

This chapter presents information on parent/guardians’ perceptions of the quality of the schools that their children attend, as well as on various education policies, such as uniform requirements and discipline. Perceptions of school quality may well influence parent/guardians’ willingness to send children to school or to keep them in school through the end of primary school and beyond.

**10.1 Presence of PTAs**

Table 10.1 shows the percentage of parent/guardians whose children attended schools that have or do not have Parent-Teacher Associations (PTA), by background characteristics. PTAs are not mandatory, but are encouraged by the Ministry of Education.

Eighty-nine percent of respondents said there are PTAs at the schools their children attend (see Table 10.1). Ninety-three percent of parent/guardians in urban areas and 86 percent in rural areas said there are PTAs at their children’s schools. Among the regions, parent/guardians in the South South (78 percent) were the least likely to say there are PTAs at the schools their children attend, while parent/guardians in the South West and North Central regions (97 percent) were the most likely to say there are PTAs.

Table 10.1 Parent-teacher association (PTA)					
Percent distribution of of parent/guardians by presence of PTA in the primary school attended by their children, according to background characteristics, NDES 2004					
Background characteristic	Presence of PTA in primary school			Total	Number of parent/guardians
	PTA at school	No PTA at school	Don't know/missing		
<b>Residence</b>					
Urban	92.9	5.1	2.1	100.0	1,008
Rural	86.2	9.2	4.6	100.0	1,750
<b>Region</b>					
North Central	97.2	2.2	0.5	100.0	506
North East	83.3	7.4	9.4	100.0	410
North West	87.0	9.0	4.0	100.0	677
South East	94.9	4.9	0.2	100.0	259
South South	78.0	16.1	5.8	100.0	542
South West	97.4	2.5	0.1	100.0	364
<b>Economic status quintile</b>					
Lowest	85.6	10.0	4.4	100.0	453
Second	85.2	9.9	4.9	100.0	536
Middle	87.9	6.2	5.9	100.0	588
Fourth	90.7	7.5	1.8	100.0	608
Highest	92.9	5.5	1.6	100.0	572
Total	88.7	7.7	3.7	100.0	2,757

## 10.2 School Facilities

Parent/guardians were asked whether they agreed or disagreed that in order for a primary school to be a good school, its buildings had to be permanent structures (see Table 10.2). The overwhelming majority (97 percent) of parent/guardians agreed that a good school had to have permanent buildings, and differences by the parent/guardians' gender, urban-rural residence, and economic status are minimal.

Background characteristic	School must have permanent buildings			Total	Number of parent/guardians
	Agree	Disagree	Don't know/missing		
<b>Sex</b>					
Male	97.2	1.9	0.8	100.0	2,352
Female	97.2	2.3	0.4	100.0	1,642
<b>Residence</b>					
Urban	97.9	1.7	0.4	100.0	1,337
Rural	96.9	2.3	0.8	100.0	2,657
<b>Region</b>					
North Central	92.7	7.2	0.1	100.0	630
North East	98.3	0.4	1.2	100.0	717
North West	97.2	1.5	1.2	100.0	1,114
South East	98.6	1.3	0.1	100.0	317
South South	98.3	1.2	0.5	100.0	707
South West	99.0	1.0	0.0	100.0	510
<b>Economic status quintile</b>					
Lowest	95.0	2.6	2.5	100.0	839
Second	97.9	1.9	0.2	100.0	820
Middle	97.8	1.8	0.4	100.0	800
Fourth	97.4	2.6	0.0	100.0	772
Highest	98.4	1.4	0.2	100.0	763
Total	97.2	2.1	0.7	100.0	3,994

Parent/guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with school buildings and facilities, classroom overcrowding, and pupil safety at school (see Table 10.3). Overall, the majority of primary school pupils attend schools that their parent/guardians consider to have relatively few problems, although parent/guardians' perceptions vary with the type of problem. Thirty-six percent of pupils attend schools that their parent/guardians think have problems (both large and small) with school buildings and facilities, while 34 percent of pupils attend schools that their parent/guardians think have problems with classroom overcrowding. Only 9 percent of pupils attend schools that their parent/guardians think have problems with pupil safety.

Parent/guardians' perceptions of problems at the schools their children attend differ considerably by the type of school pupils attend. Forty percent of pupils attending government schools attend schools with perceived problems with school buildings and facilities, compared to 14 percent of pupils attending private non-religious schools and 23 percent of pupils attending private religious schools. Similarly, 38 percent of pupils attending government schools attend schools with perceived problems with overcrowding, compared to 16 percent of pupils attending private non-religious schools and 17 percent of pupils attending private religious schools. The same pattern holds with respect to safety at school, with 10 percent of pupils attending government schools attending schools with perceived problems with pupil safety, compared to 5 percent of pupils attending private non-religious schools and 3 percent of pupils attending private religious schools.

