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## Study on satisfaction level of parents' of children of franchisee and non-franchisee schools

**Sweta Kumari and Shilpa Rathore**

### Abstract

A research was carried out during the year 2021 in Jodhpur city of Rajasthan for studying parental satisfaction to find out satisfaction of parents of children of franchisee and non-franchisee schools and further, comparison of satisfaction of parents of children of franchisee and non-franchisee schools. For study, sample and its selection was based on two categories of schools *i.e.* (i) Franchisee (ii) Non Franchisee. From each category, Four (4) schools were selected. Further, from each selected school 15 parents were selected for interview. Thus 60 parents were selected from both the categories. The researcher selected interview method as the most appropriate and practical technique for collecting the required data. For reaching to conclusion of parental satisfaction, five parameters were observed *viz.*, location, infrastructure, teachers and teaching methods, and parental involvement. The scoring system was decided on five points *viz.* highly satisfied (5), satisfied (4), neither satisfied nor dissatisfied (3), somewhat dissatisfied (2), dissatisfied (1). Item analysis of the scale with 54 items was administered on a randomly selected 120 parents having children age 3-6 years. In order to answer the research questions mentioned under hypothesis and to achieve the objectives of the study, investigator undertook appropriate statistical analysis like simple comparisons were made on the basis of frequency and percentage and Mean per cent score (MPS) was calculated by multiplying total obtained score of the respondents by 100 and divided by the maximum obtainable score under each practice. Overall satisfaction of the parents of franchise and non-franchise schools reveals that there were 97.50 percent of parents exhibited their satisfaction levels in highly satisfied and satisfied category and only 02.50 percent under neither satisfied nor dis-satisfied levels of their satisfaction.

**Keywords:** Parents, franchisee, non-franchisee school, infrastructure, teachers and teaching method

### Introduction

The field of early education has considerably expanded over last two decades as reflected in shifting usage of the term from Early Childhood Education (ECE), Early Childhood Development (ECD) to Early Childhood Care and Education (ECCE). The first six years of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. Preschool education in its wider sense implies not only early acquisition of knowledge but also the development of abilities, skill and qualities of character. It is now globally acknowledged that the first six years are most crucial in human development.

James Heckman, (2017) <sup>[1]</sup> a Nobel Memorial prize winner, discussed that high quality early education enhances high school graduation rates and leads to positive outcomes in employment, crime and health. He also mentioned that the return on investment for pre-school education is greater than what was previously thought. He stressed that investing in birth to five years early childhood education is a cost effective method, alleviating the negative effects of poverty on childhood development and adult opportunity.

### Franchise Concept

Franchise is actually a loanword from the French language and it translates to freedom, privilege, and exemption (Barringer, *et al.* 2010) <sup>[2]</sup>. Franchise, spelled as in French, is also a word in English, Finnish, Hungarian and German and has similar spelling styles in other world languages (sanakirja.org). A franchise is a joint venture between a franchisor and a franchisee.

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The franchisor is the original business. It sells the right to use its name and idea. The franchisee buys this right to sell the franchisor's goods or services under an existing business model and trademark.

The significance of relationship between the teachers of pre-school, kindergarten children and their parents is well established. But sometimes teachers also feel issues like perception of parents as a source of interference in teaching process or other school matters. With regards to school offering very few opportunities to engage with parents, excessive workload of school (like huge syllabus, too much classes and other administrative duties), fear of losing job due to complaints/issue raised by parents, low salary are the hardships faced by a teacher. Corinne Meier & Eleanor Lemmer (2019)<sup>[3]</sup> made a case study of parent satisfaction with the quality of schooling and inferred that in marketised school systems schools are financed by taxes and school fees, which effectively turns parents and children into consumers of education.

### Materials and Methods

The worth and validity of all research findings depends heavily on the manner in which the data was collected and analysed. The design and conduct of the study was developed according to the central purpose and nature of the specific objectives as outlined in the earlier chapter. This section deals with the approach that was followed to achieve the objectives of the present study entitled "A study of challenges faced by teachers and parental satisfaction of franchisee and non-franchisee schools". The research was carried out during the year 2021 in Jodhpur city of Rajasthan. Research design was framed to find out challenges faced by teachers and satisfaction of parents of children of franchisee and non-franchisee schools and further, comparison of challenges faced by teachers and the satisfaction of parents of children of franchisee and non-franchisee schools. Two categories of schools were selected *i.e.* (i) Franchisee (ii) Non Franchisee. From each category, Four (4) schools were selected. Further, from each selected school 15 teachers and 15 parents were selected for interview. Thus 60 teachers and 60 parents were selected from both the categories. For studying parental satisfaction, standardised tool of parental satisfaction towards parental education was used as prepared by Dr. Gayatri Tiwari, Ms. Sneha Jain & Usha Devi.

