

To cite this article: Chrispin Kuupiel, Linus D. Nangwele and Noah K. Pufaa (2022). School Choice: Why Parents Prefer Private Basic Schools For The Education Of Their Wards In Nandom. International Journal of Education, Business and Economics Research (IJEER) 2 (3): 125-138

## SCHOOL CHOICE: WHY PARENTS PREFER PRIVATE BASIC SCHOOLS FOR THE EDUCATION OF THEIR WARDS IN NANDOM

Chrispin Kuupiel, Linus D. Nangwele and Noah K. Pufaa

Center for Conflict, Human Rights and Peace Studies, University of Education,  
P.O. Box 25, Winneba, Ghana

### ABSTRACT

This paper is a contribution to the understanding of school choice in the educational process in Ghana. The purpose of the study was to gain an insight into parental patronage of private basic schools for their wards' education in Nandom in the Upper West Region of Ghana. A qualitative approach and descriptive design were employed. Interviews were used for data collection. The study was carried out in three private basic schools in Nandom at the time of this research. The schools include Royal Star Community School, FIC Jubilee School and Future Leaders International School. Apart from FIC Jubilee School, the rest are not faith-based schools. Eighteen (18) participants (including 12 parents and 6 administrators) were interviewed. Parents and administrators were purposively and conveniently sampled respectively. The study discovered that discipline, strict supervision, effective co-curricular activities, quality of education and performance of the school were factors that influenced parents' preference for private basic schools for their wards' education. These factors did not vary among the three private basic schools. However, when we compared parents' special reason for their choice of school, it was realized that there exist some variations between the religious school and the non-religious schools. It is recommended that there should be intensive monitoring and supervision in, and adequate resourcing of public basic schools by government. Discipline is key to ensuring effective schools.

**KEYWORDS:** School Choice, Parents, Private Basic Schools, Education, Nandom.

© The Authors 2022  
Published Online: June 2022

Published by International Journal of Education, Business and Economics Research (IJEER) (<https://ijeer.com/>) This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

### 1. INTRODUCTION

Education is the best investment one can give to their child (UNESCO & Right to Education Initiative, 2019). Education improves lives and contributes to the betterment of society. Education is a social good (Kuupiel, 2019) and the "pathway" to the countries' development (Musheer & Shakir, 2017, p. 379). There is a link between education and development (United Nations, 2012ab;

Sen, 1999; UNICEF & UNESCO, 2007). Education in Ghana has received more investment over the years, exceeding international benchmarks and outperforming all other West African countries when internally generated funds are included (MOE, 2018). The private and public schools complement each other to help countries attain their developmental goals. The public schools are established, resourced and managed by the government of Ghana. Instructions in the public schools are delivered by qualified trained teachers and their remunerations are paid by the government. The private schools on the other hand, are established, resourced and run by individuals, non-governmental organizations, faith-based organizations and families. Resources for the delivery of instruction in the private schools and the remuneration of teachers, who are mostly not trained, are provided by the proprietors of the schools. However, both types of schools are subject to the supervision of the Ghana Education Service under the Ministry of Education, which provides an approved system, setting out the paths of public and private education, although there are certain regulations that apply solely to private institutions. Despite the numerous interventions by government in the public basic schools, there appears to be a growing preference for private basic schools by parents for their wards' education in Nandom including Directors of Education, Circuit Supervisors and teachers. Some parents have removed their wards from the public basic schools and sent them to the private basic schools. This raises some questions of concern. Why do parents seem to prefer private basic education for their wards? What factors are influencing parents' decisions? Do these factors vary with the type of private basic school?

