

Factors Motivating Public School Teachers to Enroll their Children in Private Schools: A Phenomenological Study

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Abstract

This study aims at exploring the motivating factors that encourage public school permanent teachers to enroll their children in private schools. To achieve this objective, the study was guided by interpretive paradigm followed by phenomenological research design. Altogether eight teachers were chosen from eight government-funded schools located in Bagmati province, following purposive sampling method. And then qualitative information was garnered by using in-depth interview to get a deeper understanding on the motivating factors that captivate public school teachers to send their children to private schools. Furthermore, collated data were edited, transcribed, coded, and thematized to draw meaningful results and conclusions for attaining the objective of the study. A number of factors such as quality education, English medium, regular homework, accessibility of private schools, disciplined environment, sound administration, political neutrality, and the like were found playing crucial role for motivating public school teachers towards private schools; and many of them send their children to private schools with the intention of receiving quality education services. This trend creates difficulties in ensuring the constitutional rights of children to receive quality education free of cost upto secondary level. Responsible agencies, therefore, need to pay proper attention to optimize the quality of public schools to ensure the rights to education for all children as enshrined in the constitution.

Keywords: Right to education, public schools, secondary level teachers, private schools, motivating factors

Introduction

Privatization of education refers to a process through which private organizations and individuals participate actively in a wide range of educational activities with private investment (Ministry of Education, Science, and Technology, 2019; Verger, Fontdevila, and Zancajo, 2016). Private schools are purely non-governmental institutions and run in the form of profitable, non-profitable, or religious entities (Cox, Weiler, and Cornelius, 2013). These

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institutions are more independent and rely mainly on their own resources (Yaacob, Osman, and Bachok, 2015) usually on the fees paid by parents as per the services provided to them (Paudyal, 2017). It means, these schools are operated with private investment (Nepal Law Commission, 2018). These days, privatization in education is a growing global phenomenon threatening the right to education in many countries including Nepal (Nepal National Teachers Association, 2016). A significant number of private schools are growing continuously due to the favorable policies endorsed by the government (Asia South Pacific Association, 2018; Verger and others, 2016). Globally, during 2000-2016, enrolment increased from 10.1% to 17.1% in private primary schools, and from 19.2% to 26.3% in private secondary schools (Asia South Pacific Association, 2018; Yaacob and others, 2015). The private sector has invested more than Rs 120 billion in school-level education with 10 percent increment every year (Nepal National Teachers Association, 2016) and the market share of private players in school education is around 30% (Dolma Development Fund, 2014). Private school owners, therefore, are in favor of complete privatization with very little interference from the government (Department of Education, 2017; Kelly, 2004). The mantra 'what matters is what works' accepted by the government has worked in favor of privatization in education; but there is little evidence that privatization is any more successful than public provision (Green, 2005). Nevertheless, a large portion of parents, including the public school teachers, are interested in paying for private education due to low quality of public schools' performance and decline in the funding by the state in public education (Action Aid, 2017). Consequently, they send the children to private institutions rather than in their own schools.

The growth of unregulated private educational institutions in Nepal has been creating and entrenching segregation in education, has threatened access to quality education especially for girls and socio-economically disadvantaged children (Nepal National Teachers Association, 2016), and exacerbated social inequalities (Bray and Lykins, 2012). Approximately, 83% of total basic level children are in community schools and the remaining 17% are in institutional schools in Nepal (Department of Education, 2017). The wealthiest families are the main users of private education (Yaacob et al., 2015; Bray and Lykins, 2012) since over half of the pupils enrolled in private schools belong to the richest 20% of the population (Central Bureau of Statistics, 2012). Privatizing education, therefore, is a threat to equity, access, and social justice (Action Aid, 2017; Green, 2005) – so that the rich class gets high quality education as compared to the poor that ultimately divides the society into two social strata. Education should be afforded without price (Gross, 2018) but free education is almost inexistent in Nepal (Bhattacharya, 2012), since at least each learner has to bear indirect cost of education. Both public and private schools charge fees

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to the parents whose students are enrolled there. Private schools charge much more than legally determined fee; but they are not penalized (Nepal National Teachers Association, 2016) due to the tendency of tolerance in illegal activities (Paudyal, 2017; Nepal National Teachers Association, 2016).

