

# « THE CONTRIBUTIONS OF PARENTS IN THE EDUCATIONAL SYSTEM OF YOUNG PEOPLE»

Case of young people in private schools level III of the General Education of  
Madagascar"

**RANDRIAMIHARISOA Mamy Alpha**

*Master of Conferences  
Université of Antananarivo, Madagascar*

**RABENILAINA Harinia**

*Master of Conferences  
Université of Antananarivo, Madagascar*

**RANDRIANIRIANA Anjarasoa Mamilalaina**

*Master of Conferences  
Université of Antananarivo, Madagascar*

**ANDRIANARIZAKA Marc Tiana**

*Doctor in cognitive sciences and applications  
Université of Antananarivo, Madagascar*

## ABSTRACT

Despite the aid and funding from international organizations, the reality shows that part of the Malagasy population, especially disadvantaged families, is affected by illiteracy. For families that are mired in poverty, putting their children in school is no longer a priority, especially in the countryside. It is rare to see children from disadvantaged families who escape the rule of academic success. Faced with economic pressure, the State is no longer able to fully ensure the functioning of the educational system, and public schools show pitiful results compared to private schools. Parents have understood that opening up education to real life requires their mobilization and that they will have to contribute their share to ensure the academic success of their children. A survey conducted among a sample of 372 parents in the Antananarivo renivohitra Cisco identified the variables by which the choice and strategy of parents can contribute to the academic success of their children. The choice of a school for one's child is a function of purchasing power, the number of dependent children, the parents' level of education and other factors that parents must admit.

**Key words: Education, Pedagogy, Parents, Children, Purchasing power.**

## INTRODUCTION

The World Bank, having made a recent study in 1996, specifies that: "two thirds of the Malagasy population live in poverty, and moreover, half of the children under five years of age experience stunted growth compared to international standards"<sup>1</sup>.

For some families, putting children in school is no longer a priority, especially in the countryside. In households in difficulty, the rate of non-enrollment is high: 58% for the same age group, compared to a national average of 47%.<sup>2</sup>. It is not surprising, then, that public school wastage rates are high in Madagascar, and school performance is low. It should be noted that absenteeism occurs especially when parents are in financial difficulty. In fact, during this

<sup>1</sup> Dorosh, P., (1998)

<sup>2</sup> www.worldbank.org, « Education et formation à Madagascar, consulté le 21 septembre 2011.

period, these parents are no longer able to meet the daily and educational needs of their children, and prefer to keep them at home. Due to economic pressure, not only are poor households forced to drop out of school early, but the state is no longer able to maintain public schools despite subsidies. This situation pushes children out of the school system and prevents them from increasing their productivity in the future. And this reproduces a vicious circle through which poverty and low human productivity are transmitted from one generation to the next. It is for these reasons that some parents turn to the private sector.

With or without subsidies, these private schools have flourished, due to the failures of the public education system<sup>3</sup>.

This reality already speaks for itself and leads us to ask the following questions: What variables condition parents' choice of private schools? Is the education offered by private schools reliable and effective? Is it a coincidence that children from wealthy families studying in private schools succeed and complete their education?

The fact that has undeniably led us to consider this topic on the contributions of parents in the educational system of young people, is that its social relevance is that, if we can prove that school success is not only the responsibility of the entities working in the educational system but requires efforts coming from the parents of students. We can see the considerable benefits that can be derived from this, both for families and for schools.

Our problematic will be to determine: "by what contributions do parents participate in the success of the educational system".

The general objective of this thesis is to understand the role of parents in the success of the educational system. Parents' decisions, choices and strategies that contribute to their children's education.

The research hypothesis following this objective will be: The choice of a school for one's child is a function of the purchasing power, the number of dependent children, and the level of education of the parents and other factors that the parents must admit.

Thus, the expected result of this work is the identification of the influence of the parents' level of education, income and number of children on the educational success of the children.

In reference to our problem, the methodology of this research is divided into three stages. The first stage consists of a qualitative study through group or individual interviews conducted with a small sample, aimed at gathering information on the role of purchasing power, the culture of parents, and the number of children on the choice of schools and academic success, through group or individual interviews conducted with a small sample. Documentation on the theme of education and pedagogy was also prioritized.

A second stage focused on field data collection in the study area. According to our objective, a survey by opinion poll among parents of different socio-professional categories was conducted during the lunch break from noon to two o'clock in the most frequented places such as the gardens of Mahamasina, Anosy, Antaninarenina, Ambohitatovo, and Antanimena. The objective is to obtain information from these parents on their choice of school, their income level, the number of children they have, the change in their choice and, above all, their satisfaction with the school and the teachers.

The study sample of the parent population is composed of 372 individuals. From a proportion of 50% obtained in a sample of 372 observations, the estimated proportion in the population is within the range (or confidence interval):  $44.92\% < p < 55.08\%$ . The potential error is therefore 5.08%. More generally, the maximum error (reached for a frequency of 50%) on this sample is 5.08%, which characterizes its precision. This result, established at a 5% risk, is based on the theory of random sampling.

The third step will be the analysis and processing of the data collected in the field. The data processing was carried out with the use of statistical software SPHINX V.5, and EXCEL STAT. Cross-tabulations concerning several variables are processed by this same software. The results obtained were analyzed with reference to the basic theories of the research which consists in identifying the contributions of parents in the school success of their children. The dependence between the variables parental purchasing power and school choice will be demonstrated by a Chi-square test, and the Fisher test measures the link between this choice and the number of children in the parents' care.

## CONCEPTUAL AND METHODOLOGICAL BASES OF THE STUDY

The relationship with parents is important throughout the child's schooling. At each back-to-school meeting, it is the role of the school principal to remind parents that in order to learn, the child will have to mobilize a great deal of energy: it is the child who does most of the work to acquire new skills. The teacher is there to confront the child with situations that will put him or her into action and, of course, to accompany the child, refocus him or her and adopt the situation at his or her level. The role of the parents in this process is not negligible, the support of the parents is essential. Confidence in the school and its teachers is necessary in order to let your child go to school serenely. It is also essential that the school work and the new skills acquired cross the walls of the school and take on meaning and

<sup>3</sup> Pour l'année scolaire 2006-2007, dix autorisations d'ouverture de lycées privés ont été données pour aider les autres qui existaient déjà.

value at home. All this requires that teachers and parents communicate with each other. In addition, we will try to show, through theories and other variables, the roles of parents on the education of children.

The studies of **Bergonnier-Dupuy**<sup>4</sup>, have defined three different actions of parents for the education of their offspring, characterized by educational styles. The author emphasizes the importance of these styles as elements that allow us to understand the conditions that are favorable or unfavorable to "successful" schooling. Thus, three forms of family educational systems have been identified, which do not have the same effect depending on the social environment in which the child finds himself.

In 1966, **Baumrind** defined a "permissive style", specifying the existence of low control, high support, autonomy, and the use of motivation or seduction as a control technique performed by the parents. In this case, the roles of the parents (father and mother) are poorly differentiated and education is often entrusted to outsiders. The second style proposed by Baumrind is an "authoritarian style" characterized by high control and low support; it is the equivalent of the "status style" where there is coercive control by the parents, and a distance between them and the children.