Ghanaian authorities deliberately favored the development of private education in the last 50 years. For Ghana, the provision of education and training to all Ghanaians is fundamental to the success of the government's development agenda. The development of private schools in Ghana was first facilitated as part of the 1968 Education Act in an effort by government to ensure the full implementation of the Free and Compulsory Universal Basic Education policy under the Act (GNECC & GI-ESCR, 2014). Private individuals were therefore allowed to establish and operate schools in order to ensure full implementation of the policy, resulting from government's inability to provide the needed infrastructure and human resources to support the rapid increase in enrolment which followed its implementation. Several years after the coming into place of private schools, there appears to be an upsurge in interest or preference for private schools particularly, the private basic schools by Ghanaians. As a result, the number of private schools has grown rapidly in Ghana. For instance, private primary schools have increased from 4,371 in 2008/2009 to 5,742 in 2012/2013, representing 29% (GNECC & GI-ESCR, 2014). This figure increased to 6,904 private primary schools in 2014/2015 (Ministry of Education, 2015). At the time of this study, Nandom had only three private basic schools – Royal Star Community School, FIC Jubilee School and Future Leaders International School. The number has since increased to five, with EUBEN Educational Complex and Wisdom Gate being the new additions. This study was undertaken to understand the deciding factors for parental preference for private basic education for their wards. The study contributes to the understanding of school choice in educational process.

### 1.1 Research Objectives

Three research objectives were set to guide the study. They were to:

1. Explore the reasons parents give for preferring private basic schools for the education of their wards in Nandom.
2. Ascertain whether parents' preferences for private basic schools in Nandom vary with the type of private basic school.
3. Determine the choice of school by parents for their wards' education as their wards progress to the Senior High Level.

### 1.2 Research Questions

The research questions were:

1. What reasons do parents give for preferring private basic schools for the education of their wards in Nandom?
2. Do parents' preferences for private basic schools in Nandom vary with the type of private basic school?
3. What will be the choice of school by parents for their wards' education as their wards progress to the Senior High Level?

## 2. LITERATURE

Parental choice of private schools has long been recorded in literature in many parts of the world. Asad (2019) in a study found out that there is a positive relationship between student's achievement and parental involvement. Parents choose to send their children to private schools for a variety of reasons, including the quality of education anticipated and their children's preparation for the future (CAPE, 2008). Onuka and Arowojolu (2008) realized that the use of English as the medium of communication, presence of better facilities and qualified teachers in the private primary schools were some of the reasons parents give for sending their wards to private primary schools. Akaguri (2011) discovered that the use of the English language, better performance, no incidence of teacher absenteeism, strong supervision, commitment of head teachers to their work and welfare of students, were some of the reasons parents and household heads give for enrolling their children in private schools. Maangi (2014) unearthed that quality education, close supervision, no incidence of teachers' strikes, smooth transition from home to school, and discipline in private primary schools motivated parents to choose them for their children's education. Admittedly, Nsiah-Peprah (2004) revealed that private schools perform better than the public schools. Since parents always want the best for their wards, they prefer enrolling them in the private schools. To OECD (2012), the debate on performance is far from conclusive, as other studies report little negative or insignificant effects, and the results often depend on methodological choices. In the main, Awan and Zia (2015) in their comparative analysis of private and public educational institutions found that parental preferences for private schools were influenced by factors like better test scores, the use of English as a medium of instruction, better physical infrastructure, low rates of teacher absenteeism, income of parents and child's safety. Lewin (2007) argued that a school environment that is safe and caring would ensure the nurturing of students' potentials. For Davis (2011), parents prefer private schools for their wards' education because private schools offer a more disciplined learning environment. There

is thus agreement that the use of the English language as a medium of communication and delivery of instruction in private schools motivates parents to educate their wards in the private schools (Onuka & Arowojolu, 2008; Akaguri, 2011; Awan & Zia, 2015). Awan and Zia (2015) and OECD (2012) share that family or parents' income is one factor which influences parents' decisions for preferring the education of their children in private schools. Equally, Maangi (2014) and Davis (2011) also share the same view that parents prefer to send their children to private schools because they offer a more disciplined learning environment. There is research evidence that parents want the opportunity to choose the schools that their children attend (Moe, 2001). This study has therefore investigated parents' preference for private basic schools in Nandom.

