



SHIFTING TRENDS IN ENROLLMENT FROM PRIVATE SCHOOLS TO GOVERNMENT SCHOOLS IN ELEMENTARY LEVEL: A SURVEY ON PARENTAL ATTITUDE

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Abstract

Education is the backbone of the country, that's why our constitution has provide the rights of free and compulsory elementary education for all. The present study has aimed to explore the parental attitude towards shifting from government schools to private schools in elementary level education. In this study, descriptive survey method is used to assess the parental attitude towards shifting their children from government schools to private schools for elementary education. In this study self-constructed questionnaire has been used for collecting data among 200 parents of elementary level students. The objectives of this study are to meticulously assess the attitude of rural, urban and APL, BPL parents of elementary level students. In this study data analysis has been done by using statistical techniques like 'Mean', 'Standard Deviation' and 't-Test'. The major findings of this study pointed out the immense impacts of parental growing trends of shifting from government schools to private schools for enrolling their children in elementary schools.

Key words: Elementary Education, Parents, Government Schools, Private Schools, etc.

Introduction:

Since the independence, education has been one of the main sectors the Indian policy focused upon. However, despite investments and special programs for education, the situation still remains unsatisfying: with an enrolment rate close to the 95%, indicators concerning drop-out rate, out of school, schools' infrastructures, provision of secondary schools, rural-urban inequalities, gender inequalities, social inequality in education and recent tests on learning level describe a situation in which quality of education is still far from reach. As Drèze and Sen (2013) argue, the demand of a quality education is high and concerns also the most disadvantaged groups of the population. The Indian sector of education is highly diversified and in continuous transformation due to the role that private schools are now playing, filling the gap between the demand of a quality education and the low supply provided by the government.

Education during 17th century was meant for people belonging to upper class of the society who maintained their positions in Bureaucracy and thus education was not universalized. In 18th century modern education

was started by Christian Missionaries and the first primary schools was started by Finnish Missionaries located in Sang, Khamdong and Mangan in 1880. With the gradual increase of school education by the support of Christian missionaries, the Scottish Missionaries started establishing primary schools at Rhenock, Sadam, Soreng and Turuk. After integration of this state with the Indian Union in 1977, the educational policy and programmes of the Government of India, the National Policy on Education 1986 and its Programme of Education were adapted and implemented in the state. Accordingly, all the primary schools have been covered under Operation Blackboard for providing minimum essential physical facilities in the schools which did not have them. Some of the other initiatives such as District Primary Education Programme (1994), the Mid Day Meal Scheme (1995), and the Sarba Shiksha Abhiyan (2001) and Right to Education Act, 2009 are being followed and implemented to enhance the quality of school education. The state follows 8-year of elementary education pattern comprising with 5-year of primary education (Grades I to V) and 3-year of upper primary or middle schools (Grades VI to VIII). The school with grades VI to VIII in a one single campus and under single administration is normally known as Junior High Schools. The entry age of children is 5+ in the primary stage. All the government schools are affiliated to the West Bengal Board of Primary Education, West Bengal. Bengali is the medium of instruction and it is taught as the first language. Apart from this English is taught as second languages. But all the local people communicate in Bengali language and it is common for all.

In the mid-17th century America, Massachusetts became the first colony to mandate schooling for this purpose. Beginning in 1690, children there and adjacent colonies learned to read from the New England Primer, known colloquially as “The Little Bible of New England”.

In England, 1870 was the beginning of compulsory state education.[6] Elementary schools in England and Wales were publicly funded schools which provided a basic standard of education for children aged from six to 14 between 1870 and 1944. These were set up to enable children to receive manual training and elementary instruction and provided a restricted curriculum with the emphasis on reading, writing and arithmetic. The schools operated on a monitorial system, whereby one teacher supervised a large class with the assistance of a team of monitors, who were quite often older pupils. Elementary school teachers were paid by results. Their pupils were expected to achieve precise standards in reading, writing and arithmetic such as reading a short paragraph in a newspaper, writing from dictation, and working out sums and fractions. To achieve this a dual education system was initiated consisting of both voluntary denominational schools and non-denominational state schools (Board schools) to supplement rather than replace schools already run by the churches, guilds and private individuals or organizations.

Before 1944 around 80 per cent of the school population attended elementary schools through to the age of 14. The remainder transferred either to secondary school or junior technical school at age 11. The school system was changed with the introduction of the Education Act 1944. Education was restructured into three progressive stages which were known as primary education, secondary education and further education.

