

**FREEDOM AND LIMITATIONS IN SCHOOL  
CHOICE: A NARRATIVE OF PROFESSIONAL  
MIDDLE CLASS PARENTS**



**SADIA ZAHID**

Department of Sociology

Quaid-i-Azam University, Islamabad

2021

**FREEDOM AND LIMITATIONS IN SCHOOL  
CHOICE: A NARRATIVE OF PROFESSIONAL  
MIDDLE CLASS PARENTS**



**Thesis submitted to the Department of Sociology, Quaid-i-Azam  
University, Islamabad, for the partial fulfillment of the degree of Master  
of Science in Sociology.**

**By**

**Sadia Zahid**

Department of Sociology

Quaid-i-Azam University, Islamabad

2021

Quaid-i-Azam University, Islamabad  
(Department of Sociology)

FINAL APPROVAL OF THESIS

This is to certify that we have read the thesis submitted by Ms. Sadia Zahid, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "M.Sc in Sociology".

Committee

1. Dr. Hazir Ullah  
Supervisor
2. Dr. Akhlaq Ahmed  
External Examiner
3. Dr. Muhammad Zaman  
Chairman Dept. of Sociology



## **Acknowledgement**

I am very thankful to Almighty ALLAH to give me opportunity and courage to accomplish this research study.

I am grateful to Dr. Hazir Ullah for his consent to be my supervisor. I really owe him a great deal not only for being my supervisor but also for being an ideal teacher in all perspectives. I need to express gratitude toward him for being the sort of a compassionate individual that he is and leaving such sure effect on our scholarly just as our lives. May, ALLAH award him with the best compensations for continually being faithful to his work.

I am additionally thankful to the faculty members of Department of Sociology who taught me with kindness and love.

I am very grateful to my dear family members who supported me in this research study. I am thankful to my friends who supported me in this research. May Allah accept the good deeds of all the people who helped me to accomplish this research.

**Sadia Zahid**

## **Abstract**

*This research examines the freedoms and limitations faced by professional middle-class parents in choosing the schools for their children. It highlights the choices and restrictions faced by them in the selection of schools for their children in the current multiplicity of school system in Pakistan. The main objective was to explore about the freedoms and challenges encountered by professional middle-class parents in selection of their children's school. The study is Qualitative. The data for the study comes from in-depth interviews with 16 respondents both male and female in Islamabad. The respondents were selected through purposive sampling technique and were from diverse field such as medical, banking, teaching, and ministry. Most of the professional middle-class parents considered this multiplicity of school systems as a blessing. Parents considered it as a big challenge because of variety of fee structure and variation in quality education. The Professional middle class parents mostly selected school on the basis of religious education, affordability, quality of education, and distance from home.*

**Sadia Zahid**

## Table of Contents

<b>Acknowledgement.....</b>	<b>III</b>
<b>Abstract.....</b>	<b>IV</b>
<b>Chapter No. 1 .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Current Global Trends in Pakistan .....	4
1.2 The State of School Education In Pakistan: .....	7
1.3 Statement of Problem:.....	9
1.4 Research Objectives:.....	12
1.5 Research Questions: .....	12
1.6 Significance of Research:.....	13
1.7 Organization of the Study .....	13
<b>Chapter No 2 .....</b>	<b>15</b>
<b>REVIEW OF THE RELEVANT LITERATURE .....</b>	<b>15</b>
2.1 Part 1: Empirical studies: .....	16
2.1.1 Contextualizing the study.....	24
2.2 Part 2: Theoretical Scholarship Around The Issue of School Choice... ..	28
<b>Chapter No. 3 .....</b>	<b>44</b>
<b>THEORITICAL FRAMEWORK.....</b>	<b>44</b>
3.1 Rational Choice Theory: .....	45
3.2 Behavioral Economics Theory .....	46

<b>Chapter No 4 .....</b>	<b>47</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>47</b>
4.1 Research Design.....	48
4.2 Locale and Population of the study.....	48
4.3 Sampling and Sampling Size.....	48
4.4 Tool of Data Collection.....	49
4.5 Method of Data Collection.....	49
4.6 Analysis of the data.....	49
4.7 Ethical Considerations.....	50
<b>Chapter No 5 .....</b>	<b>51</b>
<b>FINDINGS AND DATA PRESENTATION .....</b>	<b>51</b>
5.1 Professional Middle Class Parent’s Perspective on the Multiplicity of School System.....	52
5.2 School Selection Decision among Professional Middle Class Parents.	55
5.3 The Discussion of Experience of Professional Middle Class Parents In Selection of Their Children School.....	56
5.4 Professional Middle Class Parent’s Satisfaction with Their Children Education.....	59
5.5 Professional Middle Class Parent’s Perspective in One School and One Curriculum for All in a Country.....	60
5.6 Discussion on How Should Parents Decide Their Children’s School ..	62
<b>Chapter No 6 .....</b>	<b>64</b>
<b>DISCUSSION, CONCLUSION AND RECOMMENDATION.....</b>	<b>64</b>
6.1 Discussion .....	65
6.2 Summary of the argument.....	68

6.3 Reflection on main themes .....	69
6.4 Study implication .....	71
6.5 Recommendations for further research .....	71
<b>References .....</b>	<b>72</b>
<b>Interview Guide.....</b>	<b>82</b>



**Chapter No. 1**  
**INTRODUCTION**

This research study examines freedoms and limitations faced by professional middle-class parents in selecting schools for their child; I have explored their point of views on the variety of school system in Pakistan. The key question of the study is what are the freedoms and restrictions experienced by middle class people when they choose school for their child?

Education is a public good and must be provided by the government. Equal excess to quality education for all is one of the primary responsibilities of the welfare state (Ullah and Ali, 2018). This public good, in contemporary capitalistic societies, including Pakistan, has become a private good. There is a stream of schools system which confused and challenge social class to get their children enrolled.

Education plays a critical role in socio-economic development of a country. It improves human capabilities as not all the human capabilities are by birth. Education accelerates economic growth through knowledge and skills development. It makes individuals confident, aware and active. Education is considered an economic good. Similarly, it is both consumer and as well as capital good as it offers utility to consumer and act as an input in production of goods (Olaniyan and Okemakinde, 2008). It develops human resources required for social and economic development. The utilitarian aspect of education provides incentive to both government and individuals to invest in education. The government provides for education through expenditure on education and facilitation of the process

of education while individual's expenditure on education is shared by the parents in terms of fee structure etc. Majority of the parents want to provide their children with the best possible educational environment. Their decision to invest in children in form of education depends on a number of social, economic and cultural factors. Education in Pakistan is offered both by public as well as private sector. It is free of cost in public schools whereas in private schools, the parents have to shoulder the finances. For the last three decades private sector is emerging as an important source of imparting education in Pakistan providing education at all levels. In recent years, the private schools have improved their quality, attracting good input through fee concession ranging from a percentage to full fee concession. These schools, on one hand are educating youth and on other hand, are emerging as an important sector for the investors interested in investment in this sector. Many aspects regarding the education system of Pakistan have been discussed in various studies so far. However, the factors which motivate the parents to make a decision about private sector are yet to be explored. The parents usually decide to educate their youngsters in private school at the time when they are completely dissatisfied with public schools. Educational environment, teacher student ratio, parents' education, their profession, and smaller size of classes at private schools are among the few reasons which help parents in selection of school. The private schools are more effective than public schools with same students and parent's composition mainly due to school environment (Dronkers and Peter, 2003). School choice is highly associated with

parent's occupational status. The parents with higher occupational status prefer private school over public school for their children. The school choice of parents show their satisfaction with the institute they choose. The private education can produce higher per capita income and the societies choose public education if majority of its agents is earning income below average (Glomm and Ravikumar, 1992). This paper aims at finding out the factors which may influence the parent's decision in selection of private schooling. The focus will be on secondary level schools in district Peshawar. The paper will also analyze the reasons which convince parents to avoid public sector schools. The present study will explore strengths and weaknesses of both private and public sector schools. This analysis will be beneficial not only for parents but equally for investors interested in investment in education sector. The study will also provide suggestions for improvement in quality of both public and private sector schools in Pakistan.

### **1.1 Current Global Trends in Pakistan**

Pakistan has pledged to achieve "education for all" such that all children (particularly girls) have access to free and good-quality primary schooling in line with the Millennium Development Goal of universal primary education by 2015. In the wake of such international initiatives, the country has made some progress in education indicators over the past decade: the gross enrollment rate at the primary, secondary, and tertiary levels increased by 15, 6.3, and 3.9 percent between 2001 and 2009.

Nonetheless, the country still ranks lowest in terms of education indicators relative to its South Asian comparators the rise of private schooling has also been witnessed in Bolivia where nearly one fifth of all students at the primary and secondary levels are enrolled in private schools (Psacharopoulos, Arieira, & Mattson, 1997). On the other hand, critics of private sector expansion emphasize that the provision of education is one of the core responsibilities of the government; they have also raised concerns about equity (Lewin, 2007; Rose, 2009). Since private schooling entails greater expenditure relative to public schooling, there are doubts about the extent to which the private sector can include the poorest in the economic growth cycle. In the context of Pakistan, however, with shrinking education budgets and weak commitment to education reforms, the private sector has emerged as an important provider of education services for the rural poor (Andrabi et al., 2007; Alderman, Orazem, & Paterno, 2001)<sup>2</sup> with 15 percent of all school-going children in the bottom 20 percent of the population attending private schools in rural Pakistan (Pakistan Bureau of Statistics, 2009, Table A2). Against this backdrop, our objective is to assess why parents choose LFP schools for their children when free public schools are available. The main emphasis in answering this question will be on the behavioral aspect of the decision-making process, i.e., on the role of parents' perceptions in shaping school choice, while controlling for a range of child- and household-specific attributes. Thus, we use parents' perceived indicators regarding their child's teacher, school infrastructure, etc., rather than actual measures (for instance,

parents' assessment of teachers' competence levels rather than actual teacher performance), Notions of school and teacher quality and of child capability form an important basis for defining the value of education in parents' eyes and in choosing a school for their child. Identifying and analyzing the factors that give private schools a comparative edge over public schools will be useful for policies aimed at improving quality in both public and private schools.

