

AKENTEN APPIAH MENKA
UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL
DEVELOPMENT

FACTORS INFLUENCING PARENTS' SELECTION OF PRIVATE AND PUBLIC
JUNIOR HIGH SCHOOLS IN THE BOSOMTWE DISTRICT OF THE ASHANTI
REGION



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**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

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REGION**

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**A dissertation submitted to the Department of Educational Leadership, School of
Graduate Studies, Akenten Appiah-Menka University of Skills Training and
Entrepreneurial Development in partial fulfilment of the requirements for the award of
Master of Arts (Educational Leadership) degree.**

DECLARATION

STUDENT'S DECLARATION

I, **STELLA AMPONSAH KONADU** declare that this dissertation, with the exception of quotations and references contained in published works which have all being identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and the presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the Akenten Appia-Menka University of Skills Training and Entrepreneurial Development.

Name of Supervisor: **PROF. YARHANDS DISSOU ARTHUR**

Signature.....

Date.....

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I genuinely respect and admire those that worked tirelessly to ensure that I completed my studies effectively.



DEDICATION

I dedicate this work to my lovely children and my entire family who have given me firm support and inspired me greatly. May God shower you with blessings

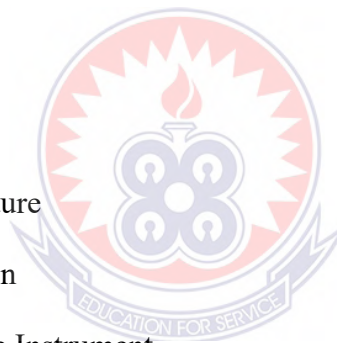


TABLE OF CONTENT

| TITLE | PAGE |
|-----------------------------------------------------|-------------------------------------|
| DECLARATION | III |
| ACKNOWLEDGEMENTS | IV |
| DEDICATION | V |
| TABLE OF CONTENT | ERROR! BOOKMARK NOT DEFINED. |
| LIST OF TABLE | IX |
| ABSTRACT | X |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.1 BACKGROUND TO THE STUDY | 1 |
| 1.2 Statement of the Problem | 3 |
| 1.3 Purpose of the study | 4 |
| 1.4 Objectives of the Study | 4 |
| 1.5 Research Questions | 4 |
| 1.6 Significance of the Study | 5 |
| 1.7 Delimitation of the study | 5 |
| 1.8 Limitation of the study | 6 |
| 1.9 Organization of the Study | 6 |
| CHAPTER TWO | 8 |
| REVIEW OF RELEVANT RELATED LITERATURE | 8 |
| 2.0 Introduction | 8 |
| 2.1 The Essence of Education and Reforms | 8 |
| 2.2 Different Education Delivery Systems | 11 |
| 2.3 Private or Public School System Debate | 12 |
| 2.4 Factors influencing Parents' Choices of School. | 15 |
| 2.4.1 Cost Factor | 16 |
| 2.4.2 Diversity Factor | 17 |
| 2.4.3 Extra Curriculum Activities | 17 |
| 2.4.4 Entrance Factor | 18 |
| 2.4.5 School Curriculum Factor | 18 |



| | |
|---------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2.4.6 Teacher/Teaching Factor | 19 |
| 2.4.7 Religious Valve Factor | 19 |
| 2.5. Empirical Studies on Parental Choice in Education | 20 |
| 2.6. Understanding School Selection/Choice in a Developing Country Context | 31 |
| 2.7. Ethical Consideration in Decisions of School Choices | 32 |
| 2.8. Parents’ perception of a quality school around the world | 34 |
| 2.8.1. Importance of parent’s perception of quality school | 35 |
| 2.9 Academic Performance in School Systems: Private or Public | 37 |
| 2.10 SUMMARY OF RELEVANT LITERATURE REVIEWED | 39 |
| CHAPTER THREE | 40 |
| METHODOLOGY | 40 |
| 3.0 Introduction | 40 |
| 3.1 Research Design | 40 |
| 3.2 Study Area | 41 |
| 3. 3 Study Population | 42 |
| 3.4 Sample and Sampling Procedure | 42 |
| 3.5 Instrument for Data Collection | 44 |
| 3.6 Validity and Reliability of the Instrument | 45 |
| 3.7 Data Collection Procedure | 46 |
| 3.8 Data Analysis | 47 |
| 3.9 Ethical Consideration | 48 |
| CHAPTER FOUR | 49 |
| RESULTS AND DISCUSSION | 49 |
| 4.0 Introduction | 49 |
| 4.1 Demographic Characteristics of Respondents | 49 |
| 4.2 Research Question 1: How do parents perceive the quality of education between private and public schools? | 52 |
| 4.3 Research Question 2: Are there differences between academic performances in Private and public schools in the Bosomtwe School District? | 54 |

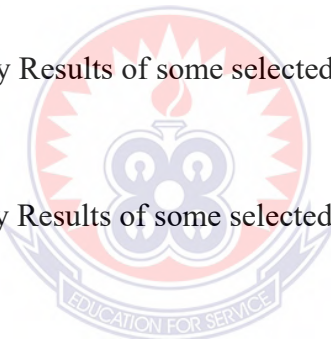


| | |
|------------------------------------------------------------------------------------------------------|----|
| 4.4 Research Question 3: What factors influence the selection of private over public JHS by parents? | 61 |
| CHAPTER FIVE | 64 |
| SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS | 64 |
| 5.0 INTRODUCTION | 64 |
| 5.1 SUMMARY OF STUDY | 64 |
| 5.2. Findings of Study. | 65 |
| 5.3 CONCLUSION OF STUDY | 66 |
| 5.4 RECOMMENDATIONS | 66 |
| 5.5 SUGGESTIONS | 67 |
| REFERENCES | 68 |
| APPENDIX | 77 |



LIST OF TABLE

| | |
|----------------------------------------------------------------------------------------------|----|
| Table 4.1: Distribution of Respondents (Parents) by Highest Level of Education | 49 |
| Table 4.2: Distribution of Respondents (Parents) by the Number of Children | 50 |
| Table 4.3: Distribution of Respondents (Parents) by Family Employment Status | 51 |
| Table 4.4. Parents' perception of quality education | 52 |
| Table 4. 5a. 2019 BECE Summary Results of the selected Private Schools in Bosomtwe District | 55 |
| Table 4. 6a. 2019 BECE Summary Results of some selected Public Schools in Bosomtwe District | 56 |
| Table 4. 5b. 2020 BECE Summary Results of some selected Private Schools in Bosomtwe District | 57 |
| Table 4. 6b. 2020 BECE Summary Results of some selected Public Schools in Bosomtwe District | 57 |
| Table 4. 5c. 2021 BECE Summary Results of some selected Private Schools in Bosomtwe District | 58 |
| Table 4. 6c. 2021 BECE Summary Results of some selected Public Schools in Bosomtwe District | 58 |
| Table 4.7 Pass rate between the selected private and public JHS in the Bosomtwe District | 58 |
| Table 4.9: Factors that influence the selection of private or public JHS by parents | 61 |



ABSTRACT

The study examined the factor influencing parent's selection of private and public junior high schools in the Bosomtwe District in the Ashanti Region, Ghana. The study used quantitative study approached with a descriptive survey design. Stratified sampling was used in selection ten junior high schools (five private and five public) out of 101 junior high schools while convenient sampling was employed in selection 100 parents for the study. Questionnaires was the instruments used to gather data for the study. The quantitative data was analysed using descriptive statistics such as frequency, percentage, mean and standard deviation. The study showed that parent' perceive of quality education as one that the school has excellent academic records, discipline, the quality of curriculum run by the school and good facility for extra-curriculum activities. Also the study showed that the academic performance in the private junior high school in the Bosomtwe District is better than the public junior high schools. Some of the factors that influenced parent's in the selection of private junior high school for their wards were that the school regularly keeps parents informed about how their wards are performing academically, the class size and hygienic conditions of the environment. The study recommended that the schools should constantly informed parents about both the academic a progress of the ward, also, the schools and its environment should be kept tidy and the government should employ more teaches in other to control the class size in the public schools.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an effective tool in the transformation of the world (Barczyk, & Duncan, 2013). There is no doubt that education is one of the most important human events, as it guarantees the nation's harmonious structure (Wang, 2009). As a result, education is critical to the economic development and growth of nations such as Ghana and other nations. To make this possible, there is a need for education to meet the needs and expectations of those who patronize it, (Quainoo, et. Al, 2020).

Both pre-tertiary and tertiary schools in Ghana are either public or private. While public schools draw their support from the central government, the private schools are managed by private individuals. Ghana Education Service (GES) and Ghana Tertiary Education Commission (GTEC) are agencies under the ministry of education that have oversight responsibilities on the pre-tertiary and tertiary school respectively both public and private (MoE, 2016). Pre tertiary education in Ghana includes basic education and senior high schools. Programs and resources are channeled into the stage of educational setup to ensure that students can have easy passage to the tertiary levels (MoE, 2016).

Recently the Ministry of Education has rolled out the Ghana Accountability for Learning Outcomes Project (GALOP) with its objective to develop the quality of education in low-performing public basic education schools and strengthen education sector equity and accountability in Ghana, (MoE, 2018). Also at the second cycle level, the Technical and Vocational Education and Training (TVET) have seen great financial, material and technical support as the Ghana government in partnership with the German financial cooperation and being founded by co-financed, have commenced the Ghana TVET Voucher Project (GTVP) worth €10 million to aid the country's industrialization agenda as it provides the manpower for

practical skills necessary for its industrial drive, as exemplified by its One District, One Factory initiative, (MoE, 2018).

Of all these initiatives being rolled out by the government, some Ghanaian parents usually opt to send their wards to private junior high schools (JHS) where they pay fees as compared to the public JHS which is free as a result of Ghana's constitutional provision of FCUBE. Iddi, (2016) did a study and found out that private schools were performing more academically than their public counterparts. Meanwhile fees paid at private schools are somehow high, (Riep, 2014). On the reasons why private schools perform better than their public counterparts, Bonsu, (2016) maintained that not only do private schools have better resources, they had parents of pupils with higher socioeconomic status and were more involved in their children's education. Brion, (2020) also gives reasons such as teacher and administrator quality, small class sizes, and co-curricular offerings to be the main reasons why parents chose private junior high schools.

Recent studies have shown that the academic performance of Ghanaian public schools is low (Bonney, Amoah, Ahiameny & Lemaire, 2015; Nyarko et al., 2018). On the relationship between the quality of teachers and students' academic performance, Bonney et al., (2015) maintained that public schools' teacher qualities in terms of academic and professional qualifications were high but they did not reflect much in the performance of the students. As students' academic performance among public junior high schools is declining as compared to their private counterparts, it is prudent to identify reasons influencing the difference in the academic performances of students between these schools.

Meanwhile, in the Bosomtwe District, not enough evidence is available on the factors that are influencing the parental choice school for their wards between the private and public junior

high schools. It is in this light that the study was conducted to determine the factors that influence parents' selection of junior high schools in the Bosomtwe school district.

1.2 Statement of the Problem

Education's central role as a tool for social transformation and national development is widely acknowledged around the world. It is unarguable that education would perform this role more effectively if it is of high quality. It is also an undeniable fact that the quality of education output is a function of its input. There is also no doubt that selection is required to have high-quality input from learners in order to produce high-quality output. Despite the fact that selection of junior high school for children is critical in ensuring students' success in learning, there appears to be little information as to why parents send their children to private or public junior high schools. However, Mubarik (2012) buttresses that most private institutions in Ghana do better than their public counterparts.

Ullah & Hussain, (2020) opine that the general public has a consistent trend of losing trust in public sector educational institutions, whether basic or secondary level. They claim that there are challenges ranging from inappropriate financial management to declining academic output. (Ullah & Hussain, 2020). Educational institutions as a whole have ignored the central responsibilities of education (Ajayi, 2012).

It appears that, public junior high schools are seen to be failing in academic performance as compare to the private-owned schools in most societies. This has been a big issue in this part of our world, especially at the pre-tertiary level. The private schools though have proportionately lower qualified teachers, and they tend to out-perform their public school counterparts. Because public school students' academic performance is declining in comparison with their private counterparts, it's important to figure out what's causing the

disparity in student academic performance. These and other factors compel parents and guardians to send to wards to private junior school. Meanwhile, in the Bosomtwe District, little is known on the factors that influence parent's selecting private or public junior high schools for their ward. Therefore, there is the need to conduct this study.

1.3 Purpose of the study

The purpose of this study was to find out the factors influencing parents' selection of private or public junior high schools for their wards in the Bosomtwe District.

