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### Why parents choose the best schools for their children?

By

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#### Abstract

Public and private schools reflect differing perceptions among students, teachers, and parents regarding the quality of education. In the private school environment, students generally performed better in the SEE exam, with all students achieving scores ranging from 90 to above 100, and many receiving grades of A+ or A. This can be attributed to the responsibility and qualifications of teachers, as they utilized scientific technologies to enhance students learning. Additionally, parents of students in private school show a keen interest in their children's education (Earthman, Lemasters, 1996). Opinions on parental involvement vary greatly, often differing between public and private schools concerning the quality of education. Parents socio-economic backgrounds strongly influence their level of involvement, with researchers suggesting that parents from urban areas tend to engage more significantly in their children's education compared to those from rural areas (Figilio, Stone, 1997). However, this view has faced criticism, as various other factors also contribute to teachers perceiving parental involvement as crucial. Teachers agree on the importance of parental involvement for enhancing educational quality and securing a better future for their children.

**KeyWords:** Parents, Public and Private School, Choose, Children, Satisfaction, Infrastructure,

#### Introduction

Public schools are commonly associated with lower achievement and regulation than private schools in the management of Nepal. Poor infrastructure, poor facilities, low quality of teachers, and a weak management team of public schools (Thapa, 2013). Government plans for education have continuously failed in spite of extensive educational intervention, schools suffer from inadequate access, low participation, and low retention of students. Modern education in the system in Nepal is believed to have begun with the establishment of the first school in 1853. School was confined only to the ruling families, the general population gained access to education only after 1951, when the popular movement overthrew an autocratic family regime and initiated a democratic system. Public have focused for study in private schools than public schools in developing countries. Many are the causes of private and public schools of inequalities in performance in Nepal and developing countries, it is the poor performance of

public Education is the most important aspect of human resources and development for knowledge because private and public schools education give the power, and skill, which are needed to function. Human beings are dependent on the quality of education system in the developing countries. Modern age at a time private schools of education are better than public schools (Thapa, 2011). In private and public schools the student's inequalities performance and its introduction are important for literature review, and research developed for students to study. The Ministry of Education of Nepal has categorized public schools into two types aided public schools, which receive regular government grants for teachers salaries and other administrative purposes. Unaided public schools do not receive regular government grants but are financed with support from community donations and other sources and schools own resources for the students of study (Thapaliya, 2014). Private schools are defined as institutional schools that do not receive regular government grants. This dissertation includes both aided and unaided public schools under



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one broad category of public schools.

schools compared to private schools. In 1951 to 1952, the adult literacy rate was 15 of the country, where just 5 percent with about 10,000 students in just 300 schools and 2 colleges, the education sector began to the national education plan was in 1971, expanded, and the education sector was developing in Nepal (CBS, 2003). However, under this there was no inclusion of schools, as centralized rural development initiatives failed and demand for decentralization of state services. The decentralization act of 1982 and its by law from 1984 tried to empower local panchayats by giving them functional responsibilities in various central political programs (Carney & Bista, 2009). By the late 1980s, the need for urgent reform in schools were felt, and hence a comprehensive government-funded study was undertaken to improve the efficiency of the education system. A study has identified systematic management of weakness in the central educational bureaucracy and recommended renewed decentralization of education management (Thapa, 2015). After the people movement since 1990, after establishing a democracy in the country, education development realized more successful and more rapid. The percentage of primary schools' students in 1980 was just around 16 percent, but by 2003, it had risen to 83.5 percent (MoES, 2005a). Yet the quality of public schools still remained very poor, and the demand for private schools increased rapidly in the globalization of private schools.

Private schools of student's fee high out of control, and the government did not solve the problems. Eventually the government policy for students of performance and fair approach was aggravated by Maoist activists keen to bring change. In spite of the fact that the Maoists had ended the war and joined the mainstream policies after the people's movement in 2005 (UNESCO, 2010). In Nepal, political instability and disturbance continue to cripple most of the key sectors of the country, including the education system of Nepal, in all levels of educational performance systems, there are inequalities in the world (Wood, 1998). Moreover, inequalities in students performance in various regions and social groups are increasing, the schools system has limited management capacity and inadequate institutional support. Political interferences in teachers appointments and transfers have contributed towards the low confidence and disappointment found in the public education system, the government had given the fund for public schools and controlled it by the government for MoE and DoE of Nepal. Many staff of public schools