Choosing the school that their children attend is one of the most essential ways that parents are involved in their children's education. Parents usually choose a school by default, based on where they live. However, due to specific educational policies such as magnet schools, charter schools, open enrollment, tax credits, and vouchers, more parents have been allowed to exercise explicit school choice in the last decade. Magnet schools are the most common type of school choice in public schools. During court-ordered busing, magnet schools played a critical role in preventing white flight by providing routes for voluntary integration; many parents preferred magnet schools over cross-town bus rides. Magnet schools' role has shifted in the last decade as a growing number of federal judges have rescinded desegregation mandates in urban school systems. Magnet schools are now a way for public school parents to have a say in their children's education. As a result, magnet schools, charter schools, and private schools are all available to parents in many urban districts. Because of the increased availability of private-school vouchers geared to low-income households in low-income, high-minority school districts, private

schools are now accessible to a greater set of parents (Goldring and Rowley 2008).

## **1.2 The State of School Education In Pakistan:**

In Pakistan, the government school policy is to provide education maintaining a comprehensive system where school admissions are not dependent on academic ability, ethnicity, and language, location of children's house and parents' occupation or income status (Jimenez and Tan 1987). Voluntary organizations are also franchise businesses that provide a specific brand name to schools and people who want to run schools as a profitable business become associates of the franchise (For example: The Educators, The City School, Roots School System, Beacon House Schools). These are also called elite schools where children from the middle and upper middle class receive education. Admission criteria in private schools could vary but largely dependent on parents' financial status to be able to pay the cost of schooling in the form of admission registration and regular monthly fees. The second common criterion of admission in private schools is a child's performance in school admission test or interviews. Private schools, in general, charge fees for admission (Sathar and Lloyd 1994; Rahman 2001; World Bank 2002), monthly cost, school maintenance fund, and the cost for the period during vacations when children do not go to schools (The Express Tribune 2015a). Madrassas are also categorized as private schools that are donor led and charity dependent where religious education is dominant over national

curriculum and no student fee is charged (Rahman 2004). Project LEAPS in Pakistan (Learning and Educational Achievements in Punjab Schools) is a survey-based study which is often mentioned as an evidence on private school effectiveness (Andrabi et al. 2007; Carneiro, Das and Resi 2016). Kids in personal faculties carry out better in educational performance check in comparison with children in government schools. but, this distinction cannot be attributed to non-public faculty overall performance due to the fact pupil in-take is not fairly balanced among those two school sorts. The programs simply depend upon reviews and small scale survey studies and have not taken into consideration the prevailing kingdom of training policies in Pakistan. There's no clear evidence if foreign-aided public–personal partnerships can maintain their life in Pakistan where political situations are constantly dwindling between democratic events and army take-overs of the authorities. The partnership programmers can offer economic increase to the colleges however can't conquer the underlying obstacles that save you children's get right of entry to fair and fine training. The international proof has shown that enforcing partnership programs for development has no longer made any difference on college and pupil overall performance. Education has never been a main priority of any of the previous or current ruling governments of Pakistan. According to the Asian improvement bank report (2014) Pakistan has the highest proportion of the most disadvantaged youngsters who do no longer go to schools in South Asian region. The country wide education Census (2005) provided the figures mentioning that greater than 31% of youngsters drop



out of training for the duration of their number one level. A big majority of these youngsters are stated to enroll in low-paid income sports to help their families and parents in meeting the demands of fundamental survival (UNICEF 2013). There's in reality no enforcement of legal guidelines towards baby labor or a prison compulsion on parents to send their children to schools. Kid's education has emerged as a choice in their mother and father. this is the primary stage of segregation amongst kids in which people who go to faculties have already got the gain of getting dad and mom now not on the intense give up of poverty and additionally do now not abide by means of the cultural practices in opposition to women' education. Kids who go to high school are from a social group of households in which dad and mom have sufficient earned income to be often spent on a toddler's training expenditure and are privy to the need of schooling.

### **1.3 Statement of Problem:**

The selection of schools for one's youngster or kids particularly among working class individuals is one of the key exploration regions in social science of instruction. A notable number of studies have been completed on assortment of instruction framework, educational program, and schools in various locales of the world. Socioeconomic status refers to the income of a family, but also to other factors that determine how much income a family can make, such as level of education of parents and their occupations. Indeed, low socioeconomic status not only is associated with

poor grades, but also is a strong predictor of dropping out of school and skipping school. Research has shown that an achievement gap exists between children from low-income families and other families. In other words, children from poor families tend to do less well at school.

One reason that children from less advantaged families do worse at school is because they often lack school readiness. School readiness refers to a child's developmental stage at which he or she is able to participate in and benefit from early learning experiences. The reasons that low-income children may lack school-readiness have been attributed to inconsistencies in parenting, repeated changes in their primary caregiver, their lack of role models, their greater likelihood of being unsupervised, and the lack of social support received by parents (Ferguson, Bovaird, and Mueller 2007). Multiple studies from Canada have shown that children from low-income homes have decreased school readiness.

The issue of school choice in Pakistani society has received little or no attention. The aim of this study is to examine the freedom and limitations faced by professional middle class people in the selection of school for their child/children.

Loss of school readiness is associated with bad academic attainment. As an instance, in a Manitoba take a look at, observed that among all children whose households had amassed social assistance payments inside the ultimate years, most effective 12 percentages passed a standardized writing

test, in comparison to 89 percent of all other kids. Gender changed into, acknowledging how the fulfillment gap on standardized exams between ladies and men has disappeared, or probable reversed (in phrases of boys doing worse on analyzing rankings). The position of gender socialization turned into mentioned in phrases of how many ladies are nevertheless selecting traditionally girl-dominated disciplines that are related to decrease pay. Social magnificence and the socioeconomic popularity of a toddler's family had been also discussed as influencing many aspects of education, especially school readiness. lower socioeconomic popularity turned into additionally determined to be related to decrease college success and decrease later-existence instructional attainment. Poverty isn't most effective a characteristic of families, however can also can signify neighborhoods. Current research has tested how neighborhood effects can effect on youngsters' instructional effects. variations most of the "have" and "have not" provinces had been additionally stated, as provincial investment of education inside the "have no longer" provinces may additionally effect the learning consequences of kids. Fundamental variations between children in urban and rural locations had been also cited, with rural kids having common decrease success and attainment as compared to their city friends.

The structure of children's households has also been determined to be related to educational results. In trendy, youngsters in structures deviating from the "-determine organic" (or intact) model have a tendency, on

average, to do much less nicely. Current research, however, has cautioned that youngsters raised with the aid of equal-sex parents do simply in addition to those raised through contrary-sex parents. Kids stay in an expansion of family structures, but living in a single specific shape does not guarantee any specific outcome. Within the case of lone-figure households and stepfamilies, many additional elements related to circle of relatives-specific circumstances have to additionally be taken into account.

There is a lack of research that identifies freedom and limitations of professional middle class parents in school choice. Thus, this study aims to identify the problems and challenges that were faced by professional middle class parents.

#### **1.4 Research Objectives:**

- To examine challenges and opportunities encountered by middle class parents in the selection of their children's school.

#### **1.5 Research Questions:**

- How professional middle-class parents decide about their children's school?
- How do professional middle-class parents see the multiplicity of schools in Pakistan?

## **1.6 Significance of Research:**

This research has practical and theoretical significance. Practically, this research could be the part of classroom discussion during lecture. This may help the educational institutions for the improvement in standard of their school system. Through this research school authorities become able to understand parent's expectations or demands from school or educational system. Theoretically, this may also help students in consultation while working on their thesis.

## **1.7 Organization of the Study**

This study is organized into five chapters. Chapter one presented the study background, statement of the problem, the study objective and research questions. It also outlined the study significance.

Chapter two describes the review of literature in terms of empirical studies, theoretical scholarship around the issue of school choice and theoretical framework.

Chapter three covers the research design, locale and population of study, sampling and sampling size, tool of data collection, method of data collection, analysis of the data and ethical consideration.

Chapter four presents the findings and data presentation in terms of various themes.

Chapter five describes summary of the argument, reflection on main themes, study implication and recommendations for further research.

**Chapter No 2**  
**REVIEW OF THE RELEVANT LITERATURE**

This chapter presents review of existing literature on the topic under research. I have divided this chapter into three parts. Part one is empirical review, part two is theoretical scholarship around the issue of school choice and theoretical framework.

## **2.1 Part 1: Empirical studies:**

According to (Bhatti , Awan :2021) The most important thing is education plays pivotal role in the context of the rise and fall of nations, particularly in the span of twenty –first century. Likewise, there exists a considerable impact on the ability to get compete in the climate. Thus, all countries, primarily including Pakistan have the different educational systems, basically diversely divided into two categories: Private and Public schools. Exploring in depth, it is asserted that private schools are gaining popularity in today’s world especially in Pakistan as the mean of ensuring the country’s long term success. As the direct consequences, the primary goal of this paper is to assess the educational quality offered in private schools.(Ghafoor Awan, 2018).

Moreover,(Asif et al., 2020) the quality of education is basically assessed by level of education of teachers, also teaching methods, also curriculum and the study environment .In the same vein, during span of 1990s and 2000s the private sector appeared as a key provider of the educational services depicted in Pakistan most exclusively both in relative and absolute terms to the public sector. Similarly, there exist major piece of evidence that is related to the private schools upraised by 69 percent as



compared to 8 percent in the instance of schools. Furthermore, in 2000 private sector was catering the diverse educational needs of about 6 million children. In accordance, the number increased to 12 million in 2007-08 being equal to 34 percent of total enrolment. In the light of this it is suggested that number of teachers mainly doubled in private educational institutions during the span of period.

According to (Awan et al., 2017) private educational institutions play an important role not only in eradicating illiteracy but also in improving the learning atmosphere for students and teachers. According to (Ngoye et al., 2020) the private sector played a major role in eradicating illiteracy in emerging economies. Private schools, if properly run, can improve Pakistan's educational standards as well. Accordingly, the Soviet Union's educational system was totally broken after its disintegration in the late 1990s due to the lack of private educational institutions. When the Soviet Union fell apart, so did the public education system.

Despite the evolution of private schools, (Jimenez & Tan :1987) found that educational institutions still did not represent a significant proportion of Pakistan's population. Girls' absence in rural areas was found to be the most disturbing aspect of the report. Examining tuition and other fees in private schools, the report concluded that private schools were mainly serving the wealthy, and that the private education market would eventually hit its maximum potential, i.e. 2.1 million students.

According to the vast majority of econometric studies, private education outperforms public education across time, countries, and outcome measures. By a ratio of roughly 8 to 1, findings of a statistically significant advantage for private schooling outnumber findings of a significant advantage for public schooling, and the statistically significant advantage for private schools outnumbers statistically insignificant findings by a ratio of more than 3 to 1. However, because "public" and "private" school funding and regulatory regimes differ so greatly, this breakdown of the data is inadequately thorough to be of practical use to policymakers. We must compare really marketlike private school systems (which are minimally controlled and funded, at least in part, directly by parents) with state school monopolies sheltered from considerable market competition if we want to determine the merits of real market reform in education (such as the typical U.S. public school system). When we look at the evidence using these more specific criteria, the results are even more striking: there are 59 statistically significant findings of marketlike education systems outperforming government monopoly schooling, and only four findings of the opposite, for a nearly 15-to-1 ratio in favor of free education markets (Coulson 2009).