Finally, the third style called by **Baumrind** "authoritarian or structuring style", which takes the form of high control and support, is similar to the "maternalist style", which prioritizes direct control and the distinction between father and mother. This style is characterized by little openness to the outside world and strong proximity between parents and children (**Duru-Bellat and Van Zanten, 2006**).

It has been argued that "the cultural capital of the parents takes into account in the schooling of the children". **Murat, (2009)** found that the mother's level of education is one of the most determining factors on the child's skills, whereas the father's level of education has more influence on his level of schooling, hence the important effect of the parents' diploma on the parents' educational success. Similarly, taking income into account tends to show the role of parents' occupation in inequalities in educational pathways. The cultural practices of parents are important and are also correlated with the acquisition of skills. In 2004, Fayol and Morais' study demonstrated the role of books, reading, and parental computer ownership and use on children's schooling.

In addition to parental education and household resources, educational research has focused on several other variables such as socioeconomic background, and family structure (Schneider et al, 2010). Many studies link socioeconomic status to cognitive development (**Lugo-Gil et al., 2008**).

Research by **Davis-Kean (2005)** shows that academic success is strongly related to parents' educational or professional aspirations, and their involvement in "home schooling" (**Ichou, 2010**) also has significant effects. In this case, **Duru-Bellat and van Zanten, (2006)** raise the role of mothers by pointing out that the most educated leave their children to grope, while the least educated tend to leave their offspring to fend for themselves. These different theories show the importance of parents in the educational success of their offspring, and those that follow will in turn discuss the conditions necessary to achieve academic performance.

The first works dealing with school performance, particularly those of French sociologists, have always shown that the academic success of students depended on their social origins (Baudelot and Establet, 1979), the intrinsic values of teachers and the type of school attended (**Meuret, 2000**).

More recent studies, such as those by **Meuret and Morlaix (2006)** and **Lavery (2003)**, have pointed out that academic success depends on the place of schooling, the teacher's judgments and the social origin of the children. Children from economically better-off parents are more likely to succeed than those from less advantaged parents. In the same vein, **Duru-Bellat (2003)** not only acknowledged the influence of students' social origin on school performance, but also showed the influence of the school environment on students' results.

## RESULTS

### Malagasy parents and the education of their children

Throughout this section, information will be discussed regarding: the interviewee's identity, culture, number of dependent children, monthly family income, how they view the role of a school, choosing the appropriate school for their child, and helping them at home. She also discusses criteria such as the dependence between a child's choice of school and the number of dependent children, the choice of school, the parents' level of culture, the choice of school and the family's income level. Statistical tests verify their dependence.

### Parents' profile

This part concerns the value of the various occupations held by the respondents and their influence on their children's schooling. We will try to know by this result the importance of the profession on the school success of the child. The results of our study show that the people surveyed, contributing to the realization of this work are respectively fathers, mothers and guardians. These people work in three different professions and have a number of different children ranging from one to four.

<sup>4</sup> Bergonnier, D. (2005)

The same number of fathers and mothers participated in the survey, i.e. 40% of the study population. The majority of these people are married (90%), and only one in ten are guardians looking after two or fewer children. Moreover, more than half, or 60%, of them are self-employed, and those who serve the state represent only 28%, or one in four of the people surveyed.

Most of the parents and guardians attended public schools, 46%, while less than 50% of them studied in private denominational and non-denominational institutions; we note that few parents changed schools, 8.1%. There are as many fathers and mothers who reach the primary and secondary levels, i.e., one in two of the respondents. Less than 25% of those surveyed receive more than Ar 800,000; the majority of parents have an average income of Ar 400,000; they also have an average of three dependent children. The following table summarizes these results:

**Table1: Profile of the parents surveyed**

	Profession	Marital status	Number of children	Establishment attended	Level of education	Income Per thousand Ariary
FATHER (41,7%)	Liberal (67,1%) Public servant (31,6%) Without Profession (1,3%)	Married (98,7%) Divorced (1,3%)	m = 3,24 e = 1,11	Public school (54,2%) Confessional private school (26,5%) Non-denominational private school (14,8%)	Secondary (52,3%) University (43,2%) Primary (4,5%)	[0-400[ (45,2%) [400-800[ (38,8%) [800-≥ [ (16%)
MOTHER (46,8%)	Liberal (64,9%) Public servant (28,7%) Without Profession (6,3%)	Married (93,1%) Divorced (5,2%) Marital (1,7%)	m = 2,83 e = 0,95	Public school (42,0%) Confessional private school (31,6%) Non-denominational private school (15,5%)	University (50,0%) Secondary (45,4%) Primary (4,6%)	[0-400[ (46%) [400-800[ (48,8%) [800-≥ [ (5,2%)
TUTORS (11,6%)	Liberal (88,4%) Public servant (11,6%)	Married (65,1%) Single (30,2%) Marital (2,3%)	m = 1,42 e = 0,66	Public school (32,6%) Confessional private school (30,2%) Confessional private school (27,9%)	University (67,4%) Secondary (32,6%)	[0-400[ (48,7%) [400-800[ (42,4%) [800-≥ [ (8,9%)
ENSEMBLE	Libérale (68,5%) Fonctionnaire (28%) Sans Profession (3,5%)	Married (93,2%) Single (3,5%) Divorced (3,3%)	m = 2,84 e = 1,13	Public school (46%) Confessional private school (29%) Confessional private school (16,9%) private school and Public school (8,1%)	University (4%) Secondary (46,8%) Primary (49,2%)	[0-400[ (33,9%) [400-800[ (35,7%) [800-≥ [ (30,4%)

Source : Author.

### The Determinants of Education

The purchasing power of parents contributes to the education and educational success of their children (Roubaud, 1996). The relationship between the parents' (especially the mother's) level of education and educational success is a topic that has been given a high priority in the scientific literature (Muller & Kerbow, 1993; Ryan & Adam, 1995; Bronckart, 1998). These authors attempt to show how sociocultural variables in the family context are elements that play a role in the academic success of adolescents. Among these sociocultural variables related to the family context is the parents' level of education, which will be the subject of an evaluation of income in this subsection. We will also try to bring in this result the importance of the level of income compared to the number of dependents on the educational investment of the children. The results lead us to know which families invest and give more consideration to the education of Malagasy children and will allow other education actors to make decisions.

The analysis reveals that the variables "income" and its "consideration" by the interlocutors are strongly dependent according to the Chi-square test. The table below shows that 79.4% of parents with an income of less than Ar 800,000 consider it to be low, while 69.7% of those with an income of more than Ar 800,000 consider it to be medium.

**Table 2: Consideration of the salary compared to their income (in thousand Ar and in %)**



<b>Income Salary consideration</b>	<b>&lt; 800 000[</b>	<b>&gt; 800 000</b>	<b>TOTAL</b>
Low	79,4%	30,3%	69,4%
Medium	20,6%	69,7%	30,6%
TOTAL	100%	100%	100%

Source : Author <sup>5</sup>.

