

**Parents' Attitude towards Community Schools and its Influence in the  
Choice of Schools for Their Children  
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*ABSTRACT*

This study has explored parents' attitude towards community schools and its influence in the choice of schools for their children. Selection of school is directly associated with quality education and academic excellence of children that ultimately affect their future careers. Privatisation in education has provided options for parents to select either community or private schools for their children. This study analysed and interpreted data from a neoliberal perspective employing a qualitative research design. The data were collected through interviews and observations from two community and two private schools representatively. Ten parents, who were selected purposively from those four schools and four headteachers of those schools, were the participants of this study. The study found that parents generally had negative attitude towards community schools, but some of the community schools had been able to change the attitude of parents towards community schools. The effect of the neoliberal culture could be seen among the parents which played a significant role in parents' decision of choosing schools to enroll their children. Hence, the study concluded that parents' negative attitude towards community schools have affected the selection of schools for their children in Nepal.

**1. INTRODUCTION**

**1.1 HISTORY OF SCHOOL EDUCATION IN NEPAL**

The history of education in Nepal began with the Gurukul practice of teaching and learning in which the learners used to go to the Ashram of gurus and learn from the gurus. The learners would stay in religious shrines like monasteries and Ashrams.

Establishment of Durbar High School in 1854 was the formal beginning of school education in Nepal. Janga Bahadur Rana, the first Rana Prime Minister of Nepal, visited the United Kingdom in 1850 and established this school after he returned back. It was established to teach English to Rana's children and Royal family members. The school was only for the children of Rana rulers and the children of high-level

officials because the Rana rulers always wanted to keep the citizens ignorant (Parajuli, 2012). The Rana rulers thought that the citizens should be less educated and less conscious of their rights (Shakya, 1977). Dev Shamsheer, another Rana ruler, changed the concept and started primary schools in different places in Nepal (Parajuli, 2012). Sharma (1990) mentioned that Dev Shamsheer declared free and universal primary education for the first time in 1901. After this declaration, around 200 schools (Bhasa Pathshala) were established in different parts of the country (Niraula, 2007). But after a few months, Dev Shamsheer was overthrown from the post and most of those schools were closed down (Vir, 1988).

The expansion of schools in formal and informal ways took place after democracy was established in 1950 (Caddell, 2007; Niraula, 2007; Pradhan, 2018). The ministry of education and culture was formed after democracy was established and this newly formed ministry centralised the education system in the country; introduced Nepali as a medium of instruction; and utilised education as an important arena for nation-building (Caddell, 2007). In 1971, the government brought all academic institutions under state control and nationalised them (Niraula, 2007). The National Education System Plan (NESP) of 1971 recommended a complete switchover to Nepali as the language of instruction, for the examination and textbooks in school education. The schools that were privately established were also brought into government control (Pradhan, 2018).

The division between Community and private schools appeared in Nepal after the government formally allowed the establishment of private schools in 1981 (Chen, 2012; Pandey, 2020). The establishment of private schools opened the gate of options for parents either to choose community schools or private schools. The private schools in Nepal have mostly been adopting English as the

mode of instruction (Carney, 2003) and have been established with the motif of profit-making (Thapa, 2015). Privatisation of school education expanded rapidly in Nepal after the country adopted Economic Liberation Policy in 1991 (Shakya, 2013). The primary difference between a community school and a private school is that community schools receive grants from the Government of Nepal for their operation (Mathema, 2007) whereas private schools receive no financial support from the government (Nepal Law Commission, 2018).

Even if the Government of Nepal has promised to provide school education free of cost to all school-going children, many parents are found to prefer private schools for their children's education. The issue of low quality of education in community schools might have encouraged the government to allow the private sector to invest in education (Mathema, 2007). The main logic behind promoting private schools is that they deliver quality education. It means private schools are believed to provide quality education (Aslam, 2009). The expansion of private schools has supported the government because it has minimized the role of government in the field of school education (Thapa, 2013).

## 1.2 THEORETICAL BACKGROUND

Ball (2005) claimed that in today's education, 'the private' is idealised and romanticised whereas public enterprises are deliberately and excessively demonized. Private education providers are so powerful in a society that even the public sector is also mimicking similar kinds of practices, values and identities. Parents' choice of school is part of a social process that is influenced by social class and networks of social relationships (Bosetti, 2000; James, 1988). Even if the private schools that wealthy parents choose are not better than public schools in the quality of education, the opportunity to build good relationships with children from other prosperous families can create long-term economic benefits (Murnane & Reardon, 2018).

