

Privatization and Quality Concern in Secondary Education: a Study based on Parents' Perception

Paper Submission: 15/12/2020, Date of Acceptance: 26/12/2020, Date of Publication: 27/12/2020



Prasanta Kumar Barik

Assistant Professor,
Dept. of Education,
Rajiv Gandhi University,
Arunachal Pradesh, India

Abstract

The main objective of the study was to investigate the impact of privatization on quality secondary education of Arunachal Pradesh in terms of parents' perception relating to their satisfaction with students' achievement, subject content, quality of teachers, physical facilities, examination system, co-curricular activities, and parents' meeting. Parents from both Government and Private secondary schools were randomly selected as sample for the study. Here, 300 parents were selected as sample from both the government and private secondary schools of those students' studied at least one year. The investigator adapted the Satisfaction Scale for Parents originally developed by Panda (2016). The 't' test used to analyze data and found out that (i) the parents of students' studying in private secondary schools had better satisfaction in relation with their children's achievement than the parents of government secondary schools; (ii) the parents of students studying in private secondary schools had better satisfaction on subject content than the parents of government secondary schools; (iii) the parents of students studying in private secondary schools had slightly better satisfaction than their counterparts with regard to quality of teachers; (iv) the parents of students studying in private secondary schools had better satisfaction in relation with the physical facilities availed by their children than their counterparts; (v) the parents of students studying in private secondary schools had better satisfaction in relation with the physical facilities availed by their children than their counterpart; (vi) the parents of students studying in private secondary schools had better satisfaction than the parents of government secondary schools with regards to co-curricular activities; (vii) the parents of students studying in private secondary schools had quite better satisfaction than their counterparts in relation to parents' meeting.

Keywords: Secondary Education, Privatization, Quality, Parents' Perception.

Introduction

In the educational hierarchy of a child, Secondary Education is considered as a vital stage. Secondary education helps to prepare the child for higher education and the world of productive work. The quality secondary education depends on the satisfaction of its beneficiaries like students, teachers, parents, headmasters etc. At present, private institutions and organisations are playing important role in providing quality education to its stakeholders from elementary to higher education level. In India, private institutions are also taking care in providing services in the field of secondary education. Hence, It needs to evaluate the quality of these institutions in providing services to its stakeholders like students, parents, teachers and headmasters. The quality of privatisation is to be studied in terms how far the services provided by these private institutions and organisations meet the parents' needs and demands.

The reviews of related literature on assessing the impact of privatization on quality secondary education in terms of customers' satisfaction reveals that Baboyoni (1999), Afolabi (2005), Pal (2010), studied on academic achievements of students studying in private and public schools and found that private school students performed better than the students of public schools; Adeboyo (2009) studied on Parental preference for Private schools in Nigeria and found out that major factors like teacher quality, facilities, class size, curriculum practices, stability of

academic activities etc are the responsible concepts of performance to Private Secondary Schools, John(2009), Jonna Harma (2009), Ehigiamusoe (2012), Olasunkanmi & Mabel (2012), Ashley et al.(2014), Kalagbor(2016), Panda (2016), J. Tooley et al . (2011), Samuel Ravi (2015), Rizvi (2016) studied the performance of private schools and government schools and found that private schools were having talented teachers, sufficient physical facilities, sound educational environment and supportive parents than their counterparts. The study also revealed that, parents of the students felt that government schools were failing down their standard gradually; Brans (2011), studied on public private partnership in education and found out that privatization has both positive and negative impact on secondary education. Barik (2013) Studied on the impact of college autonomy on quality in higher education as perceived by the parents with regards to student's achievement, quality of teacher, physical facilities, examination system, co-curricular activities and parents' meeting and revealed that quality of education in autonomous colleges were better than the quality of education in non-autonomous colleges. **Grey (2014)** studied on the impact of the growing trend of privatization in education across the globe and found out that parents' participation in the child's education in private schools was more than government schools' parents. The present study is designed to assess the impact of privatization on quality secondary education in terms of parents' perception.

