

**THE RELATIONSHIP BETWEEN  
MANAGEMENT OF THE U.S.E. PROGRAM AND  
ESTABLISHMENT OF  
PRIVATE SECONDARY SCHOOLS  
IN IBANDA MUNICIPALITY**

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**ABSTRACT**

The study assessed the relationship between management of the USE program and establishment of private secondary schools. The study employed across sectional design by which data was collected basing on what is going on at the particular point of time. The study population included MEO, parents, inspectors, head teachers and teachers. A sample size of 344 respondents participated in the study, quantitative data was analyzed using descriptive statistics formulae provided by the statistical packages for social science SPSS v.16. Also the independent variable was correlated with dependent variable using Pearson correlation. The statistical package for social scientists (SPSS 22.0) were used in the analysing of data.

The study found out that there is a high positive significant relationship between management of the USE program and establishment of private secondary schools in Ibanda Municipality at  $P=0.002$  at level of significance 0.01,  $r = 0.878$ . It was further concluded that there is a high positive significant

relationship between management of the USE program and establishment of private secondary schools in Ibanda Municipality. Management of the use program is responsible for the establishment of private secondary schools in Ibanda Municipality. It was recommended that the government should conduct effective supervision of universal secondary schools to improve the effectiveness of USE program. The government should set the limit of fees for students in private schools to enable all parents who have children in private schools afford the fees.

**Keywords:** *Management, USE program, establishment, private secondary schools*

## **Background**

The key concepts within this study are Universal Secondary Education Management and private school establishment. According to the Education Act (2008) Universal Secondary Education means the state funded universal secondary education programme which was introduced in 2007 to provide obstacle free post primary education by allowing eligible students to attend government USE secondary school without paying school fees and Parent Teacher Association (PTA) fee.

The programme is implemented through Government subsidies to USE public secondary school in the form of teacher salary, capitation grant and infrastructure subsidy. At the same time, it is implemented through a Public Private Partnership where an owner of private secondary school can have partnership with government and allow eligible students to study in lower secondary education with state funding (Epstein *et al*, 2018). The introduction of this program therefore divided the secondary schools in Uganda

into purely private schools, private schools under the Public-Private Partnership and the Government USE schools.

Establishment of private schools refers to the rate at which private schools have been established after the introduction of the USE programme. This is indicated by the number of schools that have been established, number of students enrolled, number of teachers recruited, characteristics of the founders and sustainability of the schools in terms of persistence. Therefore, the study is interested in the trends after the introduction of USE

Since the liberalization of the education sector in 1993 to allow for private actors to supplement government efforts to provide education, the Ugandan government has actively supported the establishment of private schools.

The government launched the USE programme to provide obstacle free secondary education by waiving the payment of school fees in USE schools. This increased access to secondary education by increasing net enrolment and the transition rate to S1 but studies show that in areas where there was high USE program intensity, the number of the private schools rose rapidly and many students were transferring from USE schools where education was cheap to private schools with apparently higher fess bills. For example, by 2013, 66% of schools at secondary level were private and the private secondary school enrolment as a percentage of total enrolment was 51.0% (Epstein *et al*, 2018).

In the National Development Plan, the government aims at private sector led growth while The National Public-Private Partnership framework provides that public and private actors should work together to improve education service delivery. However, this partnership should not be putting USE schools at a competitive disadvantage against the private schools.

In Ibanda Municipality, many private schools have sprung up since the launching of the USE program in 2007. The District Education reports (2018) shows that from the start of the USE program, 9 private schools have been established in Ibanda Municipality. These schools charge higher fees than the USE schools but they have been drawing most of their students from the USE schools. This has not only reduced numbers in USE schools but also exposed the parents to higher costs of education.

A review of past literature by Afuberoh & Okoye (2014) shows that there is strong evidence that teaching is better in private schools than in state owned schools and the perceived better quality in private schools is a key factor in parents' choice of private schools. However, there is low evidence to show that parents are switching to private education because they are getting economically better.

