

QUALITY EDUCATION: PARENTAL PERSPECTIVE

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

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DEDICATION

My sincere dedication for the completion of this dissertation goes to my ideal and lovely parents, my family members and each member of KUSOED family for providing and inspiring me to get this result as a beautiful blossom.

AN ABSTRACT OF THE DISSERTATION OF

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Abstract Approved: -----

Prof. Tanka Nath Sharma, PhD

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The main purpose of this study was to explore the meaning of quality education from parental perspective and its relevancy and practicality in day to day life of students. It also explores the quality improvement process from the perception of heterogeneous group of parents. I have enriched my study with various literatures through in-depth literature review. A general, thematic and theoretical review of various literatures has provided a strong foundation for this study.

The philosophy of my research depends upon multiple realities and ontological belief, subjective epistemological base and methodological blending. Within qualitative research paradigm the phenomena, context and knowledge have been analyzed and interpreted from different layers of participants to derive meaning from interpretative paradigm. The analysis, interpretation and reflection on quality education are based on the beliefs, understanding and experiences of the research participants.

For this study I selected six heterogeneous groups of parents representing different professional background working in Kavre district. They include: street vendor, driver, farmer, shopkeeper, teacher and doctor who were selected purposively for the study. I had collected first hand data by using unstructured in-depth interview

in natural setting which were rich and thick. The information was spontaneous from the participants due to close proximity, friendly rapport and interpersonal relationships. With the three basic research questions, I was able to derive information about the meaning of quality education, relevancy and practicality of education and quality building process in their social context and work environment.

The study revealed that the parents who were from low economic background believed only in the high economic investment in education that assure the quality as well as relevancy of education. More parents believed in economic, academic and other physical factors as associated with quality and relevancy of school education. Interestingly, the parents from high social status believed quality education in inculcating and changing the behavior of the learner. Research participants focused more on social-character formation and also believed that the international branded schools have good social exposures and charisma.

Furthermore parents blamed the existing education system for neglecting the different types of life skills and livelihood related manual or conventional works. The schooling system did not link students and learning to the society and labour market as it escaped from individual and social obligation and school curricula could not be practical in their daily lives. The education could not be contextual by integrating the indigenous knowledge and voice in class room and school interventions. So the education mainly focuses on memorization and perpetuates inequality in the society by reproducing the unemployed educated masses. There is a few hope of enlightenment but the majorities have frustrations associated with the current education.

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ABBREVIATIONS

ADB	Asian Development Bank
BPEP	Basic and Primary Education Project
CRC	Curriculum Reform Center
DANIDA	Danish International Development Agency
DOE	Depart of Education
EFA	Education for All
EU	European Union
HIV	Human Immune Virus Syndrome
KU	Kathmandu University
MDG	Millennium Development Goal
MOE	Ministry of Education
NGO	Non-government Office
NORAD	Norwegian Agency for Development Cooperation
OECD	Organization for Economic Co-operation and Development
PISA	Program for International Student Assessment
SLC	School Leaving Certificate
SMC	School Management Committee
SSR	School Sector Reform
SWAP	Sector Wide Approach
TU	Tribhuvan University
UN	United Nations
UK	United Kingdom
UNESCO	United Nations Educational, Social and Cultural Organization

UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UNDP	United Nations Development Program
VDC	Village Development Committee

CHAPTER I

INTRODUCTION

This chapter consists of the basic idea and importance to carry out this study in Nepalese context. The nature of the study arouses the importance of quality education from different social contexts. With regard to address the statement of the problem three major research questions are set to fulfill the arousing importance about studying quality education. The chapter ends with some rationale, organization of the study and summary of the chapter.

Nature of the Study

The word quality has a very wide relation and it is very difficult to give its precise meaning. A common sense understanding of ‘quality’ is that it is something you will know when you are in touch with (Tjeldvoll, 2009). That means, the quality explains as relative and based on individual perception of standard.

A sociologist, psychologist, a priest, a philosopher, a businessman, a teacher, a farmer, a street vendor and even parents will make widely different understanding on education. Those understandings always reveal the natural meaning of quality and its relevancy in education. The Concise Oxford Learners Dictionary defines quality has a double meaning, on one hand, quality is a characteristics or feature of something, on the other hand, quality suggests excellence, a feature of value. Quality is a defining characteristics on attribute’ or grade of achievement, an outstanding performance or achievement’ or fitness for purpose/ performance meet specification (Cooper, 2002, p. 147). The word quality is a moving and dynamic object, what accounts as high quality in one context or at a particular moment in time may seem quite inadequate at another

time and place and identifying the sign of quality can be challenging, especially in an enterprise as complex and content specific as teaching and learning (Seidel, n. d.).

When relating quality to Weber's distinction between value goals and instrumental goals. Value goals are what human beings perceive as fundamental, universal qualities or characteristics. Instrumental goals are related to economic and practical instrumental phenomena often crucial as tools to achieve value goals (Tjeldvoll, 2009). Achieving those two types of goals maintains the quality standard.

Bunting (1999, as cited in Barrett, 2006) declares that, "Quality in education does have a bottom line and that line is defined by the goals and values which underpin the essentially human activity of education". The clear implication is that this bottom line must be the starting point for our understanding of the notion of quality in education so that we do not verify the practice of education [and] reduce education to a technical activity that is static and unaffected by contextual and contingent circumstances (Barrett, 2006). Internationally quality education is understood in terms of (a) content relevance, (b) access and outcome and (c) observance of individual rights (Manzoor & Vaswani, 2008). This also centered by international bodies such as UNICEF recognizes five dimensions of quality: the learners, the environments, contents, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF, 2000; UNESCO, 2005).

According to Global Monitoring Report (UNESCO, 2005), quality determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Similarly, Save the Children (2010) defines good-quality education as: relevant to children's needs, both present and future appropriate to their age, experience, abilities and language,

participatory, involving children, families and communities in learning, flexible, to meet changing social, environmental and technological conditions, inclusive, seeing children diversity as a resource to support learning, not as a problem and protective, safeguarding children from exploitation, abuse, violence and conflict.

A good quality education is one that is relevant to the children's own experience; develops willingness and ability for the future career with actively participating in learning process as well as there is flexible, inclusive and protective strategy to meet the diverse resource and changing social, environmental and technological dimensions. The education that makes aware about right of the children and protect from any type of violence, abuse and exploitation is defined as quality education. Quality education provides children, youths and adults with the power to reflect, make choices and enjoy a better life. It is a key ingredient in economic and social development (Kanmani & Radha, n. d.). Education is a medium through which the society transmits its heritage of past experiences and modifications, system of values and the modes or skill of acquiring it (Kanmani & Radha, n. d.).

Quality education can be viewed in broad and large range of perception. So defining quality education is a difficult task as well as the concern for quality in education should come from several elements, the government, citizens, employers, students and the parents, teachers and school administration (Ranjit, 2008). They obviously viewed in terms of inputs and outputs of education. Three inputs of educational process a) teachers b) curriculum and c) materials (content, method and strategy) play crucial role to determine the quality in education (Hada, 2008). The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy and life skills including awareness and prevention of disease (Tikly, 2010).

The meaning of quality education includes different viewpoints like getting educative knowledge, total activities within classroom and outside classroom.

Students who expend more effort in a variety of activities benefit the most intellectually and in the personal development domain (Astin, 1993; Chickering & Reisser, 1993; Pascarella & Terenzini, 1991, as cited in George, 1994).

Providing equal opportunity to all in education, opportunity to go to school, acquiring minimum level of education that is determined by existing society and nation, providing free and compulsory education to all to basic level, promote entrepreneurship life skill by education according to the ability and interests of the learner is called quality education (Kafle, 2009).

In recent years quality has become dominant in many educational debates. The education without quality has no meaning and is without relevancy; there is no value at all (Koirala, 2007). That means quality education enlightens with its relevancy. Relevancy is the key factor of education to be quality as well as quality with relevancy education will support to complete the purpose of education.

Education is a basic and essential part of human being that is supposed to develop the capability of individuals. According to Koirala (2001), ability to pass student, ability to be creative in his/her earning ability, ability to provide service is said to be an educational quality. In Nepalese perspective high pass percentage of examination or school internal efficiency is said to be the form of quality schooling

Another major component of quality education is the level of achievement or the degree of internalization of it. Khaniya (2007) believes that “the learners should learn what they learn, at least, at an acceptable level and internalize what they learn to a reasonable extent so that they could use that knowledge or skill as and when they need” (p. 105).

The educational system ascribes more significance to 'relevance' as a measure of quality but relevance has different meaning for example, to the Chinese, it means that what is being taught is directly related to the country's ideology (Khaniya, 2007). In the Nepalese context, the students' ability to work together as a group is important. Many educational systems prefer to use relevance indicators which are more directly related to the economy and to what makes one fit for life, society and livelihood (Ranjit, 2004).

Education For All (EFA) (2005), movement defines 'relevance' as that aspect of education which addresses actual needs, interests and problems of the participants in the learning process. Thus, the relevance of a curriculum would be enhanced by linking literacy, numeracy skills and science concepts with learners' concerns and experiencing in, for example health, work and nutrition. While countries have varied needs because of different local conditions, there are universal needs and concerns that should be addressed in the curricula.

In the context of relevancy, Khaniya, (2007) further states that relevancy means to what extent what learners learn from educational institution is relevant and useful for the learners in the world of work, academic work, day to day life etc. To determine the quality of education, the degree of relevancy plays a major role in education.

In Nepal, so many efforts have been done for the quality education. Every year most of the donor countries, development institutions and Nepal government are investing in education for the quality extension in education in Nepal. They invest a huge amount of money in education for the access, effectiveness, equity, and relevancy each year to ensure quality education. The National Curriculum Framework (CDC, 2007) also focused on life skill education; developing educational

enterpreneurship skill, inclusiveness in education, equal access, equity and equality, relevancy and quality in education. But how these all efforts are relevant to ensure the quality of education is still uncertain. Enhancing the internal and external efficiency and quality of education still remains a big challenge. Obviously, the existing development in quality of school education does not have roots touching the social, economical, geographical and cultural contexts of Nepal.

The Context and Policy about Quality Education

According to the recent data, 74 percent of people are still living with traditional agriculture practices (NASDP, 2010) which have become the prominent job to live their life. In the rural Nepalese context, agricultural activity is requires every individual member of a family to contribute. Even young children play an active role in the socio-economic dynamics of the family. Therefore, in terms of family income generation, schooling is compromised with the opportunity cost.

This picture is practiced by both the students and the teachers. The highly significant problem is related to the children of more disadvantaged communities, such as “low caste” people or politically marginalized and minority ethnic groups who do not have enough land to support themselves for the whole year. Life style of the rural people and schooling are different. Excluded people are suffering in meeting their basic needs.

Now education has been regarded as a fundamental right of the children and the vision about education has been broadening towards their advancement, empowerment and all round development for the twenty first century. National curriculum framework (NCF) (2005), states that under this broad vision, education is regarded as the fundamental right of all people, an investment for economic, social and political advancement, a tool for empowerment of disadvantaged groups, a route

to the spiritual, moral, social, cultural, physical and mental development of the individual, a foundation for culture of peace, and an avenue for developing a lifelong learning society.

After the restoration of democracy in 1951, tremendous effort has been done in Nepal for quality education on the best fit for national and individual requirement. On the basis of national and individual requirement, Nepal National Education Planning Commission (NNEPC) in 1954 and its report (NNEPC, 1956), the formation of All Round National Education Committee and its report (ARNEC, 1961), the formulation of National Education System Plan (NESP, 1971) and its implementation, the formation of National Education Commission (NEC) in 1990 and its report (NEC, 1992), and the formation of the High Level National Education Commission and its report (HLNEC, 1998) as well as National curriculum framework (2005) was structured to analyze and develop the situation of education in Nepal.

Since 1970 till now various national plans and projects have been launched towards improving quality education. The national education system plan (NESP), the Seti project, Basic and primary education project-I and II (BPEP, I & II), secondary education development project (SEDP), Secondary Education Support Program (SESP), education for all (EFA), and School Sector Reform Program (SSRP) have also been working for quality education in Nepal. For the improvement of secondary education towards quality, Nepal had implemented a five-year Secondary Education Support Program (2003-2008) with the objective of improving equity, access, quality, relevance and institutional capacity of secondary education. To fulfill the six goal of Dakar framework of Action, Nepal government has approved Education for all National Plan of Action (2001- 2015).

During the last fifty years, Nepal has experienced a huge amount of change and progress in education sector. Nepal MDG report (NPC, 2010) indicates that the net enrollment rate of children in primary education is 93.7%. It indicates that 6.3% school age children are left out to access in primary education. According to the population census 2011, the literacy rate has reached to 68%. These improvements show that positive development in education along with increasing rate of literacy and rapid expansion and increment of schools, high schools and colleges to increase access and effectiveness for quality education.

With the increment in quantity of graduates every year the attribute of quality has been an emerging issue till now. Many problems are associated with the quality of education and its daily life practice, especially, the quality of private and public schools in Nepal. People criticize the quality of public school more than private school because they see the quality of education in the test score of students that always reflect from the students report cards at the end of the session (World Bank, 2001). National Curriculum Framework (2007) indicates that significant percentage of children of school going age continue to remain outside the education system and that there is low internal efficiency and low quality of education that does not serve the labour market. Therefore, it is a growing concern not only about the problems of education in general but also about the quality of curriculum contents, its delivery and the assessment system.

To address those problem, National Curriculum Framework for school education (2007) has developed a vision and mission of school education according to the overall context and curricular concerns that is to develop citizens who are knowledgeable, skillful, competent, responsible, reliable, healthy, co-operative, good mannered, ethical, optimistic, nationalistic and humanitarian, who believe in

democracy, human rights, and who have the ability for critical thinking to face the emerging challenges of the twenty- first century in a productive manner. As well as those citizens will be capable of living independently, and can contribute to national development and work for national and international peace and security.

Quality education is the means for overall development. Education creates job by providing relevant skill and knowledge in specific area such as rural, urban, industrial, and non-industrial for the economic growth and prosperity of the people. Quality education produces quality human resources for the better employment and high return in their life and livelihood. Education can be used to develop the human resources necessary for economic and social transformation. The focus on education as a capital good relates to the concept of human capital, which emphasizes that the development of skills is an important factor in production activities (Olaniyan & Okemakinde, 2008). It is widely accepted that education creates improved citizens and helps to upgrade the general standard. Therefore, the main challenge of the country is to produce highly qualified human resources towards the demand of the parents, society and job market.

In Nepal, studying about quality education, from the parental perspectives is a recent and new phenomenon. Till now many reports and findings have been formulated or developed about quality education, on the basis of international agencies, national agencies, government, non-government and different project units in order to improve the quality of the school. The study about quality education is based on various factors and also varies from geographical distance and depends upon contextual reality.

Statement of the Problem

The term quality education is very difficult to explain in our local context. Sayed (1997) argues that the concept of quality in education is elusive and frequently used but never defined and goes on to discuss how its multiple meanings reflect within different ideological, social and political values. By critiquing key approaches to education quality, Sayed highlights what he calls the value- bases of any framework for education quality (Barrett, 2006).

Providing education to all with quality has become the dominant agenda of all countries. Global movements on education for all, international organizations and governments have also been taking part in educational development (MOE, 2008). Now under the MDG and SSRP many more departments and institutions are working for the expansion and broadening the educational quality, by extending the school infrastructure, strengthening the school management committee as well as teacher selection commission are also working in education sector.

There is the raising voice for educational quality from various groups of people in this context. Parents and students expect education to be a gateway to skills, knowledge and attitudes that will prepare young people for better quality of life and better job prospects (MOE, 2008). The government of Nepal is going to enhance the educational quality by making responsive to the parents or local community in education sector that would be helpful to understand the meaning of quality education and its relevancy as well as improve educational quality from grass root level.

The study about quality education from parental perspectives is a relatively new phenomenon. There is a lack of empirical research work in this area. In this diverse context, there is a huge gap between parental understanding and educational system to enhance the quality education with relevancy practice in Nepal. Parents are

integral and real beneficiaries of education and are directly associated with education sector by sending their children to the school and also powerful members of the community and society. Parents can see and experience the educational quality from closer perspective as being a stakeholder of the quality product. Only they can support to enhance the quality of education and can perform the key role to improve the educational quality from their social settings. There is no practice of understanding the parental perceptions towards quality education in Nepal. Hence, the most important issue is how the quality and relevancy of education is perceived by parents who are from different professional group.

Purpose of the Study

The purpose of the study was to explore the parental perspective on quality education. Particularly, the study aimed at exploring the meaning and relevancy of quality education, as perceived by parents for their diversified needs.

Research Questions

The study intends to find out the answers to the following research questions

1. How is the meaning of quality education perceived by parents?
2. How is the existing education relevant with respect to the individual and society?
3. How can we develop the educational quality to meet the diversified needs of the parents?

Rationale of the Study

According to Edelman (2003), parents have become so convinced that educators know what is best for their children that they forget themselves are really the experts. Parental involvement in the form of 'at home good parenting' has a significant positive effect on children's achievement and adjustment even after all

other factors shaping attainment have been taken out of the equation (Desforges, 2003, as cited in Schai, 2006).

There is a huge gap between the determining quality of education and diversified need of the parents in the context of Nepal. It is important to note that parents are one of the most influential yet significantly underrated factors in their children's education, and society should encourage more parental participation in public education (Schai, 2006). Parents are the stakeholders or beneficiaries of educational product. They send their children to the school hoping "Better standards of education." Other reasons cited included "A better start in life; more chances in life; better chances for future careers; better discipline; and smaller pupil-teacher ratios" (Learner, 2012).

Parents invest a huge amount in education hoping some goodness from education. But how do parents perceive these qualities in their children? What qualities and relevancy do parents find to foster successful learning in their children at school? How is the quality education and relevancy perceived by parents who are from different backgrounds? Where the main issues of this study related to how parents make meaning of quality education. How is the existing education relevant with respect to the individual and society. Is there any improvement needed to foster the educational quality standard from the parental side in different professional and social contexts of Nepal?

This study was highly significant to understand the quality of education as it is expected to find out various attributes and understanding the closure perspectives from the context of relevancy from various types of parents in the micro level. The knowledge skill, competencies and other attributes embodied in individuals that are relevant to personal, social and economic well-being (OECD, 1999). There are several

importance, values to study about quality education. Where the first one is to provide general feature of educational quality and provide information about quality education from different parents' from different professions, to understand the quality of education from closure parental perspective and to identify the gap and provide grounds for their perfection in the local setting.

Additionally, it is useful to understand the relationship between education and quality, quality and relevancy, and relevancy and the parents' need, to raise the importance of parents and raise their involvement in quality education to make it relevant from different angles. The policy maker can formulate the policy in the local setting in future on the basis of heterogeneous understanding of the parents that may be a root for further studies related to different sorts of studies regarding quality of education and its relevancy .

Organization of the Study

This study is organized in seven chapters. The first chapter begins with the introductory part in which I have discussed the statement of the problem, research question, significance of the study and organization of the study. The second chapter goes to review some related literature and has also discussed some empirical and theoretical issues related to this research. It consists of some learning theories as well as reproduction theory of Piere Bourdieu to link the multiple realities that were understood by the different types of parents.

Chapter three consists of the philosophical assumption with ontological, epistemological and methodological bases. Data presentation part has taken place in chapter four; five and six. The seventh chapter discusses the data with some findings, conclusion and implication of study for policy makers, for stakeholders and for

further researchers. The final part of this report includes some references that are cited in this study.