### Research methodology

The Jodhpur district is located in the State of Rajasthan in western part of India. The district is bounded on the north by Bikaner District, on the northeast by Nagaur District, on the southeast and south by Pali District, on the southwest by Barmer District, and on the west and northwest by Jaisalmer District. Two categories of schools will be selected *i.e.* (i) Franchisee (ii) Non-franchisee. From each category, Four (4) schools will be selected. From each selected school 15 teachers and 15 parents will be selected for interview.

The final standardized interview schedule based on experts' opinion was used to ask the queries and their responses were recorded accordingly by the researcher himself on the spot in the field situations. The interview method of data collection was preferred over other methods of data collection because of several added advantages. The interview technique

provides a situation where face to face opportunities are available to explain the purpose and significance of the study and to clarify points, remove doubts and uncertainties and; motivate respondents to answer questions carefully and truthfully. The data were collected thoroughly from each selected school in which 15 teachers and 15 parents were selected for interview. The data collected were classified, tabulated and inferences were drawn after subjecting the data to appropriate statistical analysis.

### Development of the scale

The following steps were taken for the development of the scale of parental satisfaction regarding pre-school education:

1. Survey of the literature to find out the previous studies and tests/scales/ questionnaires developed.
2. Appointment of the panel of experts.
3. Opinion of the experts' panel and consensus on the dimensions of the scale to developed.
4. Writing up the items/ statements as first draft of the scale.
5. Submission of the first draft items to the expert's panel for approval/ selection/ rejection/ improving items.
6. Second drafts administration on a sample for the purpose of standardization and norms preparation.

### Standardization of the scale

The final form of the scale parental satisfaction regarding pre-school education was administered on a randomly selected sample of 120 parents, out of the list supplied by pre-schools.

### Scoring system

The scoring system was decided on five points *viz.* highly satisfied, satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, dissatisfied.

### Item analysis

Item analysis of the scale with 54 items was administered on a randomly selected 120 parents having children age 3-6 years.

### Rank

Ranks were accorded in the descending order according to the mean per cent score obtained. This was used to find out the knowledge, adoption and constraints severity in order of priority.

### Results and Discussion

#### Satisfaction level of the parents of beneficiaries nursery schools

The data (Table 1.0) depicted on the satisfaction level of the parents of beneficiaries nursery schools with reference to various heads shows that most priority among the franchise school were goes to "Teaching methods" (MPS 90.13), followed by "Infrastructure" (MPS 88.98), and "location" (MPS 88.67). Whereas, in non-franchisee school, the trend illustrated that "Teaching methods" scored MPS 90.13, followed by "Infrastructure" (MPS 88.98), and "Parental involvement" (MPS 87.53). Out of total respondent heads for parental satisfaction, in both the type of schools "Teaching methods" (MPS 90.05) scored first ranking followed by "Infrastructure" (MPS 89.34), "Parental involvement" (MPS 87.53). The findings are in conformity with the findings of Norton, (1988b)<sup>[4]</sup>.

**Table 1:** Satisfaction level of the parents based on different heads

Particulars/heads	Franchisee Schools		Non franchisee Schools		Total	
	MPS	Rank	MPS	Rank	MPS	Rank
a) Location	88.67	III	85.67	IV	87.17	IV
b) Infrastructure	88.98	II	89.71	II	89.34	II
c) Teaching methods	90.13	I	89.97	I	90.05	I
d) Parental involvement	88.00	IV	87.07	III	87.53	III
e) Others	84.57	V	84.67	V	84.62	V
Over all	88.51		88.48		88.49	

### Location

The results of the study mentioned in the Table 2.0 concluded that the assessment of location of franchisee and non-franchisee school, all particulars, “Atmosphere of school with regard to pollution and traffic area” (88.33 MPS) remained on 1<sup>st</sup> rank and “Distance of nursery school from home” (83.00) registered 2<sup>nd</sup> rank and average of both the type of school

with regard to location resulted as “Atmosphere of school with regard to pollution and traffic area” (MPS 88.50), and “Distance of nursery school from home” (MPS 85.83). It seems that atmosphere of these school seems important over location. The findings are in conformity with the findings of Norton (1988b)<sup>[4]</sup>.

