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A comparative analysis of private and state owned schools

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ABSTRACT

It is generally observed that parents or guardians prefer private schools than state-owned schools while admitting their children or wards. This behavioral attitude is observed because it is presumed that private schools deliver better quality education compared to state-owned schools. To test, whether state-owned schools are really poor in delivering quality education or is it totally a myth? Even if the difference exists, what has to be done to bridge this gap? To get an insight into this crucial matter, this research study was taken up. In this process, it was surprising to know that, due to a lot of initiatives taken up by state-owned, NGO's and social institutions in the recent past, even state-owned schools are performing and delivering quality education on par with many private schools and some of them are better performing than private. This is definitely a healthy sign as the target group for state-owned schools would be lower middle class or poor class. Even this segment is receiving a quality education, which will go a long way in shaping their future and improving their standard of living.

Keywords— School, Education, Quality of teaching, Comparison

1. INTRODUCTION

School is an institution, where the teacher teaches the students. As per the existing system of education, student progress through a series of schools. The names for these schools vary from country to country, but the generally accepted system is a primary school for young children, a secondary school for teenagers who have completed primary education and an institution where higher education is taught is commonly called a university college or university. However, in the recent times, kindergarten schools, providing schooling at a very young age between 3 to 5, vocational schools and schools dedicated for a particular discipline of the subject such as schools of economics, school of music, drama, arts, dance etc., are also making their own niche. In a country like India, State-owned schools are not adequate in number, therefore, private schools, operating on par with state-owned schools is necessary. In ancient times, Gurukula was performing the function of imparting education, training and knowledge. This was a Hindu residential school system where subjects such as Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion were taught. However, when Mughal rule started, Madarasas were set up to impart education to children of Muslim parents.

Under the British rule in India, Christian missionaries from England, USA and other countries established missionary and boarding schools throughout the country. Later as these schools gained in popularity, more were started and some gained prestige. These schools marked the beginning of modern schooling in India and the syllabus and calendar they follow became standard for schools in modern India. Today most of the schools follow the missionary school model in terms of tutoring, subject/syllabus, governance etc. with minor changes. Schools in India range from schools with large campuses with thousands of students and hefty fees to schools where children are taught under a tree with a small/no campus and are totally free of cost.

2. REVIEW OF LITERATURE

Kingdon (2008) reports from a micro study in the Uttar Pradesh that recurrent per pupil expenditure in private schools was only 41% of the expenditure in public schools; most of this difference occurs because teacher salaries are much lower in private schools compared to state schools. Another study in Delhi found that on an average, the full-time teachers teaching grade 4 in state-owned schools earned Rs. 10071 per month compared to Rs. 3627 in private recognized schools and Rs. 1360 in private unrecognized schools (Tooley and Dixon 2005). Another aspect of public schooling to attract considerable attention relates to the lack of accountability and frequent teacher absences (Chaudhury 2006; Muralidharan and Kremer 2006). Studies in India have found considerable absenteeism among school teachers in rural areas (ranging from 11 to 25%) and found that private school teachers are 2-4 percentage points more likely to be present in school than state-owned teachers (Muralidharan and Kremer 2006). While research on student performance in state-owned and private schools remains limited, what information is available, records

higher performance on the part of students from private schools than from state-owned schools. For example, a nationwide survey of rural children's reading and arithmetic skill conducted by PRATHAM found that 56% of the rural children enrolled in standard V in state-owned schools can read a simple paragraph compared to 70% for those in private schools (Pratham 2005). Similar results are shown by a study in Delhi slums (Tooley and Dixon 2005).

Table 1: Details of schools in Karnataka

S. No.	Details	Education Department	Social Welfare + Local Body	Aided	Un-Aided	Central + Others	State Total
Schools (in Numbers)							
1	Lower Primary Schools	22,599	168	228	2,951	5	25,951
2	Higher Primary Schools	22,601	560	2,339	8,009	95	33,604
3	Total Primary Schools	45,200	728	2,567	10,960	100	59,555
4	High Schools	4,437	490	3,335	5,521	79	13,862
5	Total Schools	49,637	1,218	5,902	16,481	179	73,417