Therefore, free school choice allows affluent parents to replicate their cultural, social and economic advantages (Ball et al., 1996)

Various scholars have pinpointed the consequences of commodification in education. Extreme privatisation has only associated our education with economic profitability. Regarding the policy of privatisation in education, Yang (2006) expressed his view that the commodification of education affects people on a deeper level because poor people have been negatively affected due to the lack of real democracy and extensive corruption in society. Kumar and Hill (2012) argued that privatisation of public services has caused the commodification of humanity as a whole. This commodification has directly affected education as they stated that education markets are characterised by selection and exclusion, and are accompanied by the extensive growth of national and international discriminations. Privatisation of education has grown into exclusion and inequality among people based on their purchasing capacity. Parents are free to choose schools for their children. The result of this option for choice is that discrimination between schools has increased since some schools are desirably chosen and some are rejected (Hill & Kumar, 2012).

Bowles and Gintis (1988), tracking the hierarchy in school education created by privatisation, argued that the hierarchical division of the school system radically expanded to preparing the students ready for the hierarchy of production that ultimately limits the growth of personal capacities. Choice in school not only to increases knowledge, but also plays as a tool for class discrimination and reproduction (Kosunen & Carrasco, 2016), and the promotion of class inequalities (Butler & Hamnett, 2007). Astin (1992) also argued that expanding the options of education to students will simply add another layer of stratification in a school system that has already been divided by race and class.

Akyuz (2016) made research on how education has been privatised and marketised in the name of globalisation. In his opinion, economic globalisation has made a significant and direct impact on the university and academic systems of developing countries in recent decades. Global capitalism has impacted the education of the whole world and has promoted privatisation, marketisation and economic profitability of education. Waite and Waite (2010) argued that the introduction of market value corrupts teaching. They believe that our schools suffer from corporatism and corruption because the society within which they operate suffers from corporatism and corruption.

The neoliberal policy has greatly affected the field of education because education has also been privatised globally and has become a business for capitalists. The capitalist class, according to Kumar and Hill (2012), has a global business motive in education that aims at setting business in education for profit making. Business agenda for education corporations allows educational businesses in making profit through privatisation. In neoliberal capitalism, education has been submerged into international market goals, along with the language and self-conceptualisation of educators (Mulderrig, 2003). Education has become a commodity to be bought in the market today and the students are the consumers of that commodity.

## **2. RATIONALE OF THE STUDY**

This study has been conducted to explore the attitude of parents towards community schools and its influence in parents' choice of schools for their children. Parents generally desire to offer quality education to their children so that the future of their children would be bright and secure. The parents also wish to see their children earning more money for a quality life in the future. For that purpose, they are willing to spend a higher amount of money on the education of children.

We know that the choice of schools affects the quality of education the children gain. The children who study in standard private schools in the cities are more likely to have a higher probability of a good career and wider exposure. In this capitalist age, material power is very significant and the quality of education also depends on the income status of the family. It is also claimed that the effect of neoliberal global policy has created discrimination in education. Parents are attracted to private schools for the study of their children and community schools are becoming less efficient to attract the students of upper- and middle-class families.

It is necessary to have a minute study on parents' attitude towards community schools and their preference to private schools for their children. It is necessary to study on why parents are willing to spend a high amount of money on the education of their children in private schools even though community schools are providing free education for all children.

### 3. PURPOSE OF THE STUDY

The purpose of this study is to explore parents' attitude towards community schools and its effect in the choice of schools for their children in the context of Nepal.

## 4. METHODOLOGY

### 4.1 NEOLIBERAL THEORETICAL PERSPECTIVE

This study has been conducted from neoliberal perspective focusing on commodification and marketisation of

*Table 1: List of Selected Schools for Study*

School Type	Name of the Schools	Number of Parents		Total Informants
		Male	Female	
Community schools	Everest School	1	1	2
	Makalu School	1	2	3
Private Schools	Narayani School	2	1	3
	Bagmati School	1	1	2
Total		5	5	10

school education in the age of capitalism. This study has focused on how privatization has been idealized and glorified in neoliberal culture and community.

### 4.2 QUALITATIVE RESEARCH DESIGN

This study was based on a qualitative research design. I worked with the words collected during my research period through semi-structured interviews and observation. I employed the qualitative research method for my study as I needed to go for an in-depth exploration of the participants' feelings, attitudes and experiences. I collected the views of ten parents from four schools and conducted semi-structured interviews. Similarly, I interviewed four head teachers to collect their views and made observations visiting those schools more than two times formally and informally.