### **2.1 Theoretical Framework: Rational Choice Theory (RCT)**

Every human being is a decision maker. Individuals make decisions on their “preferences, beliefs and constraints” which Wittek (2014) indicates as essential elements of Rational Choice Theory. The RCT views individuals as “rational, self-calculating, self-interested and self-maximizing” (Ogu, 2013, p. 96). Thus the “rational choice theory explains social phenomena as outcomes of individual choices that can in some way be construed as rational” (Wittek, 2014, p. 1). “...the idea that all action is fundamentally 'rational' in character and that people calculate the likely costs and benefits of any action before deciding what to do” (Scott, 2000, p. 1). The explanation is that parents' preference for private basic schools for their wards' education in Nandom is informed by the rational choices they made. Individuals make decisions or choices that will yield maximum results (Herrnstein, 1990; Burns & Roszkowska, 2016) whenever they are faced with many options. Every rational individual chooses the best when faced with many options (Krull, 2016). Ogu (2013, p. 92). This indicates that “The emphasis on the individual interest is always the starting point of the theory.” As such, the individual takes actions or decisions that they think are best for them considering the prevailing circumstances (Ogu, 2013). The application of the theory in this study is that parents' preference for private basic schools is informed by their thinking that the private basic schools are best for the education and development of their wards. As shown in the results, parents want the best for their children and they believe that private basic schools provide that quality education and a strong foundation for their wards, hence their choice of private basic schools. As rational human beings and given the numerous schools in Nandom, parents selected private basic schools for their children because they believe private basic schools would give them maximum satisfaction in terms of the child's educational development. Thus, Ogu indicates that “rationality is subjective and is decided on by the beliefs, values and philosophy of the individual” (p. 98).

### **3. METHODOLOGY**

A qualitative approach was employed to understand why parents prefer private basic schools for their children's education from their own perspectives (Creswell, 2014; Cohen et al., 2018; Cohen et al., 2007). A descriptive research design was used. The study covered the three (3) private basic schools that existed in Nandom at the time of this research which are: Royal Star Community School (non-religious), FIC Jubilee School (religious) and Future Leaders International School (non-religious). A total of eighteen participants (12 parents and 6 administrators) were sampled. Administrators were purposively sampled while parents were conveniently sampled. Participants were interviewed and the data was analyzed thematically.

## 4. FINDINGS

### 4.1 School Choice Factors

#### 4.1.1 Discipline

A high level of discipline was a major deciding factor for parental patronage of private basic schools in Nandom throughout the interviews. Davis (2011) observed that private schools offer a more disciplined environment. All the administrators in the study indicate that there is a high level of discipline in their schools. One administrator stated:

*...you will not see our children behave like the public schools; we have our code of ethics. Within schooling hours, you will not find a Royal Star community school student loitering in town, if you see a child in town either the child is sick and the parents send him or her back home. Without discipline nothing can be achieved. My headmaster has always said that discipline is the first thing in your life before you can achieve anything in life and there is no assembly that the headmaster will not talk about discipline. (Administrator A, January 2018)*

The students in private basic schools are time conscious; they are decent in their dressing and respect authority. Parents' comments that support the claim that private schools are more disciplined and thus their choice for their ward's education include:

*Private schools are more disciplined. I am a teacher myself and where I am [public school] there is no discipline. For instance, when a child comes to school late and I want to punish the child, parents will come from their houses to attack, but in the private school once I have sent my child, I accept everything that comes with it. So, if they are punishing my child, I know that it is my child who is at fault. (Parent D, January 2018)*

Therefore, it can be argued that discipline is key determining factor of school choice by parents. The finding supports Maangi (2014) work which indicated discipline as a key determining factor for parents' preference for private schools. The idea is that, everything within the school system is built on discipline and a school that is not disciplined may find it difficult to succeed and flourish.

#### 4.1.2 Strict supervision

The constant and strict supervision and monitoring of teachers in private basic schools was one other reason why parents opted for private basic education for their wards. Akaguri (2011) highlighted that parents are motivated by the strict supervision in private schools. Administrators indicated that their strict or keen supervision of their teachers is one of the factors that motivated parents to bring their children to their schools:

*In the private school there is keen supervision but in the public schools there is nothing like that. Unlike the public schools, the officers are always sitting in their offices, they do not go round to see what is happening and even if they go round, they do not talk about what is happening. Sometimes teachers do not go to school and do not write lesson notes or prepare before they go to teach. If there is no supervision and discipline*

*people will just be loitering about doing nothing and all these are what parents looked at before bringing their wards to a private school.*(Administrator B, January 2018)

Results matter in private schools. As such, they make sure that their teachers are committed to their work. Parents also indicated that private schools monitor and supervise their teachers constantly to ensure they produce the results they want. Some parents commented as follows:

*Of course, private schools just like Royal Star Community School, supervision is very effective, and management is very strict and that is the main reason why I sent my child there.* (Parent C, January 2018)

From the comments, it can be argued that monitoring and supervision in private basic schools are strict. Teachers are not given the opportunity to be idle or loiter about or be absent from school. The belief of parents is that supervision and monitoring of teachers in the private basic schools in this study outweighs that of their public counterparts. Thus, as rational individuals, parents opted for private basic schools.

