree, 9% disagree and 4% strongly disagree. While parents of "PKGS B" strongly agree with existing curriculum 49%, 47% agree, 2% disagree and 2% strongly disagree. The significant information shows the table 18 that parents of "PKGS B" are more satisfied with the curriculum of private kindergarten school than parents of "GPS A".

Table 10: curriculum, school time and enjoy school

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
I am satisfied with the curriculum of this school	GPS A	39	28.88	66	48.88	27	20.00	3	2.22	135
	PKGS B	49	43.75	44	39.28	16	14.28	3	2.67	112
School duration (daily time) is appropriate	GPS A	47	34.81	69	51.11	16	11.85	3	2.67	135
	PKGS B	43	38.39	51	45.53	14	12.5	4	3.57	112
My child enjoys coming to school	GPS A	68	50.37	49	36.29	12	8.88	6	4.44	135
	PKGS B	55	49.10	53	47.32	2	1.78	2	1.78	112

Academic Factors: teaching with level of understanding, good learning, visible progress of learning:

The table 12, the second subsection of academic factors presents the degree of parental preference of school choice elements on teaching with the level of understanding, real learning, and visible progress of knowledge. The data shows that parents of “GPS A” strongly agree with the teaching quality of the teachers 29%, 41% agree, 21% disagree and 9% strongly disagree. On the other hand parents of “PKGS B” strongly agree with the teaching quality of the teachers 32%, 48% agree, 9% disagree and 9% strongly disagree. The data presents that parents of “GPS A” strongly agree with the real learning of the children 33%, 48% agree, 16% disagree and 2% strongly disagree. While parents of “PKGS B” strongly agree with the right learning of the children 29%, 62% agree, 11% disagree and 0% strongly disagrees. The data describes that parents of “GPS A” strongly agree with their children visible progress of learning 35%, 45% agree, 17% disagree and 3% strongly disagree. While parents of “PKGS B” strongly agree with the visible progress of learning 39%, 53% agree, 8% disagree and 0% strongly disagrees. The table 19 shows those parents of “PKGS B” are agree with the three ‘academic factors: teaching with the level of understanding, real learning, and visible progress of learning’ more than parents of “GPS A”.

Table11: teaching with level of understanding, good learning, visible progress of learning

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
The school understands and responds to my child's needs	GPS A	39	28.88	56	41.48	28	20.74	12	8.88	135
	PKGS B	36	32.14	54	48.21	11	9.82	11	9.82	112
My child is taught well at school	GPS A	45	33.33	65	48.14	22	16.29	3	2.22	135
	PKGS B	32	28.57	69	61.60	11	9.82	0	0	112
My child is making good progress	GPS A	47	34.81	61	45.18	23	17.03	4	2.96	135
	PKGS B	44	39.28	59	52.67	9	8.03	0	0	112

Academic Factors: motivation of the students, age related homework, enjoyment of extracurricular of “GPS A” and “PKGS B”

The table 13, the third subsection of academic factors presents the degree of parental preference of school choice elements on the motivation of the students, age-related homework, and enjoyment of extracurricular. The data shows

that parents of “GPS A” strongly agree with the motivation of the students 31%, 44% agree, 22% disagree and 3% strongly disagree. On the other hand, parents of “PKGS B” strongly agree with the motivation of the students 21%, 62% agree, 13% disagree and 4% strongly disagree. The data presents that parents of “GPS A” strongly agree with the age-related homework 33%, 50% agree, 16% disagree and 1% strongly disagree. While parents of “PKGS B” strongly agree with age-related homework 29%, 54% agree, 17% disagree and 0% strongly disagrees. The data describes that parents of “GPS A” strongly agree with their children’s enjoyment of extracurricular 32%, 45% agree, 14% disagree and 9% strongly disagree. While parents of “PKGS B” strongly agree with their children’s enjoyment of extracurricular 22%, 49% agree, 26% disagree and 3% strongly disagree. The table 20 shows those parents of “PKGS B” agree with the three ‘academic factors: motivation of the students, age-related homework, and enjoyment of extracurricular more than parents of “GPS A”’.

Table 12: Academic Factors: motivation of the students, age related homework, enjoyment of extracurricular

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
My child is encouraged to work hard and do their best	GPS A	42	31.11	59	43.70	30	22.22	4	2.96	135
	PKGS B	24	21.42	69	61.60	15	13.39	4	3.57	112
My child receives an appropriate amount of homework for his/her age	GPS A	45	33.33	67	49.62	21	15.55	2	1.48	135
	PKGS B	32	28.57	61	54.46	19	16.96	0	0	112
My child enjoys a stimulating range of extra-curricular activities	GPS A	43	31.85	61	45.18	19	14.07	12	8.88	135
	PKGS B	25	22.32	55	49.10	29	25.89	3	2.67	112

Teachers qualifications according to view of “GPS A” and “PKGS B” school

The Table no 14 describes that 40% parents of “GPS A” support the statement on the teacher’s qualification ‘strongly agree’, 42% ‘Agree’, 16% ‘Disagree’, 2% ‘Strongly disagree’. On the other hand, 42% parents of “PKGS B” support the statement on the teacher’s qualification ‘strongly agree’, 53% ‘Agree’, 5% ‘Disagree’, 0% ‘Strongly disagree’.