Where children of poorer households do attend private schools, research indicates that welfare sacrifices are made and continued attendance is difficult to sustain. This has necessitated this study to examine the relationship between the USE program and the trend in establishment of private secondary schools in Ibanda Municipality, Ibanda District. Therefore, the study is intended to relate universal secondary school management and the establishment of private schools in Ibanda Municipality.

## **Purpose of the Study**

The purpose of the study was to examine the relationship between management of the USE program and establishment of private secondary schools in Ibanda Municipality.

## **Theoretical Review**

The study was based on Milton Friedman's Theory of School Choice (Friedman, 1955). This theory was first introduced by Friedman in the United States to explain the relationship between state liberalization of education, competition between private and public schools and parents' choice of schools for their children. The model includes liberalizing education so that private schools run side by side the private schools. As more schools enter the market, competition increases resulting in more educational options from which parents can choose. Competition for learners would lead to overall quality in education as parents select the schools that met their quality preference.

This theory has implications for this study because it explains parental preference for private schools despite the subsidized education under the USE schools. Parents assume that payment for education goes hand in hand with quality and here there is the so called free education there is no effort to provide good quality. Parents therefore take their bright children to the private schools, leaving the weak ones in public schools. This compromises quality in the USE schools, leading to more learners being diverted to the private schools where quality is seen as being better.

## **Literature Review**

Empirical studies' literature shows that even under the USE management, the remaining private costs of education are still impediments for enrolment and equality in the quality of education (Akaguri, 2014). The USE management normally subsidizes tuition fees only, leaving other direct and indirect costs to be borne by parents and families. Thus, the equality and equity of education remain as a concern under the USE management. The empirical evidence also challenges the adequacy of the cost intervention. Some studies argue that

the unit costs of schooling at a given quality for marginalized populations can be quite different from those for non-marginalized groups (Milner & Tenore, 2010). Established private schools in Ibanda municipality, Ibanda district should charge less fees for marginalized students.

A study carried out in Kenya, revealed that official fee-abolition did not affect the enrolment of the nomadic population because it was simply served by spontaneous ‘bush’ schools, and largely funded through contributions in kind (Milner & Tenore, 2010). A more recent study also finds that public policies that promote the expansion of primary education tend not to benefit the poor (Cantillon, 2011). These empirical studies indicate the importance of considering the adequate costs of schooling for different groups to maintain vertical and horizontal equity. The case of Uganda provides us with a unique opportunity to examine the effect of USE.

Lubienski & Lubienski (2013), study shows private schools students’ school life satisfaction is higher than students in public schools. This finding indicates a correlation between the satisfaction index and types of schools. The amount of investment per student by private schools is higher than public schools. World Bank’s study (2012) shows that expenditure per student is \$516 in public secondary schools and \$1,524 in private secondary schools, \$876 in public high schools and \$1,587 in private high schools.

Due to the advantages of private schools overall performance of students is higher compared to students in public schools. In terms of academic and social performance private schools in Turkey are generally among the highest-ranking institutions. Private school students perform better in nationwide exams. Science Olympics and international competitions and exams (Dag, 2015). Among 1 million exam

takers in 2009 exam first ten students with highest scores were from private schools.

Private schools also rank high in terms of school averages. 100 highest- ranking schools are private (Dag, 2015). Performance of private schools is higher than private and public schools in OECD countries. Private schools are also prominent in sports competitions. In recent years private schools have been winners of Turkish championships and represent Turkey in international sports events (Dag, 2015).

Findings showed higher job satisfaction among private primary school teachers. The mean of total scores of the private primary school and public school teachers is respectively 156,82 and 128,05. Depending on these findings it may be inferred that private school teachers also perform better in terms of productivity. Private schools also have the liberty to hire teachers conforming to their own standards, which is not the case for public schools.