Source: 2011-12 Census report

There are 73,417 schools in the State of which 25,951 are lower primary, 33,604 are higher primary and 13,862 are high schools. The ratio between lower and higher primary schools is 1: 1.29, likewise, the ratio between higher primary and high schools is 2.42:1. The above information reveals that, that every child has right for education, therefore there are educational institutions that are schools which are run by private, state-owned, trusts and NGO's. So every school will function and organize their management according to their own terms and conditions. This will impact on the quality of education or quality of instruction. There are many reasons for the same. Some of them are (a) Availability of Finance with the organisation (b)The demographic attributes (c) Socio-Cultural aspect of the learners (d) Children's IQ levels, (e) Competitions etc. It is noteworthy that both, whether state-owned or private schools, are facing challenges. Private schools face the financial, political and infrastructural challenge. Meanwhile, state-owned schools face political, demographic, human resource-based challenges. The thumb rule is to sustain the market, they must perform to their level best to develop the knowledge base among children. State-owned schools usually get children from lower middle class or the lower strata of society. Hence they are vulnerable to challenges at the domestic front. They have to combat difficulties such as poverty, domestic violence, child marriage etc. Hence teachers have to perform the role of counsellors to convince them to attend the school. Most of their parents are illiterate or having less literacy, so in these circumstances, it is very challenging for the teachers as well as state-owned to attract children towards the schools. Not only state-owned schools but even private schools also facing equal challenges. The first is stiff competition from the other schools, which is an obvious hindrance for the private players. Beyond this the challenges faced by the private schools are to maintain the quality of education, to prove each time that they are better or if not equal compared to other schools, infrastructure problems, human resource related problems etc. are some of them. UNICEF has also given some of the quality parameters for school education. Some of them are:

- Learners who are healthy, well-nourished, ready to participate, 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;
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms, schools and skilful 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.

3. OBJECTIVE OF THE STUDY

- To study the basic facilities needed by the school to impart effective educational training in the current scenario.
- A comparative study of the method of instructions followed in state-owned schools and private schools.
- To understand the different level of facilities and life skills training provided at the school level.
- To offer suggestions for bridging the gap in quality between state-owned and private schools if any.

4. SAMPLING DESIGN

Method of Research: It is empirical research, which is mainly designed to get an idea of the current status of the educational pattern in state-owned schools as well as private schools. Samples are collected from both private and state-owned in Bangalore Urban (south zone). The geographical map of southern Bangalore is shown in figure 1.

4.1 Method of sampling

There are many private and state-owned schools in Bangalore urban area south zone. Schools are selected based on the area, population and project requirement. Hence a simple random sampling method is used.

4.2 Sampling Size

15 private and 15 state-owned schools have been selected for the study.

4.3 Sources of data collection

Primary Data: Primary data was collected through Schedule and Direct Personal Interviews with the school authorities. The answers or the views collected will be analyzed to get the real scenario and conclusion and suggestions would be derived from the same.

Secondary Data: Secondary data was collected through the internet, Research paper, newspaper etc. Secondary source of data acts as a reference for the research conducted. It also guides and supports the analysis.