Table 13: Teachers qualifications according to view of “GPS A” and “PKGS B”

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
All teachers are qualified	GPS A	54	40	57	42.22	21	15.55	3	2.22	135
	PKGS B	47	41.96	59	52.67	6	5.35	0	0	112

Teacher’s cordiality on the students of “GPS A” and “PKGS B”

The Table no 15 describes that 22% parents of “GPS A” support the statement on the teacher’s cordiality on the students ‘strongly agree’, 19% ‘Agree’, 53% ‘Disagree’, 6% ‘Strongly disagree’. On the other hand, 35% parents of “PKGS B” support the statement on the teacher’s cordiality on the students ‘strongly agree’, 50% ‘Agree’, 11% ‘Disagree’, 5% ‘Strongly disagree’.

Table 14: Teacher's cordiality on the students "GPS A" and "PKGS B"

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
All teachers are cordial and devoted	GPS A	30	22.22	25	18.51	72	53.33	8	5.92	135
	PKGS B	39	34.82	56	50	12	10.71	5	4.46	112

Class size of "GPS A" and "PKGS B"

The Table no 16 describes that 31% parents of "GPS A" support the statement on the small class size (number of students) 'strongly agree', 28% 'Agree', 32% 'Disagree', 9% 'Strongly disagree'. On the other hand, 49% parents of "PKGS B" support the statement on the small class size (number of students) 'strongly agree', 36% 'Agree', 8% 'Disagree', 7% 'Strongly disagree'.

Table 15: Class size of "GPS A" and "PKGS B"

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
The class size is small (number of students)	GPS A	42	31.11	38	28.14	43	31.85	12	8.88	135
	PKGS B	55	49.10	40	35.71	9	8.03	8	7.14	112

Consciousness of SMC (School Managing Committee) and PTA (Parents Teacher's association) of "GPS A" and "PKGS B"

The Table no 17 describes that 25% parents of "GPS A" support the statement on the consciousness of SMC 'strongly agree', 50% 'Agree', 18% 'Disagree', 7% 'Strongly disagree'. On the other hand, 23% parents of "PKGS B" support the statement on the s consciousness of SMC strongly agree', 33% 'Agree', 21% 'Disagree', 19% 'Strongly disagree'. The Table no 24 also describes that 36% parents of "GPS A" support the statement on the consciousness of PTA 'strongly agree', 41% 'Agree', 19% 'Disagree', 4% 'Strongly disagree'. On the other hand, 13 parents of "PKGS B" support the statement on the s consciousness of PTA strongly agree', 29% 'Agree', 36% 'Disagree', 21% 'Strongly disagree'.

Table 16: Consciousness of SMC (School Managing Committee) and PTA (Parents Teacher's association) of "GPS A" and "PKGS B"

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
School Managing Committee is conscious about the daily activities of the school	GPS A	34	25.18	67	49.62	24	17.77	10	7.40	135
	PKGS B	26	23.21	37	33.03	28	20.74	21	18.75	112
Parents Teachers Association is active	GPS A	48	35.55	56	40.74	25	18.51	6	4.44	135
	PKGS B	15	13.39	33	29.46	40	35.71	24	21.42	112

Effective communication about children's progress and way of supporting children of "GPS A" and "PKGS B"

The Table no 18 describes that 27% parents of "GPS A" support the statement on the effective communication about children's progress 'strongly agree', 36% 'Agree', 30% 'Disagree', 7% 'Strongly disagree'. On the other hand, 20% parents of "PKGS B" support the statement on the effective communication about children's progress strongly

agree', 29% 'Agree', 31% 'Disagree', 20% 'Strongly disagree'. The Table no 25 also describes that 19% parents of "GPS A" support the statement in the way of supporting on children 'strongly agree', 44% 'Agree', 30% 'Disagree', 6% 'Strongly disagree'. On the other hand, 20% parents of "PKGS B" support the statement in the way of supporting children strongly agree', 20% 'Agree', 33% 'Disagree', 30% 'Strongly disagree'.

Table 17: Effective communication about children's progress and way of supporting children of "GPS A" and "PKGS B"

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
The school communicates with me effectively about my child's progress	GPS A	36	26.66	49	36.29	41	30.37	9	6.66	135
	PKGS B	22	19.64	33	29.46	35	31.25	22	19.64	112
The school communicates with me effectively about how to support my child's learning	GPS A	26	19.25	60	44.44	41	30.37	8	5.92	135
	PKGS B	19	19.96	22	19.64	37	33.03	34	30.35	112

Effective communication about school events and seeks recommendation from parents of "GPS A" and "PKGS B"

The Table no 19 describes that 34% parents of "GPS A" support the statement in the **effective communication about school events** 'strongly agree', 41% 'Agree', 15% 'Disagree', 10% 'Strongly disagree'. On the other hand, 23% parents of "PKGS B" support the statement in the **effective communication about school events** 'strongly agree', 41% 'Agree', 12% 'Disagree', 15% 'Strongly disagree'. The Table no 26 also describes that 33% parents of "GPS A" support the statement in **seeks recommendation from parents** 'strongly agree', 36 'Agree', 26% 'Disagree', 4% 'Strongly disagree'. On the other hand, 20% parents of "PKGS B" support the statement in **seeks recommendation from parents** 'strongly agree', 38% 'Agree', 14% 'Disagree', 23% 'Strongly disagree'.