Students of private schools are generally of higher socioeconomic standards. The above study indicates that private schools rank high in terms of school averages, however the current study suggests that in USE management, there is instruction management, promotion policy, control over teachers, disciplining of teachers and teacher recruitment practices.

### **Methodology**

The study employed cross-sectional design. The study employed quantitative and qualitative approaches in collecting data from field. The study population included MEO, parents, inspectors, head teachers and teachers. A sample size of 344 respondents which was determined using Krejcie and Morgan (1970) formula.

This study employed questionnaire and interview methods on collecting data from field. Data was analyzed using descriptive statistics formulae provided by the statistical packages for social science SPSS v.22. The analyzed results were tabulated appropriately using graphs, charts, and frequency distribution and sample percentages to illustrate the responses to the questionnaires. Also the independent variable was correlated with dependent variable using Pearson correlation.

### Results of Universal Secondary Education Management in Ibanda Municipality

*Table 1: Frequencies, Percentages and Means for Universal Secondary Education Management in Ibanda Municipality*

Responses	F/ %	1	2	3	4	5	Mean Score
My school does not charge school fees	F %	24 8.0	4 8.0	36 12.0	11 12 0.3	04 4.7	3.83
My school charges lower fees than in private schools	F %	14 4.7	15 5.0	24 8.0	810 67 254.24	67 5.7	
Students are enrolled centrally from the government selection process	F %	32 0.8	47 5.6	35 1.6	6 1 8.8	30 3.2	3.68



Teachers are posted by the government to the school	F %	14 0.8	30 0.0	20 1.0	142 7.2	4 1.2	3.91
	F %	46 0.8	32 0.6	42 0.8	134 7.2	50 1.2	208 3.91
My school recruits teachers privately	%	5.2	10.8		14.0	4.0	6.0
Teachers lesson attendance is regular	F %	52 7.2	44 4.8	14.8	30 0.0	00 3.2	104 4.8 3.33
Teachers offer remedial lessons at this school	F %	20 0.7	20 0.7		80 0.7	80 0.6	108 34.30 6.0
Students are promoted on merit	F %	58 9.2	44 4.8		47 15.6	77 2.4	48.0 3.15
Head teachers determine who will be employed here	F %	97 3.3	32 14.7		47 15.7	80 9.3	54 2.76 8.0
Class sizes are average at this school	F %	20 0.7	20 0.7		168 5.3	80 0.0	00 4.25 3.3
The parents participate fully in school programs	F %	46 15.3	32 10.7		78 26.0	02 4.0	23.21 4.0
Teachers performance is	F %	32 7.7	10 15.7	47 15.7	65 21.7	68 8.7	100 3.48 3.3

closely monitored at this school						
Students are promoted on merit	F				1	8
		14	15	24	67	0
	%	4.7	5.0	8.0	5.7	6.7
						3.95

(Source: Field Data, June, 2019):

1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

As regards to whether My school does not charge school fees, 112 (37.3%) of the respondents agreed, 104 (34.7%) strongly agreed, 36 (12.0%) undecided, the mean = 3.83 was close to code four which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that government schools don't charge school fees. As regards to whether government school charges lower fees than in private schools, 167 (55.7%) strongly agreed, 80 (26.7%) agreed, 24 (8.0%) undecided. The mean = 4.24 was close to code four which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that government school charges lower fees than in private schools hence parents go to private schools where they charge higher fees but with good performance.

This has facilitated the establishment of private schools in Ibanda Municipality. With respect to whether students are enrolled centrally from the government selection process, 130 (43.2%) of the respondents strongly agreed, 56 (18.8%) agreed, 47 (15.6%) disagreed.

The mean = 3.68 was close to code four which on 5likert scale used to measure items corresponding agree, therefore the study suggests that Students are enrolled centrally from

the government selection process. With respect to whether teachers are posted by the government to the school, 142 (47.2%) of the respondents agreed, 94 (31.2%) strongly agreed, 30 (10.0%) disagreed.