1.4 Objectives of the Study

The study seeks to find out:

- i. Parents' perception of quality of education between private and public junior high schools at the Bosomtwe District.
- ii. The level of differences between academic performances in private and public junior high schools at Bosomtwe District.
- iii. Factors influencing parents' decisions in choosing between private and public junior high schools at Bosomtwe District for their wards.

1.5 Research Questions

The following research questions guide the study:

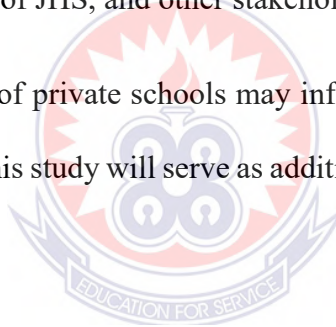
- i. How do parents perceive the quality of education between private and public junior high schools at the Bosomtwe District?
- ii. What is the differences between academic performances in private and public junior high schools at Bosomtwe District?

- iii. What are the factors influencing parents' decisions in choosing between private and public junior high schools at Bosomtwe District for their wards?

1.6 Significance of the Study

This study examines factors that influence parents' selection of private and public JHS. The findings and recommendations of this study will therefore be of paramount interest to the management of the various junior high schools in the country, especially, school management in the Bosomtwe district since they might use this information to become more competitive by improving customer service, communicating with the community, and by improving and maintaining some of their institutional factors. In essence, this study isolates those qualities that parents seek and desire in their children's schools. This information will be of interest to all educators, government, heads of JHS, and other stakeholders.

It is also hoped that the practice of private schools may inform practices in public schools or vice versa. Lastly, the results of this study will serve as additional material for other researchers interested in similar study.



1.7 Delimitation of the study

The study was delimited to 10 junior high schools in the Bosomtwe District in the Ashanti Region, Ghana. The study was primarily based on the 5 private and 5 public schools Junior High schools in the district. Also the study was delimited to the factors influencing parent's selection of private or public JHS. The study was further delimited to the academic factor and non-academic factors that influences parent's selection of private or public JHS.

1.8 Limitation of the study

A research of this nature demands acknowledgement of its possible shortcomings so as to limit criticisms. There is the need to admit that certain problems are encountered. It has several limitations which include the generalisability, subject and situational characteristics. The sample of the study was limited to parents in the Bosomtwe district. The result may have restricted generalisability to parents outside the selected schools and area. The degree to which the results were representative of the population again could reduce the validity of the conclusions drawn from the results of the questionnaire as they apply to the entire population. Also, some parents were in a rush when they were answering the questionnaire, this may have negative effect on the answers given by the parents with regard to their objectivity and truthfulness.

It was assumed that the selected parents in the district had sufficient knowledge and understanding of the issues the research was based on, and were in a better position to answer the items in the instrument accurately and truthfully, but this was not verified. The findings and conclusions of the study may not be projected for the future since issues related to school choice keep changing with time.

1.9 Organization of the Study

This entire study was organized into five chapters. Chapter one presented the background to the study, the statement of the problems, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, and the organization of the study. Chapter two presented the review of related literature that is relevant to this study, some of the themes that are embedded include; the essence of education and reforms, different education delivery systems, private or public school system debate, factors influencing Private or Public School Choices, academic performance in school systems and ethical consideration in decisions of school choices whiles chapter three highlighted the methodology that was used for

the study. It consisted of research design, population and sampling, data collection instrument and data analysis. Chapter four dealt with findings and discussions of the study and Chapter five comprised of summary of findings, conclusions, recommendations and suggestions.



CHAPTER TWO

REVIEW OF RELEVANT RELATED LITERATURE

2.0 Introduction

This chapter is intended to review related literature on the issues under this study, that is, factors that influence parents' selection of basic schools in the Bosomtwe School District. The purpose is to review the literature of some scholarly works in the field of education. We have therefore chosen to review the literature on the following themes:

- i. The Essence of Education and Reforms
- ii. Different Education Delivery Systems
- iii. Private or Public School System Debate
- iv. Factors influencing Parents' Choices of School.
- v. Academic Performance in School Systems: Private or Public
- vi. Ethical Consideration in Decision of School Choices
- vii. Parents' perception of quality education
- viii. Importance of quality education

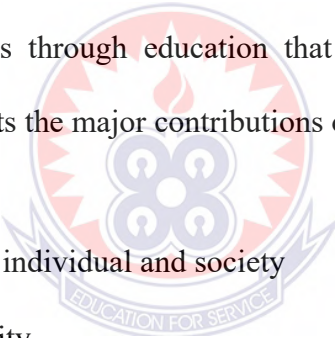
2.1 The Essence of Education and Reforms

Education in any nation is for the development of manpower in the nation, (Aggarwal, 2002). According to Green and Hannon (2007), education is an act of conveying information in the form of ideas, customs, experiences, values, and skills from one group to the other or from one generation to another. Arnett (1998) also opines that education is all about culture and this might differ from one generation to another. He affirms that, because education is all about culture, different cultural cohorts have their educational systems, and consequently, the

yardstick for evaluating or assessing the quality of education varies from one culture to the other.

Following John Dewey, the American philosopher who believed that “Education is the chief social instrumentality for forming a type of human beings that carry on the beliefs and traditions of a community” (Chambliss, 2004, p. 2), said that “Education is not preparation for life; education is life itself”. Dewey wrote, Education as training of faculties ... one outcome of education should be the creation of specific power of accomplishment. A trained person is one who can do the things which it is important for him to do better than he could without training: “better” signifying greater ease, efficiency, economy, promptness, etc. (p. 66).

Dag, (2015), maintains that it is through education that an individual can improve and contribute to society. He highlights the major contributions of education as presented below:

- 
- The logo of the University of Education, Winneba, is a circular emblem. It features a central sun-like symbol with rays, surrounded by a wreath. Below the wreath, the motto "EDUCATION FOR SERVICE" is inscribed. The logo is positioned behind the list of contributions.
- economic development of individual and society
 - contributes to social stability
 - contributes to technological advancement and effective use of technology
 - contributes to democracy
 - decreases crime rates
 - contributes to population control
 - decreases expenditures on health
 - contributes to raising leaders and entrepreneurship
 - contributes to quality and quantity of service

Ghana's educational system had been regarded as one of the most effective and sophisticated in the African Continent. Ghana's education system came near to breaking down in the early

1990s. Oduro, (2000) emphasized that basic education in Ghana is the nation's asset to national development, human capital development, and human resource development. In every nation such as Ghana, the children are our future. Oduro, (2000) agreed that quality education at the basic level is paramount in the Ghanaian economy. But what do they mean by quality education in Ghana is a subject for debate.

In order to have quality education, there have been several educational reforms as a "necessary measure for restructuring the content of the educational system to meet the ever-changing developmental goals of every nation. Levin (2000) defined educational reforms as a program of educational change that is government-directed and initiated based on overtly political analysis and justified on the basis of the need for a very substantial break from current practice." (Osafu Apeanti & Asiedu-Addo, nd). Bello (2007) highlighted some of the major reasons for reforms in education to include the need to:

- have education that is relevant to the need of the country,
- equip students with the relevant knowledge to change their private and professional lives,
- make education accessible to more people,
- pay more attention to science and technology.
- equip students with contemporary information and communication technology skills,
- equip schools with adequate resources,
- improve teaching methods and educational practices,
- improve financing and management of education,
- improve the school assessment system, and
- prepare the citizens of the country to face the challenges of globalization.

Since Ghana's independence, successive governments have demonstrated their recognition of the importance of education to national development, by pursuing policies aimed at making education accessible to all and relevant to the social, industrial, and technological development of the country (MOE, 2017). The education landscape in Ghana today is the result of major educational reform policies.

2.2 Different Education Delivery Systems

Education takes various forms according to the choice of parents. In Ghana, we have a public school system running along with a private school system. The public school system is where the government of Ghana is required by the Republic of Ghana Constitution 1992 to provide for all school-age children. The public school system is free and supposed to be non-discriminatory or all-inclusive. All children are supposed to have access and be treated equally. The parent can choose to go public system or private system. The public school system is part of the nation's democratic system: that all children of school age should be allowed into the school system Free and Compulsory Universal Basic Education (FCUBE) as part of the 1996 Reform Program adopted. The sector policy was that it makes "schooling from Basic stage 1 through 9 free and compulsory for all school-age children by the year 2005 ... and to improving the quality of the education services offered" GoG (MoE), FCUBE, April 1996: section 1) (as cited in The World Bank Operations Evaluation Department Report, 2004).

Since then by the Constitution of the Republic of Ghana 1992 chapter 5, section 25 (1) "All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right". With this constitutional provision, Ghanaian children are given access to public schools in each community. This means by the constitution all districts in the country are supposed to have proper public basic schools to take care of school-age children.

2.3 Private or Public School System Debate

A few conventional facts may be distinguished from the research, which shows that parents usually favor:

1. Schools located close to their home
2. Schools that have an appropriate peer composition
3. High achievement' schools, as reflected in average test scores or average grades

(Burgess et al. 2015).

Because of the involvement of monetary contribution towards school quality assurances, income level becomes an important factor influencing parents' choice in their children's education (Rehman et al, 2010). In some cases, middle-income parents with better education will work hard to ensure their children are admitted to the best private school. The claims are also backed by Dronkers and Avram, (2010), who assert that rich families, in terms of education level and occupational prestige, represent the student's socioeconomic background.

Analysis of the data revealed by (Ullah,& Hussain, 2020, p.74) suggests that parents of public schools' children favored public schools whereas parents of private schools favored private schools for the areas of academic performance, preparation for higher education, preparation of students for oral and written communication, quality of staff, the commitment of teachers, teachers effectiveness, conducive environment for teaching and learning, quality of curriculum, co-curricular activities, better chance of getting employment, better social skills and confidence level of graduates. They argue further that, parents of both public and private schools' children favored public schools for the areas of teachers' qualification, availability of physical facilities, libraries facilities, and lab facilities. They were of the view that parents of private schools children feel that public schools are better than the private schools in these areas but still they have opted for admitting their children to private schools. They affirm that

parents of both public and private schools children admitted that education in private schools is expensive, and they also admit that private schools are profit-oriented and expensive as compared to public schools but still opt for admission in private schools. One plausible explanation for this trend is that, despite their high cost, parents prefer private schools for their efficient use of resources, preparation of students for oral and written communication, and performance of students in external examinations.

Dronkers and Robert, (2003, p.3) argue that research on the effectiveness of private and public schools can be summarized as follows: private but public-funded schools (often mission schools) are more effective in cognitive outcomes than public-owned and public-funded schools, even after controlling for social and cultural composition of these schools; privately owned and privately funded schools are less effective in cognitive outcomes than public owned and publicly funded schools, but only after controlling for the social and cultural composition of these schools. Indeed, Parents want the very best for their children's education. Exploring school options in each parents' local area has been going on since the time immemorial and it is to get a good fit for the parent's child. But first, what are the differences between public and private schools?

Chubb, (1988), claim that public schools are less responsive to children's needs than private schools. They opine that privately operated schools are responsible for the demands of consumers in the educational marketplace, while public schools were disheveled in the conflicting interests of constituency groups, politicians, and other democratic forces.

School choice opportunities have grown in number and breadth, so too have the arguments made in their defense, (Loeb, Valant, & Kasman, 2011). Originally comprised by market-oriented political conservatives, the choice now enjoys a more diverse political alliance, as a "second generation" of the debate has highlighted the posited unfairness of a system in which

choice is available only to those able to pay for private schools or live in desirable areas (Viteritti, 2003). Today's school choice programs, and particularly those serving urban students, often create unlikely political coalitions, with conservative small-government advocates working alongside liberal civil rights leaders to increase parental choice in education. Yaacob et.al (2014) conducted a study parents' preference in terms of schools they want their wards to attend. They emphasize that, private schools syllabus can influence parents' decisions, concerning the schools they want children to attend. They maintain that, parents are more likely to choose the private schools with the religious syllabus. They indicate that, syllabus that included the Islamic subject was really become a trend, the international school type with the Islamic subject was also become popular among the parents. This circumstance can best be described as the efficiency in students' school time because they have already attended the religious school in one session.

Public schools are those education sectors that are the sole responsibility of the government to provide resources for the children of school-going age. The reverse is true of private schools; they are not the responsibility of the government but the parents and entrepreneurs who started them.

