

Parents' Perception About Factors of Quality Education in Private Schools in Kakinada City, Andhra Pradesh

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Abstract

Education is the only way of enlightening the human life and man can only aspire for attaining perfection after attaining education. In the case of India, education has been in the boom stage in terms of promoting education in the most sophisticated and divergent ways. In the present scenario, competition is the only driving factor for students as well as parents, and they only think about the best place from where they can acquire the assured competency to win the race. Imparting education is merely the most prime concept for every educational institution in order to entice the parents. Indeed, private schools are persistently adapting new techniques of qualitative education in terms of well trained and highly qualified faculty, e-learning, empirical thinking techniques, good infrastructure, and so forth. Hence, the present study sheds light on the perception of parents whose children were enrolled in 20 best private schools in Kakinada city, Andhra Pradesh. We randomly chose 200 parents who were personally interviewed to ascertain their perceptions with regards to what are the important factors considered by them while choosing a school for their wards. In the present study, we used the statistical tools like factor analysis, Karl Pearson's correlation coefficient, and regression analysis to ascertain the most influential factors of quality education.

Keywords: parents' perception, private schools, quality factors in education, techniques of quality education

JEL Classification: J24, H52, K12

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There are three main strands of educational effectiveness research focusing on different school and classroom level factors: Economically-oriented studies of education production functions which look at resource input factors such as expenditure per student, teacher salaries, and teacher qualifications. Studies related to school effectiveness have examined many factors like organizational and managerial characteristics, effective teaching and instructions in classrooms, and teaching strategies of schools. Generally, research reviews indicate a few factors, which are closer to the students' actual learning processes, to have the strongest impact. Some research studies have highlighted the variables at the level of classroom teaching to be having the strongest impact (Scheerens, 2003). School factors have more impact than more distant factors, such as administrative characteristics of the educational system at the national level (Wang, Haertel, & Walberg, 1993).

➡ **Wider Perspectives on the Significance of the Parent - Teacher Relationship in Promoting Qualitative Education :** Among the many kinds of relationships, the parent-teacher relationship occurs by assignment, rather than choice, with the schooling of the child as the only common interest. Given the decline of the joint family and the community, a truly collaborative partnership between parents and teachers becomes imperative (Keyes, 2002 ; Lindle & Boyd, 1991). It is well supported in literature that school-family cooperation contributes to pupils'

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achievements (Coleman, 1998 ; Laloumi-Vidali, 1997), pupils' participation in school-family relationships (Beveridge, 2004), parent - child cooperation in homework (Epstein & Lee, 1995), improvement in pupils' behaviour, motivation and self-esteem (Haynes, Comer, & Hamilton-Lee, 1989), parents' satisfaction with teachers' role (Rich, 1988), inclusion of children with special needs in regular schools (Frederickson, Dunsmuir, Lang, & Monsen, 2004), and the evaluation of health education programmes (Warwick et al., 2005).

Besides the general consensus in literature about the importance of school-family collaboration, it is not always possible to be achieved in practical terms. This is due to the difference in perceptions about the context and content of the collaboration between the participants (Attanucci, 2004), the lack of a sufficient definition of parental involvement in literature (Daniel-White, 2002; Lawson, 2003), and the lack of equivalent relations between parents and teachers. Epstein's (1995) model of parental involvement, however, appears to be the most prominent and complete in literature. Epstein's typology includes six major aspects of parental involvement - ranging from assistance with parenting to full collaboration between home and school as parenting, communicating, volunteering, learning at home, decision making, and collaboration.

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Scope of the Study

This study mainly deals with the most significant factors in parents' perception of qualitative education of their children who were studying in various schools in Kakinada City. There are around 122 private schools offering educational services, ranging from nursery to 10th standard or +2, in Kakinada city. Despite rendering qualitative educational services successfully, this study was exclusively carried out at the most reputed educational institutions to delineate the actual service quality. For the present study, 200 parents of children enrolled in 20 most reputed schools in Kakinada were asked to participate in the study, and their opinions on various factors having a high degree of influence on the quality of education imparted to their children were sought.

