

**FACTORS INFLUENCING PARENTS' CHOICE OF O' LEVEL
SECONDARY SCHOOLS FOR THEIR CHILDREN
IN KIBOGA DISTRICT, UGANDA**

KAKUHIKIRE ONESIMUS

A Thesis submitted to the School of Graduate Studies, Bugema University
in Partial Fulfillment for the Award of a **Masters of Arts**
Degree in Education Management

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15/ MAE/KA/G/1013

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SEPTEMBER, 2018

DECLARATION

I, **KAKUHIKIRE ONESIMUS**, hereby declare that this thesis titled **“FACTORS INFLUENCING PARENTS’ CHOICE OF O’ LEVEL SECONDARY SCHOOLS FOR THEIR CHILDREN IN KIBOGA DISTRICT, UGANDA”** is original and a result of my own study and has not been submitted for an award of degree in any other university or institute of higher learning.

Signature: _____

KAKUHIKIRE ONESIMUS

Date _____

DEDICATION

I dedicate this thesis to my family who sacrificed a lot by foregoing many things to enable me raise university fees for my studies. I thank you for your moral and financial support.

BIOGRAPHY SKETCH

The researcher is a long time serving secondary school teacher who has worked in Western, Central and Eastern Uganda. He completed his primary level at Bugema primary school, O'level at Bugema Adventist College, A' level at Kigezi High School, Diploma in Education at National Teachers College Kabale, Bachelor of Education at Makerere University. At present I am teaching in Kyankwanzi District.

ACKNOWLEDGEMENT

First and foremost, I thank the Almighty God that through His amazing grace I was able to draw this research proposal. I deeply count on Him for He has helped me through, may all glory be to His name.

Sincere appreciation goes to all my supervisors of Bugema University for repeatedly correcting me and giving me morale to accomplish this project. It is with your guidance that I have reached this far.

I am also greatly thankful to my wife and children who have always bore with me when I denied them quality family time as I concentrated on accomplishing this project. I am surely proud of you my family.

To all my classmates in the masters' class, thanks for the support and motivation which has made me to move together with you in the group without staying backwards.

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LIST OF ACRONYMS AND DEFINITIONS

| | | |
|--------|---|--|
| ANOVA | : | Analysis of Variance |
| AOR | : | Adjusted Odds Ratio |
| CAC | : | Cronbach's Alpha Coefficient |
| CVI | : | Content Validity Index |
| MoES | : | Ministry of Education and Sports |
| OECD | : | Organization for Economic Cooperation and Development |
| SPSS | : | Software applications Package for Social Scientists |
| UDHS | : | Uganda Demographic Health Survey |
| UNESCO | : | United Nations Educational, Scientific and Cultural Organization |
| UOR | : | Unadjusted Odds Ratio |
| USA | : | United States of America |
| USE | : | Universal Secondary Education |

ABSTRACT

KARUHIKIRE ONESIMUS, School of Graduate Studies, Bugema University, SEPTEMBER 2018. Thesis title; **“FACTORS INFLUENCING PARENTS’ CHOICE OF O’LEVEL SECONDARY SCHOOLS FOR THEIR CHILDREN IN KIBOGA DISTRICT, UGANDA”**

Advisor: KAKULE KISUNZU, Ph.D.

Education is globally known to accelerate economic growth through knowledge and skills development by improving the human capabilities, in terms of ensuring that the individuals are confident, more aware and physically active. This is done by parents taking cautious decisions of schools for their children. This study was conducted with a general objective of ascertaining the factors that influence parents; choice of O’level secondary schools for their children in Kiboga District, Uganda. A Cross-sectional Correlational Survey design involving both quantitative and quality approaches was employed targeting a sample of 361 respondents, 12 key informants and 2 focus group discussions. The sample size was generated using disproportionate stratified sampling. Findings revealed that 54.8% of the parents earned between 200,000/= and 600,000/= a month. Parental choice findings revealed that most of the parents (55%) were taking their children to private secondary schools Findings on potential parental choice predictors revealed that lack of formal education, (AOR 0.056, 95% CI = 0.003-0.937, $p = 0.045$), earning less than 200,000/= (AOR 0.26, 95% CI = 0.075-0.90, $p = 0.033$), beauty consideration (AOR 0.252, 95% CI = 0.092-0.687, $p = 0.007$), availability of public transport (AOR 0.251, 95% CI = 0.106-0.594, $p = 0.002$) positively influenced choice of public secondary schools in Kiboga District. The ministry of education should sensitize parents on important aspects of education so as they can make rationale choices.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is globally known to accelerate economic growth through knowledge and skills development by improving the human capabilities, in terms of ensuring that the individuals are confident, more aware and physically active (Noor, Mariana, & Syahirah, 2014). It is for this reason that parents play an active role in ensuring the best possible educational environment for their children. According to Noor et al (2014), parents are engaged in their children's education because most country regulations require parents to protect and promote the education of their children and to promote their development and welfare. Among the ways parents are engaged in their children's education is to choose schools for them. The overriding aim is to ensure that children obtain optimum benefit from education.

Choice of school, which is defined as the right to express preference for a particular school focuses on the competing choice between public and private schools (Burgess, Greaves, Vignoles & Wilson, 2014). The choice of whether a parent selects a public or private school depends on what the parent considers quality of the school given the parent's own conditions and what the school has to offer in relation to the parent's interests. Parents are expected to make an informed choice when selecting schools. This choice may be informed by the parent's values or other features that influence where the child should be schooled from. The parent is considered to analyze factors at home and within the school before a choice is made. Thus, this is a rational choice informed by conscious reasoning. However, behavioral considerations arising from the person's

environment and experience may limit rational analysis of the choice of school. As argued by Simon (1959), the choice in such a case is behaviorally determined by the parents' experience and environment.

According to Burgess et al. (2014); Yaacob, Osman and Bachok (2015), there is a positive and significant relationship between home-based factors and school characteristics and parents' choice of school for their children. Home based factors such as parents' level of income, level of education, religion, race or ethnicity influences which school a parent sends a child. Parents with higher levels of education and income tend to send their children to private schools. Parents from mainstream race/ethnicity and religion tend to prefer private schools to public ones. School characteristics such as school reputation and examination results (school performance), school environment including facilities, school syllabus including extra curricula activities and location (proximity) influence which school a parent chooses for the child. The extent to which these factors could explain choice of schools at O' level by parents in Uganda is yet to be ascertained.

UNESCO (2012) indicates that enrollment in private schools is around 13% in Kenya (2010), 22% in Nigeria (2010) and 15% in Ghana (2011). This suggests that there is still preference for public schools in these countries. The factors seem to favor selection of public schools over private schools or the public sector remains the largest in terms of educational service provision.

In Uganda, with a liberalized educational sector, education is provided by both public and private sector institutions (Education Act, 2008). Uganda in sub-Saharan Africa was the first country to start Universal Secondary Education (U.S.E) in February 2007

with the aim of doubling the number of those joining secondary school or continuing with learning. USE is provided in both public and selected private schools. The Ministry of Education and Sports Abstract (2015) indicates that enrollment in private secondary schools stands at 54 percent in Buganda region, 56.8 percent in Busoga region and 61.5 percent in Bunyoro region. The statistics show that enrollment in these regions is above 50 percent in private secondary schools compared to less than 50 percent in other districts. Nationally, the enrollment in secondary schools has grown from 34.6 percent in 2000 to 53.4 percent in 2016 (Ministry of Education & Sports, 2016). Kiboga District has not been an exclusive case. According to the ministry of education and sports, Kiboga District had a slight increment from 54.8% (MoESTS Statistical Abstract, 2015) of the total secondary student enrollment to 55% of the total enrollment in private secondary schools in 2016 (The Ministry of Education and Sports Abstract, 2016).

Whereas the trend of increased enrollment in private secondary schools is a welcome development for the growth of the private sector in education in Uganda, the factors that determine where and why parents take their children are not well articulated. Appreciating what parents want when selecting which O' level school they send or do not send their children to is important for decision making to optimize service delivery and ensure that parents as customers of the educational system are satisfied. In addition, such an appreciation helps secondary schools whether public or private leverage competition by focusing their energies on factors that will attract parents to send their children to their schools.

Statement of the Problem

Since early 1990's, government of Uganda liberalized the economy including the education sector to enable private sector participate effectively in economic development. The government in 2007 launched USE (Ministry of Education, 2015) to offer free education to secondary school going children in public and selected private schools. The existence of a growing private sector in education specifically at O' level alongside a USE free secondary education programme is puzzling. It would be assumed that parents would send their children to the public universal secondary education (USE) schools for free education. However, 55 percent of secondary school students in Kiboga District go to private schools while only 45 percent go public schools. This reveals that in Kiboga District preference for schools is mainly private secondary education to public education. A number of allegations have been advanced to explain this trend. They include high absenteeism of staff, poorly paid staff, late coming of teachers since they do not have accommodation at school, uncommitted administrators, schools being dumping grounds for the weakest students and many others. This is worrying owing to the fact that the government has invested so much in universal secondary education on addition to payment of teachers. While literature suggests that factors such as academic performance, physical facilities, proximity to the school, socio-economic status of parents, among other factors affect choice of secondary school (Burgess et al., 2014), these have not been proven in Kiboga District to establish whether they influence parents' choice of secondary schools. This research was therefore designed to establish the factors that influence parents' choice of secondary schools in Kiboga District so as to draw

appropriate conclusions and recommendations to the school heads and the Ministry of Education and Sports to support the schools in general.

Research Questions

1. What are the characteristics of parents in Kiboga District?
2. What are the characteristics of O' level schools in Kiboga District?
3. What is the influence of parent's characteristics on the parents' choice of secondary schools for their children in Kiboga District?
4. What is the influence of school characteristics on the parents' choice of O' level secondary schools for their children in Kiboga District?

General Objectives of the Study

To establish the factors that influence parents' choice of O' level secondary schools for their children in Kiboga District, Uganda.

Specific Objectives

1. To establish the characteristics of parents in Kiboga District.
2. To establish the characteristics of O' level schools in Kiboga District.
3. To assess the influence of parents' characteristics on the parents' choice of O' level secondary schools for their children in Kiboga District.
4. To find out the influence of school characteristics on the parents' choice of O' level secondary schools for their children in Kiboga District.

Research Hypothesis

Parents' characteristics have no positive and significant influence on parents' choice of O' level secondary schools for their children in Kiboga District.

School characteristics have no positive and significant influence on parents' choice of O' level secondary school for their children in Kiboga District.

Significance of the Study

The findings from the study may provide the required baseline information to the Ministry of Education and Sports in Uganda for planning and implementing strategies that will increase enrollment in secondary schools. The ministry may also use these findings to organize sensitization sessions to inform parents of the vital requirements for secondary schools in order for parents to make informed decisions when choosing schools.

Kiboga District Council may together with the district education office use these study findings to implement Universal Secondary Education programme in a more effective way that will increase district public school enrollment against private schools.

Schools in Kiboga district may also use the findings in this study to improve on their characteristics that parents perceive as most valuable in choosing secondary schools. The improvements in school characteristics may as a result further advance the private schools and put them at a higher competitive level.

Other scholars may also use the study findings as reference materials for future similar studies or carry out different studies basing on the identified research gaps.

Scope of the Study

The study was conducted in Kiboga District, which is in Central Part of Uganda, 78 miles northwest of Kampala on Kampala – Hoima road. The study focused on parents' characteristics in terms of level of education, income and religion while school characteristics were in terms of school environment, proximity, extra curriculum

activities and academic performance. The study investigated parents' choice of O' level secondary schools for their children in Kiboga District. The study covered O' level secondary schools in Kiboga. The study target group was parents of children from randomly selected secondary schools in the district as well as the school head teachers. The study was carried out in Kiboga District in Uganda and covered the period 2016-2018.

Limitation of the Study

Some areas with very low socio-economic status within the district were not sending their children to secondary schools and those with high socio-economic were sending children to schools outside Kiboga district. This was liable to produce biased results that did not bring out the socio-economic status of parents. This was minimized by ensuring that all sub counties within Kiboga District had schools sampled so that the parents' views were got whether the children were in their sub counties or in neighboring ones.

The study relied on parents answering the questionnaire administered to them by the researcher. This was bound to ensure that all the questionnaires are returned. The purpose of the study was also well explained to the parents so that they gave correct answers.

Some schools, especially private non-registered refused to accept the study with a fear that it was intended to implicate them, thus exposing them to closure. This was reduced by explaining to the school administration that the research was purely academic and was not in any way to draw any recommendation for school closure, but instead for improvement.

This study was carried out within a short period of time which hindered actual assessment of schools on in-depth academic quality parameter. This was minimized by studying several characteristics of schools which did not change in a fortnight.

Theoretical Framework

This study used rational choice theory and behavioral economics theory to examine parent's considerations in choice of O' level secondary schools for their children.

Rational Choice Theory.

Rational choice theory also known as choice theory or rational action theory by sociologist Simon (1956), is an economic principle that assumes that individuals always make prudent and logical decisions that provide them with the highest amount of personal utility, given the choices available and are also in their highest self-interest.

In this study, the rational choice theory helped the researcher examine those factors that parents look out for in selecting the schools for their children. This provided a framework to examine the school characteristics on the side of the independent variable and the choice of school on the dependent variable side.

Behavioral Economics Theory.

