CHAPTER II

REVIEW OF RELATED LITERATURE
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Introduction

In the words of Mouly (1970), “an essential aspect of any research project is the review of the related literature”.

Best (1978) defines review of related literature as “a brief summary of previous research and the writings of recognized experts provides evidence that the researcher is familiar with what is already known, and with what is still unknown and untested. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigation”.

The review of related literature is an exacting task, calling for a deep insight and clear perspective of the overall field. It is a crucial step which invariably minimizes the risk, helps to select a topic, helps to know the trial and error activities that are oriented towards approaches already discarded by previous investigations and also helps to find out erroneous findings based on faulty research designs. It promotes greater understandings of the problems and its aspects and ensures the avoidance as unnecessary duplications; it provides comparative data on the basis of which to evaluate and interpret the significance of one’s findings and in addition, it contributes to the scholarship of the investigator.
The published literature is a fruitful source of hypothesis. Not only it presents suggestions made by previous investigations and writers concerning problems in need of investigation, but it also stimulates the research worker to device hypotheses of his/her own. As he/she reacts to the designs, findings and conclusions of other investigations, he/she can get insights which he/she can incorporate into an improved research design. Capitalizing on the success and errors of others is certainly a more intelligent approach to a problem especially one as broad as a thesis or dissertation than in imagining that one is born equipped with the radar system that will guide him/her unerringly on target and at the same time, guard him/her against pitfalls. No experienced researcher would think of undertaking a study without acquainted himself/herself with the contributions of previous investigations.

In the following sections of this chapter, the investigator briefs the concept of education, historical development of education, need of schools and pattern of education practiced in India and the related research perspectives regarding this study.

Education – Meaning and Concept

The word ‘Education’ has a very wide connotation and it is very difficult to define it precisely. Divergent views have been expressed by different philosophers, thinkers, psychologists, priests, statesmen, and educationists. The educationist and linguists have tried to trace the origin of the word “education”. The term “Education” seems to have many derivations, one among them has viewed that the word “Education” has been derived from the Latin word
“educate” which means “to bring up”, “to nourish”. The other view is that the word “education” has been derived from the Latin word “educatum” which means the act of teaching or training. It is also viewed that the word “education” has been derived from the Latin word “educare” which means “to lead out” or “to draw out”. Therefore, the purpose of education is to draw out rather than to put in.

Based on the above definitions and derivatives, the scholars in this field viewed that education consists in leading out the innate knowledge, virtues, and powers of the child, making the potential actual.

**Various Concepts of Education**

The Derivative and Differential approaches to education do not fulfill the requirements of understanding education in a comprehensive manner. There is a further need to understand and interpret education in the context of different meanings and definitions given by different thinkers and philosophers of different countries in different periods.

**Education - Indian concept**

In India, the concept of education has been given differently by different thinkers, philosophers and scholars. A few important views regarding education given by Indian thinkers are as follows:

**Rig Veda**: Education has been defined as “something which makes a man self-reliant and selfless”.

**Upanishads**: Education is that whose end product is salvation.

**Gita**: The knowledge of the Brahma or knowledge of the soul has been termed
as education. It emphasizes “Karma” particularly “Nishkam Karma” and that is the aim of education.

**Yaj Navalkya:** Education is that which makes a man of God character and useful for the world.

**Panini:** Human education means the training which one gets from nature.

**Kautilya:** Education means training for the country and love for the nation.

**Shankracharya:** Education is the realization of the self.

**Guru Nanak Dev Ji:** Education consists in service to others.

**Swami Vivekananda:** Education is the manifestation of divine perfection already existing in man. He also defines the functions of education as, “We want that education by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one’s own feet.”

**Sri Aurobindo** viewed education as, “helping the growing soul draw out that is in itself.”

According to **Rabindranath Tagore,** “Education is that which makes one’s life in harmony with all existence and thus enables the mind to find out that ultimate truth which gives us the wealth of inner light and love gives significance to life”.

**Gandhiji** expressed education as, “By education, I mean an all round drawing out of the best in child and man, body, mind and spirit”.

In brief, “Education according to Indian traditions is not merely a means of earning a living. It is initiation into the life of spirit, a training of human souls and thereby made powerful instrument of social, economic and cultural
transformation". Hence the Indian concepts of education have stressed the purpose of education for character formation and righteous living.

**Education - Western concept**

Many Western thinkers and philosophers have given their views on education. Some of them are as follows:

**Socrates** expresses education as, “Education means the bringing out of the ideas of universal validity which are latent in the mind of every man”.

**Aristotle** says, “The creation of a sound mind in a sound body. It develops man’s faculty especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially consists”.

**Plato** views on education as, “Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and soul of the pupil all the beauty and all the perfection of which he is capable of.”

In the words of **Milton**, “I call, therefore, a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both private and public of peace and war”.

**John Dewey**’s views on education as, “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities.

**John Adam** defines education as, “a conscious and deliberate process in which one personality acts upon another in order to modify the development of the
other by the communication and manipulation of knowledge”.

**Herbart** has viewed education as, “Education is the development of good moral character”.

According to **H.M. Horne**, “Education should be thought of as the process of man’s reciprocal adjustment to nature, to his fellows, and to ultimate nature of the cosmos”. From the above views expressed by Indian as well as the Western Thinkers on Education, it may be understood that the main functions of education are:

* All round development of personality
* Modification of behaviour
* Preparation for future living
* Progressive development of innate powers
* Sublimation of instincts
* Character building
* Development of social consciousness
* Development of good citizenship
* Preserving culture and civilization
* Development of social feeling

**History of Education in India**

Education has its long root in India since the Vedic period. During each and every stage, education had its changes in its nature and functioning. Here below is given the brief history of education under different classifications.
Vedic Period: The impact of culture on education in ancient India can be seen from a mere glimpse of Gurugula system of education. Gurugula System of education was prevalent in India in ancient times since the Vedic period. Gurukula schools were scattered all over the country. They were residential schools run by individual scholars, called ‘Acharyas’ or ‘Gurus’. The disciples used to live with their Gurus (scholars) in the ‘Gurukulas’ or ‘Ashrams’ and received education in the laps of nature. They were either at the Antskirts of the human habitations or in forest areas.

Normally, the children of higher status were only allowed for admission. In this system, pupils had to work for their teacher in house and field, attending to his sacred fires, and collecting alms for him (Gurus). The pupil was always ready to serve his teacher and awaited his commands. The Gurukulas needed no financial assistance from the state. Hence, there was no state control over them. Society maintained them and the state only admired and appreciated their efforts. It simply guided and moulded their activities as and when needed. The religious and moral factors dominated the system of education. Worship of God and religious feeling, character building, development of personality, observing the social duties of citizen, progress of social efficiency, preservation and propagation of national culture were the aims of education in this period.

Brahmanic Period: During this period, education was maintained by voluntary and private agencies. In other words, there was no direct control of state over education. Taxila, the famous university of India came into existence during this period. Kings, Aristocrats and Barons of then society used to give
donations to this institution and also provided stipends and scholarships to those who received education in it. But a significant change, which occurred during this period, was that education fell from the high pedestal of mission and service of the nation to a sort of profession in the hands of same Pandits and Purohits (learned scholars). The religious and moral aims dominated in the Brahmanic system of education. Education was regarded as a means of inculcating such moral habits like strict obedience to elders, god fearing (spiritual development), truthfulness, honesty and temperance. The main aim of education in Brahmanic period was total development of personality along with self control, character building and inculcating the social feeling.