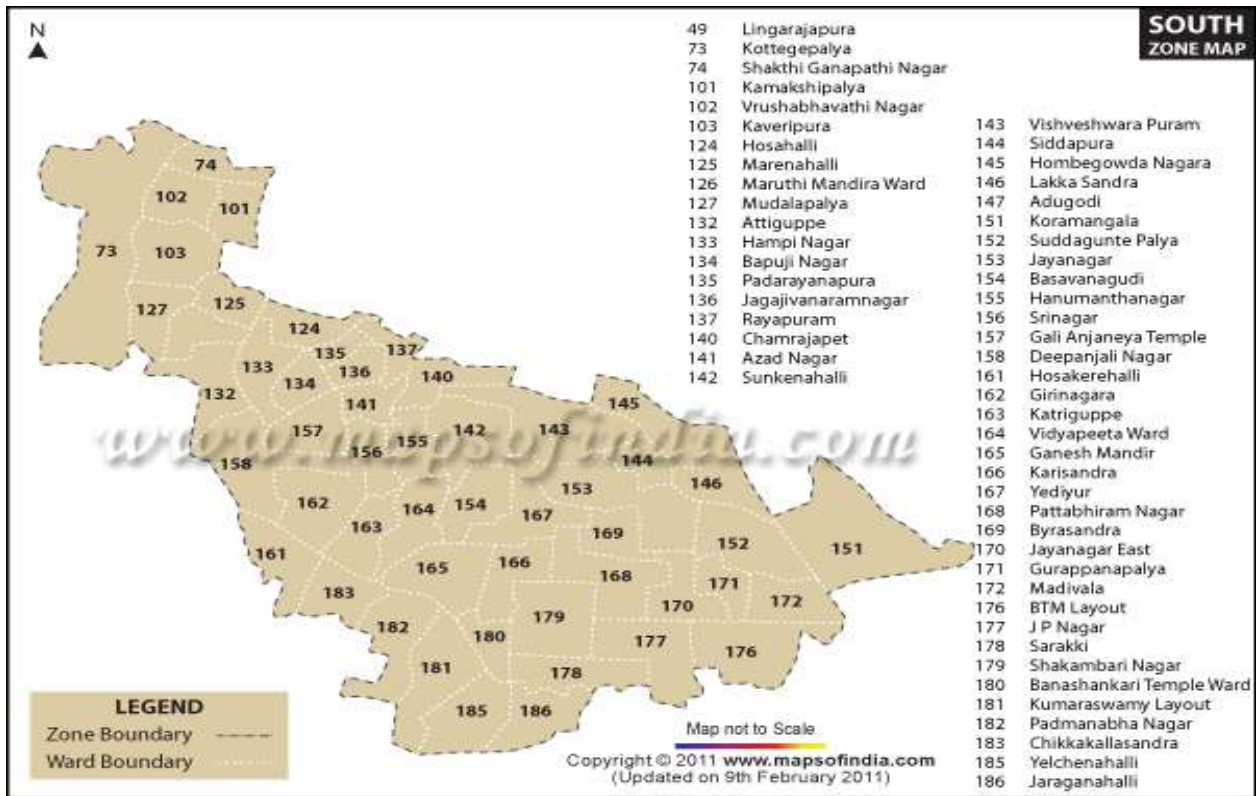


Fig. 1: Geographical map of southern Bangalore

Source: Maps of India

5. DATA ANALYSIS

5.1 Facilities in School

Table 2: Facilities in school

Facilities in School	Type of school			
	State-owned schools		Private schools	
	Count	Percentage	Count	Percentage
Adequate lights in every classroom	14	93.3%	15	100.0%
Adequate fan facility	10	66.7%	15	100.0%
Adequate toilet facility	15	100.0%	15	100.0%
Access to safe drinking water	14	93.3%	15	100.0%
Sufficient play area	8	53.3%	9	60.0%
Spacious auditorium	3	20.0%	8	53.3%
Own building or rented one	14	93.3%	6	40.0%
Does school owns a library	14	93.3%	10	66.7%

Analysis: The above table is a cross-tabulation of facilities in School by type of school, with counts and column proportions shown as the summary statistics. Column proportions are computed so that they sum to 100%. Samples of state-owned and private schools are 15 each. Out of which 14 state-owned schools have adequate lights (93.3%) and all 15 private schools have adequate lighting facility(100%). 10 state-owned schools have fan facility (66.7%) and all private schools have fan facility(100%). All state-owned schools and private schools have a toilet facility. About 14 (93.3%) state-owned schools have drinking water facility and all private schools have drinking water facility (100%). 8 state-owned schools have a play area and around 9 private schools play area. 3 (20%) state-owned schools have auditorium and 8 (53.3%) private schools have an auditorium. 14(93.3%) state-owned schools have own building and 6(40.0%) private schools have own building. 14(93.3%) state-owned schools have own library and 10(66.7%) private schools have own library. With the above details, it is inferred that private school are having more facility like a classroom, fan, water, play area & auditorium in comparison with state-owned school and most of the state-owned schools have their own building and library while compared to private school. To test whether there is a considerable difference in the facilities amongst different types of schools, the Chi-square test has been performed. Results are based on nonempty rows and columns in each innermost sub-table. The result is as follows:

Table 3: Pearson Chi-Square Tests

Facilities	Type of school	
	Chi-square	24.727
	df	8
Sig.	0.002*	

*. The Chi-square statistic is significant at the 0.05 level and by the above statistical analysis (chi-square test) hypothesis of independence at the 0.05 level is rejected and thus it is inferred that there are association b/w facilities available over the type of school and it is significant.

Table 4: How many classrooms does a school have

Type of school	N	Mean	Std. Deviation	Std. Error Mean
State owned	15	10.60	4.733	1.222
Private school	15	26.73	14.390	3.715

The Independent-Samples T- Test procedure tests the significance of the difference between two sample means.

Table 5: Independent Samples Test

How many classrooms does your school have	Levene's test for equality of variances		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the difference	
								Lower	Upper
Equal variances assumed	27.849	.000	-4.125	28	.000	-16.133	3.911	-24.145	-8.122
Equal variances not assumed			-4.125	16.99	.001	-16.133	3.911	-24.386	-7.881

Analysis: From the above descriptive table, it is observed that on average, private schools are having 26.73 classrooms where state-owned schools are having only 10.60 classrooms. This result states that there is a mean difference of 16.73 classrooms between state-owned and private schools. So by the above t-test statistics, statistically it is inferred that there is a significant difference between a number of classrooms in state-owned and private schools.