The second theory considered for this study was the behavioral economics theory pioneered by Simon (1959), which suggests that human decision making is not rational all the time. It recognizes existence of factors that may limit rational choice. He argues that there are limitations that prevent an individual from making a rational choice. These limitations force people to "satisfice", that is considered only enough alternatives to make an adequate selection. This could involve factors in the decision maker's environment that could limit rational choice. This could lead to individuals not selecting the optimal

alternative but what they consider to be likely to satisfy their interests given the circumstances.

In this study, behavioral economics theory was used to supplement rational choice theory in examining the influence of parents' characteristics in choosing the O' level secondary schools for children in Kiboga District. This theory looked at the other part of the independent variable, which were parents' characteristics that the rational choice theory does not attempt to examine. The combination of the two theories gave the researcher an opportunity to look at the holistic influence of the independent variable on the dependent variable.

Conceptual Framework

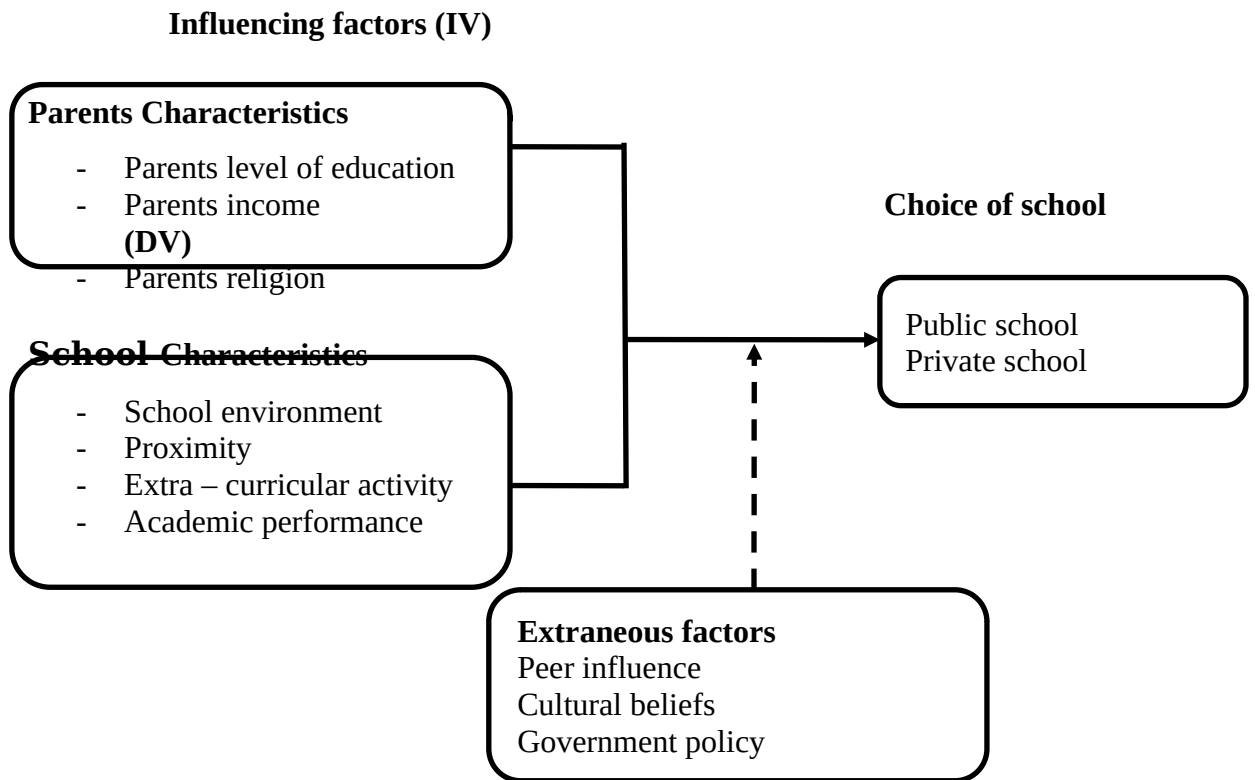


Figure 1: Conceptual Framework

The conceptual framework above gave a summary of the factors which are presumed to influence the parents' choice of O' level secondary schools for their children. The factors that are hypothesized to influence school choice in this study include parents' characteristics and school characteristics. Parents' characteristics were constructed to include the parents' level of education, income and religion as dimensions of the independent variable. The school characteristics were assumed to include school environment, proximity, extracurricular activities and academic performance.

It was assumed that the independent factors influence the selection of the school a parent sends a child to for O' level secondary education. The study considered the choice of school to be a dichotomous decision of whether public or private secondary school. These factors were considered to encourage or discourage a parent from sending a child to a given school and not its alternatives.

Operational Definition of Terms

Parents' choice of a secondary school: This referred to the option of either a private or public O' level secondary school that a parent chose for the child. School choice in this study was measured on a nominal scale as; 1 = Private Secondary School, 2 = Public Secondary School.

School characteristics: This referred to those features held in the secondary schools.

School environment: This referred to presence of equipped laboratories, equipped library, equipped computer laboratory, Class room adequacy, Confidence in teachers, School safety and security, ambiance of the buildings. This was measured thus; 1 = no, 2 = yes.

Proximity: This referred to how accessible the school was from the parents' home. This includes the distance to reach the school. This was measured as; 1= no, 2 = yes.

Extracurricular activities: This referred to the other activities that a school carries out over and above the academic syllabus. These mean presence of extracurricular activities such as sports and games, art and music, and religious activities. This was measured thus; 1 = no, 2= yes.

Academic Performance: In this study, academic performance referred to the performance of a school in national exams. This was measured thus; 1 = no, 2 = yes.

Parents' characteristics: This was defined as the characteristics possess by the families where students attending secondary schools come from. Home based characteristics were measured using four indicators which are income, parent education level, nature of occupation and size of the family.

Income of parents meant how much a parent earns per month. This was measured on an interval scale as; 1 = less than 200,000, 2 = 200,001 - 400,000/=, 3 = 400,001 – 600,000/=, 4 = 600,001 – 1,000,000, 5= over 1,000,000.

Parents' level of education: This referred to the academic level attained by the parent. It was measured on an ordinal scale as; 1 = Not educated, 2 = Primary level, 3 = Secondary level, 4 = Tertiary education, 5 = University.

Parents' religion: This referred to the parents' religious denomination. This was measured thus: 1= not belonging to religious denomination, 2= yes belong to a religious denomination; 1= no religion does not determine which school I send my child to, 2 = yes religion determines the secondary school I send my child to.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provided literature on the concept of parental choice of school. The chapter reviewed the literature according to the study variables in the conceptual framework. It provided the debates about the concept of parents' choice of school for their children. It ended with a summary of literature review and identification of the gaps in the available literature.

The Concept of Parental Choice of School

School choice is when a person decides which educational institution they apply after analyzing schools in their school set (Cheong Ka et al., 2016). According to Burgess (2009), school choice is parents' rights of selecting the most preferred school for their children to attend. In choosing a school, no single factor is considered but a combination of several factors whose prioritizing varies from one parent to another. Burgess et al (2014) suggest that these factors may be characterized into those that relate to the parent as a decision maker and those that relate to the school as a subject of decision making. Parental choice of school is the freedom accorded to parents to choose a school and an education system for their children which is consistent with their value systems (Fung & Lam, 2011). Parental choice of school and its role in education is a major issue for discourse among many educationists. There is continuing debate on whether parents should choose schools for their children, and whether it adds any value to the education system. Beamish and Morey (2013) described parental choice of school as determined by parents' aspirations and anxieties for their children's future.

According to a study done by Independent Schools Council of Australia, ISCA (2008), parents who exercise school choice report higher levels of satisfaction with the school. He opines that parental choice reasons and mechanisms are similar across high, middle and low income groups. This indicates that all parents, regardless of their economic status, have a desire to make informed school choices. Initially, the argument behind school choice was that schools would raise academic standards when they have to compete for pupils (Hansen & Vignoles, (2006). However, literature indicates that there is no conclusive evidence that links school choice to improved academic standards.

Parents' Characteristics

Parents characteristics may be regarded as those factors that are associated with the parent as a decision maker in the choice of a school (Burgess et al., 2014; Yaacob et al., 2015). These factors include parents' level of education, income and religion. The factors shape the parents' choice about which school to select.

Parent's Level of Income and Parent's Choice of School

Income level of parents is important in selection of secondary schools for their children. According to Rehman et al. (2008), income level is important because money has a positive contribution towards ability to meet school requirements. Theoretically, no parent would select a school whose monetary requirements the parent would not meet. Parents with high income are able to choose good private schools that are expensive than their counterparts of lower income. Alsaudi (2016) in agreement with Rehman et al (2008) opines that parents with higher incomes prefer expensive secondary schools for their children. Alsaudi (2016) while exploring factors that determined school choice in Egypt argues that an expensive secondary school is a status symbol for the parents.

Therefore, parents with higher incomes tend to prefer private schools. The findings of Rehman (2008) and Alsaudi (2016) are informative. However, they are limited in scope as their main focus was the family's social status and its influence on choice of school yet, this study focused on several parental factors.

In a related study, Pandolfini (2013) argues that income of a parent influences choice for a secondary school. In his study, Pandolfini established that public schools were mainly chosen by petty bourgeoisie 40.5 percent, including self-employed, traders and craftsmen, while private schools seemed to be the choice of the entrepreneurs and higher service class 48.9 percent, typically managers, lawyers, university professors and free professionals who have higher incomes (Pandolfini, 2013). Though this study provides helpful insights, its main focus was occupation other than income as a factor in choice of schools.

The studies (Pandolfini 2013; Rehman et al., 2010) seem to suggest that income is an enabler of the parent's capacity to pay school fees. The higher the capacity to pay school fees, the higher the parent's likelihood to select schools that charge higher school fees. Charging of higher school fees is associated with private schools. Therefore, the studies find a relationship between the parent's income level and the ability to pay school fees for the child in an expensive school. As most public schools charge less due to government subsidies, parents that can afford higher fees will be more likely inclined their children to private schools.

Low-income and middle-income parents initially consider ranges of schools that are similar. However, low income class parents largely choose failing, nonselective, and free schools while middle and upper income class parents generally choose non-

failing and selective schools (Bell, 2009). This idea complements the theory of Schneider et al. (1998) that low-income parents consider test scores the most important indicator of academic quality. Bell builds upon this understanding by discussing that low-income parents are less prepared to make informed schooling decisions.

Parent Level of Education and Parent's Choice of School.

Educational background is one major factor that either enables or inhibits decision making process. Regarding choice of school, parents with higher levels of education strive and ensure their children are admitted in the best private schools. The view is supported by Dronkers and Avram (2010), who argues that well educated parents tend to send their children to good schools that guarantee the expected educational quality. In selecting the school, parents are more concerned about the school's ability to offer quality education. This study highlights the relevance of parent's level of education in choosing a school. However, the findings may not be generalized to Kiboga District because determinants of school choice may be different.

According to Goldring & Rowley (2006), Coleman et al (1982); Noell (1982); Coleman & Hoffer (1987), consistent evidence exists that there is a positive relationship between parents' education and the likelihood that they would send their children to a private school. Coleman & Hoffer (1987), contend that parents with higher educational levels are likely to place higher value on educational attainments, which is reflected in their attitudes and actions towards education. These findings although relevant to this study, they are dated. This study would provide fresh evidence from Kiboga on whether educational level of the parents remains an influencing factor in choice of school.

Educated parents believe that education is important and therefore are more likely to be familiar with education offered by the different types of schools. As such, these parents will tend to make informed decisions about the choice of the schools their children go to (Goldring & Rowley, 2006). In a related study by Jochim et al (2014), it was found that parents with more education were more likely to say they prioritize academics as the most important factor in choosing a school and less likely to prioritize location and safety. In Washington D.C for example, 88 percent of parents with a college degree reported academics to be the most important factor in choosing a school, compared to just 57 percent of parents with a high school diploma or less, a gap of 31 percent (Jochim et al., 2014). In this study however, it is not established as to which of either the public or private schools provides best academic satisfaction to parents as it only highlights priorities as considered by parents.

Looking at most of the citations (Coleman et al (1982); Noell (1982); Coleman & Hoffer (1987), that suggest more educated parents as valuing education, they are old and with the change in trend of education due to increased advocacy of educating a child this could have changed. This research is therefore intended to establish the current trend in taking of children to schools based on parents' education levels

Parent's Religion and Choice of School

Religion is considered to be a leading factor in determining choice of school more especially when the options available are faith based. Under the parent's background factors, religion influences where the child goes in line with the family's religious beliefs. Yaacob et al (2015), indicates that in families that have high regard for faith, choice of

faith based schools is primary. Choice of missionary schools in communities that still hold religious values dear is common (Burgess et al., 2014).

Research suggests that regular churchgoers and other ardent religious parents are less likely to send their children to public schools (Van Pelt, Allison and Allison (2007). The parents are concerned that public schools which are more or less secular will not give their children an opportunity to learn their religion or freely exercise their religious beliefs. Owing to these perceived limitations, parents are constrained from choosing public schools when there is faith based schools within the area. In communities where such schools are largely public, there is a likelihood for preference of private faith based schools to public schools.