To date, (Alderman et al., 2021.) has produced the most methodologically sound and persuasive analysis of private-public schools. The authors identified low-income areas in Lahore District and conducted household- and school-level surveys using an area-frame sampling methodology. A subset of third-grade students took Urdu and math tests. A school-type

dummy was used in the achievement development functions. However, the approximate expected likelihood of private school enrolment based on logic projections of school-choice was used to guide non-random assignment of pupils in private schools. The authors discovered that when home history and school inputs were taken into account,

The authors (Tahir Andrabi et al., 2002) discovered that, after balancing for home history and school inputs, children in private schools outperformed their counterparts in public schools. The data in this study are based on a household-level sample, and it does not neglect selectivity into specific school categories in comparison to children who do not attend school at all. Furthermore, the author's extensive data allows for a compelling identification of school type in the achievement output functions.

(Andrabi et al., 2021) conducted a new census of private educational institutions in Pakistan in conjunction with a population census, concluding that private educational institutions, especially at the primary level, were becoming a more important factor in education both completely and relative to the population (towards public institutions). The study discovered that, despite the high rates, middle- and low-income groups could afford them. Contrary to popular belief, private schools are not only a phenomenon of the urban elite, but are also accessible to low-income families in rural areas. Teachers' education, per-student spending, teacher-to-student ratios, and school facilities were discovered to be important factors.

Looked at the performance of private sector degree-granting institutions in Rawalpindi and Islamabad, using data from ten institutions. The following research issue was the subject of the review. “To what degree does the private sector contribute to Pakistani higher education quality and equity?”

The study concluded that private institution tuition fees were extremely high, rendering the scheme inefficient due to denial of access to the disadvantaged, with easy access granted only to the children of well-off families. The study recommended that the government provide financial assistance to private sector institutions by lowering taxes or providing financial aid. As more countries and schools adopt more individualized methods to teaching and learning, students and instructors will undoubtedly grapple with the obstacles and opportunities that student choice brings in the classroom, according to Netcoh (2017). Students and teachers who have little experience with school-based option provision may face additional difficulties. This study may provide suggestions for teachers who want to implement personalized learning in their own classrooms to optimize the benefits of student choice. Teachers, in particular, can benefit from emphasizing personalized learning as a collaborative effort in which students and teachers share their perspectives while framing choice as a means to collectively defined learning targets rather than an end in and of itself. The findings also imply that in personalized learning, some structure and restrictions on choice may be important, especially for students who have little experience making decisions about the design and implementation of their own learning.

(Ghafoor et al., 2015) investigated the function of private schools in the Badin district in promoting education, focusing on input resources (physical, human, and other facilities) and output resources (education) (result of S SCII). The research used a questionnaire design to gather data from 49 separate public and private institutions at random. According to the report, public schools have much superior physical and human capital, whereas private institutions have superior facilities. According to the findings, private schools in District Badin are better at promoting education because students who perform well (A1 to B grades) are more likely to pursue higher education.

(Aziz et al., 2014) assessed the behavior of parents, students, teachers, and officers to assess the current state of education in Sindh's private schools, identifying the involvement of parents, officers, teachers, and students in the promotion of private schools. Private schools were thought to represent higher education, strict discipline, hard work, teamwork, shared understanding, and a bright future. The information was gathered from the four major foundations of private education. The study found that stakeholders were pleased with the quality and quantity of private school teachers, student success (educational quality), parental cooperation, textbook quality, and English as a medium of instruction. They were also unhappy with the officers' supervision, the school building, the equipment, enrollment, and monthly fees.

Finally,(Abdulkadiroğlu & Sönmez, 2003)used a rural sample of 828 schools from 114 villages in three Punjab districts (Attock, Faisalabad, and Rahim YarKhan), randomly evaluating 10 pupils in grade 3 in each school in the chosen village. The tests were administered in three languages: English, Urdu, and Mathematics. Four different kinds of questionnaires were developed. The authors compare the differences in 'adjusted' and 'unadjusted' information scores by school form at one point. The 'unadjusted' differences are the mean difference in pupil scores across the three measures, while the 'adjusted' gap is the coefficient on private schools in a child-level OLS regression that includes income, father literacy, mother literacy, gender, age, age squared, and a village-level fixed impact. Their results back up the findings of the previous two researches, indicating that private school students outperform public school students in all three subjects. The authors also point out that after Condit, the differences do not decrease. These four factors: private school syllabuses, school environments/facilities, academic success of schools, and quality teachers may all contribute to raising the standard of private education in Malaysia, hence promoting Malaysia on an international level. Because of the tiny number of observations, the small number of questionnaire surveys done, and the length of time, the factors impacting may be limited in certain ways. Furthermore, because the respondents may come from diverse backgrounds and hold different points of view, these factors result in differing opinions (Yaacob et al. 2014).

In today's society,(Wilson, 2016) choosing a school has become one of the most important decisions for parents. Public schools, private schools, charter public schools; scholarships, tuition tax credits, homeschooling, and supplemental educational programmers are all examples of school choice options. In the realm of education, the drive to privatize is most visibly expressed in the demand for more educational options. Expanding families' right to send their children to schools other than the public schools in their designated attendance zones is referred to as educational option. Vouchers, tuition tax credits, and administrative processes can all be used to create choice plans. They can give parents essentially unrestricted freedom... hey may allow parents to choose their preferred school, or they may force parents to choose one. Vouchers, tuition tax credits, and administrative processes can all be used to create choice plans. They may give parents almost complete freedom to choose the school of their choosing, or they may place a complex regulatory system on both parents and schools. They may give parents the option of choosing a school or may compel them to do so.

Homeschooling is not a new trend. In colonial times, families, including the wealthy, educated their children at home by integrating the efforts of parents, tutors, and older siblings. The rural one-room schoolhouse was designed by families. Home education is not a recent trend. Families, including the rich, educated their children at home in colonial times, combining the efforts of parents, tutors, and older children. The rural one-room schoolhouse was founded by a group of families who banded

together to employ a substitute teacher who would use the same combination of direct teaching, tutoring, and mentoring by older students as the parents(Herrnstein, 1990).

### **2.1.1 Contextualizing the study**

Education in Pakistan has undergone dramatic changes over the last 40 years. The quantitative and qualitative expansion of the education system, both public and private education system, has affected parents' choice of selecting their children' schools. In the last few decades, Pakistan's educational system has undergone drastic changes(Aziz et al., 2014). Prior to 1972, private providers provided a significant portion of Pakistan's basic education. Most of these private institutions were nationalized in the 1970s. However, a policy reversal was forced due to a shortage of public support for education and a shift of governments. Private education companies have 'filled in' holes where the public sector has struggled to deliver since limits were lifted in 1979, a trend that has intensified in the last two decades. In Pakistan, private school education has become a significant phenomenon, with nearly one-third of all students attending private schools at both the primary and secondary levels (accounting for approximately 6 million and 3 million students, respectively). These schools include selective high-income schools and more modest middle-income schools, as well as low-cost private schools serving low-income families. Furthermore, philanthropic organizations such as The Citizens Foundation (TCF), Cooperation for Advancement Rehabilitation and



Education (CARE), and others are a growing niche attempting to provide quality education to low-income children. In Punjab and Khyber Pakhtunkhwa, the growth of private schools, especially low-cost private schools, has been particularly significant. In Punjab, some argue that private school participation accounted for nearly all of the increase in school participation from 2004/05 to 2010/11, particularly at the primary level. The emergence of good private institutions in higher education has also been observed. For instance, the Lahore University of Management Sciences (established in 1985) comprising schools of humanities and social sciences, business, and science and engineering, has established itself as one of the best business schools in Pakistan. The Aga Khan University (established in 1983) is acknowledged as the country's best medical school. The Karachi School of Business and Leadership (established in 2010) aspires to be a world-class business school. The Habib University in Karachi aspires to be a world-class liberal arts institution. Despite their non-profit status, these initiatives primarily serve the high-income segment of the population. In addition, the Higher Education Commission's (HEC) influx of expertise and ideas over the last decade has benefited a few public universities, including the National University of Science and Technology (NUST) and Quaid-e-Azam University (QAU) in Islamabad. Although such universities make up a small percentage of Pakistan's total, and their growth has been uneven, they have improved since the millennium. In 2002, the HEC founded the Virtual University of Pakistan (VU) as a means of overcoming the lack of

capacity in existing universities and bringing college education to a larger audience. Enrolment at VU had surpassed 100,000 by October 2012. In comparison to primary/secondary schooling and higher education, vocational education has yet to attract private providers, though exceptions such as AmanTech in Karachi have recently emerged. The federal government continues to be the main provider, with responsibility and jurisdiction being devolved to the provinces. Thus it is evident from the above mentioned study that the education system in Pakistan has undergone dramatic changes over the last few years and private school education has become a significant phenomenon, with a major portion of students attending private schools at both the primary and secondary levels.

School choice is also highly associated with household attributes for example, parent's occupational status, education and profession. The choice of parents in case of school shows their satisfaction with the institute they choose (Gloman et al., 1992).

Aside from the miscellaneous costs of books, transportation, and uniforms, private education necessitates additional tuition fees. As a result, low-income families will find it difficult to afford the costs associated with private education, and their children are more likely to enrol in a public school rather than a private school. As a result, when the majority of household members receive below-average incomes, some communities favor public education (Roda & Wells, 2013)

Middle-class parents who are educated are worried about quality and have a clear plan for evaluating their child's school. According to the findings of a study conducted by (Grigg, 2012) private schools seem to provide higher-quality education than public schools. As a result of the evaluation of results based on the standard of public and private students in Pakistan, middle-class parents have formed the belief that public schools' attempts to educate their children are academically inadequate (Akmal et al., 2016). According to Awan and Zia (2015), public/government schools have a goal to universalize education through providing free education, free books, Parents, on the other hand, continue to choose private schools for their children. Scholarships, financial incentives, and other benefits do attract the public, but if government institutes do not focus on improving the value of education, government initiatives will struggle to achieve their goals (Kaufman et al., 2015)

Parents often cite school success and proximity to their home as key factors in their decision. Nonetheless, there is a social class divide among parents who exercise their right to choose their children's school Low-income parents are less likely to have a choice and are less likely to view school success as a major factor in school selection. If parents with a high socioeconomic status and education are not only actively interested in selecting a school for their children, they are also concerned about the school's academic success during the selection process. Children's educational results are positively related to parental socioeconomic status and complex interaction with their children's education. The choice of a

school is an integral part of a parent's involvement in their children's education (Buras & Apple, 2005). In a limited time, a study by Beavis (2004) was able to pinpoint the reasons for choosing a Private or Public school, one factor stood out: the degree to which the school embraced traditional values such as discipline, religious or moral values, school traditions, and the requirement that students wear a uniform. There was some evidence that family socioeconomic status influenced school choice, with higher socioeconomic households choosing independent schools more frequently. Concerns about the security and culture of the school environment, as well as perceptions of a school's academic excellence, had some effects.