Table 18: Effective communication about school events and seeks recommendation from parents of "GPS A" and "PKGS B"

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
The school communicates with me effectively about school events and activities	GPS A	46	34.07	56	41.48	20	14.81	13	9.62	135
	PKGS B	26	23.21	46	41.07	13	11.60	17	15.17	112
The school seeks my views and listens to my concerns	GPS A	45	33.33	49	36.29	35	25.92	6	4.44	135
	PKGS B	27	20	43	38.39	16	14.28	26	23.21	112

Effective engagements in the school development and excellent management of the school

The Table no 20 describes that 30% parents of “GPS A” support the statement in the effective engagement in the school development ‘strongly agree’, 44% ‘Agree’, 20% ‘Disagree’, 7% ‘Strongly disagree’. On the other hand, 10% parents of “PKGS B” support the statement in the effective engagement in the school development ‘strongly agree’, 29% ‘Agree’, 36% ‘Disagree’, 26% ‘Strongly disagree’. The Table no 27 also describes that 35% parents of “GPS A” support the statement in the excellent management of the school ‘strongly agree’, 45% ‘Agree’, 13% ‘Disagree’, 7% ‘Strongly disagree’. On the other hand, 27% parents of “PKGS B” support the statement in the excellent management of the school ‘strongly agree’, 59% ‘Agree’, 13% ‘Disagree’, 2% ‘Strongly disagree’.

Table 19: Effective engagement in the school development and excellent management of the school

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
The school is welcoming and there are opportunities to get involved	GPS A	40	29.62	59	43.70	27	20	9	6.66	135
	PKGS B	11	9.82	32	28.57	40	35.71	29	25.89	112
I think the school is well led and managed	GPS A	47	34.81	61	45.18	17	12.59	10	7.40	135
	PKGS B	30	26.78	66	58.92	14	12.5	2	1.78	112

School environment

The Table no 21 describes that 33% parents of “GPS A” support the statement in the **school environment** ‘strongly agree’, 46% ‘Agree’, 16% ‘Disagree’, 4% ‘Strongly disagree’. On the other hand, 41% parents of “PKGS B” support the statement in the **school environment** ‘strongly agree’, 53% ‘Agree’, 6% ‘Disagree’, 0% ‘Strongly disagree’.

Table 20: School environment of “GPS A” and “PKGS B”

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
I am satisfied with the school environment	GPS A	45	33.33	62	45.92	22	16.29	6	4.44	135
	PKGS B	46	41.07	59	52.67	7	6.25	0	0	112

Inspiration for healthy life style

The Table no 22 describes that 40% parents of “GPS A” support the statement in the **inspiration for healthy life style** ‘strongly agree’, 47% ‘Agree’, 9% ‘Disagree’, 4% ‘Strongly disagree’. On the other hand, 31% parents of “PKGS B” support the statement in the **inspiration for healthy life style** ‘strongly agree’, 51% ‘Agree’, 14% ‘Disagree’, 4% ‘Strongly disagree’.

Table 21: inspiration for healthy life style of “GPS A” and “PKGS B”

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
My child is encouraged to lead a healthy lifestyle	GPS A	54	40	63	46.66	12	8.88	6	4.44	135
	PKGS B	35	31.25	57	50.89	16	14.28	4	3.57	112

Social status and suitability

The Table no 23 describes that 36% parents of “GPS A” support the statement in the **Social status and suitability** ‘strongly agree’, 48% ‘Agree’, 9% ‘Disagree’, 7% ‘Strongly disagree’. On the other hand, 44% parents of “PKGS B” support the statement in the **Social status and suitability** ‘strongly agree’, 53% ‘Agree’, 3% ‘Disagree’, 1% ‘Strongly disagree’.

Table 22: Social status and suitability of “GPS A” and “PKGS B”

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
My child gets on well with children from other backgrounds	GPS A	48	35.55	65	48.14	12	8.88	10	7.40	135
	PKGS B	49	43.75	59	52.67	3	2.67	1	0.89	112

Safety of the students, acceptable behavior of the teacher and staff of school and effective management of bullying

The Table no 24 describes that 50% parents of “GPS A” support the statement in the safety of the students ‘strongly agree’, 36% ‘Agree’, 13% ‘Disagree’, 2% ‘Strongly disagree’. On the other hand, 58% parents of “PKGS B” support the statement in the safety of the students ‘strongly agree’, 38% ‘Agree’, 2% ‘Disagree’, 2% ‘Strongly disagree’. The Table no 24 also describes that 39% parents of “GPS A” support the statement in the acceptable behavior of the teacher ‘strongly agree’, 43% ‘Agree’, 16% ‘Disagree’, 3% ‘Strongly disagree’. On the other hand, 24% parents of “PKGS B” support the statement in the acceptable behavior of the teacher ‘strongly agree’, 59% ‘Agree’, 9% ‘Disagree’, 8% ‘Strongly disagree’. The Table no 24 also describes that 36% parents of “GPS A” support the statement in the effective management of bullying ‘strongly agree’, 44% ‘Agree’, 14% ‘Disagree’, 6% ‘Strongly disagree’. On the other hand, 41% parents of “PKGS B” support the statement in the effective management of bullying ‘strongly agree’, 46% ‘Agree’, 9% ‘Disagree’, 4% ‘Strongly disagree’.

Table 23: Safety, behavior of staff of school and management of bullying of “GPS A” and “PKGS B”

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
My child is safe at school	GPS A	67	49.62	48	35.55	17	12.59	3	2.22	135
	PKGS B	65	58.03	43	38.39	2	1.78	2	1.78	112
There is a good standard of behavior at this school	GPS A	52	38.51	58	42.96	21	15.55	4	2.96	135
	PKGS B	27	24.10	66	58.92	10	8.92	9	8.03	112
The school deals with any incidents of bullying effectively	GPS A	49	36.29	59	43.70	19	14.07	8	5.92	135
	PKGS B	46	41.07	51	45.53	10	8.92	5	4.46	112

Positive motivation of the students and recommendation to admit at “GPS A” and “PKGS B”

The Table no 25 describes that 33% parents of “GPS A” support the statement in the positive motivation of the students ‘strongly agree’, 48% ‘Agree’, 13% ‘Disagree’, 5% ‘Strongly disagree’. On the other hand, 18% parents of

“PKGS B” support the statement in the positive motivation of the students ‘strongly agree’, 58% ‘Agree’, 20% ‘Disagree’, 4% ‘Strongly disagree’. The Table no 25 also describes that 38% parents of “GPS A” support the statement in the recommendation to admit ‘strongly agree’, 41% ‘Agree’, 14% ‘Disagree’, 7% ‘Strongly disagree’. On the other hand, 25% parents of “PKGS B” support the statement in the recommendation to admit ‘strongly agree’, 34% ‘Agree’, 16% ‘Disagree’, 9% ‘Strongly disagree’.