Kakinada city lies in the coastal delta area of Andhra Pradesh. It is located 465 kilometers (289 miles) east of the state capital, Hyderabad. It is also the headquarters of the East Godavari district. Kakinada is the one of the major municipal corporations in Andhra Pradesh, besides being a famous deep-water sea port city in India. In addition, Kakinada is famed for rapid industrialization due to the establishment of SEZs (special economic zones) and a proposed Petroleum, Chemical, and Petrochemical Investment Region (PCPIR). The city had an urban population of 376,861 as per census of 2001, making it the eighth largest city in Andhra Pradesh by population (Kakinada, Wikipedia).

Objectives of the Study

The following are the objectives of the present study :

- (1) To ascertain the parents' perception about teachers' role in progression of their children's career.
- (2) To ascertain the parents' perception of their own role in their children's intellectual development.
- (3) To identify the divergence in opinion among the parents (based on their residential background).
- (4) To suggest the best possible quality augmentation in education in private schools in accordance with the real time perception of the parents.

Review of Literature

Parents' perception plays a significant role in imparting education to children in terms of performance and career progressiveness. Indeed, several factors can obviously shape parents' perception regarding children's education, which ultimately influences the children's attitude towards education. Obviously, parents with different demographic and psychographic characteristics have different expectations for the education of their children. Plenty of research has been carried out nationally besides globally in this regard. However, very few studies have

focused on obtaining insights on parents' perception. Harkness and Super (1991) studied children at the pre-school stage and according to the authors, children need to be encouraged to develop positive attitudes through child to nature, and the child to child interaction education is to be designed carefully to provide wholesome growth which leads to the development of the children. "The model. The Hoover - Dempsey & Sandler (1995, 1997) model of parental involvement" describes the main reasons of parental, teacher, and school involvement in children's education. It is stated that this involvement is an important part of the school system that functions to create positive outcomes for children of all ages. In particular, parental involvement is considered to be the most important influence on a student's progression through education and related development that has major outcomes for child learning.

For children's education, institutional forces also have a significant effect on the future pathway navigated through secondary school education. This includes the status of secondary education, streaming methods, and points of transition within the education system as well as the development of the secondary school curriculum (Eggen & Kauchak, 2001). Some of the parents also want their children to attain technical skills apart from academics as this would improve the productivity of the labor force, allowing education to adapt to new technologies more readily, accelerate personal development, and thus boost the national economy (Athanasou & Cooksey, 2001). Wood, Read, Mitchell, and Brand (2004) observed that parents have greater confidence in boys to take decisions on important life matters as compared to girls. Many parents feel that young people have the right to take decisions; however, they are not sure about their capability to do so. Academic achievement is additionally influenced by children's perceptions of their parents' educational expectations of them. Children are usually aware whether adults have high or low expectations, which influences academic achievement. Eccles & Davis-Kean (2005) probably gave the most prominent and direct explanation of parents' education and their children's academic achievement relies on the assumption that parents learn something during schooling that influences the ways in which they interact with their children about all learning activities at home.

Watson (2005) found that the most negative effect of Internet use is related to the content aspect, since the Internet allows easy access to violent and pornographic content. Graff (2006) studied that the children's use of the Internet has some positive effects such as access to information, communication, support to education, and individual development. Qadiri and Manhas (2009) observed that 43% of the parents thought that their children would get multiple benefits from early childhood education. Many of the parents (25%) emphasized on the need to develop pre-literacy skills. According to them, children must first learn early literacy concepts as it could help them to face the later years with more confidence and ease. Parents perceive that apart from learning all such foundational skills, children develop an ability to communicate with others and also express and share their feelings and ideas with each other. Goods, Ishijima, Chang, and Kasari (2013) examined the effects of age and current educational placement on parents' perception toward inclusion of their autistic children in schools, and they found that a diagnosis did make a difference in parents' attitudes towards their children's inclusion in a school.