However, as opined by Burgess et al. (2014), where parents value academic performance, the religious factor becomes less significant unless the faith based schools equally have excellent academic performance. Pandolfini (2013), suggests that parents will be inclined to look for factors that have a religious bearing in the school environment such as syllabus which balances secular and non-secular programmes and where chances of accepting exercise of religious freedoms is guaranteed.

School Characteristics

School characteristics refer to those features associated with the school that may motivate a parent to take or demotivate a parent from taking a child to that school. These factors include school environment, proximity, extracurricular activities and academic performance.

School Environment and Parent's Choice of School.

School environment incorporates a number of features that define the school atmosphere. These may include aspects such as school buildings and facilities (Yaacob et al., 2015). Parents tend to favour schools with school buildings on a well located, accessible and appealing site. This also includes the facilities and surrounding environment provided for students to concentrate, learn, and play. The significance in providing a profound learning culture in a school and for the child are of paramount importance to many parents.

Dronkers and Peter (2003); Burgess et al. (2014); Yaacob et al. (2015) suggest that a highly valued educational environment is one that has a strong and complex organizational structure of influential education providers and their founding relationships: These are-at the top, school management and leadership (the Principal is an influence of school culture), school organisation and class management (in the respectful and vital relationships in communications between individual students and their Teacher(s), including Teachers' quality, experience and effectiveness), at the foundation, the school is not a place that focuses only on academic outcomes, but also highlights the aspects of personal and social development among peers; a school must include the elements of convenience, safety, and desirability.

Other factors considered by parents while choosing schools for their children include campus security/safety, small class size, status of the school's surrounding neighborhood, and effective management (Chen, 2007). He opines that a small class room size enhances learning through easy construction of relationship between teachers

and learners in which teachers have more time to devote to supporting each individual learner.

According to Longman (2000), adequacy of physical facilities entails the situation where the provision of the resources is enough for utilization in schools. Consequently, Mapaderum (2002) affirmed that adequacy of physical facilities in schools is a satisfactory measure of the condition and number of available resources. A study by Hsu and Yuan-fang (2013) found, parents' interest on learning environment means that schools need to provide well equipped learning places for children. Many parents make decisions on school choice based on attractiveness of the buildings, the size of the library and computer rooms, the science laboratory, the condition of the walls, roofs, floors, ventilation, furniture, equipment and the aesthetic appeal of outdoor play areas (Alsuiadi, 2015). The perception by parents that educational outcomes are dependent on school facilities increases the tendency by parents to choose schools perceived to have better facilities (Hsu & Yuan-fang, 2013).

Bell (2007) also found that parents make judgments about school quality based on building appearance or student behavior. Decisions based on a school's academic merit were largely absent from her discussion. However, that absence does not necessarily suggest that poor parents devalue academics. Rather, poor minority parents lack the socioeconomic capital to focus on more abstract school qualities, which limits their focus to more visible and concrete indicators of school quality.

The importance of physical facilities in parental choice of school is demonstrated in a study by Alsuiadi (2015) in which four out of every five parents in private schools polled ranked physical facilities as one of top three reasons for their

school choice. According to Awan and Zia (2015), many parents choose schools based on facilities such as electricity, water, sanitation, boundary walls and general condition of buildings. Similar observations were made by Yaacob et al. (2014) and Oyier et al. (2015), who found that parents preferred schools with adequate physical facilities and a conducive learning environment. Of importance to note is the classification of private schools into low, medium or high cost schools, depending on resources available (Maangi, 2014).

However, while a number of parents in a study by Beamish and Morey (2013), placed physical facilities as a preference, a number of parents did not consider it a factor that influenced school choice. A similar trend was observed by Alsuiadi (2015), who observed that physical facilities ranked slightly lower than other factors in parental choice of school. This difference in ranking of physical facilities as a factor in school choice shows that parents consider other factors either more or less important than physical facilities. It therefore shows the need for further investigation to establish the extent to which physical facilities influence parental choice of school.

Generally, a school as defined by Smith (2000), consists of the provision of school buildings on a well-located site which include the facilities and surrounding provided for students to concentrate and learn. It is a place that practices the complex organization in influencing the people in terms of social perspective, school management, school organization and class allocation as well as teachers' quality/effectiveness. In conclusion, a school entirely is not a place that focuses only on academic outcomes, but also highlights the aspects of personal or social development among people. Hence, a school must include the elements of convenience, safety and desirability. The education

quality depends greatly on the environment of the educational institution itself (Rehman et al., 2010).

School facilities, on the other hand may also affect the students' academic performance. Private Schools usually accommodate growth by adding new buildings or by constructing facilities adapted to support instructional need. As highlighted by Dial, M (2014), the analysts discovered that school facilities and resources had little effect on students' performance. Presence and efficient use of facilities as well as outdoor landscaping are important considerations when parents choose schools for their children (Chen, 2007). This is further supported by HSU & Yuan-fang, (2013) who asserts that parents choose schools that they perceive to have better facilities because they think increased educational outcomes are dependent on school facilities. According to Alsuiadi, (2015), many parents make school decisions for their children based on the attractiveness of the school buildings, size of the library, computer laboratories, state of walls, lighting, ventilation, equipment, furniture as well as the appearance of the play areas.

The relationship between students and teachers in terms of creating an educational climate in the classroom is another important factor that parents always look for in schools (Kyriacou, 2007). He asserts that the relationship between students and teachers and the quality of instruction is very important in assisting students to overcome the educational challenges that they may face in their school lives, like stress, self-esteem, difficulty in understanding some topics in a variety of lessons. In a study by Sauter (1994) as cited by Alsauidi (2016), a considerable number of parents believed that a positive relationship between teachers and students can affect their academic performance. The effect in the study was accomplished primarily through encouraging

positive motivation to implement quality instruction. Alsaudi (2016) further notes that parents who value private schools base their choice on the perceived good relationship between the teachers and students, which exist as a competition factor among the schools or private schools nearby their homesteads.

Academic Performance and Parent's Choice of School

Academic performance is one single factor that makes parents as well as students choose specific schools. Parents tend to consider school performance academically more than they do for other characteristics in a given school (Beamish & Morey, 2013). In a study by Tooley & Yngstrom (2014), it was revealed that parents transferred their children from public schools to private schools due to poor academic performance in public schools. These findings were consistent with those of Dial, M (2014), that established students attending private schools to be performing better than students attending public schools. He attributed this better performance in private schools to better resources in private schools as well as the consistent classification of student characteristics across sectors.

This, however, seems not to be the case with all parents. According to Kelly and Scafidi (2013), majority of the parents in their study were found to be content with just average performance of the schools. These parents choose their schools for other reasons other than academic performance. An earlier research by Noell, J. (1982) on the association between private catholic school attendance and several outcomes including twelfth grade reading and mathematics, high school graduation, and college attendance established no association between private catholic school attendance and test scores. In

this study it was established that private catholic schools only raised the probability of graduating from high school, and more tentatively attending college.

Other research places a stronger emphasis on academics and school performance indicators in the study of magnet school choice Goldring (2006). He discusses the choice patterns of Latino parents. His study involved a total sample of 718 parents (with a response rate of 56.7 percent) who submitted magnet school applications for the 2002/2003 academic year in the Nashville, Tennessee region. The authors argue that a school's academic performance is, on average, the most important characteristic minority parents will consider.

The main reason that children are enrolled in schools is for academic purposes. During the schooling period, tests are administered to determine the level of academic achievement of the learners. The tests may either be localized to the school or standardized within a given jurisdiction. These tests are sometimes used to determine the academic future of the learners, which makes parents to consciously choose schools with favorable academic performance. This is underscored by results from a study by Longfield (2012), which showed that academics are the most important factor considered by parents when choosing schools.

Performance in final examinations is a major consideration in parental school choice. Rehman et al. (2010), Davis (2011) and Beamish and Morey (2013), all agree that families choose schools that offer high academic quality and good performance in standardized tests for better college and future career placement. This explains the high preference for private schools which are perceived to offer better quality education. The preference for private schools was observed by Van Pelt, Allison and Allison (2007),

who found that the superior education desired by parents for their children cannot be met by the state. A similar observation was made by Tooley and Yngstrom (2014), who noted that children were transferred from public to private schools due to poor academic performance. This view agrees with data from a study by Awan and Zia (2015), which shows that private schools post better results than public schools. Not all parents however, rank academic performance at the top of the priority list. A study by Kelly and Scafidi (2013) shows that a majority of respondents are content with average performance.

A study by Independent Schools Council of Australia, ISCA (2008), found that parents in schools want strong educational foundations by developing essential skills in reading, writing and numeracy. The best school choice is usually determined by an understanding of a quality school, which is often shaped by culture, race and class and less by academic quality indicators (Bancroft, 2015). This shows that there are other factors that such respondents consider more important in choosing schools. Studies by Nyokabi (2009) and Yaacob et al. (2014), produced results that are in agreement with this view. A different observation was made by Nantege et al. (2012), who found that although high performing schools attract more students, some parents prefer schools of a given social status. Parents are willing to forego high academic standards in exchange for social status. This indicates that there are other factors that parents prefer over academic performance. It was therefore important to investigate the extent to which academic performance influences parental choice of school in Kiboga District.

Most of the literature available on influence of academic performance on parental choice of secondary schools involves studies that were carried out in other countries with

no study specific to Uganda in general, and Kiboga District in particular. The available literature on influence of academic performance on choice is also contradictory offering need to establish how academic performance influences parental choice in Kiboga, Uganda. This study was therefore establish whether parental choice of secondary schools in Kiboga District is influenced by the academic performance and draw appropriate recommendations.

Extra- curricular Activities and Parent’s Choice of School.

Extra-curricular activities are another important factor considered by some parents in selection of schools. Parents always choose those schools that are famous for participating in extra-curricular activities like athletics, football, netball, music, dance and drama. Beamish & Morey, (2013). This is due to the perception that extra-curricular activities reduce the likelihood of dropping out of school, likelihood of committing a criminal offence, leads to higher education retention and success in school work, and increases interpersonal as well as communication skills of students (Eccles et al., 2016; Mahoney, 2015; Cherng, Turney, & Kao, 2014). It is however, not well researched whether this factor determines school choice in Kiboga District.

Parents consider a school as a source of talent development. Therefore, schools that have multiple opportunities for talent development by way of extracurricular activities tend to attract parents. Studies suggest that parents who value talent development on equal footing with academic development will select schools that provide a variety of activities that go beyond the classroom (Yaacob et al., 2015).

It is argued that schools with facilities that support sports, games, music, drama, crafts, debating tend to motivate parents to send their children to such schools (Dronkers

& Peter, 2003). Schools that have developed extracurricular activities whether private or public will be preferred when the interest of the parent is to develop the capabilities of the learner in both curricular and extracurricular skills. The literature supports the assumption that extracurricular activities motivate parents to send their children to schools that have such facilities whether private or public. However, whether this was also held in Kiboga District was a matter of investigation.

Proximity to Area of Residence and Parent's Choice of School

Proximity has traditionally been another predominant factor influencing both the type of school by ownership and even within schools of same ownership. According to Goldring and Rowley (2006), parents almost, if not always prefer schools which are near because of access, safety, convenience, and perceived strengthening of community relations attached to them. This is further supported in studies by, Malmberg, Andersson, Tooley & Yngstrom (2014); Awan and Zia (2015), which assert that transport availability and proximity of the school influence the parents' choice for such schools.

The distance between home and school plays an important role in determining choice of school, not only by school type but also the specific school. Borghans, Golysteyn and Zolitz (2014) observed a negative relationship between distance to school and probability of choice. Beamish and Morey (2013); Malmberg, et al. (2013); Vollmuth (2015); Awan and Zia (2015) concur that proximity and transportation play a large role in choice of school. Parents enroll children in either private or public schools with greatest proximity to home. This could be due to the perception that time spent commuting could be better utilized in learning. The preference for schools close to home may also be

influenced by other factors. Longfield (2012), observed that children in low cost or government schools walked to school while those in high cost schools used vehicles.

A similar observation was made by Tooley and Yngstrom (2014). Parents in lower income groups placed distance as a priority while those of middle and higher income brackets ranked other factors higher than distance. This position is also supported by Oyier et al. (2015), who found that parents who consider the distance to school are those who are least likely to have the resources required for transportation to and from a distant school. Yaacob et al. (2014), found that parents choose schools based on strategic location and distance between home and school. According to a study by Altenhofen, Berends and White (2016), some parents rank proximity to residence higher than school and staff quality. In addition, school going siblings play a major role in choice between nearby and distant schools, due to transportation logistics. This is an indication that choice of school closest to home may be informed by other factors other than distance.

Nyokabi (2009); Tooley and Yngstrom (2014), observed that parents choose to enroll children in distant schools due to lack of schools in close proximity to their homes. Such parents may later transfer their children to their preferred schools when schools within easy reach are available. However, as Hsu and Yuan-fang (2013); Evans and Cleghorn (2014) observed, some parents are willing to sacrifice convenience and financial resources to send their children to well-resourced schools offering the best education that may be far away from home.

Based on Goldring and Rowley (2006), it is stated that parents usually selects schools due to where they stay/live. Therefore, it is important for parents to be involved with their children's education in order to ensure the location between school and home is

reachable. In addition, the respondents who admit the importance of location are basically the people who need to have necessary resources to travel back and forth or people who stay far away from school location. However, in certain situations, parents may not consider the distance of the schools. Beavis (2005), stated that there are particular groups from the middle-class families who do not bother to send their children to the nearest school. They have considered that the nearest school in their neighborhood may not be the best education institution for their children.