Concluding Remarks of the Chapter

This chapter begins with its introduction and ends with the reflection of the whole study. The gap of the Parental perception on quality education was devised to facilitate in statement of the problem. The whole study was set with the purpose of the study on the basis of three research questions. The study was represented with the significance of the study for all stakeholders, who are the direct and indirect beneficiaries. The chapter is ends with the organization of the whole study. In the next chapter some related literature are reviewed on the basis of the research problem, purpose and research questions about quality education.

CHAPTER II

REVIEW OF RELATED LITERATURE

For getting better understanding of the research topic, I have divided the relevant literature review into three sections. First, general, second, empirical and third, theoretical review about quality education. The first section provides the review of relevant literature and meaning and definition of quality education from different perspectives and ideas of relevancy factors on quality education. Quality education in the particular School and particular study from various aspects has been reviewed to develop a common understanding in the Nepalese context, SSR for quality education; some empirical studies in the local and global context and some theoretical link about quality education have been reviewed.

Understanding Quality Education

The existing need is not only to enrol children in school but also to build the capacity of all schools to provide appropriate education for children according to their desires. Hence, the Convention on the Rights of the Child (CRC) has ensured the right to education of all children, (MOE, 2011) that was declared by Human Right Declaration, 1948. The CRC has also recognised that all children have the right to receive quality education without any discrimination for their overall development. Therefore in all countries across the globe special efforts are being made to address the issues of access to and quality of education. These efforts are founded on the Education for All, Millennium Development Goals (MDGs) and other international agreements.

Save the Children developed a quality framework with minimum standards of quality education on the basis of universal declaration of human rights, 1948, UN

Convention of Rights of the child, 1989, Millennium Development Goals (MDGS), National plan for Action for EFA- 2015, National plan for Action for children- 2015, Constitution of Nepal, 1991 (2005), different Education Commissions' Reports (1953-2001), CRC Concluding remarks 3rd June 2005, Period plan (10th five year plan) and PRSP addresses strategies needed to create a child friendly educational environment between learners and the learned/teachers for quality education.

Quality education includes a safe, supportive and protective learning environment, more competent and well trained teachers who are aware, knowledgeable and committed in the subject matters and child development, appropriate and adequate materials (basic) for teaching and learning and safety measures, participatory methods of instructions and school management, reasonable class sizes and appropriate infrastructures, overall learning achievement and progresses of children and decentralized monitoring and supervision.

The convention on the rights of the child (Article, 29 :1), agrees that the aims of education of the child shall be directed to a) the development of the child's personality, talents and mental and physical abilities to their fullest potential, b) the development of respects for human rights and fundamental freedom, c) respects for the child and parents, his or her own cultural identity, language and values for the national values of the country d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, equality, tolerance, equality of sexes and friendship among all people, ethnic, national and religious groups and persons of indigeneous origin and e) the development of respects for the natural environment (EFA, 2005).

In 1990 and 2000, the world declaration on education for all and Dakar frame work for action declared that quality was 'at the heart of education' a fundamental

determinant of enrolment, retention and achievement. The definition of quality set out the desirable characteristics of learners (healthy, motivated students), process (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). The proper mobilization of these three things assured the target for quality education for all.

A French statesman, Jacques Delors reported to UNESCO of the International Commission on Education for the twenty first century, the quality education throughout life as based upon four pillars a) Learning to know b) Learning to do, c) Learning to live together and d) Learning to be. The first one is related to build up their knowledge in daily life practice and with combination of this knowledge from local to global context. The second one focuses on the practical application of what is learned. Third one addresses the critical skills for a life free from discrimination and all have equal opportunity to develop themselves, family and their community and the fourth one emphasizes the skills needed for individuals to develop their full potential. This conceptualization of education provides an integrated and comprehensive view of learning and therefore, of what constitutes education quality (Delors et al., 1996, as cited in EFA, 2005).

Quality education is the root for that practice and to furnish learners for future life, career development, and community strengthen and increase production. Quality education plays a key role in sustaining as well as changing communities and culture by preparing a variety of human activities and conditions (UNESCO, 2004).

The UNESCO (2007) definition on quality in higher education is a multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline.

Quality may thus take different meanings depending on: (i) the understandings of various interests of different constituencies or stakeholders in higher education (quality requirements set by student, university discipline, labour market, society, government); (ii) its references: inputs, processes, outputs, missions, objectives, etc.; (iii) the attributes or characteristics of the academic world which are worth evaluating; and (iv) the historical period in the development of higher education.

Global Monitoring Report- (2005) determines quality by how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. The Global Monitoring Report (GMR) emphasises six policy issues which directly impact on teaching and learning: a) Relevant aims: Policy dialogue must arrive at a relevant balanced set of aims describing what learners should learn and why; the development of cognitive, creative and social skills and values; respect for human rights, the environment, peace and tolerance and cultural diversity. These put citizenship, democracy and human rights.

b) Subject balance: how subjects are defined, how many are taught and the time allocated to each.

c) Good use of time: Positive co-relations are noted between instruction time and student achievement at both primary and secondary levels. Between 850 and 1,000 effective hours (not necessarily official hours) of schooling per year is broadly agreed as a benchmark.

d) Pedagogic approaches for better learning: Child-centred active pedagogy, co-operative learning and the development of critical thinking and problem-solving skills need to be present.

e) Language policy: Language of instruction is a policy choice affecting curriculum, content and pedagogy. A balance needs to be struck between enabling

people to use local languages in learning and ensuring that they have access to global languages.

f) Learning from assessment: Regular, reliable, timely assessment is a key to improving learning achievement. The goals are to give learners feedback and improve learning and teaching practices. Formative assessment is needed as a complement to formal examinations.

It focuses on relevant aims of education on the basis of right of the children that impose all round development of children as well as develop peace, tolerance and cultural diversity. Clearly defined and balanced of subject, time, language between enabling children, learning strategy, pedagogic practice, and formative assessment are the determining factors of quality education.

Quality improvement in education mainly involves improvement in learning processes through the provision of appropriate learning conditions. SSR intends to develop child friendly and inclusive classroom teaching backed by necessary physical and instructional facilities, competent and qualified teachers, relevant curricula, textbooks and assessment system, and result based management system (SSR, 2008).

According to Kafle (2009), 'Quality in education can be defined from two angles: the first is broad and second is a narrow definition. In the broad sense; education should be useful, right and appropriate to the consumers or users. It provides satisfaction to the consumers. The consumers of education are: students, teachers, community, employee, investor, producer, service provider agencies, government and international employee. In the narrow definition, acquire minimum level of learning who are in the classroom, pass the exam in determine standard, minimize in dropout rate, helpful to increase living standard of the family, application

of knowledge and skill in daily life practice and choose the right way with the imagination of sound and healthy future life (Kafle, 2009).

Khaniya (2007) stated that the quality of education refers to what is learnt (contents) by the learners and the degree of internalization of what has been learned. Quality education today has been defined from several perspectives: access, equity, equality, full participation, inclusion, integration and empowerment. Satisfaction replaced excellence to denote quality since the beginning of 21st century. Being responsive to diversities and sensitive to the principles of inclusion, quality education has become an overriding concern of the stakeholders (Kafle, 2010).

Education is a dynamic process. Sharma (2009) says that there is no final and fixed meaning and value of education. The quality in education is also changing and dynamic process. It changes according to development of time , technology and innovation in education. As it is already determined that quality was appropriate for yesterday but not for today and tomorrow.

Relevancy and Educational Quality

UNICEF (2000) states relevant education as a complex system and rooted in a political, social, cultural and economic context. The healthy learners, healthy, safe and protected environment, relevant curricula, child centered pedagogy, trained teacher and well managed school, classroom and develop sound attitude, knowledge and skill with positive participation in society develop the quality factor in education.

Relevancy is the central element of quality education. Relevance in education also refers to the application of the knowledge, skills and attitudes gained from a school or an academic institution and also known as how far it is related with the day to day life of the people and how far it can address their needs and how much they are related to their occupation (Neupane, 2008).

Without relevancy, the quality of education has no meaning and could not be seen as enlightenment. The term 'relevancy is to what extent what learners learn from educational institution is relevant and useful for the learners in the world of work, academic work and day to day life etc (Khaniya, 2007). In other words, the degree of relevance of education is a major concern for determining the quality of education'. As we believe that the major component of quality of education is the level of achievement or the degree of internalization of it where the learners should learn what they learn, at least, at an acceptable level and internalize what they learn to a reasonable extent so that they could use that knowledge or skill as and when they need (p. 105). Nowadays, some people believe in cognitive parts of quality of education that is measured therefore on the basis of what has been received by the learners and how they use that knowledge and skills when needed.

Adams (1993) states that, the terms efficiency, effectiveness, equity and quality have often been used synonymously (as cited in UNICEF, 2000). There is a significant compromise among the basic dimensions of quality education today; however UNICEF (2000) includes healthy learners, healthy environment, appropriate content and relevant curricula, well managed classroom and delivery process, and vigorous outcomes that encompass knowledge, skills and attitudes to the learners in quality education.

According to UNICEF(2000), learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition,

HIV/AIDS prevention and peace; processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities; outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Overview of Quality Education in Nepal

Now Nepal has been supported by ADB, AUSAID, Denmark, EU, Finland, Norway, UNICEF, and World Bank as providing donors and USAID, UNESCO, JICA, WFP as non policing development patterns to achieve the Quality Education For All (EFA) goals till 2015 (MOE, 2009). EFA was started by the World Conference of Jomtein in 1990, since this conference Nepal has been actively contributing to country's educational development by lunching the Basic and Primary Education (BPEP), that works long time to increase the access, equity, efficiency and quality in education. BPEP II considers that only the quality education is possible by improving in curriculum. That focused on curriculum improvement by making it flexible, relevant, and contextual.

After BPEP II, EFA has sketched a relevancy framework according to the goals set by Dakar Forum for the year 2015 by improving in curriculum, textbooks and instructional materials to achieve more life-relevant and practical curriculum and primary education in mother tongue/local language. ADB reported that The EFA program has sought to satisfy basic learning needs through public policies aimed at providing universal access to good quality primary education and developing new learning opportunities for young children as well as for youth and adults. EFA focused on life relevant curriculum by improving curriculum in practical way,

textbook and instructional materials. In this way, curriculum should be related to the daily life and contextualized according to the need and context of the people.

School Sector Reform (SSR) presents plan, policies and strategy that will ensure quality and relevance education, integrating basic and secondary levels, decentralizing the management system of education and financing and ensuring inclusive participation. The program has a sector wide approach that includes early childhood development and education and also intends to make schooling more relevant to the needs of early school leavers by piloting vocational streams at the post-basic level.

A key aspect of the program is its focus on developing quality assurance mechanisms, and improving the accountability framework for the delivery of key services (ADB). Such program will ensure learners' equitable access to quality and relevancy education; change the school structure in to two ingredient basic level and secondary level and to enhance institutional and organizational and human capacity by promoting participation.

Empirical Studies in Quality Education

EU states place a high priority on quality secondary education and training with high level of knowledge, competency and skill are considered the basic conditions for active citizenship, employment and social cohesion. European report on the quality of school education (2000) has submitted to the sixteen indicators on quality of school education that provides a complementary set of information to detail quality in European schools. Those sixteen indicators of quality education are:

- a) Mathematics
- b) Reading
- c) Science

- d) Information and communication
- e) Foreign language
- f) Learning to learn
- g) Civics
- h) Dropout
- i) Completion of upper secondary education
- j) Participation in territory education
- k) Evaluation and steering of school education
- l) Parental participation
- m) Education and training of teachers
- n) Participation in pre- primary education
- o) Number of students per computer
- p) Educational expenditure per students

Those indicators cover the four broad areas of i) attainment level, ii) educational success and transition, iii) monitoring of school education and iv) educational resources and structures. EU sets that strategic target of becoming the most competitive economy in the world, capable of sustainable growth with more high quality jobs and greater social cohesion (Rameckers, n. d.).

Deming (1986) lays out fourteen components to enhance the quality of school. The possible application of these principles plays the significant role to higher education leadership. The fourteen principles are

- a) Create consistency of purpose
- b) Adopt the philosophy of quality improvement
- c) Cease dependence on inspection
- d) Establish a long term relationship with suppliers

- e) Improve all systems constantly and forever
- f) Institute comprehensive training
- g) Insist in leadership throughout the organization
- h) Drive out fear
- i) Break down barriers
- j) Eliminate slogans and targets
- k) Eliminate work standard
- l) Remove barriers
- m) Activate a vigorous program of education and self improvement
- n) Involve everyone in the transformation

Constant attention to process improvement in all system will result in improvement in quality and productivity. The quality intents must be translated in to plans, specifications, test and measurement responsibility. If the management does its job, there will be continual reduction of waste and continual improvement of quality in every activity (Deming, 1986).

Within educational quality discourse there are two dominant traditions have grown up together and are extent interdependent. The first tradition is the “economist” view of education uses quantitative measurable outputs as a measure of quality, for example enrollment ratio, retention rates, rates of return and investment in education in terms of earning and cognitive achievement as measures in national and international tests. The second tradition is the progressive, humanistic tradition tends to place more emphasis on educational process. Within this process, judgment of quality is based on what happens in schools and in the classroom. Learning of basic cognitive skill, literacy and numeracy as well as general knowledge are considered vital to quality.

However, schools are recognized as place where learners acquire attitude and cultural values. Hence, characteristic such as learners centered pedagogies are included in notion of quality education.

Wagley (2006) opined that quality could be achieved by maintaining the standard in education such as curriculum standard, standard of teacher, classroom, assessment, institutional, student achievements, resources, physical facility and so on. Poor learning outcomes and low-quality education also remain over riding concerns in the education sector. For example, in many developing countries, less than 60 % of primary school pupils who enroll in first grade reach the last grade of schooling. Additionally, pupil/teacher ratios in many countries exceed 40:1 and many primary teachers lack adequate qualifications.

Some studies found that the virtual absence of teaching-learning materials, inadequate physical facilities and scarcity of trained teachers are some of the outcomes of resource constraints. Chaotic school environment, poor classroom conditions, classes being run irregularly and not up full requirements, and teacher and student irregularities are some of the visible aspects of organizational and management problems (Poudel, 2008). Appointed supervisors do not work properly or regularly and effective supervision of schools is still not satisfactory.

Nepalese schools are suffering from the several problems, the lack of technical support, lack of in-built strategy for implementing, the supervision and monitoring activities, lack of effective mechanism for teacher support seems to contribute to the problems of current supervision system, and lack of trained teachers is one of the burning issues of schooling in Nepal. The trained teachers, on the other hand, are faced with the problem of the lack of opportunities for follow-up professional development program.

Poudel (2008) reveals that education quality can simply be seen as better learning achievements of students contributing towards their knowledge building which in turn would contribute to enhance their capacity to innovate and expand the knowledge building process. If learner acquired better learning achievement and knowledge can contribute to increasing their productivity which, in turn, would contribute to their own individual development as well as the development process of society.

The above discussion shows that the quality of educational in Nepal has remained poor as a result of a number of factors such as inequitable distribution of resources, leading to socio-cultural and economic disparities, the hierarchic and elitist structure of society, a lack of strong political commitment, weak leadership and poor and centralized management practices and so on. Poudel says that, at the operational level, a number of factors are responsible for inferior educational quality such as poor and centralized management and monitoring and evaluation systems leading to lack of accountability and transparency in the system, poorly motivated and inadequately trained teachers, poor learning environments as a result of inadequate teaching learning and resources at the school level (2008).

School administrators are responsible for developing, maintaining and enhancing a school environment that enhances effective learning. They are also responsible for ensuring that teachers are knowledgeable about their students and about how learning occurs best. Teachers are responsible for having classrooms that promote effective learning for all and for being familiar with the instructional techniques that promote effective learning for all. School counselors are concerned with improving both the conditions for learning (parent education, classroom

environment, teacher attitude) and with helping each learner develop to his/her fullest potential (Citadel, 2002 as cited in Dahal, 2012).

Organization for Economic Co-operation and Development (OECD) (2005) Program for International Student Assessment (PISA) reported that the quality is observed on the students' performance that reflected the degree of input provision of teachers qualification, quality of school resources, students background characteristics, parents occupational status, gender, a joint effect of student characteristics, school context and school resources are associated with student performance.

OECD (2005) explains six different definitions of educational quality.

Educational quality from six perspectives is reviewed below

From the Productivity Perspective

The quality or the success of the education system is depends on the attainment of the desired output, outcome and impact indicators, which are predominant type of quality indicators that need to be monitored with including 1). A satisfactory proportion of school leavers who have attained a specified level of education may be formalized as a diploma, 2). Acceptable employment levels for students, commensurate with the knowledge and skills they have acquired.

From the Instrumental Effectiveness Perspective

The quality or the success of the education system is contingent upon the instrumental potential of certain levels and forms of input or process, ie. Their degree of association is with the performance of expected educational outcomes. Context, input and process indicators are selected. Where context, input and process indicators could replace outcome indicators that determine the educational quality.

From Adaptation Perspective

The quality or success of the education system realizes on the critical analysis of educational goals. According to this view the quality is related to the means and ends, where the condition that allows for change in education would receive emphasis as means, while labour market outcomes or cultural capital could be considered as ends.

From the Equity Perspective

The quality of the education system depends upon an equal or fair distribution of input, process and outcomes among the participants in education. If all beneficiaries persons are equally involve in terms of input, process and outcome, it will ensure the educational quality.

From the Efficiency Perspective

This perspective is also called cost effectiveness perspective. Where, the education system depends upon achieving the highest possible outcomes at the lowest possible cost. It is an elaboration of the productivity and instrumental effectiveness view.

From the Disjointed Perspective

The educational quality is judged upon whether or not specified elements of the education systems are performing in an acceptable way or at an acceptable level. This perspective is an alternative perspective to all other perspectives. Where there is the combination between various elements indicators for eg. 1) acceptable levels of teachers training that meet the minimum requirements 2) class sizes that are acceptable or manageable for teachers and students, 3) the acceptability of teaching strategies according to norms of good practice.

The Global Monitoring Report (2005) highlights the importance of the quality of education provided in schools, seen in terms of the teaching - learning processes and how much pupils are learning. First of all, quality schooling, generally speaking, means higher life time incomes. By enhancing students' cognitive skills, improved school quality directly influences their performance in the labour market and hence relates to individual earnings, greater productivity and economic growth (Reddy, 2007).

Many diverse values are implicit in such definition of quality education. Such diverse view point of quality education reflects the meaning of quality education, from general meaning to academic meaning, from changing meaning to sequential meaning; from intellectual quality to practical quality; from subject centered quality to outside knowledge; from planned educational quality to unplanned quality of education that is experienced by parents.

In the context of educational quality, the concept of standard is used in three main domains: first, input standard, second, process standard and third, outcome standard. Those standards are the key mechanism for improving educational quality (Bergmann & Mulkeen, 2011). The input standards are used to define resource input for each school. In this standard we found the standard for pupil-teacher ratio, a standard classroom size, and standard allocation of text book and supplementary materials.

Process standards are concerned with the quality and the nature of the processes in education. Such as the quality of teaching, organizational structures of the school, quality of caring service and relationship with parents, quality guideline for teaching process, school management and quality guideline for parental involvement. Outcome standard refers to learning outcomes or standard of

educational achievement. It is a quality benchmark for learning achievement. All education system and educators seeks to raise the standard of learning outcomes. A standard learning movement standard of educational process focuses on the outcome standard.