#### **4.1.3 Co-curricular activities**

Parents want schools that offer co-curricular activities to support the academic life of their children. Parents indicated that their wards' private schools offer effective co-curricular activities, hence their preference for private education. Participants highlighted those co-curricular activities form part of teaching and learning:

*Co-curricular activities are part of school life...and we have the cadet and do other things like debates, and this makes parents want to bring their children to my private school.* (Administrator A, January 2018)

They believe co-curricular activities help in refreshing the brains of the students. Administrators mentioned sports, quizzes, debates, cadet and clubs as some co-curricular activities that their schools offer. They further stated that Physical Education (P.E.) has been included in their timetable and every Friday has been dedicated for co-curricular activities. All the private basic schools in this study have sportswear (Friday wear) for the students. Thus, administrators indicate that because their schools perform well in debates, quizzes and carry out effective co-curricular activities, parents want their wards to come and experience such total life. It was realized in the interviews that parents wanted their wards' private school to offer co-curricular activities as well as other opportunities to transform their wards holistically. Some parents have interesting perspective about the co-curricular activities their wards' private school offer. They believed that sports in particular, can become a job opportunity for their children in case they are unable to proceed with their education. A parent stated:

*Even sport is a course by itself and if they fail in the other subjects, they can take sports as a job* (Parent G, January 2018).

#### 4.1.4 Performance of school

Parents indicate that their wards' private basic schools are showing better results than public basic schools. Administrators indicated that their schools perform better than their public counterparts because their students undergo rigorous academic work. Administrators shared their schools perform better and produce good results:

*We entered the race in 2011 and we started writing the B.E.C.E. in 2015 and obtained the best results – aggregate eight – in the district and the second best in the region. Then the following year we scored the best aggregate – aggregate six – again in the district. So the best aggregate came from our school and we were among the best in the region...so parents feel that it is better to bring their children to where results matter. Because of the results we produce you see more parents bringing their wards to our school. (Administrator A, January 2018)*

This affirms Nsiah-Peprah's argument that parents opt for private schools because they perform better than the public schools (2004). Thus, parents want to send their wards to schools where performance is high. Parents want a school that produces good results or performs better:

*Their [my child] school is always ranked first in the B.E.C.E. in the district. Because of their performance my daughter has been telling me that Mummy! Mummy! I want to go to Royal Star Community School. So...I had no option than to send her there ... and she is doing marvelously well in her academics. (Parent K, January 2018)*

Some parents indicated that the performance of their children has improved and better than when their wards were in the public schools. A parent shared that:

*First they could not speak the English language but now they can speak well and write (Parent C, January 2018).*

Parents whose wards are in FIC Jubilee School said that though their wards' private school have not presented candidates for the B.E.C.E., past records of its branch in Wa, the capital town of the Upper West Region, have proved that the school is one of the best in the region in terms of performance.

#### 4.1.5 Quality of education

Parents indicate that they are seeking quality education for their wards. CAPE (2008) mentioned quality of education as one factor that parents are always looking for when choosing a school for their wards. Administrators indicated that parents want a school that is academically rigorous. Parents shared that there is quality education in private set-ups, hence their preference for private basic schools:

*I want my ward to be smart... They focus more on learning. (Parent J, January 2018)*

*...because it is a private school you would find that they have almost all the teaching and learning materials. Private schools have good textbooks for their students to learn but in public schools the books there are not up-to-date. (Parent F, January 2018)*

Parents want to give their children a good foundation and they believe private basic schools provide that kind of foundation. Administrators highlighted that parents want good and quality education for their wards and that is why they brought them to their schools:

*Everybody wants quality. If you go to the market to buy grains you would want the ones that are of quality, so to invest is to get better goods for your money. Parents want the better of their children and there is nothing you should give to your ward better than education and it is the private school that gives the best of education.(Administrator A, January 2018)*

The comment suggests that giving children an education is the best investment parents can make in their wards' lives. This supports UNESCO and Right to Education Initiative (2019) argument that, education is the best investment one can give to their child. Parents want the best for their children. Thus, the RCT explains that parents, as rational beings, would choose the best alternative; one that gives them maximum returns or outcomes.