Private schools in the developing countries are for-profit schools, apart from profit these schools cater towards higher levels of academic achievement, preparing for national examinations (Bhatta, 2004). In private schools, English is used as the primary language of education, most private schools adopt autocratic management systems. Where community stakeholders are kept away from the discussion about how their children's education relates to broader national educational, academic education has been of great significance both to the developed as well as in the developing countries (Philips, 2008). The study of the dynamics

that occur between public and private schools are attracting educational researchers around Nepal. The definitions of private and public schools vary depending on who owns, manages, and finances them and the government. Poor backgrounds of children of parents admit of poorly infrastructure in public schools (Sander, 1999). It is not surprising that countries around the world have education at the center stage in the overall process of modernization and nation structure.

Urban and rural areas have been highlighted, the public has pointed out the absolutely poor results of public schools from which many, if not all, SLC candidates have tended to fail records (MoE, 2009). Parents are worried about the poor results of public schools, poor students are studying in public schools in rural areas of Nepal, and these schools, in general, tend to have a poor pass rate of students. The current SLC system is contributing toward the creation of an education based in the society (Khaniya, 1994).

The public agreed that the SLC system has to be hugely reformed in much better SLC pass rates. The second outcome would be reflected in the ability of the SLC curriculum to provide livelihood-earning skills to both those who passed and failed in the exam (Mathema, 2007). The public recognized the many reformed efforts being executed by the OCE, especially in the exam management aspects, but suggested that these are inadequate. In this study of public perception of the SLC, it has revealed several options for action to improve the current SLC exam system (Budhathoki, Khatri, Shrestha, & Rana, 2014). Nowadays teachers, students, and parents have seen the SLC results of the regional, district, and schools levels, reforming the students of performance in many public schools. Low-performing students are encouraged to go to private schools to improve the quality of education compared to public schools and other options for learning livelihoods and earnings to skills (Bhatta, 2009).

## Objectives

To find out, why parents chose Private School.

## Methods

Primary and secondary sources have been used, combining qualitative and quantitative mixed methods for data collection from the Secondary sources. The exploratory phase describes various methods applied for the completion of the Article, mainly based on the private and public schools of students, focusing on why parents choose Private School.

## Results and Discussion

In the above it has been explained that parents choose private school over public school. It has analyzed the mixed methods of the reasons for the choice of private school, as selecting a school is a major decision made by parents based on their financial capacity to study and affordability for a better future for their children. Hence, parent's perceptions about the school is the most influential part of the educational system. Their satisfaction regarding their children's performance leads them to choose private school for better outcomes than public school, as noted during in-depth interviews conducted with respondents in the research areas.



Regarding the inequalities in performance between private and public schools, a parent stated: We have sent my children to private school as it provides a high standard of curriculum subjects and extracurricular activities, including English language and computer science, which means they will be qualified for more scientific disciplines in the future and for further education. Our children's education is better in all subjects, so I am delighted with the quality of education they are receiving."

### Why Parents choose to Private school?

The parents choose private School to Target for Quality of Education Parents perceptions of the choice for private school is determined by various socioeconomic factors, for which they are willing to incur the expense for the better future of their children. Competitiveness in markets generates discipline in life, hence, in this study, parents were asked about their preferences regarding the inequalities in the choice of the school their children are currently attending. Parents identified several needs for their children regarding quality of education, and they want these to be major points for their children's future. The three most important reasons given were a better future for children, good quality of education, and preparing students for further education while providing a safe environment for their children. Parents Perception on Choosing for Private School Private school has gained more advantages from households and show higher performance than public school. The mixed- methods data analyzed indicate that private school offer a better quality of education for several reasons. Many parents perceive private school as providing better futures for their children compared to public school.

### Students need quality teachers to study effectively

Parents participated, and according to teachers, children perform better when they study in well-resourced private school with more facilities and instructional materials. Teachers in private school is often more committed, understanding, and responsive to parental needs. The management structure of private school is more capable of implementing and developing modernization than that of public school. The most important factors contributing to satisfaction with private school performance include the effective means by which private school involve parents in their children's education. This is complemented by the relatively smaller number of students enrolled and the smaller class sizes in private school.