Inter – agency network for education in emergencies (INEE, 2010 as cited in Bergmann & Mulkeen, 2011) has identified a series of standard from education in emergency situation. Where, Community resources are mobilized and used to implement age appropriate learning opportunities (INEE, 2010,). Culturally, socially and linguistically relevant curricula are used to provide formal and non- formal education, appropriate to the particular context and need of learners (INEE, 2010, as cited in Bergmann & Mulkeen, 2011). Teachers and others educational personnel receive periodic relevant and structural training according to need and circumstances (INEE, 2010, as cited in Bergmann & Mulkeen, 2011)

Theoretical Review on Quality Education

The theoretical review provides the using terms and meaning related to the research study. Quality education can be understood through various perspectives of theories. The most common theories to understand it are learning theories and reproduction theories. In this study I have discussed some basic learning theories and reproduction theories relevant to this heading as well as the considered theories help to interpret the perception of parents towards quality education. This section consists of the explanation of these theories.

Learning Theories in Education

Learning is the modification and permanent change in behavior. The experience, practice and training are important for learning. In terms of learning process, practice, motivation, reward maturation and punishment are important.

Learning is the product of heredity and environment. Environmentalist believed in the modification of behavior through experience and training or it is acquired and active process in terms of practice motivation and training and experiences. They believed in behaviorism means behavioral psychology. It is a theory of learning that is based upon the idea that all behavior are acquired conditioning with the environment.

In education, three major perspectives behavioral, cognitive and constructive play a vital role for the meaningful learning. It is highly related to the achievement as well as develops the knowledge, skill, attitude, ability, and potentiality of the learner within and outside the school.

Behaviorism. The theory behaviorism refers to the school of psychology founded by John B. Watson based on the belief that behaviors can be measured, trained, and changed. Behaviorism was established with the publication of Watson's classic paper *Psychology as the Behaviorist Views* (1913). Behaviorism, also known as behavioral psychology, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our behaviors.

According to behaviorism, behavior can be studied in a systematic and observable manner with no consideration of internal mental states. This school of thought suggests that only observable behaviors should be studied, since internal states such as cognitions, emotions and moods are too subjective. According to behaviorism, human behaviors are divided in to social, intellectual emotional and physical. The permanent change in behavior of these four patterns is called learning.

- Behaviorism is based on observable changes in behavior.
- All human behavior and learning is the product of environment

- All human activities that can be measurable and observable are behaviourism
- Behaviorism focuses on a new behavioral pattern being repeated until it becomes automatic including the use of instructional cues, practice, and reinforcement.
- In learning process, the key elements are the stimulus, response and reinforcement, and the association of these three, S –R- R.
- The learner is characterized as being reactive to conditions in the learning environments. Behaviorists place great emphasis on environmental conditions.
- They identify which reinforces are most effective for learners.
- Therefore, the most important factor in behaviorism is the arrangement of stimuli and consequences within the environment. Behaviorists do not address memory and transfer is a result of generalization in behavioral learning theories.
- Learning involves discriminations (recalling facts), generalizations (defining and illustrating concepts), associations (applying explanations), and chaining (automatically performing a specified procedure) computer-assisted instruction (CAI) and mastery learning is recent examples of behaviorism.
- A basic behavioral principle helps to teach new behaviors and discourage unwanted ones.

Cognitivism. Cognitivism, another school of psychology, was developed on the opposition of behaviourism. It focuses on mental and perception process than physical practice. So it is called perception theory, Gestalt theory and field theory because the perception or insight is affected by the background of the learner, thinking ability and cognitive capability. Cognitivism stresses the acquisition of knowledge and internal mental structures, it focuses on

- How information is received, organized, stored, and retrieved by the mind.
- It is the mental practice, perception, thinking and insight.
- Learning depends upon whole to parts and develop insight after whole perception of the event
- Learning is cognitive and mental process and use human conscious.
- Learners attend to, code, transform, rehearse, store and retrieve information and learners' thoughts, beliefs, attitudes, and values are also key elements of learning process.
- New pattern, form or shape is important for learning after identifying the new pattern, form or shape the insight will develop and learning occurs
- Learning is purposive and based upon solving the problem.
- Learning occurs after perceiving the problem in wholeness
- Meaningful and mental practice is needed for effective learning

Constructivism. Constructivism is a new epistemological psychology. The theory is related to the cognitive view and focus on individual and society. It gives more importance to the background and culture of the learner for learning process. Vico, Kant, Dewey, Piaget and Rousseull are the supporters of this theory.

Constructivism is based on the premise that we all construct our own perspective of the world, through individual experiences. Cognitive theories are primarily objectivistic, constructivist approach and are more learner-centered. Learner is as an active processor of information and learning depends upon the active involvement of the learner. Learner self creates his/her own meaning of knowledge. According to this theory, learning is based upon

- The child experience and his/ her cognitive and internal process
- Depends upon active learning or learning by doing process

- Every individual is unique and different individually and learning depends upon pre-experience and social environment of the children
- Children can interact by using self experiences and they can self construct the knowledge, retention and theory.
- Learning is meaningful, subjective and objective
- Learning depends upon dynamic interaction of task, learner and instructor
- It is based on collaborative process
- Knowledge depends upon wholeness and provide them problem and issue to solve it.

Cultural Reproduction in Education

The knowledge is transferred and legitimized from dominant class to dominated class and have the power to impose meaning and impose them as legitimate. A sociologist, Pierre Bourdieu, pointed out the major role of the educational system is cultural reproduction. The major role of educational system contributes to reproduce the culture of the dominant class. The dominant class's culture as worthy of being sought as possessed and establishes it as the basis for knowledge in the educational system (Haralambos, 2004).

As a whole, the society takes high value placed on dominant culture that is called cultural capital. On the basis of the offered goods and resources (capital) a group or the person takes place and position in the society. Four types of capital, economic capital, social capital (various kind of valued relations with significant others), cultural capital (primarily legitimate knowledge of one kind or another) and the symbolic capital (prestige and social honor) are accountable for success or failure in educational attainment (Bourdieu, 2002). In an educational system, cultural capital is translated into wealth and power, the wealth and power largely account for class

differences in educational attainment. In education system, those who are successful in all school education are previously accomplished in the earliest years of life.

The children who are from dominant class have internalized these skill and knowledge during their pre- school years. The dominant class children easily possess the code message that is transmitted in the classroom. The educational attainment of the social group is therefore directly related to the amount of the cultural capital they possess. In this way, middle class students have higher success rates than working class students, because, the middle class sub-culture is closer to the dominant culture. He saw the knowledge and skill rather than content. It more focuses on pupils' present action of their work and themselves rather than scholastic content of their work. Teachers are strongly influenced by the intangible nuance of manner and style. The success of the student depends upon his/her closer style to that of the dominant class. Relatively, lack of dominant culture working class pupils are more likely to fail examination which parents prevent them from entering higher education (Haralambos, 2004).

Conclusion

Literature review provides an overview and important assessment of a body of literature relating to a research topic or a research problem. In this topic relevant and important literatures were reviewed for the study. In an overview of the discussion in the chapter, general studies were presented to carry out the general understanding about quality education.

The empirical and theoretical understanding was presented that were carried out by the various scholars including ongoing dialogue and theories relating quality and relevancy of education. On the basis of these review about quality education the next chapter explains the entire research methods.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the philosophical assumption, and methodological process that I applied to carry out the research. It starts with the philosophical assumption of my study and describes the reason for adopting the qualitative method in an interpretative way. It presents the research site, informants and sample of the study, research tools and techniques, data collection procedures, data analysis and interpretation. Moreover, it also explains the way I assured the quality standard of the study and ethics of the research.

Philosophical Consideration

A philosophical assumption provides guidance for conducting the research. It is a set of assumptions that defines an intellectual understanding how the world operates and how knowledge is produced (Pant, 2009). I believe that the philosophical base of research depends upon human behaviour, thoughts and feelings that are partly determined by their context.

If we want to understand people in real life, we have to study them in their context and in the way they operate. It also studied about how people behave, feel, think, can only be understood if you get to know their world and what they are trying to do in it (Gillham, 2000, as cited in Abedi, n. d.). The social world is subjective because it is the creation of social actors' construction and reconstruction and hence interactive interaction with actors is essential to understand social realities. Likewise, I also considered the three types of philosophical beliefs to generate, analyze and draw the findings of the research

In an ontological assumption, the reality is subjective and multiple as seen by participants in the study. Reality is contextual, may change overtime, and the reality is how the perceivers perceive. I saw the world is socially constructed and subjective where the multiple meanings have been derived/collected (Easterby-Smith, 1991). Somekh and Lewin (2005) argue that epistemology and ontology have to do with the essence of knowledge, truth and being (p. 17).

On the basis of these assumptions, my ontological belief is that there are multiple realities on quality education, where the reality of same thing may differ from time to time, place to place and person to person. The reality or truth is always relative. The interpretative researcher's ontological assumption is that social reality is locally and contextually constructed by human being through their action and interactive interaction.

The epistemology refers to the body of knowledge. On the basis of ontological belief, the epistemology of this study has been set. Cohen et al. (2001, p. 6) say that knowledge is a softer, more subjective, spiritual or even transcendental kind based on experience and insight of a unique and personal nature. In Plato's view, knowledge is merely an awareness of absolute, universal ideas or forms, existing independent of any subject.

As a researcher in my research, I got various perceptions and experiences on different issues in different ways from diverse group of parents. For the epistemological belief, I got a dialectic interaction between me and research participants to understand deeply about the quality education to explore a new knowledge from diverse group of parents.

Methodology means the method or procedure of the research (Cresswell, 2007). Research is not an easy work. Different techniques and procedures have to be

followed to extract the reality of the subject matter. The procedure differs according to the nature of the study. “The term methodology refers to the way we approach problems and seek answers; the term applies to how research is conducted” (Taylor & Bogdan, 1997). I believe that research methodology is a scientific and systematic way to complete the purpose of the study. It has many aspects and processes that cover and shape the wide range of study.

Research Design

Research design simply means measures of collecting; organizing, analyzing, interpreting and reporting data in research (Best & Kahn, 2007; Creswell, 2003). It refers to the conceptual procedure with which the research is conducted to fulfill the purpose of the study.

In this study, I followed qualitative research method. Where, the aim of qualitative study is to develop an in-depth understanding and experiencing (Lincoln & Denzin, 2007) about quality education. Qualitative research is a difficult process of conceptualization and design for collecting and analyzing the data and interpreting the findings for knowing the subjective world of the people (Parajuli, 2008). According to the purpose requirement, subjective meanings have been drawn through face to face interaction. As being a qualitative researcher, the perspectives or experience of others would be most important to capture the reality in a board range.

This study was totally field-based, where the researcher attempted to find out the local meaning from diverse professional background parents. Therefore, it was exploratory. For me, there is contextual meaning of quality education. Each parent perceived and understood it differently from their own social status.

The ontological belief depends upon the reality of the perceivers how they perceive about quality education in their social setting. The reality is contextual and

may change over time and place. For me, the world is socially constructed and is subjective where multiple meanings will be derived/collected (Easterby-Smith e.a., 1991). "Ontological assumptions give rise to epistemological assumptions; these in turn, give rise to methodological considerations; and these in turn, give rise to issues of instrumentation and data collection" (Hitchcock & Hughes, as cited in Cohen, Manion, & Morrison, 2000, p. 4). On the basis of the above ontological and epistemological belief, I developed the research design of my study.

Informants of the Study

As being a qualitative researcher, I applied qualitative method which requires identifying sources of information of research participants that I could generate information rich cases to enrich findings of the questions of this research (Patton, 1990, p.159).

While selecting the parents as my research participants, I gave priority to those who can speak and are directly connected to the school as being a guardian of the student and from diverse professional backgrounds so that they could have better experiences and certain perception about the different facets of quality education. In this process, firstly, I informed and requested those parents from different professions purposively to be the participants in my research.

In this step, I found some parents were interested in being the research participants and some rejected this offer. I have chosen them on the basis of their profession and two parents were selected from each six types of profession. Finally, I decided to assign twelve parents as the participants of my research. The participants were selected on the basis of diverse professional backgrounds and their acceptance and interest to be the research participants. They were taken purposively from Banepa municipality, Kavre and VDC as their workplace.

Trochim (2006) simply defines that researcher's sample with a purpose in mind is purposive sampling. Patton (1990) says that purposeful sampling is the dominant strategy in qualitative research. Purposeful sampling seeks information rich cases which can be studied in-depth. So, I have followed purposeful sampling as a strategy in my research study. I have selected key informants who are willing to describe their own experiences within the quality education and its relevancy.

Research Tools and Techniques

On the basis of the research purpose, I developed research questions as well as guideline questions for the in-depth interview. For this practice, first of all I consulted with my supervisor, seniors and the related researchers. As per the recommendation of my seniors, I finalized the questions after piloting test, correction and re-correction of the tools for three times. Such practice guided me for the in-depth interview of my research participants. As a qualitative researcher, I was aware that these questions were merely the guidelines and therefore many cross questions came during the process of real interview.

Face to face and personal interview was used as the mode of data collection technique. Open ended in-depth interview helped me to explore deeper understanding of informants' experiences and their psycho-social dynamics (Clarke, 2002), which enriched the findings of the research. I conducted open ended interview in a natural setting with the parents from different occupations. I recorded the information by using audio recorder. And these interviews were transcribed after few days later but I wrote a diary at the period of interview with the research participants. Moreover I gave priority to those parents who were interested in participating research informants.

Data Collection Procedures

The aim or purpose of data collection is to gather real descriptions of related field in order to produce clear and accurate description in a particular aspect of human experiences (Creswell, 2003; Singh, 2007).

The purpose of data gathering in qualitative research is to provide evidence for the experience it is investigating. The evidence is in the form of accounts people have given of the experience. The researcher analyzes the evidence to produce a core description of the experience (Polkinghorn, 2005). As this study is qualitative in nature, it is a very difficult and fatigue work to obtain accurate, reliable and standard information in a qualitative research. Formally, I conducted the interviews for three sessions to collect the information from the selected participants. And informally, I used telephone contact where there was incomplete information.

First, I distributed a schedule of questionnaire each which had included the brief study area and my inquiries regarding the perception towards quality education to my research participants. This step was just to introduce my research area and brainstorming among them. In this phase, I requested them just to read the questionnaire and prepared for our next session that was in-depth interview. Second, we both (me and research participant) managed time and held the interview session individually. In this phase, I tried to reveal the lived experiences of my research participants as far as possible spending more than two hours with each individual. Most of the interviews were conducted in their respective offices, their homes and tea shop. Third I continued conversation with my research participants directly and indirectly by telephone contact to uncover their information about quality education, its relevancy and about building up the educational quality as their need and interest. Besides this, I tried to find out many more realities which they have experienced in

their life and their impact on professional life informally. During the process of interaction, sometimes, I noted down the theme of the conversation and sometimes I managed the recording devices to record the information.

My Journey in Data Collection

As my previous plan I managed to take information from different types of parents, who were from heterogeneous group of profession. Professionally, they were different. In this context, I think, I could not catch lots of and deep information because they were engaged only in their own profession. That was a difficult job to divert them towards my purpose; so I provided them a schedule of guideline questions related to my brief study areas and my inquiries regarding the perception towards quality education.

That was my first step to introduce my study area and intention among them. In this phase, I requested them just to read the questions and develop mind making for the next step to continue our in-depth discussion/interview. In the second time, we (me and participants) managed to meet together in an appropriate place and time to conduct the in-depth interview. Where, I explored their perspectives on quality education and its relevancy practice (Boyce & Neale, 2006).

I requested many respondents in the first and second steps for the study. Among them some rejected at the beginning and a few in the second, third and for fourth step. Some of them felt uneasy as they did not like to talk much about their own /personal life event with public/mass. I provided them with a guideline question to concentrate their mind on the research purpose. Teacher and doctor easily accepted my request in the first effort and committed to support for the study but other respondents (driver, shopkeepers, farmers and street vendors) felt uncomfortable and uneasy to share their experience in the mass. Among them few parents showed me the

green signal; I selected them to reveal the lived experiences about quality education and relevancy practice of school education.

My purpose was to take out the meaning of quality education from different professional group of parents. For this practice in-depth study with thick information was needed for me and, I spent forty minutes to two hours of time with each participant at their office, at home and in working field. Some interviews were conducted at their office, some were in their own residence and some were in a tea shop. Any way I got success to reveal a lot of information and meaning by following unstructured interview technique.

I started my fieldwork from a street vendor. At the first day of the interview, I was able to request three people. Two were green corn bakers and the other was a nanglo pasale. They were from different locations of Kavre district. Among them two rejected and said “Khoi hami lai ta kehi pani thaha chhaina, najanne gaun ko bato nasodhnu vanthe, tyestai ho”. That day I found another respondent, she was selling different things at a small Nanglo. She was from Panauti area. I requested her to support me. At the beginning, she was in confusion. When I provided her a clear vision and purpose of the study, then she believed and committed to support the study.

The next day I requested two street vendors. Among them a shoe maker entrusted me and supported the study. The male respondent was a Sarki man (age, 56) from Janagal, Banepa. I found both (street vendors) chose different types of school. The first one chose private boarding school and the second chose public school for their children.

I found other many respondents who supported my study. A male respondent, who was a shopkeeper, worked at a big stationary shop, whose children were going to private school, shared his experience about education. Other was a readymade cloth

seller. He had a shop, where different fancy items are available for ladies and Jens purpose. As our (me and respondent) previous plan, we managed time for interview. During the whole day we talked much about education, business and other many more topics. But I tried to grasp only the necessary information that was related to my study.

Due to the collection of information from the farmer, I went to Janagal VDC, Banepa and Sunthan VDC Panauti and met three persons. Among them only a person accepted my request whose name is Mr. Acharya, a professional farmer and farming all types of vegetables and had two “Bikase Gai” (hybrid cow). I explained to him about my purpose of visit and he replied that he would provide necessary support for my study. And then, I distributed a guideline question schedule in the first meeting and requested him to support me for the study.

The first meeting with him made me easy, funny and close for the second step. When I reached his house, I found all his families were gathering at a place and we started talking about the previous guideline question. Regarding the other farmer respondent, I went to Kushadevi VDC, Panauti. There was my relatives’ house. I met her through my relatives and explained the purpose of my meeting/visiting. She accepted my requested purpose. I found she was energetic, laborious, free and frank women. Without hesitation she shared all past events, about her life and school experience.

Regarding the driver as my participant, I could not find such type of drivers who can easily support my study because the drivers were more drunkards and nasty that I found in my access. Among them I tried with a person to move but he replied “Oe maile tero k khaidiya chha ra maile talai sahayog garnu parne? Khaye ta khaye maile mero khaye, mero bau ko khaye, aafnai khaye, talai k matlab, Khub mastarni

vaki, hamilai po sikaudi rehechhe hai". After listening to this statement, I was afraid to talk with the driver. I thought and generalized more over and always drinking drivers are like the same. It became a difficult job for me to find a humble driver.

One day I shared my purpose and previous event with a lady who carried milk at my house. She said "My husband is also a driver, you may ask him." I asked about his drinking habit and managed to meet him in his leisure time. We met at his house in a evening. As like previous practice, I explained to him about my visit and gave him a guideline questions for concentration with the topic. The next day we met and talked more about his past event, new event, daily life practice and education.

I found the other respondent at Bhaktapur highway, the day I was waiting a local bus to return my home. Unexpectedly, a small taxi came near me and stopped and asked to go to Banepa. I saw, he was Mr. Ranjeet, a previously known person. Immediately, I didn't know him as he is a driver and drives his own vehicles and others' also.

In the first meeting with him, I asked a lot of questions about his past life, about family, his secret of progress and shared the purpose of my study by distributing the guideline questions to him. When we arrived at Banepa, he invited me for the next day for interview and having tea at his new home. His new house was just bought before six months.

When I made a plan to meet the doctor, I went to Banepa Hospital. I met only two persons who were working there for more than ten years. First one Mr. Vhurteel (age, 35) from Kavre Budol was a male respondent. The other was Mr. Gurung (age, 38) from Illam, Jhapa. At the first meeting I requested them to support my study. They easily accepted my request. And said "what type of help may I do Miss?" I think I got the permission and provided them with a set of guideline questionnaire schedule

so as to allow him concentrate the mind on the area of my study. The first doctor called me on 22 may, because the day he was in leisure after two pm of the day.