#### **4.1.6 School environment**

The study also revealed that the environment of schools was one of the factors that influenced parents' decision in choosing their ward's private basic school. Participants indicate that private basic schools provide a good environment necessary for effective teaching and learning and holistic transformation of the child:

*We have good furniture, conducive classrooms, well equipped computer laboratory and library, good playgrounds with the necessary equipment that takes away the fear in pupils and this is one reason many parents cited for bringing their wards to Royal Star Community School. We are marketing our school and as a result we make sure that the school environment is conducive and safe for the students. (Administrator A, January 2018)*

The finding therefore speaks to Onuka and Arowojolu (2008) study which discovered that parents send their children to private primary schools because they have better facilities. Each private school wants to have a competitive advantage over the others. As such, they try to provide the kind of environment that would market it and attract more patronage. Parents stated safety as a factor for choosing their ward's school for their education:

*Where my child is, there is security and the school has been walled and this is a factor that motivated me to choose FIC Jubilee School. (Parent I, January 2018)*

Parents are seeking a school environment where their children can achieve their greatest potential as a learner. Parents want their children to be a part of a caring and nurturing learning environment



where they are given many opportunities to enable them to become good and responsible citizens. Lewin (2007) argued that schools that are caring, safe and welcoming help nurture the potentials of students.

#### 4.1.7 Class size

Student teacher ratio is very low in the private basic schools in this study. Parents lamented that there are larger class sizes in their children's previous public schools and teachers could not give proper attention to each student. Thus, parents indicate that class size is one of the factors that influenced their choice of private basic school. Administrators indicated that their schools have spacious, well-furnished and conducive classrooms with minimal number of students (20–30) in the classrooms. As such, teachers are able to effectively monitor the progress of each student as far as their learning is concerned. An administrator shared:

*There is no over-crowding in classrooms and teachers are able to give specialized attention to each pupil thereby establishing a good rapport between teachers and their students. (Administrator D, January 2018)*

Thus, students are able to actively participate in the teaching and learning process, thereby increasing their understanding. Parents want a school where the student teacher ratio is low so that their children's individual needs would be catered to:

*When it was established... you could have about eight students in a class by then, thereby making teaching and learning more effective. Teachers have much attention for the individual needs... Assessment becomes very easy for the teacher. (Parent B, January 2018)*

#### 4.1.8 Performance of teachers

Both administrators and parents stated good performance of or hardworking teachers as a factor that influenced the choice of a private basic school. Administrators indicated that their teachers are hardworking, serious and committed to their task. An administrator indicated in the interview as follows:

*The teachers in private schools know they have to produce results and so they have to be committed, and when you are committed to your duties certainly you will produce results...if you do not work you will have to go...performance has to do with self-discipline; there is no way the teacher will get up and will not come to school early; the teacher has to teach well, give exercises, mark the exercises, give homework and all those things that make up a good lesson.(Administrator A, January 2018)*

Teaching and learning in the private basic schools is effective and of quality. One administrator indicated how a non-performing teacher was sacked in his school:

*It happens just recently, we realized that one of our teachers was not performing, so we fired him. Teachers in the private schools know that they must work before they get paid, unlike the public schools where teachers feel that whether they work or not they will still get their pay. (Administrator E, January 2018)*

Parents also mentioned teachers' performance as an influencing factor for the choice of school for their wards' education:

*The teachers in private schools are serious than the public school teachers. Most of the government schools, the teachers there are not always serious, but the starting of the child is the foundation of the child and that is the major reason why I sent my child to the private school. (Parent H, January 2018)*

Thus, for parents, private school teachers are hardworking and committed: teachers go to school early, give exercises, give homework, mark exercises and homework, organize extra-classes for students, display seriousness in their work, and are not absent from school. In sum, given the discipline, good environment and performance, small class sizes, effective supervision and monitoring in private basic schools, parents preferred the private basic schools for their wards' education because they are rational. Every individual will always choose the best alternative or option.