### 4.3 SELECTION OF THE SCHOOLS

For conducting this research, I selected the Hetauda Sub-Metropolitan City of Makawanpur District, Nepal as the research site. Out of the schools in this city, two community schools and two private schools were selected for the research. Those four schools were selected purposively to fulfil the purpose of my research. Qualitative research primarily involves purposeful sampling to explore an in-depth understanding of the information (Patton, 1990). The details of the selected schools and the participants involved in my study are as follows:



I chose five parents from community schools and five parents from private schools.

Out of a total of ten parents, five were male and five were female parents. For the selection of those parents, I took support from the head teachers and other teachers of those schools.

#### 4.4 SELECTION OF PARTICIPANTS

I selected fourteen participants from four different schools as described above. Out of them, ten participants were

**Table 2:** *List of Selected Participants for Study*

SN	Name of the Informant	Gender	School Type	Designation	Mode of Interview
1	Rabindra	M	Government	Parent	Face to face
2	Roshani	F	Government	Parent	Face to face
3	Julie	F	Government	Parent	Face to face
4	Radhika	F	Government	Parent	Face to face
5	Ram	M	Government	Parent	Face to face
6	Bharat	M	Government	Headteacher	Face to face
7	Madhav	M	Government	Headteacher	Face to face
8	Prakash	M	Private	Parent	Face to face
9	Srijana	F	Private	Parent	Face to face
10	Rishi	M	Private	Parent	Face to face
11	Arjun	M	Private	Parent	Online
12	Rina	F	Private	Parent	Online
13	Binod	M	Private	Principal	Online
14	Manoj	M	Private	Academic Director	Face to face

#### 4.5 SEMI-STRUCTURED INTERVIEW

I applied semi-structured interviews as a major tool of data collection to explore the views, perceptions and attitudes of the participants. I interviewed ten selected parents from four schools for my data collection. Out of those ten parents, five were from community schools and five were from private schools. I also interviewed the headteachers of two selected community schools and two private schools. In total, I interviewed fourteen people as my participants.

I took eleven interviews meeting the participants physically. I could not meet three of them due to some unavoidable circumstances and I interviewed them in online mode. I interviewed all of the participants in the Nepali language for their convenience. I

the parents and four of them were the headteachers of four selected schools. The parents were selected purposively to meet my research purpose. I balanced the gender of the parents selecting five female parents out of ten parents. The parents were selected from different professions to incorporate multiple voices. The list of participants in my study is as follows:

audio-recorded the interviews on my mobile with the formal permission of the participants. Regarding the online interviews, I connected them in Zoom and recorded them on my laptop. I saved those audio records systematically creating a separate folder on my laptop

#### 4.6 OBSERVATION

As a teacher, I observed four private schools and one community school during my school teaching period. This observation with direct engagement provided me with the foundation for this study with lots of thirsts, queries and experiences.

Talking about the immediate observation during my study period, I made a minute observation of the four schools of my sampling. I prepared an observation note so that the information would remain recorded. I went to the

schools, observed the infrastructure and facilities of the schools and interviewed the headteachers on school premises. I made close observation of the selected school parents focusing more on their family income status and their attitude towards community schools.

#### **4.7 DATA CLEANING AND ANALYSIS**

After taking interviews, I gave pseudonyms for each participant to maintain confidentiality and saved them on my computer accordingly. I transcribed the whole audio record into words. The interviews were conducted in the Nepali language as per the choice of participants. Later, I translated them into English. I directly transcribed Nepali audio interviews into the English language. While transcribing, I listened to the audio record carefully and wrote sincerely to avoid distortions. Sometimes I listened to the audio record two/ three times before writing. I was much more cautious to avoid the distortion of information while translating into English.

After the documentation of translated text, I went for data cleaning. I developed themes and separated the information under those themes. Based on those themes, I prepared a code table arranging the information in different groups. I did not use any software for cleaning data and for coding the information. While doing them manually, I went through the translated documents time and again so that the important information would not be missed.