That day I phoned him and went there at his office. He provided me with his free time after his duty time at 3pm of the day. After the first meeting, we started talking informally any other subject up to five minutes. Gradually, I requested him about the previous guideline of my study. I asked him the questions related to the research outline and he shared his experiences related to the education field. In terms of sharing his experiences, I asked him related to his experiences question by question. He explained a lot about different types of people, their work and habitual acts. Step by step he shared his experiences proudly and with cheerful mood of expression.

I was feeling and experiencing that I was going to learn about quality education from him. My role was as a learner or a curious student at a class and his role was as a teacher, he was teaching me about the educational quality. Finally, I got a lot of information from in- depth interview with him that was properly taken two hours and forty two minute. I had a plan to record all those data and our entire interview was recorded in my mobile. As my previous plan, I succeeded in recording the information about quality education.

To get the responses of the teachers I visited only two public schools. One is rural and the other is from urban areas of school. A lady respondent, Mrs Karki (age, 42), was from Kalika School, Panchkhal, Kavre. And the other respondent is Mr. Bhandari (age, 40) from Laliguras Secondary School, Banepa, Kavre. He was also a teacher and lecturer of Laliguras Multiple Campus. I selected him as a key informant to obtain necessary information for the study. He is in teaching profession for 20

years, as well as he is a parent of two students, they are studying at a private school at Banepa.

According to his own schedule, he provided me his free time after school on Friday. I managed to meet at his home. After the first meeting, we started talking informally on any other subject too; I already clarified all my objectives at the first meeting. That made me easy to enter into the subject matter thoroughly. I asked him the questions related to the research outlines and he shared his own experiences related to the education field. In terms of sharing his experiences, I asked him related to his experiences question by question. He explained a lot about different types of people, their work and habitual acts. Step by step he shared his experiences proudly and with cheerful mood. The unstructured interview was conducted on the basis of his own experience about quality education.

In this way, I was able to meet different types of parents who were from heterogeneous professional groups. Those all parents were purposively selected to reveal the understanding of the quality education and its relevancy in daily life practice as well as quality improvement process to meet the diverse needs of the parents.

Data Analysis and Interpretation

In this study the information was collected through in-depth interview, and I think data analysis and interpretation is more tactful work than data generation in qualitative study. I was very sensitive to generate the data whether the data were valid or not and also in data analysis and interpretation, because of rigor criteria of the research. It is very difficult to maintain consensus among the informants in qualitative data.

To maintain trustworthiness, redefinition, interpretation of others, credibility can be established through triangulation which contains method, data, multiple analysis, theory triangulation (Patton, 1990). In qualitative data analysis process, the meaning is constructed from a variety of ways. To find out the socially constructed meaning from participants, I engaged and involved actively with them in their lives to generate meaning of them.

According to Patton (1990), a qualitative researcher tends to use inductive analysis of data, meaning that the critical themes emerge out of the data. For the qualitative data, I prepared a guideline questions related to the research objective and kept the records of unstructured interview by using mobile phone. Daily diary of face to face discussion was maintained and used to compile the summary. Daily write up of the interview to capture the situation, body language of participant and their perception as well as researchers' reflection and practice were presented. The interviews were transcribed, coded and thematized later.

Data organization is a difficult task; it can involve so many pages of interview, field notes and documents. Qualitative data analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating (Taylor, 2010).

In qualitative research, a researcher can use inductive data analysis process. It requires some creativity for emerging raw data, featuring the words and experiences of participants researchers requires identifying the themes from actual interview to the participants. The voice of the participant is coded, in terms of data analysis process. To interpret the data, the coded and thematized information were linked with theory.

Quality Standards of the Study

For the quality standards of the study, various techniques have been applied. Regarding ethical considerations, reflexivity, triangulation, member checking, rich and thick description, clarifying the biasness, spending prolonged time in the field, peer debriefing (Creswell, 2003) etc. are some of the techniques. I think these techniques ensure the integrity, trustworthiness, accuracy and credibility in qualitative research.

To carry out this study, I have respected the right of the participants; respected their opinions, values, experiences and decision. I have made continuous visits to my participants. I visited them three times and followed intensive interaction with them. I used four types of data triangulation techniques, data triangulation, researcher triangulation, method triangulation and theory triangulation. Patton (2002) cautions that it is a common misconception that the goal of triangulation is to arrive at consistency across data sources or approaches; in fact, such inconsistencies may be likely given the relative strengths of different approaches.

Qualitative researchers can no longer directly capture lived experience. Such experience, it is argued, is created by the researcher (Harris, 2011). This is the representational crisis. It confronts the inescapable problem of representation. Is it possible effect to change in the world if society is only and always a text (Denzin & Lincoln, 2005)?

A major focus for qualitative researchers is to capture authentically the lived experiences of people. According to Denzin and Lincoln (2005d), such experience, it is argued, is created in the social text written by the researcher. This is the representational problem. It is inescapable problem of representation, but does so within a framework that makes the direct link between experience and text

problematic (p. 19). My study also presented the least of some degree, to address the crises of representation, legitimation, and/or praxis. For example, the debriefing interview helps the researcher to reflect on researcher bias in a systematic manner that can greatly enhance the legitimation of accounts of social and behavioral phenomena (i.e., help to address the crisis of legitimation and praxis) (Onwuegbuzie, 2010).

Assessing the accuracy of qualitative findings is not easy. There are many more criteria that enhance the trustworthiness of qualitative research findings (Creswell, 1998; Guba & Lincoln, 1981). They suggest that the trustworthiness of qualitative research can be established by using four strategies, credibility, transferability, dependability and conformability and are constructed parallel to the analogous quantitative criteria of internal and external validity, reliability, and neutrality.

Credibility refers to the internal validity that is matched to the reality. In qualitative research the reality is relative to meaning that people construct within social contexts. Transferability means external validity of the research that is the extent to which findings can be generalized. In qualitative research, transferability is a major challenge due to the subjectivity from the researcher as the key instrument. As Seale (1999) advocates that transferability is achieved by providing a detailed, rich description of the settings studied to provide the readers with sufficient information to be able to judge the applicability of the findings to other settings that they know (p. 45).

According to Seale, (1999), dependability in qualitative research can be achieved through auditing which consists of the researcher's documentation of data, methods and decision made during a thesis as well as its products. Auditing for dependability requires that the data and descriptions of the research should be

elaborate and rich. The conformability is refers to objectivity that extent a researcher is aware of the individual subjectivity or bias (Thomas, 2010).

Ethics of the Research

In many areas, research has become an issue of ethics (Denzin & Lincoln, 1994, as cited in Flick, 2006, p. 45). While carrying out the research, I have maintained honesty. In natural setting, I have built the rapport with the informants and honestly followed the steps of the study. As like Sieber (1998, as cited in Pandey, 2012), I have followed informed consent, privacy, confidentiality and anonymity in order to carry out this research study. Research ethics deal primarily with the interaction between researchers and the people they study.

In my research study too, I followed the four ethical issues according to Murphy and Dingwill (2001). They were:

- a) Non-Maleficence: I have avoided harming the participants of the studies
- b) Beneficence: I have produced positive and identifiable benefit to the parents rather than carrying out it for its own sake.
- c) Autonomy of self-determination: I have respected the values, experiences and decisions of the participants.
- d) Justice: I have treated all the participants equally without being biased.

This shows the behavior of high quality research that offers benefits and advantages to the research respondents and the wider area (Creswell, 2003).

Conclusion

In this chapter, I discussed the method and research design to accomplish this study. In the beginning of the chapter, I have presented philosophical, ontological, epistemological and methodological beliefs of a qualitative research. Then I have explained my informants and sample of the study, research tools and techniques, data

collection procedure, journey to my research, data analysis and interpretation, and quality standards of my research study. The chapter concludes with some ethical concerns adopted in my study time.

CHAPTER IV

MEANING OF QUALITY EDUCATION

In the previous chapter, I explained philosophical assumption, methodological process and research design that I applied to carry out the research. Depending upon the previous design, this chapter presents the data about quality education. The first research question was ‘how do parents make meaning about quality education?’ Within this question quality was studied in terms of access, quality and efficiency of education. Therefore the main focus of the chapter was to understand parental perception and experiences about quality education.

In terms of access, an interview was conducted to a parent, who was from a hospital and his profession was a medical doctor. He revealed his view, “*basically now, all parents think, their children send to the best private school for the best education, whether they have money or not.*” In his understanding, parental choice has been inclined towards private schools now. In other words, sending children to private school with expensive cost has become the fashion in urban societies.

The best private school provides the best quality education. Parents choose school to fulfill the expectations of their children. U. S secretary of education Margaret Spellings said, school choice gives you more opportunities to achieve your expectations for your child. Different types of parents choose school for different reasons. Private schools are going to earn more popularity among parents. Some parents choose school on the basis of school standards, internal standard and external standard of school. Others choose on the basis of good achievement or performance of the SLC results. A good and polite behavior of the teachers and head teachers has also

increased the choice of the parents' towards schooling. A few parents choose on the basis of easy access and a number of parents choose school on the basis of cost.

Based on School Standards

Regarding this, a few experiences were explored from doctor and professor. Parents believed in the school standards. A standard school provides standard quality education to their children, where those types of schools provide creative learning environment to their student. A doctor said,

Basically, all parents want to choose a high standard private school. They think, their children are sent to the best school and hope to get best education, whether they have enough money or not. In my experiences, we should choose school where they give more priority to self learning than parrot learning.

In his experiences, a high standard, even outlook standard of private school will provide best education. The other respondent Dr. Bhurtel said,

I choose school on the basis of teaching standards of the school. The main focus is teaching standard at school. At that time, I thought this school may be right, many people say this school is right, their teaching method is right, teachers are also good, they take care of their children at the school time, they are very responsible about teaching and their work.

The above view shows that the school standard depends upon a group of good teachers, appropriate teaching methods good and qualified teachers as well as providing good caring service.

A parent is a professor said that, he chooses school on the basis of the teaching learning standards. He shared his own experiences in this way'

I selected private school. Among various private schools, I selected this one where there is standard teaching which is better than other schools.

Comparatively provides contextual and life related education to the children, can be competitive in this era and maintains child friendly environment, publish good SLC results and than its products are involved in different sectors.

Parents understood the school standard are related to teaching learning method, providing contextual and life related education, child friendly environment, good SLC results, developing competency and adjustment power in their children and school experiences.

Based on Good Achievement or Performance

Most of the parents are attracted by the good achievement or performance of their children. They think that the high marks or distinction marks will open various doors for future career development. A shopkeeper, Mr. Kaji Shrestha remarked that he choices of school depends up on the performance of the students. He said,

I listened, the school passed all students with the distinction marks, they perform well in their further study and the school makes all students capable and active in each activities. All my friends' children were enrolled at this school and I also decided to enroll mine there.

According to him, a high achieving school is always the choice of parents. If the school is able to pass their students with distinction marks and make them capable and active in each activity, such types of schools are in the choice of the parents. A lady teacher said,

I choose private school hoping the children will read fine and get high marks. If they get distinction at SLC, after distinction they can easily get admitted at a good college as their interest, if they got enrolled at KU, and achieve high marks, go to outside country, do good job and hope, send dollar to us.

With the great hope of high marks they choose a good private school. They believe on the high mark that is related to their better future. To get enroll at a high standard or international standard college, choose the best subject, goes to outside country, hiring better job that is related to better future was understood by parents.

Based on the Good Behavior of Teachers

Each parent wants to change the behavior of their children. A good behavior is necessary to each person, to keep on mutual relation with their family, society, peer groups, institution and for future career development. Good behavior can be inculcate or possess from the senior or by a role model.

A shopkeeper believed on the good behavior of the children at school. The behavior should be inculcated in them by their seniors. Mr. Shrestha professionally a shopkeeper has also the same opinion regarding the choice of school. He also added that the choice depends on the behavior of principal, teachers and the focus on extra activities more than teaching learning, that developing talent, and ability in their students. He said,

I selected school which is seen nice, nice behavior of principal and teacher. They show the different types of talents and activities of the students. They focus on student's talents more than classroom education.

Most parents are attracted by the nice behavior of teachers. They hope their children can learn polite behavior from the teachers. With good behavior a teacher can create possessing environment in the classroom and outside the classroom. For instance Mr. Ranjit, a driver, selected the school on the basis of nice behavior of the principal. He said,

I selected the school which looked nice, and nice behavior of the principal and teachers. Other people say this is a good school. And I believed if they care a

lot at the beginning time. Some time they called us and provided information about our children and made suggestions how to support or improve the study of children at home and in school.

Parents wanted to select that type of school where there is good behavior of teacher, and head teacher. Teachers are the role models at school where children can easily emulate the good behavior of the teacher and head teacher. Parents hope good etiquettes and manner of teachers in regards developing good behavior in their children.

Based on Easy Access

A number of parents chose school on the basis of easy access. If the school is near their house, they feel comfortable to send their children to school. If they send their children far from house, there may be different problems they have to face. There may be road crossing problem, friend's problem and money problem. Two farmers and a street vendor chose school on the basis of easy access. A street vendor said,

I chose a government school; the school was near my house, where the other villagers also send their children to this school. The school is near the house and all their friends are there.

Regarding the school selection for his children, Mr. Acharya said,

In the village, there is no any other school. Only one school is there, a government school, named Janajyoti School. All villagers send their children to this school. And we send with them. At the beginning, there was a small hut, and was only to five classes. They work and help us in the morning and evening time and go to school in the day time with their friends. The School is

also near the house within five minute distance. So I choose this school to send them comfortably and easily.

He cleared his view that the school was near his house, everyday his children came home for the Tiffin and return back to the school. Their friends also read at this school at that time. They did the same as their friends in group. Another farmer, Mrs. Thapa (age, 35), with a happy mode of expression said, “*When, I was at teaching profession at this school, I brought them with me and they were also interested in going to school with me. At the class time and in leisure time, I could take care of them easily.*”

Easy access was found another option choosing school. Multiple benefits were observed in terms of choosing school near their house. First, they can go there easily with their friends in a group, second they can return easily as their convenience at Tiffin time or leisure time, they need not to support to send them to the school, and they can easily take care of their children at the time of schooling.

Based on the Cost

Some parents believed in the cost factor of the school. The fee structure of the school plays an important role regarding the choice of the school. A parent wanted standard education in low cost. Mrs. Gautam (age, 38), a street vendor, enrolled her children at a private school. She got there fifty percent discount in monthly fee for her children. She said,

I have not enough income to pay more, any way I want to send them at a boarding school. A teacher managed half percent discount in terms of enrollment and monthly charge, he is my villager.

She further cleared her view that all neighbouring people are sending their children to a boarding school, sending children to a boarding school has become a

fashion now. In our society, boarding school is only for rich people. So, my children do not have to feel we are from poor family. If they feel so, they could not do well, they will lose their mentality, cannot think well and not to go ahead in future career.

In similar way, other respondent Mr. Humagain said,

All children are going to this school from our village and we enroll them as being Sahakari. It is cheap and near so I enrolled them at this school. I want to send them to a boarding school and children show the interest in going boarding school, but we have not enough money. So we found, this school was providing good education at low-price.

In his view, low cost school has become attraction for low and middle class families. Without having enough money, low-middle class parents are also interested in sending their children to a private boarding school, in which they found cheap cost among all to ensure good education.

Meaning of Quality Education (Parental Perception)

Every person could not define quality education in a word or sentence. They are always in confusion about what is the actual meaning of quality education. Quality education to some parents might be explained within school and classroom activities.

Mrs. Thapa, professionally a farmer had some opinion regarding the quality of education. She said,

If teacher teaches appropriately to his/her student, learn appropriately, treat equally to all, where there is no discriminating environment in school, it is called quality education. Teacher should use new learning method; they should focus on poor students and also focus on different types of games, like indoor and outdoor games. The reading knowledge should support for their high achievement in the exam and for further reading and for future career.

She added that I could not know anything about this whether the teachers do not teach their students and they do not learn anything or they became unknown after knowing all things. They do not care our old culture which is in our family and society. They have more knowledge in new technology and outside world than their family. They do not know what is happening in the family and society but what changes will occur in an outside world has become a cup of tea for them. Sometimes, I feel, my children are far from me, my family and society.

The above phrase shows that there is positive relationship between the high achievement of students and school environment, indoor and outdoor activities. These types of activities are needed for the future career development of individual. She said politely, education teaches them outer world knowledge but could not inculcate those social and family norms, values and culture. She expressed her own experiences; education made my children far from me and our society. They could not become good social beings.

Mrs. Karki, a parent from teaching profession, had the opinion about quality education, that quality in the high marks or achievement of the children and said,

We see marks to enroll our children at a selected college and choose their interest areas. For example, a better mark is needed to select a good subject at KU, to enroll at White House. We saw the educational quality, if there is good marks/distinction marks in exam and get a better job where there is large scale. If students get distinction marks and get job with high income, such type of education seems to have quality.

She further added, “*You know why we give priority to the distinction marks? If student goes anywhere for further study or job, they give priority to the distinction marks. All colleges see the marks of students. White House and KU both see the*

marks to enroll students. Those colleges fixed the criteria for those students who obtained over eighty percentages, can easily get entrance, scholarship, at the college. To obtain these all facilities I hope my son will become a doctor later. If my son obtains distinction marks then he will get entrance at a good college tomorrow and will become a good doctor or specialist.”

She said high quality achievement will be sure where all necessary facilities are managed according to the need of the children. Well decorated, attractive, open, enough play ground, conditioner and light classroom, good teacher, a good administrator, school behavior, classroom management, on the basis of the need and age of the student, interested syllabus, curriculum are the measures of quality education.

Her expression shows that the high achievement will occur on the basis of effective input resource and effective school management system. However, Mr. Acharya, a farmer shared his view like that of other people like that of a professor. He said,

When they get or achieve high marks in exams it is called good/fine education. They should not have to achieve only the pass marks. We do not know other things, we know only their final results, they should have got high marks, high percent and after getting those marks they should get good salaried job in the market. After reading if they remain unemployed, there is no meaning of those marks that they achieved in the final term exam.

For him high percentage of marks and good salaried job gave the meaning of quality education. For those parents from the driving profession, they both have contradictory experiences. The first one says if we pay more, we will achieve high

quality education. The other says paying more in education is not only the quality.

Mr. Humagain, a parent from driving profession said,

Quality means, the things which are good. If we buy any goods with high price, we say quality things. Which thing is good is called quality. We pay more for good and quality things. When we pay to school they should provide quality education. Here good means all those fine things, suppose, teacher should be good, a good behavior of headmaster, school environment etc. The good quality is one in which there is the attribute of good education.

The schools where there is no good education are those where there is unpleasant and bad behavior of teacher, they beat a lot, do not care childrens' reading and homework. In reality we send children to the school hoping teacher teaches all things, to know, understand and learn quite a lot of things as they like. Mrs. Gautam also supports this view. She had also similar experiences and said, *“if we paid more to the school, they should provide good education. When students get high marks at exam, learn disciplinary practice at home and school and get high quality job in future days, such education is quality education”*

She added that now government provides free education up to class ten and provides scholarship to the public school students. But government does not provide the value to the public school students as like boarding school. I think government does not provide equal value to the public school and private school. If student go for job anywhere, only the boarding school students are selected.

Mr. Ranjit from driving profession had different opinion from the other people like street vendors and driver that they were in different profession. In his view,

How I can express in a single word what good education is? Paying more fees in education is not only quality, we need many more things to be quality in

education. School should care our children appropriately, teach them good things and develop discipline in the children. Parrot learning or memorizing method cannot develop the discipline in them. Keep them free in learning process. Give them freedom to learn. This education teaches our children to help and care our parents, remain in discipline but do not learn to utilize this learning practically at home.