The literature highlights a diversity of meanings, identifying numerous factors usually used by educators to evaluate the quality of education. Researchers focused on various perspectives and the satisfaction levels of students, teachers, and parents in private school. For the purposes of this study, a combination of factors was employed to explore the quality of education in both public and private schools. This included the perspectives of teachers, parents, and students regarding the definition of educational quality, which reflects a full agreement among parents, teachers, administrators, and students about private school education. This study aimed to verify the public and official perceptions of private school, addressing issues related to private school management, resources,

class sizes, and comparative weaknesses in management and facilities.

Parents choices of public school system from students, poor performance, as highlighted in the research areas.

The interesting results of this study show that teachers positively impact students attitudes and performance (Mathema, 2007). It was also found among teachers that despite their general satisfaction with private school, when given the choice, almost all expressed interest in working for the government sector. The economic benefits presented justify teachers lack of interest in working at private school. This study points to the advantages of private school in terms of students outcome and stakeholder satisfaction. Private school does not provide equal access, high fees could widen the gap in access to quality education between the wealthy and the poor, as well as contribute to the unequal distribution of private school in rural and urban areas.

In the private schooling sector, the political emphasis are on attracting more private investment in educational fields to provide alternatives to the weakening quality of education in public school. The government spends many rupees on public school education, facilities, and teacher salaries. This study attempts to address this limitation by moving beyond a contracted scope and accepting the findings of previous studies, while avoiding the reduction of school effectiveness regarding academic knowledge. The success of public and private schools are compared using multiple measures and is based on the mixed methods of data collected from research areas. Students from private and public schools inequalities in results. Lower teachers salaries in private school influence parents, choice to enroll their children in private school (MoF, 2004).

According to the SEE results of 2077, students performed poorly in subjects like English, Mathematics, and Science, with boys scoring higher than girls in public school compared to private school in the research study areas. Parents participated in the school system and connected with the principal and teachers to improve students results. To secure a better future, students need resources, quality, and experienced teachers in both public and private schools. Many researchers focus on students access to quality education and measures based solely on exam scores and grade results. Education spreads throughout the world, showing better and poorer performances among private and public schools. Beyond simply comparing students achievement scores and quantitative results, a qualitative approach plays a crucial role. This exploratory study analyzes parents school choices, teachers salaries, and performance inequalities using a mixed-methods research design.

Private school capitalized on students performance rather than other factors, producing higher academic outcomes. Researchers found that private school shareholders had effectively formed a management team, creating a better working environment, in school many years ago compared to the environment in public school. Private school teachers also expressed greater satisfaction with students performance, and parents were delighted with their children's quality education, thus, many parents opted for private school to ensure better educational outcomes. Private school



provided superior infrastructure and facilities compared to public school, with smaller classrooms that enhanced students learning. They were more accountable and responsive to parental needs, positively impacting the education sector. The administration of private school involved work conditions linked to home and parental support. In comparison, public school teachers had lighter workloads, making curriculum delivery easier. Additionally, permanent teachers salaries in public school was higher despite poorer SEE results.

### Parents Perception on Choice of Schools to Better

Future Education is a partnership between families and schools and works well if both parents collaborate with each other regarding schools choices. Parents are the primary decision-makers in determining the type of schools system that is best for their children. Hence, parental satisfaction after choosing a school plays a major role in the perceived ability of that school. According to interviews and focus group discussions, respondents with children enrolled in private school stated that they spend almost 10-25 percent of their monthly income on their children's education.

### Reason for not Choosing in Public School

The majority of parents believe that private school perform better than public school, and there are many reasons for the differences in performance between the two schools. The selected parents agreed on the reasons for their preference for private school, primary reason which include a lack of competitiveness in future educational performance and job opportunities. The second reasons are the parents financial conditions and socio, economic status, followed by their own educational backgrounds. Third, the desire for prestige in society plays a role, and fourth, public school teachers have been involved in political parties mainly since 1990, often attending political meetings. This detracts from their availability to support students academic curriculum, leading to poor students performance on the SEE exam without proper curriculum study.

This is a significant cause of public school underperformance. Other contributing factors to public school poor performance include a lack of extracurricular activities, irresponsible teachers, inadequate education quality, poor school infrastructure, and a disconnection among students, teachers, and parents. Additionally, there are lack of qualified teachers, experience, and supervision from the Ministry of Education (Thapaliya, 2014). There are also a lack of modern scientific technology and adequate facilities. Previous studies have detailed the causes of poor performance, and Chapter Four mainly analyzed why parents choose not to select public school. Many parents have transferred their children from public to private school in search of quality education and better future opportunities.