### **5. DATA ANALYSIS AND INTERPRETATION**

#### **5.1 PARENTS' ATTITUDE TOWARDS COMMUNITY SCHOOLS**

My long-run observation on the attitude of parents showed that most of the parents did not have a positive attitude towards community schools. The parents claimed that community schools could not provide quality education to the students. The parents also blamed the teachers of community schools who came to school just as job holders and were involved in dirty politics. Many of the parents argued that a large number of teachers were not dedicated to their

responsibility as their children were admitted to private schools. Because of the negative attitude of the parents towards community schools, the parents who could afford the fees of private schools did not desire to send their children to community schools.

This study found that the attitude of parents towards community schools was an important factor in determining the choice of school for children. A large number of parents had an attraction to private schools because they doubted the quality, care and performance of community schools. The negative impression of government organisations upon the people had distracted them from community schools. During the time of my study, Arjun, the parent at Bagmati school, argued:

In our society, everything that is government-funded is neglected. It is assumed that there is no care for children in community schools. The teachers are not responsible as they only go for time pass. The concept of the people is that community schools are inefficient in their functioning; due to which parents tend to admit children to private schools even if they feel difficulty in managing expenditure.

People did not have trust in community schools regarding the quality of education. Government organisations, according to Arjun, were losing the trust of the people in society which promoted privatisation weakening the government agencies.

During my study, most of the parents who were negative towards community schools had the same allegation that there was no proper care for children in community schools. The opinions of some of the private school parents were as follows:

There is no proper care for children in community schools. Lack of proper care is the main

cause of distraction from community schools. (Arjun, a parent at Bagmati School)

There is no proper care for children in community schools. Those who are smarter in the study can go ahead, but those who are less smart are never cared for and valued. (Rina, a parent at Bagmati School)

The community schools have not been able to manage a child-friendly environment practically. There is still lacking the environment for making children happy in community schools. (Srijana, a parent at Narayani School)

Rina, a parent at Bagmati School, had shifted her children from Kathmandu to Hetauda a few years ago. She had thought of admitting the children to a community school, but she could not do so because of the lack of trust in community schools. While asking about the reason for the lack of trust, she replied that there was no competition in community schools and no opportunity for progress.

Binod, the Principal at Bagmati School, also accused that community schools were incapable of maintaining child-friendly environment. He opined:

The community schools are seen less efficient to create a child-friendly environment in the school compound. In private schools, the problems of students are addressed immediately by consulting with parents which are lacking in community schools.

The charge of the principal was accepted by the headteachers of the community schools, too. Their expressions were as follows:

There is a lack of sufficient care for students in community schools. Students need to be received properly at the school

gate. Parents want assurance that their children are safe and properly cared for in school.

They want to hand over their children to an official person from the school. In private schools, such environments are managed and parents are attracted to there. (Bharat, the Headteacher at Everest School)

In today's situation at my school, the problem is still there at the primary level. Parents are not much convinced of us. (Madhav, the Headteacher at Makalu School)

During my observation of the schools, I found that community schools lacked a sufficient number of non-teaching staff to assist the teachers, primarily at the basic level. In private schools, there used to be staff to receive the children at the school gate and manage them properly in the classroom. In community schools, the government would not provide non-teaching staff to assist the teachers in lower grades. This situation hampered the care of children and the quality of study in community schools.

During data collection, I asked the parents of private schools about their reasons for choosing private schools even if education was free of cost in community schools. Among many other reasons, the quality of education and care of the students also came as the reasons for preferring private schools. Srijana, a parent at Narayani School argued:

Community schools have not been able to maintain a child-friendly environment. There is still lacking the environment for making children happy in community schools.

In the matter of caring for students at a lower grade, private schools were ahead. So, the parents had trust in them. The view of Rina, a parent at Bagmati School, was also similar. She

opined that in private schools there was equal treatment to all students due to which less competent students were also equally encouraged to study. In community schools, according to her, encouragement for less competent students would be lacking.

When asked about the reasons for the selection of a school for their children, the parents of private schools answered that they chose private schools for quality education. The views of those parents are presented below:

If we analyse the annual academic result of this school, especially the result of the SEE exams, this school comes in the top ranking. (Arjun, a parent at Bagmati School)

I chose this school mainly because there is much care for the students as special care is required for smaller kids. (Prakash, a parent at Narayani School)

The child needs many other skills and knowledge apart from her study. The teaching in this school is much more practical and creative. This kind of practical education does not give unnecessary pressure on the children. (Rishi, a parent at Narayani School)

The expressions of parents indicated that they chose the school for their children focusing on the quality of education and the care of children in those schools. Apart from that, the parents also focused on practical knowledge and a child-friendly environment in the school.