These findings could subsequently act as a brake on the education of children. Indeed, the Chi-square test on the capacity of parents to invest in their children's education in relation to their income showed the existence of a very significant dependence. The vast majority (88.3%) of low-income parents stated that they had encountered problems in the educational investment of their offspring. This striking fact is also shared by 63.2% of middle-income parents

**Table 3: Investment capacity in relation to income**

<b>Salary consideration Investment</b>	<b>Faible</b>	<b>Moyen</b>	<b>TOTAL</b>
Never	11,6%	36,8%	19,4%
Rarely	39,9%	38,6%	39,5%
Often	48,5%	24,6%	41,1%
TOTAL	100%	100%	100%

Source : Author.

It should be noted, however, that the majority of parents agree that their income is low regardless of their level of education. However, as the level of education increases, the percentage of parents with low income decreases. Thus, the level of education could also be considered a negative predictor of investment in education.

**Table 4: Salary consideration by education level**

<b>Level of education Salary consideration</b>	<b>Primary</b>	<b>Secondary</b>	<b>University</b>	<b>TOTAL</b>
Low	86,7%	79,9%	57,9%	69,4%
Medium	13,3%	20,1%	42,1%	30,6%
TOTAL	100%	100%	100%	100%

Source : Author.

The analysis result also shows that the number of dependent children of the parents could constitute problems to the investment in education. Indeed, Fisher's mean comparison test shows that there is a significant difference between the number of children dependent on the parents and the investment. Thus, parents with low incomes, less than Ar 800,000, have slightly more dependent children and therefore problems with investment in education than those of middle-income parents.

**Table 5: Distribution of the number of children by parents' income**

<b>Income</b>	<b>Average number of children</b>
< 800 000	2,85
> 800 000	2,78
TOTAL	2,84

Source : Author.

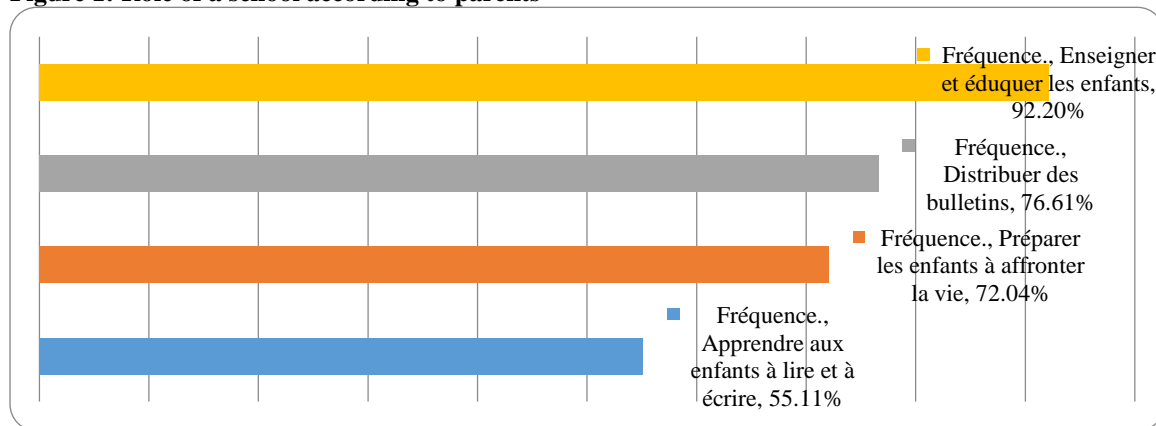
### Parents' roles

Parents have their own ways of understanding what a school provides for their children. Some describe a school as a place to teach and educate, to teach children to read and write, to hand out report cards and to prepare them for life. Others think that a school has the respective roles of teaching and educating, and preparing children for life and handing out report cards. We want to know this result in order to know and measure parents' confidence in their

<sup>5</sup> La dépendance est très significative.  $\chi^2 = 68,67$ ,  $ddl = 2$ ,  $1-p = > 99,99\%$

children's school. The results of this study express that the majority of parents consider schools as a place where children are prepared for their future professional life. Secondly, they qualify that a school is respectively a place where children are taught, educated, receive reports, and during all this time, they learn to read and write. Below is a graph showing these results:

**Figure 1: Role of a school according to parents**



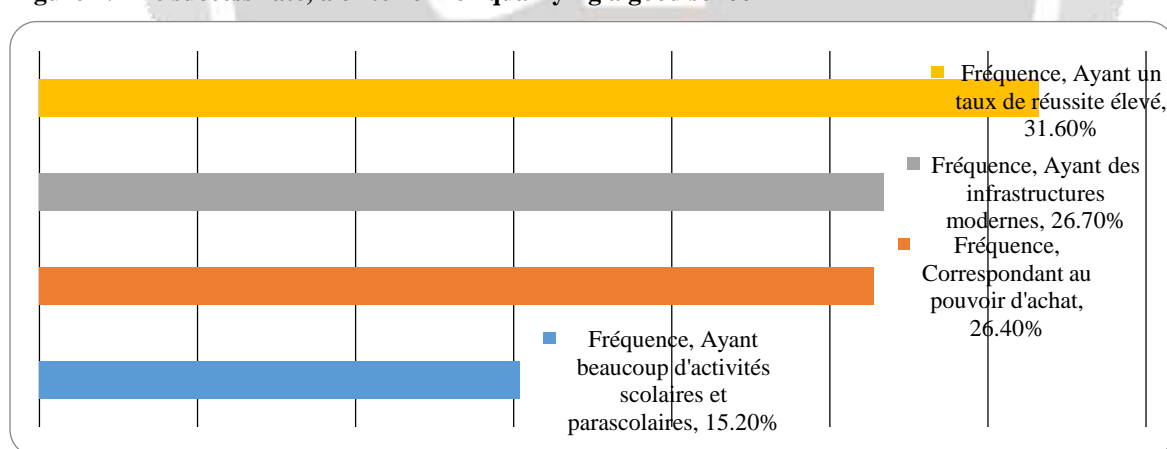
Source : Author <sup>6</sup>.

The results on the role of a school according to the parents surveyed establish that a little more than nine out of ten of them, that is 92.2%, think that school allows their children to prepare for their future and to have a good future on the professional life.

As for the qualification of a good school that will contribute to the choice of the school of the child, the opinion of the respondents diverges. The majority of them state that a good school is distinguished by a very high pass rate or success rate, modern infrastructure, and corresponds to the family's purchasing power. It also has experienced teachers who serve the school and the students and who respect the school's educational disciplines. Three out of ten parents interviewed, or 31.6%, confirm these results.

The following graph illustrates these facts:

**Figure 2: The success rate, a criterion for qualifying a good school**



Source : Author.

A clear link between school change and increased repetition rates exists. However, the result of the Chi-squared test with the baseline distribution expresses that there is a significant difference between the proportions of parents who opt to change a child's school by expulsion and by poor academic performance. Specifically, 65.1% of the parents surveyed change their child's educational institution after an expulsion when the latter is justified by a case of repetition.

**Table 6: The referral and outcome of the primary drivers of settlement change**

Change of choice	Frequency
------------------	-----------

<sup>6</sup> La différence avec la répartition de référence est très significative.  $\chi^2 = 319,18$ , ddl = 5,  $1-p = > 99,99\%$ .