**Table 2:** Mean scores and their MPS according to location

Particulars	Franchisee Schools		Non franchisee Schools		Total	
	MPS	Rank	MPS	Rank	MPS	Rank
Distance of nursery school from home	88.67	I	83.00	II	85.83	II
Atmosphere of school with regard to pollution and traffic area	88.67	I	88.33	I	88.50	I
Over all	88.67		85.67		87.17	

### Infrastructure/Facilities

The data (Table 3.0) depicted that the assessment of location of franchisee school on the following heads registered the priority scale on “Cleanliness in school building” (93.00 MPS) as 1<sup>st</sup> rank and “Safety in outdoor area” (91.33 MPS) 2<sup>nd</sup> rank, and so on. Whereas, in non-franchisee schools these particulars were recorded in the priority ranking as “Availability of with respect to the number of child in the

classroom” (91.67 MPS) followed by “Cleanliness in school building” (91.33) and so on. Further, among the total MPS and ranking of both the types of school, the priority received as that “Cleanliness in school building” (MPS 92.17), and “Availability of with respect to the number of child in the classroom” (MPS 90.50), followed by “Safety in outdoor area” (MPS 90.67) and so on. The findings are in conformity with the findings of Norton (1988b)<sup>[4]</sup>.

**Table 3:** Mean scores and their MPS according to infrastructure/Facilities

Particulars	Franchisee Schools		Non franchisee Schools		Total	
	MPS	Rank	MPS	Rank	MPS	Rank
Number of classrooms in school	86.67	XI	88.33	VIII	87.50	XI
Size of classrooms in school	90.00	IV	90.67	IV	90.33	IV
Structure of school building	89.33	VI	90.00	VI	89.67	V
Outdoor area available in the nursery	86.67	XI	90.00	VI	88.33	X
Safety in outdoor area	91.33	II	90.00	VI	90.67	III
Number of toys available in nursery	89.67	V	87.00	X	88.33	X
Quality of toys available in nursery	90.00	IV	87.00	X	88.50	IX
Accessibility of toys to children in nursery	88.67	VIII	89.67	VII	89.17	VI
Play equipment available in outdoor area	85.00	XII	88.00	IX	86.50	XII
Safety regarding toys and play's equipment's	89.00	VII	86.67	XI	87.83	VIII
Size of toys and furniture for children in school	87.00	X	90.67	IV	88.83	VII
Safety regarding furniture for children	88.00	IX	90.33	V	89.17	VI
Amount and source of light in classroom	89.67	V	91.00	III	90.33	IV
Ventilation in classroom	90.33	III	90.33	V	90.33	IV
Cleanliness in school building	93.00	I	91.33	II	92.17	I
Availability of with respect to the number of child in the classroom	89.33	VI	91.67	I	90.50	II
Over all	88.98		89.71		89.34	

### Teaching methods

The data (Table 4.0) explained the assessment of teaching methods of franchisee school under various heads and resulted out in order of their MPS and rank as “Behaviour of nursery teachers towards children” (MPS 93.00), followed by “Academic qualification/training of nursery teachers” (MPS 92.33), “Commitment of work” (MPS 92.00), etc., and so on. Whereas, in non-franchisee school the order of merit concluded in priority as “Regular teaching of children” (MPS

92.67), “Teacher-children ratio in child's class” (MPS 92.00), further followed by “Commitment of work” (MPS 91.67), and so on. On total Satisfaction in both the types of schools of the parents towards teaching methods “Commitment of work” (MPS 91.83), “Academic qualification/training of nursery teachers” (MPS 91.67), “Behavior of nursery teachers towards children” (MPS 91.50) and “Planning of various activities in nursery” (MPS 91.50), etc., were found in order of their priority.