Aside from revenue mobilization, one of the arguments for allowing the private sector to assume a larger role in the provision of education is that it would increase efficiency, as administrators become more responsive to the needs of students and their parents. But what is the evidence? Based on case studies that compare private and public secondary education in Colombia, the Dominican Republic, the Philippines, Tanzania, and Thailand, private school students generally outperform public school students on standardized math and language tests. This finding holds even after holding constant for the fact that, on average, private school students in these countries come from more advantaged backgrounds than their public school counterparts. In addition, preliminary evidence shows that the unit costs of private schools are

lower than those of public schools. Although these results cannot, in themselves, be used as arguments for massive privatization, they indicate that governments should reconsider policies that restrain private sector participation in education. Further research is needed to determine whether some teaching and administrative practices in private schools are applicable to public schools.

2.4 Factors influencing Parents' Choices of School.

Anticipations of parents from private schools differ. It is never one single reason that influences parents' decision to choose private schools Dag, (2015.p193). Within the determination of government to provide education for all, also lies choice provisions, enabling parents to become - and stay - more involved in their children's education. Researchers have long been interested in what draws parents to a particular school and/or pushes them away from another school (Hill, 2005). The various factors can be lumped together into assorted categories, including academic factors as well as non-academic factors.

According to Bell (2007), the primary factors include the location of the school and the overall academic and social perception of the school. Other researchers such as Howell (2006) and Levine-Rasky (2007) have also suggested that the perception of the school drives the parental choice process. Contemporary parental choice studies are not limited to wealthy families. Recent research has indicated that low and middle income families choose schools for the same reasons and through the same mechanism - school visits, meetings with teachers and administrators, print materials, and by word of mouth - as do their wealthier counterparts (Viaden, 2007). According to Viaden (2007), the primary and secondary reasons parents' choose specific schools. Her research reveals that approximately half (49.5%) of the respondents choose schools for their overall academic quality, nineteen percent choose schools because of their specific thematic focus or better still their visions or philosophy of the schools,

and eleven percent choose schools primarily for their location. Moreover, once students are enrolled in their school of choice, the empowerment and choice provisions of their parents' continue to exert their forces. Enquires.

Howell (2006) suggests that parents that have students enrolled in 'underperforming schools' are more likely to request a transfer than parents who have a student in a 'higher performing school'. In fact, in his research he found out that the former group requests a transfer approximately 25 percent of the time, compared with the latter group which does so at a 10 percent rate. There have been many studies on school choice internationally and it will be appropriate to look at an overview of the various options in school choice within the Ghanaian cultural context.

2.4.1 Cost Factor

How much do public and private schools cost?

Public school is paid through the public taxes system. So the government and local authorities get everyone to pay taxes, and some of those taxes go into public education. But the Private schools do not receive any government funding but are funded through school fees or tuition fees. For parents, private school tuition is an additional cost, but many parents look at the cost as an investment in their child's future (Fu, 2021).

A survey in USA revealed that "depending on the private school, tuition ranges from \$6,000-30,000 per year, with a number of factors contributing to cost, quality of instruction, breadth of programs, and facilities" (Fu, 2021).

A similar report from Results for Development (R4D, 2015) on "Free" government schools and "Low-cost" private schools: stated that what households really spend on education in Kasoa, Central Region of Ghana Prepared by Results for Development Institute for the UBS Optimus Foundation October 2015 shows that in average parents spend more in private schools than in

public schools, which is obvious anyway. Parents spend the “difference is 259 GH¢ for tuition costs (average formal tuition costs at government schools were 56GH¢/year, compared to 315GH¢ at private schools) and 166 GH¢ for household costs other than tuition (737GH¢ in government schools and 903GH¢ in private ones)” (p. 5).

However, the differences in cost of educating children in private schools versus public schools at Kasoa is further shown in a breakdown by the R4D report (2015) cited as “the cost in private schools are generally high, according to R4D (2015) report yet in Kasoa in the Central Region of Ghana, many are prepared to send their wards to private schools”. The big question is why? The second factor in choosing private over the public is demographic differences in both.

2.4.2 Diversity Factor

Demographic differences between private and public schools

Most often public schools serve children within a neighbourhood boundary, so children attend along with their neighbours. Private school families come from a wider radius and more actively choose to attend school. Some private schools offer has buses, while the public school has not.

When parents choose a private school, they often base this decision on the school philosophy, religious focus, educational offerings, and/or peer group. Both public and private schools welcome students from various cultures and backgrounds.

2.4.3 Extra Curriculum Activities

Dag, (2015, p. 193) affirms that Private schools are distinguished by their social activities, particularly those related to the arts and sports. He postulates that, in addition to standard facilities, many private schools now have swimming pools, ice skating rinks, tennis courts,

music studios, and sculpture workshops. There are also schools that offer fencing, climbing, and horseback riding (Çelikten, 2010). Some private schools have other extra-curricula activities focusing on STEM, fine arts, foreign languages, and faith (religions), attracting other parents with those same values. Character development and work habits instruction are other factors in both public and private schools.

2.4.4 Entrance Factor

Entrance and admission process for public and private schools

Private schools have an application process that can include a tour of the school, application, academic assessment, and interviews. Admissions can be selective with certain criteria based on educational philosophy, student conduct, or academic appetite.

Dag, (2015, p.193) opines that admission to private schools is subject to the same legislation as with public schools. He noted that Private primary and elementary schools accept students in accordance with the candidate registration system. That, when the number of applications exceeds the number of seats in the class, students are selected in a draw under the supervision of a notary. He further asserts that entrance exams are not required for admission to the primary section of private schools. But, for secondary education in a private school, students need to attend the central exam for the transition from Primary Education to Secondary Education Exam held by Ministry of Education.

Public schools provide education to all students regardless of academic profile, religious creed, or developmental level. This omnibus system of public school does not go down well with some parents.

2.4.5 School Curriculum Factor

Government to do not pay for the extra-curriculum activities in public schools. Lack of budget constraints some of the activities in the public schools. Because Private schools do not use public funds, private schools can expand their programs and curriculum without public funding

regulations. Private schools are not obligated to adhere to legislative mandates in programming, funding, and services. Curriculums of private schools are subject to the same regulations as public schools (Taytak, 2007). This freedom allows private schools to adopt a curriculum and standards that expand beyond the limitations placed upon public schools.

Extra curricula include what brings intellectual, philosophical, and religious programming to be integrated into the programming beyond the state regulations. Learning in both public and private schools is measured through standardized testing. But the extra activities expand the horizon of the private school children. On the other hand, public schools use a regulated curriculum for all students. They are governed by their school district and they follow policies and procedures established by the district education office.

2.4.6 Teacher/Teaching Factor

Qualifications of private school teachers vs. public school teachers

Both public and private schools set teacher qualifications in education degrees, experience, certification, and background checks. The National Teaching Council of Ghana these days requires every teacher to be certified (MOE, 2018). This is a statutory requirement. So all public schools require state certifications for teachers, while private schools may prioritize advanced degrees in the subject matter. Private schools may accept teacher certification from other educational organizations outside of national certification, although they may be less qualified.

2.4.7 Religious Value Factor

Values why parents choose a public or private school

Religion has always played a vital factor in many people's decisions in Ghanaian society. The answer to this question of which school depends on what's right for a family and the child in terms of religious values. Some children thrive in a larger public school environment, while others need the added structure and attention usually afforded them in a private school. Many parents value choosing a school for their child that fits their learning style and family values

(citation). Some families choose to have one child at a private school and another (who are not their biological children) in a public school due to cost. Some families recognize that the Islamic or Christian private school approach was right for their children. Researching the local options is beneficial in choosing the best learning environment for any child's needs and ensuring their brightest future.

2.5. Empirical Studies on Parental Choice in Education

A substantial challenge in reviewing and comparing studies on parental choice in education is that each study asks somewhat different questions, selects different factors of influence, select different research designs and the fact that these various researches are done within somewhat different school choice sets or school choice systems. This poses a problem of comparative analysis. For example, if a study poses the question of choice in terms of what were major factors that influenced parental choice versus being asked to rank in order, a list of possible factors, even though the same factors may appear in both set of questions, they may be ranked differently (Mapasa, 2005).

The focus of this study was on the factors that influence parents' selection of private and public JHS their wards. Studies on parental choice in education go back at least 40 years and across nations. The review covers researches on parental school choice done in America, Europe and Africa including Ghana respectively.

Poll (1969) studied 2,000 parents who had chosen private schools for their children. Among Catholic parents, when asked the reasons for choosing private school, 72 percent cited religious orientation, 63 percent indicated good academic record as in diligence in study habits, and 61 percent indicated a desire for stricter discipline. Among Protestant parents, 93 percent indicated religious orientation as important, whereas 80 percent suggested values, attitude (which equally mean high discipline), and being closer to home. The results of this poll suggests that parents

from religious backgrounds considered the religious environment of the school and training as most important in their decision to enroll their children in private schools with academic quality and proximity of school to home further down the list of priorities.

One of the earliest research studies on parental choice conducted in 1981 by Edward and Richardson was to determine why 1,927 students left the Montgomery County Public Schools in Maryland in order to enroll in private schools. Results showed that lack of discipline, overcrowding, nature of curriculum content, lack of religious values, and problems of racial integration were primary reasons for leaving.

Erickson (1981) did a study on parental school choice that confirms that of Edward and Richardson. He asked 268 private school parents “why they preferred the private school as their preference” (p. 93). The primary reason was religion or spirituality, as indicated by 22.0 percent of the respondents. Quality and attractive academic programmes was mentioned by 20.5 percent of the respondents. Maintaining high discipline was chosen by 16.8 percent of the respondents.

One of the interesting aspects of this study was that a sample of public school parents were also asked why they preferred the public school for their children. Proximity or convenience was mentioned as the primary reason by 29.9 percent of the respondents. School fees affordability was the second reason for those who preferred public school, with 19.3 percent stating this. Academic quality as in excellent academic records and qualified teachers was cited by 15.5 percent of the respondents. Family tradition, as in parents or siblings attending the same school and someone in the family working in public schools was indicated by 13.6 percent of the respondents as the reason for choosing public schools.

In comparing the reasons behind the educational choice of public and private school among parents, Erickson (1981) held that those who chose private schools “were more sophisticated

(in other words, they were educated), thoughtful, and concerned about their children's learning than were the people who simply followed the normal pattern of public school patronage giving the matter little thought" (p. 96).

More so, Peebles, Wilson, Wideman and Crawford (1982) sought to ascertain the reasons why 392 parents transferred their children from New York public schools to private schools. The study showed that 28 percent of all respondents wanted their children to have a Christian religious education, 26 percent were interested in higher academic standards or record and a more quality, attractive and challenging curriculum or programmes for their children, and 20 percent were looking for better or high discipline for their children.

Hunter (1991) targeted 289 parents who chose private schooling for their children. First, parents were asked to give their reasons, unprompted, and then were presented with a list of 26 possible factors covering school characteristics of the students, the teachers and management, and the curriculum. The parents' main priorities were good standards of behaviour, academic results, discipline, and proximity to the school. When parents were asked to elaborate on the reasons for giving priority to the four most important factors, many explained that good discipline produced an orderly environment in which the children would be able to learn. Good academic results were seen by parents as the most important outcome of good schooling and as evidence that their children had received good education. Parental comments also indicated that many chose schools that appeared to offer similar experiences to their own traditional style of schooling.

Daugherty (1991) conducted a study of the relationship between enrolment changes and selected factors in private secondary schools in the San Francisco Bay area of California. School choice was sensitive to cost of education, resulting in enrolment decline, indicating that parents' choice options were influenced by their financial constraints. Apart from cost, the most

prevalent reasons parents consider in choosing a particular school were on the basis of quality teachers and secure environment which invariably create conducive learning environment.

Goldring and Bauch (1993) focused on private school choice of 1,070 parents from New York State, mostly from low income groups. Parents ranked the 25 reasons for choosing a certain private school. Those 25 reasons were grouped into five categories: child's choice, location/family reasons, discipline, religion, and academic curriculum. Ninety-eight percent of all the parents rated discipline as "important", and 85 percent rated it as "very important". Goldring and Bauch concluded that "when society provides a wide range of school choice options, poor and minority parents have a better opportunity successfully to find a good fit between family and school, which should be the long-term aim of effective public policy" (p. 141).

Laudermilk (1994) interviewed parents from rural, suburban, and inner city in the Kansas City, Kansas, area about reasons for choosing public magnet schools, private schools, and home schooling. For those who chose private schooling, the findings suggested that parents were influenced most by (a) the expected academic challenge (in other words the school has high expectations for students), (b) the selected environment (i.e., conducive and attractive for learning), (c) the desire to escape undesirable situations, and (d) the extracurricular opportunities. The findings were very similar among each of the three groups, suggesting that population density was not a factor as he thought.