The mean = 3.91 was close to code four which on 5likert scale used to measure items corresponding agree, therefore the study suggests that teachers are posted by the government to the school, however these teachers do not report but in private schools teachers are always there in big number because of the good pay hence the establishment of more private schools in Ibanda municipality.

As regards to whether school recruits teachers privately, 102 (34.0%) agreed, 78 (26.0%) strongly agreed, 46 (15.2%) strongly disagreed. The mean = 3.45 was close to code three which on 5-likert scale used to measure items corresponding undecided, therefore the study suggests that school recruits teachers privately. As regards to whether teachers lesson attendance is regular, 100 (33.2%) agreed, 74 (24.8%) strongly agreed, 52 (17.2%) strongly disagreed.

The mean = 3.33 was close to code three which on 5likert scale used to measure items corresponding agree, therefore the study suggests that teachers lesson attendance is not regular. As regards to whether teachers offer remedial lessons at this school, 180 (60.0%) agreed, 108 (36.0%) strongly agreed, 8 (2.7%) undecided.

The mean = 4.30 was close to code four which on 5likert scale used to measure items corresponding agree, therefore the study suggests that teachers offer remedial lessons at this school. This has facilitated the establishment of private schools because these remedial lessons motivate teachers to work hard hence improvement in academic performance which makes parents to prefer private schools than government schools.

On item about whether students are promoted on merit, 97 (32.4%) of the respondents agreed, 58 (19.2%) strongly disagreed, 54 (18.0%) strongly agreed. The mean = 3.15 was close to code three which on 5-likert scale used to measure items corresponding undecided, therefore the study suggests that students are rarely promoted on merit.

Whether Head teachers determine who will be employed here, 97 (32.3%) strongly disagree, 58 (19.3%) agreed, 54 (18.0%) strongly agreed. The mean = 2.76 was close to code three which on 5-likert scale used to measure items corresponding undecided, therefore the study suggests that Head teachers rarely determine who will be employed in schools hence establishment of private schools.

Class sizes are average at this school, 180 (60%) of the respondents agreed, 100 (33.3%) strongly agreed, 16 (5.3%) undecided. The mean = 4.25 was close to code four which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that class sizes are average at this school. Whether the parents participate fully in school programs, 102 (34.0%) agreed, 78 (26.0%) undecided, 46 (15.3%) strongly disagreed. The mean = 3.21 was close to code three which on 5-likert scale used to measure items corresponding undecided, therefore the study suggests the parents rarely participate fully in school programs hence the establishment of more private schools than government schools.

As regards to whether teachers performance is closely monitored at this school, 100 (33.3%) strongly agreed, 65 (21.7%) undecided, 47 (15.7%) disagreed. The mean = 3.48 was close to code three which on 5-likert scale used to measure items corresponding undecided, therefore the study suggests the teachers performance is rarely closely monitored at this school. As regards to whether students are

promoted on merit, 167 (55.7%) of the respondents agreed, 80 (26.7%) strongly agreed, 24 (8.0%) undecided.

The mean = 3.95 was close to code four which on 5likert scale used to measure items corresponding undecided, therefore the study suggests students are promoted on merit which leads to better academic performance hence the establishment and development of more private in Ibanda Municipality.

The above study findings imply that government does not allow head teachers to charge more school fees in government schools, teachers are recruited on merit unlike private schools however there are inadequate teachers on government payroll even those who are on pay roll don't have enough time for the school in order to cater for the low achievers. This has contributed to the establishment of private schools Ibanda Municipality Ibanda District.

### **Establishment of Private Secondary Schools**

Findings presented in table 4.3 above indicates the teachers' responses regarding to Universal Secondary Education management in Ibanda Municipality. That is with respect to whether teachers are recruited on merit, 111 (37.0%) agreed, 104 (34.7%) strongly agreed, 37 (12.3%) undecided. The mean = 3.82 was close to code four which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that Teachers are recruited on merit. With regard to whether students are recruited according to performance, 111 (37.0%) were undecided, 104 (34.7%) strongly agreed, 50 (16.7%) agreed.