Methodology

This study is embodied with both primary and secondary data. The primary data was collected from the parents having different demographic profiles in Kakinada city, whereas the secondary data was collected from various textbooks, journals, e-journals, websites, and so forth. The study also embodied a sizeable sample of 200 respondents and their responses were collected through personal interviews conducted during the year 2012-2013. The selection criteria was based upon data availability, convenience to access, and the level of participation. Simple random sampling technique was used to select the respondents. The field survey for primary data collection was conducted in three different phases. In the first phase, a pilot survey was conducted to prepare a prototype questionnaire for the parents who had admitted their children in various educational institutions in Kakinada city. In the second phase, the questionnaire was tested and finalized. In the third phase, the final field survey was conducted. The respondents were asked to rate their responses on a Likert's scale. A

Table 1. Demographic Variables of the Respondents

Characteristics	Respondents*	%
Age		
Less than 30 years	22	11
31 years - 35 years	41	20
36 yrs - 40 yrs	94	47
Above 40 yrs	43	22
Gender		
Male	132	66
Female	68	34
Income (Per Month)		
Below ₹15000/-	6	3
₹ 16,000/- to ₹ 25,000/-	104	52
₹ 26,000/- to ₹ 50,000/-	57	28
Above ₹ 50,000/-	33	17
Occupation		
Private Employee	98	49
Government Employee	32	16
Agriculture	12	6
Other	58	29
Education Qualification		
Illiterate	0	0
Below +2	0	0
Graduation	137	69
Post Graduation and Above	63	31
Area of Residence		
Urban	150	75
Rural	50	25

*N = 200

typical Likert-type scale consists of various parameters, with each parameter quoting the priority numbers, that is, 1 indicates “*excellent*,” 2 indicates “*good*,” 3 indicates “*average*,” 4 indicates “*poor*,” and 5 indicates “*very poor*”. Finally, we tested the opinion data by using statistical package SPSS version 20.0 by using statistical tests like factor analysis, Karl Pearson's correlation coefficient, and regression analysis.

Analysis and Results

The Table 1 states the particulars about the demographics of the respondents in Kakinada City. 11% of the respondents belonged to age group of less than 30 years, 20% of the respondents belonged to the age group of 31 - 35 years, 47% of the respondents belonged to the age group of 36 - 40 years, and 22% of the respondents belonged to the age group of above 40 years. Sixty six percent of the respondents were men and 34% of the respondents were women. Three percent respondents had an the income level (per month) below ₹15000, 52% of the respondents had an income level between ₹ 16,000 to ₹ 25,000, 28% of the respondents had an income level between ₹ 26,000 to ₹ 50,000, and 17% of the respondents had an income level above ₹ 50,000 per month.

Forty nine percent of the respondents were private employees, 16% of the respondents were government employees, 6% of the respondents earned their livelihood from agriculture, and 29% of the respondents were

Table 2. Factors - Quality Education

S.No	Factors
1	Pupil- Teacher ratio
2	Experienced and Qualified teachers
3	Teachers' interaction with parents
4	Teachers' interaction with pupils
5	Contemporary teaching pedagogy
6	Competitive culture
7	Priority given to communication skills
8	Periodical subject tests/evaluation/feedback
9	Home work/timely tasks
10	Good classroom infrastructure
11	Extracurricular activities
12	Priority given to develop ethics in pupils
13	Close monitoring of pupil behaviour
14	Daily report on pupil status/attendance
15	School timings
16	Transportation facilities
17	Parental involvement and Parent-teacher meetings
18	Playgrounds and sports
19	Emergency provisions
20	Sanitation and Recreation
21	Effective non- teaching staff
22	Fee structure
23	Terms of payment

related to various miscellaneous occupations. The educational qualifications of 25% of the respondents were below the +2 level, 66% of the respondents were graduates, and 9% respondents were post graduates and above. Significantly, none of the respondents were illiterates, and all the respondents were at least educated till the school level (+2 level). Seventy five percent of the respondents were urban residents, and 25% of the same were rural residents. The Table 2 depicts the important factors which parents looked for in a school (which also depict the qualitative standards maintained by the schools) imparting primary and secondary level education in the study area.