Some argue that private schools are more accountable and cost-effective than government schools (Brinkmann, 2013). Thus, public education in Nepal has been facing lingering challenges in quality and equity. The student-teacher ratio remains very high and student achievement is also a major problem at all levels of education. In 2013/14, on average, 48 percent of Grade 3 students, 51 percent of Grade 5 students, and 52 percent of Grade 8 students did not achieve their grade level in science, math, and English (National Institute for Research and Training, 2016) respectively. A significant number of people, especially those who can afford private education, are interested in enrolling their children in institutional schools.

Literature indicates that quality education (Nazari and Dadman, 2021; Kularajasingam, 2019; Yaacob et al., 2015; Davis, 2011), physical facilities, teacher quality, location (Yaacob et al., 2015), manageable class size (Alsanidi, 2016; Khattak, Khan, Tariq, and Tasleem, 2010), medium of instruction, school performance (Khattak et al., 2010), and positive learning environment (Hartsell, 2011) have played crucial role for motivating parents towards private education. Public educational institutions should improve all these aspects to provide quality services to a large number of beneficiaries. Otherwise, all of the resources invested on public education go in vain. In this regard, this study was carried out to investigate the major motivating factors that trigger them to enroll their children in private schools even working as permanent teacher in public schools of Nepal.

Objective and research question

This study was carried out to explore the motivating factors that encourage the public school teachers to enroll their children in private schools. Accordingly, the research question addressed was – what are the factors inspiring the public school teachers to send their children to private educational institutions?

Methodology

This study was based on interpretive paradigm (Creswell and Poth, 2018; Merriam and Tisdell, 2016) followed by hermeneutic phenomenological research design (Smith, Flowers, and Larkin, 2009; Moustakas, 1994). Individual experiences of key informants were garnered; then their meanings were generated and analyzed to capture the studied phenomenon. Eight permanent secondary level teachers, who send their children to private schools,

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were chosen as the samples by using purposive sampling method since these teachers could give more credible and authentic information in relation to the motivating factors that encourage them to enroll their children in private schools even working as permanent teachers in public schools. From gender perspective, there were five female and three male teachers who had received Master's Degree in Education. Three of them had more and five had less than five years of teaching experiences.

An open-ended interview protocol was developed based on the insight obtained from literature review and then personal experiences of each informant regarding posed research question were collated by using some additional probing questions. Each sample teacher was interviewed for approximately 30 minutes to gather their personal experiences; and then all of the information collated from them were edited, grouped, thematized, and analyzed accordingly to draw valid results and conclusions. Both emic and etic perspectives have been applied to draw meaning from the gathered information. And then three techniques namely triangulation [information obtained from different respondents were cross-checked], thick description [a significant number of verbatim was used to draw meaning] (Flick, 2018; Creswell 2015), and member checking [information collected from the informants were consulted to ensure accuracy] (Creswell and Poth, 2018; Merriam and Tisdell, 2016) were also used to ensure the credibility and authenticity of results; then conclusions derived through research process. Pseudo-names are given to the sample school (School-A, School-B...School-H etc.) to ensure confidentiality and make the study ethically sound.

Analysis of results

Although the Government of Nepal has been providing school education free of cost to make school education accessible to the public as enshrined by the constitution, the number of students is decreasing day by day in many public schools in Nepal. But number of students in private schools is in increasing order for several years. Nepal Government has been allocating a large chunk of national budget to provide quality education on one hand and a significant number of parents including public school teachers are interested in enrolling their children in private educational institutions on the other. In this regard, this study has identified the following factors as the main determinants for motivating parents towards private schools.

Quality of educational service: Study results indicate that the educational services provided in private schools motivate them to enroll their children there. Many of them proclaimed that private schools have been showing good results in Secondary Education Examinations (SEE) for years. In

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private schools, curricular, co-curricular, and extracurricular activities take place on regular basis; and they show good results in final examinations. In this regard, a respondent mentioned that *private schools provide quality services in terms of education, extra-care, and day meal...parents, therefore, do not have any additional burden of children except for paying huge amount of fee* (Teacher from School-F). Furthermore, another respondent replied, *both teaching and non-teaching staffs from our school send their children to the private schools to get quality education* (Teacher from School-D). *...Those who have received their school education through private school have high probability of getting job opportunities because of fluency in English,* Teacher from School-H answered. In addition, an informant responded:

...It is unethical to teach our children in private schools as being a permanent teacher of public school in one hand and I do not have any rights to alienate my child from receiving quality education on the other...the quality of public schools is poor as compared to private schools because of liberal promotion system, punishment-free school environment, and carelessness of parents at home...I, therefore, send my child to private school [Teacher from School-C].