The mean = 3.69 was close to code four which on 5likert scale used to measure items corresponding agree, therefore the study suggests that students are recruited according to

performance. As regards to whether teachers' attendance is regular, 130 (43.3%) strongly agreed, 57 (19.0%) agreed, 46 (15.3%) disagreed. The mean = 3.69 was close to code four which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that teachers' attendance is regular.

**Table 2: Frequencies, Percentages and Means for Universal Secondary Education management in Ibanda Municipality**

Responses	F/%	1	2	3	4	5	Mean Score
Teachers are recruited on merit	F %	24 8.0	24 8.0	37 2.3	111 1 37.0	104 4.7	3.82
Students are recruited according to performance	F %	15 5.0	20 6.7	11 0.0	50 16.7	104 4.7	3.69
Teachers' attendance is regular	F %	32 10.7	46 15.3	5 1.7	7 19.0	30 43.3	3.69
Student attendance is regular	F %	14 4.7	30 10.0	0 0.0	42 47.3	84 28.0	3.84
Teachers provide remedial teaching	F %	46 15.3	32 10.7	2 4.0	102 34.0	78 26.0	3.45
Student assessment is regular	F %	52 17.3	44 14.7	0 0.0	100 33.3	74 24.7	3.33
Academic performance is good	F %	2 0.7	2 0.7	8 0.7	180 60.0	108 36.0	4.30

Parents prefer taking children to private schools	F	57	47	5	97	54	3.15
	%	19.0	15.7	5.0	32.3	18.0	

Parents can afford school dues at this school  
 45 47 7 97 54\_\_\_\_\_ % 15.0 15.7  
 9.0 32.3 18.0 3.23

(Source: Field Data, June, 2019)

1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree,5=Strongly Agree

With respect to whether student attendance is regular, 142 (47.3%) agreed, 84 (28.0%) strongly agreed, 30 (10.0%) undecided. The mean = 3.84 was close to code four which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that student attendance is regular. With respect to whether teachers provide remedial teaching, 102 (34.0%) agreed, 78 (26.0%) strongly agreed, 46 (15.3%) strongly disagreed. The mean = 3.45 was close to code four which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that teachers provide remedial teaching.

With regards to whether student assessment is regular, 100 (33.3%) agreed, 74 (24.7%) strongly agreed, 52 (17.3%) strongly disagreed. The mean = 3.33 was close to code three which on 5-likert scale used to measure items corresponding agree, therefore the study suggests that student assessment is not regular. On item about academic performance is good, 180 (60.0%) agreed, 108 (36.0%) strongly agreed, 8 (2.7%) undecided.

The mean = 4.30 was close to code four which on 5likert scale used to measure items corresponding agree, therefore the study suggests that academic performance is good . With respect to whether parents prefer taking children to private

schools, 97 (32.3%) agreed, 57 (19.0%) strongly disagreed, 54 (18.0%) strongly agreed.

The mean = 3.15 was close to code three which on 5likert scale used to measure items corresponding undecided, therefore the study suggests that parents prefer rarely taking children to private schools.

As regards to whether parents can afford school dues at this school, 97 (32.3%) agreed, 57 (19.0%) undecided, 54 (18.0%) strongly agreed. The mean = 3.23 was close to code three which on 5-likert scale used to measure items corresponding undecided, therefore the study suggests that not all parents afford school dues at school.

The above study findings imply that there is high rate of establishment of private schools because of high academic performance in private schools, strict supervision, proper students and teacher welfare which make them to have morale and zeal to perform according to the required expectations of the their bosses unlike in government schools where there is poor academic performance due to poor quality of students enrolled in senior one, policy of automatic promotion, parents' failure to pay PTA funds on time.