➤ **Factor Analysis :** Factor analysis is an important tool for identifying factors from an array of seemingly important variables. Adequacy of the data was tested on the basis of the results of the Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy and Bartlett's test of sphericity (homogeneity of variance). The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is a statistic which indicates the proportion of variance in variables which is common variance, that is, which might be caused by the underlying factors. High values (close to 1.0) generally indicate that a factor analysis may be useful with the given data. If the value is less than 0.50, the results of the factor analysis probably will not be very useful. In this study, the KMO measure is 0.577. Thus, this is confirming the appropriateness of the factor analysis. Bartlett's test of sphericity indicates whether a given correlation matrix is an identity matrix, which would indicate that the variables are unrelated. The significance level gives the results of the test. Very small values (less than 0.05) indicate that there are probably significant relationships among the given variables. A value higher than about 0.10 or so may indicate that the data are not suitable for factor analysis. In this case, the significance level has a very small value, that is, 0.000 which is less

Table 3. Rotated Component Matrix for Factors Affecting Quality of Education in Private Schools

High signified variables	Component			
	1	2	3	4
Experienced and Qualified teachers		0.569		
Teachers' interaction with parents		0.570		
Contemporary teaching pedagogy	0.564			
Parental involvement and Parent - teacher meetings	0.557			
Sanitation and Recreation			0.509	
Effective non- teaching staff				0.610

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

than 0.05, thus suggesting that the variables are highly correlated. The Table 3 shows the factors which were rotated with varimax using the Kaiser normalization rotation method. We used the principal component analysis (PCA) method for factor extraction, taking only those factors whose values are greater than 0.5 for the purpose of flexible interpretation.

The Table 3 shows the rotated component matrix consisting of four prime components which were having a great significance on the quality of education imparted at various private schools in Kakinada city. We found 2 variables 'contemporary teaching pedagogy' and 'parental involvement and parent meetings' have loadings of 0.564 and 0.557. Hence, this factor was named as Factor 1 - Pedagogical Awareness Among Parents. Next, the two variables 'experienced and qualified teachers' and 'teachers' interactions with the parents' have loadings of 0.569 and 0.570. Hence, this factor was named as Factor 2 - Experienced Teachers. The next component consists of only one variable as 'sanitation and recreation' having a loading of 0.509. Hence, this factor can be interpreted as Factor 3 - Hygienic Environment. The next component consists of only one variable as 'effective non- teaching staff' having a loading of 0.610. Hence, this factor can be interpreted as Factor 4 - Supportive and Ethical Non - Teaching Staff.

The Appendix Table 1A shows the Karl Pearson's correlation coefficient analysis stating the significant correlations among various parameters of quality education (as per the parents' perception) in private schools in Kakinada city. The above mentioned factors were found to be the most crucial (by parents) for imparting quality education by the private schools. The Karl Pearson's correlation analysis signifies multiple correlations among various components. There are positive correlations among the components like 'experienced and qualified teachers,' 'home work/timely tasks,' and 'emergency provisions' as 0.200 and 0.213 at 1% level of significance. There are positive correlations among the components 'teachers' interaction with parents,' 'priority given to develop communication skills,' and 'sanitation and recreation' as 0.242 and 0.292 at the 1% level of significance ; 'teachers' interaction with the pupils' and 'periodical subject tests /evaluation/feedback' as 0.261 at 1% level of significance ; 'contemporary teaching pedagogy,' 'experienced and qualified teachers,' 'school timings,' and 'parental involvement and parent - teacher meetings' as 0.227, 0.292, and 0.246 at the 1% level of significance.

Positive correlations were also found between the variables like 'competitive culture' and 'sanitation and recreation' as 0.218 at 1% level of significance. There are positive correlations between the variables like 'priority given to develop communication skills,' and 'teachers' interaction with the parents' as 0.292 at 1% level of significance. Variables like 'periodical subject tests /evaluation/feedback' and 'teachers' interaction with pupils' also have a positive correlation of 0.261 at 1% level of significance ; 'good class room infrastructure' and 'parental involvement and parent meetings' have a correlation 0.206 at 1% level of significance; 'priority given to develop ethics among pupils,' 'emergency provisions,' and 'sanitation and recreation' have correlations of 0.208 and 0.214 at 1% level of significance ; 'school timings' and 'contemporary teaching pedagogy' have a positive correlation of 0.292 at 1% level of significance ; 'contemporary teaching pedagogy,' 'good classroom infrastructure,' 'daily report on pupil status/attendance,' and 'sanitation and recreation' have a positive correlation of 0.246, 0.206,