Timeline of the 20th century English Education

1912 – Maria Montessori publishes The Montessori Method

1915 – John and Evelyn Dewey publish School of Tomorrow.

1918 – Fisher Education Act ends all fees for elementary education and raises school leaving age from 12 to 14.

1919 – The Burnham Committee introduces national pay scales for elementary teachers.

1923 – Piaget publishes The Language and Thought of the Child. A S Neill’s opens Summerhill.

1944 – Elementary education split by age into Primary and Secondary. Tripartite system with an eleven plus.

1955 – The last gas lamps are removed from London schools

1957 – Britain's first school TV are broadcast by Associated Rediffusion in May.

1958 – BBC schools TV broadcasting. A S Neill's Summerhill published.

1963 – London and Manchester end 11-plus.

1967 – The Plowden Report advocates expansion of nursery schooling.

Review Related Literature:

There are pretty some research about growing trends to enrolment children. Researchers have reviewed in this subject matter from sort of secondary sources like- books, e-books, journal, article, websites, file of diverse organization, internet, blogs, and written documents. For example Nayab, Dur, Asrar, Muhammad, Younes, Muhammad, Chishti, Anwar, (2015). Have conducted a study on "Analizing factors infliensing private sector school children parents' choice in selecting school for their children", Noor, AlyaniYaacob. Mariana, Mohamed Osman. Syahirah, BACHOk. (October 2014). have conducted a study on "Factors influencing parents", Suppramaniam, S. Kularajasingam, Janitha. Sharmin, N. (2019). have conducted a study on "Factors influencing parents decision in Selecting private schools in Chittagong city, Bangladesh", Noor, AlyaniYaacob . Mariana, Mohamed Osman. Syahirah, Bachok. (2015). Have conducted a study on "An Assessment of Factors Influencing Parents' decision making when choosing a private school for their children", Byrne,Andrew(2013). have conducted a study on "What factors influence the decisions of parents of children with special educational needs when choosing a secondary educational provision for their child at change of phase from primary to secondary education? A review of the literature", Bosetti, Lynn.(2004). have conducted a study on "Determinants of school choice: Understanding how parents choose elementary school in alberta", Goldring, Ellen. Hausman, Charles. (1999). " Reasons for parental choice of urban schools", etc.

STATEMENT OF THE PROBLEM:

The problem of the following study is stated below:

“SHIFTING TRENDS IN ENROLLMENT FROM PRIVATE SCHOOLS TO GOVERNMENT SCHOOLS IN ELEMENTARY LEVEL: A SURVEY ON PARENTAL ATTITUDE”

Objectives of the study:

- I. To find out the attitude of parents towards shifting from government schools to private schools.
- II. To find out the growing trends between urban parents and rural parents towards enrolling their children from government schools to private schools.
- III. To find out the growing trends between the parents of different economic strata towards enrolling their children from government schools to private schools.

HYPOTHESIS OF THE STUDY:

- **Ho1:** There is no significant difference between the parents' attitude towards the increasing Trend of enrolling their children from government schools to private schools, living in rural Areas and urban areas.
- **Ho2:** There is no significant difference between the parents' attitude towards the increasing Trend of enrolling their children from government schools to private schools, belonging from APL and BPL Families.

OPERATIONAL DEFINITION OF THE TERMS:

- **Elementary Education:** Elementary education, also known as primary education, is the first stage of formal schooling. It typically begins around the age of 5 or 6 and lasts for approximately 6 to 8 years, depending on the country's education system. In some countries, like India, it spans 8 years, covering classes 1 to 8. During this period, children learn fundamental skills such as reading, writing, arithmetic, and basic science and social studies. Elementary education provides a strong foundation for future learning and personal development. It fosters cognitive growth, social-emotional development, and prepares children for the challenges of secondary education and beyond.
- **Parents:** Parents are individuals who bring forth or raise offspring. They are typically biological parents, such as mothers or fathers, who have given birth to or sired a child. However, the term "parent" can also encompass adoptive parents, stepparents, foster parents, and legal guardians who assume the role of raising a child. Parents play a crucial role in nurturing and guiding their children's development, providing love, support, and guidance throughout their lives.
- **Government School:** Government schools, also known as public schools, are educational institutions funded and operated by the government. They are accessible to all students, regardless of their socioeconomic background, and tuition-free. Government schools adhere to a standardized curriculum set by the government, ensuring a consistent education for all students. They are staffed by government-employed teachers and administrators. Government schools play a vital role in providing quality education to the masses and promoting social equity.
- **Private School:** Private schools are educational institutions that operate independently. They rely on tuition fees and private donations for financial support. Private schools have the autonomy to set their own curriculum, admissions standards, and educational philosophies. They often have smaller class sizes and can offer specialized programs or focus on specific areas of study. Private schools can be religious or secular, and they may have diverse student populations.