However, the area of academic challenge and excellence, which was the first concern for parents who chose the magnet and private schools, was not one of the concerns for the parents who were home schooling their children. The home scholars' major concern had to do with sharing and defining their personal values with their children and having parental autonomy.

Johnson (1996) surveyed 1,736 parents who enrolled a child in private school in San Diego County, California. Johnson identified several key areas of concern for parents. Those areas of concern included (a) the effectiveness of instruction (in other words, parents were concerned about the teachers qualification); (b) discipline; (c) school environment; and (d) parent involvement and values consistent with the home and school.

Taylor (1996) added a new twist to private school choice by asking parents with children already enrolled in private schools in Miami, Florida, how 14 different factors influenced them in their choice of their specific private school. The results suggested that parents look for a private school that would satisfy the individual needs of their children. They also desire a school compatible with their own values, morals, and philosophies. In addition, parents looked for a school that they felt offered academic quality, religious education, small class size, and proximity of the school to their place of residence.

Wolfe (2002) studied parental choice in Georgia, including urban, rural, and suburban areas. The study identified five major reasons why parents choose a specific school and the findings, like that of Lauder milk (1994), were consistent in all three areas: urban, rural, and suburban. The top five reasons parents chose private schools in Georgia were (a) students' education, (b) small environment as in small class size, (c) safety, (d) parents attended the school, and (e) friends and family influenced the choice.

Parker et al. (2007) on the other hand found out in their study on the topic: "School Choice Attributes: Positioning a Private School" that extra-curricular activities, feelings of community (i.e., a harmonious relationship between the school and the parents or the families or homes of the students), teacher quality (which also meant qualified teachers), small classes and the price or affordability of the school's fees were the institutional factors parents considered in choosing a private secondary school for their children.

Internationally, the reasons for selecting schools match the results in the United States. In Europe, Munro-Hunter (2003) investigated how and why parents chose private schools for their children in Canada. The data suggested that parents chose their particular school based on religious considerations, academic quality (as in quality and attractive programmes), the school's environment being conducive for learning and individualised attention and the relationship between home and school. That is; the fact that the school regularly keeps parents informed about how their children are performing academically.

In Australia, Beavis (2006), the key factors identified behind parental choice were grouped into three categories: first, discipline, religious and/or moral values, the traditions of the school itself, and the requirement of school uniforms; second, parental socio-economic status and the costs associated with secondary schooling; and third, the culture of academic excellence in the school.

In 2007, West, Varlaam and Mortimore carried out a study in inner London focusing on the attitudes of parents toward schools. A number of parents that were interviewed mentioned the following reasons: The school's closeness to home, good reputation, school's relation were in place, (in other words, there is a harmonious interpersonal relationship between students and teachers in the school), good discipline, single sex school and the school was a religious school.

In 2008, the Royal Borough of Kensington and Chelsea (as cited in Halstead, 2009) also observed parents' reasons for choosing their children's current or preferred school. Parents mentioned the following reasons: academic reasons, such as, range of subjects, examination results, the school has qualified teachers. Some were influenced by recommendations from friends or relatives, or because they already knew someone, or had an older child, at the school and had a favourable opinion of the school (child or relative preference). Discipline was

highlighted as a reason for choosing church schools. Location and single sex were also other reasons that were stated.

In the Southwest of England, Webster, Owen and Crome (as cited in Halstead, 2009) examined parents' choice of school and found that a sibling already attending the school was an important factor, which influenced their choice of school. Proximity to home, academic achievements, facilities and atmosphere of the school were other reasons but these rated lower.

In South Africa, Mapasa (2005) in his dissertation submitted to the Faculty of Communication and Educational Studies at the Port Elizabeth Technikon, did a case study of some selected (6 out of the 8 Model C schools in the township) schools in the Port Elizabeth townships on the topic: 'An analysis of factors influencing the choice of particular schools in preference to township schools, in the Port Elizabeth area'. Model C type of school was a state-aided school run by a management committee and a principal. The management committee had the power to appoint teachers, decide on admissions policies, deal with curricular developments and impose fees. A set number of educators were paid by the state while the rest of the expenses had to be carried by the parents. In other words Model C schools are the same as public schools in Ghana. The focus of this research was to determine the reasons that prompted the parents of the students of those selected schools to prefer schools that were far from their homes while there were schools situated nearer to their homes.

To accomplish this, Mapasa did a review of literature on why students in other parts of the world moved from school to school and why their parents send them to particular schools. The literature assisted in identifying key issues pertaining to school choice. These issues were translated into questions used in questionnaires to parent mostly and some few students to determine the reasons for preference of schools outside the townships. The data gathered via the questionnaires led to interviews with the staff from the schools in the areas where the case

study participants live. Apart from gathering data for interpretation the interviews were also used to triangulate data collected via the two questionnaires.

The five most important factors that were common to the parents and the students, identified and endorsed by the educators as influencing school choice, were firstly the fact that high status socio-economic background parents prefer high status schools (i.e. schools that were popular and prestigious to attend). Secondly, safety, discipline and the smooth running of the school are of high importance. Thirdly it was indicated that extra- curriculum activities in the school curriculum play an important role. The opportunity the school provides for parental involvement was rated as the fourth most important factor. The teachers' commitment toward work and the school were rated as the fifth most important factor. The research report finally made suggestions by way of recommendations of possible factors that had to be taken into consideration when determining strategies to attract parents to send their children to township schools.

In a very recent research on parental choice conducted in South Africa by Vigar-Ellis (2013), the researcher sought to bring to bear the understanding of the choice criteria of parents. A sample of 169 parents and old boys was chosen using the database of a particular boys' boarding school in KwaZulu-Natal (KZN), South Africa, and sent questionnaires. Quantitative analysis was conducted to determine the most important criteria. The top two criteria were found to be a safe environment as in an environment free of drugs, alcohol, conducive and attractive for learning with clean and hygienic condition.

The second criteria or factor was competent staff or qualified teachers. According to the researcher as a boarding school is a home away from home, this environment is a critical factor for parents making a choice of a boarding school. Parents want to know that their children will not be exposed to, or have access to alcohol and drugs, that they will not come to harm, and

that the school will do whatever possible to protect their boys from social problems such as underage drinking, drug abuse and pornography. The next two most important factors were to do with the competence and qualifications of those looking after these young men: the teachers and the school management. These people are responsible for ensuring the safe environment and are the guardians of these young men during their years at the school. They therefore play a critical role not only in the education of the boys but in their overall upbringing.

The fourth and fifth most important factors were a boarding establishment founded on a strong value system and strict but fair discipline. Parents want boarding schools to have values that are not only communicated but are entrenched in school behaviours and traditions.

In Zimbabwe, every parent had the right to send his or her children to a school in the particular area or zone where he or she lived. However, because the schools in the black townships were overcrowded, the government decided to rezone the schools. The new zones meant that parents residing in townships had a choice. They could either send their children to the local school or have them commute to schools in or near the centre of town (Frederickse, 1992, p. 22-23). In a study conducted by Frederickse, the following reasons for parents' preference of schools in town were identified: The schools in town have high expectation for students and so put pressure on students to become ambitious. Parents also mention that the schools had good facilities for extra-curriculum activities especially in the area of sports, where the schools had all the sport equipment. The progress in the town schools (as in yearly academic results) was indicated as better than in township schools. There were other factors though, but were rated very low and also those factors do not relate to the Ghanaian situations.

In order to understand how the cost and quality of education as well as family social-economic background interact with school choice decisions, Akaguri (2011) surveyed 536 households in three poor rural communities of Mfantseman District, Central Region, Ghana. The data mainly

generated via questionnaire were used to examine the difference in cost between public and private provisions of education, and to explore those factors associated with school choice and the related expenditure. In addition, to gain further insight into the implications of the survey's statistical outcomes, a number of participants with interests in both public and private schools were interviewed – including 38 household heads in the lowest income quintile, 6 head teachers, 14 teachers, eight parents, seven Parent Teacher Association (PTA) executives and three School Management Committee (SMC) executives with children in both school types.

The findings rejected their hypothesis that school choice in the communities under study was not affected by socio-economic factors, since the majority of households had no real option. In particular, the prohibitive cost of fees at both types of school, but compulsoriness at private schools (this is because private schools dominate in the study area. There is very few public schools.), had adverse consequences on the willingness of parents to send their children there. However, a minority of low income level households that did access private schools were able to do so due to school practices such as flexible fee schemes, teacher discipline and better interaction with parents, as well as through assistance obtained via social networks. In addition, the study also found that private schools had a better track record in external examination than public schools in the communities under study. What was clear was that, this better external examination track record by private schools coupled with higher aspirations that some poor households have for their children fuelled interest in private schooling.

The study concludes that the claim that the rural poor access private schools in numbers has been exaggerated. This is because it is the relatively better-off households that enroll their children in private school, while a minority of the poor that access private schools are able to do so because of manipulative school practices and the nature of its interaction with parents. As a result, the study suggested that it would be in the interests of the poor if rural public schools were improved – including the provision of free school meals – given that greater state

support to the private education sector would only benefit the relatively better off. Finally, fee-free public schooling facilitated by the capitation grant should ensure that schools are more accountable to the communities they serve – schools should be made to show how the grant was used to improve access and quality and together with the community set targets for improvement. Improving academic quality and teacher discipline would enable them to restore their image in rural communities and hence encourage demand for public education.

According to Ajayi (2011), parents' socio-economic characteristics or background thus influence the choice of school for their children. In his Welfare Analysis of School Choice Reforms in Ghana, Ajayi observed that because parents are not privy to the final external examination result of their children before selecting a particular school, and also the fact that the centralized school choice system in Ghana limits the number of schools parents can choose, uneducated or less educated parents who usually earn very low incomes lack the capacity to fish for the needed information for any proper considerations of the institutional factors before choosing a school. Such parents just consider their socio-economic circumstances and settle on any senior high school nearby with less complex admission standards and which they can easily afford, as their first choice and the second to the sixth choice, at best choose at random.

On the other hand, Ajayi (2011) also observed that well endowed parents are able to use their rich financial capital (i.e., engaged in a gainful employment or earning very high income), human capital (level of education of parents) and social capital (i.e. parents social networks like knowing some influential people in a school who could help get admission for their children, or knowing some influential people who attended that school or being an old boy or girl of a school) to seek the needed information on admission chances and such pertinent institutional factors like the academic reputation, qualified teachers, teacher commitment, quality and attractive programmes, discipline and conducive learning environment of the school to make the best of choices.

Ajayi (2011) then concludes that these findings suggest that the elimination of school choice constraints like not limiting parents on the numbers of applications they can submit in centralized choice-systems could potentially lead to decreases in parents choosing schools along socio-economic characteristics to increases in choosing schools along institutional dimensions.

2.6. Understanding School Selection/Choice in a Developing Country Context

Goldring and Phillips (2008) see school choice as any policy that is designed to reduce the constraints that current school systems place on schools, parents and students. Goldring and Phillips were writing in the context of developed countries like the United States and United Kingdom where catchment area restriction prevented some households to access schools of their choice. They noted that school choice takes several forms including choice among public schools within a particular district, choice across districts and public-private school choice. But as Srivastava (2008) notes, catchment area restriction does not apply in developing countries in Asia and Africa as parents are free to choose any school within and across districts.

Nevertheless, choice could still be constrained by other factors including distance and cost. Again, unlike in the US or Chile, for example, where increased school choice was the result of the provision of vouchers (Patrinos, Barrera-Osorio & Guaqueta, 2009) to poor households, increased choice in developing countries resulted from increased private provision (Srivastava, 2008). As a result, to be able to understand the school choice environment in developing countries, particularly in poor areas of Africa, it needs to be examined within a distinct choice system.

Tooley (2016) makes a distinction between two types of school choice - choice within a state regulated and publicly funded schooling system in the school choice market, where the state is not a monopoly supplier and funder of education. The school choice market in Ghana is

characterised by growing range of private schools entirely self-funded through tuition charges, often owned by a sole proprietor, and are operated and managed through a set of informal rules and regulations set by owner (s) of the school (Akaguri, 2011).

In urban environments, households with economic resources have the leverage to enroll in a school of their choice. However, in a typical poor rural environment, this might not be the case for the majority of households due to poverty. School choice has to do with affordability expressed in terms of the proportion of household income that is expended on education (Lewin, 2007). Lewin (2007) notes also that household survey has shown that the poor usually allocate about five percent and rarely more than 10 percent of household expenditure to education of a single child in public secondary school.