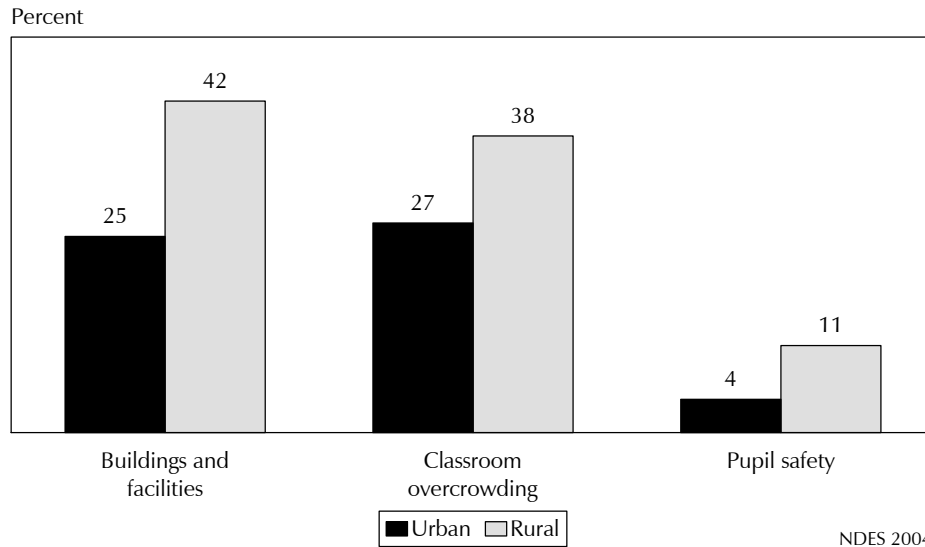
Table 10.3 Perceived problems with primary school buildings and facilities, classroom overcrowding, and pupil safety

Distribution of public and private school pupils by parent/guardians' perceptions of problems with primary school buildings and facilities, classroom overcrowding, and pupil safety, according to background characteristics, NDES 2004

Background characteristic	School buildings and facilities					Classroom overcrowding					Pupil safety					Number of pupils
	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	
<b>Residence</b>																
Urban	12.5	12.3	72.9	2.3	100.0	13.7	12.8	68.9	4.7	100.0	1.7	2.5	92.9	2.9	100.0	1,752
Rural	26.0	15.9	53.8	4.4	100.0	23.7	13.8	57.0	5.6	100.0	3.3	7.7	84.6	4.4	100.0	3,139
<b>Region</b>																
North Central	25.3	17.6	54.5	2.6	100.0	23.8	21.3	52.1	2.8	100.0	2.0	11.7	83.1	3.2	100.0	964
North East	19.5	16.2	59.6	4.7	100.0	21.2	13.1	60.2	5.5	100.0	1.3	2.9	91.1	4.8	100.0	795
North West	26.2	12.6	58.4	2.8	100.0	28.8	12.2	52.4	6.5	100.0	5.2	1.6	90.2	3.0	100.0	1,230
South East	3.9	4.5	89.4	2.2	100.0	6.2	10.7	80.6	2.6	100.0	0.8	4.0	93.2	2.0	100.0	449
South South	23.6	18.7	50.5	7.2	100.0	17.1	9.8	64.8	8.2	100.0	2.6	9.5	80.3	7.6	100.0	909
South West	14.8	12.7	71.2	1.3	100.0	8.6	10.6	77.2	3.6	100.0	2.5	4.7	91.7	1.1	100.0	544
<b>School type</b>																
Government	24.9	15.4	56.4	3.2	100.0	23.4	14.1	57.4	5.1	100.0	3.2	6.5	86.8	3.5	100.0	3,923
Private non-religious	4.1	10.2	83.3	2.4	100.0	2.7	13.5	80.9	2.8	100.0	0.2	4.4	93.0	2.4	100.0	619
Private religious	8.5	14.6	75.8	1.1	100.0	11.2	5.8	81.5	1.4	100.0	1.6	1.7	95.6	1.1	100.0	264
<b>Economic status quintile</b>																
Lowest	36.3	17.6	42.4	3.8	100.0	30.5	16.2	48.5	4.8	100.0	5.3	11.2	80.2	3.4	100.0	828
Second	29.5	17.2	47.7	5.5	100.0	26.7	15.2	50.5	7.7	100.0	2.7	6.3	85.6	5.4	100.0	965
Middle	20.8	16.2	58.3	4.7	100.0	22.9	12.0	58.9	6.1	100.0	2.1	4.5	88.3	5.1	100.0	1,040
Fourth	15.5	12.4	69.8	2.3	100.0	14.8	12.9	68.0	4.3	100.0	2.9	3.5	90.8	2.8	100.0	1,120
Highest	6.3	10.1	81.7	2.0	100.0	7.4	11.2	78.1	3.3	100.0	1.0	4.9	91.3	2.7	100.0	938
Total	21.1	14.6	60.6	3.7	100.0	20.1	13.4	61.3	5.2	100.0	2.7	5.8	87.5	3.9	100.0	4,891