Objective of the Study

To study the impact of privatisation on quality in secondary education of Arunachal Pradesh in terms of parents' perception relating to their satisfaction with students' achievement, subject content, quality of teachers, physical facilities, examination system, co-curricular activities, and parents' meeting.

Hypothesis of the Study

There exists significant difference between perception of parents of students studying in private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with students' achievement, subject content, quality of teachers,

physical facilities, examination system, co-curricular activities, and parents' meeting.

Methodology of the Study

Design

The main objective of the present study was to investigate the impact of privatisation on quality in secondary education of Arunachal Pradesh in terms of parents' perception of both Government secondary schools and the private secondary schools with regards to their satisfaction with students' achievement, subject content, quality of teachers, physical facilities, examination system, co-curricular activities, and parents' meeting etc on secondary education have been compared using causal-comparative method and ex-post facto research design.

Sample

A Sample of 300 parents selected randomly each from private secondary schools and government secondary schools of those students' studied at least one year in private secondary schools and government secondary schools were listed out from the admission register of the schools.

Tools

The Satisfaction Scale for Parents developed by Panda (2016) and adapted by the investigator for collection of data. The Satisfaction Scale for Parents consisted of 28 items to assess parents' perception relating to their satisfaction with seven dimensions of secondary education such as students' achievement, subject content, quality of teachers, physical facilities, examination system, co-curricular activities, and parents' meeting. The content validity of the questionnaire was calculated by experts' judgement and the reliability co-efficient was calculated for the scale was determined as 0.94.

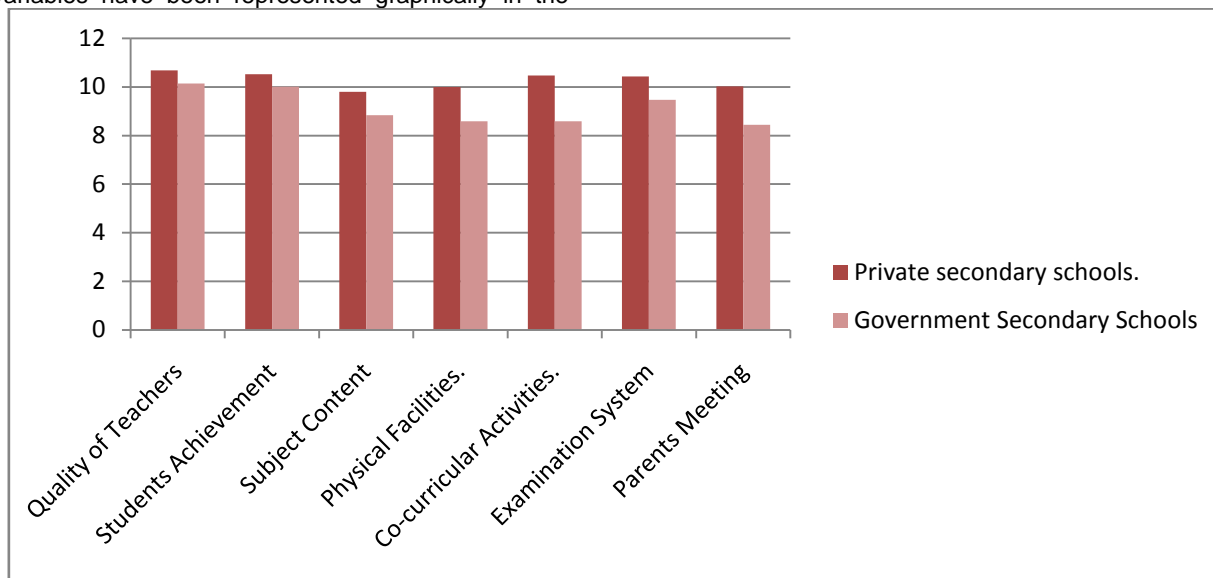
The Results

Table-1 Summary of t-values, Mean, SD and SE_D values with regard to Parents' Perception towards Satisfaction on Quality Dimensions in Secondary Education between Private Secondary Schools and Government Secondary Schools of Arunachal Pradesh.