DELIMITATION OF THE STUDY:

- Sample size is restricted to 200 samples.
- The researcher considered only students of Elementary level.
- The researcher conducted this study only about the parents' attitude towards government and private school.

SIGNIFICANCE OF THE STUDY:

In this present situation all the things are sold by a good advertisement, modern education is following the same way. The private institutions are advertising their admission news with colour, the people put the foot on their trap. In this way the private institutions are reached in a high position but the government institutions remains in same. In today's society there is no shortage of people talking about the ugly mind of the education system and the role of teachers. But how much people sincerely seek a way to out of this from the darkness, who search the immediate solution, is also a big question. Now we discuss in this study about why this situation is created by the government institutions.

METHODOLOGY OF THE STUDY:

This chapter provides the design of the study along with the approaches that adopted to carry out the research work to satisfy the objectives and hypothesis. It includes detailed information about the research approach, Design, variables, tool, population and sample.

- **Research Approach:** The researcher has taken a quantitative research approach for his study work because it allows him to see the parental growing trends to shifting from government schools to private schools to enrolling their children, which he cannot do in a qualitative approach.

- **Research Design:** In this present study descriptive survey method was used to assess the parental growing trends to shifting from government schools to private schools to enrolling their children. In this study the researcher used purposive survey research design to estimate the relationship. It is the most popular and scientific research technique, which consist of analysing the phenomena into their components.
- **Variable:**
 - ❖ **Dependent variable**
 - i) Parental Attitude.
 - ❖ **Categorical variable**
 - i) Rural & Urban
 - ii) APL & BPL.
- **Population and Sample:**
The target population of this study is all parents of elementary school students in West Bengal. But it is very difficult to conduct studies with large populations, so sampling is necessary. For this study researcher used purposive sampling. For this present study 200 sample were selected from urban and rural areas in the district of Purba Medinipur in West Bengal.
- **Tool Used in the Study:**
The following Self Made tool used for collection of data in this study: "Questionnaire on Parental Growing Trend to Enrolling their Children (QPGTEC)".
- **Data Collection Procedure:**
The researcher used self-made Questionnaire, with 20 items for data collection from 200 Rural, Urban, APL, and BPL parents. Researcher used 3 scale questionnaires for data collection with agree/disagree/neutral manner.

ANALYSIS AND INTERPRETATION:

In the present study, data were collected from descriptive survey and experimentation. Through descriptive survey, data were collected to identify the parents growing trend to shifting from government schools to private schools to enrolling their children.

- **Abbreviation of terms used in tables:**

- I. **MUA**–MAN URBAN APL
- II. **MUB** – MAN URBAN BPL
- III. **MRA** – MAN RURAL APL
- IV. **MRB** – MAN RURAL BPL
- V. **FUA**- FEMALE URBAN APL
- VI. **FUB**- FEMALE URBAN BPL
- VII. **FRA**- FEMALE RURAL APL
- VIII. **FRB**- FEMALE RURAL BPL

- **Collection of Data:**

All the Data were collected through online Google forums and other social media. Answer sheets were collected after the duration of time allotted for answering the items. These were scrutinized by the

researcher after collecting the sheets. Incomplete response sheets were rejected. Evaluation was done on the basis of answer key and scoring key. Total marks for each individual were calculated.

- Collected Data:**

Table below shows the nature of collected data and scores with reference to variables under study.

	No. of Respondents according to different category							
	Gender							
	Males				Females			
	Urban		Rural		Urban		Rural	
	APL	BPL	APL	BPL	APL	BPL	APL	BPL
	5	5	5	5	5	5	5	5
	5	5	5	5	5	5	5	5
	5	5	5	5	5	5	5	5
	5	5	5	5	5	5	5	5
	5	5	5	5	5	5	5	5
Total	25	25	25	25	25	25	25	25