There was a strong belief in the mind of people that private schools afforded quality education to students. Even the parents of community schools believed that private school education was better than community school education. Radhika, a parent at Makalu School, shared her experience in this way:

There is a strong belief printed in the mind of people that private schools provide quality education. When my daughter was small, everyone suggested admitting her to a private school.

Roshani, another parent from a community school, also believed that private schools were better for quality education. She argued:

If the child studies in a private school, the child does homework and reads because of the fear that the teacher will punish him/her. In community schools, the children and parents do not feel the compulsion to study hard.

Even if her daughter studied in a community school, she still had the feeling that private schools were better. Community schools had not been able to attract children at the primary level because they needed special care and parents were not satisfied with the service of community schools.

## **5.2 CHANGES IN THE PERCEPTION TOWARDS COMMUNITY SCHOOLS**

When I started teaching at Makalu School, a community school, the number of students was less than seven hundred in total. The number was reducing every year. The schools adopted the policy of running English medium classes at the secondary level. The policy attracted some more parents and the number of students increased in classes nine and ten. After that, the school started the classes in English medium from class one. After a few years, the school could run all of the classes in both English and Nepali medium. The English medium classes were run by different management with privately managed teachers. This policy helped to double the number of students in the school.

Everest School, another community school, also faced a similar kind of problem. The number of students

was so poor that the school was likely to be merged with another school. The school administration started running both Nepali and English medium classes from class one. The parents were attracted to English medium classes and the number of students increased every year. When I went to observe the school, I found more students in English medium and fewer students in Nepali medium classes. I also found that the English medium classes were run with separate management and teachers.

Regarding the current changes in the attitude towards community schools in Nepal, Manoj, the Academic Director at Narayani School, opined that community schools had been gradually improving their quality, and the attitude towards community schools had also been gradually changing. It was found that the attitude of parents towards community schools was also gradually changing. The expressions made by the head teachers of community schools reflected the current changes in the attitude of parents to community schools. Bharat, the Headteacher at Everest School, shared:

In the past, children from poor economic family backgrounds were much more dominant. The parents were primarily labourers, vendors, and daily wage earners. In recent years, children from strong economic backgrounds are also attracted to this school.

The opinions community school parents did not accept the charge that community schools were inefficient in quality education. They argued:

I think the study is the same in every school. If there is good teaching, community school is also okay. (Julie, a parent at Makalu School)

Some people think that the quality of education in community schools is weaker. But I think, if the students labour hard, they can be better than in

private schools. Community schools are also becoming tight these days like private schools. (Ram, a parent at Makalu School)

These expressions made by community school parents showed that the attitude of people towards community schools was gradually changing. As some of the community schools were gradually improving their quality, we could see the gradual shift in the positivity of parents towards those schools.

Some of the parents of private schools were found positive and hopeful toward community schools. The opinions of some of the parents are presented below:

I cannot say that community schools do not have quality. I believe 90% of private school teachers are the product of community schools. (Prakash, a parent at Narayani School)

Different national and international donations have been provided to community schools. The government is also paying much attention. The awareness of an educated community is also increasing. Young and capable teachers are appointed these days. (Rishi, a parent at Narayani School)

Community schools are also getting better because the newly recruited teachers are capable in community schools. (Srijana, a parent at Narayani School)

These expressions showed that some community schools were gradually gaining the trust of people and they were regaining their lost prestige. People were hopeful that the negative attitude of parents toward community schools would gradually decrease.

The primary reason for the recent attraction of middle-class parents to



community schools was the implementation of English as the medium of instruction. The opinions of some of the parents on the significance of the English medium have been presented below:

I admitted my child to this school because it has also implemented English as a medium of instruction as in private schools. (Rabindra, a parent at a community school)  
This school has also adopted English as the medium of instruction. All books are in English except three Nepali books. So, this school is also good for students. (Julie, a parent at a community school)

The expressions of community school parents aligned with the remarks of headteachers at community schools. The expressions of the headteachers are given below:

The flow in Nepali medium is low, but in English medium, the flow is high and the classes are full. (Bharat, the Headteacher at Everest School)

We have been running English medium classes at the primary level as per the desire of parents. This has increased the number of students at the Basic Level. (Madhav, the Headteacher at Makalu School)

Although we can realize the changes in the attitude of some middle-class parents towards community schools in recent years, there are very few schools that have attracted affluent parents. The community schools running English medium and technical classes have gradually earned the trust of parents. However, these schools lack a sufficient number of students at the primary level. The expression of Madhav, the Headteacher at Makalu School, justified this situation. He shared:

The problem still lies at the primary level. Parents are not much convinced with us to

admit their children to the primary level. At the secondary level, parents of good income status have also admitted their children to this school.