## **2.2 Part 2: Theoretical Scholarship Around The Issue of School Choice**

Traditional public schools may help students achieve higher levels of achievement. Students who transfer from one school to another academically lag behind their peers due to high mobility rates in urban educational settings (Grigg 2012). Teachers then have to spend time sharing resources for new students, resulting in instructional redundancy for current students. This problem could be solved by ensuring that all students are taught at the same pace in conventional public schools. Additionally, there is evidence that magnet and private schools have systems in place to limit the number of low achieving students. This increases the likelihood of academic segregation between 6 schools.

Students are drawn to traditional public schools from a regional boundary defined by their home address, regardless of their academic record. This could help to alleviate academic segregation created by magnet and private school selection practices. The increased competitiveness of school choice has a negative impact on conventional public school enrollment. The impetus for this investigation is the decline of student enrollment in these colleges. To study school choice patterns, this dissertation uses rational choice theory and behavioral economics theory to gain a better understanding of how parents select enrollment rich traditional public schools in a competitive. The groundbreaking book by Chubb and Moe (1990) sparked the debate that led to the current state of school choice. Two guiding principles are presented. For starters, parents want their children to attend the best school possible, which the author suggests is one of academic excellence. Second, before deciding on a school, parents look at a large range of options. There are an extensive number of studies that focus on how parents select schools for their child. These studies, discussed in the literature review, look at how parents choose specific types of school. These include public schools, private schools, voucher schools, charter schools, and students moving from public to private schools.. These research shed light on the features of the schools that parents took into consideration. None, however, distinguishes schools with stable or rising enrollment from those with decreasing enrollment. Focusing on the reasons why parents choose a traditional public school with a large enrollment could have two distinct benefits. First, by

demonstrating that they can sustain or increase student enrollment, these organizations demonstrated that they are the types of schools that parents want. Knowing why parents chose to send their children to one of these seven schools will allow us to put one of Chubb and Moe's (1990) key points to the test: that parents want high-quality schools. Additionally, schools may use this data to make changes to school organizations to make them more attractive to students. Second, we should figure out how many school parents were considered during the selection process. Educational choice programs give parents the power to pick the type of education that best matches their child's requirements. While all humans are flawed, parents have historically made better educational decisions for their own children than state-appointed bureaucrats have made for others' children. Furthermore, as Andrew J. Coulson points out, market forces act in favor of even the least well-informed parents. Schools are more attentive to parents as a result of parental choice. Because schools are held directly accountable to parents when they may vote with their feet, they must provide the sort and quality of curriculum and programming that parents value. According to the best available research, increasing choice and competition benefit both students in educational choice programs and those who remain in government institutions (Coulson 2004).

Would a competitive marketplace of minimally regulated independent schools be better for families and communities than existing state school systems that have exclusive access to substantial amounts of government cash (what Quentin Quade [1996] referred to as state schools' public

finance monopoly)? The discussion over school choice in the United States is centered on this topic, yet the information offered to answer it has often been insufficient or even irrelevant. School systems that differ in significant ways from free and competitive markets have been consistently utilized to make market assertions, while evidence of true education markets operating in other countries has been ignored (Coulson 2009).

The detractors are correct. When a significant batch of international test results is announced, it is typical for the nation with the highest score in the given school grade and subject to receive a lot of attention. Many in the media and education policy circles then demand for that top-scoring country to be emulated. However, as detractors correctly point out, it is impossible to assume that a country's success on a single test is due totally or even mostly to its educational system (let alone that its performance is equally high across grades and subjects). Fortunately, there are ways to use international evidence that not only overcome but also leverage cultural and economic differences across countries. Comparing different types of school systems inside countries is the most obvious way to eliminate the obfuscating effect of differences between nations. International differences are not a role in a study that compares public and private schools inside Sweden or India, for example (Coulson 2009).

Moreover Coulson (2009) concludes that, according to the vast majority of econometric studies, private education outperforms public education across time, countries, and outcome measures. By a ratio of roughly 8 to 1,

findings of a statistically significant advantage for private schooling outnumber findings of a significant advantage for public schooling, and the statistically significant advantage for private schools outnumbers statistically insignificant findings by a ratio of more than 3 to 1. However, because "public" and "private" school funding and regulatory regimes differ so greatly, this breakdown of the data is inadequately thorough to be of practical use to policymakers. We must compare really marketlike private school systems (which are minimally controlled and funded, at least in part, directly by parents) with state school monopolies sheltered from considerable market competition if we want to determine the merits of real market reform in education (such as the typical U.S. public school system). When we look at the evidence using these more specific criteria, the results are even more striking: there are 59 statistically significant findings of marketlike education systems outperforming government monopoly schooling, and only four findings of the opposite, for a nearly 15-to-1 ratio in favor of free education markets

Of course, choice means nothing unless parents have a variety of options from which to pick. Schools must have the freedom to pick their curricula, methodologies, and teachers as they see fit in order to establish a lively and diversified marketplace. The relevance of this autonomy is clearly highlighted by the disparities in results seen when comparing private against government schooling, broadly interpreted, rather than market versus monopoly schooling. The findings compare minimally regulated private schools that are at least partially funded by parents to government-



run schools that do not face serious competition from a private school choice program, as well as all types of private schools (whether state-funded or parent-funded, heavily regulated or lightly regulated) to all types of government schools (almost always monopolies, but sometimes systems facing real competition from large-scale private school choice programs) (Coulson 2011).

Through standards-based reforms and high-stakes accountability systems, countries all over the world have progressed toward education standardization. With the high-stakes accountability legacy of No Child Left Behind and its continuous push for uniformity through the Common Core State Standards, the United States has personified this movement. Standards-based changes have resulted in a "narrowing of the curriculum" and encouraged teachers to employ more commanding instructional methods with their students. According to research, when teachers use more restrictive instructional approaches and give students restricted choices and autonomy in the classroom, students' motivation, engagement, and learning drop. Standards-based changes have been linked to instructors and students having less choice and autonomy, as well as poorer levels of student enthusiasm, engagement, and learning in school (Netcoh 2017).

As more countries and schools adopt more individualized methods to teaching and learning, students and instructors will undoubtedly grapple with the obstacles and opportunities that student choice brings in the classroom, according to Netcoh (2017). Students and teachers who have

little experience with school-based option provision may face additional difficulties. This study may provide suggestions for teachers who want to implement personalized learning in their own classrooms to optimize the benefits of student choice. Teachers, in particular, can benefit from emphasizing personalized learning as a collaborative effort in which students and teachers share their perspectives while framing choice as a means to collectively defined learning targets rather than an end in and of itself. The findings also imply that in personalized learning, some structure and restrictions on choice may be important, especially for students who have little experience making decisions about the design and implementation of their own learning.

Current perspectives emphasize the relevance of the educational sector in planning a country's socioeconomic development. It boosts economic growth by boosting human capabilities such as confidence, awareness, and physical activity. It is normal for parents to strive to provide their children with the greatest possible educational environment. In addition to their development and wellbeing, one of the parents' obligations is to safeguard and promote the health of their children. The three major issues that parents are concerned about are social, economic, and cultural. In Malaysia, the private sector has developed as an important source of education at all levels over the previous few decades. In the last year, private sector education has improved its financial situation by securing its long-term viability, such as boosting fee collecting from a modest fraction to a complete fee extraction. Aside from that, the private sector teaches

youth and has grown in importance as a sector in which stakeholders can invest. The study focused on assessing the greater motivation that led to parents making such decisions in terms of examining the advantages and disadvantages of private schools. Social background/status, income level, school syllabus, school environment/facilities, school performance, location, teacher quality, and distance are the eight primary characteristics identified in the literature review (Yaacob et al. 2014).

Dronkers and Avram (2010) agreed that the attributes of private schools, which are frequently preferred over public schools, can be used to improve public schools. This could be owing to the emergence of high-quality private schools, which were designed to attract children from wealthy families as well as intellectual kids. Despite their tiny numbers, private schools are comparable to public schools. Private schools have the distinct advantage of being more self-sufficient and independent. Parents are driven to choose a school because of the rigorous student selection process used by that school, and they view enrolling their own children as a challenge.

To generalize, these four factors: private school syllabuses, school environments/facilities, academic success of schools, and quality teachers may all contribute to raising the standard of private education in Malaysia, hence promoting Malaysia on an international level. Because of the tiny number of observations, the small number of questionnaire surveys done, and the length of time, the factors impacting may be limited in certain

ways. Furthermore, because the respondents may come from diverse backgrounds and hold different points of view, these factors result in differing opinions (Yaacob et al. 2014).

In the limited time that this study by Beavis (2004) was able to pinpoint the reasons for choosing a Private or Public school, one factor stood out: the degree to which the school embraced traditional values such as discipline, religious or moral values, school traditions, and the requirement that students wear a uniform. There was some evidence that family socioeconomic status influenced school choice, with higher socioeconomic households choosing independent schools more frequently. Concerns about the security and culture of the school environment, as well as perceptions of a school's academic excellence, had some effects.

Choosing the school that their children attend is one of the most essential ways that parents are involved in their children's education. Parents usually choose a school by default, based on where they live. However, due to specific educational policies such as magnet schools, charter schools, open enrollment, tax credits, and vouchers, more parents have been allowed to exercise explicit school choice in the last decade. Magnet schools are the most common type of school choice in public schools. During court-ordered busing, magnet schools played a critical role in preventing white flight by providing routes for voluntary integration; many parents preferred magnet schools over cross-town bus rides. Magnet schools' role has shifted in the last decade as a growing number of federal judges have

rescinded desegregation mandates in urban school systems. Magnet schools are now a way for public school parents to have a say in their children's education. As a result, magnet schools, charter schools, and private schools are all available to parents in many urban districts. Because of the increased availability of private-school vouchers geared to low-income households in low-income, high-minority school districts, private schools are now accessible to a greater set of parents (Goldring and Rowley 2008).