Table 4. Descriptive Statistics for Quality Factors of Education in Private Schools

S.No	Renamed Factors	N	Mini.	Maxi.	Mean	SD
1	Pedagogical Awareness Among Parents	200	1	5	2.77	1.31367
2	Experienced Teachers	200	1	5	2.985	1.10493
3	Hygienic Environment	200	1	3	1.845	0.63481
4	Supportive and Ethical Non - Teaching Staff	200	1	5	2.695	1.44653

Table 5. ANOVA for Significant Quality Factors of Education in Private Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.895	4	1.474	9.093	0.000
	Residual	31.605	195	0.162		
	Total	37.500	199			

Predictors: (Constant), Pedagogical Awareness Among Parents, Experienced Teachers, Hygienic Environment, and Supportive and Ethical Non - Teaching Staff

0.295, and 0.231 at 1% level of significance ; 'emergency provisions,' 'experienced and qualified teachers,' and 'priority given to develop ethics among pupils' have a positive correlation of 0.213 and 0.208 at 1% level of significance. Finally, there are positive correlations among the variables like 'sanitation and recreation,' 'teachers' interaction with the parents,' 'competitive culture,' and 'parental involvement and parent - teacher meetings' as 0.242, 0.218, and 0.231 at 1% level of significance. Having employed factor analysis, we could reduce the 23 variables into 4 representative uncorrelated factors which were having a high degree of effect on parents' perception on the quality of education imparted in private schools in Kakinada city.

Next, the regression analysis was carried out by taking 'area of residence' (i.e. respondents belong to urban or rural areas) as the dependent variable and the extracted 4 factors as independent variables. To determine the ratings of the newly extracted factors, the original scores of the initial variables (qualitative educational attributes) correlated with their respective factors were averaged. For example, to find out the ratings of the first and second interpreted factors, that is, Pedagogical Awareness Among Parents and Experienced Teachers respectively, these were averaged with the original ratings of all correlated variables such as 'contemporary teaching pedagogy' and 'parental involvement and parent- teacher meetings' as well as 'experienced and qualified teachers' and 'teachers' interaction with parents'. The remaining two factors - each have a single variable. Hence, these two factors have been named as Hygienic Environment and Supportive and Ethical Non - Teaching Staff.

The Table 4 displays the descriptive statistics for each factor that has been extracted after factor analysis. Though the mean ratings are the highest for the second factor, but with the largest standard deviation, it was difficult to decide which is the most important factor of qualitative education (as per the parents). Therefore, regression analysis was conducted to identify the factors which were important to establish good faith in the deliverance of educational services.

The Table 5 summarizes the results of analysis of variance (ANOVA). The sum of squares, degrees of freedom, and mean square are displayed for two sources of variation - regression and residual. The output for regression displays information about the variation accounted for in this model. The output for residual displays information about the variation that is not accounted for in this model. And the output for total is the sum of the information for regression and residual. A model with a large regression sum of squares in comparison to the residual sum of squares indicates that the model accounts for most of the variation in the dependent variable. Very high residual sum of squares indicates that the model fails to explain a lot of the variation in the dependent variable. In our case, the regression value is more than residual value, though not significantly large. Thus, the regression model is able to explain a good amount of variation in the dependent variables. The mean square is the sum of squares divided by the degrees of freedom. The *F* statistic is the regression mean square (MSR) divided by the residual mean square (MSE). The regression degrees of freedom is the numerator *df* and the residual degrees of freedom is the

Table 6. Regression Coefficients for Quality Factors of Education in Private Schools

S. No	Factors	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	Pedagogical Awareness Among Parents	0.127	0.022	0.383	5.814	0.000
2	Experienced Teachers	0.047	0.026	0.121	1.827	0.069
3	Hygienic Environment	-0.027	0.045	-0.040	-0.607	0.544
4	Supportive and Ethical Non - Teaching Staff	0.008	0.020	0.027	0.406	0.685

Dependent Variable: Area of Residence

denominator *DF* for the *F* statistic. The total number of degrees of freedom is the number of cases minus 1. If the significance value of the *F* statistic is small (smaller than say 0.05), then the independent variables do a good job of explaining the variation in the dependent variable. If the significance value of *F* is larger than say 0.05, then the independent variables do not explain the variation in the dependent variable. For the current study, the significance value of *F* is 0.000 and is smaller than 0.05, thus indicating that all the extracted factors have done a good job of explaining the variation in important factors of qualitative education (as per the parents) in private schools.