- Analysis of Data:**

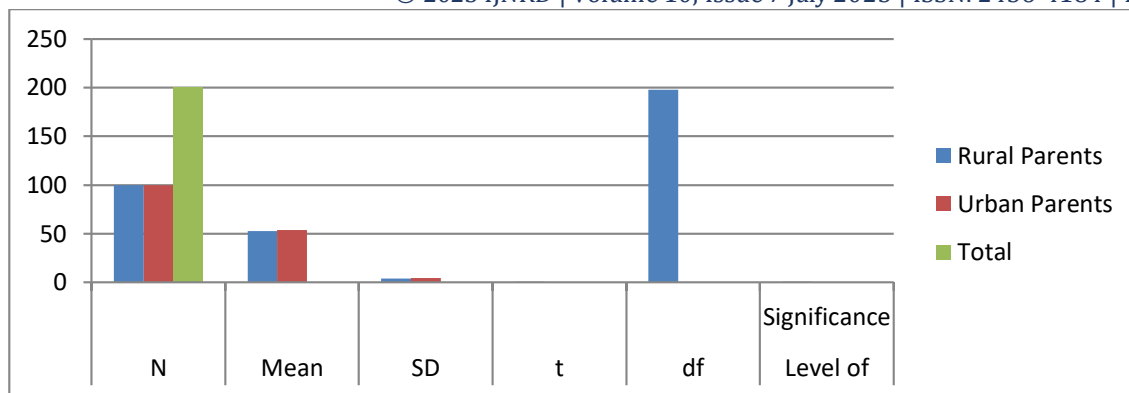
In the present study, data were collected from descriptive survey and experimentation. Through descriptive survey, data were collected to identify the parent's attitudes growing trend of shifting from public schools to private schools in the current education.

Analysis of Data pertaining to the Hypothesis – 1

- H₀₁:** There is no significant difference between the parents' attitude towards the increasing Trend of enrolling their children from government schools to private schools, living in rural Areas and urban areas.

Between Groups	N	Mean	SD	<i>t</i>	df	Level of Significance
Rural Parents	100	52.58	4.10	0.02	198	0.05
Urban Parents	100	53.92	4.37			

Graphical representation of Hypothesis-1 Analysis



Interpretation:

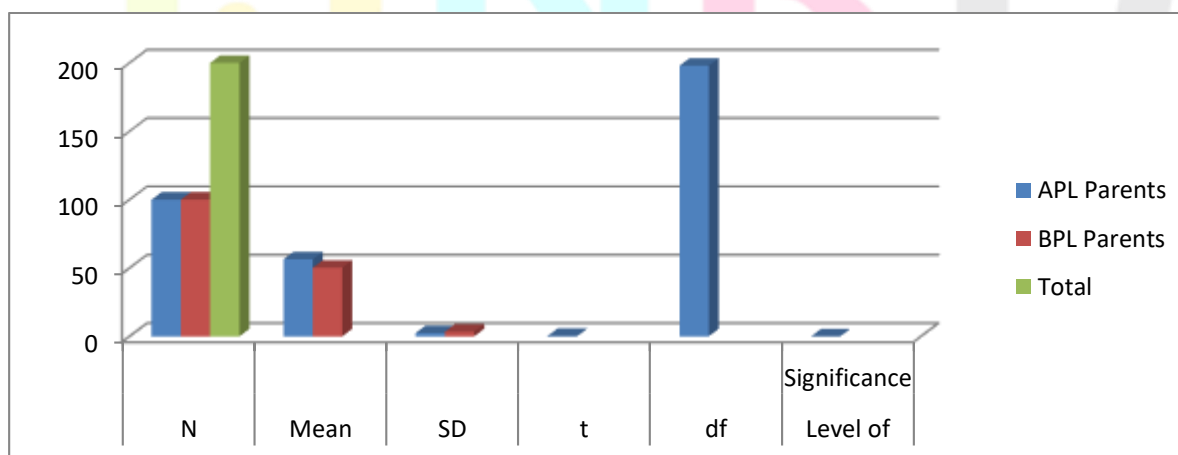
Degrees of freedom (df) = 198, table value of t-test at 0.05 level = 1.97. Our calculated value is less than the table value of t-test for df = 198. Therefore, the null hypothesis is accepted. So, there is no significant difference between the rural parents and urban parents attitude towards the increasing trend of enrolling students from government schools to private schools for education.

Analysis of Data pertaining to the Hypothesis – 2

- **Ho2:** There is no significant difference between the parents' attitude towards the increasing Trend of enrolling their children from government schools to private schools, belonging from APL and BPL Families.