Table 24: Positively motivation of the students and recommendation to admit at “GPS A” and “PKGS B”

Type of question	Parents of school	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total
My child is encouraged to positively contribute to the wider community	GPS A	45	33.33	65	48.14	18	13.33	7	5.18	135
	PKGS B	24	17.77	65	58.03	19	16.96	4	3.57	112
I would recommend (A/B) school to another family	GPS A	51	37.77	55	40.74	19	14.07	10	7.40	135
	PKGS B	34	25.18	46	34.07	22	16.29	10	8.92	112

Interview result

The researcher conducted one to one semi-structured interview with four parents of “GPS A” and four parents of “PKGS B”. The one to one semi-structured interview consists of seven questions with parents which strengthen to explore the elements of school choice for their children. The investigator described answer the seven questions in the below.

Main influencing factors of public primary school choice or private kindergarten school choice

The four parents of “GPS A” described the reasons why they admitted their children at public primary school. The first parent of “GPS A” highlighted the curriculum of the public primary school and stated:

“My husband was a student of this school. He has decided to admit here. The number of books is fewer in government primary school than kindergarten school. There is no monthly fee at this school. Teachers do not pressure on my children.”

The second parent of “GPS A” distinguished between public primary school and kindergarten school, and stating the following:

“The environment of this school is better than others government primary school. The teaching quality of the teachers is excellent. The education quality of “GPS A” is better than kindergarten school.”

The fourth parent of “GPS A” claimed that

“I choose public primary school due to the quality of education, cordiality of the teachers, and proximity my residence.”

The four parents of “PKGS B” explained the causes why they admitted their children at kindergarten school. The first parent of “PKGS B” illustrated that:

“I choose private kindergarten school because of my past knowledge, quality of education, good result.”

The second parent of “PKGS B” emphasized teacher’s qualification, cordiality and environment of the school and stating:

“All teachers are the qualified and B.Ed pass of this kindergarten school. My husband and mother in law inspired me to admit my children at this school. Besides this teachers are cordial. The environment of this kindergarten school is suitable for children.”

The third parent of “PKGS B” indicated healthy environment and sound management of the school and stated:

“I have chosen kindergarten school due to my experience, neat & clean toilet and good management. My children could not use a dirty toilet. Many public primary schools do not keep their benches and toilet net and clean.”

The parent's views about public primary school and private kindergarten school

The first parent of "GPS A" made a difference mainly on teacher's cordiality of public primary school and private kindergarten school and declared:

"The teacher of public primary school is not cordial to students. On the other hand, kindergarten school teacher looks after more than public primary school. Kindergarten school provides handsome homework. If I had enough money, I would send my child to the kindergarten school."

The second parent of "GPS A" distinguished on environment and teacher's cordiality of the public primary school and private kindergarten school and declared:

"The environment of the public primary schools is worse than kindergarten school. The public primary school teachers are less cordial than the teachers of the kindergarten school."

The third parent of "GPS A" specified on following the class routine and teacher's cordiality of the public primary school and private kindergarten school and revealed:

"Kindergarten school follows the class routine more strictly than public primary school. The teachers of the public primary schools are less devoted than kindergarten schools."

The fourth parent of "GPS A" specified on following the class routine and teacher's cordiality of the public primary school and private kindergarten school and revealed:

"The kindergarten school does not provide quality education, and their principal target is the business. But a few number of kindergarten school's management is excellent. The authority of public primary school should enhance their monitoring capacity and system to improve the public primary school."

The first parent of "PKGS B" said that he had neither practical experience nor verified the quality of the public primary school and declared:

"There is low quality of education in government primary school, but I have no practical experience. I did not verify the quality of education. The rich family sends their children to the kindergarten school. So I send my children to the kindergarten school."

The second parent of "PKGS B" mentioned the social status and claimed:

"The quality of education in public primary school is medium. As many people send their children to kindergarten school, I send my children here. All level children come to public primary school. So my kids may learn evil things from them."

The third parent of "PKGS B" school mentioned the environment and purpose of the school and declared:

"The environment of the public primary school is not healthy for children. Most of the women teachers keep them busy with their family. The prime target of kindergarten school is the business."

Essential elements of school choice

All parents emphasized on quality education, teacher's cordiality, the environment of the school, and good management. The third parent of "GPS A" indicated six essential elements and expressed:

"At the time of selection school for my children, I consider discipline, good management, quality education, teacher's cordiality, health education, moral education etc. Students emphasize more on the teacher's voice than parents. If teachers mistake, the students tell that teachers are right."

The first parent of "PKGS B" suggested some essential elements of school choice and stated:

"I consider safety, quality of education, admission result of the government of high school, management, social status, teaching quality, sanitation, proper monitoring, and teacher's quality to select school for my children."