Type of schools Quality Dimensions	Private Secondary Schools		Government Secondary Schools		df	SE _D	t-value	Critical t value	Remarks
	Mean	SD	Mean	SD					
Students' Achievement	10.53	1.63	10.01	1.67	298	0.191	2.72	1.97 at 0.05level of significance	Significant.
Subject Content	9.80	2.02	8.84	1.97	298	0.231	4.19	-do-	Significant.
Quality of Teachers	10.68	1.55	10.14	1.79	298	0.194	2.82	-do-	Significant.
Physical Facilities	10.00	2.29	8.59	2.27	298	0.263	5.39	-do-	Significant.
Examination System	10.43	1.36	9.47	1.73	298	0.180	5.30	-do-	Significant.
Co-curricular Activities.	10.47	7.66	8.59	1.97	298	0.646	2.91	-do-	Significant.
Parent's Meeting	10.02	2.02	8.44	2.34	298	0.253	6.24	-do-	Significant.

The results and the comparison of the above variables have been represented graphically in the

following Figure No.1.



Interpretation

Students' Achievement

An examination into the Table No. 1, it is found that in terms of students' achievement among the parents of the students studying in private and government secondary schools of Arunachal Pradesh the computed t-value came out to be (2.72) which is greater than the criterion t- ratio (1.97) with df=298 at 0.05 level of significance and declared as significant. Since the calculated probability t-value is bigger than the critical t ratio therefore, the alternative hypothesis formulated by the researcher "There exists significant difference between perception of parents of private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with students' achievement" gets accepted. It indicates that there exists significant difference between the perception of private and government secondary school parents of Arunachal Pradesh relating to their satisfaction in relation with students' achievement. From this interpretation it is understood that the mean score of private secondary school parents (M=10.53 > M= 10.01) is bit higher than the mean score of government secondary school parents. In this context it is to be concluded that the parents of students studying in private secondary schools had better satisfaction in relation with their children's achievement than their counterparts. As the result is more substantial in favour of private schools, it may be understood that the private schools stressed better on academic progress of their students and provided suitable learning environment in the private schools may be the causes for the parents' concern towards the satisfaction on students' achievement in the private schools.

Subject Content

An analysis into the Table No. 1, it is revealed that in terms of subject content among the parents of the students studying in private and government secondary schools of Arunachal Pradesh the computed t-value came out to be (4.19) which is

greater than the criterion t- ratio (1.97) with df=298 at 0.05 level of significance and declared as significant. Since the calculated probability t-value is bigger than the critical t ratio therefore, the alternative hypothesis formulated by the researcher "There exists significant difference between perception of parents of private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with subject content" gets accepted. It indicates that there exists significant difference between the perception of private and government secondary school parents of Arunachal Pradesh relating to their satisfaction on subject content practised in their respective schools. From this interpretation it is understood that the mean score of private secondary school students (M=9.80 > M= 8.84) is higher than the mean score of government secondary school parents. In this context it is to be generalised that the parents of students studying in private secondary schools had better satisfaction than the parents of government secondary schools. As the result is more significant in favour of private schools, it may be believed that the implementation of diversified content, attractive & need based curriculum in the private schools may be the causes for the parents concern towards the satisfaction on subject content practised in the private schools.