It means those community schools that had implemented English medium instruction were able to draw positive attitudes of the parents towards them. The attitude of parents towards community schools had not been much positive despite some changes.

## **6. FINDINGS OF THE STUDY**

Degradation in the social reputation of community schools is due to the attraction of educated and leading personalities of the community towards private schools. Due to the influence of neoliberal policy, the state has promoted privatisation in every field. This policy has made private organisations stronger whereas government organisations have fallen into crisis. Options for the choice of private schools have been open due to the neoliberal influence in the state mechanism. Even if the constitution of Nepal has promised to move the nation toward the path of socialism, the rulers of the nation have not been able to free themselves from the clutch of global neoliberal agents. In the age of neoliberalism, private institutions have prospered and the state mechanism has been unable to monitor and operate government institutions efficiently. The teachers and other stakeholders of community schools are influenced by the neoliberal policy in education.

Talking about the management and institutional capacity of community schools in Nepal, Carney (2003) argued that the school systems of public schools have limitations in managerial aspects and insufficient financial and institutional support. Another study showed that many community schools are not adequately managed (Upadhyay-Dhungel et al., 2009). Carney (2003) further claimed that the lack of quality teachers' political interference has greatly affected community schools. Parents do not prefer

community schools for their children because there is no efficient management in community schools, teachers lack professional dedication and parents do not have trust in the quality and care they provide.

In contrast to the case of community schools, private schools are efficiently managed. The study found that private schools were competitive, and their school management systems were much more organized (Upadhyay-Dhungel et al., 2009). Mechanisms of quick decisions, quality education, good care of children, and dedicated and hard-working teachers are some of the major reasons for the attraction of parents to private schools.

This study found that the lack of efficiency in community schools has led people towards the choice of private schools. Those community schools that were efficiently running were able to attract some students of well-to-do families too. Teachers of community schools were blamed to be less dedicated to their profession. They have contributed to the promotion of privatisation in education because many of them have admitted their children to private schools. Not only that, some of the community school teachers are found to have invested in private schools and are the founders of private schools. It is an important reason for the degradation of the quality of community schools.

## **7. CONCLUSION**

This study was conducted to explore the attitude of parents to community schools and its influence in school choice. It was conducted through a neoliberal theoretical lens using qualitative research methodology. The study was based on the data collected through the interviews and the observations taken from the school parents and headteachers. While studying parents' attitude towards community schools, I found that most of the parents had negative attitude towards community schools. They argued that community schools lacked proper

management, quality education and care of children. This kind of negative attitude has affected parents' choice of schools for their children. The parents who were poor farmers, vendors, and daily wage earners and who could not invest much money in the education of their children would choose community schools. This study also found that parents of well-to-do families would feel socially humiliated and insulted to admit their children to community schools. Parents preferred private schools as they believed that those schools were better in management, quality education and care of children. This study also revealed that the attitude of parents was gradually changing towards community schools as some of the community schools were improving their status. Implementation of English as the medium of instruction was also one of the major causes of changing perspective of parents towards community schools.

This study further explored that the individuals of Nepali society had become agents of neoliberal policy knowingly or unknowingly. The teachers of community schools were the founders of many private schools and most of the community school teachers in city areas have sent their children to private schools. The social and political figures of society are all influenced by neoliberalism which supported private schools to become stronger. On the other hand, community schools lacked quality due to a lack of support from the community and enthusiasm in teachers.

## **8. LIMITATIONS OF THE STUDY**

This study has been completed with some limitations. The findings and conclusion have been explored with limited participants in a limited time and place of study. The study was conducted in Hetauda with four schools as samples. The two community schools and two private schools were selected purposively. Those selected schools of Hetauda may not be the representatives of all the community and private schools of Nepal. Similarly, the opinions of ten parents

selected from four schools may not represent the parents of an entire country. The voices of four school heads can be insufficient to generalise as the voices of all headteachers. This study has only focused on the attitude of parents towards community schools and its effect in school choice.

There were also limitations of time and expenditure in the study. I had to complete the study within limited time frame and a limited amount of expenditure. Therefore, I could not go to the schools of other villages and cities for data collection. I could not interview three of the participants physically due to some problems. This limitation may have affected the findings and conclusion of the study.

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