Dismissal of the child	65,1%
Repeat/unsatisfactory result	26,8%
Other	8,1%
TOTAL	100%

Source : Author.

We would like to point out that other secondary reasons for changing schools are justified by the family's relocation, the child's own choice, professional constraints, the family's purchasing power, competition failures and national exam success.

Homework or homework is a must for a student. Succeeding in one's "job as a student" has become a major issue for children and indirectly for parents who are considered as the main actors of education, and have their part in the success of their generations. From this theory, it is interesting to know the contribution by time and gender in the education they give to children.

The results obtained from this research, confirmed by the Chi-square test with the reference distribution, allow us to affirm the existence of a significant difference between the proportions of weekly time that parents dedicate to the education of a child. More than three quarters of the parents (83.9%) spend less than four hours per week with a child, and less than 16.1% of them spend more than four hours helping the child to work at home. Thus, they spend an average of 2.17 hours per week with a student. Their role takes different forms, such as helping children learn lessons and do their homework (32.3%) or moral lessons for one out of two parents, reading to contribute to education (2.2%), and 15.3% of respondents initiate children to research related to their studies on the Internet.

**Table7: Type of education**

Type of education	Frequency
Learning lessons	32,3%
Morality	50,3%
Reading	2,2%
Introduction to research	15,2%
TOTAL	100%

Source : Author <sup>7</sup>.

In order to fulfill their role, parents in some cases resort to the intervention of third parties. The results of this study support the appearance of a significant difference <sup>8</sup> on how to help the child to work and show that more than half of the parents (54.6%) need other people to help them with their tasks. On the other hand, less than one in three of the respondents, i.e. 28.8%, have never entrusted other people with the education of their children and 16.7% do so often. The following table summarizes the different results stated above:

**Table 8: Parents and their roles in the child's education**

	Temps consacré à l'éducation d'un enfant	Appel	Genre d'éducation
The father (41,7%)	Average = 1,79	Rarely (53,5%) Never (29,0%) Often (17,4%)	Moral (51,0%) Learning lessons (34,2%) Other (13,5%)
The mother (46,8%)	Average = 2,28	Rarely (54,0%) Never (28,7%) Often (17,2%)	Moral (52,9%) Learning lessons (28,7%) Other (16,1%)
Tutors (11,6%)	Average = 3,12	Rarely (60,5%) Never (27,9%) Often (11,6%)	Learning lessons (39,5%) Moral (37,2%) Other (18,6%)

<sup>7</sup> La différence avec la répartition de référence est très significative.  $\chi^2 = 194,47$ , ddl = 3, 1-p = >99,99%

<sup>8</sup> La différence avec la répartition de référence est très significative.  $\chi^2 = 83,66$ , ddl = 2, 1-p = >99,99%.

Set (100%)	Average = 2,17	Rarely (54,6) Never (28,8%) Often (16,7)	Moral (50,3%) Learning lessons (32,3%) Other (17,5%)
------------	----------------	--	--

Source : Author.

Furthermore, our study showed through Fisher's test that the time given to a child for his education is not the same and varies according to the parents' level of education. Those who have university levels devote a little more time to the follow-up of their children, i.e. 2.82 hours per week, whereas the other parents only devote less than 2 hours per week. The table below justifies these results:

**Table 9: The role of academics in children's education**

Level of education	Average time spent with a child
Primary	1,33
Secondary	1,56
University	2,82
TOTAL	2,17

Source : Author <sup>9</sup>.

The involvement of parents in the education of children is not limited to the time allocated to their training, it is also characterized by the way of setting a schedule for their accompaniment during important moments such as extracurricular festivities, proclamation of school results, pedagogical meetings, exams and other events. This participation in the various events related to the educational training of the children is conditioned by the level of education of the parents. The result of the Chi-deux test<sup>10</sup> which confirms a significant dependence between these two traits.

<sup>11</sup>Parents with a fairly long secondary or university education are the most active in monitoring their children's education. Slightly more than one parent out of two, i.e. 53% of parents with higher education and 50.6% of parents with secondary education are more involved in educational activities. We also note from this analysis that the proportion of irresponsibility decreases as the level of education increases. This scourge concerns 40% of parents at the primary level. On the other hand, extracurricular activities are of interest to almost one parent out of four at the primary (26.7%) and secondary (23.6%) levels, and 36.6% of parents with a university education.

### Parent satisfaction

Parental satisfaction is a significant variable in the private education market. "One mother explained to us that if you really want to shape a child to the best of his or her ability, you need to educate them in schools that can develop their own personal strengths and characteristics so that they can develop their own talents and gifts as adults, and value their own identity. This is why this mother says she chooses private schools for her child. And finally, the biggest point that leads Malagasy parents to enroll their children in private schools is the fact that these schools, besides developing the hidden personality of the children, also offer comfort and assurance to the parents»<sup>12</sup>.

In order to measure parents' confidence in private schools, this study will discuss three types of satisfaction with the role of the teaching staff, the role of the school, and the school's performance.

We note that parents' satisfaction with teachers' roles concerns the vast majority of those who educate their children in private denominational schools (87.6%) or those who have transferred their children to a private school (85.7%). On the other hand, the lack of satisfaction with the role of teachers is a problem in public schools. In fact, slightly less than one parent in two (47%) who choose public schools are not convinced of the quality of the services provided. The assessment is obvious for parents of children who transferred to public schools (83.3%)<sup>13</sup>.

This situation is evidenced by teacher attendance, overstaffing, lack of teaching materials, and the recent closure of the school. Indeed, three out of ten parents interviewed who had chosen a public school for their offspring's

<sup>9</sup> Résultats du test de Fisher : Temps consacré à un enfant : V<sub>inter</sub> = 76,51, V<sub>intra</sub> = 3,86, F = 19,81, 1-p = > 99,99%

<sup>10</sup> Cf annexe 3

<sup>11</sup> Cf annexe 4

<sup>12</sup> [http://www.lagazette.dgi.com/index.php?option=com\\_content&view=article&id=25383:ecoles-privées-en-concurrence-&catid=64:newsflash&Itemid=67](http://www.lagazette.dgi.com/index.php?option=com_content&view=article&id=25383:ecoles-privées-en-concurrence-&catid=64:newsflash&Itemid=67), Ecoles privées : En concurrence, Mardi, 11 Septembre 2012.

<sup>13</sup> Cf annexe 5



education confirmed these consequences. The results of the Chi-square test also confirm a significant dependence between the role of teachers and the school chosen for the child's education<sup>14</sup>.

The quality of the services offered by schools also determines parent satisfaction and loyalty. The results of this study show that most parents (44%) who have chosen a public school for the education of their children are somewhat satisfied with the educational service. They call for the inspection of public schools by competent authorities for pedagogical negligence. Two out of five parents interviewed who send their children to public high school confirm this result and also point out that this disappointing fact is materialized by frequent absences and lateness of teachers. Thus, private schools gain the confidence of parents, more precisely religious schools, more than three out of four of them are satisfied with the role and services rendered by these institutions. The result of the Chi-square test shows that there is a significant dependence between the choice of a school for a child's education and the quality of the services provided by that school or by its staff as a whole<sup>15</sup>.