There have evolved two lines of educational study on the process of parent school choice. The first has mostly focused on aspects related to parents' reasons for selecting a school. Parents prefer private schools for their academic and curriculum emphasis, discipline, and safety, according to the research (i.e. Bauch 1988; Erickson 1986; Greeley et al. 1976; Kraushaa 1972). Catholics are far more likely than other pupils to attend a private school, frequently for religious reasons (Lankford and Wyckoff 1992). As family money and parental education levels improve, so does the desire to send their children to a private school (Buddin et al. 1998). There's some evidence that lower public school test scores in elementary schools lead to more private school enrollment (Buddin et al. 1998; Lankford and Wyckoff 1992). Parents say they choose schools for academic reasons (quality), discontent with their assigned school, and safety and convenience in the public school system (Smrekar and Goldring 1996; Hamilton and Guin 2006). According to studies, parents pick charter

schools for the promise of reduced class sizes, which they believe would result in higher educational quality (Kleitz et al. 2000).

These discussions and developments reflect a conflict over the values that should guide school admissions policies. There are two opposing schools of thinking. On the one hand, it is maintained that parental autonomy should be prioritized. Academics that support this position (Tooley 1996; Hargreaves 1996; Chubb and Moe 1992) feel that parents should be able to pick which school to send their children to, and that they should be able to accomplish the "best" they can within their financial means. Government intervention in school admissions or the prohibition of particular types of schools is seen as an unacceptably restrictive restriction on parents' freedom and choice in their children's upbringing. A second school of thought, on the other hand, sees a concentration on freedom of choice as incompatible with educational concepts of community and equality. Supporters of this viewpoint refer to the concept of 'the common school,' which assumes that schools should serve a diverse range of students from various social backgrounds and religions, pushing against significant parental choice (Pring 2008; Levinson 1999). Interviews with families (Gewirtz et al., 1995; Reay and Ball 1997; Vincent 2001; Ball 2003) have revealed that parents from various social backgrounds had distinct experiences with school choice. Middle-class families can afford to send their children to exclusive private schools and are more likely to get seats in high-performing selective ('grammar') schools and the best-performing non-selective public schools, while others are relegated to unpopular

institutions with few resources. Some argue that putting a greater emphasis on parental choice raises the possibility of increased polarization between schools in wealthy and poor neighborhoods. It is stated that schools that are "vilified" (Coldron et al., 2001) due to a lack of middle-class parental involvement will lose students and financing, sliding into "spirals of decline," with students suffering as a result. Such polarization across schools would be troublesome, given that educational quality has been found to have a significant impact on life outcomes, with a poor education resulting in poorer jobs, lower income, and lower living standards. Many people argue that school choice should not be promoted because it would exacerbate an unfair society (which already has inequalities across schools and neighborhoods), and that parents should simply support their neighborhood school. Parental freedom to choose does not rank highly in the public's priorities for schools. Fewer than one in twenty feel facilitating choice for parents should be schools' most important priority, compared with two-thirds who feel schools should prioritize all children, however able, doing the best they can. Four times as many as those prioritizing choice for parents prioritize ensuring children from poor backgrounds do as well as children from better-off backgrounds. Thus, it is interesting to note stronger support for prioritizing equality than for prioritizing parental freedom. These findings show that people in Britain do support the idea of choice in relation to schools – but that this support is tempered and, in some instances, contradicted by a commitment to other ideas.

Since the 1980s, the British government has placed a greater emphasis on parents' choice to choose schools for their children, tempered with concerns about community and equality. A majority of the public supports the concept of school choice in 2010. When explored in depth, however, this support is conditional and unsatisfactory. Large majorities support the idea that parents should send their children to the nearest public school – and when they don't, it's mostly because they believe the quality and social mix of students at different schools are too disparate, not because they believe people should always have the option of attending a variety of schools. Choice is not seen as a priority, and there is ambivalence about it in some cases. Parents' attitudes about treatments that would increase the choices open to their own children are frequently contradictory. While some family resource allocations are considered reasonable, support does not extend to moving to a new neighborhood with 'better' schools or paying for private schooling. Parents rationalizing decisions to 'go private,' from political opinions or their local area, to the likely effects of living in a more social democratic era in Britain, complex patterns explaining disparities in attitudes can be detected. While most parents feel that their children should come first when picking schools, they also believe that parents should consider the influence of their actions on others (Exley 2011).

Education outputs that fall short of expectations, rising expenses, and a lack of state participation in the education system to mobilize entrepreneurs are all arguments given for privatizing education (Adnett



2004). According to Friedman (1997), because children and families would be able to choose their own schools if education is privatized, the "principle of competition," one of neoliberalism's key tenets, will come into play in the market, and the desired success in education will be realized. As a result of the commercialization of education, students will be in the position of consumers, with their only goal becoming a diploma with the possibility of work, according to Paulo Freire (1970), a key figure in critical pedagogy. Those opposed to privatization say that commercializing education results in the transfer of teacher authority to the business world, with the business sector emerging as the victor at the expense of developing unqualified instructors (Ozmantar and Karatasoglu 2019).

One of these domains of "liberty" is education. Neoliberal policies in education, according to Ball (2003b, pp.166) and Reay et al. (2013), produce an environment of perpetual racing and rivalry, with the "middle class" being the most affected strata. According to Ball (2003a), marketization in education compels middle-class families to secure the benefits of their class position for their children, forcing them to engage in a class struggle and so become "invisible hand" employees. The middle class understands that education is essential to their survival and regeneration. As a result, the middle class places a premium on choosing the greatest options for their children's education, which is another target of neoliberal policies. The concept of class has long been studied from Marxist and Weberian viewpoints on the basis of economic capital,

but by the 1970s, the study of class had undergone a metamorphosis. Bourdieu's views on class, for example, include terms like habitus, field, and cultural capital. The total of information gained via schooling is referred to as cultural capital (Bourdieu 1986). Cultural capital, according to Jaeger (2011), accounts for individual variances. Cultural capital, according to Bourdieu, is successful in determining individual society positions and has an impact on preserving societal positions of classes by allowing them to regenerate themselves. Families try to maintain their social status through passing down their cultural heritage to future generations. As a result, cultural capital, which Bourdieu characterizes as "knowledge capital," plays a crucial role in maintaining class position (Bourdieu and Wacquant 2003, pp.108).

Several research on how the middle class regenerates itself through education (Ball 2003; Brantlinger 2003 and Power et al., 2003) suggest that education is critical to the middle class's survival. In this sense, the middle class has a distinct edge over other groups in terms of education, simply because this group is well-educated. As a result, they have the necessary knowledge and abilities to manage education's complicated, methodical framework (Apple 2001; Eryaman 2009).

It has been observed that the middle class places a high priority on religious principles, particularly in terms of public school preferences. This can be explained by the fact that the middle class strives to maintain its humanistic, ethical, religious, and universal ideals, as well as its

economic and cultural capital, in order to continue its struggle for survival. According to the findings of the study, middle-class parents and kids evaluate political factors while choosing a school. In the study, it was observed that while choosing a school, participants place themselves in relation to current political events in the country, and they admit that all types of schools, whether private or public, have a religious or political character (Ozmantar and Karatasoglu 2019).

**Chapter No. 3**

**THEORITICAL FRAMEWORK**

To address the two research questions raised above, this investigation employs rational choice theory and behavioral economics theory.

### **3.1 Rational Choice Theory:**

The most commonly used theory by scholars to explain the school selection method is rational choice theory (Smith 1994). It is based on behavioral psychology and has been applied to other areas. It means that people should plan ahead of time to get the most out of their behavior. They do so by weighing the costs and benefits of each choice. In the sense of school choice, (Herrnstein 1990) outlines rational choice theory. According to rational choice theory, parents must be active participants in the school selection process. Supporters of rational choice theory claim that parents choose the best school for their child based on academic quality. Parenting should be done with the purpose in mind. Rational choice theory is the most widely used by researchers to understand the school choice process. Based on behavioral psychology and extended to other fields, it suggests that individuals premeditate their actions to their greatest advantage. They do this by comparing the cost and benefit of every decision. Herrnstein (1990) describes rational choice theory in the context of school choice. Rational choice theory requires parents to be an active participant in the school choice process. Supporters of rational choice theory believe parents seek out the best school for their child, which they argue is based on academic quality. With that goal in mind, parents then

consider a wide range of schools and filter through information in order to find and select the school with the highest academic quality (Kelly 2007).

### **3.2 Behavioral Economics Theory**

The behavioral economics theory is the second theory used to examine how parents choose a conventional public school with a large enrollment. In 1956, Simon questioned the rational choice theory's premises. He argued for bounded rationality, the idea that people are limited in their ability to make reasonable decisions. This forces people to "satisfice," or consider only enough options to make a good decision. Individuals could not choose the best option as a result of this. School selection patterns can be studied using behavioral economics. Parents "satisfice," or choose the first fair school that meets their needs (Smith 1994).

Individuals could not choose the best option as a result of this. School selection patterns can be studied using behavioral economics. Parents "satisfice," or choose the first fair school that meets their needs. These expectations, unlike those based on rational choice theory, may or may not be academically sound because they are influenced by the parent's experiences and environment (Marsh et al., 2015) Additionally, 9 because parents do not consider all school options they may not select the "best" school, even if their primary consideration was academic quality.

**Chapter No 4**  
**RESEARCH METHODOLOY**

This chapter describes the methodology-tools and techniques adopted in this research. the study is qualitative in nature. The decision of qualitative study was an informal decision as I wanted to have deeper understanding of issue in hand.

This chapter covers the study universe, the study population, sampling technique and sample size, tools and methods of data collection and data analysis.

#### **4.1 Research Design**

As per the idea of the examination and information required, I opted qualitative methodology. The reason of selecting qualitative methodology was to investigate the issue in details.

#### **4.2 Locale and Population of the study**

This research has been conducted in Islamabad. The study focused on professional middle class people. By professional means the people who do jobs in different professions like medical, banking, teaching, and ministry. So, I choose doctors, bank managers, members in ministry, and university teachers as respondents, as study population.

#### **4.3 Sampling and Sampling Size**

This study examines the freedom and limitations in school choice. The population under study was selected by using purposive sampling



technique. Because in qualitative research purposive sampling is one of the appropriate sampling technique.

The sample size considered 16 respondents. The respondents consisted of male and female. They belonged to different professions. The sample size was fixed when saturation in data was reached.

#### **4.4 Tool of Data Collection**

I have used an interview guide as a tool of data collection. The interview guide consisted of 6 questions.