### Social Mobility and Class Aspirations

Parents decision to enroll their children in private school, even when those schools seemingly offer lower quality than private schools education, reflects the financial uncertainty and job

insecurity faced by many families. The majority of parents interviewed for the research reported that they hoped their children would one day become successful individuals associated with significant social status and economic security.

### Parents choose private school

Because teachers deliver justice and fairness, which are crucial for the quality of education and better performance compared to public school. Research studies have surveyed 232 respondents from public and private schools regarding teachers perceptions of factors influencing teaching quality and its impact on 141 students, academic performance. The role of teachers are very important for students performance and academic qualifications. Experienced and trained teachers were sampled from both public and private schools. The majority had completed advanced degrees, including one male headmaster with an M.Phil, one male teacher with an M.Ed, one male teacher with a B.Sc, and a female teacher with a B.Ed in public school, compared to a male principal in private school with an M.Ed, one male teacher with a B.Sc, another male teacher with a B.Ed, and a female teacher with a B.A. Eight teachers were selected for qualitative interviews from public and private schools as part of the research study. One public school student, after passing the SEE, was admitted to Trichandra College, as detailed below.

### Many researchers have focused

On the performance of students in public and private schools. Students in private schools have better English language skills than those in public schools, while students in public schools excel in Nepali language skills compared to private schools students. Researchers found that public schools students can pass the Loksewa exam, while others have joined teaching positions and other jobs because they are qualified and possess extra knowledge. However, they have not been successful in foreign exams, such as the IELTS English test, which has limited their opportunities to study abroad or find good jobs in countries like Australasia, the U.S., Canada, Japan, Germany, etc. Public schools students typically go to Gulf countries for study and work, but private schools students have struggled to succeed in the Loksewa exam.

Researchers have noted that public schools students English language skills are poorer than those of private schools students. Therefore, many parents choose private schools for their children to obtain a quality education with better English language instruction and satisfactory results. Naturally, wealthy parents send their children to private schools, while less affluent parents enroll their children in public schools. In modern times, proficiency in the English language is crucial for studying abroad and securing good jobs. Many wealthy parents pay high tuition fees at elite private schools, which are categorized by economic status and facilities, such as Ullens school, located in Lalitpur district, Lincoln school, and Rato Bangala, among others. Lincoln school, in particular, has the highest fees compared to other schools. Middle-class parents choose medium-priced private boarding schools, while lower-income parents may send their children to more affordable private schools.



## Quality of Education Schools Facilities and Environment

Students quality of education, schools environment, and facilities are the most important factors, and the respondents shared their opinions, as without a conducive schools environment and adequate facilities, students cannot succeed in the SEE exam. Parents select schools with better environments for their children's education. In Nepal, after 2074, according to the education constitution, teachers are under the local government, where members are elected through elections. They aim for a monopoly on teaching jobs to be transformed in schools, and educated and well-elected members discuss the quality of education with teachers and management teams. This includes how to provide facilities in schools for study reform and how students can succeed in a good environment, which was the focus of research in these areas.

## Inequalities Income of Parents

Researchers have focused on the economic conditions of three categories of parents rich, middle-class, and low-income for many years. This categorization also applies to private and public schools in a globalized context. In the world, rich parents tend to select private schools for their children, while poor parents opt for public schools because they cannot afford the expensive fees of private institutions. They are concerned with survival, like as the Chepang caste in Nepal, and struggle with how to afford private schooling for their children. Despite sending their children to public schools, the economic conditions of the parents significantly affect the quality of education received. There is a research gap regarding the differences in education quality based on the economic conditions of parents, as some have high incomes while others have very low incomes, which influences their choices. Wealthy parents are more able to send their children to private schools.

## Political Parties Affected to Performance

In the depth interview, some respondents were told that few teachers at schools, along with some students and parents, were involved in political parties, which affected the quality of education due to their political activities and programs. They faced pressure from the government, which interrupted the educational environment. Focused on the three groups, respondents claimed that political influence adversely impacted the quality of education, and their participation was also evident in the schools. There are many problems, such as issues related to examinations and tuition fees. According to the respondents from public school, a few acknowledged support for political activities, which affected teachers quality of teaching and students educational outcomes.