**Budha Period:** Private universities of the Vedic and Brahmanic period changed into public institutions as we have today. Nalanda, Nadia, Vallabhi and Vikramshila were the famous universities of this period. These universities came to run by ‘Associations’ and ‘Samities’ and maintained their high reputation and smooth management in all matters. In short, they enjoyed complete autonomy and state control was next to nothing. Buddhistic education was primarily monastic in its outlook and contents. It aimed at the religious development of the individual. The aim of Buddhist Education was based on idealistic viewpoint. Therefore, the aim of education was spiritual. Later on, it became secular in contents.

**Muslim Period:** During this period the ‘Maktabs’ and ‘Madarsas’ turned into agencies of religious conversion to Islam of the infidels by the Muslim
monarchs and the Mullas. During the early Muslim period, education was based on religious ideals. The boys were taught the 'Holy Quran'. The following were the main aims of education.

* Propagation of knowledge
* Propagation of Islamic religion
* Acquainting the Mohammedans with the principles, beliefs and codes of conduct of Islam
* Intellectual development
* Strengthening the foundation of Muslim administration

**British Period:** During this period, the decree of 1835 set the seal on English Education for India. The Wood’s Despatch of 1854 recommended the establishment of universities and Departments of Public Instruction. The Hunter Commission of 1882 recommended the establishment of model schools by the government and withdrew from the direct management of secondary schools by encouraging voluntary and private bodies to run them on grant-in-aid basis. Thus, Departments of Public Instruction began to be established with more and more officers to complete the task of education. The system of British Education was implanted in India with purely political aims. It developed a class of people, Indian in blood and colour, but English in taste, opinion, morals and intellect.

**Modern Period:** After political freedom and independence, and after careful consideration decided to transform itself into a secular democratic republic, education in India has been decentralized. Now, education is one of the
responsibilities of the State Governments. The Kothari Commission (1964-66) has shared and distributed the responsibilities of education among the Central, the State and the Local Bodies. All these authorities share the responsibility of educating the nation to the best of their resources and capacities.

**Educational Centres in Ancient India**

One of the specialties of ancient education in India was the deep spiritual relationship between the pupil and the teacher. The pupils received education by staying at the residence of their teacher. The educational institution during the Vedic period was known as Gurugulam. The schools established by the Buddhist monks were known as Monasteries and Viharas. Monasteries and Viharas were well organized institutions compared to Gurugulas. They imparted higher education to pupils systematically. The educational centres were Valabhai, Mithila, Vikramasila, Oadantpuri, Nadia and Jagaddala. Nalanda and Taxila rose to the status of universities and developed into universities of international standard and importance.

**Education in Tamilnadu – A Brief Introduction**

Ancient Tamilnadu was divided into three major kingdoms, namely, the Chola, (occupying Kavery delta), the Pandya (the south of Chola kingdom) and the Chera (extending along the west coast). The history of Tamil Literature had necessarily to begin with an account of ‘Sangam’. There were three Sangams in antiquity. The Sangam was an organization in which only the highly learned men had membership. All the three Sangams were said to have flourished in the Pandian Kingdom. Many Pandian Kings patronized them. The ‘Sangam
Age’ in Tamil literature was a period of great literary glory. The age was a period of awakening of people, when the arts and sciences flourished alike. The people obtained all social amenities.

During the Sangam Age, the education was religious-centred. Prayers were written on palm leaves and they were learnt by heart. The rulers of the Sangam Age had their faith on the Brahmanical religion and performed many sacrifices. Education had its growth during the Sangam Age. The Tamilians had been busy with myth-making and all sorts of stories were told in connection with Agashtya, the supposed father of the language and its first grammarian.

1) History of Sangams

a) The First Sangam: The first Sangam was established in old Madurai which was later submerged in the Indian Ocean. There were 549 members in the first Sangam. No less than 4499 authors submitted their writings to it and obtained its approval for them. Eighty nine Pandian kings patronized the first Sangam which lasted for 4400 years. The notable works of this first Sangam were Akattiyam, Paripadal, Mudurai, Mudukuruku and Kalariavirai.

b) The Second Sangam: It had its seat in another submerged town called Kapatapuram. It included Agastya and forty nine members in all. This Sangam received the support of fifty nine Pandiyan kings. It flourished for about 3,700 years. The classics of this period were Akattiyam, Tolkappium, Isai Nunnukkam and Vendoli. This Sangam housed in its library 8,149 works, but all were swept away by the sea. Since Akattiyar was common to both sangams,
it is obvious that the second was a continuation of the first. The works of the second Sangam are also now lost, except Tholkappium.

c) The Third Sangam: It had its seat in Northern Madurai or the Present Madurai known to us. Its membership totalled forty-nine, but 449 poets submitted their works to it for approval. Forty-nine Pandian kings patronized it and it continued for 1850 years. The major lights of this Sangam were Nakkirar, Iraiyanar, Kapilar, Oaranar and Sittalai Sattanar. These learned members were called by the king to set the standard for Tamil and to give approval to works. The classics of this period were Nedunthokai, Natrinai, Ainkurunuru, Paripadal and Paditruppattu, while many of these are now lost, some works fortunately survived to give an idea of the richness of Sangam Literature. A complete list of the forty-nine members of the third Sangam is given in the “Garland of ‘Tiruvalluvar’ included at the end of his immortal work “Kural”.

It is highly probable that the Sangams were more or less continuous, although they are now described as three because of the changes in the capital from old Madurai to Kapatapuram and again from the later to northern Madurai.

2) Gurukulam

During ‘Sangam Age’ the schools were conducted in the teacher’s house itself which was called ‘Gurukula’. Just as ‘Devakila’ means the temple of God, ‘Gurukula’ means the temple of the Guru or teacher. The teacher was called ‘Kanakayar’ which means a great scholar. Unlike the modern teachers, the teachers of those days studied many books keeping the matters in their
memory. The pupils were astonished to see the all-round talents of their teachers. The students respected their teachers as God or next to God. There is a popular Tamil saying “one who teaches is the god”. When the pupils came to the teacher for their study, first they prayed him. They said, “Long live the teacher; he is our guide”. Those teachers were well versed in literature, grammar, Sanskrit, Telugu and other languages. They taught mathematics, astrology, medicine and music. So the students also learnt different subjects and they too become proficient in all. In all the villages, the teacher was respected as astrologer, prophet and as doctor. So the teacher worked for the welfare of the students throughout their life and most of the Sangam poets were all teachers. The Nakkirar was one the greatest teachers of that age.

3) The village school or pial school

In those days even the village had a school which was called ‘Pial schools or Thettry school.’ These schools were conducted under the shade of a big tree, generally a banyan tree. That school was called ‘Mantram’ or ‘Ambalam’ because during the leisure time of the school they discussed matters in that place convening the village. Sometimes music performances were also conducted there. Later the village schools which were conducted under the shades of trees were converted into a small mutt which was called a school.

The edict of Raja Raja Chola says the Tiruvaduthurai mutt was sanctioned separate land for educating the students in Vilakarnam. And there is another edict which says about the establishment of a school for medical
sciences at Tirumikkudal in Thondai nadu. Madurai was the seat of learning in South India. The Kanchi was also another seat of learning which was praised as Thatchnakasi by South Indian Hindus. Ennayiram in South Arcot district had a college endowed with about 300 acres of lands. Three hundred and forty students received free tuition, boarding and lodging. Venkatesha Perumal Temple at Tirumikkudal in Changleput district had a college with a hostel and hospital attached to it. This college provided free lodging and boarding for 60 students. Mulkapuram in Gundur district had a college with a hostel and a hospital attached to it. In this college, eight teaching faculties were teaching one hundred and fifty students were studying. There was another college at Punnaivayal in Tanjore District which was fixed on wooden frames. Copper frames were also made for the safety of the ‘suvadies’ (learning material). Many pictures were drawn on the frames with colour ink. There was a way to tie a Suvadi. Teachers often tested how their students tied their suvadies.