Academic performance is one of the criteria for children to choose a school. In 2012, the Sempama strikes had serious repercussions in the recently released CEPE and BEPC exam results. While on the private school side, it was almost a success<sup>16</sup>. This time, this research work establishes the degree of significant dependence illustrated by the result of the Chi-square test<sup>17</sup> between the institution chosen and parents' satisfaction with the results<sup>18</sup>. Satisfaction with academic performance distinguishes private schools. More than 6 out of 10 parents say they are satisfied with their children's work. However, the results of children from private schools are judged to be somewhat satisfactory. We note, however, that satisfaction with school results concerns very few parents (16.7%) who have just transferred their children to a public school.

This section allowed us to know the profile of parents in the education of their children. The majority of the respondents are married and have a better paid job. Half of these parents have a university education. They have an average of three children and confirm that their income is insufficient.

According to their opinions, a good school has good results, has modern infrastructure for education and corresponds to the purchasing power. More than one out of two parents who send their children to high schools trust private non-denominational schools. Purchasing power is the first criterion for choosing their school. Expulsion and academic performance are also the main reasons why their children change schools.

On the other hand, parents spend an average of two hours per week helping a child complete homework assignments. The meeting is the occasion that motivates parents to accompany their children to school. They have more confidence in private schools and are satisfied with the work of the teachers, the services provided by the school, and the academic results. These results express that parents trust private schools and are almost satisfied with their services.

### Criteria for choosing a school

Given that the main vocation of parents is to transmit to children the most fundamental habits, namely the teaching of walking, language, vocabularies, relationships with people, and the first moral principles. The responses on the question of the role of a school in relation to children revealed two propositions on their part. In fact, the first responsibility is to improve skills (56.5%), but at the same time, it is a fundamental means to achieve the highest standard of living according to Maslow's pyramid.

But the educational influence of parents does not stop there. Their contributions to educational outcomes are inescapable. The search for a good school is fundamental. Unfortunately, several constraints are associated with this variable, including purchasing power, number of dependent children, and level of education. The results obtained from this work justify that these parents choose private schools for the most part. A choice motivated by other factors<sup>19</sup>. The interaction of these unavoidable variables with educational outcomes is explored in this thesis. We first analyze the influence of culture on this choice. Comments necessary for decision making in the search for satisfaction of parents, clients of the school, are also provided.

### Importance of culture

It should be remembered that 66.7% of parents who have reached the primary level choose public schools, 47.7% of parents who have reached the secondary level send their children to these schools, and only a quarter of parents

<sup>14</sup> Cf annexe 6

<sup>15</sup> Cf annexe 7

<sup>16</sup> [http://www.lagazette-dgi.com/index.php?option=com\\_content&view=article&id=25383:ecoles-privées-en-concurrence-&catid=64:newsflash&Itemid=67](http://www.lagazette-dgi.com/index.php?option=com_content&view=article&id=25383:ecoles-privées-en-concurrence-&catid=64:newsflash&Itemid=67), Ecoles privées: En concurrence, Mardi, 11 Septembre 2012.

<sup>17</sup> La dépendance est très significative.  $\chi^2 = 90,38$ , ddl = 8,  $1-p = >99,99\%$ .

<sup>18</sup> Cf annexe 8

<sup>19</sup> Les variables : culture des parents, pouvoir d'achat, le nombre d'enfants, discipline de l'établissement, et les résultats scolaires ont des influences notables sur le choix d'un établissement scolaire des progénitures.

(25.7%) of university level send their children to these schools. These results indicate that the choice of private schools is based on the parents' level of education<sup>20</sup>.

**Table 10 : Level of education**

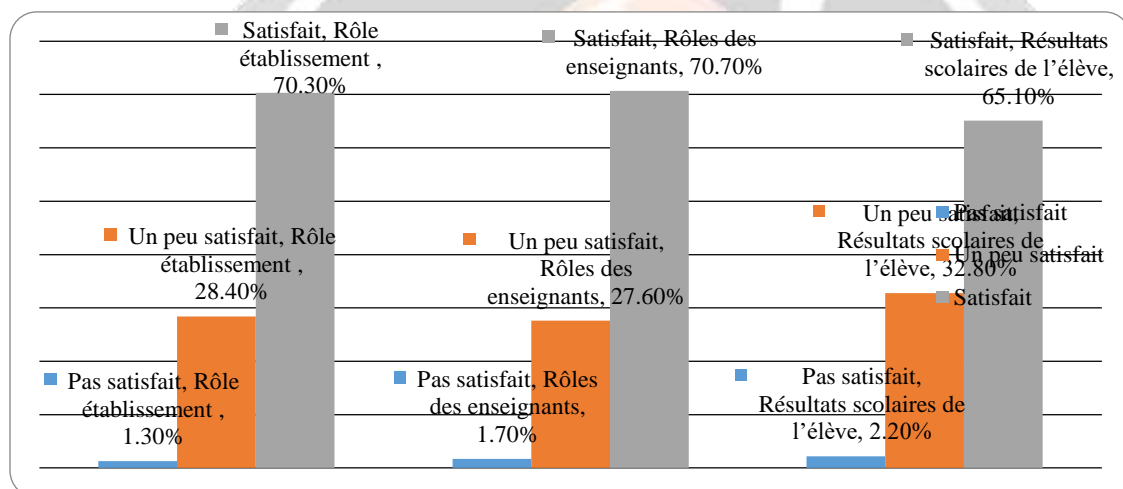
Choice / Level of study	Public	Private	TOTAL
Primary	66,7%	33,3%	100%
Secondary	47,7%	52,3%	100%
University	25,7%	74,3%	100%
TOTAL	37,6%	62,4%	100%

Source : Author.

The idea or line of thought put forward at the beginning of this thesis tends to take shape to this effect. The Chi-square test of independence<sup>21</sup> In addition, the survey allowed us to identify other secondary criteria that support the level of education as a factor of social success, having an influence on the justification of the choice of the parents of the schools. Thus, the discipline (34.5%), the level of the students in the high school (28.9%) and the reputation (20.3%), support the first criterion of choice of the private school, while the decision of the parents to educate their children in the public schools follows others more precisely, their purchasing power (83.1%).

This choice is justified by the level of satisfaction with the services provided by the teachers and the school as well as the academic results.

**Figure 3: Level of parental satisfaction with the choice of private school.**



Source : Author.

However, the behavior of parents in the face of difficulties in the educational environment such as results or school subjects creates problems. Indeed, given the number of flourishing, competing schools, parents do not find it difficult to regularly change the school of their children. Expulsion constitutes 65.1% of the change of choice and represents one of the threats of the institutions. In addition, repetition or tripling is the main reason for changing schools for one in four parents. Both of these issues need to be addressed by schools to be sustainable in their operations. Also, it is important for schools to carry out pedagogical actions on parents on the one hand, and on the other hand, a charter between schools that to preserve the sovereignty and ethics of education must be created so that the transfer of students is not an obstacle in the success. It may be that a child's expulsion is inevitable, but a repeat grade evokes a threat to the institution on the one hand and to his or her academic success on the other.

<sup>20</sup> La dépendance est très significative.  $\chi^2 = 24,04$ , ddl = 2, 1-p = >99,99%.