Between Groups	N	Mean	SD	t	df	Level of Significance
APL Parents	100	56.32	2.43	0.30	198	0.05
BPL Parents	100	50.18	3.46			

Graphical representation of Hypothesis-2 Analysis



Interpretation:

Degrees of freedom (df) =198, table value of t-test at 0.05 level =1.97. Our calculated value is less than the table value of t-test for df = 198. Therefore, the null hypothesis is accepted. So, there is no significant difference between the APL parents and BPL parents attitude towards the increasing trend of enrolling students from government schools to private schools for education.

Summary and Findings:

This chapter presents the summary of the findings, conclusions, recommendations of the study and suggestions for further research. This chapter is divided in two main sections to summaries of the main findings and implications of this study. The conclusion shall include the main issues of this study, the reasons for selecting these issues, the development and design of the methods used the results, and a discussion of these findings.

• Findings at a glance:

The study was conducted to satisfy a number of objectives and hypotheses. In this connection, collected data were analyzed by appropriate statistical approaches. Findings have been drawn based on the statistical results pertaining to the hypotheses. Findings have been stated hereunder.

- Findings pertaining to Hypothesis 1; H₀₁:
The Urban and Rural parents, who are currently living of Purba Medinipur district, differ insignificantly in their attitudes of growing trend of shifting from government schools to private schools in the current education.
- Findings pertaining to Hypothesis 2; H₀₂:
The APL and BPL parent's, who are currently living of Purba Medinipur district, differ insignificantly in their attitudes of growing trend of shifting from government schools to private schools in the current education.

Discussion:

Through the above research, we found that there is a significant difference between the attitudes of fathers and mothers in increasing the tendency of enrolling students from government schools to private schools for education. In other words, through this study, we saw the difference between the views of fathers and mothers regarding the admission of their children in private schools.

Through the above research we have seen in Ara that there is a considerable difference between the attitudes of parents living in villages and those living in cities.

And the researcher also observed that there is a significant difference between the attitudes of APL subscribers and BPL parents.

Through this study we have seen in detail the reasons why parents are willing to teach their children in private schools.

- There is a strong emphasis on the creativity of students in private schools.
- As the practice of failing in private schools continues, students' interest in reading increases.
- Private schools have counselling systems for students and parents which play an important role in solving various problems in education.

- In private schools, the school environment is created keeping in mind the physical and mental health of the students. Which is preferred by every parent.
 - In private schools, more friendly relations develop between teachers and students.
 - There is room for parents to give feedback on how private school teachers are teaching, so that every parent can see improvement in their child's learning.
 - "Private schools have less holidays, which allows students to concentrate on their studies.
 - Discipline conditions in private schools tend to be very advanced.
 - In private schools, communication between the teacher and the parents is very close so that the parents can notice the improvement in the educational problems of their children.
 - "Education management in private schools is very advanced.
 - Due to lack of mid day meal, distribution of clothes etc. in private schools, students get moderate time from the institution.
 - "The quality of teaching methods in private schools is of a very advanced nature. That is why there is a tendency among parents to teach boys and girls in private schools.
 - Private school co-curricular activities are well organized for which parents enrol their children.
 - Teaching materials are used more in private school education for which parents are inspired.
 - Private schools have a system of teaching students through sports, poetry, gifts, scholarships, physical exercises, exercises, etc., which is very much preferred by the parents.
 - "Teachers in private schools are very conscious about the education of the students, which attracts the attention of every parent.
 - The infrastructure of private schools is very good.
 - The portfolio assessment system is implemented in private schools.
 - Private schools have the opportunity to teach new subjects on a regular basis.
- order for the above elements to be effective in a private school, most parents decide to enrol their children in a private school.

This study was conducted to identify the parent's attitudes growing trend of shifting from public schools to private schools in the current education. In these connection two different locations, two different social category and gender of the parents were taken into account to examine and compare the nature of the attitudes of the parents.

An intensive and in-depth investigation was conducted by the researcher to get an idea about clear perception of the parent's attitudes growing trend of shifting from public schools to private schools. Data were analyzed by adopting proper statistical measures to verify the hypotheses.

In regard to the differences of attitude of the parent's attitudes growing trend of shifting from public schools to private schools, with a view to their gender variance and location variance were selected, it has been observed that there are significant differences existed between father and mothers the rural & urban parents and APL & BPL Parents. The results lead to infer that the parent's attitude to growing trend of shifting from public schools to private schools is very much different, in respect of their gender variation, location variation and Social status of the parents.