Likewise, the participant (from School-C) proclaimed: *I am very satisfied with the educational services provided in private school...my son has improved his academic performance simultaneously after getting enrolled there...he has got third position in the class and actively participates in extra-curricular activities too.* Teacher from School-D informed: *...Teachers in private school have been using Montessori approach and give priority to learning by doing...children do not have more pressure in school...they frequently organize parent meetings to improve the academic performance of our children.*

On contrary, a few informants did not agree the belief that private schools are providing quality education as compared to government-funded schools. *Teachers working in private schools are more punctual, responsible, and hardworking as compared to public schools but learning environment is too coercive and students are not allowed to be creative,* a teacher from School-B informed. *Students studying in private schools secure high achievement in exams through parrot learning but they are less creative than the children studying in public schools,* as a teacher from School-G stated. *I am not fully satisfied by the services provided in private schools since academic performance of my child is poor as compared to her age* (Teacher from School-A). Another teacher (from School-F) informed: *Academic supports*

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provided by teachers in both public and private schools are not significantly different from each other; though the students studying in private schools secure good results...

The experiences shared by informants reveal the reality that they select private schools not only for a single reason. In private schools, they do not need to arrange tiffin; creativity of their children is appreciated, academic support is provided by considering the needs of children, accessible transportation is made available, timely feedback is given on assignments, academic calendar is implemented effectively, and students secure good result in exams. Due to these reasons, a significant portion of public school teachers think that private schools have been providing quality services to the children.

English as a medium of instruction: A significant number of respondents stated that the medium of instruction applied in private schools is an important motivating factor that encourages them to enroll their children there. *The world of work in the 21st century is getting competitive day by day and those who have good competence in English can get more opportunity in job market*, said a teacher from School-A. *Our children can learn English in better way in private school...which increases the chance of their employability in the future*, informed a teacher from School-B. Considering the reality, some public schools have been delivering curricular contents through English medium; but most of the staffs working there did not enroll their children in their own school. Teacher from School-C remarked that *though some schools have been using English language as core medium of instruction, most of the teachers working there are not interested in teaching their children where they teach*. The verbatims mentioned here indicate that medium of instruction is an important determinant that encourages parents to provide education in private institutions. Nevertheless, for some, English medium is not the only cause that has captivated them towards private schools since they have not enrolled their children in public schools where the preferred medium has been implemented. There might be other factors (good services, social prestige, for example) that encourage them to select private educational institutions.

Regular homework: Study results also show that teachers teaching in private schools assign homework on regular basis as compared to the teachers working in public schools. This difference also works as a motivating factor that encourages public school teachers towards private schools. *Teachers teaching in private schools not only give homework to their students on*

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regular basis but also check the homework thoroughly, Teacher from School-A stated. On the other hand, many teachers working in public schools rarely assign homework...and those who assign hardly check, Teacher from School-D added. The student-teacher ratio in private schools is lower than in public schools and the students studying in private institutions are given homework on a routine basis and then get ample opportunities to practice the knowledge and skills at home that they learned in their classrooms. We have to teach large class size and rarely get chance to check classwork in the school hours because of our busy time schedule, Teacher from School-F said. But in private schools ...teachers are more responsible and try to give 100% efforts by their side to enhance students' achievement, Teacher from School-E claimed.

The narratives presented under this theme depict that each of these parents wants to see good academic performance of their children. For this, ample opportunities should be provided to the learners to practice the behaviors intended; and homework is a well-established method to engage students in learning, which the private schools have been using more effectively to strengthen students' learning as compared to the public schools. Student-teacher ratio in private schools is favorable to do so. Therefore, parents including secondary level teachers prefer choosing private schools.