<sup>21</sup> La dépendance est très significative.  $\chi^2 = 209,30$ , ddl = 5, 1-p = >99,99%.

### The influence of purchasing power on parents' choices

**Table 11: Purchasing power one of the criteria for choosing a school**

Choice/Criteria	Public	Private	TOTAL
Distance	3,6%	6,0%	5,2%
Other (purchasing power)	85,0%	10,3%	38,4%
Level	6,4%	28,9%	20,4%
Discipline	3,6%	34,5%	22,8%
Awareness	1,4%	20,3%	13,2%
TOTAL	100%	100%	100%

Source : Author.

Purchasing power is also one of the variables that determine the choice of a school. In the Madio project, **Roubaud F.**<sup>22</sup> established in 1996 by its results, the influence of purchasing power on the choice of a school and on the educational success of a student. It was also mentioned that no parent with a monthly income of less than Ar 100,000, especially with low purchasing power, sends his/her child to a private school. In case of non-payment of school fees, children are suspended for a few days. The results of the Chi-square test carried out on our results confirm the existence of a very significant dependence between parents' choice and their purchasing power.<sup>23</sup> More than 80% of parents with incomes above Ar 400,000 choose to educate their children in private schools while more than one out of two parents who earn less than Ar 400,000 choose public high schools.

**Table 12: Influence of Income on the Choice of Institutions**

Choice/Income	Public	Private
< 400 000	59,3%	18,5%
[400 000-800 000[	36,4%	51,3%
> 800 000	4,3%	30,2%
TOTAL	100%	100%

Source : Author.

However, in the pursuit of academic success for the child, and educational and financial performance for the school; cooperative solutions on the part of key school officials and parents will need to resolve this issue.

### The number of children and the choice of a school

As a research hypothesis of this work, the number of dependent children of parents is one of the variables cited in the choice of a school. The result of Fisher's test raised the existence of a significant difference between the average number of children of parents who work with private schools and those who trust public educational institutions<sup>24</sup> generally made up of large families.

## DEPENDENCE OF SCHOOL CHOICE ON PURCHASING POWER, NUMBER OF DEPENDENT CHILDREN, AND PARENTS' EDUCATION LEVEL

In addition to the problem of the quality of public education (Arestoff, World Bank Report 1995-1996), which has set the private sector apart, the number of children is a new situation that favors inequality of academic success among Malagasy children. Three problems arise, those who come from parents of lower intellectual level with regard to low purchasing power and having more than three children to support do not have the possibility to send their children to private schools supposed to be a place where one acquires a good education. According to

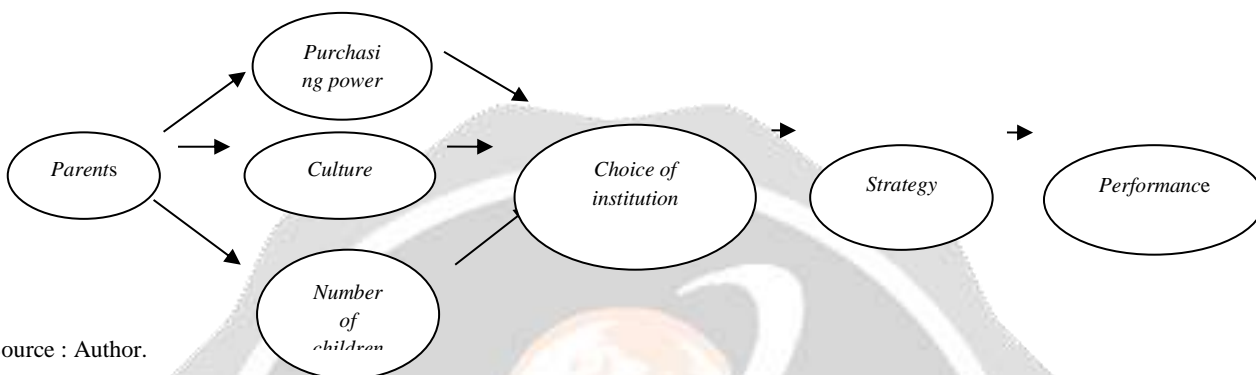
<sup>22</sup> Roubaud, F., (1996).

<sup>23</sup> La dépendance est très significative.  $\chi^2 = 75,67$ , ddl = 2, 1-p = >99,99%.

<sup>24</sup> Nombre d'enfants :  $V_{\text{inter}} = 64,35$ ,  $V_{\text{intra}} = 1,12$ ,  $F = 57,70$ , 1-p = >99,99%.

Perrenoud (1970), educational success is attributed to the cultural level of the family environment, measured by the parents' diplomas. For example, with the same income, children's success is related to the cultural level of the parents, whereas with the same degree, it would not be related to income level. The number of dependent children and other strategies, in particular the reputation of the school and the quality of its infrastructure, in addition to these variables (level of culture and purchasing power), determine the parents' choice of school and condition the performance of the school. Thus, the validation of the hypothesis is illustrated by the following figure:

**Figure 4: Purchasing power, culture, and number of dependent children, determining factors in the choice of institution**



Source : Author.

The statistical results of our studies confirm this situation. Indeed, university parents manage to devote more than two hours a week to their children's education. This is the inequality of success. These different assertions are confirmed by the results of the ANCOVA analysis of covariance conducted on XL-STAT between the endogenous variable "the choice of a school" and the exogenous variables "the purchasing power", "the number of dependent children" and "the parents' level of education".

**Table 13 : Adjustment coefficients**

R (correlation coefficient)	0,690
R <sup>2</sup> (coefficient of determination)	0,637
Adjusted R <sup>2</sup> . (adjusted coefficient of determination)	0,614
SCR	65,413

Source : Author.

The results in the table show an adjusted coefficient of determination R<sup>2</sup> of 0.614. Thus, 61.4% of the variation in parents' choice of school for their children is explained by their purchasing power, their level of education and the number of dependent children.

The ANOVA table associated with this analysis confirms the overall significance of the model in that the p-value (Pr>F) is less than the 5% risk of error. This result establishes that all the coefficients of the exogenous variables are significantly different from 0.

**Table 14: ANOVA table**

Source	Ddl	Sum of squares	Medium square	F of Fisher	Pr > F
Model	5	22,143	4,429	24,779	< 0,0001
Residue	366	65,413	0,179		
Total	371	87,556			

Source : Author

On the other hand, the following table of parameters allows us to establish the equation for the model of parents' choice of school for their children.



**Table 15: Table of parameters**

Parameter	Value	Standard deviation	t of Student	Pr > t	Lower terminal 95 %	Upper terminal 95 %
Constant	0,951	0,072	13,245	< 0,0001	0,810	1,092
Number of children	-0,112	0,020	-5,459	< 0,0001	-0,152	-0,071
Level of ed-University	0,000	-	-	-	-	-
Level of ed-Secondary	-0,158	0,046	-3,424	0,001	-0,249	-0,067
Level of education-Primary	-0,450	0,114	-3,934	< 0,0001	-0,675	-0,225
Wage consideration-Low	0,000	-	-	-	-	-
Salary Consideration-Medium	0,257	0,052	4,979	< 0,0001	0,155	0,358
Salary Consideration-High	0,272	0,302	0,902	0,368	-0,321	0,866

Source : Author.