**Table 4:** Mean scores and their MPS according to teaching methods

Particulars	Franchisee Schools		Non franchisee Schools		Total	
	MPS	Rank	MPS	Rank	MPS	Rank
Academic qualification/training of nursery teachers	92.33	II	91.00	IV	91.67	II
Commitment of work	92.00	III	91.67	III	91.83	I
Teacher-children ratio in child's class	89.67	IX	92.00	II	90.83	IV
Regular teaching of children	89.00	XI	92.67	I	90.83	IV
Teaching of children how to read	90.67	VI	90.00	VI	90.33	V
Teaching of children how to write	91.33	IV	89.00	VIII	90.17	VI
Teaching of children mathematics	91.00	V	88.67	IX	89.83	VII
Behaviour of nursery teachers towards children	93.00	I	90.00	VI	91.50	III
Planning of various activities in nursery	90.33	VII	92.67	I	91.50	III
Daily time table in nursery	91.00	V	89.67	VII	90.33	V
Interest in child's need	90.00	VIII	91.67	III	90.83	IV
Activities perform by child in nursery	88.67	XII	90.00	VI	89.33	VIII
Involvement of children in class activities	88.33	XIII	89.67	VII	89.00	IX
Involvement of children in play activities	92.33	II	90.67	V	91.50	III
Progress of your child in taking care of self	88.00	XIV	90.67	V	89.33	VIII
Progress of your child in the development of moral and spiritual values	89.00	XI	88.67	IX	88.83	X
Teaching aids used in nursery	90.00	VIII	87.33	X	88.67	XI
Medium of communication and instruction in nursery	88.33	XIII	88.67	IX	88.50	XII
Co-curricular activities carried out in nursery as picnics, field- trips celebration of festivals etc.	88.33	XIII	89.00	VIII	88.67	XI
Sufficiency of teaching – learning material available in nursery school	89.33	X	87.00	XI	88.17	XIII
Interaction of teaching with parents	90.00	VIII	89.67	VII	89.83	X
Over all	90.13		89.97		90.05	

### Parental involvement

The results illustrated in Table 5.0 on the assessment of parental involvement of franchisee school in various activities of schools concluded based on the different heads and recorded their MPS and ranking as “PTA meeting” (MPS 89.67), “Meeting individual parents” (MPS 89.67) with same rank followed by “Parental communication and interaction in child's classroom” (MPS 87.33), “Meeting group of parents” (MPS 87.00) and “Your involvement in celebration of festivals in child's school” (MPS 86.33). Whereas, in non-franchisee school, the same particulars were observed differently in order of their assessment as “Meeting individual

parents” (MPS 90.33), “PTA meeting” (MPS 90.00), “Meeting group of parents” (MPS 89.67), “Your involvement in celebration of festivals in child's school” (MPS 86.00) and “Parental communication and interaction in child's classroom” (MPS 84.67). On total Satisfaction of the parental involvement “Meeting individual parents” (MPS 90.00), “PTA meeting” (MPS 89.83), “Meeting group of parents” (MPS 88.33), “Your involvement in celebration of festivals in child's school” (MPS 86.17), and “Parental communication and interaction in child's classroom” (MPS 86.00), were recorded based on their priority.

**Table 5:** Mean scores and their MPS according to parental involvement

Particulars/sub heads	Franchisee Schools		Non franchisee Schools		Total	
	MPS	Rank	MPS	Rank	MPS	Rank
PTA meeting	89.67	I	90.00	II	89.83	II
Meeting individual parents	89.67	I	90.33	I	90.00	I
Meeting group of pants	87.00	III	89.67	III	88.33	III
Your involvement in celebration of festivals in child's school	86.33	IV	86.00	IV	86.17	IV
Parental communication and interaction in child's classroom	87.33	II	84.67	V	86.00	V
Over all	88.00		87.07		87.53	

### Overall interpretation of the scores

The study has been focused on various issues as mentioned in forgoing results, further data depicted in Table 6.0 related to overall satisfaction of the parents of franchise and non-franchise schools reveals that there were 97.50 percent of

parents exhibited their satisfaction levels in highly satisfied and satisfied category and only 02.50 percent under neither satisfied nor dis-satisfied levels of their satisfaction. There is no case found in somewhat satisfied and highly dis-satisfied category level.

**Table 6:** Interpretation of the scores

S. No.	Categories	Score range	Franchise		Non- Franchise		Overall	
			Freq.	Percent	Freq.	Percent	Freq.	Percent
1	Highly satisfied	270-227	29	48.33	25	41.67	54	45.00
2	Satisfied	226-184	30	50.00	33	55.00	63	52.50
3	Neither satisfied nor dis-satisfied	140-183	1	1.67	2	3.33	3	2.50
4	Somewhat satisfied	139-97	-	-	-	-	-	-
5	Highly dis-satisfied	96-54	-	-	-	-	-	-

## Conclusion

Overall satisfaction of the parents of franchise and non-franchise schools reveals that there were 97.50 percent of parents exhibited their satisfaction levels in highly satisfied and satisfied category and only 02.50 percent under neither satisfied nor dis-satisfied levels of their satisfaction based on the particulars of location, infrastructure, teachers and teaching methods, parental involvement and other facilities.

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