Accessibility of private schools: Some respondents informed that they had enrolled their children in private schools because these institutions were more accessible as compared to public schools. A few of them declared that they did not have confidentiality to enroll their children in other public schools except their own. They, therefore, decided to send them to private institutions, which were more secured and well-managed as compared to many public schools located around their community. *Our school is far from my home and I am not interested in sending my children to other public schools since I am not sure whether they provide quality education services or not, Teacher from School-A answered. A few public schools are really good in delivering quality services but they are very far from our residence...these schools do not have transportation facilities; even though we are interested in sending our children there..., Teacher from School-G stated. Private schools are not only accessible, they are also slightly reliable to provide good services...therefore; I enrolled my child in a private educational institution, Teacher from School-D informed. My daughter is studying at grade two...If I bring her to my school for her education then she disturbs me in teaching hours and I cannot do my*

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routine activities smoothly...therefore, I enrolled her in a private school near home, teacher from School-F stated.

Based on the shared experiences, we can conclude that different types of public schools are there in Nepal in terms of the degree of quality services. Informants wanted to send their children to the public schools where they could receive quality services. But they were inaccessible in terms of distance. Therefore, accessibility of private schools was found as another motivating factor that has inspired them to opt for private schools.

Disciplined environment: A significant number of informants indicated that disciplined educational setting created within private schools has also captivated them to enroll their children there. Most of them iterated that the learning environment of private schools is more disciplined as compared to that in the public schools. Almost all students attending private institutions are very loyal to follow rules and regulations endorsed by school administration. In this regard, some respondents stated as below:

We used to teach our son in public school till grade six but he did not pay proper attention on his study, and we felt difficulty controlling him at home; and then, as parents, we decided to send him to a private school. [Teacher from School-B]

...I used to teach my child in a public school until he was at grade three...he paid more attention on irrelevant activities rather than on his study. Therefore, I enrolled him in a private school; he has been staying at hostel and doing better in study than before. [Teacher from School-E]

Last year, I took a part-time class in a private school. Almost all the students studying there were found much disciplined. But a number of students studying in public schools are not well-disciplined, and sometimes, they ruin the academic environment of school. [Teacher from School-C]

The experiences of informants reveal that public school teachers conceive the discipline created in school as an indicator of quality education. They argue that private educational institutions provide more disciplined environment, which plays positive role in learning. Some of them are interested in providing educational services to their children in restricted learning environment. They think that teachers teaching in public schools have limited control over their students. Consequently, the students

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attending public schools are less disciplined than those who are in private schools.

Sound administration: Study results show that private school administration seems more effective as compared to public school administration. The administration always pays its attention to create apposite physical and psychological environment in private schools. As a result, teaching learning process in private schools proceeds more smoothly than in many average and below-average public schools. Teachers working there are regular and punctual due to accountable administration. *Every person in private school works collaboratively to achieve shared goals*, teacher from School-G said. *But some staffs working in public schools are neither responsible for administration nor for students because of their political affiliation with specific party*, teacher from School-A informed. *Public school administration seems very ineffective since a significant number of teachers especially from local community and those who have political access do not follow the instruction given by school leadership*, teacher from School-H answered.

The information encompassed under this theme reveals that school administration can play a crucial role in creating conducive and supportive learning environment. A good administration creates a collaborative environment for all teaching and non-teaching staffs to work together to ensure students' learning as intended in the curriculum. Informants think that private schools are better than public in this indicator. That is why they opt for private institution to educate their children.

Political neutrality: Study results show that less political interference in private schools also helps to secure good result in SEE exams through quality education services. Some informants argue that private schools recruit competent teachers without any influence from the mainstream politics. *School owner(s) in private schools always want(s) to provide quality services to motivate more students by diffusing good-will of the school*, Teacher from School-E informed. *But political game is layed in public schools too much by major political parties to give space to carders*, Teacher from School-C said. *Consequently, politically active people get opportunity to be employed in public school as Rahat and per-child funding [PCF] teachers that ultimately deteriorate the quality of whole education system*, Teacher from School-D informed. *And those teachers who have recruited by political power are more loyal to their political parties rather than the school administration*, Teacher from School-B warned. *Politically active teachers are less professional and cannot invest enough time and efforts to make their instructional activities more responsive considering the*

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diversity of classroom, Teacher from School-F revealed. Furthermore, another respondent said, *good teachers in public schools are less motivated to be professional because only those teachers who have political access are rewarded...but honest and competent teachers rarely awarded...* [Teacher from School-G].

Experiences shared by these informants indicate that political interference especially takes place in public schools, and it also pushes them to select private schools. Political parties want to recruit their cadres in public institutions to secure their votes for future and strengthen their local politics. Those who are recruited through political nexus become more responsible for their party leaders than school administration on one hand, and competent candidates do not get chance to provide services in public schools on the other. Such activities deteriorates the quality of public education and parents select particular private school as an alternative.