Choice of School

Parents usually face a dichotomous choice to make when selecting schools. The schools are largely grouped into public and private. Basing on the OECD' definitions (2012), a school is classified as public if it is controlled and managed directly or indirectly by a public education authority, a government agency or a governing board appointed by government or elected by public franchise. Meanwhile, a private school is one that is controlled and managed directly or indirectly by a non-government entity such as religious institutes, trade unions, business or other private institutions.

Private schools according to OECD (2012) can either be government dependent or independent. Government dependent private schools are managed independently but receive more than 50 percent of their core funding from government agencies while independent private schools are similarly managed, but less than 50 percent of their core funding derives from government agencies. Private schools that are 100 percent funded by tuition also exist. The parents have an option of whether their children go to a public school of a private one depending on what they feel will meet their needs.

Summary of the Reviewed Literature and Identified Gaps

In summary, the review of relevant literature indicated that choice of schools is a widely studied area. It also showed that parents choose secondary schools for their children based on their own features and on the school based features. The literature further suggested that there is a relationship between parents' characteristics, school characteristics and choice of school that a parent selects for their child. However, most of the cited literature gave general requirements that parents want from schools but do not attach such requirements to either private or public schools. Furthermore, the reviewed literature comprised of studies undertaken in areas other than Uganda with no such studies being specifically carried out in Kiboga district. The researcher found the literature reviewed inadequate to substitute this study because of scope differences. These factors could not be generalized to Kiboga because in reality, the factors that motivate parents to select a public or private school differ from place to place. In addition, the researcher intended to use both quantitative and qualitative approaches to provide a deeper understanding of the study phenomenon. This study therefore needed to proceed to close those study gaps.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presented the procedure that was taken by the researcher so as to achieve the set objectives of the study. The methodology section is divided into research design, locale of study, population, sample size and sampling procedure, methods and instruments of data collection, validity and reliability, data collection procedure, and data analysis procedure.

Research Design

According to Kumar (2011), a research design is the plan, structure and strategy of investigation conceived to obtain answers to research questions and to control variance. This study used both quantitative and qualitative approaches. Quantitative approaches were used to collect numerical data from respondents. The quantitative approaches helped describe the characteristics of the respondents and to enable them assess the status or level of the observed phenomenon. The quantitative data helped the researcher develop distribution of the observations using the frequency and percentage.

Qualitative approaches helped obtain data about the lived examples of the parents. Qualitative approaches dug deep into the experiences of the parents about what determines the choice of schools they send their children to. The approaches also helped explain more deeply the observations made from the quantitative approaches.

Using both approaches helped in triangulation of data sources, data collection techniques and methods and types of data. This improved the quality of findings as the

weaknesses of the quantitative approaches are covered by the strengths of the qualitative approaches and vice versa.

The study used a descriptive research design that enabled the researcher develop rich descriptions of the observed phenomenon using measures such as mean and standard deviations. Descriptive design also allowed correlation of variables using analytical techniques such as Chi Square test to test the hypothesis.

Locale of the Study

The study was carried out in Kiboga District, located in Central Uganda. It is bordered by Hoima and Masindi districts to the north, Nakaseke district to the East, Mubende district to the south and Kibaale District to the west. Kiboga District is divided into 8 sub-counties and 2 town councils which occupy 1585.8 Sq. Km with a total population of 148,218 people (UBOS, 2016). The study was carried out in selected schools from the district.

Study Population

According to Kombo & Tromp (2006), population is the group of individuals, objects or items from which samples are taken for measurement. The study population in this study comprised of parents or guardians of children enrolled in O' level secondary schools and Head teachers in those selected schools. According to the Uganda Ministry of Education and Sports Statistical Abstract 2015, these parents correspond to the proportion of children enrolled in secondary schools in Kiboga district which was 6225. Of these parents, 54 percent take their children to private schools and 46 percent in public schools.

Sample Size

A sample is a smaller group of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusions (Kombo & Tromp, 2006). A sample size of 361 parents was derived using Krejcie and Morgan (1970). 12 key informants (head teachers) and two focus group discussions each comprising of 9 parents was used. There was one in a private secondary school and another one in a public secondary school.

Table 1: Sample Size

| Population/Category | Unit sample size | Total sample | Sampling technique |
|-------------------------|---|---|--------------------|
| 10 administrative units | All units | 10 | Quota sampling |
| Schools | 1 private & 1 public school @ admin. Unit | 10 private schools 10 public schools | Simple randomly |
| Parents | 37 per school | 370 | Simple randomly |
| Head teachers | - | 12 | |

Sampling Procedure

Sampling is the procedure used to select people, place, or things to study in the targeted area (Kombo & Tromp, 2006). In this study, both probability and non-probability sampling techniques were used to obtain the required sample size. Disproportionate stratified sampling was used to obtain one (1) private and one (1) public school in each of the ten administrative units from which an estimate of thirty-seven (37) students was drawn. The students from each of the selected schools were drawn by first randomly selecting one class out of the available classes in the school and then selected the students from the class by systematic random sampling. Since from available statistics of Kiboga district 55% of the parents took their children to private schools, in each of the selected administrative units, 55% of the selected students were from a

private school (that is 20 students out of the 37). In analysis, only 361 questionnaires tallying with calculated sample size were used, where 198 were from private schools and 163 from public schools. The researcher, through the students connected to the parents and met them to personally administer the questionnaires. Other parents were met during the parents' meetings which were called in all schools, as schools prepared to register candidates for the UNEB examinations.

Data Collection Methods

Primary Data Collection Methods

Primary data collection methods involved collection of data directly from the respondents (Kumar, 2011). In this study, primary data collection methods included interviews and focus group discussions. The questionnaires were chosen as an instrument of data collection because they presented an even stimulus potential to a large number of people simultaneously and also provided the investigator with an easy accumulation of data (Gorrell, et al., 2011).

On the other hand, head teachers were interviewed as key informants owing to the fact that they are knowledgeable on what parents prefer in schools (Kombo & Tomp, 2006).

Focus group discussions were also used to supplement data from the questionnaire as it gathers varied opinions and ideas from a particular group of people (Kumar, 2011). Two focus group discussions with a maximum of nine participants each were held; one in a private school and the other in a public school. At each meeting, the discussion was modulated by the lead researcher being guided by an interview guide and opinions from the discussions captured by audio recording using a recorder and notes by

a secretary. The focus group discussions were held in Luganda, the local language in Kiboga district, and on average, each discussion lasted for about 30 minutes.

Secondary Data Collection Methods

Secondary data collection methods were used in collection of already existing data. In this study, document analysis was used in the data collection. According to Kumar (2011), document analysis involves critical analysis of private and public recorded information that relates to factors under investigation. In this study, online journals, reports, and books were analyzed.

Data Collection Instruments

Survey Questionnaire

According to Kumar (2011), a questionnaire is a written list of questions the answers to which are recorded by either the researcher or respondents. The researcher administered the questionnaire himself because majority of the respondents were expected not to be able to fill in the questionnaire on their own. The questionnaire was also ideal for collection of data from large sample quickly and cheaply. A questionnaire was used to collect the data from 361 respondents. The questionnaire (Appendix I) consisted of three sections. Section A consisted of the respondents' demographic data. Section B presented the independent variable while section C presented questions on choice of school.

Interview Guides

An interview guide is a written list of questions, open ended or closed, prepared for use by an interviewer in a person-to-person interaction either face to face, by telephone or by other electronic media (Kumar, 2011). In this study, two interview guides

were employed; one being for the focus group discussions, and the other for the key informants. The focus group discussion interview guide contained a list of questions/issues related to parental choice of secondary schools (Appendix II). Though these issues/questions were listed to guide the discussion, focus groups were encouraged to raise other issues that are related to the study. Proceedings from the focus group discussions were captured by recording using an audio recorder and notes recorded by a secretary. The key informants' guide contained unstructured questions (Appendix III) ,which were directed to the head teachers of secondary schools or their deputies. Responses from the key informants were recorded on the interview guides.

Validity and Reliability of Instruments

Before the final adoption of the research instruments in the study, these had to pass both content validity index and reliability test.

Validity

Validity of the questionnaire was ascertained by consulting with the supervisors for checking the items consistence, relevance, clarity and ambiguity. Validity was calculated using the content validity index (CVI) formula. A CVI of 0.75 was obtained and since this was greater than 0.6 it indicated good content validity of the questionnaire (Deilkas, 2008).

Reliability

Reliability was ascertained by pilot testing the questionnaire on twenty (20) parents of children in secondary schools in Kyankwanzi District. Kyankwanzi until 2012 was part of Kiboga District and is assumed to have similar characteristics as Kiboga. The software package for social scientists (SPSS) was used to assess the reliability of the questionnaire. A reliability analysis was carried out on perceived factors influencing

parents' choice of O' level secondary schools for their children comprising of 17 items. Cronbach's alpha showed the research tool to reach a questionable reliability, $\alpha = 0.633$ (Table 1 below). From the item total statistics Table 2 below, most items appeared to be worthy of retention, resulting in a decrease in the alpha if deleted or just a small increase in the alpha when deleted. The one exception to these was the item on school choice being influenced by school participation in community activity, which would increase the alpha to the acceptable $\alpha = 0.7$ (approximate of 0.684) upon removal (Table 3 below). As such, removal of this item was considered in order to make the questionnaire reliable (Amin, 2005).

Table 2: Reliability Statistics

| Reliability Statistics | | |
|-------------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .633 | .710 | 17 |

Source: Primary data

Table 3: Showing Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|-------------------------------------|-----------------------------------|--|--|
| university influence | 20.89 | 6.810 | .083 | .646 |
| Whether religion influences choice | 20.44 | 6.967 | .130 | .631 |
| Considered how laboratory was equipped | 21.28 | 6.565 | .557 | .597 |
| Whether computers used in teaching | 20.94 | 6.056 | .400 | .592 |
| Whether considered classroom adequacy | 21.22 | 6.301 | .548 | .585 |
| Whether considered safety | 21.06 | 5.585 | .687 | .544 |
| Whether considered school beauty | 21.11 | 6.105 | .476 | .584 |
| Whether considered distance from home | 21.06 | 6.761 | .134 | .635 |
| Whether considered ease of access | 21.22 | 6.536 | .395 | .603 |
| Whether considered nearness of public transport | 20.83 | 6.735 | .110 | .642 |
| Considered school location | 21.22 | 6.301 | .548 | .585 |
| Considered school available | 20.83 | 7.324 | -.106 | .676 |
| Considered participation in games | 21.28 | 6.918 | .258 | .621 |
| Considered participation in music | 20.83 | 6.853 | .066 | .649 |
| Considered passing in first grade in O'level exam | 21.22 | 6.183 | .626 | .576 |
| Considered students joining big A'level school | 21.17 | 6.853 | .146 | .631 |
| Considered participation in community activities | 20.72 | 7.507 | -.169 | .684 |

Source: Primary data

Data Collection Procedure

Prior to data collection, a research proposal was submitted and approved by the researcher's supervisors at Bugema University. A recommendation letter permitting the researcher to collect data was then obtained from the Dean of Graduate Studies, Bugema University which also introduced the researcher to Kiboga District. The recommendation letter was submitted to Kiboga District Education Office along with the proposal and a request to conduct research in Kiboga District was made. Upon permission being granted

from the district offices, the researcher introduced himself in the selected schools to obtain parents contacts through students. These parents were then reached with the help of their children and others during the parents' meetings which were called in all schools by the school authorities as they registered the candidates for UNEB examinations 2018. The researcher used the fora to meet the parents.

Data Analysis

Both quantitative and qualitative data analysis methods were employed. Quantitative data from parents' questionnaires and key informant guides were edited and checked for completeness, sorted, coded and entered into the computer using SPSS Version 16 where analysis was done. Quantitative data like demographic characteristics, the parents' characteristics, school characteristics and choice of O' level secondary schools were analyzed using frequencies and percentages. Chi-square test of independence was used to analyze objectives 3 and 4 to establish the association between the independent and dependent variables.

Cramer's V test was used as a follow up method to Chi Square to determine the strengths of associations between the independent and the dependent variables. All significant school-based factors at p-value less than 0.05 observed in chi-square analysis were then subsequently entered into a multinomial regression model where contribution of each of them in influencing parental choice of secondary schools was determined.

Qualitative analysis was used to analyze qualitative data from the interviews, focus group discussions and document review. Qualitative data from audio and notes recorded during the focus group discussions was analyzed by transcribing recorded information, condensing it and abstraction of main themes focusing on the common

grounds cited by parents that influence their choice for secondary schools. The qualitative findings were then integrated into the report to form a flowing thesis.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents and discusses the findings on factors influencing parental choice of secondary schools in Kiboga District. The results were generated from 361 respondents, 12 key informants and 2 focus group discussions. Parents responded to a pretested questionnaire and head teachers to an interview guide. Results are presented in form of frequencies, graphs, Pearson Chi-square to measure the associations of independent and dependent variables and multinomial regression used to measure the predictors of parental choice of secondary schools using significant factors from the bi-variate analysis.