Quality of Teachers

Likewise, with regard to quality of teachers due to variation in private secondary schools and government secondary schools of Arunachal Pradesh , the Table No. 1, also indicates that the calculated t-value came out to be (2.82) which is greater than the criterion t- ratio(1.97) with df=298 at 0.05 level of significance and declared as significant. Since the calculated probability t-value is bigger than the critical t ratio therefore, the alternative hypothesis formulated by the researcher "There exists significant difference between perception of parents of private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with

quality of teacher" gets accepted. It indicates that there exists significant difference between the perception of private and government secondary school parents of Arunachal Pradesh relating to their satisfaction on quality of teachers. From this interpretation it is understood that the mean score of private secondary school parents ($M=10.68 > M=10.14$) is bit higher than the mean score of government secondary school parents. In this context it is to be generalised that the parents of students studying in private secondary schools had slightly better satisfaction than their counterparts. As the result is more substantial in favour of private schools, it may be assumed that the teachers of private schools were qualified, trained, competent and experts in taking care of students may be the causes for the satisfaction towards quality of teachers as perceived by the parents of students studying in private schools.

Physical Facilities

Table No. 1, revealed that in terms of physical facilities among the parents of the students studying in private and government secondary schools of Arunachal Pradesh the computed t-value came out to be (5.39) which is greater than the criterion t- ratio(1.97) with $df=298$ at 0.05 level of significance and declared as significant. Since the calculated probability t-value is higher than the critical t ratio therefore, the alternative hypothesis formulated by the researcher "There exists significant difference between perception of parents of private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with physical facilities" gets accepted. It indicates that there exists significant difference between the perception of private and government secondary school parents of Arunachal Pradesh relating to their satisfaction in relation with physical facilities. From this interpretation it is understood that the mean score of private secondary school parents ($M=10.00 > M=8.59$) is quite higher than the mean score of government secondary school parents. In this context it is to be generalised that the parents of students studying in private secondary schools had better satisfaction in relation with the physical facilities availed by their children than their counterparts. As the result is more considerable in favour of private schools, it may be understood that the private schools possessed with modern and well equipped buildings, well maintained campus and the provision of safe drinking water may be the causes for the parents' concern towards the satisfaction on physical facilities in the private schools.

Examination System

Table No. 1, revealed that in terms of examination system among the parents of the students studying in private and government secondary schools of Arunachal Pradesh the computed t-value came out to be (5.30) which is greater than the criterion t- ratio(1.97) with $df=298$ at 0.05 level of significance and declared as significant. Since the calculated probability t-value is higher than the critical t ratio therefore, the alternative hypothesis formulated by the researcher "There exists significant

difference between perception of parents of private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with examination system" gets accepted. It indicates that there exists significant difference between the perception of private and government secondary school parents of Arunachal Pradesh relating to their satisfaction in relation with examination system. From this interpretation it is understood that the mean score of private secondary school parents ($M=10.43 > M=9.47$) is quite higher than the mean score of government secondary school parents. In this context it is to be generalised that the parents of students studying in private secondary schools had better satisfaction in relation with the physical facilities availed by their children than their counterparts. As the result is more significant in favour of private schools, it may be understood that the private schools conducted examination smoothly and fairly, evaluated answer scripts properly, declared the results in time may be the causes for the parents' concern towards the satisfaction on examination system in the private schools.

Co-curricular Activities

An analysis into the Table No. 1, it is revealed that in terms of co-curricular activities among the parents of students studying in private and government secondary schools of Arunachal Pradesh the computed t-value came out to be (2.91) which is greater than the criterion t- ratio(1.97) with $df=298$ at 0.05 level of significance and declared as significant. Since the calculated probability t-value is bigger than the critical t ratio therefore, the alternative hypothesis formulated by the researcher "There exists significant difference between perception of parents of private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with co- curricular activities," gets accepted. It indicates that there exists significant difference between the perception of private and government secondary school parents of Arunachal Pradesh relating to their satisfaction on co-curricular activities organised in their respective schools. From this interpretation it is understood that the mean score of private secondary school parents ($M=10.47 > M=8.59$) is extensively higher than the mean score of government secondary school parents. In this context it is to be generalised that the parents of students studying in private secondary schools had better satisfaction than the parents of government secondary schools. As the result is more significant in favour of private schools, it may be believed that different co-curricular activities were organised frequently, parents were invited to organise co-curricular activities and students were encouraged to participate different activities in the private schools may be the causes for the parents' concern towards the satisfaction on co-curricular activities in the private schools.