The Table 6 shows the independent variables (extracted factors) with their unstandardized and standardized coefficients - these are the coefficients of the estimated regression model. Often, the independent variables are measured in different units. The standardized coefficients or betas are an attempt to make the regression coefficients more comparable. The *t* statistics can help us determine the relative importance of each variable in the model. As a guide regarding useful predictors, look for *t* values well below -2 or above +2. The unstandardized regression coefficient beta values, that is, *B* for the first factor creation of latest pedagogical awareness among parents is 0.127 and is the largest, indicating it as the most important factor of quality in education. More importantly, this factor has been found to be significant with significance values nearing 0.000. However, the variable 'sanitation and recreation' has been found to be significant, but has a negative *B* value, that is, -0.027, indicating that sanitation and recreation provisions played a less important role in creating positive perception in the minds of the parents. With respect to the *t* values, only one factor (i.e. Pedagogical Awareness Among Parents) is greater than the remaining three factors. Whatsoever, the derived results imply that the remaining factors (i.e. Experienced Teachers, Hygienic Environment, and Supportive and Ethical Non - Teaching Staff), possibly had less significance as important factors of qualitative education (as per the parents).

Discussion

The present study has revealed the parents' perception of most desired educational qualities in private educational institutions. Tentative perceptions have always made it difficult for the scholars to determine the core demanding qualities in educational services. This research could ascertain some quality factors which are considered to be compulsory in private educational institutions. In this regard, most parents opined that quality is centered in - experienced and qualified teachers, teachers' interaction with parents, contemporary teaching pedagogy, parental involvement and parent - teacher meetings, sanitation and recreation, and effective and ethical non-teaching staff.

Comparatively, the results obtained by this study are similar to the results obtained by Hoover - Dempsey and Sandler (1997). Their study went on to ascertain the main reasons for parental, teacher, and school involvement, seeing this involvement as an important part of the school system that functions to create positive outcomes for children of all ages. In particular, parental involvement is considered to be the most important influence on a student's progression and major outcomes for child learning.

Conclusion

Parental involvement is highly important for effective deliverance of qualitative education. This study explicates the reasons which are needed to prove the educational institutions trustworthy. As stated by many research studies, parental participation is the core motivator in output of quality education. This is once again proved in this study. However, the present study has touched many of the emerging issues persisting in private educational institutions. Mere imparting of education does not result in the development of intellectual abilities among the students, unless and until the education imparted is qualitative. Hence, some of the typical factors that are more significant for all private schools are - creation of latest pedagogical awareness among parents, experienced teachers, hygienic environment, and supportive and ethical non-teaching staff.

Firstly, there is a need of high degree of interaction amongst parents, children, and teachers in order to convey the core purpose of contemporary pedagogy in the most congenial atmosphere. Another important factor is teachers' ability to deal with parents by virtue of their experience. This factor intensifies the emergence of possible teachers' experience in all aspects. Then, another important quality factor is the prevalence of hygienic atmosphere in the school premises. This signifies that the students are learning in a healthy environment, and also, when the students, who have impressionable minds, see the cleanliness around them, they imbibe such qualities within them as well (i.e. maintaining cleanliness at home and elsewhere, being neat and tidy). Also, a hygienic environment would protect students from hazardous diseases. This factor can also ensure regularity and discipline in the school.