In my opinion both understood differently but we can find relative meaning from those experiences. Doctors and shopkeepers, who were from rich family, they are attracted by high standard school that is full of facility, attractive and have high fee structure. They experienced such type of school develops knowledge in their children.

School transfers the knowledge to their children. A doctor said “definitely, if the school building is big, large, decorated and rich with international standard, student will go there in large number. Why a large number of students go to this school? I think, there may be good teaching and learning method. You could not see the other factors. Parents always say, my child should read there where the standard family’s children are sent. That means high class parents think, my children should learn the culture of high class family. School should provide the high class culture and facilities to their students.

There is the other side of parents; they are attracted with the bumper prize. They need free education for their children, if they admit two children one will get free or if parents pay all money to the school they will get one laptop free, the cost of laptop is five or six thousand may be. Parents look this too. You can look and care in each school. He shared an example of a parent. One day before there was a parents’ meeting at Arkid School. There was an event in case of a parent. Few days before, a

parent came to our school and looked everywhere in the garden and the wall where there were different creation of students and became satisfied with the school and the system of this school but the monthly fee was very expensive. She requested to enroll her child without asking her husband and family. She enrolled her son at this school but from the following day school administration increased the fee again. From this example we can understand what a parent thinks about his/her children? Each and every parent needs to enroll their child at hi-fi and big building, attractive, where, children come from standard family.

I asked the question to reveal the meaning of quality education to a parent Mr. Bhandari, professionally a teacher. He expressed his view as:

Life skill education is called quality education. Competitive education and necessary skill for positive behavior modification is called quality education. Where parents go by reviling the available facility, such type of institutions could not be developed by a single effort of the parents. We select the school at among superior and excellent in experience. A single effort of a parent could not bring all. In terms of quality, there may be different tactic to measure the indicators. They may be measured by using different techniques. There are three types of quality, the first one is the quality in achievement, second is the quality in skill, and third one is the competitive capacity in the world market. Making status, identity, where he /she involved, what types of status they achieve in the market or how forward he /she may be there. Do they lead to other or not? Do they make status/position in their field on the basis of their capacity? If they can make position or place and establish them in the competitive market, we believe they really obtain quality education and we can prove they get quality education.

The view expressed that quality is directly related to the life skill education, that change or modifies the behavior of learner's with achievement or performance and capability development that could compete to the world market. Likewise, Mr. Kaji Shrestha had expressed a similar view like the professor Mr. bhandari. He said, *“Most of the schools extend their building, decoration and management of the classroom, furniture, library, computer lab and all physical facilities. These facilities support to expose the quality of school and education”*.

He compared the education with the kitchen of a quality house. School is like our house or kitchen. In a well managed kitchen, all necessary materials should be there. Necessary and appropriate utensils, rice, water, gas stove, salt etc. are needed. Good and appropriate types of dining table, chairs are the supporting materials for a perfect kitchen. A well and capable cook can work well and serve well according to the need and interest of the family member, and provide satisfaction to all of them.

Similar is the case with a quality school. A well and capable teacher can teach well according to the need and interest of the learners and effective learning will occurred. At school there should be enough playground and playing materials. To make our children active, and creative they should focus on extra activities and other social work. School should provide facilities of vehicles to those students who are far from school. He further added,

In this context, the result of school determines the quality of education whether it is good or bad. There should be all physical facilities as well as tri-polar relationship between students, teachers, and parents.

There are so many factors associated in his expression. All physical and input facility, process facility with effective learning and classroom activities, the result of

school and triangulated relationship between teachers, students and parents will ensure the quality in education.

Effectiveness of Education

When we (me and participant) talked about the effectiveness of education most of the parents from different professions focus on the marks of the students that are achieved in the final exam. Mr. Bhandari, a teacher from Laliguras Secondary School believed that the effectiveness of education can be measured only from student's achievement or marks. He said

We assume that the mark is an indicator. Any other field there is always fixed indicators, which could not be measured is not called indicator. It is the time of certificate, who secured what percentage, is given more priority now. In our Nepali contexts the priority is given more to how much students secured than what they learnt.

Supporting the system of education, he expanded his own experiences, where the world is running, we could not be happy and adjust if we could not flow/run towards this side. We should accept the system. In this way, the quality is not there as we think. In Nepal, there is no international quality till now. There is no access of middle class parents as like us. School tries to provide quality by coercing (thuparera) overload to the children. They teach children by dominating the class physically and psychologically.

Such type of education is in practice or in use now. The education system has not been implemented yet according to the theory of Rousseau as like western education, where schools should provide freedom in the classroom to the children. In private school, recitation or memory practice has been followed now. As we like, all parents are forced to say this is effective education in Nepal.

Mrs. Karki, also supported this view. She said, “*Getting high marks is compulsory in school level. The high percentage in the final exam, choice of subject and choice of school play important roles to be an effective education.*” She shared her experience in this way,

Yes, all parents see the marks to enroll a selected college and choose their interested subject/ areas. For example, a better mark is needed to select a good subject at KU, to enroll at White House and other international standard schools.

We see the quality, if there is good marks/distinction marks in exam and get a better job where there is large scale. If students get distinction marks and get job of high income, such type of education seems to have quality. Why is given priority to the distinction, if student goes anywhere for further study or job, they give priority to the distinction marks. All colleges see the marks of students. White House and KU both see the marks to enroll students. Those colleges already fixed the criteria to those students who obtained over eighty percentages of marks only can get entrance, scholarship, at these colleges.

In the experience of both teachers, without having high marks or percentage at school, there is no other factor to indicate the effectiveness of education. The high achievement of student indicates the effectiveness of education. The parents from business profession and from agricultural occupation had also the similar opinions. From agricultural profession a parent Mr. Acharya said,

We do not know the other factors what they read at home and at school. We know only the results. If teachers teach well, teach them disciplinary thing have strict school environment and regularities of students and teachers, that

support for their achievement. If teacher and head teacher do not provide feedback to students, they will not read in a better way. To increase in effectiveness in education, teacher, students and head teacher play important roles.

Mr. Shrestha, professionally a businessman, viewed about the effectiveness of education in this way “*Positive attitude of teachers towards students regular feedback, terminal examination system, effective learning process are the sources of effective education. They support to achieve high marks in the final exam*”. In his view, the supplementary materials, teachers behavior and school system do support to extend the marks of the students. On the eyes of parents, when students will get high achievement on the basis of the available resources is an effective education.

A street vendor and a farmer both have the same opinion, Mrs. Gautam, a street vendor believes in educational investment that is directly linked to effectiveness of education. She said “*the students who are rich and from lahure family they don't read and pass the exam. They pass those exams by investing more and extra money to the school principal and teacher and also get job by investing enough money as graft.*”

In this way, Mrs. Thapa from agriculture profession also shared the similar experience,

In our Nepal, there are two types of manpower produced, first is general and second is specific manpower. The parents who have a lot of money and if their children get high marks, they choose specific subject area and get success soon and easily, but general peoples' children get high marks and have capacity to read but parents could not invest a lot and they get general

education. Now, the parents' capability of investment and childrens' capacity to learn both play an important role for, Childs' future development.

In this view, the high achievement of marks and student's interests are not enough for effective education. There should be the learner's capacity to read and the investment towards education makes education effective.

Rules and regulation of the school and strict environment determine the effectiveness of education. If teacher and head teacher make strict rule for their students, they will follow the discipline Mr. Rokaya, a vendor said, *"Now students are not following the teacher's suggestion, they are not responding school rules and regulations and a very strict environment is necessary to be an effective education"*. Other parent Mr. Acharya, from Janagal, also supported this opinion and said that there is no other factor to be an effective education, the rules and regulations of school, discipline of student, good teaching learning process and strict school environment play an important role for the effective education.

A shopkeeper Mr. Kaji Shrestha remarked that when the investment will give return, the effectiveness of education will be ensured automatically. He said

Now, We are investing more in our children's good education, one thing is that but the other thing is whether our investment will be back or not it is not sure till now. If school teaches them how to earn money after schooling, there will increase an effectiveness of education.

With incensed mood, he expressed his disappointment this way, now we are in a problem, one side what did they do at home? If we do not send them at school, all villagers send their children to school. After knowing all about the circumstances, how can we not send our children to school? On the other side, we send them to school, invest a lot for them but that does not support for household work, we are

doing a lot for them. Third thing is that, they read a long time; both time and money have been finished. We hope, they should earn and return a lot. If it is not, they should do house hold work. From all side parents are bearing a great loss/problem now.

Some of the parents argue that the effective school is the one where all physical facilities, teaching learning facilities and increased pass number of students in SLC exam. Mr. Humagain, a parent from driving profession stated,

In rural areas of Nepal there are so many ineffective schools, where there are poor physical facilities in school, no any desk and bench, students sit in the cold floor and read. No more teachers are there; maybe two or three teachers run the school. There is no facility of toilet and drinking water, any reading materials and books. Such type of school could not make their students pass in the SLC, these are insufficient schools. In my experience, a strong and well managed school should make all facilities available and that is called a sufficient school.

Effectiveness of education can be seen not only in the school infrastructure, available materials but also in the pass percentage of students. If those all are not available at school the education would be ineffective.

Different experiences had been shared by two parents, they are from doctor profession. They had seen and understood the effectiveness of education differently from other parents. Dr. Gurung, inspects the effectiveness of education on the changed behavior of his children. Education will be effective when school inculcate good behavior in their children from high class culture. He stated,

If school seeks to change their habit and cope with from high class culture and teach them to be polite, energetic capable person, education will be effective,

teaching learning process should be foster a high class culture, their clothing style, manner of eating, walking and talking manner should be advanced”.

With an exciting voice, he shared his experience, each parent is curious to enroll their children at a high standard and international standard school where the standard family’s children are reading. They think that our children should learn the culture from high class family. In high standard school, high class cultural children are enrolled and hope our children will also develop the high class culture and also those schools will provide high class culture and facilities to their students. If we see education, as being a layman, we give many more speech about this we could not see till now what do they read and what type of subject matter is there. In this way Dr. Bhurtel from a hospital said

I think I may be different from other parents (with laughing voice). I am not thinking so, one thing, parents should self evaluate their child, second, what it’s worth, if child could not do anything after getting distinction. Children need behavioral knowledge. They get average marks no problem, but they should develop the capacity to hold any post and if they take responsibility in any work stand, this is quality education

In shocked mood of expression he shared his own feeling, there will rise a question, if they get distinction mark but not work as like distinction, if they get high marks but could not struggle to upcoming problem, that is not good or effective education at all.

He does not believe only in the marks of the student. Practical knowledge, capacity development, holding the responsibility and increase in struggling power of the students for upcoming problem will make the education effective.

Conclusion

The accessing quality has been understood on the basis of standards of the school, based upon the achievement or performance, good behavior of the teacher, easy access and based upon the cost. Quality education was viewed differently by the parents from different professional backgrounds. Some believed in high standards or international standards school in formation of habit of their children. Some believed in quality in achievement, quality in skill and competitive capacity in the world market and some believed in the quality as the high investment in education.

A high standard school, even outlook standard of private school provides best education. The school standards are related to the teaching learning method, contextual and life related education, child friendly environment, good SLC results, competency and adjustment power in their children. Similarly, parents believed in good achievement or performance of the students that is related to the better future of the children. Good behavior of teacher, head teacher, easy access and the cost of the school have also been understood as the hallmarks of and quality education by different professional groups of parents.

CHAPTER V

RELEVANCY OF EDUCATION

The previous chapter presented and analyzed the data about the meaning of quality education from different professional groups of parents. In this chapter, I have analyzed the data about relevancy of education with respect to the individual and society. Related to the research question, it has discussed the relevancy of existing school education with respect to the future advancement of the learners as well as social assistance that was experienced from heterogeneous groups of parents.

Nowadays most of the children are going to school. They read and pass the exam according to the need and interest of the parents. Parents invest a lot of amount and resource hoping a future career development of their children. But these sorts of education cannot be seen relevant now. Relevancy means the education which is relevant and useful for the learners in the world of work, academic work and day to day life (Khaniya, 2007).

Like this theory I found most of the parents who saw the relevance of education connected with the skill oriented knowledge and job opportunity in the market. *“hoina, mari mari, saki nasaki kana padhayo ani padhi sakepachhi pani jagir paiyena vane ta hamro ta jahajai dubchha ni”* said Mrs. Gautam. Parents send their children to the private school whether they have money or not. They invest a lot for their children. After finishing reading if they do not get job and cannot get return, they think they have lost the entire thing. She said

Hardly, we have taught them, after finishing it if they do not get job, our plan will be sink in the water. Now many parents send their children to boarding school, even those parents who have not enough food to eat, no shelter, and

did any type of work like prostitution and earn money and send their children at private school.

They hope their children will get good salaried job in future. Any way, they invest a lot on their children's education. That means investment will ensure the relevancy of education. She expressed her own experience this way,

It is difficult job to be first and second position in school, if they do adequate effort. The people who are rich and from high background, they invest a lot for their children to make them first and second position in the class. Rich people manipulated the school teacher and by investing more for the extreme and high marks in the final exam of their children. I really say the students who are rich and from laure family they don't read and pass the exam. They are passed the exam by investing more and extra money to the school principle and teacher and also get job by investing enough money as corruption.

She shared her life event in this way: before two years ago, when I was Kathmandu, in Lagankhel. My children used to read at a boarding school. Where there were many students from rich and lahure family. They were not reading well in the class. My daughter used to read well and got highest marks in the class. In the class test and monthly exam she got top marks. My daughter always said to me "Mummy I will become first this year in our class" and she always got highest marks in the class. All teachers said so but in the final exam other students became first and in second position also. They are from rich and lahure background and had not always attended the class and were less capable students of the class but their parents were rich and some parents were the members of school management committee, some were lahure, some were business person and from the high posts of police and army, British army, some were government officers. By the consequences of those events, I

could not see the future of my children and came back to Banepa for the good future of my children.

Next respondent Mrs. Karki from teaching profession said “*Education of today is related only in knowledge from the book, there is not skill. If it is continued, Nepal will face dangerous problem after ten years.*”

She further stated her view, I am a parent, and I invested for my children till thirteen years. After thirteen years what return will be back to me, what will they provide us? By thirteen years of care what fruit is rippen (13 barsa samman godmel mal jal garda kehi fal6 ta?) being cool, she express no, no, this tree is remained only take height. It does not provide us fruits, and what the education gives us? We need the income generating education, as carpentry, horticulture, agriculture, etc. In our agricultural country do we learn or have knowledge to cultivate potato? Will we not be rich, if we cultivate greenery vegetables and export to outside country?

At the time of our brothers, education was good. At that time vocational education was good. SLC examination was held with 900 marks. At that time, school taught them to do wood work, sewing or making sweeter at home science subject, sewing cloths and learn to cook varieties of food items.

Such type of education was good because, they learnt at school and utilized it at home, or it was related with daily life of the people. It will be the right education, when a learner learns or develop fixed skill at school and utilizes at home. We needed to read pre vocational education at that time. School developed the manpower to make varieties of food items, different dolls, skill to make flower and developed skill to maintain kitchen garden. We need education to develop different type of skills for the family, society and locality. In locality or society there are different types of resources. The students have the knowledge about English language and only

computer skill. It is not enough for the new generation. Such type of education is useful to go abroad. Such education devalued our social work, our profession, our religion, culture and social rule and regulations. How can we say, such type of education is useful for our society and family?

From her expression she is unsatisfied with the education system that is revealed now. She said the existing education is not contextual, and could not develop according to the social, cultural and demographic context. If it is continued, the great problem will occur in future days. Mrs. Thapa, a parent also supported this view, she said “At this time all children are going to school but they have not exposing their custom, language, relationship behavior and attitude as like our social culture. I could not understand anything about this whether the teacher do not teach to their students and they do not learn anything or they become unknown after knowing all things.

They do not care our old culture which is in our family and society. They have more knowledge in new technology and outside world than their family. In worried mood, she said “sometimes, I feel, my children are far from me, they do not like to do our work. I don’t know what is behind there?”

She is also unsatisfied with education. In her view, the school education is not in favor of the parents, children go to school to read but the school does not teach them about social culture, behavior and relationship. They are far day by day from our tradition our household work and our tradition.

Some parents blamed this education for not doing the conventional type of profession that they are doing now. A shopkeeper, Mr. Shrestha said, “*Latest youth generation does not work such type of work like us. Most of those generations search for the white color job*”

The young generation who are committed to do some work can do and succeeded, but there is nothing when they depend on others for job. We have a lot of technical manpowers in our country but have not done anything yet. They can do something, if they read technical subject and gain knowledge in this subject area and the other investment is needed again to utilize this knowledge. In this way the other respondents Mr. Rokaya, Mr. Acharya and Mr. Ranjeet also supported this opinion.

Mr. Rokaya, a street vendor stated,

“Today’s children did not do such type of work. They did not accept the work (conventional) after reading. They did not know anything, how do they live in present and in future.”

Aggressively he added that, “Ahile sabbai lai jagir chaiyeko 6 vanya, kahi, jagir vannne kura pani rukh ma faleko fal ho ra? Rukh ma faleko fal nai vaye pani sabbai lai kaha pug6 ra?” Now, all educated persons need job. The thing is that job is a fruit on the tree? If it is fruit of a tree, it is not enough for all now. It would be best to do regular work after any skilful training. But, they do not listen to our voice.

Children neglect the conventional type of work, they need white color job after reading but schools do not produce such type of manpower, who have any specific skill in related field. Next supporter of this opinion is Mr. Acharya, professionally a farmer, said,

The first thing, student should gain necessary knowledge after going school, second thing, they should get job at fine place. Job is needed after studying. There is no meaning if they should stay idle after high qualification. They should study in a good way, not only for upgrading the class.

He was elaborating the experiences,

My son says, I am reading science but I don't know what he reads. After reading where will he get a job in future? What works will he/she do in future? I don't know anything. Only he knows about the importance of reading this subject. I am a farmer and have idea about what we need to plant. We know only, what can be grown or produced, what types of dung, water and seeds are needed to grow up those crops.

Mr. Acharya, a farmer is unknown about the education that is relevant or not. They are investing without knowing all about the future life of their children. They are familiar with the job only. Whether they get job after getting education, it will be useful. If it is not, there is no meaning of education. Mr. Ranjeet, professionally a driver expressed his view this way “After schooling many educated are not getting job till now. They are facing unemployment problem.” He shared a story related to his family,

My brother's son has finished bachelor degree but he has not got job till now. We told him many times to do this work (driving) but he neglected driving profession. He wants to do official job but where we get such type of job in the market. For the white color job, my brother has not enough money for the source and power.

In our family there is no any great person, who is in high position. Other people easily get job in government and other sector without reading more. They use source force from their elders but we could not get job if we read in the high class. In Nepal, government should provide job on the basis of their education but there is no enough place in Nepal. Youth are going abroad. Government could not provide job to all.

In reality, Latest youth generation do not work such type of work like us. Most of those generations search for job after reading. The young generation who committed to do some work, they can do and success, but there is nothing when they

depended on others for job. We have a lot of technical manpower in our country but could not do anything now. They can do something, if they read technical subject and have gained knowledge in this subject and invest again to utilize this knowledge.

Youth generation are also neglecting the conventional type of work. Education attracted them towards the white color job. Each educated person needs a job after their education, but such type of job is limited in the market.