### ***The relationship between Management of the USE program and Establishment of Private Secondary Schools in Ibanda Municipality***

Table 3 below indicates that there is a high positive significant relationship between management of the USE program and establishment of private secondary schools in Ibanda Municipality at  $P=0.002$  at level of significance 0.01,  $r = 0.878$ . Therefore based on statistical tests, the study rejects the null hypothesis which stated that “there is no statistically significant relationship between management of



the use program and the establishment of private secondary schools in Ibanda Municipality”.

The above study findings imply that there is poor universal secondary school education management which has increased the establishment of private of schools in Ibanda Municipality, Ibanda District. Therefore the poor management of USE program is directly responsible for the establishment of private schools in Ibanda Municipality.

**Table 3: Correlation between management of the USE program and establishment of private secondary schools in Ibanda Municipality**

		Management of the USE	Establishment of private secondary schools
Management of the USE	Pearson Correlation	1	0.878**
	Sig. (2tailed)		0.002
	N	300	300
Establishment of private secondary schools	Pearson Correlation	0.878**	1
	Sig. (2tailed)	0.002	
	N	300	300

\*\* . Correlation is significant at the 0.01 level (2-tailed). (Source: Field Data, June, 2019)

## **Discussion**

The study found out that there is a high positive significant relationship between management of the USE program and establishment of private secondary schools in Ibanda Municipality at  $P=0.002$  at level of significance 0.01,  $r = 0.878$ . The study rejects the null hypothesis which stated that “there is no statistically significant relationship between management of the use program and the establishment of private secondary schools in Ibanda Municipality”.

The above study findings are in agreement with Akaguri (2014) that even under the USE management, the remaining private costs of education are still impediments for enrolment and equality in the quality of education. The USE management normally subsidizes tuition fees only, leaving other direct and indirect costs to be borne by parents and families. Thus, the equality and equity of education remain as a concern under the USE management. The empirical evidence also challenges the adequacy of the cost intervention. Some studies argue that the unit costs of schooling at a given quality for marginalized populations can be quite different from those for non-marginalized groups (Milner & Tenore, 2010).

The above study findings are in disagreement with Milner & Tenore (2010), who carried out a study in Kenya, and revealed that official fee-abolition did not affect the enrolment of the nomadic population because it was simply served by spontaneous ‘bush’ schools, largely funded through contributions in kind. A more recent study also finds that public policies that promote the expansion of primary education tend not to benefit the poor.

The findings are also in agreement with Lubienski & Lubienski (2013) that private schools students’ school life satisfaction is higher than students’ in public schools. This

finding indicates a correlation between the satisfaction index and types of schools. The amount of investment per student by private schools is higher than public schools. Similarly World Bank's study (2012) shows that expenditure per student is \$516 in public secondary schools and \$1,524 in private secondary schools, \$876 in public high schools and \$1,587 in private high schools. Due to the advantages of private schools overall performance of students is higher compared to students in public schools. In terms of academic and social performance private schools in Turkey are generally among the highest-ranking institutions.

The study findings are in agreement with Dag (2015) that private schools also rank high in terms of school averages. 100 highest-ranking schools are private. Performance of private schools is higher than public schools in OECD countries. Private schools are also prominent in sports competitions. Private schools also have the liberty to hire teachers conforming to their own standards, which is not the case for public schools. Students of private schools are generally of higher socioeconomic standards.

### **Conclusions**

It was concluded that there is a high positive significant relationship between management of the USE program and establishment of private secondary schools in Ibanda Municipality. Management of the use program is responsible for the establishment of private secondary schools in Ibanda Municipality.

### **Recommendations**

The government should conduct effective supervision of universal secondary schools to improve the effectiveness of USE program.

The government should allow the school administrators to charge reasonable amount of money which will cater for the welfare for both teachers and students.

The government should also increase on the capitalization grant given to the school and should also improve on the teacher.

Teachers who do not perform their duties according to ministries' expectation should be laid off and at least the new ones should recruited.

The government should also restrict its teachers from part timing. They should be made compulsory to be at the station for five days in order cater for the interests of the weak learners.

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