#### **4.5 Method of Data Collection**

I have conducted 16 face to face in-depth interviews with the respondents for understanding their perspective on freedom and limitations in school choice. The interviews were conducted at the respondent's convince. Each interview took 15-30 minutes.

#### **4.6 Analysis of the data**

At the very onset of data analysis, all recorded interviews were transcribed. The transcribed data was coded. Relevant codes were clubs together for generation of broader themes. Broader themes were later on defined into narrow themes. Relevant data under each theme was presented and discussed (see chapter 4).

#### **4.7 Ethical Considerations**

I followed all the ethical protocols of research ethics. Respondent's confidentiality has been maintained. They were given the promise that the data will be used for academic purpose only.

**Chapter No 5**

**FINDINGS AND DATA PRESENTATION**

The previous chapter presented the methodology adopted in this study. This chapter present the findings of the study. This chapter presents the interpretations of data gathered by in-depth interviews with the respondents. This chapter describes the views of respondents on freedom and limitations faced by them in choosing school for their child. Key themes derived from the data are:

### **5.1 Professional Middle Class Parent's Perspective on the Multiplicity of School System**

Different education and school systems has been discussed from different perspective. During discussion I noticed that majority of the respondents asked all the schools either private or public school are providing their best in terms of quality education. private schools are best for making children's basic strong as there is proper attention given by the teachers and public schools are best in grooming child's personality by providing him/her a broader environment in terms of academic competitions, huge play area for sports and more competitions on school and college level. One of the study respondents told that:

I think that all the schools systems are good. But for primary education private schools are best as does not overburden the child, environment is less pressurized, teachers gives proper attention to every student. Whereas, for providing your child with a more competitive and broader environment one should go with the public school.

Another respondent said:

The variety of school system is a blessing. They fulfill the requirement of all segments of society. Government and private schools are equally contributing to CSS and Army ISSB exams.

Most of the professional middle class parents saw the existing variety as limitation because according to them Public schools are not fulfilling the requirement of education. Behavior of their teaching staff is unsatisfactory because they did not have any fear of losing the job. They knew that they will be paid whether or not they deal with the student in appropriate way. These public schools are still learning based. They do not teach the student with habit of critical thinking. Whereas private school is much like public schools but there is a little difference in behavior of teachers. Teachers do fear about their job thus they try their best to cooperate with the students and parents. Private elite class schools are best in providing quality education, skilled learning and critical thinking but they are out of reach for professional middle class parent.

One of the respondents shared her views as:

In present variety of school systems, government schools do not treat children as an individual. They do not give importance to them. Behavior of teachers is very harsh because of no fear of their job loss. They knew that they will be paid whether or not they fulfill their duties or not. Private schools are more or less the same in teaching and qualities but are different in when it comes to

behavior of teachers. Whereas Elite class private schools are fulfilling the requirement of education but are out of reach for middle class parents like me.

Most of the parents during interview revealed that difference in curriculum in public and private schools had created strata and inequalities due to which this variety is no facilitating parents but created a limitation while choosing the school. One of the parents said: “The variety of schools system in Pakistan is no longer facilitating parents. Just because of difference in curriculum had created inequalities and strata in society”. According to most of the parents all these varieties of schools are not ideal and not under affordability. No school either public or private considers the child IQ. They are just inculcating information or course into the minds of children without even bothering the level and capacity of child. As one of the respondent argued: “all the school system in Pakistan are flop because they did not meet the economic conditions, not even a single school considers the mind set of child, just giving the information not education, no quality education and moral education. There are different categories of school systems in terms of level of education but unfortunately all these schools are just torturing the child. These school systems also do not meet the economic condition.”

## **5.2 School Selection Decision among Professional Middle Class**

### **Parents**

Preference of Religious and Quality education was noticed, in most of the cases, for school selection by most of the professional middle-class parents. One of the respondents argued:

“I decided school for my children based on Religious as well as Quality Education. Education that will at least groom my child’s personality and syllabus that will be enough to compete the future goals”.

Some professional middle-class parents also prefer distance and religious education in selecting schools for their child. As another respondent said:

“I selected school on the basis of religious education and distance from home. School that is located at a shorter distance from home is preferred so that there will be no worry for their pick and drop”.

Schools that engage children in Creativity, Skilled Learning, and grooms child personality, were prioritized, as one of the respondents shares her views as:

“I selected the school that grooms my child’s personality. There should be no ‘ratta’ system, school that engage my child in creative activities and motivate him/her to work by themselves”. Another respondent share his views as: “I choose private school because they focus on personality development, no stress is given to students”.

Most of the professional middle class parents look for their resources while selecting schools for their children. One of the respondents stated that: “Most of the private schools that provide quality education are too expensive. I, being middle class parent, find it difficult to afford. I look for the school that was affordable for me and have reasonable fee structure”. There is a great difference in concepts, and mental approach that most of the experienced while school selection. Private schools have different level of thinking, mental approach and concepts as compared to public schools that are just learning based. One of the respondents stated that: “Instead of matric system, I prefer Cambridge and International system. Private schools were preferred because of difference in concepts, and mental approach. There is no “ratta” system in private school.

### **5.3 The Discussion of Experience of Professional Middle Class Parents In Selection of Their Children School**

All school systems, up to primary level, are equal in terms of quality of education and are performing well. All the schools are trying hard to make children’s basic education strong. Some schools are educating children in terms of religious education while other focuses on worldly education. But no school is observed that gives balanced education. One of the respondents shared his experience as:

“While visiting different schools for my child’s admission, I observed that all the schools up to the primary level are providing good and equal education in terms of quality. There are no schools



that are providing equal education both worldly and religiously, therefore home coaching is important”.

Private schools provide strong basic education according to the mental level of child. Teaching faculty is affectionate and qualified enough to deal the children accordingly. One of the respondents stated:

“Private school staff gave us very warm welcome. School principle was PhD Educationist. Because of his qualification he knew very well about how to run an educational institution. He knew very well about the different mentalities of children and to deal with them accordingly”.

Another respondent said:

“After visiting 7 different private schools and 3 different public schools, I came on the conclusion that for making my child’s basic education strong I should go with the private institutions. Teaching staff is qualified enough to pay attention to each of the child in class”.

Private schools besides providing best and quality education, had also introduced a different culture, very similar to western culture which is a sort of brainwashing for the child that ultimately has to become the part of middle class society. As one of the parents argued:

“During my visit in various Elite class private schools, I observed that the schools were ideal in terms of providing quality education but school environment was not appropriate. For the middle class children, liberal mindset is not good”.

Another respondent shared his experiences as: “All the private schools were good but culture of some schools was not good like celebration of annual Halloween party etc.”

Private schools besides providing quality education had fixed a heavy fee structure that not every middle class parent could afford. High quality education required big finances. They are education vendors in name of providing quality education. Whereas, public schools, where there was no heavy fees, gave importance to children’s mindset not the fees. One of the parents stated that:

“Elite class private schools had set their fees that only elite class parents could afford. During my visit to these schools I didn’t observe any of the middle class children there. These schools gave importance to fees. As far as Government school is observed, they gave importance to child’s IQ not fee. Whether one can afford or not, they got admission there”.

Another respondent said: “Private schools are based on profit selling concept yet providing good basic education”. Another respondent shared his experience as: “Private schools are selling education. These schools are

profitable business. They had set different values for earning. They are not just educating children but also doing business”.

#### **5.4 Professional Middle Class Parent’s Satisfaction with Their Children Education**

Professional middle class parents are satisfied with the private school systems. These school systems engages student in extracurricular activities, work in confidence building.

One of the respondents said:

“Yes, I am satisfied because my child got confidence and are motivated to study by their own self and now they need little help or guidance in work”.

Another respondent shared his views as: “Yes, I am satisfied because my child’s basics are very good and strong. My child’s confidence level is very much improved”.

Some professional middle-class parents are more than satisfied but still thought to compromise on some aspects like behavior of teachers, homework and quality education. One of the parents argued: “Yes, I am satisfied but not 40%. We have to compromise on quality of education, behavior of teaching staff and homework”.

Another respondent shared his views as:

“Yes, I am satisfied with my decision but not 100%. May be our expectations are very high. Not all the students are equal. They

have different IQ level. Teachers are not trained enough and are failing to deal each of the students accordingly”.

Most of the parents are satisfied and unsatisfied with the school choice decision for their child. They were satisfied with their decision in terms of their affordability, extracurricular activities in schools and attention given to their children by teachers. Unsatisfactions were in terms of quality of education. Middle class private schools focus more on extracurricular activities but not making children’s basics strong. As one of the respondents said: “Indeed, I am to some degree satisfied as my kids are getting to some extent little schooling under our moderateness and also not satisfied because my children are not getting quality education”.

### **5.5 Professional Middle Class Parent’s Perspective in One School and One Curriculum for All in a Country**

During discussion with professional middle class parents on one school and one curriculum for all in the country, most of them were observed to agree on this system. They thought that this should have been done earlier. By introducing such system, class or mentality difference shall be reduced to a greater extent; value of degree shall be same. They also thought that it shall also create uniformity and equality among children and youth. As one of respondents shared his views on this regard as:

“It is a good decision yet it should have been done so earlier. Mentality difference shall be reduced. All the children shall get equal educational treatment and this shall also bring uniformity and equality among the nation to a greater extent.”

Some of the professional middle class parents did agree in having one school and one curriculum system for all in country but they also did highlight on the issue of teaching methodology of staff. They asked that teachers, who were trained and adapted with the old curriculum and teaching methodology, how could they get familiar with new curriculum. As one of the respondent said:

“It will be a good decision but the teachers who got education from different curriculum had different mental approach and concept. How could they manage a single curriculum? Elite class school teachers and conventional school teachers will face difficulty in teaching single curriculum.”

Most of the parents among professional middle class parents thought that it is not a good decision and will not be practical. Differences of ethnicity, language barriers shall be a great hindrance in the way of introducing one curriculum for all in the country. One curriculum for all shall not work until teaching difference and difference in school of thoughts was not reduced. One of the respondents stated as:

“It is not a noble idea because of mentality difference for example children of Sindh and Baluchistan have different IQ level, study

pattern, different backgrounds and level of study. However, in future it will help if all these problems shall be solved.”

### **5.6 Discussion on How Should Parents Decide Their Children’s School**

While discussing the recommendations that these professional middle class parents will give to the other parents while doing selection for their child’s school, most of them recommended to look for the school that will provide equal education both religious and worldly, teach social norms and values, school having trained staff so that they would make children’s basics strong. As one of the parents said:

“Parents should look for the school that will provide equal education both worldly and religious, school that should teach students social norms and values so that wherever a child go, he/she shall be aware of right and wrong, and definitely parents should look for quality education.”