Mr. Humagai, from driving profession, he is not worried if their children could not get job in the market. He said:

“Till now, more educated people are unemployed. There may be more unemployment in their phase. But there is other benefit; they would not be in confusion. Education develops confidences in them. They will be able to do any work and can go anywhere to live their life easily. If we teach them now, they will be able to do any type of work, business and their self work to live their life. Our duty is, not to make them unknown and uneducated person. If we teach them now, any way they will earn and can live easily. It is not fixed and sure about they will get job after reading but they can develop adjustment power and become successful person to do any type of work. Without job they can live their own life in a better way”

Parents are investing a lot, but are not sure of future career development of their children. They hope education develops the creativity and confidence in their children. In future, any way they can live their life easily, if they were educated. Education would develop the adjustment power in them.

A respondent, Dr. Bhurtel, professionally a doctor viewed on the relevancy of education and he stated,

Surely existing education is not relevant; we should develop skill after crossing the fixed level but could not seem to all students. No practical knowledge is there. Nepal does not make a productive type of education.”

He added, after reading more if a person applies in a job. Suppose, if a management back ground student gets a job at teaching field, he/she may not have any idea of teaching arts. His/her idea or knowledge will not be appropriate in this art of teaching; theoretically he/she may have knowledge about subject matter but could not deliver this knowledge perfectly without teaching skill. Such type of situation has occurred and so many teachers are from such fields. Many teachers are not from education sector. They may get job at school but they do not have developed technique of teaching in the related field. If anybody has such type of skill and will get job within this field, in this situation we can say this education is relevant and useful.

There is lack of practical knowledge in education. Existing education has not become productive. The system has not produced certain type of knowledge and skill to the certain field. They have only theoretical knowledge but not practical.

A doctor does not find any baseline whether the education is relevant. But there are many more hindrances to utilize the knowledge in the related field. He said:

There is a big gap between parents and school. And other side we have not any baseline to accept the result that is observed by school, the education is as relevant. We have not any baseline whether this result is relevant or not in this context. As our understanding, the parents who invest more for their children, surely they will get return soon. Their children will get chance easily in their field, but the parents who cannot invest more, they will not be sure to

get opportunity. They should fight more for the job, any way if they get job it may not be relevant to their educational knowledge.

He argued about the education in this way; No, no this education has not fulfilled the whole needs of the parents. Because all parent are not equal in status. Here we can't analyze the factors now. Government is providing free education to all now but what would be its quality outcome? Which level of manpower does it produce? What do they produce and for whom? Where and when is it utilized? It is not certain till now.

I would like to give an example: before cooking food, the cook man always should think about the members of his/her family. How many persons are there? Who are they? Are there child, adult, old or sick? We should think what types of food is needed for those all? On the basis of diversified need of the family member, a cook person should cook food for the whole family. In this way, government also should provide education on the basis of the need of the country. The government should not produce the manpower without thinking where to utilize it.

The parents who can invest more on their children for education, it would ensure the return easily. The education is relevant when they get returns. If they invest more on specific subject area, there is maximum chance to get opportunity for job but, if they invest in general education, the general knowledge cannot be utilized in specific area of job. The parents who are from low or medium economic background they cannot invest a lot for their children. There is not any certainty to get job in the related field. Therefore the government should manage the education system on the basis of the need of the society and country.

A professor, Mr. Bhandari, viewed it differently about the relevancy of education. He stated,

School education depends upon the knowledge. They provide subject wise knowledge or basic knowledge in the school level. They give less priority to skill and more priority to knowledge. School education is not relevant because it is integrated, that creates discrimination among all.

He provides an example related to the aims of school education, in our school, students should study science subject and within Science there is Biology, Physics and Chemistry, in Mathematics subject, there are many other branches of Mathematics like Algebra, they should study English, Nepali, Social and HPE. I think they are providing general knowledge to the secondary level students. There is no educational goal to provide and develop any specific skill. The educational goal may focus only on developing general knowledge in a variety of subjects. I think it may be constructed or developed this way.

As like Mrs. Karki, he also expressed his experience in this way; the most distinct thing is that we send our children to the school for ten years. At private school, we send them for the thirteen years of time. During that time, we invest a lot for them and when they came out after schooling they will remain unproductive. We don't like such reality of school. We invest money, time and labour for thirteen years of time.

The long years of schooling should make them productive, capable to do something by using any skill. School should develop the skill to live their life easily. We are not investing only two or four years of time, we invest thirteen or fourteen years of time, if we study all of those events it looks dangerous. The system of school education is as like this but we are compromising to those all unrealistic fact till now. Here, general education should be given to the seventh to eight grades. After basic education they should provide any specific skill oriented subject in different areas.

They will give the opportunity to the students to choose area where do they like to enroll and develop specific skill in the selected areas.

They are implementing those old areas of subject that are constructed more than forty to forty one years before. There is no matching between the need and interest of this society, consumption things of this society, utilized skill of our society and the needs of our society that were near about half decade ago. They are not matching in this era. Before that time they learnt to make wood materials, making pot from mud but it is the time of learning to make computer, joining the parts of new technology, learn to adopt new construction from where they can earn a lot in agriculture, business, tourism sector and social sector. The world has been drastically changed now those vocational institutions are providing old types of skill, which is not appropriate at this time. Each and every year, they should change or improve their curriculum as the need of the time, people, society and context.

In western society, they develop manpower on the basis of future need and interest of the society. Before predicting the need of the society they produce manpower. But in our country, manpower is produced on the basis of yesterday's needs; it is a misfortune for our country.

The policy of education is the result of those people who are at the decision making or ruling level but lack of right vision on education for the future development of the individual and nation. We teach computer to our child in any institution and in class. We should design curriculum to provide basic skill in computer subject at the basic level or from class eight. In secondary level, education should produce skillful manpower in any advance course and in upper class we should let them develop software, hardware, etc.

In this way, our country is an agrarian country where seventy to eighty percent of Nepalese depend upon agriculture. Our education teaches the people who adopt agriculture profession are garbage, unproductive and idle (bekame). Who teach us to develop the concept towards labor work? No one can construct the concept.

The whole education system teaches them as being farmers' means they are in the low quality work, third class and painful work. Working in the field is a wrong thing. All adults are not working such type of profession. They do not like to do such type of work. If they do such type of work in Nepal, they can easily earn more on the comparison of gulf country. In gulf countries, they should do hard and laborious work. We can find more options to do laborious work in Nepal if we need.

In agricultural country like Nepal no one can find any specialist in agricultural sector or JTA to watch the whole district. Where more than two corer people depend upon agriculture in Nepal but there is no one who can identify the disease of the crops, what types of disease affects the crops, how? What types of crops, vegetables and fruits can be cultivated on the basis of time and situation? By testing the soil quality, they can recommend varieties of fruits and vegetables. At that time we need such type of manpower and provide responsibility to this field and have to do fine supervision.

It would be better; government should produce half skilled manpower, skillful manpower and high qualified manpower in diverse field. Such type of manpower could be utilized easily within different field in Nepal. It is an example of life skill and productive type of education. If we study in Nepal and search job in another country, the unlikely thing is that where is the importance of education (reading)?

On the other hand, education teaches us if a person chooses any profession, immediately other people will follow the same. If somebody goes outside country

from a village, immediately, the other will follow the same. They do not think or predict what will happen in future? They are not aware of the upcoming problem and do not think deeply about future days. Without having complete knowledge they jump in dark place and fall in risk. Highly educated are going to developed countries and less educated are going to gulf countries where they could not get good and fair job, they have to face problems of low income, more labor, spend time in sorrowful condition or pity, or spend life in jail etc.

It is not so good contribution of education in society. Education should teach them to join the parts of motor, join the parts of computer, TV, teach the modern type of wood work , teach to cultivate organic production, make strategy for high production , high satisfaction, take price from organic production and generate more than more income being at home by manufacturing (agricultural production haru lai prasodhan garera) the goods. Those products should compete in the world market and also be appropriate to our context or should be relevant to the time and need of the people.

At this time, we need manpower that is relevant for our country, society and situation of the place, and there should be difference in subject matter that is given at Kalikot and Kathmandu. The need and context of Kathmandu valley and Kalikot may not be the same. Many more new technologies have been developed in Kathmandu but in Kalikot there is no any infrastructure like transportation. There is not a road to run vehicles. The people of Kalikot cannot see any vehicles and parts of vehicles.

So, this integrated education creates the discrimination. Really the need of the parents could not be met at all.

Conclusion

Educational relevancy as understood by parents was analyzed in this chapter. Most of the parents were frustrated and blamed that the lack of practical knowledge in education could not produce a specific man power in certain fields and make them neglected towards the conventional type of work. Education teaches them for neglecting the manual work and hence could not support to develop the norms and values of social culture, social system as well as the investment is not assured to return in future.

CHAPTER VI

BUILDING UP THE EDUCATIONAL QUALITY

The main purpose of this chapter is to analyze the parental perspective on building up quality in education. The parents from different professional field have experienced differently about retaining the quality education. This experience has been captured and presented in this chapter. The experience is inevitably for the quality enhancement process in this diverse social context.

To improve the quality in education, many more factors are associated from school infrastructure to curriculum reform. If all facets of education work equally and train in equal proportion, education quality will be enhanced. In educational sector, all elements should play an important role or have equal value in each.

In this segment, each parents viewed it differently as their understanding. Professor Bhandari and Karki both analyzed that the quality cannot be determined by a single effort and they both compared the system of education to our body system. Like our body system, the system of education should be in balance. All facets of education should be active and equally operated from each level. Mr. Bhandari, stated about the enhancement of quality education as:

The quality in education could not determine by a single effort or a single part and by a single person, single place and single agency. Suppose to live a healthy life all organs of human body play an equal role, if a small organ does not work properly the person will die. Thousands of tissues are working properly but when a tissue does not work well we will be sick and sometimes it will lead to the death. The quality maintaining in education is the same. If we could not maintain the quality of education means national system is out of

track. After changing the government in the country the system of education will also be changed. One government holds the position they make plan in their favor and when they apply that will be phased out by the second government. This way the process has been continuing till now.

In this view, thousands of tissues are working properly for healthy body of human being; like that education is the same, where thousands of parts are working together. When the national system is out of track, the quality in education will not be ensured easily. Mrs. Karki, a parent from teaching profession, kept her view

We can increase the quality of education with the association of all factors like as our body. To live a healthy life, all organs of human body should function properly like as; all factors, parts or organs should be operated equally. There should be the mutual co-relation among teacher, head teacher and school management committee. School management committee, and parents- teachers association, involvement of local community, co-ordination and interaction between school management and teachers, teachers – students association or interaction and inspiration and motivation of parents and teachers will be needed. Parents should be satisfied with the children's progress report, good behavior of teachers and head teachers to their students. A good relation among different levels of staff, and motivational environment plays an important role to enhance the quality of education”

Single effort will not be enough for the quality enhancement in education. All school related factors should be activated equally and co-operate mutually. There should be motivating environment among teachers, head teacher, students and parents. A strong and sustainable government can hold this all responsibility and can run it systematically.

A professor shared a lot of experiences about retaining quality of education. He conversed more about improving the curriculum, about its loads, utilization, and productiveness. He said, *“Curriculum should not be over loaded; it should be utilized, useful and productive. The things (content, lesson), which we teach them, should make them specialists, capable in their fields.”*

He added that, in the Nepalese education, school teaches them all general subjects. They learn broad areas of subject matter so there is no any specialty to be in future. Suppose, if we teach about driving, tailoring, carpentry, flying, racing, teaching, business, cooking, banking etc to a person, student can become a specialist. How can we say, he is a specialist in a specific area? What is his identity? It will be the best, if we teach them basic knowledge in various areas but, develop skill in any interested areas of children. If he is interested in driving, the school should provide full knowledge about driving. We can say he special a driver.

In this way, the curriculum should provide knowledge and skill in a specific profession. The quality depends upon this way. We always use this English proverb in Nepalese education system: *“Jack of All, Master of None”* such type of education system is in Nepal. That means a student knows all things but not special in a single area.

The student who knows to cheat answer and has an art of copying from others in the exam, he/she passes and gets distinction marks and the others who do not know to cheat or copy from others, they fail. If we see the pass percentage of students in rural areas, there may be maximum thirty percent total results. If we fairly create the environment in examination, the total results may be not more than seventeen percentages. If we examine the government system, in fact, we find error in the evaluation of grading system up to class seven. Now they develop the system in

education where school should not fail the students up to seven classes. By making effective of formative evaluation system, student should be upgraded up to the seventh grade.

If we follow this system, the base of the student will be weak, so the expected quality could not be maintained as we think. There is no any indicator, what they should learn? If it is so, government should follow this trend what types of student do they produce in eight classes? How do you assume or confirm? Is your building strong, without pillar or foundation? The pillar should be strong to make a strong and quality house. In this way, to determine the quality of education there should be strength in the systematic process in the foundation stage.

If you see all system of education, even communism to Gurukul system, there, they used to make the foundation of education strong and then when they became strong, they provide freedom to create new thing. We can see in the theory of Rousseu, Chinese and Japanese education system, they all followed the system. But in Nepal, first they implement the policy (udder kashonnati) and then they said students failed in exam. We never have to say, they failed in the exam. First, government should determine the indicator and make policy to fulfill the minimum requirements and measure their whole performance in a transparent way. If there is no fulfillment of the minimum requirements they will repeat the class.

This system is needed to manage the quality of education. In terms of hiring teacher at school, government should make a constitutional education commission and provide responsibility to hire teachers. The commission should be free from any political hackers. Nobody can hire as a teacher if he/she holds the bag of any political party (kunai political parti ko jhola vireko var ma kahi sikshak nahos). The person who is able to threaten all and capture all will not be in school management

committee (gauthau ma gundagardi garne man6e, gutbandi man6e bidhyalaya ko byabasthapan samiti ma aayera tyeko karyakari samittee ma basna napaos) .

If government shows the vision transparently about education and management from the central level, all sectors will positively improve and the education will be qualitative. To improve the current school environment, the related persons in educational field should be responsible and the person who is in position should also improve. There should be a valid constitution (baidhanik bidhan) and selected system by voting from the stakeholder. If we talk about quality education in this situation, we will be fools because in this time there is chaos from top to bottom in national level.

I think many national and international projects come and go but no one can complete their plan. Donor countries donate in educational sector; they use the donation in education. When time is phased out they are also phased out. They do not have concern what achievement they gain. What are the indicators? How is the program utilized? Whether they provide continuity or not? There is no concern. When donation comes they do the work and finish the donation. Can such type of trend maintain the quality of education? We should make plan for 20 to 30 years, where there should be clear vision about education.

We have to develop such type of education to fulfill the demand of the nation and the society what is necessary in the country. We should follow the systems of the developed countries which we can adopt into our Nepalese culture. Reform according to the situation of the country (political, social, cultural, economical, geographical and other many more) should be matched on the basis of the territory of the country, society, culture need and interest of the people. If it is so, the appropriate quality education will be ensured.

As explained above, our school education produces the general type of manpower. Teacher teaches his student, related to all round general knowledge. There is no any specific knowledge and skill. So they have not achieved or gained any specific type of identity. The education should develop special skillful manpower in specific subject area that makes easy to learner to identify their own field and areas of interest. As like Professor, Dr Gurung, medical doctor, also supported the above view. The need base education will be utilized in any sector. He said,

The education has not covered the whole needs of the parents. Here, we cannot analyze the factors now. Government is providing free education to all now but what would its quality outcome be? What level of manpower do they produce? What do they produce, for whom? Where and when the manpower is utilized? It is not confirmed till now. For example: before cooking food, the cook man always should think about the members of his/her family. How many persons are there? Who are they, Child, adult, old or sick? We need to think what types of food is needed for all? On the basis of their need, the cook man should plan to cook rice for a whole family. In this way, the government should provide education, on the basis of the need of the country. They should not produce the manpower without thinking where they utilize and when.

He aroused many more logic in terms of quality education. The educational quality should be determined on the basis of pre-plan, organized and structured strategies. The production without making pre-plan will be less worthy. Dr. Bhurtel, other doctor, reveals his idea this way,

There is no improvement at all to increase quality in education from a single effort and a single place. In reality, the context and situation is very bad now. There should be political stability, should be submitted to the local voice,

relevant to the time and context, should be make fixed policy and compose mixed type of curriculum with theory and practice base. And create the environment that could be implemented easily. If it is ensured, the educational quality will be enhanced easily. Education should develop the personal capability after finishing a fixed level.

(nischit kisim ko education din alai chai eklai ra ekthau bata matrai suruwat garera kehi pani hunewala 6ina. Sachhai vannu parda ahile des ra paristhiti jyadai naamro 6, rajniti sthyetwo hunai par6, local voice lai pani sametinu pary, samaya saapechhya hunu paryo, nischit kisim ko yen niyam , kanun bannai par6, yen kanun vitra rehear auta chai byabaharik ra saaidantik dubai kisim ko mishran vayeko pathyakraam ko nirman ra karyanwayan (implement) hune paripati banyo vane gunastar ma briddhi garna sakinchha. Grahan gareko education bata mero capability develop hunuparyo, kitabi gyan matrai vayera vayena. Bachha le nischit taha pargarisake pachhadi usma certain type ko skill wa capacity develop hos na.)

Local voice should be included in education; curriculum should be related to the existing time and demand of the society. There should be mixed approach with practical and theoretical base and we should create implementing situation in the country which enforce education towards quality maintain.

Parents from driving profession, Mr. humagain and Mr. Ranjeet, both had different ideas to build up the educational quality. The first one said,

School should maintain the discipline in the students and teacher. Students should be regular and teacher also should be regular. In rural areas of school, most of the teachers do not go to school. Only one or two teachers conduct whole school up to the secondary level. They all should remain in

discipline. If teacher and headmaster remain in discipline, school and students will run smoothly.

As usual mood of expression, he cleared his idea further; most of the day teachers and head teacher remain absent. When they attend the school, they threaten the students. Here students should not be threatened. If students do not fulfill their responsibility they can threaten them but teachers, themselves, do not fulfill the responsibility and threaten the students. In this way, they create a hassle environment in the classroom with the learner. In this situation students cannot capture and learn more at school. They feel fear to take the name of the teacher and head teacher also at home and in school.

The above information makes it clear that by maintaining discipline at school, there will be quality improvement. If teacher and head teacher both remain in discipline, educational quality will be ensured. Mr. Ranjeet also supported this view and expected quality on the discipline of teacher as well as school process and practice. He reveals,

We need many more things to bring quality in education. School should care our children appropriately, teach them good things and develop discipline in the children. Parrot learning or memorizing method could not develop the discipline in them. Keep them free in the learning process. Give them freedom to learn. This education should teach our children to help and care our parents, remain in discipline.

Parents from driving profession express the quality building up process by maintaining the discipline in school as well as increasing teaching learning process, such as care of children, providing free learning environment, new technique and method of teaching learning are the supporting factors of quality education.

There may be many factors associated with enhancing the quality of education. My research participant Kaji Shrestha, believes that there are three factors which are associated with the educational quality. He said,

Whether this certified knowledge is utilized in their life, there will be the quality education. There should be three things to be quality education first educational curriculum should be applied and experimental type, second, the teaching strategy or method should be according to the learners interested, the third alternative evaluation system should be developed.

He added, that, in reality the examination system of school is not right now. They evaluate student's learning within certain time, two or three hour in a whole year, but how many hours do they teach their students at school in a whole year? I think it is not a right system. They took exam within three hours and decide the pass or fail in the examination. For example, a health student, who always attends in class in time with clean dress, shoes, healthy physical fitness and with clean figure but could not write anything in the exam in this subject, he always becomes a failure, but the person who seems dirty, vulgar and with dirty dress and unclear physical fitness can write in exam, he passes the exam easily. Such type of evaluation system is there at school.