#### **4.2 Whether Reasons given by Parents for Preferring Private Education vary with the type of Private Basic School**

Generally, the factors that motivated parents to choose private basic schools for their wards did not vary among the three schools in the study. However, when the study sought to find out the particular reason that informed parents' choice, it was discovered that the reasons given by parents did not vary among the two non-religious schools. To ascertain whether parents' reasons for selecting private basic schools for their wards' education vary by the type of private basic school, parents who enrolled their wards in Royal Star Community School gave the following special reasons:

*The headmaster is very discipline and strict. (Interview with parent A)*

*The headmaster is a disciplinarian. (Interview with parent B)*

During an interaction with parent D, he shared as follows:

*My special reason is that the headmaster taught me and he is a disciplinarian (Interview with parent D).*

The comments suggest that discipline is the major reason why parents who enrolled their children in Royal Star School opted for it. Also, when parents who sent their wards to Future Leaders International School were asked what special reason informed their choice, they stated as follows:

*There is a lot of discipline in the school.* (Parent F)

*There is discipline.* (Parent E)

*The school is discipline.* (Parent H)

The comments suggest that parents of Future Leaders School agree with the parents of Royal Star School that discipline is a key determinant of their choice of school for their wards' education. However, when I asked parents of FIC Jubilee School about the special reason why they sent their wards there, they indicated as follows:

*Because of the Catholic doctrine.* (Parent J)

*Catholic faith of the school is my special reason.* (Parent I)

Others indicated it is because the school environment is conducive. Thus, it appears the faith-based of FIC Jubilee School is a major consideration that parents made before sending their wards to the school. Parents who opt for FIC believe that their wards will be spiritually developed and drawn closer to God. They want their children to be brought up in the catholic way. Thus, the Catholic identity piece in FIC Jubilee School informed some parents' choice of it for their wards' education. Overall, there exist some variations when we compared the special reasons given by the non-religious school parents to those of the religious school parents. Parents from the non-religious schools mentioned discipline as the special reason for choosing their wards' school while parents from the religious school referred to the imbibing of catholic doctrine in their children as their special reason for preferring their wards' school.

#### **4.3 Continuity or Not**

This section explored whether parents would want their wards to continue their education at the S.H.S. level in a private school or not. Administrators stated that many parents have indicated to them that they have the interest to let their wards go through their education through the private way at the Senior High Level. When parents were also asked whether they would continue private education for their children at the S.H.S., many of them indicated 'YES'. Parents explained that they want to ensure continuity in terms of the conditions that the private basic schools provide, such as a good environment, strict supervision and discipline. However, they indicated that their decision may change depending on their finances at the time that their children will be proceeding to the S.H.S. Thus, there is the possibility that some parents who want their wards to continue schooling in the private way may change their decision to prefer public school at the S.H.S. level for their wards' education if their finances or resources decline. This is because private schooling is fee-paying and expensive. Awan and Zia (2015) and OECD (2012) indicate that family or parents' income influences their decisions for preferring the education of their children in private schools. Meanwhile, other parents said they would rather want their children to divert to the public school when they reach the S.H.S. level, explaining that the public schools at the S.H.S. level perform better than the private schools. According to parents, they wanted a strong foundation for their children and that it is very effective in private basic schools.

## 5. CONCLUSION AND RECOMMENDATIONS

School choice is crucial in education. At the same time, choosing a school is one thing; the functioning of the child in the school is another. There is increasing interest in and preference for private basic education. Parents want schools that give their children a strong foundation. Parents believe that education is the greatest investment to make in their children's lives. The factors that account for parents' preference for private basic schools have to do with the myriad constraints in public schools. Schools that provide quality education and offer an environment that is safe, conducive, and caring are most likely to be preferred by parents for their wards' education. Effective supervision, monitoring and discipline are necessary for effective schools. Therefore, it is recommended that there should be intensive monitoring and supervision in public basic schools, and prioritization of discipline in public basic schools. Parents should be involved in decision-making to ensure that educational decisions and policies meet their needs.