Therefore, if household educational expenditure per child goes beyond 10 percent of their income, this would have serious implications on household expenditure patterns. As a result, Harma (2008) argues that real school choice has to do with a household's ability to pay school fees and related expenses without cutting back on basic household needs such as food, medical care and other household essentials. Thus, the mere decision to enroll in a fee- paying private school does not connote real choice, especially if households have to spend significant proportion of their income on just one child (Harma, 2008). Therefore, when Tooley (2016) argues that the poor households are choosing low-fee private schools, this seems to be confusing the issue about school choice because the majority of the poor in rural settings still have no real choice.

2.7. Ethical Consideration in Decisions of School Choices

Teaching is central to school work and activities. Parents make choices based on how they perceive teaching and learning in schools, intellectual productiveness is the teacher (Edwards, 2019). The work of teaching is complex and intricate and calls for the craft of knowing, how

to know, and how to train people to know (Edwards, 2019 citing Ball & Forzani, 2009). Public schools tend to often minimize teaching and learning activities, which has implications for the interactive work of teaching and learning” (p. 497).

Apart from teachers' attention to detail and children, parents look out for professionalism, the teacher is professional, an instructional leader building his influence through instructional delivery. Feiman-Nemser and Buchmann (1986) defined teaching as the work of helping people learn “worthwhile things”, which, as the authors pointed out, adds an explicitly moral dimension (p. 499). So with Feiman-Nemser and Buchmann (1986) adding there is “an explicitly moral dimension” to teaching the entire professional assumes an ethical and moral dimension. According to Edwards (2019), teachers have to be examples of high moral reasoning.

Some of the ethical dimensions considered by parents include ethics of Care, ethics of justice ethics of responsibility and authenticity, and the ethics of conscience (Starratt, 1991). Many public school systems may take these efforts for granted. Starratt (1991) said any false assumptions that parents or stakeholders do not watch about such professional-client relationships can be described as inappropriate because of an impulse of human nature.

However, every decision making examines the ethics of responsibility and authority in decision making – i.e., who makes that decision. (Bayles, 1988). So that in judging the moral reasoning of a decision why parents choose public or private, the professional-client factor must be considered in decision making.

They want to be involved in the decision concerning their children at school. Edwards & Amoah, (2020)described the decision making process of the deontological leadership of the Free-SHS policy as a sign of deontological leadership [which] is therefore defined as the influence of actions and behaviors that are morally jeered towards the “*good of the whole*”

based on the “fitness” for the public good rather than the consequences of such actions or behavior. In other words, it is the leadership decision based on what is “good to do” and an action irrespective of the consequences” (p. 20).

According to many studies, parents' decisions tend to apply utilitarian ethics based on having in mind “the greatest good for the greatest number” for their wards (Edwards & Amoah, 2020). This guide to the decision in public or private schools may be sub-consciously unknown to the parents but “ethical reasoning is a person’s rational, or rationalized, analysis of what they think should be done in relation to an incident or issues” (p. 231).

2.8. Parents’ perception of a quality school around the world

Parents define educational quality through various indicators. When looking at several different studies conducted around the world, Boyle et al. (2002) found that parents from all income levels are sensitive to quality of education. Ugandan parents defined poor school quality as one or more of the following: lack of safety, overcrowding, poor classroom condition, poor teacher performance (Uganda Bureau of Statistics and ORC Macro, 2017). 96% of parents thought that schools must have permanent structures to be a good school, 98% of parents thought that mandating school uniforms improves the quality and 80% thought that obedient to school rules enforce discipline (Uganda Bureau of Statistics and ORC Macro, 2017).

The Nigeria DHS Ed Data Survey (NDES) surveyed a total of 4701 households using four different questionnaires. The vast majority of Nigerian parents agreed that permanent buildings, mandatory uniforms and caning improved the quality of the school. 79% parents felt that schools should teach more practical skills than they currently do (NPC [Nigeria] and ORC Macro, 2004). In Pakistan, parents believe that a minimum of 25 students in a class provides quality education. Smaller than 25 students in a classroom implies low quality, as it implies

that parents are unwilling to pay for the education provided in that classroom (Alderman et al., 2001).

In Ghana, parents did not use common international indicators to measure quality; respondents appeared not to judge the school on the basis of its level of resources, instructional process, or on issues of access or enrolment. However, they did place importance on community contributions, supplied teacher housing and girls' education, suggesting a different conception of quality education (Chapman et al., 2002). Tanzanian parents perceive the decrease in transition rates to secondary school to be lowering of quality (Wedgwood, 2007). In Uganda, when asked whether teacher performance was a big, small, or no problem, 77% of parents said no problem, 7% said big problem and 9% said small problem. 6% did not know or were missing (Uganda Bureau of Statistics and ORC Macro, 2001). In China, top responses were: more practical and relevant courses, development of students' creativity, interest and potential, more optional courses, reduction of the course load and improvement of teaching strategies (De Jong et al., 2004).

Tanzanian parents perceive the decrease in transition rates to secondary, as occurred with Universal Primary Education (UPE) drives, to be a decrease in quality (Wedgwood, 2007).

As evident from the above discussion, the perception of quality education of parents is highly contextual in different countries. Although quality teaching seems to be a common theme across the countries, it is difficult to come to a set of common quality indicators from the parent's point of view.

2.8.1. Importance of parent's perception of quality school

Few would argue that parents do not have an important influence in the school change process. Parents are the direct beneficiary of the services provided by a school and the school can improve its quality by providing services that the parents look for. These 'services' are the expectation from the parents; they are the dimensions of a quality school in the eyes of parents.

Parents are one of the key stakeholders there are numerous studies that report on parental involvement in their children's education (Harris & Goodall, 2008). Parental participation may be in the form of statutory advisory and decision-making bodies (e.g., school boards), parent association or voluntary involvement in after-school, clubs and classroom activities. Findings from different studies demonstrate overwhelmingly that parent involvement in children's learning is positively related to achievement (Desforges and Abouchaar, 2003). Kelly and Lezotte (2003) assert that "Internal commitment by the school's stakeholders coupled with effective leadership is the fuel for the improvement process," and emphasised the importance of cooperation and alignment of stakeholder groups to the goals and mission of the school. Anfara et al. (2006) re-emphasised the necessity for cooperation between stakeholder groups which includes parents and added that these groups must feel responsible for success as well as having shared goals. There is ample evidence that the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects (Harris & Goodall 2008).

While parents are being involved in helping out the school in various tasks and activities, there is little evidence that they are being consulted for policy decisions that would directly affect their children. Surprisingly, school administrators and policymakers arbitrarily decide what would be a quality education for their students without even making slightest attempt to take parent's input into the quality dimensions of the school.

While it is true that academic outcomes rank highly in survey responses on parents' reasons for choosing a school, many other factors play an important role, particularly the child's wishes and potential wellbeing at school (Gibbons & Silva, 2008). Understanding parents' perceptions may be helpful when assessing the effectiveness of a school. Although a school quality is different from school effectiveness, there is still a close relationship between the two (Griffith, 2002). School quality generally means the elements of a school that make it desirable,

particularly to the parents. School effectiveness is the degree to which a school actually produces desired results, defined as improvements in student academic achievement. Based on the premise that parents may have a fairly accurate understanding of what makes a school successful, their perceptions may also lend insight into how well these elements are functioning within their school. Understanding parents' perceptions might prove to be a relatively easy, cost effective and time efficient method to evaluate school quality and effectiveness (Heck & Mayor 1993; Charles, 2011).

2.9 Academic Performance in School Systems: Private or Public

There is a direct relationship between school performance and the school environment. According to Berry (2002), a healthy school environment is a key to a high academic performance educational institution. People were more likely to send their kids to a private school based on the school's academic performance. According to the NCES study, students who attended private schools outperformed those who attended public schools (Peterson & Llaudet, 2006). It was primarily due to two factors. Peterson and Llaudet (2006) agreed that the inconsistent classification of student characteristics across sectors, as well as the inclusion of student characteristics susceptible to school influence, were both problematic.

In comparing school performance in Ghana, the Basic Education Certificate Examination (BECE) is usually used. Some of late use the Secondary School Placement. According to Education Watchdog, children's academic performances have to be assessed at various stages. In Ghana, the new standardized tests are going to do exactly that. According to (Mertler, 2016), planning instructional assessment is an important activity in teaching and learning. So when assessment is well-planned schools are able to use it to judge the performances of both teachers and learners.

The public school system tends to fail many families in Ghana, Etsey (2005) painted a very grim picture about Shama Ahanta School performance as poor academic performance of pupils in the Shama sub-metro of the Shama Ahanta Metropolis, and he stresses that it has been a concern for the metropolitan assembly over the past few years. The schools have shown poor performances in all public examinations and as one director puts it, 'their BECE results have been appalling'. The schools in the sub-metro have been performing poorly in the national performance monitoring tests administered by the Ghana Education Service and they have also performed consistently poorly in the Metro mock Basic Education Certificate Examinations (BECE). Daramanu (2004) reported that: A study of the 2003 BECE results gives the following appalling picture. The Shama Circuit presented 427 candidates, 226 boys and 201 girls. Out of this number, only 5 had an aggregate 7-15. Another 135 obtained an aggregate from 16-30, whilst the remaining 287 scored aggregate 31 and over. In the Inchaban Circuit, there were 593 candidates altogether. Only 7 candidates scored aggregate 7-15, 215 scored aggregate 16-30, whilst 371 had aggregate 31 and above. No candidate scored aggregate 6 in the whole Sub-Metro. So out of the total of 1020 candidates presented by both Shama and Inchaban Circuits, 658 failed; only 12 did well to gain admission to the well-endowed Senior Secondary Schools. This situation is indeed pathetic. The situation as described above is a great problem since the Ghana Government has initiated programmes such as the Free Compulsory Universal Basic Education (fCUBE) with the view to improving the quality of the educational system.

With a very low pass rate, many are forced to get a better option for their wards away from the public school system. Etsey (2005) realized teacher factors that contribute to the low academic performance of the pupils in the Shama sub-metro schools include incidence of lateness to school, the incidence of absenteeism, use of language in teaching, completion of syllabi, interest in children's understanding of the lesson, and teacher work habit or attitudes in the public schools.

2.10 Summary of Relevant Literature Reviewed

This literature review exercise looked into the theoretical frame for the study, discussed the term authorization, the principles of authority, management, effective delegation, the generic problem with delegation, barriers associated with delegations, how delegated duties are carried out in schools, employee performance, and empirical review.

The summary is that the practice of delegation in the school system exists when authority is shared, a vision for advancing teaching and learning is articulated, and heads of schools or leadership are ready to give out their power and foster collaborations. There are a few challenges in the delegation, which according to the review Salinas-Maningo, (2005) may be coming from the school culture, management, and leadership way of doing things.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used to come out with the data from the field. It contains research design, study population, study sample, data collection methods, study instruments, and data analysis techniques that were employed in this study.

3.1 Research design

The research approach for this study was quantitative. Quantitative research is a systematic approach to investigation. It involves measuring or counting attributes and answers to the ‘what’ and ‘how many’ questions. This research method investigates the relationship between an independent variable and dependent variables to be studied.

The study adopted an exploratory research method using descriptive survey design to investigate factors influencing parent’s selection of private and public JHS in the Bosomtwe District in the Ashanti Region of Ghana. Since the study seeks to look into the factors influencing parent selection of private or public JHS at the Bosomtwe District for their wards, focusing on the perspective of parents’ within the Bosomtwe District whose ward are currently in any JHS within the study area. Since the study entails a survey of parents’ views on the issues, the descriptive survey design was deemed the most appropriate research design Kothari (2010) state that, survey study gathers data at a particular point in time with the intention of describing the nature of the existing conditions. Descriptive survey design can be used when collecting information about people’s attitudes, opinion, habits or variety of education or social issues.