## Discipline of Students

In my research study on student's discipline in public and private schools, I observed differences during in-depth interviews. In contrast to public school respondents, those from private school including students, teachers, and parents provided more systematic answers to the questions. The discussion commenced with representative groups from three samples, and they were active

participants who adhered to schools rules and regulations. However, among the students, teachers, and parents in public school, I found a lack of discipline compared to private school. Some respondents were involved in political party activities, leading to a lack of adherence to discipline. Other students were noisy and disruptive. Although both types of schools exhibited different disciplinary approaches, public school lacked strict enforcement of rules and regulations. This lack of discipline is a contributing factor to the poor performance of public school.

## Different Environment of Schools

Public and private schools parents want the quality of education for their children. Parents have visited many schools to gather information about the environment, facilities, and the students SEE results. They are concerned about students transportation and the extra knowledge provided by teachers qualifications and their experience in both private and public schools. They seek knowledge from libraries and modern scientific technology as well as a safe haven for students. Parents consider admission fees, exam fees, and monthly fees, after careful consideration, many parents decided to opt for private schools. They choose schools for their children and send them to private schools rather than public ones, as public schools do not provide the same facilities as private schools, and students performance is also poorer compared to private institutions (Bhatta, 2009). Parents hope for a better future and quality education, believing that their children will secure marketable jobs and pursue further studies. The English language instruction in private schools are superior to that in public schools. This aligns with research that indicates parents prefer private schools over public ones.

## Relationship between Teachers, Students and Parents

Many researchers have focused on the quality of education in public and private schools, emphasizing the necessity of relationships. Without strong relationships, students results tend to suffer because schools are the places where students study. Parents want to foster their children's interest in learning, so they send them to schools with quality facilities and environments. They pay fees for their children's education and recognize the need for quality teaching from teachers who possess higher education degrees, training, and experience. For quality education, teachers, students, and parents play critical roles in ensuring better performance in both public and private schools.

## Teaching and Learning Activities

Public and private schools teaching and learning activities are crucial, with public education being free, as the government provides all necessary resources at no cost. Teachers believe that the government supplies adequate resources, including schools facilities, teachers training, modern technologies, infrastructure, and other supplementary facilities. When teachers employ modern scientific technologies in the classrooms, it enhances students, education quality. In private schools, more facilities are available than in public schools, leading to better students performance.



Without quality teachers, students performance may suffer, therefore, the quality of teaching is one of the objectives of this research study. This study has examined and discussed responses from all participants in an in-depth interview format. Learning resource activities and school facilities are vital. There is a need for communication technology, extra classes, additional activities, and financial resources for schools, as well as English medium classes for teaching and learning in the English language. Differences in salaries have led to teachers dissatisfaction, emphasizing the need for qualified and experienced teachers to achieve better students results. Additionally, there is a need for other facilities in schools, such as electricity and libraries for resources, and to address class sizes in both private and public schools.

### Inequalities Salaries of Teachers

Public school permanent teachers are more satisfied with their salaries than other types of teachers, such as contractual and other types. Private school teachers are dissatisfied with the schools owners due to their low salaries. The public school syllabus is easier for students, making it less demanding than that of private school. Although private school teachers work hard, they are bound by strict school rules and regulations. Many researchers have found that private school teachers often come from poor economic backgrounds, which is one reason for their situation. In private school, shareholders do not adequately compensate teachers, as they take greater profits from students expensive fees. There is a research gap regarding the issues faced by private school teachers because they are constrained by their low salaries and job demands. The government shows little interest in addressing the teachers salary issues. Additionally, private school management, principal, and parents apply negative pressure on students studies. Teachers perform well in school, producing better results in students than public school. Permanent public school teachers earn significantly higher salaries, ranging from 11,737 to 30,000 more than private school teachers. This represents a major salary difference in the research study between private and public schools.

### Class Size of Study Areas

In private and public schools, there is a difference in class size. Public school classes are larger because there are many students, which makes it difficult for students to understand their teachers, resulting in many failing the SEE exam. This is one cause of the poor performance of public school students. In contrast, private school class sizes are smaller, allowing students to better understand their teachers, and all students pass the SEE exam, contributing to the better performance of private school. The government of Nepal has not raised awareness about the issues of large class sizes and poor students performance in public school, and there is weak supervision from the government with limited facilities provided. Respondents have complained about the class size issue in public school.