## REFERENCES

- Akaguri, L. (2011). *Quality Low-Fee Private Schools for the Rural Poor: Perception or reality? Evidence from Southern Ghana*. CREATE.
- Asad, N. (2019). Parental preferences and choices in selection of private primary schools. *Pakistan Administrative Review*, 3(3), 117-131.
- Burns, T. and Roszkowska, E. (2016) Rational Choice Theory: Toward a Psychological, Social, and Material Contextualization of Human Choice Behavior. *Theoretical Economics Letters*, 6, pp. 195-207.
- Council for American Private Education (2008). *Private Education, Good for Students, Good for Families, Good for America*. CAPE
- Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education*. Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. SAGE publications, Inc.
- Davis, A. M. (2011). *Why Do Parents Choose to Send Their Children to Private Schools?* Electronic Theses & Dissertations, Paper 382.
- Awan, A. G. & Zia, A. (2015). Comparative Analysis of Public and Private Educational Institutions: A case study of District Vehari-Pakistan. *Journal of Education and Practice*, Vol. 6, No. 16, pp. 122-130.
- GNECC & GI-ESCR. (2014). *Parallel Report Submitted to the Pre-sessional Working Group of the Committee on the Rights of the Child on the Occasion of the Consideration of the List of Issues Related to the Periodic Reports of Ghana*. GNECC.
- Herrnstein, R. J. (1990). Rational Choice Theory: necessary but not sufficient. *American Psychologist*, Vol. 45, No. 3, pp. 356-367.

- Krull, S. (2016). *School Selection Patterns through the Lenses of Rational Choice Theory and Behavioral Economics Theory*. Doctoral Thesis, University of Wisconsin-Milwaukee.
- Kuupiel, C. M. (2019). Realizing the right to education: progressions and setbacks. *Issues in Conflict, Human Rights and Peace*, Vol. 1, No. 1 pp. 103-113.
- Lewin, K. M. (2007) *Improving Access, Equity and Transitions in Education: Creating a Research Agenda*. Create Pathways to Access. Research Monograph No 1.
- Maangi, E. N. (2014). Factors Influencing Parental Patronage of Private Primary Schools in Kenya Despite Free Primary Education (FPE) in Public Schools. *Journal of Education and Practice*, Vol. 5, No. 26.
- Ministry of Education. (2015). *Report on Basic Statistics and Planning Parameters for Basic Education in Ghana 2014/2015*. EMIS.
- Ministry of Education (2018). *Education Strategic Plan 2018 – 2030*. Ministry of Education, Ghana.
- Moe, T.M. (2001). Who would choose private schools? *Education Next*, 1(1).
- Musheer, Z. & Shakir, M. (2017). Role of Education in the Protection and Promotion of Human rights. *Research J. Humanities and Social Sciences*, Vol. 8(3), pp. 379-384.
- Nsiah-Peprah, Y. (2004). Assessment of the Role of Private Schools in the Development of Education in Ghana: A Study of the Kumasi Metropolis. *Journal of Science and Technology*, Vol. 24, No. 2.
- Ogu, M. I. (2013). Rational choice theory: Assumption, strengths and greatest weaknesses in application outside the western milieu context. *Arabian Journal of Business and Management Review (Nigerian Chapter)*, Vol. 1, No. 3, pp. 90-99.
- OECD (2012), *Public and Private Schools: How Management and Funding Relate to their Socio-economic Profile*. OECD Publishing.
- Onuka, A. O. U & Arowojolu, A. F. (2008). An Evaluation of Parents' Patronage of Private Primary Schools in Abeokuta, Nigeria. *International Journal of African & African American Studies*, Vol. VII. No. 2.
- Scott, J. (2000). Rational Choice Theory. In *Understanding Contemporary Society: Theories of The Present*, edited by Browning, G., Halcli, A. and Webster, F. Sage Publications.
- Sen, A. (1999). *Commodities and Capabilities*. Oxford University Press.
- United Nations (2012a). *World Programme for Human Rights Education, Second Phase Plan of Action*. HR/PUB/12/3.
- United Nations (2012b). *Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments*. HR/PUB/12/8.

UNESCO & Right to Education Initiative. (2019). *Right to education handbook*. UNESCO publishing.

UNICEF & UNESCO. (2007). *A human rights-based approach to education for all*. A framework for the realization of children's right to education and rights within education.

Wittek, R. (2014). *Rational Choice*. Oxford Bibliographies, DOI: 10.1093/OBO/9780199756384-0070