Characteristics of Parents

Objective 1 of the study was to establish the characteristics of parents in Kiboga district. Demographic and socio-economic characteristics were surveyed in the study. The findings are summarized in Table 4 below;

Table 4: Demographic & Socio-economic Characteristics of Respondents

| Characteristics | Category | Frequency (f) | Percent (%) |
|-----------------------------|-----------------------|--------------------------|------------------------|
| Sex of respondents | Male | 196 | 54.3 |
| | Female | 165 | 45.7 |
| Age of respondent | 20-29 | 50 | 13.9 |
| | 30-39 | 127 | 35.2 |
| | 40-49 | 125 | 34.6 |
| | ≥ 50 | 59 | 16.3 |
| Respondents' marital status | Never married | 37 | 10.2 |
| | Separated | 82 | 22.8 |
| | Married | 242 | 67 |
| Occupation of respondents | Not employed | 20 | 5.5 |
| | Peasant farmer | 161 | 44.6 |
| | Business | 99 | 27.4 |
| | Gov't employed | 48 | 13.3 |
| | NGO employed | 33 | 9.1 |
| Education level | No formal education | 12 | 3.3 |
| | Primary | 139 | 38.5 |
| | Secondary | 115 | 31.9 |
| | Tertiary | 65 | 18 |
| | University | 30 | 8.3 |
| Monthly income | <200,000/= | 122 | 33.8 |
| | 200,000/= - 600,000/= | 198 | 54.8 |
| | >600,000/= | 41 | 11.4 |
| Religion | Catholic | 91 | 25.2 |
| | Anglican | 81 | 22.4 |
| | Seventh day | 54 | 15 |
| | Muslim | 55 | 15.2 |
| | Pentecostal | 80 | 22.2 |

N = 361

Source: Primary Data

Demographic Characteristics

Sex

From Table 4 above, findings on sex of respondents revealed that male respondents were slightly more than a half [196 (54.3%)]. This was because male

respondents were more responsible for the choice of the schools that their children went to than their female counterparts.

Age

Study results from Table 4 further revealed that the biggest number of respondents [127 (35.2%)] were aged 30-39, followed by those who were 40-49 years [125 (34.6%)]. The least number of respondents [50 (13.9%)] were aged 20-29. The age distribution of 30-39 was more prevalent in the study showing that students were mainly looked after by this age group of people. The age group of people established is such young that it is highly ambitious of what it requires from its children. With such an ambition, they would take their children to a school where they could obtain maximum benefit of education for their children.

Marital Status

On the other hand, findings in Table 4 above, on the marital status of respondents revealed that most of the respondents [242 (67%)] were married, with the least being unmarried [27 (10.2%)]. This revealed that the respondents were not just care takers but biological parents of the children. This is because it was through marriage that they obtained the children that they were looking after. It also pointed to the fact that decision for school was made by the two parents depending on what they thought was best for their children.

Socio-economic Characteristics

Occupation

Findings from Table 4 above, on occupation of respondents revealed that the biggest number of respondents [161 (44.6%)] were peasant farmers, followed by those

who were business people [99 (27.4%)]. The bigger proportion being peasant farmers was because the area was a rural set up with farming being the most readily available occupation. Different people gain differently from agriculture. As such parents in Kiboga were expected to take their children to schools that they could afford depending on what they harvested and sold in order to pay for required school dues. Parents earning less from the farming were expected to take their children to cheap schools that they could afford for their children in contrast to those who earned more from farming.

Education Level

Data on education level shown in Table 4 above showed that the biggest number of respondents [139 (38.5%)] had primary education as their highest education level. This proportion was much lower than the percentage of population greater or equal to 15 years established by UBOS 2014 to have primary education level of 52.3% for Kiboga. The variation was because the sample size taken in the study was small compared to the UBOS findings that took a census. From these results a big segment of parents were lowly educated. These lowly educated parents were expected not to know the value of education and were thus more likely to just take their children to any school they saw with no clear rationale for choice of such a school. On the contrary highly educated parents were expected to make rationale choices for secondary schools for their children owing to the fact they were expected to know the purpose of education. This was consistent with Dronkers & Avram (2010) who argued that well educated parents tend to send their children to good schools that guarantee the expected education quality.

Income Distribution

Findings on income distribution as shown in Table 4 above revealed that nearly a half of the respondents [198 (54.8%)] earned between 200,000/= and 600,000/=. The study therefore established that half of the study population was an average income earner. The least number of respondents [41 (11.4%)] earned greater than 600,000/=. The low income level of respondents in the study area was an indicator that there was no satisfactory source of income for parents. This meant that since most of the parents were peasant farmers they were therefore earning less from such an occupation. Such respondents were thus expected to consider their low income and choose schools of a lower quality since that's what they could afford. This was in agreement with Alsauidi 2016 who established that parents with high income are able to choose good private schools that are expensive than their counterparts who earned less.

Religious Belief

Findings on religious belief of respondents in Table 4 further revealed that the biggest number of respondents were Catholics [91 (25.2%)] followed by the Pentecostals [81 (22.4%)]. The distribution in religious beliefs was consistent with the UDHS findings of 2016 that reported Catholics to dominate the population being 39.6% with a small difference from Anglicans who were 31.2%. The variation in proportion established was attributed to the small sample size used in the study compared to the census of UBOS. From the findings, where the parents were highly committed religious fanatics as suggested by Yaacob et al (2015) would take their children to private schools or public schools that had a strong background of religion unlike their counterparts.

School Characteristics

Objective 2 of the study was to assess the school characteristics in Kiboga District. The findings are summarized in Table 5 below;

Table 5: School Characteristics considered by Parents

| School Characteristic considered | Yes | | No | |
|---|----------------------|--------------------|----------------------|--------------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| School religion background | 94 | 26 | 267 | 74 |
| Laboratory availability | 324 | 89.8 | 37 | 10.2 |
| Computer usage in teaching | 200 | 55.4 | 161 | 44.6 |
| Classroom adequacy | 346 | 95.8 | 15 | 4.2 |
| Safety | 329 | 91.1 | 32 | 8.9 |
| School beauty | 302 | 83.7 | 59 | 16.3 |
| Distance from home | 295 | 81.7 | 66 | 18.3 |
| Ease of access | 322 | 89.2 | 39 | 10.8 |
| Public transport availability | 270 | 74.8 | 91 | 25.2 |
| School location | 324 | 89.8 | 37 | 10.2 |
| School availability | 275 | 76.2 | 86 | 23.8 |
| Participation in games | 280 | 77.6 | 81 | 22.4 |
| Music participation | 209 | 57.9 | 152 | 42.1 |
| O'level exam performance | 337 | 93.4 | 24 | 6.6 |
| Big A'level school joining | 292 | 80.9 | 69 | 19.1 |
| Students Joining university | 128 | 35.5 | 233 | 64.5 |
| Other influencing reason | | | | |
| Studied in the school | 123 | 58 | 89 | 42 |
| School affordable | 14 | 6.6 | 198 | 93.4 |
| Advised by a friend | 13 | 6.1 | 199 | 93.9 |
| School well disciplined | 98 | 46.2 | 114 | 53.8 |
| Professional/caring teachers | 81 | 38.2 | 131 | 61.8 |

N = 316

Source: Primary Data

Findings in Table 5 revealed that the first five school characteristics considered by parents while choosing secondary schools for their children were class room adequacy [346 (95.8%)], O'level examination performance [337 (93.4%)], school safety [329

(91.1%), school location [324 (89.8%)], laboratory availability in schools [324 (89.8%)]. The least five considered factors for selection of secondary schools were school religious background [94 (26%)], students joining university [128 (35.5%)], computer usage in schools [200 (55.4%)], music participation [209 (57.9%)], and public transport availability [270 (74.8%)].

The findings on desired school characteristics meant that parents had high consideration for class room size, academic performance, safety, location, and laboratory services compared to others. This was well in line with what head teachers suggested in their interview (Appendix Table 2), where they cited school facilities (58.3%) and academic performance as the leading influencing factors for choice of schools. As such, schools that had these characteristics were in position to attract parents to take their children to them than schools that were thought not to have those characteristics. The study findings were in some factors like classroom adequacy, and laboratory availability consistent with Alsuiadi (2015), who had established the top three choice influencing factors as physical factors but inconsistent in the others. The study findings were generally consistent with Yaacob et al (2014) and Oyier et al (2015), who found that parents preferred schools with adequate physical facilities and a conducive learning environment.

Findings in Table 5 above, indicated that 212 (58.7%) parents valued other aspects from the schools where they took their children which the rest did not. Of these other reasons that respondents considered for selecting secondary schools for their children, previous history of relatives studying from that school was most dominant [123 (58%)] followed by students from the schools being well disciplined [98 (46.2%)]. Some

parents consider these factors with view that since they were able to raise them, then they would also raise their children and impart the best education in them. On the other hand, some valued discipline over other factors with the view that even when they had better aspects like good academic performance, behaviour would enable them to be better citizens who could relate with others for development. This was consistent with Noor et al (2014), who asserted that parents are involved in education of their children for better promotion of their development and welfare.

Parents' Characteristics and School Choice

Objective 3 of the study was to assess the influence of parents' characteristics on parents' choice of O'level secondary schools for their children in Kiboga District. Chi-square (χ^2) was used to find out the significant parents' characteristics that influenced choice of secondary schools for their children. Results of the bivariate association of parental characteristics with parental choice for secondary schools are presented in Table 6 below;

Table 6: Bi-variate analysis of parents' characteristics and School Choice in Kiboga District

| Characteristics | school owner | | Chi-square | Df | Sign. |
|-------------------------------|----------------|---------------|------------|----|--------------|
| | Private school | Public school | | | |
| Education level status | | | | | |
| Never went to school | 4(33.3%) | 8(66.7%) | 31.552 | 4 | 0.000 |
| Primary | 67(48.2%) | 72(51.8%) | | | |
| Secondary | 55(47.8%) | 60(52.2%) | | | |
| Tertiary | 43(66.2%) | 22(33.8%) | | | |
| University | 29(96.7%) | 1(3.3%) | | | |
| Sex | | | | | |
| Male | 111(56.6%) | 85(43.4%) | 0.552 | 1 | 0.458 |
| Female | 87(52.7%) | 78(47.3%) | | | |
| Age of respondent | | | | | |

| Characteristics | school owner | | Chi-square | Df | Sign. |
|----------------------------|--------------|------------|------------|----|-------|
| | | | | | |
| 20-29 | 38(76%) | 12(24%) | 31.554 | 3 | 0.002 |
| 30-39 | 56(44.1%) | 71(55.9%) | | | |
| 40-40 | 72(57.6%) | 53(42.4%) | | | |
| ≥ 50 | 32(54.2%) | 27(45.8%) | | | |
| Marital status | | | | | |
| Never married | 28(75.7%) | 9(24.3%) | 7.825 | 2 | 0.02 |
| Separated | 40(48.8%) | 42(51.2%) | | | |
| Married | 130(53.7%) | 112(46.3%) | | | |
| Occupation | | | | | |
| Not employed | 11(55%) | 9(45%) | 25.161 | 4 | 0.000 |
| Peasant farmer | 83(51.6%) | 78(48.4%) | | | |
| Business | 42(42.4%) | 57(57.6%) | | | |
| Employed by government | 33(68.8%) | 15(31.2%) | | | |
| Employed by NGO | 29(87.9%) | 4(12.1%) | | | |
| Monthly income | | | | | |
| < 200,000/= | 61(50%) | 61(50%) | 10.333 | 2 | 0.006 |
| 200,000/= - 600,000/= | 105(53%) | 93(47%) | | | |
| > 600,000/= | 32(78%) | 9(22%) | | | |
| Advised by a friend | | | | | |
| Yes | 5(38.5%) | 8(61.5%) | 0.377 | 1 | 0.539 |
| No | 94(47.2%) | 105(52.8%) | | | |

Source: Primary Data

A chi-square test performed (Table 6) revealed that there was a significant moderate strong relationship between education level of respondents and parents' choice for secondary schools, $X^2 (4, N = 361) = 31.552, p = .000$. Parents with a lower educational level therefore tended to choose public schools while the highly educated preferred private schools. According to Jochim et al (2014), parents with higher education level make informed decisions about the choice of the schools they take their children often prioritizing academics. The study therefore showed that educated parents viewed private schools as offering better education than public schools thus preferred

them to public schools. Similar findings were also established from focus group discussion where one parent was quoted saying;

“I don’t want my fellow parents to get offended with me but most parents in Kiboga who take their children to public schools are parents who are not educated. They take their children there because they cannot differentiate in the quality of education provided by public and private schools”.

The study findings were consistent with Dronkers & Avram (2010), Goldring & Rowley (2006), and Jochim et al (2014), that demonstrated more educated parents choosing private schools. However, some parents disagreed to the discussion that education influenced their choice for a secondary school. One parent said;

“For me I am not educated but I cannot afford seeing my children missing education. I want my children to study from very good schools and therefore I can give in all that it takes to take my children to private schools because their students have better performance than those in public schools”.

Chi-square test performed (Table 6) to establish influence of occupation on school choice revealed that there was a significant moderately strong relationship between occupation and parental choice, $X^2(3, N = 361) = 15.354, p = .002$. Parents’ occupation in Kiboga District was a key factor that influenced choice of secondary schools for their children with parents working with NGOs having a higher chance of choosing private schools. The study findings were therefore consistent with Alsaudi (2016), who attached occupation to status as well as choice of good expensive schools.