Social pressure: Study results also revealed that some teachers teaching in public schools send their children to private schools due to the pressure created by their relatives and colleagues. Some teaching and non-teaching staffs believe that private schools have been delivering better educational services as compared to public schools and a significant number of them send their children to well-equipped private schools by paying huge amount of fees. *Most of my colleagues send their children in private institutions and always talk about the good performance of their children...such discourse creates moral pressure to teach our children too in private schools*, a teacher from School-F informed. *Though some teachers teaching in public schools are interested in sending their children in government-funded schools, other people including their staff interpret them negatively by blaming them for indulging their children's future*, Teacher from School-G stated. *Our school can compete with private school for providing quality education to the children enrolled but almost all of us enroll our children in private schools because of the pressure created by the people around us*, Teacher from School-A replied. *Social media plays crucial role for exaggerating popularity of private schools...many private educational institutions are not in the position that general people think..., nevertheless, they send their children there...,* Teacher from School-B informed.

The verbatims presented above indicate that society, colleague circle, and the media create pressure to educate children in private schools. As a result, positive discourse is created towards private schools and negative thought towards public schools. Consequently, public school teachers have also been

choosing private educational institutions as the alternatives to government-funded schools.

Findings and discussion

Several factors such as socio-economic background of family (Ministry of Education, 2018; Alfonso, 2008), positive learning environment, school performance (Hartsell, 2011), educational programs offered in school (Alsanidi, 2016), distance and location of school, teachers' quality, school facilities, and syllabus taught at school influence in selecting educational institutions (Yaacob et al., 2015). Results of this study also specify that the distance to school, its academic result, and a range of facilities provided there play crucial role in choosing specific educational institution in Nepal especially by public school teachers. Some studies (Parker, 2008 for example) indicate that 40% of the repetition rates in primary school are due to poor quality schooling. Perception of inadequacy in mainstream schooling, therefore, is another key driver that motivates parents towards private schools (Yaacob and others, 2015; Bray and Lykins, 2012). Study results also reveal that, as parents, public school teachers accept private schools as the best alternate to fulfill the inadequacies existed in public schools; and most of them send their children to private schools. Educated parents, including those working as public school teachers, know that poor performance in the exams is related to poorer employment opportunities and lower standards of living (Bray and Lykins, 2012). Consequently, these days, education is becoming increasingly result-driven (Marsh, 2009), and various attempts (private tutoring for example) have been made by private schools to secure good results in exams. Many private schools focus narrowly on exam results, adopt the strategy of rote-learning in order to achieve higher promotion rates and attract more students (Action Aid, 2017) for making more profits. Supporting the fact, study findings also disclose that private institutions in Nepal invest most of their time and resources to secure good results especially in the Secondary School Exam (SEE); and they are successful in doing so. Consequently, enrollment rate in private educational institutions is consistently increasing in all levels of education (Asia South Pacific Association, 2018; Brinkmann, 2013) that threatens constitutional rights of children to receive free education up to secondary level especially in the case of those who are from poor family background.

Children from well-educated family can receive full support from their parents that leads them towards success in formal schooling (Gross, 2018; Ministry of Education, 2018; Action Aid, 2017; Parker, 2008). The students from the parents with higher education have better performance in school as compared to the illiterate parents and those who are just literate or have

school level education (Ministry of Education, 2018). The teachers teaching at secondary level have university degree; therefore, they provide continuous academic support to their children at home. As a result, these children secure good grade in all exams. This indicates that the private schools cannot do sufficiently alone to secure good results but the educational input given by parents at home also plays an important role. Study results also depict that most of the students attending private schools come from well-educated family and their parents play conducive and supportive role at home to boost the academic achievement of their children. Supporting this reality, some respondents in this study strongly claimed that the students studying in private educational institutions secure good marks in exams not by the educational interventions provided there but by the continuous support given by parents at home or for private tutoring. Thus, the credit of good results in private schools goes not only to the staff working there because home has equal contribution for children's learning.