On the occasion of Saraswathy pooja, the students used to arrange the old suvadies and the new suvadies in the proper order. If a suvadi became very old, they would take a copy of it and the old suvadies were thrown in the river during ‘Adiperukku’.

**Evolution of schools**

Historically the school was invented as a social institution that was endured with the function of providing formal education to children as the informal agencies were unable to take-up the task of transmission of cultural heritage to the younger generation due to growth of knowledge abundantly and
due to the increased complexity of life. It became an active instrument for transmission of cultural and social heritage conserving the past culture, serving the present generation and reserving it for the posterity.

The evolution of schools in the recent past are summarized below:

- Culture-centered school
  - Community-centered school
    - Teacher-heritage centered school
      - Social-centered school
        - Subject-centered school
          - Child-centered school
            - Life-centered school
              - Work Experience-centered school
                - Technology-centered school
Pattern of Education in India

Education in India varies with regard to curriculum, mode of admission, pattern of evaluation, and so on. The notable patterns of education available in Indian educational scenario are State Board, Matriculation, Indian Certificate of secondary education (ICSE), and Central board of secondary education (CBSE). Among these different patterns of education, the parents choose the schools for their children based on their needs, expectations, family circumstances, economical status, residential locations, capacities and some other factors.

State Board

State Board pattern of education is the system of education that is sponsored, designed and practiced by the state governments concerned in India. It brings out a unique pattern of studies. In Tamilnadu (one of the states in India), it is run and managed by the government of Tamilnadu. Its curriculum is unique and distinct from that of other educational systems. The government has the sole authority and right to bring out the changes or modifications in the pattern of curriculum, text books, methods of instruction, fee structure, admissions, enrolment and pattern of evaluation. The staff members of these educational institutions are appointed by the government, the salary is given by the government. The state board education is being practiced by the government schools (the schools run by the department of school education of union territory / state government), the government aided schools (the schools run by the private managements by receiving grant-in-aid from the union
government / administration of union territory / state government) and private schools (the schools run by the private managements without receiving any grant-in-aid from the government).

In the government schools, the infrastructural facilities and other physical facilities are maintained by the government itself where as in the government aided schools and private schools, the infrastructural facilities and other physical facilities are maintained by the private organization concerned. The curriculum, syllabus, text books, and pattern of evaluation are common for all the schools. As far as the admission norms and the appointment of staff the government and the government aided schools are supposed to follow the rules and regulations of the state government. Tamil should be taught compulsorily in all the standards. The schools practice Tamil or English or other minority languages as medium of instruction based on the nature of the learner. District common examination is being conducted for standards VI to IX, and XI. The state level common examination has been conducted for standards X and XII by the Government Board of Examinations.

**Matriculation Board**

The matriculation schools have been started and run by a society / trust duly constituted and registered under the provisions of state acts. At the beginning these schools were recognized and monitored by the university of Madras and Madurai. On and after 1st June 1976 the schools are recognized by the department of education, the government of Tamilnadu. Recognition had been accorded from standard I to X or the standards that actually exist. These
schools are not receiving any grant-in-aid from the government and they are self-financing schools which meets their financial requirements from the fees collected from the students and other donations. They practice English as medium of instruction.

They are allowed to frame their own curriculum, design their syllabus and practice their own pattern of evaluation, except for the last one year preparing students for the Matriculation public examination. Now, the matriculation schools are considered as a separate entity by the state government. A separate matriculation board was constituted under the chairmanship of the director of school education and the board controls the infrastructure and other facilities of matriculation schools and conducts the matriculation examination at the 10th year. The matriculation schools are also encouraged to start the higher secondary course, viz., standards XI and XII under the supervision and control of the Director of School Education. They are directed to adopt the rules and regulations of the directorate at higher secondary level with regard to curriculum and evaluation.

Central Board of Secondary Education (CBSE)

Central Board of Secondary Education (CBSE) is one of the widely recognized boards of school education in India. Although CBSE got its present name in 1952, its origin can be traced back to 1921 when the U.P Board of High school and Secondary Education was set up. The importance of CBSE lies in its effort to impart a common education in this land of diverse culture and heritage. The CBSE has two primary objectives, one is to serve the
educational institutes more effectively and the other is to meet the educational needs of those students whose parents are employed in the central government and has frequently transferable jobs. The CBSE frames its curriculum and prepares the syllabus for the schools affiliated to it. All the schools affiliated to the Delhi Board, schools of Chandigarh, Andaman Nicobar Island, Arunachal Pradesh and Sikkim falls under its jurisdiction, besides the Kendriya Vidyalays (schools run by Kendriya Vidyalaya Sangathan, an autonomous organization under the Ministry of Human Resource Development of the government of India), Jawahar Navodaya Vidyalayas (schools run by the Navodaya Vidyalaya Samiti of the government of India), and some private unaided schools (schools run by a society / trust duly constituted and registered under the provisions of central/state acts not getting any regular grant-in-aid from any government). The jurisdiction of CBSE goes beyond the national boundaries and has schools in the Middle East and the U.S. too. Apart from preparing the syllabus for the schools affiliated to it, CBSE also conducts two board examinations: the All India Secondary School Examination for class X and the All India Senior School Certificate Examination for class XII. It also conducts one Engineering Entrance Examination (AIEEE) and one Medical Entrance Examination (AIMEE). These are common Entrance Examinations on all India basis, success in which would mean entrance to various professional Engineering and Medical Colleges across the country.

It is a self-financing body meets its financial requirements from the annual examination charges, affiliation fee and the entrance examination that it
conducts. CBSE does not receive any grant-in-aid from the central government and any other source. Admission in the school affiliated to the CBSE shall be made without any distinction of religion, race, caste, creed, geographical area, place of birth or any of these. As regard to reservations of SC/ST students it shall be governed by the education Acts/Rules applicable to the State/Union Territory where the school is situated.

The board may grant autonomous to selected schools with a view to giving them an opportunity to take initiative in the field of curriculum and evaluation. The school seeking autonomous status should be a high order school among those affiliated with the board. The board may withdraw autonomy if it is not satisfied with its operation or if the school ceases to satisfy any of the conditions for the grant of autonomous status.

**Indian Certificate of Secondary Education**

The Indian Certificate of Secondary Education (ICSE) is committed to serve the children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence. The main aim of this education is the replacement of the overseas Cambridge school certificate examination by an all India examination. In 1973, the Council was listed in the Delhi School Education Act 1973, as a body conducting “public” examinations. It is a self-financing body meets its financial requirements from the fees collected and the donations received. It does not receive any grant-in-aid from the central government or
from any other source. Admission in the school affiliated to the ICSE shall be made without any distinction of religion, race, caste, creed, geographical area, place of birth or any of these. The schools affiliated to this system follow the curriculum framed by the board of studies and many international schools are following this pattern of education. English is the medium of instruction in these schools.

**Compendium of Research in Awareness and Parental Choice**

A description of the concept of education, historical development of education, need of schools and pattern of education practiced in India was made in the preceding section of this chapter. The following pages of this chapter contain a detailed collection of research pertaining to awareness of parents and the choices made by them to admit their children in schools.