There are also notable differences by urban-rural residence. Pupils in rural areas are far more likely than those in urban areas to attend schools with perceived problems with buildings and facilities (42 percent versus 25 percent), to attend schools that are considered to be overcrowded (38 percent versus 27 percent), and to attend schools with problems with pupil safety (11 percent versus 4 percent), as shown in Figure 10.1.

**Figure 10.1**  
**Percentage of Primary School Pupils Whose**  
**Parent/Guardians Perceive Problems (Big or Small)**  
**in Schools Attended, by Residence**



There are substantial regional variations in perceived problems. In the South East, pupils are less likely than pupils in any other region to attend schools with perceived problems with buildings and facilities or with classroom overcrowding. For example, in the South East, just 8 percent of pupils attend schools with perceived problems with buildings and facilities, while in the remaining regions, the percentage ranges from 28 percent (in the South West) to 39 percent (in the North West). In terms of problems with buildings and facilities, and with overcrowding, pupils in the northern regions are generally more likely than those in the south to attend schools with problems. Forty-five percent of pupils in the North Central region, 41 percent in the North West, and 34 percent in the North East attend schools their parent/guardians consider to be overcrowded, compared with 27 percent in the South South, 19 percent in the South West, and 17 percent in the South East. With respect to pupil safety at school, the regions with the highest perceived problems are the North Central and South South regions (14 percent and 12 percent).

### 10.3 School Policies

Parent/guardians were asked their opinion about whether requiring pupils to wear uniforms improved primary school quality, had no effect, or worsened school quality (see Table 10.4). Virtually all (99 percent) parent/guardians agreed that having pupils wear uniforms improved the quality of a school. This view was held by most parent/guardians regardless of their characteristics.

Table 10.4 Importance of required uniforms

Percent distribution of parent/guardians by perceived effect of requiring pupils to wear uniforms on school quality, according to background characteristics, NDES 2004

Background characteristic	Effect of uniform requirement on school quality				Total	Number of parent/guardians
	Better	No effect	Worse	Don't know/missing		
<b>Sex</b>						
Male	99.3	0.2	0.0	0.5	100.0	2,352
Female	98.9	0.7	0.1	0.3	100.0	1,642
<b>Residence</b>						
Urban	99.2	0.6	0.1	0.2	100.0	1,337
Rural	99.1	0.3	0.1	0.5	100.0	2,657
<b>Region</b>						
North Central	99.1	0.8	0.0	0.1	100.0	630
North East	99.1	0.1	0.1	0.7	100.0	717
North West	99.3	0.1	0.0	0.6	100.0	1,114
South East	99.4	0.5	0.2	0.0	100.0	317
South South	98.5	1.0	0.0	0.4	100.0	707
South West	99.5	0.2	0.3	0.0	100.0	510
<b>Economic status quintile</b>						
Lowest	98.4	0.3	0.1	1.2	100.0	839
Second	99.2	0.3	0.1	0.4	100.0	820
Middle	99.6	0.2	0.0	0.2	100.0	800
Fourth	99.9	0.1	0.0	0.0	100.0	772
Highest	98.5	1.1	0.1	0.2	100.0	763
Total	99.1	0.4	0.1	0.4	100.0	3,994

Parent/guardians were also asked whether caning pupils to enforce discipline improves school quality (see Table 10.5). The vast majority (92 percent) of parent/guardians approves of the use of corporal punishment in schools, while 5 percent said that caning pupils had no effect on quality. Just 2 percent said that caning negatively affected school quality. Differences by sex, urban-rural residence, region, and economic status were minor.