5.2 Teaching hours per week

Table 6: Teaching hours per week

Type of school	N	Mean	Std. Deviation	Std. Error Mean
State owned school	15	40.0000	.00000	.00000
Private school	15	34.3333	8.20859	2.11945

The independent-samples T-test procedure tests the significance of the difference between two sample means

Table 7: Independent Samples Test

Teaching hours per week	Levene's test for equality of variances		T-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the difference	
								Lower	Upper
Equal variances assumed	10.249	.003	2.674	28	.012	5.66667	2.11945	1.32517	10.00816
Equal variances not assumed			2.674	14.00	.018	5.66667	2.11945	1.12090	10.21243

Analysis: On an average state-owned are teaching 40 hours in a week where private school are teaching only 34.33 hours in a week so there is a mean difference of 5.7 teaching hours between state-owned and private schools. So by the above t-test, it is statistically proved that there is a significant difference between teaching hours per week in state-owned and private schools.

5.3 Student-Teacher Ratio

Table 8: Student-Teacher Ratio

Type of school	N	Mean	Std. Deviation	Std. Error Mean
State owned school	15	40.3333	3.99404	1.03126
Private school	15	39.4667	11.86150	3.06263

Table 9: Independent Samples Test

Teacher Student Ratio	Levene's test for equality of variances		T-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error difference	95% Confidence interval of the difference	
								Lower	Upper
Equal variances assumed	9.615	.004	.268	28	.791	.86667	3.23159	-5.75295	7.48628
Equal variances not assumed			.268	17.13	.792	.86667	3.23159	-5.94732	7.68065

Analysis: On an average in state-owned schools for every 40.3 students there is 1 teacher and in private school for every 39.46 students there is one teacher. Since there is no much difference between the two categories (state-owned and private schools) there is no significant difference between the two categories of schools.

Table 10: Sports facilities in the school

Sports Facility	Type of schools			
	State-owned schools		Private schools	
	Count	Percentage	Count	Percentage
Adequate sports material	15	100.0%	15	100.0%
Sports trainer	10	66.7%	14	93.3%
Physio therapist	0	.0%	5	33.3%
Playground	8	53.3%	7	46.7%

Analysis: Private schools are giving more importance to sports in comparison with state-owned school. As shown in the table, private schools focus more on sports activity than that of state-owned but incidentally, state-owned schools have more play area or playgrounds than private schools, but state-owned schools lack in physical education teachers.

5.5 Teaching Methodology

Table 11: Teaching methodology

Types of teaching methodology	Type of schools			
	State-owned schools		Private schools	
	Count	Percentage	Count	Percentage
Teaching methodology (Chalk and talk)	15	100%	15	100%
Teaching methodology (Charts, Maps and modes)	15	100%	15	100%
Teaching methodology (Home work /assignment)	15	100%	15	100%
Teaching methodology (Project work)	13	86.7%	15	100%
Teaching methodology (Special talks)	0	0%	10	66.7%
Teaching methodology(Exhibitions)	15	100%	15	100%
Teaching methodology (Others)	15	100%	15	100%

Analysis: State-owned schools are guided by rules and guidelines prepared by the government and compelled to follow certain rules prescribed by the government and DSERT. Hence they should follow some basic teaching methodology. On the other hand, private schools, have their own liberty in designing their own pedagogy. In the arena of stiff competition, private schools are trying their level best. In fact, many private schools have adopted updated and upgraded technological method of teaching such as smart class, interactive boards, teaching through 3D animation etc., which state-owned schools have failed. Most of the state-owned schools follow chalk and talk, teachings props are used regularly and every state-owned school has to participate in exhibitions organized by the clusters. Both types of schools are almost equally performing.

5.6 Number of teachers in an organization

Table 12: Number of teachers in an organization

Type of school	N	Mean	Std. Deviation	Std. Error Mean
State owned school	15	9.2667	4.90578	1.26667
Private school	15	30.2667	18.30092	4.72528

Analysis: On an average, 30 teachers are working in private schools where only an average of 9 teachers are working in state-owned schools and there is a mean difference of 21 teachers between state-owned and private school. So by the above t-test, it is statistically inferred that there is a significant difference between a number of teachers working in a state-owned and private school.

Table 13: Independent samples test

	Levene's test for equality of variances		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
								Lower	Upper
Equal variances assumed	26.908	.000	-4.29	28	.000	-21.00	4.89211	-31.021	-10.978
Equal variances not assumed			-4.29	16.00	.001	-21.00	4.89211	-31.370	-10.629

6. CONCLUSIONS

The research study highlights that the infrastructure wise private schools score more compared to state-owned schools. The number of classrooms, lighting facilities, safe purified drinking water, ideal student teachers ratio, in terms of producing better results, benches, well structure classroom etc., are better in private schools in comparison with state-owned schools. However, in the recent past, the initiatives adopted by the concerned authorities, supplemented by many organisations and NGO's have changed the picture of state-owned schools completely. Now state-owned schools are equipped with by and large same facilities on par with private schools. Many corporate companies are doing this task through their CSR activities. Therefore, when it comes to the quality of teaching, not much difference was noticed between state-owned and private schools, in Bangalore south.

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