Finally, a supportive and ethical non-teaching staff is found to be one of the significant factors of quality education deliverance. This factor speaks of the effectiveness of the front and back office service deliverance in terms of filling the gaps among the students, parents, and philosophies of educational institutions. Here, the non-teaching staff is considered as liaisons and informative persons who are directly promoted by the educational institutions in order to interact with all stakeholders of an institution. In addition, the non-teaching staff also plays a pivotal part in resemblance of quality policy for the entire educational institution, and not merely the teaching staff. In addition, this factor was very important for the parents as many a times, it is the non-teaching staff that is interacting with the students. Hence, the safety and security of their wards is also at stake. Due to this reason, the presence of a supportive and moreover, ethical non-teaching staff was of paramount importance for the students.

In conclusion, the current study could successfully unearth the latent issues of creating latest pedagogical awareness by the educational institutions among parents. This study would undoubtedly make both parents and educationalists more aware of parental involvement in quality deliverance in education.

Research Implications

The present study has revealed the latent perception of parents regarding their children's educational institutions. Unfortunately, most private educational institutions are more concerned with the results in terms of marks and grades without focusing on psychological stress developing in budding minds. Most of the traditional Indian educational institutions still relay on result oriented educational services through bookish knowledge and study materials, rather giving priority to expediting intellectual ability through practicality among children. This approach is quite in contrast to the teaching pedagogy followed in developed nations. Hence, this orientation consequently results lacking in creativity and maximizing stress levels among students.

Having gone through several essential educational services factors in this study, we exclusively ascertained the significance of parental involvement in imparting quality education apart from teaching of the regular curriculum in the educational institutions. However, this may not be possible for all parents. Under these circumstances, all educationalists should realize their importance in shaping a student's future. The present study has exposed the pace of emergent and divergent contemporary quality issues in the field of education management. In fact, all private educational institutions are mostly trusted to be the best alternative places (by the parents) for building the careers of the young boys and girls. Hence, it is the moral responsibility of educational institutes to augment only

quality education that satisfies the expectations the parents have from these institutions.

Limitations of the Study and Scope for Further Research

The study was conducted in Kakinada city. Therefore, the derived results of the study are limited to this area. The study is merely based on the responses of the parents belonging to various demographic profiles, and the results are based on the parents' responses, which might have been biased. In this study, the most significant factors were found to depict the latent perception of the parents about educational quality of private schools as explicitly as possible, though the scope of this study is limited. This study could mainly shed light on one core attribute (i.e. creation of latest pedagogical awareness among parents) to determine the quality of education imparted in private schools in Kakinada city.

This study gives a platform to educationalists to know the actual intentions of parents towards qualitative education imparted in various private schools. Future studies can ascertain parents' perceptions about quality of education being imparted at Degree, Engineering, and Post Graduation colleges in Kakinada city. Besides, this issue has a great scope of research even at the state and country level.

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APPENDIX

Appendix 1A. Karl Pearson's Correlation Coefficients of Qualitative Factors of Education in Private Schools

	EXQT	TIPT	TIPL	CTP	CC	PCS	PSTE	HWTT	GCRI	PPE	DRPSA	ST	PIPM	EP	SR
EXQT								0.200**						0.213**	
TIPT						0.292**									0.242**
TIPL							0.261**								
CTP	0.227**											0.292**	0.246**		
CC															0.218**
PCS		0.292**													
PSTE			0.261**												
GCRI													0.206**		
PPE														0.208**	0.214**
DRPSA													0.295**		
ST				0.292**											
PIPM				0.246**					0.206**		0.295**				0.231**
EP	0.213**									0.208**					
SR		0.242**			0.218**								0.231**		

**Correlation is significant at the 0.01 level (2-tailed),

NOTE: EXQT= Experienced and qualified teachers, TIPT= Teachers' interaction with parents, TIPL= Teachers' interaction with pupils, CTP= Contemporary teaching pedagogy, CC= Competitive culture, PCS =Priority for communication skills, PSTE =Periodical subject tests /evaluation/feedback, HWTT= Home work/timely tasks, GCRI= Good classroom infrastructure, PPE=Priority given to instill ethics in pupils, DRPSA=Daily report on pupil status/attendance, ST=School timings, PIPM=Parental involvement and parent-teacher meetings, EP=Emergency provisions, SR= Sanitation and recreation