**Studies on the Awareness of Parents**

West A. et al (1995) studied the awareness of parents on schools to admit their children. The study revealed that whilst over a half of those interviewed seemed to understand the admissions procedure, over a third did not seem to understand it, and just over one in ten thought that they did understand but in fact they did not appear to have grasped the relevant procedures. In addition, about half of the parents felt that they did not understand all the admissions criteria, whilst under a quarter understood some of them; however, around a sixth did not know what the criteria were. A significant proportion of parents do not, therefore appear to have the necessary information or knowledge to be able to exercise their power in relation to choosing schools.
Power S. and Clark A. (2000) studied the range of practice amongst secondary schools and explored how different arrangements were experienced by diverse groups of parents. The study revealed that, in general, schools were largely positive about what they were doing. However, interviews with parents from four case study, schools gave a very different impression. Parents often felt that reports were too generalized and were also confused about grading systems and apparent discrepancies in reports - irrespective of the style of the report. In addition, there was almost universal criticism of the organization of parents' evenings with many reporting that they were frustrating and unproductive encounters. This was especially the case for those with little or no English and for those whose children had difficulties at school.

Mayer, Daniel P. et al (2002) in their study on “School Choice in New York City after Three Years: An Evaluation of the School Choice Scholarships Program” found that patterns of impact for Hispanic students differed markedly from patterns for African American students in regard to test scores. Parents reported that schools and classes attended by scholarship students were smaller than those attended by public school students. Private schools were more orderly than public schools. Parents of children who switched to private schools were much more satisfied with their schools than parents of public school students. Among students offered scholarships, 53 percent used them to attend private schools for 3 full years. Parents who declined scholarships generally did so because they could not afford the added tuition and expenses.
Trudy H. Bers and Pamela M. Galowich (2002) in their study found that parents had high academic goals for their children but overestimated academic abilities; they engaged in a variety of college search and choice activities. Focus group research enriched survey findings: Parents expected substantial communication directly from the college about their children's course choices and academic progress.

Studies on the Choice of Parents

Kamin Jonathan and Erickson Donald A. (1981) carried out a research on “Parent Choice of Schooling in British Columbia: Preliminary Findings”. A survey in British Columbia of 993 mostly urban parents, with children in 121 public and private schools were selected to identify the ways they chose their children's schools, the qualities they desired in those schools. The factors examined included social class, income, occupation, education, religion, number of schools considered, sources of information, amount of thought given to the choice, degree of involvement of various family members in the decision, and reasons for the selection made. Among the findings were that social class affected the type of school chosen, the family members involved, and other factors, but did not affect the reasons for the choice or the number of schools considered. Reasons for choosing private schools centered on religion, discipline, and academic quality, while those for choosing public schools tended to involve convenience or school location. A small, but significant, number of parents, of low social status and educated in public schools, gave
little thought to school selection and tended/decided to choose public schools for their children.

**Alison Petch** (1986) carried out a study to explore the parental choice at entry to primary school. A survey was conducted in three Scottish regions and the study revealed that beyond purely practical considerations of proximity and safety, a major emphasis was given to the 'happiness of the child', to select a school which will offer most in terms of the child's general well-being.

**Moore and Davenport**, (1990) found that the choice option does not eliminate one of the most powerful distinctions in student performance, but at the same time controlled choice is one means to minimize the occurrence and negative effect of inactive choosers. With controlled choice, district level admissions processes sought to balance the desires of students and parents with the broader social concerns for equitable racial and / or socio-economic representation.

**Janet B. Hunter** (1991) carried out a study on “Which school? A study of parents' choice of secondary school” to explore the basis on which the parents of first-year secondary pupils had chosen the school which their child attended. Parents of boys and girls at both mixed and single-sex schools were asked about the sources of information they had consulted, the aspects of the school which they had taken into account and the four most important reasons for their choice. The four aspects most often cited by parents as most important in their choice of secondary school were:
1. Good Discipline / Well-Behaved Children
2. Emphasis on good examination results
3. Single-Sex schools
4. Proximity to home.

The study also revealed that, parents of African or Caribbean background most often cited the school's emphasis on good examination results as their main reason for choosing it, while a single-sex school was chosen by the highest proportion of Asian and 'other white' parents. Parents of 'other black' ethnic background most often emphasized good discipline, whereas those of English, Scottish, Welsh or Irish backgrounds did not favour any one of the four aspects in particular. Nearly 86 per cent of those parents who had chosen the school mainly because it was single-sex were parents of girls.

In 1991, the Massachusetts legislature passed an open enrollment law permitting students to enroll in schools outside their home communities. **Richard Fossey** (1994) carried out a study to compare certain characteristics of Massachusetts sending and receiving districts in those settings in which 20 or more school-choice students transferred from one district to another. This comparison revealed that families generally enrolled their children in the schools of communities having higher indicators of student performance and higher socioeconomic status than the districts they left.

**Anne West and Andreas Varlaam** (1991) carried out a study to ascertain factors that parents of fourth-year primary school pupils felt were important when choosing a secondary school for their children. A total of 72 parents were
interviewed, before a final choice of secondary school had been made. Fifty-seven per cent of the parents of girls chose a single-sex school, compared with only 23 per cent of the parents of boys. The four factors most frequently mentioned as important (without prompting) when choosing secondary school were: the child wanting to go there, good discipline, emphasis on good examination results and ease of access. When prompted, however, the four aspects cited most frequently as important were good teachers, good discipline, the child wanting to go there and good pupil-teacher relations. The most important aspects were good discipline, the child wanting to go, a good choice of subjects, the fact that the school was a church school and the school's proximity to home, further three-quarters of parents reporting that their child's friends went to the school. Three-quarters of the parents said there were particular schools to which they did not want their child to go—the predominant reason given was its 'bad reputation'.

**Moshe Tatar and Kalman Benyamini** (1992) explored the parental choice of schools. A survey was conducted among 458 parents of sixth, eighth and ninth graders attending Jerusalem schools. Respondents ranked a series of possible factors according to which they would choose a school for their child if they had a choice. The study revealed that the highest priorities were given to the quality of teaching and curricula, educational programs and school management. Secondary status was accorded to more extrinsic factors such as school reputation, social status of the school's population, etc.
Similar patterns of preference were found among different subgroups of parents. Conditions under which parents' choices might in fact be guided by certain intrinsic school factors.

Wilson, Harold E. et al (1992) surveyed the factors that influenced parents' choice of schools for their children in a Midwestern suburban school district. They found that majority of respondents were aware of a choice policy, but 46 percent claimed they were unaware. When asked if parents should have a choice of any school, 87 percent answered affirmatively; when asked if students from other districts should attend schools in this district, only 37 percent said "yes." When asked if they would choose another district school, only 22 percent responded affirmatively. When considering the relative importance of 12 factors used in the 1990 "Phi Delta Kappan" pool, parents chose student body grades or test scores, student body racial or ethnic composition, and proximity to home as the three most important selection factors. These results contradicted the "Kappan" survey's findings concerning the primary importance of teaching staff quality, maintenance of student discipline, and curriculum. Midwestern parents' survey responses implied a difference between parents' philosophical feelings and the choices they actually made.

Morgan, Valerie et al (1993) explored the factors motivated parents' choice of new integrated schools in Northern Ireland (Catholics and Protestants together). They identified five major factors that motivated the parents' choice.
They were (1) ideology; (2) educational quality; (3) dissatisfaction with present school; (4) convenience; and (5) mixed marriages.