Parent's Meeting

From the Table No. 1, it is analysed with regard to parents' meeting due to variation in private secondary schools and government secondary schools of Arunachal Pradesh, indicates that the

computed t-value came out to be (6.24) which is higher than the criterion t-ratio (1.97) with $df=298$ at 0.05 level of significance and declared as significant. Since the calculated probability t-value is bigger than the critical t-ratio therefore, the alternative hypothesis formulated by the researcher "There exists significant difference between perception of parents of private secondary schools and government secondary schools of Arunachal Pradesh relating to their satisfaction with parents' meeting" gets accepted. It indicates that in true sense there exists significant difference between the perception of private and government secondary school parents of Arunachal Pradesh relating to their satisfaction with parents' meeting. From this interpretation it is understood that the mean score of private secondary school parents ($M=10.02 > M= 8.44$) is considerably higher than the mean score of government secondary school parents. In this context it is to be generalised that the parents of students studying in private secondary schools had quite better satisfaction than their counterparts. As the result is more significant in favour of private schools, it may be assumed that the parents' views were respected properly, parents meeting organised frequently and opportunities were given to parents to express their view in the private schools may be the causes for the satisfaction towards parents meeting as perceived by the parents of students studying in private schools.

Major Findings

The findings of the summary for perception of parents of the students studying in private and government secondary schools on different quality dimensions and their satisfaction on secondary education are as follows

1. The parents of students studying in private secondary schools had better satisfaction in relation with their children's achievement than their counterparts. The private schools stressed better on academic progress of their students and provided suitable learning environment in the private schools.
2. The parents of students studying in private secondary schools had better satisfaction on subject content than the parents of government secondary schools. The implementation of diversified content, attractive & need based curriculum in the private schools were the causes for the parents concern towards subject content practised in the private schools.
3. The parents of students studying in private secondary schools had slightly better satisfaction than their counterparts with regard to quality of teachers. The teachers of private schools were qualified, trained, competent and experts in taking care of students were the causes for the satisfaction towards quality of teachers.
4. The parents of students studying in private secondary schools had better satisfaction in relation with the physical facilities availed by their children than their counterparts. The private schools possessed with modern and well equipped buildings, well maintained campus and the provision of safe drinking water were the

causes for the parents' concern towards the satisfaction on physical facilities.

5. The parents of students studying in private secondary schools had better satisfaction in relation with the physical facilities availed by their children than their counterparts. The private schools conducted examination smoothly and fairly, evaluated answer scripts properly, declared the results in time were the causes for the parents' concern towards the satisfaction on examination system;
6. The parents of students studying in private secondary schools had better satisfaction than the parents of government secondary schools with regards to co-curricular activities. The causes for the parents' concern towards the satisfaction on co-curricular activities in the private schools were organisation of different co-curricular activities frequently, inviting parents to organise co-curricular activities and encouraging students to participate different activities etc.
7. The parents of students studying in private secondary schools had quite better satisfaction than their counterparts in relation to parents' meeting.

Discussion

The present study is attempted to measure the impact of privatization on quality secondary education as perceived by the parents of the students' studying in secondary schools in Arunachal Pradesh. The impact privatization is assessed here by using causal-comparative method taking private secondary schools as independent variables. The positive impact of privatisation in secondary education emerged out of the study is supported by the findings revealing that parents of the students studying in private secondary schools were more satisfied with students' achievement, subject content, quality of teachers, physical facilities, examination system, co-curricular activities & parents' meeting than the parents of students studying in government secondary schools. Parents, who are the genuine investors of money for their children are the second important customers in education sector. The educational services provided by the private secondary schools to the children satisfy the parents which are reflected from the present study. The private secondary schools might function as per the expectations of parents for which the resultant effect is parents' satisfaction with the functioning of private institutions at secondary level. The finding revealing that quality of teachers, students' achievement, subject content, physical facilities, co-curricular activities, examination system & organisation of parents meeting was better in private secondary schools than the government secondary schools. The finding is supported by the study of Jonna Harma (2009), John (2009), Adeboyo (2009), Barik(2013), Pandolfini (2013), Grey (2014), Rehman et al.(2014) & Panda(2016).