Table 10.5 Importance of caning pupils to maintain discipline

Percent distribution of parent/guardians by perceived effect of caning pupils to maintain discipline on school quality, according to background characteristics, NDES 2004

Background characteristic	Effect of caning pupils on school quality				Total	Number of parent/guardians
	Better	No effect	Worse	Don't know/missing		
<b>Sex</b>						
Male	90.3	6.6	1.5	1.6	100.0	2,352
Female	95.1	2.9	1.5	0.5	100.0	1,642
<b>Residence</b>						
Urban	93.1	4.5	1.6	0.9	100.0	1,337
Rural	91.9	5.4	1.4	1.3	100.0	2,657
<b>Region</b>						
North Central	93.7	5.5	0.2	0.5	100.0	630
North East	91.1	5.3	0.4	3.2	100.0	717
North West	88.6	8.3	1.8	1.3	100.0	1,114
South East	96.2	1.5	2.2	0.0	100.0	317
South South	93.0	3.3	3.2	0.6	100.0	707
South West	96.8	2.1	1.2	0.0	100.0	510
<b>Economic status quintile</b>						
Lowest	92.5	4.0	1.2	2.4	100.0	839
Second	92.6	5.1	0.9	1.4	100.0	820
Middle	90.5	6.4	2.2	0.9	100.0	800
Fourth	92.6	6.1	0.8	0.5	100.0	772
Highest	93.3	4.0	2.4	0.4	100.0	763
Total	92.3	5.1	1.5	1.1	100.0	3,994

Parent/guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with head teacher performance and with teacher performance (see Table 10.6). In general, the vast majority of pupils attend schools that their parent/guardians perceive have no problems with head teacher performance (86 percent) or with teacher performance (80 percent). Only 9 percent of pupils attend schools with perceived problems (big and small) with head teacher performance, and 16 percent attend schools with perceived problems with teacher performance. Pupils in government schools are more likely than those in private schools to attend schools their parent/guardians consider to have problems with head teacher or teacher performance.

There are also variations in parent/guardian perceptions of head teacher performance and of teacher performance by residence, region and economic status. Pupils in rural areas are more likely than those in urban areas to attend schools with perceived problems with head teacher or teacher performance. Pupils in the South East are least likely to attend schools with perceived problems with either head teacher (1 percent) or teacher (4 percent) performance.

The more economically advantaged the household, the less likely a pupil is to attend a school with problems with either head teacher or teacher performance. Eighteen percent of the pupils in the lowest quintile attend schools their parent/guardians consider to have head teacher performance problems, compared with just 5 percent in the highest two quintiles. The same pattern holds for problems with teacher performance, with 26 percent of the pupils in the lowest quintile and 11 percent of those in the highest quintile attending schools with perceived problems with teacher performance.

Table 10.6 Perceived problems with primary school head teacher and teacher performance

Percent distribution of public and non-public school pupils by parent/guardians' perceptions of problems with performance of primary school head teacher and performance of teacher, according to background characteristics, NDES 2004

Background characteristic	Head teacher performance					Teacher performance					Number of pupils
	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	
<b>Residence</b>											
Urban	2.3	1.9	92.4	3.4	100.0	3.4	7.4	86.0	3.2	100.0	1,752
Rural	4.6	7.5	82.9	5.0	100.0	6.7	11.6	76.8	4.9	100.0	3,139
<b>Region</b>											
North Central	1.4	10.7	85.2	2.6	100.0	1.6	12.5	82.4	3.5	100.0	964
North East	4.6	3.6	86.4	5.4	100.0	7.9	9.0	78.0	5.1	100.0	795
North West	7.4	4.1	85.2	3.3	100.0	8.3	12.0	77.0	2.7	100.0	1,230
South East	0.5	0.9	96.1	2.5	100.0	0.9	2.7	94.3	2.1	100.0	449
South South	3.7	7.8	79.2	9.3	100.0	8.2	11.9	71.1	8.8	100.0	909
South West	1.2	2.2	94.2	2.4	100.0	1.7	6.4	89.6	2.3	100.0	544
<b>School type</b>											
Government	4.4	5.7	85.7	4.2	100.0	6.4	10.8	78.7	4.1	100.0	3,923
Private non-religious	0.7	3.4	93.9	2.0	100.0	0.4	6.7	90.8	2.0	100.0	619
Private religious	1.3	3.9	92.1	2.7	100.0	3.2	6.7	89.3	0.8	100.0	264
<b>Economic status quintile</b>											
Lowest	5.5	12.2	77.4	4.9	100.0	8.7	16.9	70.5	3.9	100.0	828
Second	5.8	5.4	83.1	5.7	100.0	7.3	10.6	75.8	6.2	100.0	965
Middle	4.3	4.4	85.5	5.8	100.0	6.0	8.4	80.2	5.4	100.0	1,040
Fourth	1.8	3.2	92.2	2.8	100.0	3.4	8.1	85.2	3.3	100.0	1,120
Highest	1.7	3.7	91.3	3.3	100.0	2.6	7.9	86.8	2.6	100.0	938
Total	3.8	5.5	86.3	4.5	100.0	5.5	10.1	80.1	4.3	100.0	4,891

