

A Comparative Study of Preferences of Students between Public and Private School in Patna

Abstract

Purpose: The paper is made an effort to focus the differences between private and public secondary schools in Patna, Bihar in reference to basic infrastructure, educational, sports, first aid and like needed facilities which affect the performances of student in the school. The present study aims to facilitate the parents to decide about the proper school where their children can teach well and perform better.

Methodology: Here for the present study schools of whole Patna are treated as population from which samples were drawn using stratified random sampling techniques. Data was analysed by Chi-square (χ^2) test for independence of attributes.

Findings: The results obtained are there is no significant difference between place of residence and salary structure of parents on the preferences of schools. But we see that except some instances percentage of different indicators as shown in Table 1 are higher in private schools than public schools. Besides this Pupil Teacher Ratio (PTR) shows better in private school rather than in public school.

Practical Implications: Since the numbers of private schools are opening these days. So the study helps us to understand the differences between private and public schools. The study also reflects the differences in private schools than in public schools regarding basic infrastructure. For the uniformity of teaching qualities, PTR and basic structure

of the public schools, the government should fill this gap.

Originality: The originality of the paper had maintained as we developed the questionnaire, pretest it and then data had collected and analyzed this primary data.

Keywords: Education, Basic Structure, Tutorial Classes, First Aid Facility, Place of Residence, Income, Private and Public Schools.

1. Introduction

Background to the study

There is no doubt that the learning has been directly linked with the school where persons learn everything related to his career and character. The school is particularly and specifically arranged so as to facilitate effective learning (S. B. Owaduge, 2015). In these days, many problems prevailed in school like buildings in chronic conditions, lack of good furniture, inadequate school materials, less teaching and non-teaching staff, teacher's salaries and other allowances are not proper according to their qualifications and not paid timely, schools have not been inspected regularly by supervisory staffs from government level, even lack of disciplines in many schools. Several studies by Sociologist, Psychologists and Educationists showed that there is a big impact of types of school on learner's academic achievement that they attend during their school days. Bibby and Peil (1974) noticed that children who attended private primary schools performed better

than pupils in public schools. This view is also supported by other scholars.

Fafunwa (1981) concluded in his study that in areas where private schools are well established, drop-out rates would be drastically reduced and students academic performance enhanced. He said that this may be due to availability of resources and more importantly to the fact that teachers are positively motivated towards the students. In a study carried out in U.S. by Braun, Jenkins and Grigg (2006), they compared the performance of students in both private and public schools in reading and mathematics involving grades 4 and 8, results showed that the private schools performed better than the public schools both in reading and mathematics.

Therefore from the above studies we seek to find out that is there any difference in the preferences of students teaching in private and public schools in the locality of Patna, Bihar which is involved in the present study? It also highlighted the indicators of such differences in both types of schools.

Statement of the problem

These days, there has been various development made by the government in the education sector of the state. Some primary schools are upgraded to middle schools, some middle schools are upgraded to secondary schools and some secondary schools are upgraded to senior secondary schools. Apart from that new schools have also been opened in the state of Bihar and the students strength have also increased. Similarly several new private schools have been established to meet the educational need of citizens of the state. In the present study, the

researcher observed that there are no impact of income and the areas of residence on opting private school rather than public schools. It may be due to the reason that government launched many encouragement plans like Mukhyamantri Kanya Utthan Yojna, Mukhyamantri Balika (Snatak) Protsahan Yojna, Mukhyamantri Balak Balika Protsahan Yojna, Mukhyamantri Meghavriti Yojna for scheduled caste and scheduled tribe students for securing Intermediate (+2) class with 1st and 2nd division.

Objectives of the Study

The objective of the study is to find whether any significant differences exist between private and public schools. For this we collect the data regarding basic infrastructure, level of teachers, teacher strength in school, tutorial classes, library, sports, transport and like facilities prevailed in the private and public secondary schools.

Research Hypothesis

These are the hypotheses which were set up and tested at $\alpha = 0.05$ level of significance and at desired degrees of freedom (*d. f.*).

H₀ (a): Place of residence is independent of the students opting to study in different types of schools, i.e., there will be no significant difference in the place of residence on student's preference between private and public schools.

H₁ (a): There will be a significant difference in the place of residence on student's preference between private and public schools.

H₀ (b): Income is independent of the students opting to study in different types of schools, i.e., there will be no significant difference in income on student's preference between private and public schools.

H₁ (b): There will be a significant difference in income on student's preference between private and public schools.

H₀ (c): Pupil Teacher Ratio (PTR) is independent of the students opting to study in different types of schools, i.e., there will be no significant difference in PTR on student's preference between private and public schools.

H₁ (c): There will be a significant difference in PTR on student's preference between private and public schools.

Significance of the Study

The study will provide information for parents, stake holders and school administrators to focus on various indicators that help students in achieving their academic goals. The study also investigates in introducing those factors which may lead to enhancing student's educational performance in the school. The findings of this study shall also useful to government administrators and parents in understanding the influence of school environment on academic achievement of students in schools. The study will also show the importance to students themselves to be aware of the effects of school environment on their academic performance. Lastly, the study will provide as the reference to other researchers who aims to in the present area of research.