### Responsibilities of Parents

In public and private schools, the respondent's role was very

important, and they had the responsibility to improve the quality of education for students. The majority of parents seemed to agree that they should have certain responsibilities in terms of providing a good educational environment at home. They should provide proper care and support, and teachers in both public and private schools perceived that parents these days were nervous about their children, they felt that their children did not follow them and were out of their control. Of course, parents believed that it was the responsibility of teachers to look after their children's education and suggested that teachers should work hard. The respondents were careful that strong leadership would result in better quality for students when parents fulfilled all the desires and demands of their children. Children thought they would get whatever they wished, and when they did not receive the demanded items, they became frustrated and changed their behavior. Therefore, the teachers in public and private schools believed that schools are a place where children learn, and parents were responsible for creating a positive learning environment at home. It is difficult for parents to understand the psychology of children, and it is necessary for them to know the needs of, and to guide, their children. Majority of respondents felt that the problems occurred outside of schools rather than inside, and they believed that parents must take some responsibility for their children. The Parents have great responsibilities towards their children, they need to understand their children's feelings and guide them in knowing what is wrong and what is right. Although in public and private schools the respondents had responsibilities for their children's better education, at times the responsibilities of teachers and other staff were also crucial for the students.

### Poor Performance of Public School

The government of Nepal spends a significant amount of rupees on public school however, researchers, educators, authors, teachers, parents, and students have complained about the lack of budget for public school. There is a lack of facilities in school buildings and infrastructure, a shortage of teachers, and inadequate salaries for teachers except for permanent staff. Although public school teachers are unsatisfied, this contributes to the poor performance of public school, and some teachers are involved in political parties in Nepal, indicating weak supervision by the government. The educational sector suffers from a lack of support at the federal, provincial, local, metropolitan, municipality, and rural development levels. The government has not addressed the fundamental rights of teachers according to the educational constitution of Nepal, including issues related to salaries and other facilities. Three groups of respondents suggested that nowadays, some public schools are working hard to improve the quality of education and students performance, reflecting the findings of research studies in public schools. In some cases, these schools show better students performance than other public schools in the Kathmandu Valley. After 2074, following the introduction of federalism in Nepal, the performance of public schools underwent reforms. Among the reformed public schools, as Kalika Secondary School, located in Kalikanagar, Ward No. 11 of the submetropolitan city of Butwal in Rupandehi District, serves as an example. Another public school,



Bindha Bashini Secondary School, is situated in the Batulechaur area of Kaski District. These schools have made notable improvements in students performance in Nepal. At that time, several schools began striving for better students outcomes. It was noted that the performance of students in public schools lagged behind that of students in private schools. An analysis of student performance in public and private schools were conducted using the Bivariate test in SPSS. This analysis revealed that students in private school generally performed better, while students in public school exhibited poorer performance as per the research conducted in the respective areas.

### Higher Performance of Private School

Parents have observed the SEE results of public and private schools. The facilities and environment in private schools are superior to those in public schools, prompting parents to choose private schools for their children's quality education. Respondents from private school highlighted the integrity, qualifications, experience, and capabilities of teachers who worked diligently and took their responsibilities seriously. The principal guides teachers and students daily, maintaining communication with parents. Private school provide a safe haven, good discipline, and adherence to government regulations, contributing to better performance compared to public school.

### Conclusion

An interesting finding of the study is the significant differences in teacher's perceptions regarding parental contributions at the secondary level. Teachers at the primary level may value parental involvement more highly than their counterparts at the secondary level (Epstein, Sheldon, 2002). The disproportionate number of female teachers appointed in public school compared to private school, along with an overall increase in positive perceptions, as indicated by the bivariate tests conducted using SPSS, has yielded better results, which are analyzed in Chapter Four. The study shows that private school students perform better than those in public school, despite public school teachers earning higher salaries than private school teachers, and parents choosing private school over public school based on research from areas. The analysis includes qualitative and quantitative data, focusing on scientific, mathematical, and numerical tests. This is illustrated in the mixed-method table and further analyzed in relation to the study objectives. Most teachers attribute the poor relationship between schools and parents to low levels of parental participation and stress that when children exhibit challenging behavior, parents become increasingly reluctant to engage (Ford, 2011). While teachers believe parental involvement is essential, they perceive it as crucial for parents to actively participate in their children's education and in the decision-making processes. Students socio, economic status is the most significant factor across all sectors, as studying in private schools significantly enhances students performance compared to public schools globally. We found several reasons for the comparative performances of students in private and public schools, teachers' salaries, and parental choices regarding school. These reasons were analyzed in the above.

salaries higher, yet students results remain disappointing. Consequently, parents tend to choose private school than public school.

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