Martin Stuart (1993) carried out a longitudinal study of eight London families used rational choice theory to explore the extent to which parents behaved rationally while seeking a secondary school for their children, according to rights given to them by England's Education Reform Act (1988). Families were recruited at two London primary schools serving predominantly low socioeconomic areas. Parents were interviewed five times and maintained diaries over the 18 months school choice process. Interview questions concerned criteria used when choosing schools, processes used to seek information, and strategies used to create the preference order. Findings suggested that parents did not act rationally when investigating and selecting schools. Rational choice theory predictions were more useful in explaining the tactics parents used in deciding what schools to list and the order in which to list them. Most parents tried to quantify uncertainty in the process by applying information they had gained earlier. The number of places available, number of potential applicants, and range of the school's catchment area determined level of risk involved in a choice or priority order. Parents tried to obtain accurate information but some did not trust the local authorities, could not obtain the needed information, or did not recall the needed information so could not realistically assess the amount of risk. The report concluded that rational choice theory was not satisfactory for an analysis of the choice because choice under
uncertainty was not rational; attitudes, values, and personality also influenced behaviour.

Knodel J (1994) in the research on "Gender and schooling in Thailand" found that parents' decisions about schooling were based both on concerns about children's welfare and the returns for parents. Gender was a consideration in schooling even though the gender gap in education had closed.

Yaacov J. Katz and Mirjam Schmida (1994) carried out a study on "Parental considerations when choosing high schools for their children". The study revealed that middle and upper-middle socioeconomic status parents of Western ethnic origin were characterised by parental choice based on intrinsic parental resources as well as on high level school prestige. Parents from the lower-middle and lower socio-economic status and of oriental ethnic origin were typified by parental choice of high schools based on extrinsic parental resources without the school prestige factor being taken into account. Parents of heterogeneous socioeconomic status and of mixed ethnic origin took a "middle of the road" attitude and were characterised by parental choice of high schools that integrated the choices typifying parents of Western and Oriental ethnic origin.

Since prestige was conceived as attribute conferred upon the school by the parents, Moshe Tatar (1995) explored the factors that contributed to the prestige of high schools, in the view of parents. Data were obtained from 465 parents of 9th and 11th graders attending 18 state-secular junior and senior high schools. Educational attainment was found to be the prime correlate of school
prestige, followed by—in descending order—the quality of teachers, students, parents, school policies, climate, management, and physical facilities. Although factors intrinsic to education proper were found to be the prime source of attribution of prestige to schools, certain parents subgroups were identified for whom prestige was related primarily to extrinsic features.

**Martinez, Valerie J. et al** (1995) carried out a research on “The Consequences of School Choice: Who Leaves and Who Stays in the Inner City”. The study revealed that, among a low-income Latino population, parents who participated in school choice programs shared significant characteristics, these included mother's education, high parental involvement, and higher education expectations. Characteristics remained the same for parents choosing private or public schools.

**Patricia A. Bauch and Ellen B. Goldring** (1995) carried out a study on “Parent Involvement and School Responsiveness: Facilitating the Home–School Connection in Schools of Choice”. The study revealed that religion, income, and ethnicity were important in understanding parents’ reasons for school choice and that school type was a major factor in understanding the relationships between parent involvement and school responsiveness.

**Moshe Tatar** (1995) did a study on “The Prestige of the High School as Viewed by Parents”. The study revealed that educational attainment was found to be the prime correlate of school prestige, followed by—in descending order—the quality of teachers, students, parents, school policies, climate, management, and physical facilities. Although factors intrinsic to education proper were
found to be the prime source of attribution of prestige to schools, certain parents subgroups were identified for whom prestige was related primarily to extrinsic features.

Research carried out by Bristol Lea (1995) showed that the academic record of a school was the most important reason for parents choosing a particular school. The school being located close to home came after many other reasons. These included: impression on visiting, child wanted to go there and siblings at same school.

Stead and Davies (1998) carried out a research project to explore whether education policy, in promoting greater competition between schools, had led to an increase in distance travelled. The authors however, did not find any significant increase in the length of education journeys among pupils at the schools they selected. They suggested that a larger study involving more schools might have identified this trend.

Henry M. Levin (1998) carried out a study on “Educational Vouchers: Effectiveness, Choice, and Costs”. The study revealed that the evidence was consistent that educational choice led to greater socioeconomic status (SES) and racial segregation of students.

Anne, West et al (1998) carried out a research study on “Choices and Expectations at Primary and Secondary Stages in the State and Private Sectors”. This study examined a range of issues concerned with the process of choosing schools in the private and state sectors at the primary/Secondary stage and at the time of transfer to secondary/senior school. The findings indicated
that choices about schools were made at different times and in different ways by parents who used the state and private sectors. One of the key findings was that the process of choosing a school began earlier in the private than in the state sector; another was that quality of education was cited more frequently as one of the 'top three' essential factors by parents of children in the private sector. At both the primary and preprimary transfer to secondary stages, very high percentages of parents considered it essential that their child should be happy.

Taylor and Yu, (1999) found that the choice option did not eliminate one of the most powerful distinctions in student performance, but at the same time controlled choice was one means to minimize the occurrence and negative effect of inactive choosers. With controlled choice, district level admissions process sought to balance the desires of students and parents with the broader social concerns for equitable racial and/or socioeconomic representation.

Bomotti (1999) had studied parental rationales for choices related to magnet school selection. Interestingly, her findings were mixed. On the one hand, strong majorities of parents chose alternative schools for their children, she also found that there was a strong tendency for the parents who made such choices to be those already the most active in their children’s education and the most highly informed about educational issues. Furthermore, she found that “choosers” were less diverse, more educated and wealthier than the overall district population.
E. B. Goldring and C. S. Hausman (1999) carried out a research study on “Reasons for parental choice of urban schools”. This study explored differences in race, socioeconomic status, and reasons for choice among four groups of parents in one urban school district with a controlled parental choice plan: (1) magnet school choosers; (2) integrated non-magnet school choosers; (3) non-integrated non-magnet school choosers (i.e. 98% or greater African-American enrolments); and (4) non-choosers (i.e. those parents who did not seek information to engage in the decision-making process regarding choice of school). The results of the analysis indicated that parents background characteristics, parents' reasons for choosing a particular school, satisfaction with public schools, and distance between the home and school differentiate between parents who chose magnets, parents who chose non-magnets, and non-choosers.

Helen Dryler (1999) carried out a study on “The Impact of School and Classroom Characteristics on Educational Choices by Boys and Girls: A Multilevel Analysis”. It was studied in the context of 25 per cent random sample of Swedish comprehensive schools in 1991 and 1992. The results of the study showed that pupils' choices of study field varied significantly between schools and classrooms when pupil-level characteristics had been controlled for. The results also showed that both boys' and girls' choices correlate with those of classmates of the same sex, but not with those of the opposite sex. However, the contextual variables in this study that characterised schools and classrooms (such as the percentage of boys/girls in classrooms, etc.) did not
account for the school and classroom variances, although some school /
classroom characteristics were significant.

Schools, and Household Preferences”. A total of 1100 parents were taken for
the study and they were classified into six sub groups namely, Anglo, Black,
Hispanic, Low income, Moderate income, and High income group. Education
quality, class size, safety, location and friends were the five factors considered
for the choice of selection. The following table shows the percentage of
weightage given to each factor by each sub groups.