We have:

$Y = 0.951 - 0.112X_1 - 0.158X_4 - 0.45X_5 + 0.257X_7 + 0.272X_8$ , where  $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$ ,  $X_5$ ,  $X_6$ ,  $X_7$ , and  $X_8$  denote university level of education, secondary level of education, primary level of education, low-wage consideration, medium-wage consideration, and high-wage consideration, respectively.

We also infer from the values of the lower and upper bounds of the confidence intervals, set at 95% of the explanatory variables that:

- On the one hand, the number of dependent children of parents, primary and secondary education levels negatively influence their choice. Large families whose parents' education does not go beyond secondary school logically direct their children's education to public institutions.
- On the other hand, middle- and high-income parents favor private school choice.
- Finally, these results show that the coefficients of the level of university education and the consideration of low salary as well as the consideration of high salary are or can be zero, so the choice of high schools for these parents' profiles is predefined.

The hypothesis set in this thesis was assumed as a lead to think about the dependence between the choice of a school for a child and these previously mentioned variables (parents' culture, purchasing power, number of dependent children). We are able to accept that this line of inquiry is verified.

## CONCLUSION

Malagasy education was always under the control and financing of international organizations. In parallel to this dependence, globalization in the economic system has led to an opening up of the business sector, particularly the development of the Malagasy private education sector. As private institutions hold a large share of the education system in which they have set as their main mission's education and profit making. The results of this study confirm that more than 63% of parents, mostly working in the liberal sector and having sufficient financial means for the schooling of their children, choose these private schools for the education of their offspring and hope in return for a successful schooling, allowing them to access a better life. As most of the parents have reached university level, their contributions to educational activities are effective, such as learning lessons and investing in school equipment. However, the number of children in the parents' care influences the choice of school. Those who have more than three children are inclined to choose public schools for their children's education. However, the success rate remains their criterion for valuing a good school in addition to purchasing power and discipline.

The results of our analyses have shown that purchasing power, level of education, and the number of children in the parents' care condition the choice of a school for their child. Consequently, in addition to the purchasing power of some parents, the number of their children, the inadequacy of public schools, which favors the development of the private education sector, discipline, the quality of the service rendered and the results distinguish them from public schools.

## BIBLIOGRAPHY

- Anne, T. ; et al**, (2010). « L'évaluation de la performance de la fonction RH : de la théorie à la pratique des DG ». Université Paris DAUPHINE.
- Bergonnier, D.** (2005). « Accompagnement familial de la scolarité : Le point de vue du père et de la mère d'adolescents (en collège et lycée) ». Les Sciences de l'éducation- Pour l'Ère Nouvelle, vol. 40.

- Chinapah; et al.**, (2000). « Handbook on Monitoring Learning Achievement. Towards capacity building », Paris: UNESCO/UNICEF.
- Citeau, J.**, (2003). « Gestion des Ressources Humaines : principes généraux et cas pratiques ». 2<sup>ème</sup> édition Armand COLIN.
- Coleman et al.**, (1966). "Equality of educational opportunity". Washington, DC: US Office of Education.
- Dolan, S.; Harbottle, J.**, (1989). "Résultats of a Survey Amongst Senior HR Managers". Paper presented at the Annual Conference of the Quebec Association of Human Resources Professionals.
- Dorosh, P.**, (1998). « Structure et facteurs déterminants de la pauvreté à Madagascar ».
- Duru-Bellat, M.**, (2003). « Les apprentissages des élèves dans leur contexte : les effets de la composition de l'environnement scolaire », Carrefours de l'éducation.
- Goffee R. ; Garerh J.**, (2000). « Quel est le ciment de l'entreprise moderne ? » Editions d'Organisation, Paris.
- Grahay, M.**, (2000). « L'école peut-elle être juste et efficace ? De l'égalité de chance à l'égalité des acquis ». Belgique De Boeck University.
- Lallez, R.**, « Aspect psychologique de la motivation ». Conférences des grandes Ecoles.
- Morin, E.; Savoie, A. ; Beaudin G.**, (1994). « L'efficacité de l'organisation : théories, représentations et mesures ». éditions Gaëtan Morin, Montréal.
- Perrenoud**, (1999). « Dix nouvelles compétences pour enseigner ». Paris: ESF.
- Rocheleau J.**, (1998). « Une approche de gestion pour l'école informatisée ». LICEF, Montréal (Québec).
- Roubaud, F.** (1996). « La politique d'éducation au coureur de l'ajustement à Madagascar : que veulent les tananariviens ? ». Projet MADIO.
- Scheerens**, (2001). "School effectiveness in developing countries, School Effectiveness and School Improvement".
- Shimon, L. ; Randall, S.**, (1995). « Gestion des ressources Humaines au seuil de l'an 2000 ». 2<sup>ème</sup> édition, Edition du Renouveau Pédagogique Inc, Québec.

## ANNEXES

### ANNEXE 1: PARENT INTERVIEW GUIDE

Theme: Choice, Qualification, and Problem of a school.

Date : October 2012 Time : Noon to 2 pm Place : Anosy, Ambohitovo, Antanimena,...

Resource persons : Parents of high school students of the Capital

1. How do you earn your living? Do you have other activities? The majority of the parents are professionals. They all have two parallel activities.
2. How would you describe a good school? The quality of the infrastructure, the quality of the academic results and the reputation of the establishment are the main criteria for qualifying a good school.
3. When would you change your child's school? Repetition of a year, expulsion of a student, relocation, and parents' assignment are the main reasons for changing a child's school. Teacher absence and tardiness demotivate parents.
4. Do you choose a public school for your child? The inability to pay school fees forces parents to choose the public education sector.
5. For public education, what problems have you noticed? The frequent absence of teachers, strikes, and inadequate infrastructure are negative aspects of public education.
6. According to you, what is missing for the good functioning of public schools? The motivation of teachers, infrastructure, and state controls are the main handicaps of the sector.
7. In your opinion, what are the characteristics of private schools? The quality of results and discipline distinguish private schools.

### ANNEXE 2

#### Parents and their free time for the education of their children

Time spent with a child	Frequency
Less than 4	83,9%
More than 4	16,1%
TOTAL	100%

Source : Author <sup>25</sup>.