From Table 6, Chi-square analysis to establish relationship between income and parental choice revealed that there was a significant relationship between monthly

income and parental choice of secondary schools for their children, $X^2 (2, N = 361) = 10.333, p = .006$. Parents with a higher income were therefore more likely to choose private schools. Findings revealed that parents in Kiboga District who chose private schools were those that had a higher income. The study findings were therefore consistent with Alsaudi (2016) and Rehman (2008), that linked private schools to parents with higher income levels than those earning less.

Some parents however refuted that they would be hindered to take their children to private schools because of income. One parent in a focus group discussion held in a private school said;

Fellow parents, for me I cannot fail to take my children to a good quality school because of high school fees even when my income is low. It is better to sacrifice and take children to good secondary schools and have your child able to be taken on government sponsorship at university. I would rather forego eating meat or putting on well for that purpose.

School Characteristics and School Choice

Objective 4 of the study was to assess the influence of school characteristics on parents' choice of O'level secondary schools for their children in Kiboga District. Chi-square (χ^2) was used to find out the significant schools' characteristics that influenced parents' choice for their children. Results of the bivariate association of parental characteristics with parental choice for secondary schools are presented in Table 7 below;

Table 7: Bi-variate analysis of School Characteristics and School Choice in Kiboga District

| Characteristics | school owner | | Chi-square | Df | Sign. |
|--------------------------------------|----------------|---------------|------------|----|--------------|
| | Private school | Public school | | | |
| Influence by religion | | | | | |
| Yes | 63(67%) | 31(33%) | 7.605 | 1 | 0.006 |
| No | 135(50.6%) | 132(49.4%) | | | |
| Laboratory influence | | | | | |
| Yes | 176(54.3%) | 148(45.7%) | 0.354 | 1 | 0.552 |
| No | 22(59.5%) | 15(40.5%) | | | |
| Computer influence | | | | | |
| Yes | 114(57%) | 86(43%) | 0.839 | 1 | 0.360 |
| No | 84(52.2%) | 77(47.8%) | | | |
| Class room adequacy | | | | | |
| Yes | 189(54.6%) | 157(45.4%) | 0.168 | 1 | 0.682 |
| No | 9(60%) | 6(40%) | | | |
| Safety influence | | | | | |
| Yes | 176(53.5%) | 153(46.5%) | 2.740 | | 0.098 |
| No | 22(68.8%) | 10(31.2%) | | | |
| School beauty influence | | | | | |
| Yes | 146(48.3%) | 156(51.7%) | 31.556 | 1 | 0.000 |
| No | 52(88.1%) | 7(11.9%) | | | |
| Distance consideration | | | | | |
| Yes | 146(49.5%) | 149(50.5%) | 18.692 | 1 | 0.000 |
| No | 52(78.8%) | 14(21.2%) | | | |
| Easiness of access | | | | | |
| Yes | 167(51.9%) | 155(48.1%) | 10.719 | 1 | 0.001 |
| No | 31(79.5%) | 8(20.5%) | | | |
| Public transport availability | | | | | |
| Yes | 120(44.4%) | 150(55.6%) | 46.809 | 1 | 0.000 |
| No | 78(85.7%) | 13(14.3%) | | | |
| School location influence | | | | | |
| Yes | 173(53.4%) | 151(46.6%) | 2.693 | 1 | 0.101 |
| No | 25(67.6%) | 12(32.4%) | | | |
| Only school availability | | | | | |
| Yes | 157(57.1%) | 118(42.9%) | 2.346 | 1 | 0.126 |
| No | 41(47.7%) | 45(52.3%) | | | |
| Game participation | | | | | |

| Characteristics | school owner | | Chi-square | Df | Sign. |
|--------------------------------------|---------------------|------------|-------------------|-----------|--------------|
| Yes | 140(50%) | 140(50%) | 11.841 | 1 | 0.001 |
| No | 58(71.6%) | 23(28.4%) | | | |
| Music participation influence | | | | | |
| Yes | 123(58.9%) | 86(41.1%) | 3.213 | 1 | 0.073 |
| No | 75(49.3%) | 77(50.7%) | | | |
| O'level exam performance | | | | | |
| Yes | 192(57%) | 145(43%) | 9.248 | 1 | 0.002 |
| No | 6(25%) | 18(75%) | | | |
| Joining big A'level school | | | | | |
| Yes | 154(52.7%) | 138(47.3%) | 2.741 | 1 | 0.098 |
| No | 44(63.8%) | 25(36.2%) | | | |
| Joining university | | | | | |
| Yes | 89(69.5%) | 39(30.5%) | 17.266 | 1 | 0.000 |
| No | 109(46.8%) | 124(53.2%) | | | |
| Studied from school | | | | | |
| Yes | 60(48.8%) | 63(51.2%) | 0.510 | 1 | 0.475 |
| No | 39(43.8%) | 50(56.2%) | | | |
| School affordable | | | | | |
| Yes | 4(28.6%) | 10(71.4%) | 1.979 | 1 | 0.160 |
| No | 95(48%) | 103(52%) | | | |
| Discipline of students | | | | | |
| Yes | 44(44.9%) | 54(55.1%) | 0.237 | 1 | 0.626 |
| No | 55(48.2%) | 59(51.8%) | | | |
| School teacher professional | | | | | |
| Yes | 39(48.1%) | 42(51.9%) | 0.111 | 1 | 0.739 |
| No | 60(45.8%) | 71(54.2%) | | | |

Source: Primary Data

Chi-square test analysis (Table 7) performed to ascertain influence of religious affiliation and parent choice revealed that there was a significant but very weak relationship between religious affiliation of school and parental school choice, $X^2(1, N = 361) = 7.605$, $p = .006$, $\phi_c = 0.145$. In Kiboga District, parents seem to choose private schools because of their perceived religious affiliation. The study findings were

consistent with that of Pandolfini (2013) and Van Pelt, Allison and Allison (2007) which revealed parents who considered religion to be taking their children to private schools.

A chi-square test (Table 7) performed to establish whether laboratory availability influenced school choice revealed that there was no significant relationship between laboratory availability and parental choice for secondary schools, $X^2 (1, N = 361) = 0.354$, $p = .552$, $\alpha_c = 0.031$. Parents in Kiboga District did not consider availability of laboratories in choosing secondary schools. This was inconsistent with Burgess et al. (2014) and Yaacob et al. (2015), who linked choice of schools to their well-equipped laboratories.

Some parents, however, believed that certain schools were more equipped in the laboratories than others and thus they preferred such. One parent said;

“I prefer taking my children to public schools because such schools have well equipped science laboratories from which my young boy can get skills to help him become a good doctor in future. Private schools are just interested in extorting money without developing their infrastructure”

On the other hand, a chi-square test performed as shown in Table 7, revealed that there was no significant relation between computer availability in school with parental choice for secondary schools, $X^2 (1, N = 361) = 0.839$, $p = .360$, $\alpha_c = 0.048$. Parents in Kiboga District therefore did not choose secondary schools for their children basing on computer availability in schools. This was inconsistent with Yaacob et al. (2015), who linked choice of schools to their being well equipped with physical aspects like computers among others.

Findings on class room adequacy from Table 7 above revealed that there was no significant relationship between classroom adequacy and parental choice for secondary schools for their children $X^2 (1, N = 361) = 0.168, p = .682, \varphi_c = 0.022$. It therefore shows that in choosing private schools, most parents in Kiboga District did not consider availability of adequate classrooms. In Kiboga District therefore, parents did not consider class room adequacy for choice of schools. The study findings were inconsistent with Alsuiadi (2015b), Yaacob, e t al (2014) and Oyier, et al. (2015), findings that linked parental choice to availability of physical aspects necessary for academics most especially in private schools.

A chi-square test performed (Table 7) to ascertain the influence of school safety on parental school choice revealed that there was no significant relationship between school safety and parental choice of secondary school for their children $X^2 (1, N = 361) = 2.74, p = .098, \varphi_c = 0.087$. School safety was not a highly considered factor in choosing schools. The study results therefore revealed that parents in Kiboga District who chose private schools did not consider school safety as an important factor that influenced them to such schools. The study results were contrary to Chen (2007) that had revealed school safety as a significant factor that influenced parental choice for schools.

Furthermore, chi-square test (Table 7) performed on school beauty revealed that there was a significant moderately strong relationship between school beauty and parental choice of school for their children, $X^2 (1, N = 361) = 31.556, p = .000, \varphi_c = 0.296$. Parents in Kiboga therefore seem to choose public schools because they are perceived to be more attractive than private schools with those choosing private schools not considering school

beauty. The study was in line with that of Alsuiadi (2015), and Hsu & Yuan-fang (2013) that attributed parental school choice to the appearance of structures in public schools.

Chi-square test to establish influence of distance to school and parental school choice (Table 7) revealed that there was a strong significant relationship between distance to school and parental choice for the secondary schools $X^2 (1, N = 361) = 18.692, p = .000, \phi_c = 0.228$. Parents in Kiboga District seem to consider distance only in choosing public secondary schools often choosing public schools because they were near them. This showed that the shorter distance of public schools in Kiboga District from respondents' homes influenced their choice compared to private schools that were far. The study results were consistent with those of Awan and Zia (2015) who established that schools in greatest proximity to homes are highly favored in choice compared to those that are far.

Distance of the school from homes was further revealed from the focus group discussions to be influencing parental choice. One parent said;

“I don't have daily money for transport and therefore I choose schools which are near my residence such that my child can even come back home for lunch”.

When a chi-square test was performed (Table 7) to establish relationship between easiness to access and parental choice of secondary schools, it was established that there was a significant weak relationship between easiness to access and parental choice, $X^2 (1, N = 361) = 10.719, p = .001$. In Kiboga District therefore parents choose public schools because they are perceived to be more easily accessible than private schools. The study was consistent with Rowley (2006), for choice of public schools and inconsistent for private schools.

Chi-square test performed (Table 7) to establish relationship between public transport and parental choice revealed that there was a significant relationship between parental choice and public transport availability, $X^2 (1, N = 361) = 46.809, p = .000$. Parents in Kiboga District therefore seem to choose public schools because of availability of public transport. Those that chose private schools did not consider public transport availability. The study results as relating to private schools' choice were inconsistent with Awan & Zia (2015), findings that established a link between choice of such a school but consistent in regards to choice of public schools.

From Table 7, findings revealed that school availability, music participation by school, consideration of student joining a big A 'level school, relative studying from a school, school affordability, advise from a friend, discipline of students, teacher professionalism did not significantly influence parental choice of secondary schools for their children ($p > 0.05$). In Kiboga District, these factors were not highly considered in choosing of secondary schools.

A chi-square test performed (Table 7) to ascertain influence of game participation and parental school choice revealed that there was a significant relationship between game participation and parental choice of secondary schools for their children, $X^2 (1, N = 361) = 11.841, p = .001$. Parents in Kiboga District therefore choose public schools because among other reasons, it is perceived that they perform well in sports more than private schools. The study was consistent with Beamish & Morey (2013), Yaacob et al (2015), Dronkers & Peter (2003) findings that attributes choice of schools to participation in school games.

This was further highlighted by parents in a focus group discussion where one parent said;

“For me I chose a public school for my child because the school gives opportunity to grow in other talents like playing football. The problem with private schools is that they think life is only about education! Some people are successful in sports that’s why I put my children where he can grow his sports talent”.

In such choice of public schools, the study was consistent with Beamish & Morey (2013), Yaacob et al (2015), Dronkers & Peter (2003) findings that attribute choice of schools to participation in school games.

Chi-square analysis performed (Table 7) to establish influence of O’level examination performance on parental school choice revealed that there was weak but significant relationship between O’level examination performance and parental choice of secondary schools for their children, $X^2 (1, N = 361) = 9.248, p = .002, \phi_c = 0.16$. In Kiboga District therefore, parents who choose private schools, choose them with perception that they perform better than public schools in O’level examinations. The study findings were consistent with Beamish & Morey, (2013), and Yngstrom (2014) that indicated parents to be transferring their children from public schools to private schools due to better academic performance in private schools.

Furthermore, findings in Table 7 on chi-square analysis to test influence of ability to join the university on parent school choice revealed that there was a relationship between possibility of joining a university and parental choice of secondary schools for their children, $X^2 (1, N = 361) = 17.266, p = .000$. In Kiboga District, parents who choose

private secondary schools seem to do so because they perceived private schools to offer a better opportunity to join university than public schools. The findings were consistent with findings by Beamish & Morey, (2013), and Yngstrom (2014) that revealed parents to have more academic trust in private schools than public schools, and thus choose private schools whenever they considered their students joining university.