Educational Implications

1. The finding of the study revealed that the achievement of students in private secondary schools of Arunachal Pradesh was far better than the government secondary schools of Arunachal

- Pradesh, it is therefore recommended that government should take proper initiatives for supervision & monitoring of schools and their students' achievements.
- The finding of the study found out that the subject content in Private secondary schools of Arunachal Pradesh was quite better than government secondary schools in Arunachal Pradesh, it may be recommended that government should take initiatives to include attractive and need based curriculum having diversified content in school curriculum of Arunachal Pradesh.
 - The finding of the study also found out that in Private secondary schools of Arunachal Pradesh the quality of physical facilities was better than government secondary schools of Arunachal Pradesh, it is recommended that government should take proper steps to provide funds to meet the requirements in relation to physical facilities required by the government secondary schools of Arunachal Pradesh.
 - On the basis of the finding of the study, it is revealed that the quality of examination Private secondary schools of Arunachal Pradesh was better than government secondary schools of Arunachal Pradesh; it is recommended that government should formulate strict policy on monitoring and evaluating examination system in government secondary schools. Steps should be made for smooth evaluation of students answer papers by experienced teachers.
 - The finding of the study found out that the parents' meeting organised in Private secondary schools of Arunachal Pradesh was significantly better than the government secondary schools of Arunachal Pradesh, it is recommended that government should take initiatives to organise parents' meeting frequently in all government secondary schools of Arunachal Pradesh frequently. It is also recommended that PTA, MTA, VEC or SMDC meetings should be organised and supervised in regular time interval.
- References**
- Afolabi, A.O. (2005). *Comparison of Private and Public Schools' Product Performance in Mathematics and English language from educational technology Perspective*. *Illorin Journal of Educational administration and planning* 24 pp 68-72.
 - Babayomi, A.O. (1999). *Comparative Study of the Teaching and learning Resources in Private and public Secondary Schools in Lagos State, Nigeria*.
 - Deming, W.E. (1993). *The New Economics*. Cambridge: MIT Press.
 - Downey, C.J. (1992). *Quality Fit Framework*. Tailor Road, Thousand Oaks: Crown Press Inc Sage Publication Company.
 - Harma, J. (2010). *School Choice for the Poor? The Limits of Marketisation of Primary Education in Rural India (CREATE – Pathways to Access Research Monograph Number 23)*. Brighton: University of Sussex–Centre for International Education, Consortium for Educational Access, Transitions and Equity. Accessed September 24, 2016. www.create-rpc.org/pdf_documents/PTA23.pdf.
 - Harma, J. (2009). *Can Choice Promote Education for All? Evidence from growth in private primary schooling in India*, *Compare*, 39:2, 151-165, DOI:10.1080/03057920902750400.
 - Harma, J. (2013). *Access or Quality? Why do Families Living in Slums Choose Low-Cost Private Schools in Lagos, Nigeria?*, *Oxford Review of Education*, 39:4, 548-566, DOI: 10.1080/03054985.2013.825984.
 - James Tooley & Pauline Dixon (2006). *'De facto' Privatisation of Education and The Poor: Implications of a Study from Sub-Saharan Africa and India*, *Compare*, 36:4, 443-462, DOI: 10.1080/03057920601024891.
 - Karaköse, T. & Kocabas, I.(2006). *Ozel ve devlet okullarında ogretmenlerin beklentilerinin is doyumunu ve motivasyon uzerine etkileri*. *Egitimade Kuram ve Uygulama*, 2(1), 3-14.
 - Kizildag, A. (2009). *Teaching English in Turkey: Dialogues with Teachers about the Challenges in Public Primary Schools*. *International Electronic Journal of Elementary Education*. 1(3).
 - Baweja, M.O. (2017). *Privatization of Higher Education In India: Need, Impact And Suggestions*. *International Journal Recent Science Research*. 8(3), pp. 15973-15975.
 - Reddy, Anugula N. (2007). *Financing of Secondary Education in India: Trends and Prospects*. *Man and Development*, Vol. XXIX, No. 1, pp. 39-66
 - Rizvi, F. (2016). *Privatization in Education: Trends and Consequences*. *Education Research and Foresight Series*, No. 18. Paris, UNESCO. <https://en.unesco.org/node/262287>
 - Samuel Ravi, S. (2015). *Impact of Privatisation of Education in India Society*. *Journal of Culture, Society and Development* Vol.6.
 - Shejwalker, P.C (1999). *Total quality management in higher education*. *University News*, 37(38), September 20, 1999.
 - Srivastava, P. (2010). "Privatization and Education for All: Unravelling the mobilizing frames." *Development* 53 (4): 522–528.
 - Tooley, J. and Dixon, P. (2006). *'De facto' Privatisation of Education and The Poor: Implications of a Study from Sub-Saharan Africa and India*. *Compare*. 36(4), 443– 462.
 - Adebayo (2009). *Parents' Preference for Private Secondary Schools in Nigeria: International Journal of education science*, Vol.1 (1): pp 1-6.
 - Ehigiamusoe, U.K. (2012). *Private Sector Participation in Secondary Education in Nigeria: Implications for National Development*, *International Journal of Development and Sustainability*, Vol.1No-3, pp 1062-1074.
 - Olsunkanmi, A.A. & Mabel. (2012). *An Input-Output analysis of Public and Private Secondary Schools in Lagos, Nigeria*, *International Journal*