## ANNEXE 3

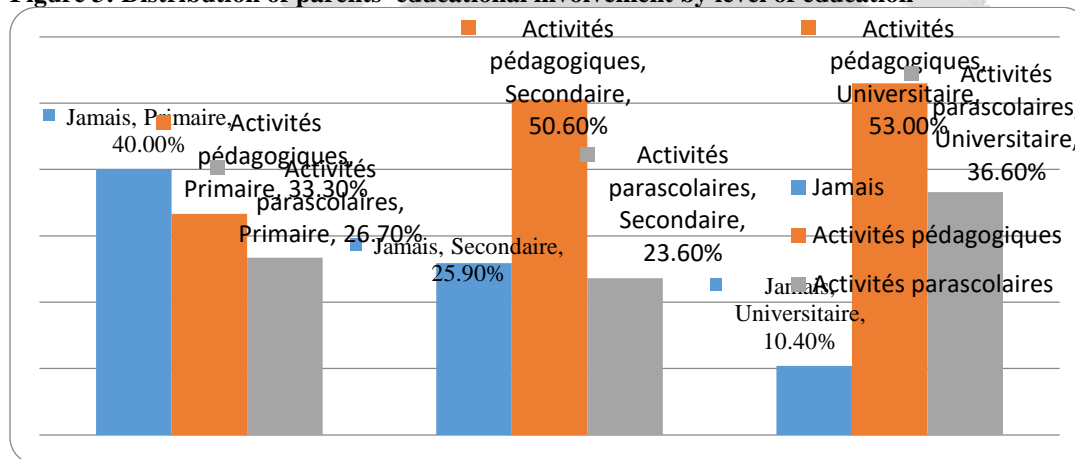
## The parents of free time to the education of their children

Level of education/accompagnement	Never	Educational activities	Extracurricular activities	TOTAL
Primary	40,0%	33,3%	26,7%	100%
Secondary	25,9%	50,6%	23,6%	100%
University	10,4%	53,0%	36,6%	100%
TOTAL	18,8%	51,1%	30,1%	100%

Source : Author

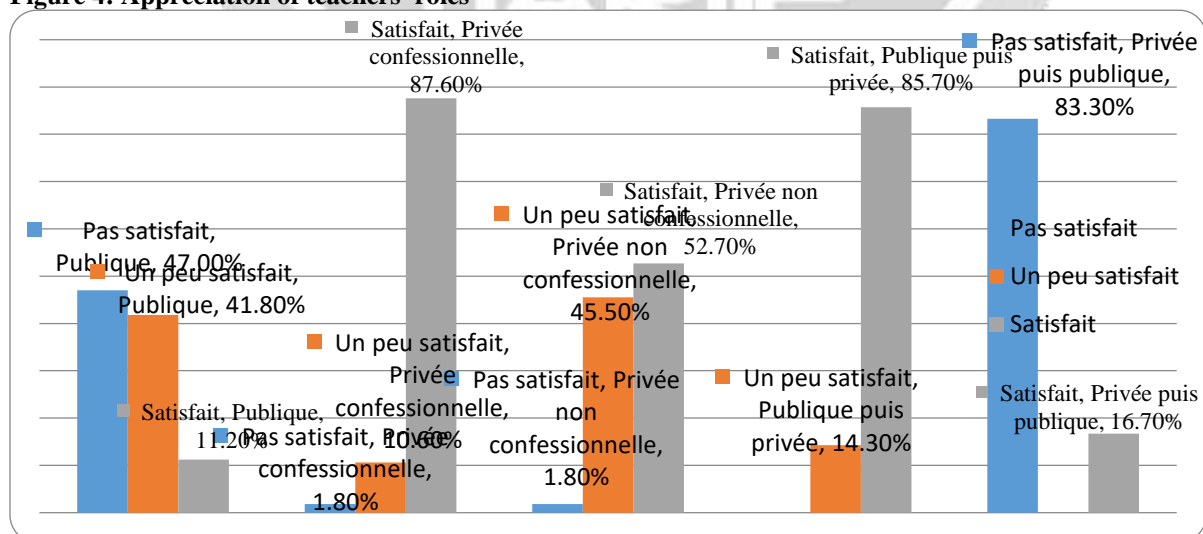
## ANNEXE 4

Figure 3: Distribution of parents' educational involvement by level of education

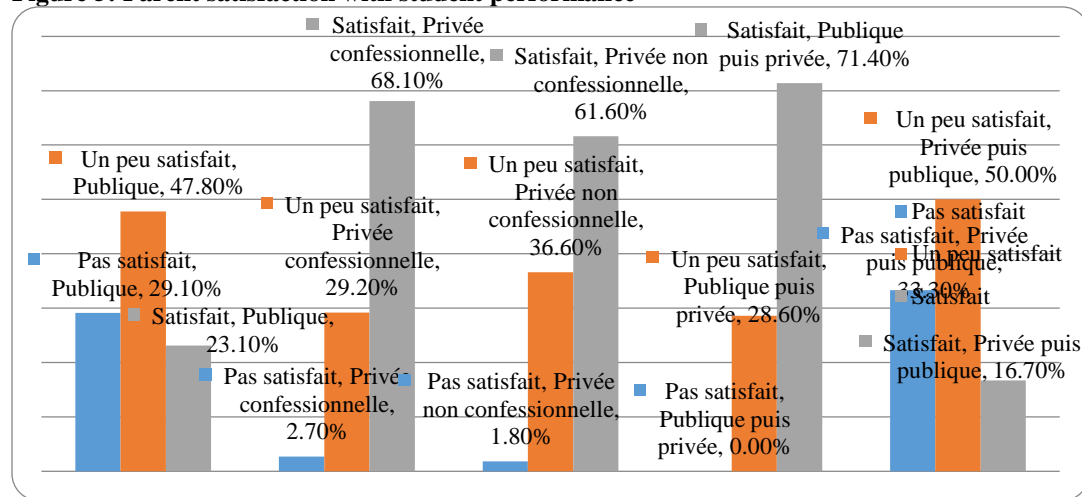
Source: Author <sup>26</sup>.

## ANNEXE 5

Figure 4: Appreciation of teachers' roles

<sup>25</sup> La différence avec la répartition de référence est très significative.  $\chi^2 = 170,71$ , ddl = 1, 1-p = >99,99%.<sup>26</sup> La dépendance est très significative.  $\chi^2 = 21,26$ , ddl = 4, 1-p = 99,97%.

Source : Author.

**ANNEXE 6****Figure 5: Parent satisfaction with student performance**

Source : Author.

Source : Author <sup>27</sup>.**ANNEXE 7****Parents' satisfaction with the school's roles**

Choice/Satisfaction with teacher roles	Not satisfied	A little satisfied	Satisfied	TOTAL
Public	44,0%	44,0%	11,9%	100%
Private faith-based	0,9%	12,4%	86,7%	100%
Private non-denominational	0,9%	45,5%	53,6%	100%
Public then private	14,3%	14,3%	71,4%	100%
Private then public	50,0%	33,3%	16,7%	100%
TOTAL	17,5%	34,1%	48,4%	100%

Source : Author <sup>28</sup>.**ANNEXE 8****Teacher quality of service a determining factor in school choice**

Choice/Satisfaction with teacher roles	Not satisfied	A little satisfied	Satisfied	TOTAL
Public	47,0%	41,8%	11,2%	100%
Private faith-based	1,8%	10,6%	87,6%	100%
Private non-denominational	1,8%	45,5%	52,7%	100%
Public then private	0,0%	14,3%	85,7%	100%
Private then public	83,3%	0,0%	16,7%	100%
TOTAL	19,4%	32,3%	48,4%	100%

<sup>27</sup> La dépendance est très significative.  $\chi^2 = 209,79$ , ddl = 8, 1-p = >99,99%.<sup>28</sup> La dépendance est très significative.  $\chi^2 = 191,49$ , ddl = 8, 1-p = >99,99%.