3.2 Study Area

The selection of a research area is important and it influences the usefulness of information produced. The area should be relevant to the research objectives (Kombo & Tromp, 2006). This study was conducted in the Bosomtwe School district in the Ashanti Region of Ghana. Bosomtwe School District is one of the districts in the Ashanti Region, Ghana. Originally it was formerly part of a then-larger Bosomtwe, Atwima, Kwawoma District in 1988. However, on 15th March 2018, part of the district was split off to become Bosomtwe District; thus the remaining being renamed as Bosomtwe School District. The Bosomtwe District is located at the central part of the Ashanti Region and lies within latitudes $6^{\circ} 24'$ South and $6^{\circ} 43''$ North and longitudes $1^{\circ} 15''$ East and $1^{\circ} 46''$ West, it is bounded on the north by Kumasi Metropolitan Assembly, on the east by Ejisu - Juaben Municipal, on the south by Bekwai Municipal and Bosome - Freho District, and on the west by Atwima - Kwanwoma District, (Report on Districts profile, 2018). The district has a land size of about 422.5 sq. km. It is the eleventh largest district in the Ashanti Region. The Bosomtwe District has 67 communities, Kuntanse is the district capital. The District is sub-divided into three area councils namely, Jachie, Kuntanase and Boneso. The schools are all located in the Bosomtwe district. Below in figure 1 shows the map of Bosomtwe district



Figure 1: Bosomtwe District Map, source: (<https://mapcarta.com/N8986123804>)

3.3 Study Population

Population can be seen as the entire aggregation of cases that meet a designed set of criteria (Ary et al., 2006). It must be noted that whatever the basic unit, the population always comprises the entire aggregation of elements in which the researcher is interested in gaining information and drawing conclusions. It can also be seen as the target group about which the researcher will be interested in gaining information and drawing conclusions. The accessible population for the study was all parents whose children or child were studying in public or private junior high school in the Bosomtwe District. There are 63 public JHS and 38 private JHS in the Bosomtwe District.

3.4 Sample and sampling procedure

The most used approach for determining the sample in a descriptive study is to specify the precision of estimation desired and then to determine the sample size necessary to insure it (Krejcie & Morgan, 1970; Malhotra & Birks, 2007). Since the total number of parents who's

ward are studying in any of the public or private junior high schools within the Bosomtwe District is unknown, probability sampling technique was used to select 10 junior high schools made up of 5 public and 5 private schools. Systematic sampling technique of probability was employed to select 10 JHS from the 101 (63 public and 38 private) selected school in the Bosomtwe District for this study. With this an updated list of all junior high schools was retrieved from the District Education Office. For the public JHS, the 8th name of school on the list was selected until 5 JHS public school was selected. For the private schools the 12th name of school on the list was selected. According Creswell, (2003), systematic sampling is applied only if the given population is logically homogeneous. This is because systematic sampling units are uniformly distributed over the population.

Again, parents with at least one child in the selected schools was convenience sampled for the study. This technique method was deemed appropriate and feasible due to the large population of parents with their ward(s) in the selected schools. Also, convenience sampling was necessary since parents who stay in the district with at least one child in the selected schools were quite different from each other in terms of educational background, socio-economic status etc. Convenience sampling is a type of nonprobability or non-random sampling where members of the targeted population are selected based on easily accessibility to the researcher. According to Etikan et al (2015), it is always appropriate to use the convenience method in studies with availability at a given time or willingness to participate in a study. The parents were 100 in number and they were able to provide data that facilitated the investigation of the factors that influence parents' selection of a public and private junior high schools for their wards. In getting all the elements for the study, the study further used the snowball sampling procedure to get all the respondents since there was lack of sampling frames for the study. Also it was difficult to approach some of the respondents in any other way. There was also no specific number for the targeted.

3.5 Instrument for Data Collection

The questionnaire was the sole data collection instrument. A questionnaire is an instrument of predetermined questions to be answered by the respondents. This form of instrument is based on strict procedure and is of a highly structured form. The same instrument was used on respondents who could not read and write. In reality with regard to some of the elements, the questionnaires were read by the researcher as presented in the instrument. The rigid structure of the questionnaire determines the operations of this research instrument and allows no freedom to make adjustment to any of its elements, such as contents, wording or order of questions.

The researcher was aware of the disadvantages in using questionnaire, especially regarding its construction (Ary et al., 2006). Saunders et al. (2007) are of the view that, questionnaire is less effective than other methods when detailed information is required. But it also offers high anonymity than other methods such as interview guide. This instrument helped the researcher in collecting reliable and reasonable data within a relatively short space of time.

The questionnaire was made up of four sections: A, B and C. All the items, were close-ended items. Section 'A' dealt with respondents demographic characteristics. Items considered were gender, highest level of education, number of children, parents' income level, parents' employment status and family status. Section B contained statements on parents' perception of quality of education between private and public JHS schools. Section C contained statements on factors influencing parents' selection of a private or public JHS. All the items in section B and C adopted a four-point Likert-type scale ranging from 'strongly agree' to 'strongly disagree' and the responses to items were scored from one (1) to four (4) respectively. Items in Section 'C' were grouped into school institutional factors, parents' socio-economic status and social network factors. The items were adopted from Dahari and Ya (2011) to suit the

current study. According to Dahari and Ya such factors are multi-feature in construct, dynamic and therefore it is essential to assess and evaluate each factor. Sample items from institutional factors include: the school has qualified teachers, teachers in the school are committed to the school, the school offers quality and attractive programmes, the school has an excellent academic record, the school is not too far away from where we live, discipline is high in the school, the school is a boarding school, the school has a conducive and attractive learning environment, the school has clean and hygienic conditions, and the school has high expectations and standards for students.

3.6 Validity and Reliability of the Instrument

3.6.1 Validity

Daud, Khidzir, Ismail & Abdullah, (2018). explained validity as a term describing a measure that accurately reflects the concept it is intended to measure. In this regard validity simply refers to how accurate the questionnaire was able to collect the responses from the respondents as intended by the researcher. Validity is the degree to which the study accurately answers the questions it was intended to answer examines the truthfulness or the quality of the research process and the accuracy of the results. Daud, et. al, (2018) on the other hand defined content validity as the degree to which a test measures an intended content area. For them, content validity is determined by expert judgment and that content validity cannot be calculated through quantitative technique.

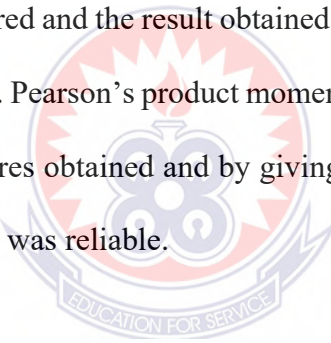
To enhance the validity of the research instrument, the questionnaire was made available to the researcher's supervisors, to review and comment on with the view of establishing content validity. Under the guidance of the supervisor, the researcher modified and deleted materials considered inaccurate or which the study felt infringed on the confidentiality of the

respondents. My supervisors further scrutinised unclear, biased and deficient items, and evaluated whether items were members of the subsets they have been assigned.

3.6.2 Reliability

According to Mugenda and Mugenda (2013), reliability is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials. In Kothari (2010), reliability of a test instrument is a measure of the consistency with which a test instrument produces the same results when administered to the group over time intervals.

In this study, split-half reliability measure was employed by dividing the questionnaire items into two equal parts on the bases of odd and even appearances. The first part of the research instrument having been administered and the result obtained, the second part was subsequently administered and the results noted. Pearson's product moment coefficient of correlation (r) was then used to compare the two scores obtained and by giving an alpha value of 0.8, indicating that the data collection instrument was reliable.



3.7 Data Collection Procedure

The researcher negotiated access to the respondents by collecting a letter from her department of study of which was presented to the heads of the selected junior high schools to seek their permission to elicit information on some students randomly with regard to their parents' address. This helped in the data collection and facilitation of the administration of the instrument. Since the researcher already had the contacts of some of the respondents and opinion leaders in the society, they were notified ahead of time on phone. The leaders/chairpersons of the various Parents and Teachers Association (PTA) in the schools were contacted by the help of the heads for permission to administer the instrument in their

first general meeting. Fortunately, all the PTA chairpersons accepted the request and the instruments were administered as scheduled.

With the help of some teachers and some identified parents' in the study area. The data collection process was done on agreed dates. For those who not could read and write the researcher read the items to them and guided them to answer. This allowed the researcher to administer it to both those who could read and write and those who could not read and write at the same time. This is one of the advantages of questionnaire.

Some of the respondents captured during the administering of the instrument at the various PTA meetings had the characteristics that were required of them others were also already noticed by the researcher. The purpose of reading the questionnaires to some of the respondents was mainly to elicit responses from parents' who the researcher believe were not highly educated to understand the items in the instrument as expected.

3.8 Data Analysis

Given the fact that the study was descriptive in its major characteristics, descriptive statistics were used as main method of data analysis. The analysis of the data commenced with editing and inspection of the pieces of data in order to identify simple mistakes, items that were wrongly responded to and any blank space left unfilled by the respondents. The computer statistical package for social sciences (SPSS version 22) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages, mean and standard deviation and data was presented using frequency distribution tables.

3.9 Ethical Consideration

A letter of introduction was taken from the researcher's department of study and was presented to all headteachers of schools involved in the study within the district seeking their consent for the study to be undertaken in their respective institutions. Respondents were assured of confidentiality and anonymity. The survey questionnaire did not include participants' identification and personal and sensitive information.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presented the results and discusses the findings of the study. The main objective of the study was to find out factors influencing parent's selection of private or public JHS Bosomtwe District.

The analysis was based on the responses obtained from the questionnaire given to respondents. Some of the information obtained is presented in a table form. The data analysis has been presented in two main parts; demographic data and other database analysis on the research questions.

4.1 Demographic Characteristics of Respondents

The respondents were asked to state their gender and their highest level of qualification, Results are presented below;

Table 4.1: Distribution of Respondents (Parents) by Highest Level of Education

| Highest Level of Education | Gender of Respondent | | | | Total | |
|----------------------------|----------------------|-----------|-----------|-----------|------------|------------|
| | Male | | Female | | N | % |
| | N | % | N | % | | |
| No formal education | 7 | 7 | 15 | 15 | 22 | 22 |
| Basic Education | 6 | 6 | 10 | 10 | 16 | 16 |
| Secondary Education | 10 | 10 | 11 | 11 | 21 | 21 |
| Diploma Education | 6 | 6 | 12 | 12 | 20 | 20 |
| Bachelor's degree | 6 | 6 | 6 | 6 | 12 | 12 |
| Post-graduate degree | 3 | 3 | 8 | 8 | 11 | 11 |
| Total | 38 | 38 | 62 | 62 | 100 | 100 |

Source: Field Data, 2022

From the table 4.1, the study shows that the proportion of respondents with no formal education as their highest level of education was the highest 22(22%). The second highest were those with secondary and secondary education 21(21%). Next group of respondent was those with basic education 16(16.20%) as their highest level of education. The remaining groups were those who possessed Bachelor's education 12(12%), Post-graduate degree 11(11%). This means majority (88%) of the respondents had formal education. The results show that majority of the respondents can read and write. Therefore, it was appropriate to use the questionnaire since it gives room for the researcher to elicit data from those that can read and write and at the same time from those that cannot read and write.

The distribution of the number of children the respondents had is presented in Table 4.2. The study was to capture only parents with at least one child in the selected junior high schools. The Table 4.2 presents the number of children respondents had based on range.

Table 4.2: Distribution of Respondents (Parents) by the Number of Children

| Respondents number of children | Gender of Respondent | | | | Total | |
|-----------------------------------|----------------------|-----------|-----------|-----------|------------|------------|
| | Male | | Female | | N | % |
| | N | % | N | % | | |
| 1-2 children | 7 | 7 | 25 | 25 | 32 | 32 |
| 3-4 children | 18 | 18 | 20 | 20 | 38 | 38 |
| 5-6 children | 9 | 9 | 12 | 12 | 21 | 21 |
| 7 children or more | 4 | 4 | 5 | 5 | 9 | 9 |
| Total | 38 | 38 | 62 | 62 | 100 | 100 |

Source: Field Data, 2022

As contained in Table 4.2, more 38(38%) of the respondents (parents) had 3 – 4 children, followed by those that had 1 – 2 children 32(32%). The results further showed that 21(21%) of the respondent had 5 – 6 children while 9(9%) of the parents had seven children or more. Based on the combined percentage, it is clear that majority (91%) of the respondents had less than seven children.

Table 4.3: Distribution of Respondents (Parents) by Family Employment Status

| Family employment status of respondents | Gender of Respondent | | | | Total | |
|-----------------------------------------|----------------------|-----------|-----------|-----------|------------|------------|
| | Male | | Female | | N | % |
| | N | % | N | % | | |
| None of the parents are working | 6 | 6 | 4 | 4 | 10 | 10 |
| One parents are working | 18 | 18 | 25 | 25 | 43 | 43 |
| Both parents are working | 14 | 14 | 33 | 33 | 47 | 47 |
| Total | 38 | 38 | 62 | 62 | 100 | 100 |

Source: Field Data, 2022

Table 4.3 contains findings on respondents' family employment status. As stated in the Table 4.3, majority 90(90%) of the respondents belong to a family status in which one or both parents are working. However, 10(10%) of the respondents belong to families that none of the parents are working. The study further elicited data on the family status of the respondents.