Percentage of Racial and Income groups finding each factor Important or
Very Important

<table>
<thead>
<tr>
<th></th>
<th>Anglo</th>
<th>Black</th>
<th>Hispanic</th>
<th>Low income</th>
<th>Moderate income</th>
<th>High income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Quality</td>
<td>93.5</td>
<td>95.8</td>
<td>95.2</td>
<td>96.4</td>
<td>94.8</td>
<td>95.2</td>
</tr>
<tr>
<td>Class Size</td>
<td>87.9</td>
<td>86.4</td>
<td>86</td>
<td>82.9</td>
<td>88.2</td>
<td>87.6</td>
</tr>
<tr>
<td>Safety</td>
<td>62.8</td>
<td>73.8</td>
<td>80.4</td>
<td>80.8</td>
<td>80.4</td>
<td>68.3</td>
</tr>
<tr>
<td>Location</td>
<td>52.6</td>
<td>70</td>
<td>78.1</td>
<td>78.8</td>
<td>70.6</td>
<td>62.7</td>
</tr>
<tr>
<td>Friends</td>
<td>31.6</td>
<td>31.9</td>
<td>48.5</td>
<td>51.4</td>
<td>39.6</td>
<td>32.4</td>
</tr>
</tbody>
</table>

The study revealed that each group considered education quality the most
important concern, followed by class size, safety, the location of the schools,
and the presence of students’ friends at the school. A large percentage of
African American respondents and Hispanic respondents than of White respondents said that safety was important in their choice of schools. Even among Anglos, six parents out of ten indicated that safety was prominent among their preference for their children's schools. Only one of the six subgroups (low income households) had a majority (51.4%) of respondents for whom the "friends" factor was important or very important.

Hugh, Foot et al (2000) carried out a research to explore the parents' preferences, knowledge and expectations at pre-school education. A questionnaire survey to 911 parents across Scotland, together with in-depth interviews with 91 parents in the Glasgow area, elicited information concerning preferences, beliefs, knowledge and expectations when choosing suitable provision. The study revealed that constructive partnerships between pre-school service providers and parents needed to be established on the basis of a clear understanding of what parents wanted and expected for their children from pre-school provision. The results also expressed that parents prioritised the safety and care of their children above all else and that, beyond this, selection of type of provision (playgroup, local authority or private nursery) depended upon the relative value they attached to education, setting, convenience and meeting parents' needs. Results were consistent with the theory of planned behaviour that predicting actual choice of provision depended upon parents' knowledge, strength of desire to place their child, social support and perceived control over available options.
Philip Vassallo, (2000) an educational consultant, in his essay on “Empowering Parents through School Choice” pointed out that, studies from school-choice experiments, including the Milwaukee Parental Choice Program, Dayton PACE Program, New York School Choice Scholarships Program, San Antonio CEO Horizon Scholarship Program, and Washington Scholarship Fund, showed that choice could be an engine for parental involvement. These studies indicated that parents with children in choice programs attended more school activities, volunteered more in their children’s schools, communicated more with teachers, and helped more with homework. He also indicated that, a recent survey by Portrait of America found that 52 percent of adults believed that introducing competition by allowing parents to select schools would do more to improve education in America than spending money. Similarly, 59 percent said that allowing parents a choice in school selection was more likely to produce accountability than oversight by a school board.

John, Williams et al (2001) carried out a study to explore the parents’ experiences of the process of choosing a secondary school. The study revealed that the most common reason that parents gave for wanting a place in their favourite school was that the school had good academic outcomes, mentioned by 4 out of 10 parents. Other common reasons were that a sibling attended the school, nearness from home, travel convenience and the child's preferences. Almost three-quarters (72%) of parents applied for a place in their nearest state school, but 28% did not. Among the parents who did not apply to their nearest school, the most frequently cited reasons for not doing so were poor discipline,
mentioned by more than 1 in 3 (35%), followed by poor academic results, cited by 31%. Other less frequently cited reasons were bullying problems, mentioned by 14%, and the fact that the particular school was not a denominational one, cited by around 1 in 10. It was also revealed that there was a relationship between the reasons articulated for favouring a particular school and the background characteristics of parents. The parents of Social Class I or II cited academic reasons for choosing their favourite school than the group comprising Parents in a Shire authority, who rented in the social sector, were of white ethnic origin and where the mother had never worked.

Scott, Davies (2001) carried out a research study on “School Choice by Default? Understanding the Growing Demand for Private Tutoring in Canada”. The study revealed that parents who hired or desired affordable tutoring did not differ greatly from other parents in their demographics or political ideology. However, tutoring parents were less satisfied with public education, were more involved in their children’s schooling, and greatly more desiring of private schooling and other educational alternatives. I also inferred that for many parents, private tutoring represented a “school choice” by default, an affordable educational option in lieu of the ability to pay for private schools.

Steer Davies Gleave (2001) was commissioned by the Department for Transport to undertake a study (across England and Wales) to identify the Factors Leading to Increased School Journey Length. It drew on both documented policy and research by others in a literature review in the early stages as well as further analysis of the National Travel Survey (NTS) data.
The major factors identified are,

- There has been a significant rise in car ownership over the last 10 years.
- The rural share of the population of the UK is growing.
- There has been a rise in the number of working women in recent years and they chose a school nearer to their workplace location. Working mothers may choose primary schools that have nurseries or after-school clubs that may not be their nearest primary school, thereby increasing distance.
- Increasing differentiation between school facilities/services will attract different types of parents and encourage longer distances.
- The explanation may be that increasing concern about the quality of schools (both ‘academically’ and ‘socially’) may encourage parents to seek to get their children into selective schools, on the understanding that these will be better for their children.
- The rate of change in the average length of school journeys appears to have accelerated since 1995. This may be due to the organizational changes, the emergence from the recession of the early 1990s, and more emphasis on quality of schools.

**Trudy H. Bers and Pamela M. Galowich (2002)** did a research to learn about parents’ roles in the Community college choice process. The survey findings revealed that parents had high academic goals for their children but overestimated academic abilities; they engaged in a variety of college search and choice activities. It also revealed that parents expected substantial
communication directly from the college about their children's course choices and academic progress.

Weiher and Tedin (2002) explored how parental preferences varied along racial lines and the implications of this for segregation in schools by comparing the stated preferences of parents to their actual behavior.

They hypothesized that if household preferences varied systematically by race, then a choice system could result in racially distinctive schools. Weiher and Tedin found that there were no systematic differences between parents of different races based on their stated preferences. However, differences did occur along racial lines when behavior was considered. The racial composition of accepting charter school was a stronger predictor of where parents would ultimately place their children than their stated preferences. Also, highly educated parents were more likely to select schools based on their academic performance. These researchers concluded that parent's stated preferences were not an accurate reflection of parent’s true preferences.

A study by Buckley and Schneider (2002) revealed that parents were considering student demographics in their school selections decisions. These researchers worked under the assumption that, when given the option to choose a school, parents were prone to pick a school on factors other than the quality of education although survey information would have us believe otherwise. Black and Hispanic parents, in higher rates than White parents, expressed that education quality of the school had the biggest influence on their decision. Using website search patterns Buckley and Schneider found that the
composition of the student body, test scores, and location were the three prominent variables that parents were seeking information about. These preferences remained important even when parental education was taken into account. Buckley and Schneider expressed that preferences of parents revealed their actual behavior.

**Schneider Mark and Buckley Jack,** Columbia University, New York (2002) carried out a study on “What Do Parents Want from Schools?” Using Internet-based methodological tools, parental preferences (revealed through information-search patterns) were studied and compared to the standard findings in the literature, which were based largely on telephone interviews. Based on this evidence, it was suggested that unfettered choice might lead to undesirable outcomes in the distribution of students, and it might also lead to reduced pressure on schools to improve academic performance. Stratification might increase if parents with higher levels of education were more likely to exercise choice than less-educated parents.