## 10.4 Curriculum

Parent/guardian respondents were asked whether they agreed or disagreed that primary schools should teach more practical skills, such as carpentry or sewing (see Table 10.7). Most parent/guardians (79 percent) agreed that schools should teach more practical skills than they do at present. There were notable differences by sex, urban-rural residence, region, and economic status. Male parent/guardians were more likely than female respondents to favour teaching more practical subjects (84 percent versus 72 percent), and respondents in rural areas were more likely than those in urban areas to favour teaching more practical subjects (82 percent versus 75 percent). Parent/guardians in the South East were least likely to support primary schools teaching more practical skills (49 percent), while those in the North East and North West were most likely to support practical skills (95 percent and 94 percent, respectively). The more advantaged the household, the less likely the parent/guardian was to favour more practical skills, with 85 percent of those in the lowest quintile and 67 percent of those in the highest quintile agreeing with the statement.

**Table 10.7 Importance of learning practical skills in primary school**

Percent distribution of parent/guardians by whether they agree or disagree that primary schools should teach more practical skills, according to background characteristics, NDES 2004

Background characteristic	Primary schools should teach more practical skills			Total	Number of parent/guardians
	Agree	Disagree	Don't know/missing		
<b>Sex</b>					
Male	84.0	13.1	2.9	100.0	2,352
Female	72.4	24.4	3.2	100.0	1,642
<b>Residence</b>					
Urban	74.8	22.5	2.7	100.0	1,337
Rural	81.5	15.3	3.1	100.0	2,657
<b>Region</b>					
North Central	70.2	28.0	1.8	100.0	630
North East	94.5	3.7	1.8	100.0	717
North West	93.9	4.4	1.7	100.0	1,114
South East	48.7	49.9	1.3	100.0	317
South South	61.3	29.6	9.0	100.0	707
South West	81.0	17.5	1.5	100.0	510
<b>Economic status quintile</b>					
Lowest	84.7	11.5	3.8	100.0	839
Second	83.6	12.3	4.1	100.0	820
Middle	83.8	14.9	1.3	100.0	800
Fourth	76.3	21.7	2.0	100.0	772
Highest	66.9	29.4	3.7	100.0	763
Total	79.3	17.7	3.0	100.0	3,994

## 10.5 Parental Involvement

Parent/guardian respondents were asked whether having parents actively involved in a primary school improved school quality, had no effect, or made a school worse. Ninety-two percent of parent/guardians agreed that parental involvement made a school better, while 5 percent said it had no effect, and 1 percent said it worsened school quality (see Table 10.8).

Parent/guardians in the South West, North West, and South East (99 percent, 97 percent, and 97 percent, respectively) were most likely to say that parental involvement improved school quality, while those in the South South (83 percent) were least likely to say so. However, in no region did more than 3 percent of parent/guardians think parental involvement worsens school quality.

**Table 10.8 Importance of parents being actively involved in school**

Percent distribution of parent/guardians by perceived effect of parents' active involvement in their children's school on school quality, according to background characteristics, NDES 2004

Background characteristic	Effect of parental involvement on school quality				Total	Number of parent/guardians
	Better	No effect	Worse	Don't know/missing		
<b>Sex</b>						
Male	92.4	5.1	1.0	1.5	100.0	2,352
Female	92.3	5.0	0.7	2.0	100.0	1,642
<b>Residence</b>						
Urban	94.7	3.5	1.1	0.6	100.0	1,337
Rural	91.2	5.8	0.7	2.2	100.0	2,657
<b>Region</b>						
North Central	89.3	8.1	1.2	1.4	100.0	630
North East	89.4	8.1	0.7	1.8	100.0	717
North West	97.4	1.7	0.1	0.8	100.0	1,114
South East	97.4	1.4	0.9	0.4	100.0	317
South South	83.2	9.3	2.6	4.9	100.0	707
South West	98.9	0.8	0.0	0.2	100.0	510
<b>Economic status quintile</b>						
Highest	89.2	7.5	0.4	2.9	100.0	839
Second	92.9	5.2	0.9	0.9	100.0	820
Middle	95.6	2.5	0.3	1.6	100.0	800
Fourth	91.0	5.8	1.2	2.0	100.0	772
Highest	93.3	4.1	1.6	0.9	100.0	763
Total	92.4	5.1	0.9	1.7	100.0	3,994