Here, the person, who follows the health tips and is sincere about the health, he fails the exam, but who is careless about health and memorizes the tips, he passes the exam. Such type of evaluation system discriminates the students. The system is not appropriate now, because it is not practically based. As like Mrs. Karki, a professor, Kaji also supported the ideas about the triangular relationship between teacher, parents and students as well as physical facilities of the school. He revealed,

There should be all physical facilities as well as triangular relationship between students, teachers, and parents. Other side, there is not mismatch between schooling knowledge and household activities. They read one thing at school and do another thing at home. If school teaches them about the activities of their daily work and society, there would be quality education.

Relating to this point, he added some experiences; indoor school environment is not only playing an important and big role, an outdoor environmental activity also plays an equal role to be a successful student. Directly we can say, teachers' capability affects the students learning and achievement, but I am not fully agreed with this statement.

There may be many factors behind the success or failure of students. Different capacity, habit, and attitude, homely environment, environment of the society, economy, cultural belief and political strength are the affecting factors for students' learning. We can see the existing context, there is no meaning of education if they read well, get high marks but could not get job in the market.

The government does not think about this problem now. A large number of educated persons are produced every year, most of them are unemployed, are not getting job now and go to Gulf countries and other countries for difficult job. My friend Ramsundar was a talented student, he was always first in the class. His parents are farmers. He has four sisters and he is the brother. When he passed SLC with seventy eight percent from government school, he started going to college in his own village; he finished plus two with seventy four percent.

After that, he came at Banepa to study further education. But he felt a great economic problem because his parents' condition was not so good so he sought a job, any type of job he wanted to do, at last he got a job in a hardware shop. But monthly

salary was so less and work should be done more time, from eight am to seven pm. He was not satisfied and tried for outside country. After many efforts he got the visa to Afghanistan. Now he is working at a mine factory, it is a dangerous work. I always remember and compare his talent to the existing, dangerous work.

So now, we are confused either to send our children to school or not. If we read fairly, passed fairly and got success, but could not get a job in the related and other field, there is no meaning of education on the other side, if we do not send them to school, the culture of society does not accept this trend in this context. If my children do not go to school for one day, the society asks question, why you do not send your child to school. If we do not send them to school, they will be out of track or bad person (tiniharu bigrin6n, ra kharab sangat ma lag6n)

If the nation manages to solve the problem of unemployment there will be great development. Government should construct and develop industry according to the geographical condition and provide education to operate different types of industries. For example, eastern part of Nepal in Illam, where, tea cultivation is the main profession of people, many tea industries are functional there. I have recently heard that there is going to start education on tea cultivating system, at Mechi Campus, Bhadrapur. If new generations choose this subject they will get jobs easily and their knowledge and skill will be utilized in this sector. Such type of education will help them to shift from small industries to large industries. If our government provides such type of education, there would be the relevancy of education.

Only the teachers' capability does not affect the students learning and achievement, but also there are other many more factors related to build up the quality in education. There may be many factors that are associated with the success and failure the students. Different capacity, habit, and attitude, homely environment,

environment of the society, economy, cultural belief and political strength are the affecting factors of students learning. If we strengthen and improve these all related factors, the quality will be achieved effortlessly.

Mrs. Thapa, forwarded her experience this way,

To bring quality in education many more things are needed. Students' progress report should be high in each year. Parents should be satisfied, examination should be regular, and proper evaluation system should be developed. Teacher should be a good, much caring and loving and should be regular and helpful, supportive etc., after every examination the result should be reviewed and categories of the students on the basis of result and teach them on the basis of their performance. Should focus on classroom learning and sometime in extra activities also and short tour or visit. There, students will get opportunity to learn more from outside world, as well as school and home

Mrs. Thapa, in the above statement, explained similar thing like Kaji Shrestha. In her explanation, parental satisfaction with higher progress report of students, a good teacher, caring and loving environment at school, systematic evaluation system and focusing on extracurricular activities will be supportive factors to enhance the quality of education. Mrs. Gautam, a street vendor, revealed.

I send them to a private school where the children of affluent families get enrolled. They possess good behavior, language and etiquette. When our children are friend with them, our children also learn their way of behavior, language and etiquette. This makes my children be a good person

She wants to change the behavior of her children as per the affluent family's children. The affluent family's children have already possessed good behavior and they are enriched with the good etiquette. Mr. Rokaya reveals his experience:

Padhera pani unihaurule dui char poisa kamayera garikhana sakeka binan, tara hami ta padhdai napadhikana pani aafno jahan pariwar paldai bau, duichar saya rupya din ko kamayekai chhau. Aba skull le kehi ship dinuparyo, jasle garda uniharule kehi garikhana sakun.

Without reading, we are employed now and earning little money daily and take care of our family. Children read more but they became unemployed and could not live their own life. School should provide some skills, from those skills; they will earn more and live their life easily.

A street vendor also realized and blamed that the education is not useful to spend life properly. The people, who do not have education and are illiterate, are employed. Now, such education creates unemployment problem; people cannot live their life easily. To improve in education, school should develop some good skills to their students.

Conclusion

Many more experiences have been captured to retain the quality of education from the parents from different professional fields. For the quality buildup process in education, many more factors are associated with; like school infrastructure, curriculum reform. If all facets of education work equally and train in equal proportion, education quality will be enhanced. In educational sector, all elements should play an important role or have equal value in each.

The balance of educational system, strength and mutual relationship between all stakeholders, teacher student association, interaction, inspiration and motivation of

teacher and parents develop education system as well as effectiveness of curricula, its load, utilization and productiveness are the quality enhancement process. The transparency vision in education and management as well as special focus on need based education were experienced by the parents.

CHAPTER VII

FINDINGS, DISCUSSION, CONCLUSION AND IMPLICATION

In this chapter I have presented the major findings of my research and discussed these findings with theoretical interpretation as described how parents make meaning towards quality education and how they see the relevancy in education as well as how can we build up the quality of education that was presented in the previous chapter IV, V and VI. In this chapter, parents' reflections have been signified by linking them with theories and meaning that have been sought for the findings of the research.

Findings of the Study

In terms of qualitative study, I was able to capture the following findings taking consideration of the purpose of the study and research questions.

Understanding the Quality

The first research question was related to "How parents perceive the meaning of quality education?" Regarding this question, I have found and explored that there are several perspectives towards the quality education. Some parents see quality on the standardization of the school. A standard and having high-infrastructure school almost provides quality education. With full physical facilities of the school one can easily maintain the internal quality of education.

They relate internal quality or classroom quality to the external, appeared or outside quality of the school. The other groups of parents believe in the good performance or the achievement of the students. As their understanding, high achievement or good performance is directly related to the high salaried or white collar job in the market that gives the meaning of quality education.

A shopkeeper and a doctor both understand that the quality education is highly related to changes in behavior of the student. They are attracted to the nice and polite behavior of teachers. A good teacher and principal that have nice and polite behavior can easily teach their students to inculcate their own habit. An affluent family's children have already possessed good behavior and they are enriched with the good etiquette.

In terms of this discussion, a group of parents who were from the middle class social background could not totally believe in the cost. They revealed that the cost is not only the determining factor of quality education. In other words, paying more fees in education is not only quality, we need many more things to maintain quality in education. They believed in three types of resources, economic resource, physical or material resource and human resource. Internal classroom environments, disciplinary practices from school are also the supporting factors of quality education. Providing equal learning opportunity to all, focusing on poor student, using new learning method and technique in the class, focusing on all activities (indoor and outdoor) in school and outside school as well performing well with high achievement in the exam are the indicators of quality education.

For the parents like professor, they believed in the three types of quality on education, first quality in achievement, second, quality in skill and third, the competitive capacity in the world market. As their perception, the education, which provides necessary skill for living the life and supports in positive behavior modification, is called quality education. In other words a competitive type of education that provides necessary skill for positive behavior modification is called quality education.

The lower social status groups of parents see the quality on the high investment in education, especially with economic investment is the major factor for quality education. A street vendor believed in the cost of education “if we pay more in education they will provide quality education” as well as a driver also remarked that paying more money to the school education will provide good education. When we pay them, they teach our children to inculcate disciplinary practice at school and at home, that will support to get high marks in the exam and high quality job in future.

Educational Relevancy to the Individual and Society

Educational relevance for the parents who were doctor and teacher shows that they were frustrated and found lack of practical knowledge in education. Such education could not produce certain type of knowledge to the certain field. Low income parents blamed this education for not doing or neglected towards the conventional type of work and the school could not produce such type of manpower, who had any specific skill in the related field.

Existing education is not relevant; after schooling any specific skill has not developed of the learner. No practical knowledge is there. Long year of investment, in school education seems unproductive. Every day, unproductive manpower is being produced in our country; human resource is produced on the basis of yesterday's needs. The educational policy could not make a productive type of education.

Parents experienced that the people who adopted agriculture profession are garbage, unproductive and idle (became). Other types of parents accused the school education is not becoming in favor of the parents. Children go to school but the school does not teach them about the social norms, culture, and behavior and socialization process at all. Children are going to be far from social norms, values and trends by the causes of new technology.

They also blamed the existing education is not becoming contextual and could not develop according to the social, cultural and demographic context. Educational relevancy for low income parents does not have any ability to pay more in education and in the job market. The students who are from rich and high family background do not read more but pass and have got high percentage of marks in the exam. They pass the exam with high marks without reading more. For that purpose they invest more on their principal and teacher. They get high marks by threatening and investing more in school and also in job market. Parents are investing more on their children for good education but the return is not assured till now. Really the need of the parents could not be met at all by school education, yet.

If school teaches them how to earn money after schooling, there will increase the relevancy of education as well as if school seeks to change their habit of learner and cope with good manner of eating, clothing, and talking from high class culture and learn them to be polite, energetic capable person, the education will be relevant in this context.

Quality Improvement Process

In education, proportionately there are many more factors which are associated to build up the quality. Two parents from teaching profession revealed and compared the education system with our entire body system. As like our body system the education should be in balance to build up the quality in education. All facets of education should be active and equally operated from each level.

There should be mutual co-relation among teachers, head teachers and school committee, parents' teachers association, involvement of local community, co-ordination and interaction between school management and teachers, teacher student association or interaction and inspiration and motivation of parents and teachers will

be needed. Parents' satisfaction with the progress report of their children, good behavior of teachers and head teachers towards the students, good and mutual relationship among different levels of staff as well as motivational environment play important roles to enhance the quality education. Parents focus more on improving the curriculum about its loads, utilization and productiveness. The entire school education system depends upon "Jack of all, master of none", that means students know all things but not special in a single area. So, the curriculum should provide knowledge and skill to their learner related to specific professional field,

There is error in the evaluation of grading system up to class seven. By making the formative evaluation system effective, student should be upgraded up to the seventh grade. By changing the evaluation system in our school and determining the indicators and making social policy in education from the local sector, the quality will be strengthened. Such system will manage the quality in education, in terms of hiring new teacher and their responsibility and transparent vision in education and management will ensure quality education. A parent from doctor profession revealed his idea, the need based education system will ensure the quality education that may differ in diversified context. On the basis of the need of the consumer, a cook should make pre-plan to cook rice for the entire family, like government should develop education on the basis of the need of the country people.

Various efforts are needed to increase quality in education. There should be political stability, should be included local voice and choice in education, curriculum should be related to the entire context and demand of the society as well as a favorable implementing environment is needed, should be relevant to the time and context and should make fixed policy and compose mixed type of curriculum with

theory and practical bases. School should provide some skills, from those skills; they will earn more and live their life easily.

In terms of building the quality of education, low income parents from driving profession focused on maintaining the discipline in their students and teachers. If teachers, head teacher and students are disciplined and regular in school and in teaching learning process, such as care of children, free learning environment, new method and technique of learning are the key factors of quality amplifying process in the educational field. To improve the current school environment, the related persons in educational field should be responsible and the person who is in position should also improve themselves.

Parents from business profession believed that mainly three factors are associated with quality amplifying process in education. First, educational curriculum should be applied and experimental type, second, teaching strategy or method should be learner centered and third, alternative evaluation system should be developed. A professor needs triangular relationship between teachers, students, parents and curriculum to extend the quality in education and also should relate the school knowledge to the house hold chores.

Indoor and outdoor activities of students, teachers' capability, capability of the students', good habit of teachers and students, their attitude, homely environment, societal environment, their economy, cultural belief and political strength are the most affecting factors of student performance. Low income parents understood that the quality will be ensured by developing the specific skill in their students. In this way, to determine the quality of education there should be strength and systematic process in the foundation stage.

We should follow the systems of developed countries and convert them on the basis of our Nepalese context (political, social, cultural, economical, geographical and other many more). The system should match on the basis of the territory of the country, society, culture need and interest of the people. If it is so, the appropriate quality education will be ensured.

Many more factors are associated with the success and failure of students. Different capacity, habit, and attitude, homely environment, environment of the society, economy, cultural belief and political strength are the affecting factors of students learning. If we strengthen and improve these all related factors, the quality will be achieved effortlessly.

Many more things play important roles in improving the quality education. High progress report of the student each year, parents satisfaction, regular examination and evaluation system should be developed. A good and qualified teacher with much caring and loving, regular, helpful and supportive behaviour will be needed. Results reviewed after examination and special care to individual learners on the basis of their performance, focused on classroom learning and sometime in extra activities and short tour or visit will also enhance the quality education. There, students will get opportunity to learn more from outside world, as well as from school and home

Discussion of Findings

During the data analysis of my research, I have found and explored that there are several perspectives of parents towards quality education. Some parents perceived quality on the standardization of the school. A standard and having hi-infrastructure school provides quality education. A school with adequate physical facilities can easily maintain the internal quality of education. The internal quality is related to the

external, appeared or outside quality of the school. Even when schools do have adequate infrastructure, parents may be reluctant to allow children especially girls to attend if they are located too far away from children home. In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation (UNICEF, 2000). Quality can be achieved by maintaining the standard in education such as curriculum standard, standard of teacher, classroom, assessment, institutional, student achievements, resources, physical facility and so on (Wagley, 2006). Other groups of parents believed on the good performance or the achievement of the students.

As their understanding high achievement or good performance is directly related to the high salaried or white collar job in the market that explores the meaning of quality education. Poudel (2008), reveals that Education quality can simply be seen as better learning achievements of students contributing towards their knowledge building which in turn would contribute to enhance their capacity to innovate and expand the knowledge building process. If learners acquire better learning achievement and knowledge that can contribute to increase their productivity which, in turn, will contribute to their own individual development as well as the development process of society.

Quality education is its root for that practice and to furnish learners for future life, career development, community strength and to increase production. Quality education plays a key role in sustaining as well as changing communities and culture by preparing a variety of human activities and conditions (UNESCO, 2004). As the report of UNESCO, (2004) and Rousseau, parents from business and doctor profession understand that the quality education is honestly related to change the behavior of a student. They are attracted to the nice and polite behavior of teachers. A

good teacher and principal that have good and polite behavior they can easily help their students to inculcate their own habit. That will furnish the learner for his/her future career, development and strength for the production.

Quality schooling, generally speaking, means higher lifetime incomes. By enhancing students' cognitive skills, improving school quality directly influences their performance in the labor market and hence relates to individual earnings, greater productivity and economic growth (Reddy, 2007, as cited in EFA- 2005). In this regard parents see the quality on the investment in education, especially with economic investment is the major factor for quality education. A street vendor believed on the cost in education "when we pay for education they will provide quality education" as well as a driver also remarked that paying more money to the school education, will provide good education. When they pay to their children for good education, they hope to ensure disciplinary practice at school and at home, high marks at exam, high quality job, higher income, greater productivity and lifetime income.

On the contrary, all the middle class parents from my study make their view of quality education broad in that it is related to the investment in education. The more investment in education will not ensure the quality; there are so many other factors which are associated with the internal facilities, classroom environment, disciplinary practices from school, teachers' capability, teaching method and technique, are also the supporting factors of quality education. According to Organization for Economic Co-operation and Development (OECD, 2005) Program for International Students Assessment (PISA), the quality is observed on the students' performance that is reflected by the degree of input provision of teachers qualification, quality of school resources, a student's background characteristics, parents occupational status, gender,

a joint effect of student characteristics, school context and school resources are associated with student performance.

As well as school administrators are responsible for developing, maintaining and enhancing a school environment that enhances effective learning of the children. They are also responsible for ensuring that teachers are knowledgeable about their students and about how learning occurs the best. Teachers are responsible for having classrooms that promote effective learning for all and for being familiar with the instructional techniques that promote effective learning for all. School counselors are concerned with improving both the conditions for learning (parent education, classroom environment, teacher attitude) and with helping each learner develop to his/her full potential (Citadel, 2002, as cited in Dahal, 2012).

Kafle (2009) stated that providing equal opportunity to all in education, opportunity to go to school, acquiring minimum level of education that is determined by existing society and nation, providing free and compulsory education to all to the determine level, promote entrepreneurship life skill by education according to the ability and interests of the learner is called quality education. Three types of quality on education are observed from the parents who are from teaching profession, first, quality in achievement, second, quality in skill and third, the competitive capacity in the world market. As their perception, life skill education is called quality education, competitive type of education that provides necessary skill for positive behavior modification is called quality education.

Major component of quality of education is the level of achievement or the degree of internalization of it (Khaniya, 2007). Education quality can simply be seen as better learning achievement of students contributing towards their knowledge building which in turn would contribute to enhance their capacity to innovate and

expand the knowledge building process. If learners acquire better learning and knowledge can contribute to increasing their productivity which, in turn, would contribute to their own individual development as well as the development process of society (Poudel, 2008).

As I reviewed in the literature, Neupane (2008) saw that the relevancy in education also refers to the skill and attitude of the learner that is gained from a school or an academic institution, application of knowledge and also known as how far it is related with the day to day life of the people and how far it can relate to their occupation. Without relevancy the quality of education cannot be seen to have enlightenment (Khaniya, 2007).

Educational relevance for the parents who were from doctor and teacher profession, there was a mismatch between the theoretical knowledge and applied knowledge or practical knowledge in education. Such education could not produce certain type of knowledge to the day to day life of the people and also could not be related to their own occupation. Koirala (2003) said “everyday life and school differs in many ways. In the society students learn social truth through everyday living. And in the school they learn universal/global truth through textual learning. Children can’t match the learning of these two settings.”

There is a paradox between local and global values and beliefs. Relevant curriculum is the heart of educational process and a determining factor of educational quality. It is the organization of learning sequences and experiences in view of producing desired learning outcomes (Dahal, 2012).

Low income parents blamed this education for not doing or neglecting the conventional type of work and the school could not produce such type of manpower, who had any specific skill in the related field. The person who is educated and

employed is life away from agricultural fields, far from hard labour and risk of production or market failure but towards a perceived life of high status, salaried, no manual labour, and little risk (Parajuli, 2008). In rural agrarian sector, education does not support in making their farming practices better, in enhancing healthy habits, or in enabling them to take social and economic enterprise (Poudel, n. d.).

Other types of parents accused that the school education is not becoming in favor of parents. Children go to read at school but the school does not teach them about our social culture, behavior and socialization process at all. They are going to be far from our social norms, values and trends by the causes of new technology. In this process, those parents/guardians who can afford to support the education of their children emphasize education in such a way that their children get involved in only academic activities and manual work. The system does not allow them to get involved in any other activities including household chores. As a result, there is no tradition of educated people doing manual work. Education has not helped to build a work ethic among educated people. The entire educational program has not developed with due attention to the social and cultural realities of the various communities in Nepal.

They also blamed the existing education for not being contextual and cannot develop according to the social, cultural and demographic context. Now indigenous tradition has become a challenge in developing countries. Some important efforts to develop alternative educational ideas and qualities are rooted in the indigenous tradition. Such indigenous approach challenged the 'imported' knowledge, ideas values and beliefs reflected in mainstream curricula (Nath, 2008). For example Mahatma Gandhi and Julius Nyerere include the new approach and purposed alternative education system with culturally relevant emphasis on self-reliance, equity and rural employment (Nath, 2008).