- of Humanities and Social Science* , Vol-2, No-18;October 2012.
21. Kalagbor.(2016). *An analysis of Factors Influencing Students' Academic Performance in Public and Private Public Schools in rivers State, Nigeria*, *Journal of Education and Practice*, Vol.7,No-28,2016.
 22. Ashley, L., Mcloughlin, C., Aslam, M., Engel, J., Wales, J., Rawal, S., Batley, R., Kingdon, G., Nicolai, S., Rose, P. (2014) . *The role and Impact of Private Schools in Developing Countries: A Rigorous Review of the Evidence. Final Report. Education Rigorous Literature Review. Department for International Development.*
 23. Hartwig, K.A. (2013). *Using a Social Justice Framework to Assess Educational Quality in Tanzanian Schools. International Journal of Educational Development* 33(5), 487–496.
 24. Pal, S. (2010). *Public Infrastructure, Location of Private Schools and Primary School Attainment in an Emerging Economy. Economics of Education Review*, 29(5), 783–794
 25. Tooley, J., Bao, Y., Dixon, P. & Merrifield, J. (2011). *School Choice and Academic Performance: Some Evidence from Developing Countries. Journal of School Choice*, 5(1), 1–39.
 26. Yildirim, M. (2013). *Effects of Privatisation on Education Quality and Equity: Comparison of a Public and Private Primary Schools in Turkey. European Journal of Research on Education, special issue: Contemporary Studies in Education*, 40-46.
 27. Barik, P.K. (2013). *Impact of College Autonomy on Quality in Higher Education, Un published PhD Thesis, Sambalpur: Sambalpur University.*
 28. Sarangi, H & Barik, P.K. (2018). *College Autonomy and Quality in Higher Education, Pacific Books International, New Delhi.*
 29. Panda, D.D (2016). *Impact of Privatisation on Quality in Secondary Education, Unpublished Ph.D Thesis, Sambalpur : Sambalpur University.*
 30. Pandlofini, V. (2013). *Public or Private Education? Parents' Choices between Actual and Potential Pluralism, Italian Journal of Sociology of Education*, 5(2), 2013.
 31. Pal, S. (2010). *Public Infrastructure, Location of Private Schools and Primary School Attainment in an Emerging Economy. Economics of Education Review*, 29(5), 783–794