Parents comments after admission in public primary school and private kindergarten school

Only one parent out of four public school parents was satisfied with service of public primary school. On the other hand, no guardian of kindergarten school was happy with the service of the kindergarten school. Most of the guardians emphasized on the school management, class routine, teacher's cordiality and environment which did not meet up their expectation. The third parent of "GPS A" expressed dissatisfaction with service of the school and declared:

"Nothing is suitable for this school. Management has changed after transfer of head teacher. The teachers do not follow the class routine. My children will learn nothing from this school. I shall take my kids to admit a kindergarten school next year."

The first parent of "PKGS B" identified the weakness of the private school and reported:

"The teachers should be cordial. Head teacher should take action against uncaring teachers and improve the environment of the school. The teacher should give more feedback and homework to the students. Head teacher may call meeting with the guardian in every month."

The second parent of "PKGS B" classified the weakness of the private school and described:

"I am medium satisfied with activities of this school. Teacher-parent relation should develop immediately. The school authority should call a meeting with parents every month. I may shift my child to government primary school."

7. Discussion

The investigator used two tools to collect data for this study which was a survey questionnaire and one to one semi-structured interview. The main results of the survey questionnaire and one to one semi-structured interview were described separately in the above. Now, the researcher will discuss jointly from the results of the survey questionnaire and semi-structured interview that encourage the parents to choose the public primary school or kindergarten school.

Parental relationship between family demographics and public school choice or private school

Parental educational background and the size of the family play an important role to select school for their children in the local town in Bangladesh. For example, the above-cited table no 4 identified that the parent's highest qualification of "PKGS B" school is 27% master's degree and 12% bachelor's degree while only 6% master's degree and 7 % bachelor's degree of "GPS A". In the above table, no 5 demonstrates that 10% parents of "GPS A" have three children and 5% have four children while 4% parents of "PKGS B" school have three children. On the other hand, parents of "PKGS B" school have no four children. The findings of the above table 4 & 5 suggest that higher educated parents with small family send their children to the private kindergarten school. Yaacob, N.A., et al.(2014) stated that highly educated and small family chose private school for their children education.

Parents also reflect the proximity of the school from the residence. The above-cited table 6 identified that 71% students of "GPS A" attend within 3 km distance while 87% students of "PKGS B" school attend within 3 km distance. Burgess, S., et al. (2014) directed a study involving 7,905 households for the analysis of preferences of the school choice and suggested that parents strongly valued the proximity to the home to choose the school for their children.

The fourth parent of "GPS A" claimed that

"I choose public primary school due to the quality of education, cordiality of the teachers, and proximity to my residence."

The income level of the parents affects the school choice for their children. The data of table no 7 determinates that 50% parents of "GPS A" would choose private kindergarten school if there is no monthly fee. Rehman et al.,(2010) supports that the parent's income keeps important role to choice school for their children. The first parent of "GPS A" expressed that:

"If I had enough money, I would send my child to the kindergarten school."

Curriculum

The curriculum of certain school influences the parents to choose the school for their children. In Bangladesh, the curriculum of kindergarten school consists of more books than public primary school. The kindergarten school emphasizes on learning English and general knowledge. The above-cited data of table no 11 indicated that 78% parents of "GPS A" agreed with the curriculum of the public primary school. While 83% parents of kindergarten school agreed with the curriculum of the kindergarten school. Shatti (2011) also supports that parents of Kuwait send their children to private kindergarten school due to learning English. Yaacob et al.(2014, pp.414) conducted a study involving 250 parents of the private school in Malaysia and showed the ranking of the elements of influencing factors for choosing private school for their children, which are described according to ranking: income level, social background, distance, location, teacher quality, school performances, school environment, and school syllabus.

Teacher's cordiality

The Public primary teachers are less cordial than private kindergarten school teachers. The data of table no 15 examined that 41% of "GPS A" teachers are cordial. While 85% of "PKGS B" teachers are cordial to students. The first parent of "GPS A" declared that:

"He teacher of public primary school is not cordial to students. On the other hand, kindergarten school teacher looks after more than public primary school."

Rehman et Al.,(2010) conducted a study with 200 parents of Pakistan and showed that 84% teachers of the public school are less cordial in teaching.

Academic factors

Parents emphasize the academic factors at the time of school choice for their children. The above-cited table no (11, 12 & 13 page no 55, 56 &57) show that 77% parents of "GPS A" agree with the academic factors of public primary school. While 88% parents of "PKGS B" agree with academic factors of the kindergarten school. Angeloni (2012) identified that parents ranked the quality of academic and innovative teaching as the highest position of choosing the school for their children. Hastings et al. (2008) detected that richer and more educated families have a stronger preference for more academic schools. The first parents of "PKGS B" expressed:

“I choose private kindergarten school because of my past knowledge, quality of education, and good result.”

School environment

Parents consider the school environment during the school choice for their children. The above-cited table no 21 identified that 79% parents of “GPS A” agree with the environment of the public primary school. On the other hand, 94% parents of “PKGS B” agree with the environment of the kindergarten school. The third parents of B kindergarten school stated that:

“I consider school Environment, cordiality of the teachers, safety, sanitation, proper monitoring, and proper management during the school choice for my children.”

Class size

Parents consider the number of students per class during the school choice for their children. The above-cited table no 16 shows that 59% parents of a public primary school agree with the class size of the public primary school. On the other hand, 85% parents of “PKGS B” school agree with the class size of the private kindergarten school. Shin and Chung (2009) show that small class size affects the learning of the students till grade 3. Bukari and Randall (2009) showed that parents switched their children public school to private school influenced by the small class size of the private school.

This chapter discussed the findings and discussion of this study. The next and last chapter will address the conclusion, recommendations and limitation of the study.