Poverty, hierarchic and exclusionary social structures are largely responsible for prohibiting access to large majority of children, they are not attracted to school also because the education they get in school is yet to be made relevant to their everyday needs and context and helps them only a little to improve their future livelihood alternatives. That is, there is the question of relevance of our school system and hence, a great challenge to make it as per the need and demand of local context (Poudel, n. d.).

A lower caste parent does not see any significance to send their children to school. One dalit said “we are going to take out our children from school because school education does not support our work. Why do we send our children to school, if the school does not teach to make shoes and support in household work? Why do we send our children to your school? Why do we keep our children in dilemmas? The school teaches our children neither to make shoes nor cultivation” (Dhungel, 2001). We can find such type of isolation in our education and daily life practice that perpetuates inequality.

The people who can afford more in education, it will be relevant for them as revealed by low income parents. That means, paying more to their children in education, education will be relevant for the individual, society and job market. The student who are from rich and high family backgrounds do not read more but pass and get high percentage of marks in the exam. They passed the exam with high marks without reading more. For that purpose, they invest more on their principal and teachers. They get high marks by threatening and investing more in school and also in job market.

According to Hanushek (1986), there is an important role of education to build a human capital. School attainment and increase access both evidence show the

quality of skills to be of primary importance. There is the relationship between Cognitive skill of student-reading writing and analytical thinking and economic growth, individual earnings and distributions outcome.

From the thematic form of quality education, quality schooling, generally speaking, means higher life time incomes. By enhancing students' cognitive skills, improved school quality directly influences their performance in the labor market and hence relates to individual earnings, greater productivity and economic growth (Reddy, 2007). Quality improvement includes interventions in instructional process, teacher management and development and achievement evaluation (SSR, 2008).

In education, proportionately there are many more factors which are associated to build up the quality. The knowledgeable person who are close to the system of education they compared the education system to our entire body system. As like the function of our body system the education should be in balance to build up the quality in education. All facets of education should be active and equally operated from each level. That means all factors are important to improve the quality of education.

Multiple factors play roles to develop the educational quality. Quality in education cannot be determined by a single effort or single part from single person, single place and single agency. Parents compared educational quality with the human body system. Just like as our body system, educational quality also should be function in a system. For the well functioning of the body system, all parts and subparts should be actively mobilized. In this way, in education, multiple parts play roles to develop the quality in education.

From the adaptation perspectives Organization for Economic Co-operation and Development (OECD, 2005) program states that the quality is related to the

means and ends. By previously ensuring the ends, the means of education should be determined. Government should provide education on the basis of entire and contextual need of the country, while labour market outcomes or cultural capital could be considered as ends. (Lockheed & Verspoor, 1991, as cited in Barret, 2006) in a study of developing countries have identified various input and process determinants of educational output. These include orderly school environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, particularly the “implemented curriculum” (textbooks, other learning materials), time for learning, and effective use of school time, qualified teachers and healthy children (UNESCO, 2003).

Mutual co relation among teachers, head teachers and school committee, parents’ teachers association, involvement of local community, co- ordination and interaction between school management and teachers, teacher student association or interaction and inspiration and motivation of parents and teachers will be needed, inculcate and good behavior of teachers and head teachers towards the students, good and mutual relationship among different level of staff as well as motivational environment plays an important role to enhance the quality education. According to Kafle (2009), education should be right, useful and appropriate to the consumer or user provides satisfaction to the consumer. Consumers of education are: students, teachers, community, employee, investor, producer, service provider agencies, government and international employee.

By composing the curriculum with theory and practice towards the utilization, productiveness and competency based that should be useful and relevant in day to day life, in social context, job market and also outside country. So, the curriculum should provide knowledge and skill to their learner related to specific professional field

Theoretical Underpinnings

From the in-depth interview, I was able to grasp the various meaning of quality education that can best be explained with the lens of different learning theories and cultural reproduction theory in education. Basically parents believe in a high standard school. They believe that high standard school provides best education; the best education depends upon the learning environment of the school.

Learning Theories in Education

The school is the best place where self learning environment is enforced, rather than parrot, drill or memorizing practice to the learner. High standard school can easily create a good and appropriate environment for effective learning in the classroom. They create the environmental standard for effective learning in the classroom. Parents believe in behaviorism, where the learning is based upon that all behaviours are acquired through conditioning.

The learning occurs through interaction with the environment. The high standard schools have a lot of options, choice, and different areas of learning environment to provide learning opportunity to the students. They are enriched with all type of resources, physical, economical and human resources as well as develop norms, value and ethics for the systematic practice within classroom and outside the classroom. Parents from teaching profession believe in the teaching learning standard of the school. Teaching learning standard means “comparatively providing contextual and life related education to the children”

Environmentalists believed in the learning or good SLC result as well as the product of educational attainment, competitive capacity, and adjustment power of student largely depends upon the result of environment. For the best learning practice in the classroom stimulus, response and reinforcement is needed. The conditional

environment within classroom and outside classroom plays the role of stimulus. Students interact or respond within these stimuli with hope of the reinforcement. Parents believed in hi-fi and full facilitated schools with more stimuli for the appropriate responses and reinforcement.

A good school can provide appropriate reinforcement to their children for practicing and developing good habits. A doctor and shopkeeper who were from high social and professional status believed in positive change in behavior of their children. The changes in observable behavior are the symbols of good learning. They choose high standard school to inculcate that type of behavioral practice as well as make them as polite, patient, competent and skillful for their further development.

John Watson an American psychologists, says, "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations". Hence, fully facilitated and more equipped schools can easily divert the students as their interest what they have to make in future. School environment plays the role of facilitator for good behavioural practice by following stimulus, response and reinforcement (SRR) by the learner. Street vendor and driver believe in high paid education for its quality. They reveal "if we pay more in education they will provide quality education to us". The parents who have not enough food to eat enough also believed in high cost schools. If they pay more, they will get good environment from school. Money factor is also related to create the environment for better learning at school. Education is seen as having high value in itself. It seems like everybody think investment in education is important (Tjeldvill, 2009).

Middle class parents believed in three types of quality on education, first, quality in achievement, second, quality in skill and third, the competitive capacity in the world market. As their perception, education which provides necessary skill for living the life and supports to positive behavior modification is called quality education. Similarly a competitive type of education that provides necessary skill for positive behavior modification is called quality education.

In terms of relevancy of education, school develops the theoretical knowledge into the learner. Only the cognitive domain has played important role for achieving high marks in the exam. The purpose of education is attainment of knowledge, controlled by distinct exams (Tjeldvill, 2009). According to him the knowledge attainment becomes important both for shaping the identity of an individual and for competency. But the parents are not satisfied with only attainment of knowledge, they also believe on practical knowledge in education. They believe in competency based education. They blamed that school did not teach them the internal value, norms, ethical practice, social culture and behavioural practice to the students. That means there is missing the perception and insightful learning part within and outside the classroom practice. According to cognitivism, learning focuses on mental and perception process than physical practice. The perception or insight is affected by the background of the learner, thinking ability and cognitive capability.

Reproduction in Education

According to the reproduction theory of Bourdieu, there are two types of people in our society: the first one is dominant class who formulate the policy of education from national level, they are also called elite group of people and have possesses with high class social and cultural capital. The next one is dominated group they are the followers of those policy that is formulated by upper or dominant class of

people. In terms of the policy formation in education, the dominant classes or upper classes have the power to impose meaning and to impose policy as legitimate to the dominated classes (Bourdieu, 2002).

According to this theory our education system tries to legitimate the culture of dominant class. Parents are drawing from the cultural capital or legitimate knowledge of the dominant class and try to take benefit from the culture of dominant class. Parents always try to achieve the goals of high class culture in their children that they are from low class culture. Parents hope, from their students to achieve high marks or high percentage in exam as well as develop capability and formation of good habit as like dominant class culture as worthy of being sought and possessed and established it as the basis for knowledge in the educational system (Bourdieu, 2002).

School teaches its students standard knowledge with high class culture. A doctor remarks, "My children should expose the culture of high class family. School should provide the high class culture and facilities to their students". In his experience, school teaches them to discover new knowledge in education and provide high class culture knowledge to their students.

The middle class parents do not only believe in cost. Three types of resources play an important role for the effective learning achievement of their students.

They said that the cost is not only the whole factor that determines quality education. In other words, paying more fees in education is not only quality, they need many more things to maintain the quality of education. They believed in three types of resources, economic resource, physical or material resource and human resource. Internal classroom environments, disciplinary practices from school are also the supporting factors of quality education. Providing equal learning opportunity to all, focusing on poor student, using new learning method and technique in the class,

focusing on all activities (indoor and outdoor) in school and outside school as well performing well with high achievement in the exam is called quality education.

Common sense and their experience advocate that a high and advance cultural structured are associated to the quality of education. Only the high paying school or international standard school can maintain such type of quality. The external physical ability of the school shows the internal success in education or the external quality or objective quality of school is associated with the internal or subjective quality of the education. Discovering new knowledge in their children and cope the culture of high class is required for educational success. The success of the student depends upon his/her closer style to that of the dominant class (Haralombos, 2004, p. 216). The dominant class children have internalized these skills and knowledge during their pre-school years. A teacher shares her experience

High achievement will occur on the basis of effective input of resources and effective management system. A well decorated, attractive, open with enough play ground, appropriate air and light conditioned classroom, good teacher, good behavior of administrator, syllabus and curriculum on the basis of need and interest of the student are the quality factors of education.

Thus, the doctor and the teacher understood the educational quality from bourgeois parlance. They tend to attain higher successes in education. They tend to concern about the performance and achievement of the students and success of life. The learners who are from dominant classes have internalized these skill and knowledge during their preschool years (Haralombos, 2004). According to this theory the knowledge and skill required for educational success merely emphasize style rather than content. Parents in this research context do not know about the subject matter or content of the subject that their children are reading at school. What do their

children read at classroom or school; it is not concerning matter of parents. A parent from farming profession remarks

We don't know other things about subject matter, we know only their final result and they should have got high marks and percentage in the exam. After getting those scores, they should get high salaried job in the market.

A street vendor also remarked that hoping good behavior, high performance and good salaried job in the future, we send our children at private school. Sending children to private school has become the fashion in our society, whether they are rich or poor.

In education system, those who are successful in all school education are previously accomplished in the earliest years of life (Bourdieu, 2002). The parents believe on the good result, marks and salaried job has become the fashion or the trend of the society where they live their life. Low class parents believe more in paying in education that assured quality education. A driver remarked that “*As our understanding, who can invest more for their children in education, surely they will get return soon*”. Such expression shows that the economic factor is the causal factor for the parents. As their understanding, investing more in education is directly related to the opportunity to get return soon. In an educational system cultural capital is translated into wealth and power, the wealth and power is largely accounts for class differences in educational attainment (Bourdieu, 2002). The economic factor is the clue factor in education, and the economic capital enforces them towards success in education and in the job market.

Bourdieu's (2002) theory stated that the social position is stand in relationship of domination, subordination or equivalence to each other by virtue of the access they offered to the goods or resource (capital). Thus, the parents under this research are

dominated by the goods and resource (capital) specially the economic capital. Economic resource enforces the education towards the good or bad, “*if we pay more we will achieve high quality education*” He further remarks that the allocation of economic capital in education. Within which student struggles or exercises to take place over specific resources as well as intellectual distinction, employment, land power, social class, prestige or whatever (Bourdieu, 2002). In this way, middle class students have higher success rates than working class students, because, the middle class sub-culture is closer to the dominant culture.

In terms of relevancy of education, the gap is found between the experiences of parents and children’s performance that is provided by school. They found mismatch between theoretical knowledge from school education and applied or pragmatic knowledge or skill to their children in everyday life practice. In Bourdieu’s sense, it is more accounts for pupils work and themselves than scholastic content of their work. On the other hand, education is not relevant in terms of neglecting the manual work and does not support conventional professional practice due to the education.

The educational relevancy depends upon high economic efficiency revealed by parents from low social and professional status. On the basis of ability to goods and resource (capital), a group or the person takes position in the society. Their society is structured or formulated by the group of parents, they totally believe in relevancy by paying or affording more in education that will assure the quality product in the job market.

Conclusion

My study mainly explores the understanding of parents towards quality education, educational relevancy practice and enhancing way of quality education

process from diverse professional groups of parents. In quality education, student achievement absorbs key role among the parents. In education some parents believe in affording cost to education, some believe in competency based education or life skill education, some believe in teachers' capability, teaching learning process, method and evaluation system and instructional materials, some believe in outlook and physical condition, some see quality in practically based curriculum that is assigned in each school, some parents see quality in the permanent change in the behavior of learner, and most of all believe on good achievement and getting white collar job in the market.

Among them the parents who are from high class social and professional status see the quality on the formation of habit as an important part of quality education. They understood that good habit with moral ethical, social and cultural norms at school or through education system is related to quality education. They can get such type of education by enrolling their children to the high standard or international standard school. Parents think that those types of schools provide education with high class culture to their children where they can easily learn from high class social and behavioural habit.

The middle class parents understood that the education quality depends upon high achievement as well as high investment, life skill and competency based education, where the learner can easily live their life after completion of school education. They understood that the quality depends upon the input, process and product of education. For the high achievement and for good job with competency based skill the investment is necessary. The parents who invest or afford a lot, the educational quality is assured. They talked about three types of resource, economic

resource, physical or material resource and human resource. If those resources are mobilized, the quality product will be assured.

The parents who were from low social and economical status believed on only the economic strength for quality education. They said that if we invest more on education the quality will be assure. They understood that high investment means high quality education.

In terms of relevancy of education, our school education is producing general type of manpower that cannot produce certain or specific type of manpower for day to day life of the people and the learners' knowledge is not related to the parents' need, especially of those who are from diverse professional background. Education cannot be contextual by integrating the indigenous knowledge and voice in the class room and school interventions. So education mainly focuses on memorization and perpetuates inequality in the society by reproducing the unemployed educated masses. There is a few hope of enlightenment but majority have frustrations associated with current education.

In other words, they find mismatch between the theoretical knowledge and applied knowledge as well as practical knowledge in education. On the other side, education is not found relevant in terms of neglecting the manual work and do not support their conventional, farming practice or agricultural work in rural agrarian sector. School could not develop ethical and cultural norms in their children. In the field of culture, society and behavior, children are going far, that means they are far from our social norms, values and social trends. Parents blame that the existing education is not contextual and cannot develop according to the social, cultural and demographic context. Indigenous tradition, knowledge and qualities are not rooted in the school education.

Poverty, hierarchic and exclusionary social structures are largely responsible for prohibiting access to a large majority of children, they are not attracted to school also because the education they get in school is yet to be made relevant to their everyday needs and context. It should help them only a little to improve their future livelihood alternatives.

Economic efficiency of parents will ensure the relevancy of education. The people who can afford more in education, it will be relevant for them revealed by low income parents. That means, paying more to their children in education means education will be relevant for the individual, society and also for the job market.

In terms of quality improvement process no one factor is responsible, many more than one factors are associated teacher related factors, head teachers related factors, student related factors, school related factors, school management related factors, social related factors, economic related factors, subject matter, learning process, methods and technique related factors, knowledge, skill and behavior related factors, etc. are associated with the quality enhancement process.

Mutual co-relation among teachers, head teachers and school committee, parents' teachers association, involvement of local community, co- ordination and interaction between school management and teachers, teacher student association or interaction and inspiration and motivation of parents and teachers will be needed to maintain quality, similarly good behavior of teachers and head teachers towards the students, good and mutual co-relation among different level of staff as well as motivational environment play an important role to enhance the quality education.

We can improve educational quality by organizing the curriculum with the theory and making it the practice based, productive and competent as well as relating to the social context, job market.

Implications

The fact is that only a single factor is not attached to the education sector to enhance the educational quality and make it responsive. In association with those factors, academic and non-academic, input, process, output and outcome related factors are important for educational quality. The information about quality education would be equally important to all. It will be important for the decision maker, consumer and new explorer. So, the entire study can only be fruitful, if I discuss the findings of my study to the policy maker, stakeholders and for further researchers.

Implications to Policy Makers

Government is a responsible body to formulate the policy in education. They should formulate policy on the basis of social, cultural, economical and demographic context, as well as need and interest of the learner, modern technology and new knowledge of the individual and society.

Parents are interrelated to the children education and take concern about the improvement of education towards achieving quality as their own social and professional status. Regarding the quality education parents believes on standard of school, good performance or achievement, changes the behaviour of the students, competency based education, life skill education and competitive capacity in the world market where as investment in education has been found yet.

So the policy makers should be aware about the parental understanding towards quality enhancement process. The voice of the parents should be addressed in terms of formulation of policy in this diverse social, professional and cultural context. In terms of relevancy, the diversified need of the parents should be addressed, where they experience dissatisfaction with existing education system as being more theoretical and unproductive. In terms of formulation of education policy, many

aspects of quality and relevancy are considered. A good understanding about quality and relevancy of education provides guidelines to the policy makers to formulate policy addressing the diversified needs of the parents.

The understandings and voice of the parents from grass root level are more important for policy maker because they may realize education differently from different professional backgrounds. Therefore, studying about quality education from parental perspective is important which help policy makers, educational planners, administrators, writers and curriculum developers to take necessary actions for it.

Implications to Stakeholders of the School

Stakeholders are those who are directly affect by the results of school education. Students, society, and government are participating in or benefiting from the provision of education (Campbell & Rozsnyai, 2002). Parents bring a valuable quality to the educational experience of their children because they can understand better about their own children and can significantly influence student behaviors such as time management and studying habits, eating practices, and their personal safety and general welfare.

Parents as educational stakeholders provide additional resources for the school to assist in student achievement and help enhance a sense of community pride and commitment, which may be influential in the overall success of the school (Cotton & Wikeland, 2001, as cited in Waters, 2011). Parents are very important stakeholder for the educational quality improvement and decision making process. As suggested by Assex (2005, as cited in Waters, 2011), many parents' decisions on educational issues are significantly influenced by their values and beliefs rather than school law. Therefore, finding of the study about quality education from parental perspective is important and it can help the people from diverse society, professional group, student,

teacher, school administrator, founder, investor, school management committee, school supervisor, as well as employer and direct and indirectly beneficiary groups or persons in assisting the educational quality enhancement process from all facets.

Implications for Future Researchers

In the context of Nepal, many more debates and issues are discussed in education, some are from policy level, some are from curriculum associated, and school related, social, economic and related to basic instructional procedure. Each year many more agencies (government and non- government) are involved in quality education improvement process. But no single research is found to address this matter. Therefore quality education from parental perspective is a serious issue in this situation.

For the appropriate and contextual educational policy by advocating to all groups of parents' need, I suggest a research on what kind of educational quality is proper and suitable in different professional and cultural condition in Nepal.

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APPENDIX I

GUIDELINE QUESTIONS

1. Do you send your children to school?
2. In which school do you send them?
3. Why did you choose that school?
4. Do your children like to go to school?
5. Is there any consistency between everyday life and education?
6. What do you mean by quality education?
7. What do your children learn at school? Do you have any experiences?
8. What types of learning does the school offer to your children?
9. What is relevancy of education?
10. Whether the education is useful in daily life practice or not?
11. Whether the knowledge, skill and attitude of your children are relevant with your expectations?
12. Do you have any experiences that the education is relevant to the job market?
13. Does that education ensure the job according to the market requirement?
14. Is this education relevant according to the need, interest, age level and physical development of your children?
15. What types of resources should be included to develop the educational quality in the Nepalese schools?
16. What types of educational standard do you want to utilize the knowledge and skill to your children