4.2 Research Question 1: How do parents perceive the quality of education between private and public schools?

Table 4.4. Parents' perception of quality education

| Statements | N | Mean | Standard deviation | % | |
|-----------------------------------------------------------------------------------------------|----|------------|--------------------|-------------|------------|
| 1. When there is quality curriculum run by the school. | 16 | 3.88 | 1.989 | 16 | |
| 2. If the learning environment in which teaching and learning take place is safe and orderly. | 9 | 3.78 | 1.088 | 9 | |
| 3. When the school have enough infrastructures and teaching and learning resources | 10 | 3.82 | 1.147 | 10 | |
| 4. Where the school profile is very good in terms of discipline. | 18 | 4.02 | 1.207 | 18 | |
| 5. When the school has clean and hygienic conditions. | 12 | 3.89 | 1.124 | 12 | |
| 6. When there is professional development opportunities for teachers. | 6 | 3.69 | 1.014 | 6 | |
| 7. When the school has excellent academic record. | 21 | 4.38 | 1.237 | 21 | |
| 8. The school has good facilities for co-curricular | 8 | 3.71 | 1.075 | 8 | |
| Total | | 100 | 4.03 | 1.15 | 100 |

Source: Field Data, 2022

The table 4.4 above presented parents' perception of quality education between private and that of public schools in the Bosomtwe district. It study revealed that parents' perception of quality education is "when the school has excellent academic records" (Mean= 4.38, S.D= 1.237) as majority of the respondent 21(21%) affirmed to this statement. Primary purpose of parents to send their children is to give them academic knowledge. Hence schools with excellent academic records will also be parents' preference before enrolling their wards in any school.

Again, parents' perception of quality education is "when the school profile is very good in terms of discipline" as this statement also score the second highest mean value (Mean= 4.02 S.D= 1.207). This finding is in conformity with Uganda Bureau of Statistics and ORC Macro, (2001) pupils' discipline improve the quality education. Equally important, 16(16%) of the respondent agreed that, a school is perceived as quality "when there is quality curriculum run by the school". This statement had the third highest mean score (Mean= 3.88, S.D= 1.207). 12(12%) of the respondents agreed that quality education "when the school has clean and hygienic conditions" (M= 3.89 SD= 1.124), this affirm to the study made in Ugandan, as Ugandan parents defined poor school quality as one or more of the following: lack of safety, overcrowding, poor classroom condition, poor teacher performance (Uganda Bureau of Statistics and ORC Macro, 2001). Also 10(10%), 9(9%) and 8(8%) of the parents accepted that quality education occurs "when the school have enough infrastructures and teaching and learning resources" (M= 3.82, SD= 1.147), "if the learning environment in which teaching and learning take place is safe and orderly" (M= 3.78, SD= 1.088) and "when the school has good facilities for extra-curriculum activities" (M= 3.71, SD= 1.075). Extra-curricular activity was five on the list of preferences. These are activities that are outside the curriculum of the school but an integral part of the school programme. It is sometimes also called as Co-curricular activities. A comprehensive co-curricular activity programme is necessary for a school which aims to provide all-round education to its students. One report found children who participate in extra-curricular activities demonstrate healthier functioning on such indicators ranging from academic achievement, school completion, psychological adjustment and lowered rates of smoking and drug use, to the quantity and quality of interactions with their parents (Mahoney et al., 2005).

Lastly, 6(6%) of respondent confirmed that quality education is "when there is professional development opportunities for teachers" (M= 3.69, SD= 1.014). The study

revealed that, parents perceive the quality of education at the private schools in the district better than the public schools, due to the following factors: quality curriculum run by the school, the environment in which the teaching and learning takes place, clearly defined roles and responsibilities for leaders and administrators, whether the school profile is good in term of discipline, availability of clean drinking water in the school and Professional development opportunities for teachers. However, similar observation was made by (Çelikten, 2010), where the quality of curriculum in schools, the hygiene, the quality of classroom environment, administrators with good communication skills, etc. influence parents' decision in choosing the schools for their wards.

4.3 Research Question 2: Are there differences between academic performances in Private and public schools in the Bosomtwe School District?

Research question two was analysed based on the academic records of the selected school from three conservative years, thus from 2019-2021 BECE results of each of the selected schools. In order to do this analysis, the researcher retrieved the BECE data of the schools under study from the Bosomtwe Education Office. The results was presents below:

Table 4. 5a. 2019 BECE Summary Results of the selected Private Schools in Bosomtwe**District**

| Name of Private School | Aggregate | | | | | | N |
|------------------------|-----------|-----------|-----------|-----------|-----------|----------|----|
| | Agg 6 | Agg 7-8 | Agg 9-15 | Agg 16-24 | Agg 25-30 | Agg>30 | |
| 1. Agape Academy | 5 | 8 | 9 | 8 | - | - | 30 |
| 2. Blessed Ass. M | 11 | 25 | 24 | - | - | - | 60 |
| 3. Destiny EXP | 6 | 12 | 18 | 2 | - | - | 38 |
| 4. Excellent Academy | 6 | 30 | 25 | 5 | - | - | 66 |
| 5. God's Grace | 2 | 15 | 23 | - | - | - | 40 |
| Total | 40 | 90 | 99 | 15 | - | - | |

(Source: Field Data, 2022, N= no. of candidate)

Table 4.5a. shows the performance of some selected private schools in the district that was selected for this study. The data clearly shows that out of the 30 candidates from Agape Academy that wrote the BECE, 5 candidates obtained aggregate 6, 8 candidate had between aggregate 7-8, 9 candidate had between aggregate 9-15 and only 8 candidate had aggregate 16-24. In Blessed Ass. M, 11 got an aggregate 6, 25 got aggregate between 7-8 while 24 had aggregate 9-15. In Destiny EXP school, 6 of the candidates had aggregate 6, 12 had aggregate 7-8, though, 18 had aggregate 9-15 and 2 had between aggregate 16-24. no candidate had aggregate 25 or higher of them had aggregate 16-24 and 25-30 respectively. However, in a private school called Excellent Academy, 6 of the candidates had aggregate 6, 30 had between 7-8, while 5 obtained aggregate 9-15. At God's Grace School, 2 candidate had aggregate 6, 15 had between 7-8 while 23 of the candidate had between aggregate 9-15. It can be observed that none of the candidates obtained aggregate 30 or higher.

Table 4. 6a. 2019 BECE Summary Results of some selected Public Schools in Bosomtwe District

| Name of Public School | Aggregate | | | | | | N |
|------------------------|-----------|-----------|------------|------------|-----------|-----------|-----|
| | Agg 6 | Agg 7-8 | Agg 9-15 | Agg 16-24 | Agg 25-30 | Agg >30 | |
| 1. Adono D/A | - | 5 | 48 | 40 | 17 | 28 | 138 |
| 2. Adagya D/A | - | - | 60 | 30 | 9 | 11 | 110 |
| 3. Atobiase R/C | - | 12 | 38 | 60 | 10 | 29 | 149 |
| 4. Bonkokor D/A | - | 4 | 45 | 62 | - | 15 | 126 |
| 5. Bosomtwe M/A | - | 17 | 69 | 35 | 3 | 16 | 140 |
| Total Aggregate | - | 38 | 260 | 227 | 39 | 99 | |

(Source: Field work, 2022, N= no. of candidate)

Table 4. 6 above depicts the performance of candidates drawn from five public schools in the same district. However, none of the candidates got aggregate 6 in any of the public JHS, but for aggregate 7-8, only 38 candidate in the five public schools had that. 260 had between aggregate 9-15, 227 candidates obtained aggregate 16-24 while 39 of them also obtained aggregate ranging from 25-30 and 99 candidate had aggregate 30 or greater.

Now, it is clearly shown that there is a major difference between the private schools and public school candidates in Bosomtwe districts with respect to their academic performance while the former shows very impressive academic performances and later academic performances are quite questionable. Finally, the results show that, private school pupils perform better than public school pupils in terms of their performance in the BECE from 2019-2021 since all the data from 2019 to 2021 prove that. Similar observation was made by Etsey (2005), where public schools pupils tend not to perform in their BECE. According to Berry (2002), a healthy school environment is a main to a high academic performance educational institution. People

were more likely to send their kids to a private school based on the school's academic performance.

Table 4. 5b. 2020 BECE Summary Results of some selected Private Schools in Bosomtwe

District

| Name of Private School | Aggregate | | | | | | No. of Candidates |
|------------------------|-----------|---------|----------|-----------|-----------|--------|-------------------|
| | Agg 6 | Agg 7-8 | Agg 9-15 | Agg 16-24 | Agg 25-30 | Agg>30 | |
| 1. Agape Academy | 3 | 13 | 17 | 8 | - | - | 41 |
| 2. Blessed Ass. M | 9 | 16 | 30 | 10 | - | - | 65 |
| 3. Destiny EXP | 6 | 12 | 38 | 11 | - | - | 67 |
| 4. Excellent Academy | 9 | 29 | 25 | 9 | 6 | - | 78 |
| 5. God's Grace | 11 | 18 | 28 | 8 | - | - | 65 |

Table 4. 6b. 2020 BECE Summary Results of some selected Public Schools in Bosomtwe

District

| Name of Public School | Aggregate | | | | | | No. of Candidates |
|-----------------------|-----------|---------|----------|-----------|-----------|--------|-------------------|
| | Agg 6 | Agg 7-8 | Agg 9-15 | Agg 16-24 | Agg 25-30 | Agg>30 | |
| 1. Adono D/A | 2 | 12 | 9 | 77 | 46 | 14 | 159 |
| 2. Adagya D/A | - | - | 63 | 100 | 9 | 8 | 180 |
| 3. Atobiase R/C | - | 12 | 38 | 60 | 43 | 13 | 163 |
| 4. Bonkokor D/A | 5 | 15 | 88 | 27 | 30 | 15 | 180 |
| 5. Bosomtwe M/A | 2 | 15 | 49 | 75 | 36 | 23 | 200 |

Table 4. 5c. 2021 BECE Summary Results of some selected Private Schools in Bosomtwe**District**

| Name of Private School | Aggregate | | | | | | No. of candidates |
|------------------------|-----------|---------|----------|-----------|-----------|---------|-------------------|
| | Agg 6 | Agg 7-8 | Agg 9-15 | Agg 16-24 | Agg 25-30 | Agg >30 | |
| 1. Agape Academy | 6 | 13 | 29 | 12 | - | - | 60 |
| 2. Blessed Ass. M | 5 | 16 | 25 | 10 | 2 | - | 58 |
| 3. Destiny EXP | 4 | 8 | 28 | 13 | - | - | 53 |
| 4. Excellent Academy | 7 | 15 | 25 | 22 | - | - | 69 |
| 5. God's Grace | 9 | 15 | 32 | 15 | 1 | - | 72 |

Table 4. 6c. 2021 BECE Summary Results of some selected Public Schools in Bosomtwe**District**

| Name of Public School | Aggregate | | | | | | No. of Candidates |
|-----------------------|-----------|---------|----------|-----------|-----------|---------|-------------------|
| | Agg 6 | Agg 7-8 | Agg 9-15 | Agg 16-24 | Agg 25-30 | Agg >30 | |
| 1. Adono D/A | 3 | 6 | 13 | 48 | 40 | 25 | 135 |
| 2. Adagya D/A | - | 9 | 22 | 29 | 21 | 28 | 109 |
| 3. Atobiase R/C | - | 3 | 34 | 60 | 16 | 22 | 135 |
| 4. Bonkokor D/A | - | 8 | 18 | 89 | 28 | 13 | 156 |
| 5. Bosomtwe M/A | - | 9 | 38 | 95 | 38 | 9 | 189 |

Table 4.7 Pass rate between the selected private and public JHS in the Bosomtwe District

| Year | Private (pass rate aggregate 6-30) | Public (pass rate, aggregate 6-30) |
|------|------------------------------------|------------------------------------|
| 2019 | 100 | 88 |
| 2020 | 100 | 92 |
| 2021 | 100 | 87 |

As shown in table 4.7, there is an academic difference between private and public schools that was selected for the study. The study revealed that none of the candidates from the private schools had below aggregate 30 and thus, had a pass rate of 100 from 2019-2021. Unlike the public schools where the pass rate was between 87-92. This shows that greater number of students from the public schools may gain admission to the second cycle institutions but may not get their preferred school or course.