**Gregory R. Weiher and Kent L. Tedin** (2002) carried out a research on “Does Choice Lead to Racially Distinctive Schools? Charter Schools and Household Preferences”. A total of 1006 charter school households in Texas were taken for the study. A comparison of the characteristics of the traditional public schools that choosers leave with the characteristics of the charter schools they choose indicated that race was a good predictor of the choices that choosing households make. Whites, African Americans, and Latinos transfer into charter schools where their groups comprised between 11 and 14
percentage points more of the student body than the traditional public schools they were leaving.

**Gardner, John** (2002) conducted a study on “How School Choice Helps the Milwaukee Public Schools”. The study revealed that Milwaukee Public Schools (MPS) students made significant academic gains during 1997-2001, when the most rapid expansion of school choice occurred. On independent standardized exams, MPS students improved on 11 of 15 tests compared to a national sample. The percent of MPS students demonstrating proficiency on all 15 tests increased. The enrolment increased by 4,576 students since 1990. The dropout rate declined. The learning gains coincided with and reflected system-wide changes within MPS. Expanded school choice prompted a positive response from many MPS schools. The impact of these changes was particularly strong on low-income, minority children.

**Weinles, Dan** (2003) study on “Self-Selection and Student Achievement in Urban Schools: Examining the Role of Family Educational Involvement” found that direct parental involvement in school exerts an independent positive effect on the likelihood of attending a school of choice. Only parental educational expectations, however, were independently and positively associated with attending a school of higher admissions selectivity within the choice sector. Finally, the formula FEI, i.e., Family Educational Involvement was found to moderate the positive relationship between school admissions selectivity and student achievement, though the relationship remained statistically significant.
Peter, Mackenzie et al (2003) carried out a study on “Parental Priorities in the Selection of International Schools”. The study revealed that a major factor influencing parents was the perceived importance of an English-medium education. Interesting similarities in perceptions to emerge from the study were found amongst parents from the different schools and we found amongst parents from the different schools and amongst parents of primary and secondary age children, while differences in perceived levels of importance clearly emerge between fathers and mothers, and between parents from different geographical backgrounds.

Sjoerd, Karsten et al (2003) explored how school choice had influenced in Dutch primary schools. The study revealed that the ethnic composition of schools played an important role in the school choice of parents. The study showed that native Dutch parents were significantly more interested in a match between their social and cultural background and the pupil composition of schools than ethnic minority parents. Minority parents preferred schools with a good reputation and that focused on their educational problems (e.g., learning proper Dutch). Both groups of parents generally rejected predominately ‘non-White' schools.

Christian Dustmann (2004) carried out a study on “Parental background, secondary school track choice, and wages”. The study analyzed the association between parents’ education and profession, and secondary track school choice and subsequent career prospects of the child. This analysis covered the last six decades. It was found that parental background was
strongly related to the secondary track choice of the child, and subsequent 
educational achievements. It was identified that a slight convergence for 
individuals from different parental background over the last decades. It was 
also found a positive trend for females to follow higher secondary school 
tracks, keeping parental background constant.

Justine Hastings and Jeffrey Weinstein (2004) in their study found that the 
simplified No Child Left Behind Act (NCLB) notification doubled the 
fraction of parents choosing a different school, and those parents chose schools 
with strikingly higher academic achievement. Approximately 16 percent of 
"parents who received notification responded by choosing schools with test 
scores that were an average of 1 standard deviation higher than the school that 
they had chosen to attend just a few months earlier." A key determinant of 
whether a parent chose to opt out of a failing school was the existence of higher 
quality alternatives nearby. Higher test scores at nearby schools significantly 
increased both the probability that a parent would choose another school, and 
the test score at the school chosen.

Emily Wooster and Richard Parnell (2005) did a research on “Fighting 
All The Way: parents’ experiences of choosing a school for their disabled 
child”. The report was based on 260 questionnaire responses and six in-depth 
interviews with parents of disabled children in a range of educational settings, 
began to explore parents’ experiences of choosing a school for their disabled 
child. The study revealed that nearly 60% (149) were not offered a choice and 
40% (104) were offered a choice of school for their child. Of the 60% not
offered a choice, 56% were satisfied with their school however, and therefore, the ‘choice’ offered to them. This was indicative that many parents were ambivalent about choice, but simply wanted their child to go to a good school that meets their child’s needs.

Of those parents not offered a choice of schooling (60%), 44% were not happy with their child’s schooling. This was usually because they felt the school didn’t meet their child’s needs in some way. A couple of parents said that their child’s abilities had been under-estimated by the teachers. However, some parents had experienced very positive attitudes from teachers and the school.

Justine S, Hastings et al (2005) carried out a study on “Parental Preferences and School Competition: Evidence from a Public School Choice Program”. Parental rankings of their top three choices of schools matched with student demographic and test score data to estimate a mixed-logit discrete choice demand model for schools. It was found that parents value proximity highly and the preference attached to a school’s mean test score increases with student’s income and own academic ability.

It was also found that a considerable heterogeneity in preferences even after controlling for income, academic achievement and race, with strong negative correlations between preferences for academics and school proximity. Simulations of parental responses to test score improvements at a school suggested that the demand response at high-performing schools would be larger
than the response at low-performing schools, leading to disparate demand-side pressure to improve performance under school choice.

Jose L. Bernal (2005) studied the Parental choice, social class and market forces: the consequences of privatization of public services in education. His study revealed that the middle and upper classes go to private schools, while ethnic minorities, economically disadvantaged groups and immigrants attend the public sector. The parents' expectations, experiences and ideology played a key role in the marketplace, as well as in the several micro-markets. Middle class families had more chances to choose a school, due to greater resources and cultural status.

Ruth Curran Neild (2005) carried out a study on “Parent Management of School Choice in a Large Urban District”. Interviews with parents of eighth graders in Philadelphia indicated that faced with little high-quality official information about schools, parents’ social networks played an important role in the decision. Most parents were hungry for information about schools but lacked specifics on academic performance or children’s chances of admission. The data suggested that more detailed school information and a district commitment to counseling parents were essential for making well-informed choices.

Levitt and Dubner, (2005) found that the choice option did not eliminate one of the most powerful distinctions in student performance, but at the same time controlled choice was one means to minimize the occurrence and negative effect of inactive choosers. With controlled choice, district level
admissions processes sought to balance the desires of students and parents with the broader social concerns for equitable racial and/or socio-economic representation.

Monzo, Lilia D. (2005) in the study on “Latino Parents' "Choice" for Bilingual Education in an Urban California School: Language Politics in the Aftermath of Proposition 227” revealed that the parents held a high value for bilingual education, particularly in the elementary grades. However, parents' choice for language of instruction was not always a choice but rather determined by lack of access to information and school-community power relations.

Carolyn Jackson and Moray Bisset (2005) carried out a research study on “Gender and school choice: factors influencing parents when choosing single-sex or co-educational independent schools for their children”. This study explored factors influencing parents' choices of single-sex or co-educational schools in the independent sector. In doing so, it explored two relatively under-researched aspects of school choice by focusing upon gender and upon the middle classes. The paper draws upon research conducted in three independent schools—a boys' school, a girls' school and a co-educational school. Data were generated via questionnaires (225 responses) and semi-structured interviews (15 sets of parents). The findings suggested that the reputation and exam results of schools were key features guiding parents' school choices.

However, whether a school is single-sex or co-educational is an important factor for many parents. Furthermore, the long-held view that single-
sex education has advantages (especially academic) for girls, whilst co-
education has advantages (especially social) for boys, still prevails.