Predictors of Parental Choice of Secondary Schools

A multinomial regression model was fitted to examine the influence of parental characteristics and school related characteristics that influence parental choice of secondary schools for their children and the results are presented in Table 8 below;

Table 8: Predictors of School Choice in Kiboga District

| Factor | School Owner | | UOR | P value | AOR | P value |
|------------------------|--------------|------------|-----|--------------|-------|--------------|
| | Private | Public | | | | |
| Age | | | - | 0.002 | | |
| 20-29 | 38(76%) | 12(24%) | | | 2.574 | 0.215 |
| 30-39 | 56(44.1%) | 71(55.9%) | | | 1.108 | 0.801 |
| 40-49 | 72(57.6%) | 53(42.4%) | | | 0.778 | 0.549 |
| ≥ 50 | 32(54.2%) | 27(45.8%) | | | . | . |
| Marital Status | | | - | 0.02 | | |
| Never Married | 28(75.7%) | 9(24.3%) | | | 0.694 | 0.687 |
| Separated | 40(48.8%) | 42(51.2%) | | | 1.266 | 0.486 |
| Married | 130(53.7%) | 112(46.3%) | | | . | . |
| Occupation | | | - | 0.000 | | |
| Not employed | 11(55%) | 9(45%) | | | 0.421 | 0.460 |
| Peasant farmer | 83(51.6%) | 78(48.4%) | | | 0.837 | 0.836 |
| Business | 42(42.4%) | 57(57.6%) | | | 0.342 | 0.202 |
| Employed by government | 33(68.8%) | 15(31.2%) | | | 1.023 | 0.975 |
| Employed by NGO | 29(87.9%) | 4(12.1%) | | | . | . |
| Education Level | | | - | 0.000 | | |
| Never went to school | 4(33.3%) | 8(66.7%) | | | 0.056 | 0.045 |

| Factor | School Owner | | UOR | P value | AOR | P value |
|----------------------------|--------------|------------|-------|--------------|-------|--------------|
| | | | | | | |
| Primary | 67(48.2%) | 72(51.8%) | | | 0.167 | 0.140 |
| Secondary | 55(47.8%) | 60(52.2%) | | | 0.119 | 0.072 |
| Tertiary | 43(66.2%) | 22(33.8%) | | | 0.163 | 0.117 |
| University | 29(96.7%) | 1(3.3%) | | | . | . |
| Religious influence | | | | | | |
| Yes | 63(67%) | 31(33%) | 1.987 | 0.006 | 1.093 | 0.794 |
| No | 135(50.6%) | 132(49.4%) | | | . | . |
| Income | | | | | | |
| < 200,000/= | 61(50%) | 61(50%) | - | 0.006 | 0.260 | 0.033 |
| 200,000/= - 600,000/= | 105(53%) | 93(47%) | | | 0.378 | 0.084 |
| >600,000/= | 32(78%) | 9(22%) | | | . | . |
| School Beauty | | | | | | |
| Yes | 146(48.3%) | 156(51.7%) | 0.126 | 0.000 | 0.252 | 0.007 |
| No | 52(88.1%) | 7(11.9%) | | | . | . |
| Distance | | | | | | |
| Yes | 146(49.5%) | 149(50.5%) | 0.264 | 0.000 | 1.207 | 0.732 |
| No | 52(78.8%) | 14(21.2%) | | | . | . |
| Easiness of access | | | | | | |
| Yes | 167(51.9%) | 155(48.1%) | 0.278 | 0.001 | 0.621 | 0.450 |
| No | 31(79.5%) | 8(20.5%) | | | . | . |
| Public transport | | | | | | |
| Yes | 120(44.4%) | 150(55.6%) | 0.133 | 0.000 | 0.251 | 0.002 |
| No | 78(85.7%) | 13(14.3%) | | | . | . |
| Game participation | | | | | | |
| Yes | 140(50%) | 140(50%) | 0.397 | 0.001 | 0.812 | 0.577 |
| No | 58(71.6%) | 23(28.4%) | | | . | . |
| O'level performance | | | | | | |
| Yes | 192(57%) | 145(43%) | 3.972 | 0.002 | 3.056 | 0.052 |
| No | 6(25%) | 18(75%) | | | . | . |
| University | | | | | | |
| Yes | 89(69.5%) | 39(30.5%) | 2.596 | 0.000 | 1.562 | 0.184 |
| No | 109(46.8%) | 124(53.2%) | | | . | . |

Source: Primary Data

On entering the significant factors from a bivariate analysis in a multinomial regression model, it was revealed that in presence of other factors, only four variables factors; education level, monthly income, school beauty, and availability of public transport significantly predicted parental choice of secondary schools. Other factors like age of respondent, marital status, occupation, religion, distance, distance of the school, participation in games, and joining of university that were significant at bivariate analysis, were found to be insignificant in predicting parents' choice at multinomial regression analysis.

Findings on religion influence coincided with the finds from the focus group discussion where one parent said;

“We would like to send our children to schools with the same religion we subscribe to but we have very few denominational based secondary schools in Kiboga district. In fact, some religions like Muslims, Pentecostals and the Adventists don't completely have any secondary school of their denomination. Such parents therefore send to any school available as long as there is discipline”.

This was even supported by another parent who commented that;

“but even Catholics and Anglicans who have schools of their denomination in the district don't take religion as a serious issue in choosing an O'level school. Academic performance is the major factors, others being secondary.”

From Table 8 above, the parents' education level adjusted odds (AOR 0.056, 95% CI = 0.003-0.937, $p = 0.045$) suggesting that in the presence of other factors, respondents who had never gone to school were 17.9 times less likely to choose private secondary

schools for their children than the respondents who had university level of education. The findings revealed that parents who choose public schools are mainly those who never went to school. The study findings were in line with Dronkers & Avram (2010), Goldring & Rowley (2006), and Jochim et al (2014) which linked educated parents to private expensive schools owing to the fact that such schools are better than public schools.

Findings in Table 8 above, revealed that parents' income status significantly predicted parental choice of secondary schools ($p < 0.05$). The adjusted odds (AOR 0.26, 95% CI = 0.075-0.90, $p = 0.033$) suggest that in the presence of other factors parents who earned less than 200,000/= on a monthly basis were 4 times less likely to choose private secondary schools for their children than the respondents who earned an average monthly income of more than 600,000/=. In Kiboga District therefore, parents choose public secondary schools owing to their low income. It therefore implies that private schools are perceived to be expensive and thus not chosen by some parents. The study findings were consistent with Alsaudi (2016) and Rehman (2008), that linked private schools to parents with higher income levels than those earning less.

“I take my children to public schools because I have a small income and yet private schools even though better they are very expensive for a peasant woman like me who has independently brought up my children”.

Another parent also noted that;

“As long as people in Kiboga remain poor like they are; they will continue taking their children to schools that they feel they can manage whether good or bad.”

In the same way, from Table 8 above, beauty of school significantly predicted parental choice of secondary schools ($p < 0.05$). The unadjusted odds (UOR 0.126, 95% CI

= 0.055-0.286, $p = 0.000$) suggest that in absence of other factors, parents who considered school beauty were 7.9 times less likely to choose private schools for their children. The adjusted odds (AOR 0.252, 95% CI = 0.092-0.687, $p = 0.007$) suggest that parents who considered school beauty were 4 times less likely to choose private schools for their children than the respondents who did not consider beauty of the school. Parents in Kiboga District choose public schools for their children because public schools are perceived to be attractive and those who choose private schools do not do so because of good appearance of the structures of private schools. This was also revealed in a focus group discussion where one parent exclaimed that;

“If I am to take my child to a private school, then they have to improve on the type of structures because most of the private schools have ugly structures. They often open up schools in any premise they think is appropriate for them”

The study was in line with that of Alsuiadi (2015a), and Hsu & Yuan-fang (2013) that attributed parental school choice to the appearance of structures that they also linked to performance of their children.

On the other hand, findings from Table 8 above revealed that public transport availability significantly predicted parental choice of secondary schools for their children ($p < 0.05$). The unadjusted odds (UOR 0.133, 95% CI = 0.071-0.251, $p = 0.000$) suggest that in absence of other factors, parents who considered availability of public transport were 7.5 times more likely to choose public schools. The adjusted odds (AOR 0.251, 95% CI = 0.106-0.594, $p = 0.002$) suggest that in the presence of other factors, parents who considered availability of public transport were 4 times less likely to choose private

schools for their children than respondents who did not consider availability of public transport.

In Kiboga District, availability of public transport is an important factor that is considered in choosing secondary schools with those considering transport preferring public schools. Those who chose private schools, however, did not consider public transport. The study findings were consistent with Hsu and Yuan-fang (2013), and Evans & Leghorn (2014) who established that private schools even when are far are liable to be chosen by the wealthy parents who have private means of transport and so do not have to rely on public transport means.

From Appendix Table 4, Nagelkerke R squared showed that the model explained roughly only 34.7% of the variation in parental school choice was brought about by school beauty, public transport, parents' income and parents' education level. This revealed that there were other factors responsible for the 65.3% variability in the parental choice of secondary schools for their children in Kiboga District.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary, conclusion and recommendations

Summary

The study was conducted in Kiboga District with the key objective of assessing the factors that influence parental choice of O'level secondary schools for their children. The specific objectives were to assess the characteristics of parents in Kiboga District, establish the characteristics of schools desired by parents, assess the influence of parental characteristics and school characteristics on parental choice of secondary schools for their children. A cross sectional survey using stratified sampling was used to obtain the 361 respondents. Data was analyzed using both descriptive and inferential statistics (chi-square, and multinomial regression to generate odds ratio). Qualitative data was analyzed by transcribing recorded information, condensing it and abstraction of main themes focusing on the common grounds cited by parents that influenced their choice for secondary schools.

Prominent findings on demographic factors indicates that most respondents were males, were aged 30-39 years and married. Findings on socio-economic status indicated that most respondents had primary education as their highest education level, were peasant farmers and mostly earned between 200,000/= and 600,000/= a month. Parental choice findings revealed that most of the parents (55%) were taking their children to private secondary schools Findings on potential parental choice predictors revealed that lack of formal education, (AOR 0.056, 95% CI = 0.003-0.937, $p = 0.045$), earning less than 200,000/= (AOR 0.26, 95% CI = 0.075-0.90, $p = 0.033$), beauty consideration (AOR 0.252, 95% CI = 0.092-0.687, $p = 0.007$), availability of public transport (AOR 0.251, 95% CI = 0.106-0.594, $p = 0.002$)

significantly influenced choice of public secondary schools in Kiboga District. Choice of public schools increased with low education level, lower income, need for beautiful structures as well as availability of public transport means.

Conclusions

The study concluded that the level of education and income, beauty of the school and availability of public transport means were predictors of parental choice of secondary schools for their children. In addition, parents with low levels of education and income preferred public secondary schools. The null hypothesis suggesting that there is no significant relationship between parental characteristics and school characteristics was therefore rejected and the alternative accepted. This confirmed the conceptual presumption of this study that parental characteristics, school characteristics and parents' choice of school were valid research variables. The behavioral economics theory which suggests that human decision making is not rational all the time held logic to explaining the choice of schools for the children among some parents. In addition, the rational choice theory which posits that individuals premeditate their actions to their greatest advantage was helpful to explaining choice of school among parents who chose schools based on personal interest and situation, and the schools they sent their children to.

Recommendations

Based on the findings that influence parental choice of secondary schools, the following recommendations were suggested;

Kiboga District Council:

1. The council should ensure that inspectors of schools regularly check academic standards in both public and private schools so that they are comparable and whether a child goes to a private or public school does not affect their academic standards.
2. The council should ensure that every year, the District Education Office recommends for licensing only those schools that meet the minimum requirements that should include the quality of buildings, extracurricular activities and other school facilities.

Ministry of Education and Sports Should:

1. Licence only those schools that have been recommended by the District Education Office as meeting the minimum standards to operate for the year.
2. Provide basic scholastic materials such as science laboratory equipment and chemicals, computers and textbooks to both public and private schools to provide equal opportunities for effective learning to all learners regardless of whether one is in public or private school.
3. Extend Universal Secondary Education (USE) opportunities to private schools to enable children of low income earners who meet the minimum requirements for admission to be enrolled to such private schools.

Parents Should:

1. Use saving opportunities available to save and borrow funds to meet the school fees and other funding requirements for their children's education.
2. Demand improvement in the school environment during their Parents, Teachers Association (PTA) meetings.

Directors of Private Schools Should:

1. Provide holistic learning opportunities by improving on the facilities at their schools by constructing better buildings and providing facilities such as science and computer laboratories, library, sports grounds and facilities for performing arts.
2. Provide transport to students who come from far away to ease their movement to and from school.
3. Charge realistic fees that can be afforded by majority of parents in the areas where they are located.
4. Apply for government aid so that the government can support some of the school activities such as building science and computer laboratories, library and sports facilities to match the facilities in some public schools.

Head teachers of Public Schools Should:

1. Maintain high academic standards by effectively supervising class teachers and ensuring that teachers provide the required services in order to match private schools in academic service delivery.
2. Raise funds from the communities to provide facilities that are necessary in ensuring effective learning in their schools.

Areas for Further Research

1. A study on the influence of cultural beliefs should be carried out to ascertain how cultural beliefs in Kiboga District influence the choice of schools parents send their children to.
2. A study on the effect of Universal Secondary Education (USE) Policy on enrolment of students in schools in Kiboga District comparing both public and private schools should be carried out to underscore how the USE Policy affects choice of secondary schools' parents send their children to.

3. The role of learners in the choice of secondary schools should be undertaken to analyse their considerations in determining which schools they go to.

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Appendix I: Questionnaire for parents

Dear respondent,

My name is **Kakuhikire Onesimus** a Bugema University student pursuing a Master of arts degree in Education Management. I kindly request for your voluntary participation in this research study on; “**Factors influencing parents’ choice of O’ level secondary schools in Kiboga district, Uganda.**” The findings will be purely for academic purposes and may inform policy makers and implementers. Your responses will be treated with utmost confidentiality.

Thank you for accepting to participate in this study.