Study results also reveal that English as a medium of instruction practiced in private schools motivates public school teachers to enroll their children there. The number of students is continuously decreasing in community schools due to the craze of English as a medium of instruction in private schools (Nepal National Teachers Association, 2016). Supporting the fact, some studies (Davis, 2011; Khattak and others, 2010, for example) indicate that medium of instruction is considered as a crucial motivational factor that encourages parents to enroll their children in private schools. They think that fluency in English creates ample opportunities of getting employment in the world of work. In this regard, study findings indicate that a significant number of teachers from public schools believe that good proficiency in English should be developed to be employed in competitive job market.

Furthermore, study results reveal that regular homework given in private schools was found as another motivating factor that has encouraged public school teachers to send their children in institutional schools. Informants argue that homework provide a chance to the learners for practicing the knowledge, values and skills learned in the classroom. Such opportunities also make learning long-lasting. Supporting the study results, Bray and Lykins (2012) state that more than half of the students do not receive sufficient exercises in public schools; and 50% of them have difficulty in understanding what is taught in classroom. Furthermore, some studies (Ministry of Education, 2018; Khanal and Niure, 2013 for example) also show that the teachers of high performing schools check students' homework minutely and give feedback on a required basis. Consequently, most of the parents, including those who are the public school teachers, are highly motivated towards private schools and

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believe that they can shape a better future of their children through quality education delivered in private educational institutions.

Study results also reveal that private schools only enroll academically genius students and a few also take interview with parents to ensure whether they can support their children at home. In real sense, the success of children in school largely depends on the relationship between families and schools (Villa and Thousand, 2016; Khanal and Niure, 2013; Hampden-Thompson, Guzman, and Lippman, 2008). Findings of the study also portray that parents, whose children study in private schools, were contacted frequently by school administration to convey progress report of their children. Rook (2017) states that the students educated in wealthy schools perform well. Supporting the fact, study results also show that private schools were more resourceful compared to public schools. As a result, parents including public school teachers are interested in sending their children to private schools. On the other hand, party politics among teachers badly ruins community school system (Shrestha, 2014). In real sense, schools should be free from political bias and other any type of discrimination to have healthy learning culture (Khanal and Niure, 2013). In this regard, study results depict that private schools were less influenced by party politics compared to public schools since a significant number of teachers were recruited in public schools based on their political affiliation rather than their competency and academic merit. Accordingly, some private schools are becoming the center of quality education throughout the nation and most of the parents, who can afford the fees, give priority to these schools to shape the bright future of their children.

Since the household expenditure is 8.4 times higher for those attending private primary schools compared to public primary schools, most of the poor families cannot afford the cost of private schooling in Nepal (Asia South Pacific Association, 2018). Bourdieu argues that there is a relationship between the academic success of children and the social position of their family. It means the differences in cultural capital lead to inequality in educational achievement of children (Megahed, 2008; Hinchey, 2004). Most of the children from upper class families choose private schools for education. Consequently, a culture of social stigma has been developed against the community schools and parents, including public school teachers, send their children to private schools just to maintain the so called social prestige (Gross, 2018; Shrestha, 2014). Such socially constructed prestige plays an influential role in the choice of school (Nepal National Teachers' Association, 2016; Yaacob and others, 2015; Khanal and Niure, 2013); and parents feel embarrassed in sending their children to public schools with the assumption that these educational institutions are operated for the children who come from poor family

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background (Asia South Pacific Association, 2018). Findings of the study also reveal that teachers teaching in public schools were not interested in sending their children to the schools where they had been working for years since they thought academic and cultural backgrounds of other children especially coming from poor socio-economic background was incompatible to the cultural background of their children. They, therefore, select private schools that are considered to be the best alternate for quality education. In this regard, proper attention must be paid by the Nepal government and local communities to uplift the educational level of public schools; and then a large portion of school age children especially from poor and disadvantaged groups can get quality education and then contribute to their family, community, and the nation.

Conclusion

Nepal government has been investing a huge chunk of money in school education to ensure educational rights of all children as enshrined in the constitution; and public education is affordable and accessible for all. Nevertheless, many children, including those who are the children of the public school teachers, are receiving education in private schools. A significant number of public school teachers prefer educating their children in private schools despite being employed in public schools. Primarily, quality services, English medium, regular assignment, accessibility, disciplined environment, sound administration, and political neutrality have motivated them to educate their children in private schools. Proper attention on these aspects, therefore, should be paid by responsible authorities to improve the condition of public schools to provide quality services to all children.

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