Rebecca Theobald (2005) carried out a research on “School Choice in Colorado Springs: The Relationship Between Parental Decisions, Location and Neighbourhood Characteristics”. The study revealed that patterns targeted distance as a predominant factor in school choice and most parents moved students to a nearby school they perceived as better than the current situation, rather than choosing a school at a greater distance.

Barry A, Friedman et al (2006) carried out a study on “Parents' school satisfaction: ethnic similarities and differences”. A survey of 27,605 African-American, Asian, Caucasian, and Hispanic parents from 121 schools in 27 school districts across the US were taken for the study. Regression analyses was employed to identify the factors that contribute to overall school satisfaction among the ethnic groups. The study revealed that parents' school satisfaction was influenced most by their rating of school safety, followed by the school budget and teacher effectiveness. Factors more proximal to children's school experience (e.g. safety, teachers, and facilities) had greater influence on parents' school satisfaction than factors of lesser proximity (e.g. district administration).

Sandra H. (2006) carried out a study on “From different center points: How public school parents choose schools”. The research was conducted in a culturally and economically diverse city in metropolitan Boston in collaboration with the local school district. The study revealed that (1) parents
view school not only as an institution of academic learning, but also as a socializing agent that can help them accomplish three primary childrearing goals: survival, education, and enculturation, which are operationalised as physical and social safety, high-quality schooling, and appropriate socialization, and (2) parents who choose the same first-choice school share a set of ideas about child rearing and education that differ from demographically similar parents who select different schools.

*Zobar, Ayşenur* (2006) explored the factors affecting high school choices of parents and students of Cankaya District in Ankara. The study revealed that the factors affecting high school choices of parents and students indicated similarities between each other. Whereas the factors affecting high school choices of parents did not include any significant difference with respect to their educational levels and the sexualities of their students, there were significant differences with respect to their income levels.

A significant difference was identified between the factors affecting the high school choices of parents whose students were enrolled in a public high school and of parents whose students were enrolled in a private high school. A significant difference could be noticed between the factors affecting the high school choices of students enrolled in a public high school and of students enrolled in a private high school. The factors affecting parents’ school choices and related with school and education did not include any significant difference with respect to school types. It was determined that the personal and family factors which affected parents’ school choices included a significant difference
with respect to school types. It was determined that both the factors related with school and education and the factors personal and family, which also affected students' school choice, included a significant difference with respect to school types.

**Justine S, Hastings et al (2006)** carried out a research study on “Preferences and Heterogeneous Treatment Effects in a Public School Choice Lottery”. This study combined a model of parental school choice with randomized school lotteries in order to understand the effects of being assigned to a first-choice school on academic outcomes. Children of parents whose choices revealed a strong preference for academic quality experienced significant gains in test scores as a result of attending their chosen school, while children whose parents weighted academic characteristics less heavily experienced academic losses. This differential effect was largest for children of parents who forfeited the most in terms of utility gains from proximity and racial match to choose a school with stronger academics. Depending on one's own race and neighbourhood, a preference for academic quality can either conflict with or be reinforced by other objectives, such as a desire for proximity and same-race peers.

**Justine S, Hastings et al (2007)** carried out a study on “Preferences, Information, and Parental Choice Behaviour in Public School Choice”. The study revealed that the incentives and outcomes generated by public school choice depended to a large degree on parents' choice behaviour. There was
growing empirical evidence that low-income parents placed lower weights on academics when choosing schools.

Rosalyn Ezra (2007) studied the factors influencing Israeli parents' decisions to enroll their children at an international school. The survey revealed that while an English-language education was looked upon as an added benefit for their children's future success in a global context, it was not a main concern. Parents viewed the discord between their own cultural values and those taught at local schools as a significant factor pushing them away from public-sector education, as well as a curriculum perceived as weak, inadequate teacher preparation, poor administrative responses to violence, insufficient classroom discipline and an unwillingness of teachers in public schools to attend to students' individual needs.

Justine S, Hastings et al (2007) carried out a study on “Preferences, Information, and Parental Choice Behaviour in Public School Choice”. The study revealed that the public school choice depended to a large degree on parents' choice behaviour. There was growing empirical evidence that low-income parents placed lower weights on academics when choosing schools. It was also evident from the result that receiving simplified information sheets on school average test scores or test scores leads to a significant increase in the average test score of the school chosen. This increase was equivalent to a doubling in the implicit preference for academic performance in a random utility model of school choice. Receiving information on odds of admission further increased the effect of simplified test score information on preferences.
for test scores among low-income families, but dampens the effect among higher-income families.

Adams O.U Onuka and A.F. Arowojolu (2008) carried out a research on “An Evaluation of Parents’ Patronage of Private Primary Schools in Abeokuta, Nigeria”. The results indicated that parents’ patronage were influenced by: teachers’ dedication to work, high level of discipline among the teachers and pupils, early opportunity to train a child, good physical facilities, teaching and use of appropriate medium of instruction for which reasons high fees did not deter parents from patronizing them.

Allan de Guzman, et al (2008) studied the Filipino parents’ school choice and loyalty. They found that parents’ choice of school was based on its indispensable qualities. Among the three interval-scale profiles of the parent respondents such as age, income, tuition fee payment and number of children, none of these related to school choice, but age, income, and tuition fee payment negatively related to school loyalty. From their nominal-scale profiles, significant differences were noted in their school choice when grouped according to civil status, place of work, and terms of payment. With respect to school loyalty, significant differences occurred in their responses when classified according to gender, terms of payment and their active participation in the Parent-Teacher Association (PTA).

Fang Lai Elisabeth and Sadoulet Alain de Janvry (2008) carried out a research study on “The adverse effects of parents’ school selection errors on academic achievement: Evidence from the Beijing open enrollment program".
In this study of the Beijing middle school open enrollment program, they estimated the degree to which children’s school outcomes were negatively affected by the poor choices their parents made during the school selection process. The study revealed that the children of parents who made judgment errors in school selection were admitted to lower quality schools and achieved lower test scores on the High School Entrance Examination. Parents who had less education, whose children performed at lower levels in primary school, and who were less attentive to teachers’ opinions about schools were more prone to make these errors. They suggested that providing assistance to parents, especially those less prepared to make informed choices about school selection, was consequently important for supporting more efficient and equitable open enrollment programs.

Justine S. Hastings and Jeffrey M. Weinstein (2008) carried out a research study on “Information, School Choice, and Academic Achievement: Evidence from two Experiments”. They examined a natural experiment and a field experiment that provided direct information on school test scores to lower-income families in a public school choice plan. Receiving information significantly increased the fraction of parents choosing higher-performing schools. Parents with high-scoring alternatives nearby were more likely to choose non-guaranteed schools with higher test scores. The results implied that school choice would most effectively increase academic achievement for disadvantaged students when parents had easy access to test score information and good options to choose from.
Sarah Tough (2008) in the research on “School Admissions: Fair choice for parents and pupils” pointed out that the way in which parents made choices about secondary schools varied considerably between different kinds of families, and how engaged parents were with school choice was related to their level of income and education. Families where the mother has a degree are twice as likely to apply to a school outside their local authority as families where the mother had no qualifications, and parents from lower socio-groups and proximity to the school as more important than its performance table position. On the other hand, academic factors were more likely to be relevant in establishing which schools to apply to for mothers in a non-manual social class. There were also differences between factors used by different ethnic groups as well as social classes. For example, black parents consider discipline and resource levels to be more important than other groups do.

The elaborate review of related literature given in this chapter clearly highlights the awareness and the preference made by the parents on the admission of their children in schools. The review provided the necessary insight to the investigator to carry out the research study effectively. Having described the review of related literature, the investigator presents the methodology of the study in chapter III.