Date of the interview: ____/____/____ **Serial No:** _____

Location:

Village of residence: _____ Parish: _____ Sub-county: _____

School ownership: Public Private

Section A: Demographic characteristics

1. Sex of respondent

Male Female

2. Age of respondent:

20-29 30-39 40-49 50 and above

3. Marital status:

Never married Separated Married

4. What is your occupation?

Not employed Peasant Farmer Business

Employed by government Employed NGOs/CSOs

Section B: Parent's characteristics

Parental income

| | | | | | |
|---|---|--------------------|---------------------|----------------------|------------------|
| 5 | What is your average monthly income? Ugx (Tick one Option) | Less than 200,000= | 200,000= - 400,000= | 600,000= - 1000,000= | Above 1,000,000= |
|---|---|--------------------|---------------------|----------------------|------------------|

Parental levels of Education

| | | | | | | |
|---|---|--------------------------------|-------------------------|---------------------------|--------------------------|-----------------------------|
| 6 | What is your highest level of education | Did not complete primary level | Completed primary level | Completed secondary level | Completed tertiary level | Completed university Degree |
|---|---|--------------------------------|-------------------------|---------------------------|--------------------------|-----------------------------|

Parents Religious Affiliation

| | | | | | | | | |
|---|--|----------|----------|-----------------------|--------|-------------|-----------------------|------------------|
| 7 | What is your highest religious affiliation | Catholic | Anglican | Seventh day Adventist | Muslim | Pentecostal | Traditional religious | Others (specify) |
|---|--|----------|----------|-----------------------|--------|-------------|-----------------------|------------------|

| | | | |
|-----------|---|------------|-----------|
| 8. | Religion influences which school I send my child | Yes | No |
|-----------|---|------------|-----------|

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9. Suggest other considerations you made when choosing the school for your child.

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Section C: School Characteristics

In this section, you are asked about school characteristics that could have influenced your choice of the school. Indicate your response by ticking one of the two options provided for each statement. 1 = No while 2 = Yes.

| | School Environment | No | Yes |
|----|---|-----------|------------|
| | When I was choosing the secondary school for my child, | | |
| 10 | I considered how equipped the laboratory is | 1 | 2 |
| 11 | I considered whether the school uses computers during teaching | 1 | 2 |
| 12 | I considered whether the school has adequate classrooms | 1 | 2 |
| 13 | I considered school safety like having a gate, guard and fence | 1 | 2 |
| 14 | I considered the beauty of the school campus like good buildings and clean compound | 1 | 2 |
| | Proximity | | |
| | When I was choosing the secondary school for my child, | | |
| 15 | I considered the distanced from home to school | 1 | 2 |
| 16 | I considered ease of access to the school | 1 | 2 |
| 17 | I considered presence of nearby means of public transport | 1 | 2 |
| 18 | I considered location of the school | 1 | 2 |
| 19 | I considered availability | 1 | 2 |
| | Extra curriculum activities | | |
| | When I was choosing the secondary school for my child, | | |
| 20 | I considered the school's participation in games and sports | 1 | 2 |
| 21 | I considered the school's participation in music and drama | 1 | 2 |
| 22 | I considered the school's participation in community activities | 1 | 2 |
| | Academic performance | | |
| | When I was choosing the secondary school for my child, | | |
| 23 | I first inquired about the number of students that passed in first in national | 1 | 2 |

| | | | |
|----|---|---|---|
| | exams | | |
| 24 | I asked about the number of students that join big schools for A' level | 1 | 2 |
| 25 | I asked about average number of past students that join university every year | 1 | 2 |

Appendix II: Focus Group Discussion Guide

Dear participants,

My name is **Kakuhikire Onesimus** a Bugema University student pursuing a Master of arts degree in Education Management. I kindly request for your voluntary participation in this research study on; “**Factors influencing parents’ choice of O’ level secondary schools in Kiboga District, Uganda.**” The findings will be purely for academic purposes and may inform policy makers and implementers. Your responses will be treated with utmost confidentiality.

1. What do you consider when selecting an O’ level secondary school for your child?
2. As a parent, how are you influenced by your;
 - education,
 - income,
 - religion in choosing an O’ level secondary school for your child?
3. What should school owners (government or private sector institutions/individuals) do to make their schools more attractive to parents?

Thank you for accepting to participate in this study.

Appendix III: Key Informants' Interview Schedule

Dear participants,

My name is **Kakuhikire Onesimus** a Bugema University student pursuing a Master of arts degree in Education Management. I kindly request for your voluntary participation in this research study on; “**Factors influencing parents' choice of O' level secondary schools in Kiboga District, Uganda.**” The findings will be purely for academic purposes and may inform policy makers and implementers. Your responses will be treated with utmost confidentiality.

1. What do you consider to be the factors that influence parents in choosing O' level secondary schools for their children?
2. What factors have attracted parents to your school?
3. Suggest actions that school owners should take to make their schools more attractive to parents?

Thank you for accepting to participate in this study.

Appendix Table 1: Results of Chi-square analysis

| Characteristics | school owner | | Chi-square | df | UOR | Sign. |
|-------------------------------|----------------|---------------|------------|----|-------|--------------|
| | Private school | Public school | | | | |
| Education level status | | | | | | |
| Never went to school | 4(33.3%) | 8(66.7%) | 31.552 | 4 | - | 0.000 |
| Primary | 67(48.2%) | 72(51.8%) | | | | |
| Secondary | 55(47.8%) | 60(52.2%) | | | | |
| Tertiary | 43(66.2%) | 22(33.8%) | | | | |
| University | 29(96.7%) | 1(3.3%) | | | | |
| Sex | | | | | | |
| Male | 111(56.6%) | 85(43.4%) | 0.552 | 1 | 1.171 | 0.458 |
| Female | 87(52.7%) | 78(47.3%) | | | | |
| Age of respondent | | | | | | |
| 20-29 | 38(76%) | 12(24%) | 15.354 | 3 | - | 0.002 |
| 30-39 | 56(44.1%) | 71(55.9%) | | | | |
| 40-40 | 72(57.6%) | 53(42.4%) | | | | |
| ≥ 50 | 32(54.2%) | 27(45.8%) | | | | |
| Marital status | | | | | | |
| Never married | 28(75.7%) | 9(24.3%) | 7.825 | 2 | - | 0.02 |
| Separated | 40(48.8%) | 42(51.2%) | | | | |
| Married | 130(53.7%) | 112(46.3%) | | | | |
| Occupation | | | | | | |
| Not employed | 11(55%) | 9(45%) | 25.161 | 4 | - | 0.000 |
| Peasant farmer | 83(51.6%) | 78(48.4%) | | | | |
| Business | 42(42.4%) | 57(57.6%) | | | | |
| Employed by government | 33(68.8%) | 15(31.2%) | | | | |
| Employed by NGO | 29(87.9%) | 4(12.1%) | | | | |
| Monthly income | | | | | | |
| < 200,000/= | 61(50%) | 61(50%) | 10.333 | 2 | - | 0.006 |
| 200,000/=–600,000/= | 105(53%) | 93(47%) | | | | |
| > 600,000/= | 32(78%) | 9(22%) | | | | |
| Influence by religion | | | | | | |
| Yes | 63(67%) | 31(33%) | 7.605 | 1 | 1.987 | 0.006 |
| No | 135(50.6%) | 132(49.4%) | | | | |
| Laboratory influence | | | | | | |
| Yes | 176(54.3%) | 148(45.7%) | 0.354 | 1 | 0.811 | 0.552 |
| No | 22(59.5%) | 15(40.5%) | | | | |
| Computer influence | | | | | | |

| Characteristics | school owner | | Chi-square | df | UOR | Sign. |
|---------------------------------|---------------------|------------|-------------------|-----------|------------|--------------|
| Yes | 114(57%) | 86(43%) | 40.859 | 1 | 1.215 | 0.360 |
| No | 84(52.2%) | 77(47.8%) | | | | |
| Class room adequacy | | | | | | |
| Yes | 189(54.6%) | 157(45.4%) | 0.168 | 1 | 0.803 | 0.682 |
| No | 9(60%) | 6(40%) | | | | |
| Safety influence | | | | | | |
| Yes | 176(53.5%) | 153(46.5%) | 2.740 | | 0.523 | 0.098 |
| No | 22(68.8%) | 10(31.2%) | | | | |
| School beauty influence | | | | | | |
| Yes | 146(48.3%) | 156(51.7%) | 31.556 | 1 | 0.126 | 0.000 |
| No | 52(88.1%) | 7(11.9%) | | | | |
| Distance consideration | | | | | | |
| Yes | 146(49.5%) | 149(50.5%) | 18.692 | 1 | 0.264 | 0.000 |
| No | 52(78.8%) | 14(21.2%) | | | | |
| Easiness of access | | | | | | |
| Yes | 167(51.9%) | 155(48.1%) | 10.719 | 1 | 0.278 | 0.001 |
| No | 31(79.5%) | 8(20.5%) | | | | |
| Public transport avail | | | | | | |
| Yes | 120(44.4%) | 150(55.6%) | 46.809 | 1 | 0.133 | 0.000 |
| No | 78(85.7%) | 13(14.3%) | | | | |
| School location inf | | | | | | |
| Yes | 173(53.4%) | 151(46.6%) | 2.693 | 1 | 0.550 | 0.101 |
| No | 25(67.6%) | 12(32.4%) | | | | |
| Only school availability | | | | | | |
| Yes | 157(57.1%) | 118(42.9%) | 2.346 | 1 | 1.46 | 0.126 |
| No | 41(47.7%) | 45(52.3%) | | | | |
| Game participation | | | | | | |
| Yes | 140(50%) | 140(50%) | 11.841 | 1 | 0.397 | 0.001 |
| No | 58(71.6%) | 23(28.4%) | | | | |
| Music participation inf | | | | | | |
| Yes | 123(58.9%) | 86(41.1%) | 3.213 | 1 | 1.468 | 0.073 |
| No | 75(49.3%) | 77(50.7%) | | | | |
| O'level exam perfo | | | | | | |
| Yes | 192(57%) | 145(43%) | 9.248 | 1 | 3.972 | 0.002 |
| No | 6(25%) | 18(75%) | | | | |
| Joining big A'level sc | | | | | | |
| Yes | 154(52.7%) | 138(47.3%) | 2.741 | 1 | 0.634 | 0.098 |
| No | 44(63.8%) | 25(36.2%) | | | | |

| Characteristics | school owner | | Chi-square | df | UOR | Sign. |
|-------------------------------|--------------|------------|------------|----|-------|--------------|
| Joining university | | | | | | |
| Yes | 89(69.5%) | 39(30.5%) | 17.266 | 1 | 2.596 | 0.000 |
| No | 109(46.8%) | 124(53.2%) | | | | |
| Studied from school | | | | | | |
| Yes | 60(48.8%) | 63(51.2%) | 0.510 | 1 | 1.221 | 0.475 |
| No | 39(43.8%) | 50(56.2%) | | | | |
| School affordable | | | | | | |
| Yes | 4(28.6%) | 10(71.4%) | 1.979 | 1 | 0.434 | 0.160 |
| No | 95(48%) | 103(52%) | | | | |
| Advised by a friend | | | | | | |
| Yes | 5(38.5%) | 8(61.5%) | 0.377 | 1 | 0.698 | 0.539 |
| No | 94(47.2%) | 105(52.8%) | | | | |
| Discipline of students | | | | | | |
| Yes | 44(44.9%) | 54(55.1%) | 0.237 | 1 | 0.874 | 0.626 |
| No | 55(48.2%) | 59(51.8%) | | | | |
| School teacher profes | | | | | | |
| Yes | 39(48.1%) | 42(51.9%) | 0.111 | 1 | 1.099 | 0.739 |
| No | 60(45.8%) | 71(54.2%) | | | | |

Source: Primary Data

Appendix Table 2: Results from Key Informants interview

| Characteristics | Frequency | Percentage |
|---|-----------|------------|
| Assumed factors that attracted parents to the school | | |
| Academic performance | 5 | 41.7 |
| School facilities available | 7 | 58.3 |
| Nearness to the community | 4 | 33.3 |
| Confidence in school | 3 | 25 |
| Affordable school charges | 2 | 16.7 |
| Not so sure | 1 | 8.3 |
| Advice to make schools more attractive | | |
| Improve academic performance | 4 | 33.3 |
| Improve the school environment | 1 | 8.3 |
| Employ quality motivated staff | 1 | 8.3 |
| Improve school facilities | 6 | 50 |
| Have good cooperation with the parents | 5 | 41.7 |

| | | |
|----------------------------------|---|-----|
| Have tight security for students | 1 | 8.3 |
|----------------------------------|---|-----|

Source: Primary Data

Appendix Table 3: Model Fitting information Summary

| Model Fitting Information | | | | |
|----------------------------------|------------------------|------------|------------------------|------|
| Model | Model Fitting Criteria | | Likelihood Ratio Tests | |
| | -2 Log Likelihood | Chi-Square | Df | Sig. |
| Intercept Only | 442.498 | | | |
| Final | 334.186 | 108.311 | 23 | .000 |

Appendix Table 4: Coefficient of Variation

| Pseudo R-Square | |
|------------------------|------|
| Cox and Snell | .259 |
| Nagelkerke | .347 |
| McFadden | .218 |

Source: Primary Data