Most professional middle-class parents asked that parents should look for the school that do not burdened the students with homework, school that have small class size, and engages the students in extracurricular activities and more physical activities. One of the respondents asked:

“According to my parents should look for the school the gives little workload or where your child feels less burdened so that the child’s growth shall not get effected. School that has small class size and engages your child in physical activities.”

Some of the professional middle-class parents recommended looking for the teaching staff and environment of the school. Parents should look for the school that have a proper building, play area. One of the respondents said: “Parents should look for the school’s environment, play area, and school’s building and most importantly teaching staff should be considered”. Many respondents asked to consider your finances and economic conditions while choosing school. As one of them said that “Parents should look for their economic conditions because in today’s time there are lots of expenditures on other luxuries so finances should be considered firstly.”

**Chapter No 6**

**DISCUSSION, CONCLUSION AND  
RECOMMENDATION**



In this chapter I sum-up my research study. The chapter describes discussion, summary of the argument, reflection on the main themes and study implications. Recommendations for further research have also been discussed.

## **6.1 Discussion**

Most of the professional middle class parents saw the existing variety as limitation because according to them public schools are not fulfilling the requirement of education. Behavior of their teaching staff is unsatisfactory because they did not have any fear of losing the job. They knew that they will be paid whether or not they deal with the student in appropriate way. These public schools are still learning based. They do not teach the student with habit of critical thinking. Whereas private school is much like public schools but there is a little difference in behavior of teachers. Teachers do fear about their job thus they try their best to cooperate with the students and parents. Private elite class schools are best in providing quality education, skilled learning and critical thinking but they are out of reach for professional middle class parent. As Coulson (2004) pointed out that educational choice programs give parents the power to pick the type of education that best matches their child's requirements. While all humans are flawed, parents have historically made better educational decisions for their own children than state-appointed bureaucrats have made for others' children. Furthermore, as Andrew J. Coulson points out, market forces act in favor of even the least well-informed parents. Schools are more

attentive to parents as a result of parental choice. Because schools are held directly accountable to parents when they may vote with their feet, they must provide the sort and quality of curriculum and programming that parents value. According to the best available research, increasing choice and competition benefit both students in educational choice programs and those who remain in government institutions.

One of the respondents shared her views as:

In present variety of school systems, government schools do not treat children as an individual. They do not give importance to them. Behavior of teachers is very harsh because of no fear of their job loss. They knew that they will be paid whether or not they fulfill their duties or not. Private schools are more or less the same in teaching and qualities but are different in when it comes to behavior of teachers. Whereas Elite class private schools are fulfilling the requirement of education but are out of reach for middle class parents like me.

As a study by Coldron et al. (2001) found, many people argue that school choice should not be promoted because it would exacerbate an unfair society (which already has inequalities across schools and neighborhoods), and that parents should simply support their neighborhood school. Parental freedom to choose does not rank highly in the public's priorities for schools. Fewer than one in twenty feel facilitating choice for parents should be schools' most important priority, compared with two-thirds who feel schools should prioritize all children, however able, doing the best

they can. Four times as many as those prioritizing choice for parents prioritize ensuring children from poor backgrounds do as well as children from better-off backgrounds. Thus, it is interesting to note stronger support for prioritizing equality than for prioritizing parental freedom. These findings show that people in Britain do support the idea of choice in relation to schools – but that this support is tempered and, in some instances, contradicted by a commitment to other ideas.

Most of the parents during interview revealed that difference in curriculum in public and private schools had created strata and inequalities due to which this variety is no facilitating parents but created a limitation while choosing the school. One of the parents said: “The variety of schools system in Pakistan is no longer facilitating parents. Just because of difference in curriculum had created inequalities and strata in society”. According to most of the parents all these varieties of schools are not ideal and not under affordability. No school either public or private considers the child IQ. They are just inculcating information or course into the minds of children without even bothering the level and capacity of child. As one of the respondent argued: “all the school system in Pakistan are flop because they did not meet the economic conditions, not even a single school considers the mind set of child, just giving the information not education, no quality education and moral education. There are different categories of school systems in terms of level of education but unfortunately all these schools are just torturing the child. These school systems also do not meet the economic condition”. Moreover, Coulson

(2009) concludes in his study that, according to the vast majority of econometric studies, private education outperforms public education across time, countries, and outcome measures. By a ratio of roughly 8 to 1, findings of a statistically significant advantage for private schooling outnumber findings of a significant advantage for public schooling, and the statistically significant advantage for private schools outnumbers statistically insignificant findings by a ratio of more than 3 to 1. However, because "public" and "private" school funding and regulatory regimes differ so greatly, this breakdown of the data is inadequately thorough to be of practical use to policymakers. We must compare really marketlike private school systems (which are minimally controlled and funded, at least in part, directly by parents) with state school monopolies sheltered from considerable market competition if we want to determine the merits of real market reform in education (such as the typical U.S. public school system). When we look at the evidence using these more specific criteria, the results are even more striking: there are 59 statistically significant findings of marketlike education systems outperforming government monopoly schooling, and only four findings of the opposite, for a nearly 15-to-1 ratio in favor of free education markets

## **6.2 Summary of the argument**

Medley and Crook (1980) showed in their research that significant differences exist between the public and private sector of education. In Pakistan, the recent study revealed a considerable difference in the school's

achievements due to the local setting. The fundamental reason for this is that, globally, private institutions spend significantly more money on students' learning than public schools.

This research was based on an objective to examine the opportunities and challenges faced by professional middle-class parents in selecting the schools for their children. This study also examines professional middle class parent's perspective on variety of school systems in Pakistan. The study revealed that most of the parents considered this variety of school system as a blessing but few of them also argued that this is a challenge for them to select school because of difference in fee structure and quality education.

### **6.3 Reflection on main themes**

In case of variety of school systems, Maximum respondents said that all the schools (private and public) are doing well but private schools are best up to primary level and public schools are best for competitive and self-grooming. Whereas, some of them argued that all the school systems are just fulfilling the educational requirement of the country and not providing quality education.

The greater part of the professional middle class parents selected schools for their kids on premise of strict training. They decide on the school that gives strict training. Though, the majority of the respondents picked school based on distance from home, some of them selected on the foundations of

reasonableness and some based on quality instruction, schedule, and nature of educating staff.

Utmost respondents shared their experience of school choice as the majority of the non-public schools are following western culture which is not useful for the working-class child in Pakistan. Though, many said non-public schools managed the guardians in an awesome manner since they need to charge well. Nature of showing staff is acceptable. Respondent's viewpoint on quality schooling was that there is still "ratta" framework, and cruel conduct of instructors.

Practically every professional middle class parent were satisfied in regards to their choice for their kids' school in light of the fact that their kids are preparing, less weight of studies, and more significance to proactive tasks and extracurricular exercises. While, few of the respondents are not fulfilled in regards of the fact that their children are not getting quality schooling.

All the Professional working class guardians showed their outrageous approval for one school and one educational program for all in a nation yet every one of them contended that it very well may be unthinkable due to the distinction of identity and instructor's instructive foundation.

Proficient working class parents prescribed different guardians to search for their monetary status, distance from home, notoriety and above all quality training.

#### **6.4 Study implication**

This research can be utilized in classroom discussion on multiplicity of schools systems and the perspective of professional middle class parents. School authorities can also consider findings of this research for the betterment of their educational institutions that what are the demand and needs of parents from educational institutions.

#### **6.5 Recommendations for further research**

This research was based on very basis questions which were asked to professional middle class parents. Further studies can be done on by asking more in depth questions and also on the nonprofessional middle class parents. School choice across classes need to be studied with mixed method research to gain greater and clear picture of the issue in hands.

## References

- Abdulkadiroglu, Atila and Tayfun Sonmez. 2003. "School choice: A mechanism design approach." *American Economic Review* 93(3):729–747. <https://doi.org/10.1257/000282803322157061>
- Adnett, Nick. 2004. "Private-sector provision of schooling: An economic assessment." *Comparative Education* 40(3):385-399.
- Alderman, Harold., Orazem Peter., Orazem Peter, and Paterno Elizabeth. (n.d.). 2001. "School Quality, School Cost, and the Public/ Private School Choices of Low-Income Households in Pakistan." *JSTOR*. Retrieved April 10, 2021, from ([http://lib.dr.iastate.edu/econ\\_las\\_pubs](http://lib.dr.iastate.edu/econ_las_pubs))
- Andrabi, Tahir. 2003. *The rise of private schooling in Pakistan: Catering to the urban elite or educating the rural poor?* Retrived from researchgate.net. <https://www.researchgate.net/publication/228758859>
- Andrabi, Tahir., Jishnu Das, and Asim I. Khwaja. 2002. (n.d.). Test feasibility survey Pakistan: Education sector. Academia.edu. Retrieved April 10, 2021, from (<https://www.academia.edu/download/30173849/testfeasibility.pdf>)
- Apple, Michael W. 2001. "Comparing neo-liberal projects and inequality in education." *Comparative Education* 37(4):409–423.