It may be so that the Private school climate encourages them to progress in the learning capacity. Private school are usually larger, have a more socio-economically advantage student body, enjoy greater responsibility for resource allocation, are less likely to experience staff shortage, are more likely to have a higher proportion of qualified teachers, and have higher student-teacher ratios. Where the public schools are facing several challenges such as poor road connectivity, power shortage, poor internet connectivity, and with limited exposure for the students to update their knowledge on subject contents and current affairs

Conclusion:

The Government, Educationalist, Parents and Teaching Community are interested in providing quality education, which will lead to produce more achievement. Parents are significantly differing in their attitude based on the gender, locality of the locality, types of schools, types of management and also in parent's occupation. This clearly underlines the need for special attention in this area. As in-depth study may be conducted to find out the reasons for significant differences in their attitude. It is widely accepted that an important predictor of success in private schools is the attitude of the parents.

Hindi speakers get opportunities in their mother tongue, so they are far ahead. Bengalis have to take exams in English, in which case the children of Bengali medium face some difficulties, so they are forced to enrol in a school or English medium school which teaches English well. English is the working language, Very useful. So you have to study English, otherwise you have to study backwards in many places. But playing English medium school is not the solution to protect the future of rural Bengali and poor children. The state government has to take care of the Bengali language. And in India, besides Bengali, English and Hindi should be taught. Otherwise, it is not possible to stop the trend of admission in private schools.

In most of the schools, a group of teachers can be noticed, whose job is to create a volatile situation in school all the time. As a result, teachers in the market became the subject of criticism at different times. Therefore, if teachers are not recruited on the basis of merit during recruitment, the admission of students in government schools will decrease due to incompetent teachers.

The Researcher's brief experience and opinion in this regard:

- **Infrastructure development:** The private school infrastructure is relatively good and has many benefits. Accordingly, the infrastructure of government schools needs to be improved. Although most of the school houses are enough now due to the wealth of universal education. However, in many schools the infrastructure is very weak and in some schools it is more than required which is a waste of resources. You should be kind about this. The condition of many primary schools is deplorable. Somewhere there are less houses, somewhere there is land crisis, somewhere there is no road, there is no air, there is no playground, etc. It is important to modernize the infrastructure of schools. It is not possible to stop the trend of enrolment in private schools without improving the emergency infrastructure including school rooms, toilets, drinking water and electricity.
- **Increasing school and government awareness:** Parents and students need to be counselled to retain students in government schools. Care should be taken to provide me-day meal, books, bicycles in shoes, Kanyashree and other scholarship services. We have to pay attention to health as well as schooling. Arrangements should be made for sports, educational trips, and other applications. Modernization of Government Schools Creating smart class, online lab services in schools in the digital age. Adequate hygienic toilets, air-conditioned classrooms and classrooms should be equipped with science pests. Above all, government schools need adequate teachers along with infrastructural development.
- **Focus on English and Hindi languages:** Basic schools like Bangla medium or English, Bangla Baird or CBSC or ICSC improve their English education as well as Hindi education. One of the reasons for admission to private schools is the evil of giving up English in primary in the left period. Moreover, most of the examinations of the central government are not conducted in Bengal.
- **Pass-fail custom introduced:** In the same way, the standard of education in government schools has gone down as a result of passing up to the eighth grade. The pressure of studying is less as there is no pass result. As a result, there is a tendency for students to lose interest and turn away from school. Aware parents are not interested in keeping their children in government schools as the quality of education in government schools is poor. It is better to keep it as much as there is no debate about passing. Besides, special attention should be paid to English language. And if Hindi is taught as a

fourth language till sixth-eighth class like Sanskrit and Arabic, it seems that everyone's interest in government schools will increase.

- **Rights and responsibilities of teachers:** If education is the backbone of the nation then teachers are the brain of the nation. But teachers are big helpless animals. At present teachers are like class enemies. However, although there is no fault of the teacher, his big fault is that he got the master's job. He is the envy of the society for this crime. Fish men, fruit growers, rickshaw pullers try to deceive anyone they see. They are stingy in the eyes of relatives and neighbours as they are financially conscious. And the masters of tuition and missions think that most of the teachers in government schools have got jobs for money, so they don't know much. This attitude tends to misguide students all the time. As a result, students have a negative attitude towards government school teachers. It can be felt in the gifts on Teacher's Day.

Maybe a lot has been said. However, the dignity of teachers must be enhanced. If possible, they should be assigned to the house. And there should be transparent arrangements for regular general and mutual transfers or accommodation for block based teachers so that there is no need to commute daily from the city. As a result, giving time to the students in his school will reduce school dropouts and enrolment in private schools.

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