Ankomah, Bosu and Oduro (2005) asserted that the quality of education of a country can be identified by the examination results of its students. This is to say that the nature and quality of education provided at the public schools within the Bosomtwe district needs to be improved.

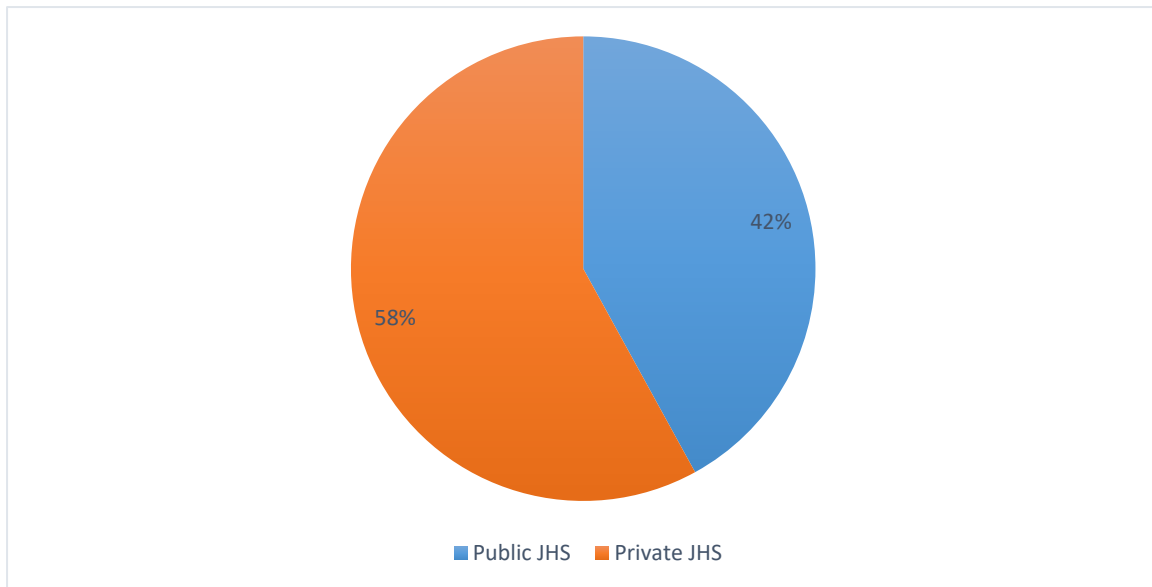
Before respondents were asked the factors that influences their selection of private or public JHS, respondent were first asked “will you choose a private or public JHS for your ward”

Table 4.8 A private or Public JHS for your ward?

| Private JHS or Public JHS | Gender of Respondent | | | | Total | |
|---------------------------|----------------------|-----------|-----------|-----------|------------|------------|
| | Male | | Female | | N | % |
| | N | % | N | % | | |
| Private JHS | 25 | 25 | 33 | 33 | 58 | 58 |
| Public JHS | 13 | 13 | 29 | 29 | 42 | 42 |
| Total | 38 | 38 | 62 | 62 | 100 | 100 |

Source, Field work, 2022

Figure 1



As showed in table 4.8, 58% of the respondent revealed that, they will opt for a private JHS while 42% of the respondent also opted for public JHS. Yaacob et.al (2014) conducted a study parents' preference in terms of schools they want their wards to attend. They emphasize that, private schools syllabus can influence parents' decisions, concerning the schools they want children to attend. They maintain that, parents are more likely to choose the private schools

4.4 Research Question 3: What factors influence the selection of private over public JHS by parents?

Table 4.9: Factors that influence the selection of private or public JHS by parents

| Statements Deviation | N | Mean | Standard |
|--------------------------------------------------------------------------------------------------|------------|-------------|-----------------|
| 1. My level of education influence me to choose a particular school for my children | 5 | 2.76 | 0.425 |
| 2. The school regularly keeps parents informed about how their wards are performing academically | 11 | 3.52 | 0.789 |
| 3. Quality of teaching at the school make me to choose it for my children | 18 | 4.68 | 0.988 |
| 4. The location of school | 14 | 4.14 | 0.762 |
| 5. When I can afford the fees charged by the school | 15 | 4.45 | 0.776 |
| 6. Class sizes are not too large | 13 | 3.71 | 0.183 |
| 7. Because the school uniform looks attractive | 10 | 3.39 | 0.377 |
| 8. The school is popular and quite old | 9 | 3.052 | 0.388 |
| TOTAL | 100 | 4.08 | 0.463 |

Source: Field Data, 2022

For the case interpretation of the data in Table 4.9, I used a descriptive statistics, Pimentel, (2010). The summary scale showed in table 4.10

| Likert-Scale | Interval | Difference | Descriptive |
|--------------|------------|------------|-------------------|
| 1 | 1.00-1.79 | 0.79 | Strongly-Disagree |
| 2 | 1.80-2.59 | 0.79 | Disagree |
| 3 | 2.603-3.39 | 0.79 | Agree |
| 4 | 3.40-4.19 | 0.79 | Neutral |
| 5 | 4.20-5.00 | 0.80 | Strongly-Agree |

(Source, Adopted from Pimentel, 2010)

Table 4.9 presents the mean and standard deviation of each of the observable on the factors that influence parent's selection of private or public JHS for their ward. Among each of the items, "quality of teaching at the school make me to choose it for my" had (Mean= 4.68, S. D= 0.988). According to Viaden (2007), the primary and secondary reasons parents' choose specific schools. Her research reveals that approximately half (49.5%) of the respondents choose schools for their overall academic quality. "When I can afford the fees charged by the school" had (Mean= 4.45, S. D= 0.776) while "The location of the school" and "class sizes are not large" had (Mean= 4.14, S. D= 0.762) and (Mean= 3.71, S. D= 0.0.183) respectively.

Additionally, "when the school regularly keeps parents informed about how their ward is performing academically" scored (Mean=3.52/ S.D=0.789) and "because the school uniform looks attractive" had (Mean=3.39, S.D= 0.377). Lastly, "the school is popular and quite old" (Mean=3.52, S.D= 0.388) and "my level of education" (Mean=2.76, S.D=0.425)

On the selection of private over public JHS by parents, parents tend to choose private schools over public schools because; their level of income is high to pay for their wards' educational expenses at the private schools. They also posit that, their level of education as well as the school environment and quality of teaching make them to choose private schools over public schools. However, Private JHS teachers' behaviour, the location of privates JHS and the parents' affordability of private schools fees allows them to send their children to those schools.



CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

5.0 Introduction

This chapter highlights the summary, conclusion, and recommendations. The chapter explores the summary of the findings discussed in the chapter, it also gives a conclusion and recommendations that need to be taken into account.

5.1 Summary of Study

The study was intended to discuss the main topic, which included, how parents' perceived quality of education between private and public schools, whether there are differences between academic performances in Private and public schools and the factors that influence the selection of private over public JHS by parents in the Bosomtwe School District.

With respect to the quality of education between the private and public schools, the results revealed that respondents approve that the quality of education at the private schools in the district is somehow better than that of public schools. It also posits that parents are pleased with the schools their wards attain particularly when the environment has clean and good drinking water for their children, which is invariable found in the private schools.

Most of the parents do choose the private schools over public for their wards, due to their level of education that influence such decision. Majority of the parents opt for private schools over public schools as a result of good nature and proper infrastructure at the privates. Some parents go for private schools for their children as a result of good tuition. The behaviors of private teachers do make some parents to their wards while most of the parents prefer places that are

closer. The following themes were looked out in connection with selection of schools by parents

1. Level of education.
2. The school environment
3. Quality of teaching at the private JHS
4. Private JHS teachers behavior
5. The location of privates JHS

The results also show that there is a major difference between private and public schools candidates with regard to academic performances. It indicates that the private school candidates demonstrate good academic performances compared to public schools candidates.

5.2. Findings of study.

The major finds from the study are outlined below:

From the findings, the study revealed that parent perceived quality education as one that the school have; good academic performance as it had the highest mean (Mean= 4.38, S. D= 1.237), the discipline in the school also had the second highest with (Mean=4.02, S.D= 1.207). Some other perception of parents about quality education were; quality curriculum, clean and hygienic school environment and good facilities for extra-curriculum activities.

Again, the findings of this study indicated that there is a major academic difference between private JHS and public JHS at the Bosomtwe District. The findings under this study showed that 58% of parent will select a private JHS at the Bosomtwe District than a Public JHS and some the factors that informed this decision included; the quality of teaching, been able to pay for the fees charged in the private JHS, the location of the school and the classroom size, parents level of education, popularity of the school and the school uniform

5.3 Conclusion of Study

The study looks at the factors that influence parent's selection of private or public JHS in the Bosomtwe District of the Ashanti Region, Ghana. The analysis was based on the responses obtained from the questionnaire given to respondents.

It indicates that different factors that influenced parent's for their selection between private and public JHS for their wards. Parents also perceived that the quality of education in the private schools and public schools differ, that is, parents view private schools to be somehow better than public schools in terms of quality of education to their wards. Finally, the study argues that private schools' candidate academic performance is far ahead of that of public schools in the Bosomtwe District.

5.4 Recommendations

Based on the results shown in chapter four below recommendations are needed for immediate action:



- Since teachers qualification is a major factor parent's consider, this study therefore recommend that some policy may be prepared for the selection of teachers for the private schools.
- The academic performance in the public schools need to be improved. Therefore, heads of public JHS should not ignore their supervisory roles.
- Public Junior High Schools in the Bosomtwe District should be kept under clean and hygienic conditions to attract parent enough to send their wards to public JHS

- Student' discipline level in public junior high schools should be improved and maintained.
- Government should employ more teachers in order to reduce the class sizes in public schools.
- Both curriculum and extra-curriculum activities in public junior high schools should be attractive enough.

5.5 Suggestions

There is the need to carry out this study to in the other parts of the districts and regions in Ghana. Also, this study should be conducted at the senior high school level in other to find out some of the factors parents also consider be selection a particular schools for their wards.



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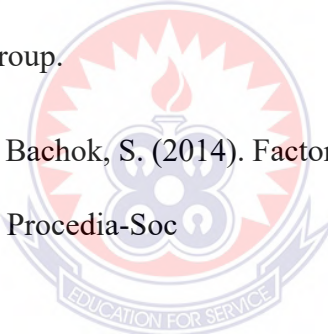
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APPENDIX

This study was conducted as part of the requirement for the award of Master of Arts Degree in Educational Leadership. The purpose of the study is to investigate the factors that influence parents' selection of basic schools in the Bosomtwe district. The information obtained from you will be used to write a research report to assist Policy makers and other stakeholders in Education to improve educational policy.

Section A: Parents' Socio-demographic background

1. Gender

a. Male b. Female

2. What is your highest level of education?

a. No Formal Education b. Basic Education c. Secondary Education d. Tertiary (Diploma; Bachelor's Degree) e. Tertiary (Post-Graduate Degree)

3. How many children/children do you have?

4. What is your family's employment status

a. None of the parents is working b. One parent working c. Both parents are working

Instruction: Below are some statements. For each statement, you are to indicate whether you strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SDA) with the statement by ticking against the statement in the column provided below.

How parents' perceive quality of education in either private or public schools?

| SN | Statement | SSA | SA | DD | SSD |
|-----|---------------------------------------------------------------------------------------------|-----|----|----|-----|
| 5. | My level of education influence me to choose a private JHS for my children | | | | |
| 6. | My income level allows me to send my children to private JHS. | | | | |
| 7. | The school environment makes me to send my children to private JHS School. | | | | |
| 8. | Quality of teaching at the private JHS make me to choose it for my children | | | | |
| 9. | Private JHS teachers behaviour make me sent my children to their schools. | | | | |
| 10. | The location of privates JHS allows me to send my children to those schools. | | | | |
| 11. | I can afford the fees charge by private school that is why I send my ward to private school | | | | |

What factors influence parents' decisions in choosing either private or public schools for their wards?

| N | Statement | SA | A | D | DA |
|-----|--------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| 12. | The quality of curriculum run by schools influence my choice of school for my wards | | | | |
| 13. | The safety of the environment in which teaching and learning take place influence my choice for school | | | | |
| 14. | clearly defined roles and responsibilities for leaders and administrators influence my selection of schools for my wards | | | | |
| 15. | The school profile in term of discipline influence my selection of schools for my wards | | | | |
| 16. | Availability of clean hygienic school environment influence my choice of school for my wards | | | | |