- Asif, Muhammad., George Thomas., Muhammad U. Awan, and Muhammad D. Asfa. 2020. "Enhancing student engagement through heterogeneous pedagogical approaches: action research in a university level course in Saudi Arabia." *International Journal of Educational Management* 35(1):1–28. <https://doi.org/10.1108/IJEM-10-2019-0375>
- Asim, Khwaja., Tahir Andrabi., Jishnu Das., Tara Vishwanath, and Tristan Zajonc. 2007. *Learning and Educational Achievements in Punjab Schools (LEAPS): Insights to inform the education policy debate*. World Bank, Washington, DC.
- Awan, Abdul G. 2018. "Comparison of the achievements of Private and Public School in District Khanewal-Pakistan." *Global Journal of Management, Social Sciences and Humanities* 4(3):574-605.
- Awan, Abdul G. and Asma Zia. 2015. "Comparative Analysis of Public and Private Educational Institutions: A case study of District Vehari-Pakistan." *Journal of Education and Practice* 6(16). ISSN 2222-288X (Online)
- Awan, Riffat-U.-N., Muhammad Sarwar., Munim Mehdi., Ghazala Noureen, and Nadeem Anwar. 2017. "Interests and Recruitment in Science: Factors Influencing Recruitment and Retention in STEM Education at University Level in Pakistan." *Bulletin of Education and Research* 39(3):19-43. <https://eric.ed.gov/?id=EJ1210124>

- Aziz, Mehnaz., David E. Bloom., Salal Humair., Emmanuel Jimenez., Larry Rosenberg, and Zeba Sathar. 2014. "Education system reform in Pakistan: why, when, and how?" *Institute of Labor and Economics*
- Bali, Valentina A. and Alvarez R. Michael. 2004. "The race gap in student achievement scores: Longitudinal evidence from a racially diverse school district." *Policy Studies Journal* 32(3):393-415.
- Ball, Stephen J. 2003a. "Class strategies and the education market: The middle classes and social advantage." *London: RoutledgeFalmer*.
- Ball, Stephen J. 2003b. "The risks of social reproduction." *London Review of Education* 1(3):163-175.
- Beavis, Adrian. 2004. "Why parents choose private or public schools." *Australian Council for Educational Research (ACER)*. Retrieved on 10, August 2021 from <http://www.smh.com.au/articles/2004/08/17/1092508439581.html>
- Bhatti, Muhammad I. and Abdul G. Awan. (n.d.). 2019. "Socio-Economic Determinants of Elementary School Enrollment in Pakistan." *Global Journal of Management, Social Sciences and Humanities* 5(4):645-679. Retrieved April 10, 2021, from [https://www.academia.edu/download/61165735/Ijaz\\_Bhatti\\_research\\_paper20191108-2546-7136mf.pdf](https://www.academia.edu/download/61165735/Ijaz_Bhatti_research_paper20191108-2546-7136mf.pdf)

- Bourdieu, Pierre and Loïc J. D. Wacquant. 2003. *Reponses*. Istanbul: İletişim Publications.
- Bourdieu, Pierre. 1986. "Distinction: A social critique of the judgement of taste." *London: Routledge*.
- Brantlinger, Ellen. 2003. *Dividing classes: How the middle class negotiates and rationalizes school advantage*. New York: RoutledgeFalmer.
- Buras, Kristen L. and Michael W. Apple. 2005. "Reviewing Policy School Choice, Neoliberal Promises, and Unpromising Evidence." *Educational Policy* 19(3):550-564. <https://doi.org/10.1177/0895904805276146>.
- Carneiro, Pedro., Jishnu Das, and Hugo Reis. 2016. "The value of private schools: Evidence from Pakistan." *Institute for the Study of Labor* IZA Discussion Paper No. 9960.
- Chubb, John E. and Terry M. Moe. 1992. *A Lesson in School Reform from Great Britain*. Washington DC: Brookings.
- Coulson, Andrew J. 2004. *Forging Consensus: Can the School Choice Community Come Together on an Explicit Goal and a Plan for Achieving It?* Mackinac Center for Public Policy.

- Coulson, Andrew J. 2009. "Comparing Public, Private, and Market Schools: The International Evidence." *Journal of School Choice* 3:31–54.
- Crozier, Gill and David James. 2013. *White middle-class identities and urban schooling*. Basingstoke, UK: Palgrave Macmillan
- Dronkers, Jaap and Avram, Silvia. 2010. "Social Class Dimensions in the Selection of a Private School: A Cross-National Analysis Using PISA." *Educational Research and Evaluation* 4-5.
- Dronkers, Jaap and Péter Róbert. 2003. "The Effectiveness of Public and Private Schools from a Comparative Perspective."
- Eryaman, Mustafa Y. (Ed). 2009. *Peter McLaren, Education, and the Struggle for Liberation*. Cresskill, NJ: Hampton Press. Power and Education 1(3).
- Exley, Sonia. 2011. *Parental freedom to choose and educational equality*. British Social Attitudes 28
- Ferguson, Harvie., Samantha Bovaird and Megan P Mueller. 2007. "The impact of poverty on educational outcomes for children." *Paediatr Child Health* 12(8):701–706.
- Freidman, Milton. 1997. "Public schools: Make them private." *Education Economics* 5(3):341-344.

- Gewirtz, Sharon., Stephen J. Ball and Richard Bowe. 1995. *Markets, Choice and Equity in Education*. Open University Press
- Glomm, Gerhard and B. Ravikumar. 1992. "Public versus Private Investment in Human Capital: Endogenous Growth and Income Inequality." *Journal of Political Economy* 100(4):818-834.  
<https://www.jstor.org/stable/2138689>
- Goldring, Ellen B. and Kristie J. Rowley. 2008. "Parent preferences and parent choices: the public-private decision about school choice." *Journal of Education Policy* 23(3):209-230.
- Gorard, Stephen., John Fitz, and Chris Taylor. 2001. "School choice impacts: What do we know?" *Educational Researcher* 30(7):18-23.
- Grigg, Jeffrey. 2012. "School Enrollment Changes and Student Achievement Growth: A Case Study in Educational Disruption and Continuity." *Sociology of Education* 85(4):388-404..  
<https://doi.org/10.1177/0038040712441374>
- Harbison, Ralph W. and Eric A. Hanushek. 1992. *Educational Performance of the Poor: Lessons from Rural Northeast Brazil*. Oxford University Press, New York.
- Hargreaves, David H. 1996. "Diversity and Choice in School Education". A Modified Libertarian Approach." *Oxford Review of Education*, 22(2):131-141

- Herrnstein, Richard. J. 1990. "Behavior, Reinforcement and Utility." *Psychological Science* 1(4):217–224.  
<https://doi.org/10.1111/j.1467-9280.1990.tb00203.x>
- Jaeger, Mads M. 2011. "Does cultural capital really affect academic achievement? New evidence from combined sibling and panel data." *Sociology of Education* 84(4):281–298.
- Jimenez, Emmanuel and Jee P. Tan. 1987. "Decentralised and Private Education: The case of Pakistan." *Comparative Education* 23(2):173–190. <https://doi.org/10.1080/0305006870230205>
- Kaufman, M. J., Sharon R Kaufman, and Ernest C. Nelson. 2015. "Beginning Together." *Schools* 12(1):133–149.  
<https://doi.org/10.1086/680698>
- Levinson, Meira. 1999. *The Demands of Liberal Education*. Oxford: Oxford University Press
- Ma, Xin and Don A. Klinger. 2000. "Hierarchical Linear Modelling of Student and School Effects on Academic Achievement." *Canadian Journal of Education / Revue Canadienne de l'éducation* 25(1):41–55. <https://doi.org/10.2307/1585867>.
- Marsh, Julie A., Katharine O. Strunk., Susan C. B.-Mecenas, and Alice Hugué. 2015. "Democratic Engagement in District Reform: The Evolving Role of Parents in the Los Angeles Public School Choice

Initiative.” *Educational Policy* 29(1):51–84.

<https://doi.org/10.1177/0895904814563204>

Medley, Donald M. and Patricia R. Crook. 1980. “Research in teacher competency and teaching tasks.” *Theory Into Practice* 19(4):294-301.

Netcoh, Steven. 2017. “Balancing freedom and limitations: A case study of choice provision in a personalized learning class.” *Teaching and Teacher Education* 66:383-392  
<http://dx.doi.org/10.1016/j.tate.2017.05.010>

Ngoye, Benard., Vicenta Sierra., Tamyko YSA, and Sahar Awan. 2020. “Priming in Behavioral Public Administration: Methodological and Practical Considerations for Research and Scholarship.” *International Public Management Journal* 23(1):113–137.  
<https://doi.org/10.1080/10967494.2018.1495672>

Olaniyan, Damilare A. and Timothy Okemakinde. 2008. “Human Capital Theory: Implications for Educational Development.” *Pakistan Journal of Social Science* 24(2):157-162.

Ozmantar, Zehra K. and Dilek Karatasoglu. 2019. “School Choice of Middle-Class Parents and Students in the Context of Neoliberal Policies.” *Educational Policy Analysis and Strategic Research* 14(1).

- Power, Sally., Tony Edwards, and Valerie Wigfall. 2003. *Education and the middle class*. Open University Press.
- Pring, Richard. 2008. *The Common School and the Comprehensive Ideal: A Defence*. Oxford: Wiley-Blackwell
- Psacharopoulos, George., Carlos R. Arieira, and Robert Mattson. 1997. "Private education in a poor country: The case of urban Bolivia." *Economics of Education Review* 16(4):395-406.
- Reay, Diane and Stephen J. Ball. 1997. "Spoilt for Choice: The Working Classes and Educational Markets." *Oxford Review of Education* 23(1):89–101.
- Roda, Allison and Amy S. Wells. 2013. "School choice policies and racial segregation: Where white parents' good intentions, anxiety, and privilege collide." *American Journal of Education* 119(2):261–293. <https://doi.org/10.1086/668753>
- Sabir, Sara. 2018. "The Role of School Principal's Motivating Language in Promoting School Climate: A Comparative Study of Private and Public Schools." *International Journal of Education and Knowledge Management (IJEKM)* 1(3):1-15.
- Siddiqui, Nadia and Stephen Gorard. 2017. "Comparing government and private schools in Pakistan: The way forward for universal education." *International Journal of Educational Research* 82:159-169.



- Siddiqui, Nadia. 2017. "Socio-Economic Segregation of Disadvantaged Children between Schools in Pakistan: Comparing the State and Private Sector." *Educational Studies* 43(4):391-409.
- Smith, Kevin B. 1994. "Policy, Markets, and Bureaucracy: Reexamining School Choice." *The Journal of Politics* 56(2):475-491. <https://doi.org/10.2307/2132149>
- Tooley, James. 1996. "Education Without the State, London." *Institute of Economic Affairs*.
- Vincent, Carol. 2001. "Social Class and Parental Agency." *Journal of Education Policy* 16(4):347-364.
- Wilson, Terri S. 2016. "Interest, not Preference: Dewey and Reframing the Conceptual Vocabulary of School Choice." *Educational Theory* 66(1-2):147-163. <https://doi.org/10.1111/edth.12159>
- Yaacob, Noor A., Mariana M. Osmam, and Syahirah Bachok. 2014. "Factors Influencing Parents' Decision in Choosing Private Schools." *Procedia - Social and Behavioral Sciences* 153:242-253.

## **Interview Guide**

1. Respondent's Profession\_\_\_\_\_.
2. Respondent's Qualification\_\_\_\_\_.
3. Respondent's Monthly Income\_\_\_\_\_.
4. Respondent's Child/Children in (a) Private School (b) Public School.

### **Questions:**

1. How do explain the existing variety of school system in Pakistan?
2. How did you decide the school for your child(ren)?
3. How do you explain your experience of choosing the school for your child(ren)?
4. Are you satisfied with the decision of your children education?  
If Yes! Explain.  
If No! Explain.
5. How do you see one school and one curriculum for all in the country?
6. What are the recommendations that you give to parents for choosing their child(ren) school?