8. Conclusion

The parents preferred private kindergarten school considering the curriculum of the school. The kindergarten school includes more subjects than government primary school. The government primary school follows only the national curriculum 2012. Parents expect good behavior and excellent teaching from the teachers for their children. Sometimes parents are not satisfied with teaching of the teachers. The teachers of private kindergarten school are more cordial to the student than while teachers of government primary school. Parents consider the academic factors during school choice for their children. This study shows that 77% parents of government primary school are satisfied with the academic factors of government primary school while 88% parents of kindergarten school are satisfied with academic factors of the kindergarten school. Parent's gives to the emphasis of the school environment during the school choice for their children. This study identified that 79% parents of government primary school are happy with the environment of the government primary school. While 94% parents of private kindergarten school are happy with the environment of the kindergarten school. Parents reflect the school location during the school choice for their children. This research shows that 71% students of government primary school and 87% students of private kindergarten school attend within 3 km distance. Parents consider the number of students per class during the school choice for their children. This research shows that 59% parents of government primary school and 85% parents of private kindergarten school are satisfied with their class size. This study will help to the parents for choosing a School for their children.

9. Recommendations:

This study has identified a number of factors which influenced parental choices of school for children at primary level. As a result the following recommendations are made:

1. The government should take initiative to increase awareness about the benefit of the national primary curriculum. For example, a specialized TV program may launch by focusing the government school system.
2. The Ministry of Primary and Mass Education (MoPME) should arrange a short course training program for teachers that need to focus on improving the positive relationship between teachers and students.
3. The MoPME should take initiative to improve the quality of schools for greater attraction from the community. For this purpose, “A”, “B”, and “C” category schools need to work together (cluster) to improve their quality by following each other good practices.
4. The MOPME should take steps to improve the facilities of schools for example boundary wall, cleanliness sanitation and hygiene. In this purpose a fund could be raised through the government and from community.
5. The government should seek to increase the number of qualified teachers within the primary sector to decrease the teacher pupil ratio which can support children from better learning and teaching.
6. The MoPME should provide digital facilities for example laptop, multimedia projector, and internet services for all primary schools to enhance children achievement.

For District Level:

1. It is urgently needed to reallocate the teachers based on the number of students at local level.
2. An effective training for the primary teachers should be arranged to improve the subjective and pedagogical knowledge.

For School Level

It is needed to improve the relationship between schools and parents by arranging meeting at least once in a month. In particular school can introduce open door policy to make relationship between parents and school.

Limitations of this study:

This study has some limitations which must be the consideration at all levels of the research and analysis. This study considered two schools (one public and one private kindergarten school) which is a small number of samples in compare to the total population. So the result of this study could not be generalized and it should be used in a more cautious way. This study's main target was to know the only parental influencing factors due to school choice for their children. So, the researcher did not include teachers, students, member of school managing committee and observing classroom activities.

References:

- [1]. Adams, C., Forsyth, P., & Mitchell, R. (2009) The formation of parent-school trust: A multilevel analysis. *Education Administration Quality*, 45(1), 4-33. [Online]. Available at: <http://journals.sagepub.com/doi/abs/10.1177/0013161X08327550> (Accessed: 03 August 2017).
- [2]. Ajuwon, P. & Bradshaw, P. (2010) "An Empirical Study on Factors Influencing Parents' School Choice" *Accounting Education* [Online]. Available at: <http://www.tandf.com/doi/abs/10.1080/096392897331398> (Accessed: 03 August 2017).
- [3]. Alsuiadi, F. A. (2015) 'Study of Factors Affecting Parental Choice of Private and Public School in Riyadh City, Saudi Arabia' [Online]. Available at: <https://hydra.hull.ac.uk/assets/hull:13219a/content> (Accessed Date: 10 July 2017)
- [4]. Angeloni, M. (2012) 'What are parents searching for when faced with school choice options?' *ProQuest LLC* [Online]. Available at: <https://search.proquest.com/openview/582f769f1bf80d338b2c67cbee4bd9df/1.pdf?pq-origsite=gscholar&cbl=18750&diss=y> (Accessed: 03 August 2017).
- [5]. Athira, M. (2014) 'The idea of an ideal school' *The Hindu* [Online]. Available at: <http://www.thehindu.com/features/metroplus/the-idea-of-an-ideal-school/article6061897.ece> (Accessed Date: 20 August, 2017)
- [6]. Bartholomew, J. B., and E. M. Jowers (2011) 'Physically active academic lessons in elementary children' *Preventive Medicine* 52(Suppl 1):S51-S54. [Online]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3116963/> (Accessed: 13 August 2017).
- [7]. Beamish, Peter and Morey, Peter (2013) "School Choice: What Parents Choose," *TEACH Journal of Christian Education*: Vol. 7: Iss. 1, Article 7. [Online]. Available: <http://research.avondale.edu.au/cgi/viewcontent.cgi?article=1199&context=teach> (Accessed: 03 August 2017).
- [8]. Bukari, P., & Randall, E. V. (2009). 'Exit and Entry: Why Parents in Utah Left Public Schools and Chose Private Schools' *ResearchGate* [Online]. Available at: https://www.researchgate.net/profile/E_Randall/publication/249022159_Exit_and_Entry_Why_Parents_in_Utah_Left_Public_Schools_and_Chose_Private_Schools/links/54de6f620cf2510fcee3d021/Exit-and-Entry-Why-Parents-in-Utah-Left-Public-Schools-and-Chose-Private-Schools.pdf (Accessed: 03 August 2017).
- [9]. Burgess, S., McConnell, B., Propper, C., and Wilson, D. (2007) 'The impact of school choice on sorting by ability and socio-economic factors in English secondary education'. In Woessmann, L. and Peterson, P., editors, *Schools and the equal opportunity problem*. MIT Press, Cambridge, MA.
- [10]. Burgess, S., et al. (2014) 'WHAT PARENTS WANT: SCHOOL PREFERENCES AND SCHOOL CHOICE' *The Economic Journal*, 125 (September), pp. 1262-1289. *Royal Economic Society open* https://www.repository.cam.ac.uk/bitstream/handle/1810/253198/Burgess_et_al-2014-The_Economic_Journal.pdf?sequence=1 (Accessed 22 September 2017)
- [11]. Carlson, S. A., Fulton, J. E., Lee, S. M., Maynard, L. M. Brown, D. R., Kohl, H. W., et al. (2008). 'Physical education and academic achievement in elementary school: Data from the early childhood longitudinal study' *American Journal of Public Health*. 98(4): 721-727. [Online]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2377002/> (Accessed: 13 August 2017).
- [12]. Centers for Disease Control and Prevention (2010) 'The association between school based physical activity, including physical education, and academic performance' *Atlanta, GA: U.S. Department of Health and Human Services*. [Online]. Available at:

- https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf (Accessed: 12 August 2017).
- [13]. Chingos, M.M., & Peterson, P.E. (2011) 'It's easier to pick a good teacher than to train one: Familiar and new results on the correlates of teacher effectiveness' *Economics of Education Review*, 30, 449-465. [Online]. Available at: https://www.researchgate.net/.../227414368_It's_easier_to_pick_a_good_teacher_than_t... (Accessed: 03 August 2017)
- [14]. Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 6th edn.
- [15]. Denessena, E., Driessena, G., & Slegers, P. (2005). 'Segregation by choice? A study of group-specific reasons for school choice' *Journal of education Policy* [Online]. Available at: https://www.academia.edu/16516818/Segregation_by_choice_A_study_of_group-specific_reasons_for_school_choice (Accessed: 03 August 2017).
- [16]. Directorate of Primary Education (2015) 'Third Primary Education Development Program (PEDP-3) – Revised' [Online]. Available at: http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/093c72ab_a76a_4b67_bb19_df382677bebe/PEDP-3%20Brief%20%28Revised%29.pdf [Accessed Date: 25 August, 2017]
- [17]. Dixon, P & Humble, S (2017) 'How School Choice Is Framed by Parental Preferences and Family Characteristics' *Journal of School Choice* [Online]. Available at: https://edre.uark.edu/_resources/pdf/school_hoicesierraleone.pdf (Accessed: 03 August 2017).
- [18]. Dybowski et al. (2017), 'Influence of motivation, self-efficacy and situational factors on the teaching quality of clinical educators' *MBC Meddical Association* [Online]. Available at: <https://bmcmeduc.biomedcentral.com/track/pdf/10.1186/s12909-017-0923-2?site=bmcmeduc.biomedcentral.com> (Accessed Date: 22 August, 2017)
- [19]. Gablinske P.B (2014) 'A CASE STUDY OF STUDENT AND TEACHER RELATIONSHIPS AND THE EFFECT ON STUDENT LEARNING' *Open Access Dissertations*. Paper 266. [Online]. Available at: http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1284&context=oa_diss (Accessed: 03 August 2017)
- [20]. Gholami, K., & Tirri, K. (2012). 'Caring teaching as a moral practice: An exploratory study on perceived dimensions on caring teaching' *Hindawi Publishing Corporation*
- [21]. Grieco, L. A., E. M. Jowers, and J. B. Bartholomew (2009) 'Physically active academic lessons and time on task' *The moderating effect of body mass index. Medicine and Science in Sports and Exercise* 41(10):1921-1926. [Online]. Available at: https://www.edb.utexas.edu/education/assets/files/KHE/Bartholomew%20Publicatoin/MSSE_2009.pdf (Accessed: 13 August 2017)
- [22]. Griggs, M., Gagnon, S., Huelsman, T. J., Kidder-Ashley, P., & Ballard, M. (2009). Student-teacher relationships matter: Moderating influences between temperament and preschool social competence. *Psychology in the Schools*, 46(6), 553-567
- [23]. Henig, J. (1996). The local dynamics of choice: Ethnic preferences and institutional responses. In B. Fuller, R. Elmore, & G. Orfield (Eds.), *who chooses? Who loses? Culture, institutions, and the unequal effects of school choice* (pp. 95-117). New York, NY: Teachers College Press.
- [24]. Holme, J. (2002). Buying homes, buying schools: School choice and the social construction of school quality. *Harvard Educational Review*, 72(2), 177-205. <https://doi.org/10.17763/haer.72.2.u6272x676823788r> (Accessed: 15 August 2017)
- [25]. Hossain, S (2013) 'A STUDY OF DETERMINING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PROBLEM BEHAVIOR OF URBAN SECONDARY SCHOOL STUDENTS IN BANGLADESH' *The international Journal of social Science* [Online]. Available at: <https://www.tjoss.com/8th%20Volume/saira.pdf> [Accessed Date: 22 August, 2017]
- [26]. Hsu, Y., & Yuan-fang, C (2013) 'An Analysis of Factors Affecting Parents' Choice of a Junior High School' *International Journal of Business, Humanities and Technology* Vol. 3 No. 2. Taiwan [Online]. Available at: www.ijbhtnet.com/journals/Vol_3_No_2_February_2013/4.pdf (Accessed: 18 August 2017).
- [27]. Jones, R (2017) 'Doctoral Research: The Importance of a Reliable and Valid Data Collection Instrument' [Online]. Available at: <http://refractivethinker.com/doctoral-research-the-importance-of-a-reliable-and-valid-data-collection-instrument/> [Accessed Date: 25 August, 2017]
- [28]. Kabir, A.H., & Akter, F. (2014) 'Parental involvement in the secondary schools in Bangladesh: Challenges and a way forward' *International Journal of Whole Schooling*, 10(2), 21-38. [Online]. Available at:

- www.wholeschooling.net/Journal_of_Whole_Schooling/articles/10-2%20Kabir.pdf (Accessed: 18 August 2017)
- [29]. Kotok, S., Frankenberg, E., Schafft, K., Mann, B., & Fuller, E. (2015) 'School choice, racial segregation, and poverty concentration: Evidence from Pennsylvania charter school transfers' *Educational Policy*, 1–33. [Online]. Available at: <https://doi.org/10.1177/0895904815604112> (Accessed Date: 10 July 2017)
- [30]. Marisa Cannata (2008) 'Teacher Qualifications and Work Environments Across School Types' *EPIC* [Online]. Available at : <http://nepc.colorado.edu/files/CHOICE-06-Cannata2.pdf> (Accessed: 03 August 2017).
- [31]. Mahar, M. T., S. K. Murphy, D. A. Rowe, J. Golden, A. T. Shields, and T. D. Raedeke(2006) 'Effects of a classroom-based program on physical activity and on-task behavior' *Medicine and Science in Sports and Exercise* 38(12):2086. . [Online]. Available at: <https://www.ncbi.nlm.nih.gov/pubmed/17146314> (Accessed: 13 August 2017)
- [32]. Mamun, M, A (2014) 'Assessing the Effectiveness of School Management Committees (SMCs) in improving Governance of Primary Schools in Bangladesh' *BRAC University* [Online]. Available at: <http://dspace.bracu.ac.bd/xmlui/handle/10361/3534> [Accessed Date: 25 August, 2017]
- [33]. Ministry of Primary and Mass Education (2016) 'Annual Primary School Census 2016' [Online].]. Available at: http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/b490814d_522e_4f81_b0a0_8f8727feab27/Final%20APSC%202016.pdf (Accessed: 10 July 2017)
- [34]. NCTB (2011) 'Curriculum 2011' [Online]. Available at: <http://www.nctb.gov.bd/site/files/263b570c-8d6b-47e7-8006-9cd7d9809d26/%E0%A6%AA%E0%A7%8D%E0%A6%B0%E0%A6%BE%E0%A6%A5%E0%A6%AE%E0%A6%BF%E0%A6%95> [Accessed Date: 22 August, 2017] Bangla version
- [35]. Obsuth et al (2016) 'A Non-bipartite Propensity Score Analysis of the Effects of Teacher–Student Relationships on Adolescent Problem and Prosocial Behavior' *Emperical Research* [Online]. Available at: <https://link.springer.com/content/pdf/10.1007%2Fs10964-016-0534-y.pdf> (Accessed: 03 August 2017).
- [36]. OECD (2011) 'Well-being at school: does infrastructure matter?' [Online]. Available at: <https://www.oecd.org/edu/innovation-education/centreforeffectivelearningenvironmentsce/49167628.pdf> (Accessed: 15 August 2017).
- [37]. A K M Obaydullah, "Analysis of Present Situation of Use of Lesson Plan in Primary School of Bangladesh" Multidisciplinary International Journal of Research and Development, Volume 01, Issue 01, 2021 - Open Access - Website: www.mijrd.com
- [38]. OECD (2012) 'Education Indicators in Focus' [Online]. Available at: <http://www.oecd.org/edu/skills-beyond-school/EDIF%202012--N9%20FINAL.pdf> (Accessed: 03 August 2017)
- [39]. Protheroe, N.(2007). Emotional support and students learning. *Principal*, 86, 50-54. *Public vs. private: Which is right for your child?* [Online]. Available at: https://www.babycenter.com/0_public-vs-private-which-is-right-for-your-child_67271.bc . (Accessed: 15 October, 2017)
- [40]. Rehman N. U, Khan, G, T riq, M. And Tasleem, S. (2010), 'Determinants of Parents' Choice in Selection of Private Schools for their Children in District Peshawar of Khyber Pakhtunkhwa Province' *European Journal of Scientific Research*. 44(2), pp.177-187. *ResearchGate* [Online]. Available at: https://www.researchgate.net/publication/266874609_Determinants_of_Parents%27_Choice_in_Selection_of_Private_Schools_for_their_Children_in_District_Peshawar_of_Khyber_Pakhunkhwa_Province (Accessed: 10 July 2017)
- [41]. Shatti. H.A (2011) 'Parent's perspective of Government primary school and kindergarten system in Kuwait' *ARECLS*, Vol.8, 1-24. [Online]. Available at: https://research.ncl.ac.uk/ARECLS/volume_8/alshatti_vol8.pdf (Accessed: 03 August 2017)
- [42]. Shikha Diwakar (2016) 'Factors leading to Parents opting for Private Schools for their Children' *Research Journal of Educational Sciences* 4(6)[Online]. Available at : www.isca.in/EDU_SCI/Archive/v4/i6/1.ISCA-RJeduS-2016-007.pdf (Accessed: 03 August 2017)
- [43]. Shin, I.-S., & Chung, J. Y. (2009) 'Class size and student achievement in the United States: A meta-analysis. Korean Educational Development Institute' *Journal of Educational Policy*, 6(2), 3-19.