2. Methodology

Research Design

The comparative research design was developed to study the differences in preferences of students between private and public schools. The design is useful whenever two groups differ on independent variables of the groups and the hypothesis about differences on one or more dependent variables of the groups need to be tested. In this study stratified random sampling techniques is used for data collection and Chi-square (χ^2) test for independence of attributes is used for data analysis.

Population of the Study

The population of the study includes private and public secondary school of Patna, Bihar. There are 62 samples are selected from private secondary schools and 58 samples are selected from public secondary schools giving a total of 120 samples from both kind of school.

Sample and Sampling Technique

A stratified random sampling with proportional allocations technique was used for the study. All secondary Schools in Patna were divided into four strata namely Patna East, Patna Central, Patna West and Phulwari Sharif. There are 120 samples from both types of secondary schools were selected in which 62 samples are selected from private secondary schools and 58 samples are selected from public secondary schools.

Instrument for Data Collection

The data was collected using a questionnaire finalized after pre test which includes informed consent. The questionnaire helped the researcher to collect the extensive information regarding the objective of the study.

Method of Data Collection

Data were collected by interviewing the students of both types of schools after giving his consent on the permission of school principals. For taking permission of principals of different schools authorisation letter were given issued by principal of Patna Women's College, Patna.

Method of Data Analysis

Data was entered in MS Excel and then analysed by Chi-square (χ^2) test for independence of attributes for which test statistics used is given below.

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^s \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$$

Where o_{ij} = Observed frequency for contingency table in column i and row j .

e_{ij} = Expected frequency for contingency table in column i and row j .

Apart from that percentage were calculated for different indicators for two types of school. Here, the level of significance was taken as $\alpha = 0.05$ and degrees of freedom ($d.f.$) was taken as $(r-1)(s-1)$.

3. Results

Four tables were prepared for the data analysis, Table 1 showing the percentage of 'yes' and 'no' for different indicators in both types of schools, Table 2 showing different types of schools with respect to place of residence of the students, Table 3 showing different income groups of parents of students preferring different types of schools and Table 4 indicates the Parent Teacher Ratio in both types of school.

Table 1: Percentage of 'yes' and 'no' for different indicators in both types of school

Indicator	Private (62)		Government (58)	
	Yes (%)	No (%)	Yes (%)	No (%)
Smart Classes	92	8	93	7
Cleanliness	97	3	93	7
Drinking Water Facility	98	2	90	10
Toilet Facility	97	3	90	10
Better Education Facility	100	0	67	33
Library Facility	74	26	62	38
Tutorial Classes	58	42	76	24
Sports Facility	76	24	79	21
Sports Teacher	69	31	53	47
Outdoor Game	66	34	67	33
Indoor Game	82	18	64	36
Cultural Activities	82	18	81	19
Transport Facility	77	23	43	57
First Aid Facility	82	18	83	17
Sick Room	73	27	31	69
Professional Doctor	63	37	24	76
Drainage System	69	31	48	52

The table shows that except some instances, percentage of different indicators as shown in Table 1 is higher in private schools than in public schools.

Table 2: Different types of schools with respect to place of residence of the students

School → ↓ Residence	Private	Govt.	Total
Rural	26	30	56
Urban	36	28	64
Total	62	58	120

The value of calculated $\chi^2 = 1.15$ which is less than the tabulated $\chi^2 = 3.841$ at $(2-1)(2-1) = 1$ d.f. and 0.05 level of significance. It shows that null hypothesis is accepted and we conclude that place of residence is independent of students preferring to study in different types of schools, i.e., there is no relation between place of residence and types of school preference of students.

Table 3: Different types of school with respect to different income group of parents of students

School → ↓ Income	Private	Govt.	Total
Less than 100000		44	90
100000 – 250000	12	10	22
Above 250000	4	4	8
Total	62	58	120

The value of calculated $\chi^2 = 0.930$ which is less than the tabulated $\chi^2 = 5.991$ at $(3-1)(2-1) = 2$ d.f. and 0.05 level of significance. It shows that there is no evidence against the null hypothesis and we conclude that the income of parents is independent of students preferring to study in different types of schools, i.e., there is no relation between different level of income of parents and types of school preference of students.

Table 4: Pupil Teacher Ratio (PTR) in both Private and Public Schools

School → ↓ PTR	Private	Govt.	Total
PTR < 35*	8	25	33
PTR > 35	54	33	87
Total	62	58	120

*As per Section 25(1) of The Right of Children to Free and Compulsory Education Act, 2009 (No. 35 of 2009), the Pupil Teacher Ratio (PTR) at least one should be deployed for every thirty five children for sixth to eighth classes.

The value of calculated $\chi^2 = 13.71$ which is greater than the tabulated $\chi^2 = 3.841$ at $(2-1)(2-1) = 1$ d.f. and 0.05 level of significance. It shows that null hypothesis is rejected and we conclude that Pupil Teacher Ratio is maintained in the private school whereas Pupil Teacher Ratio is not maintained in the public school.

4. Discussion

The result of data analysis shows that there is no impact of place of residence on preferring the students to study in private or public schools (shown in **Table 2**). Similarly, result also reflects that there is no impact of income of parents on preferring the students to study in private or public schools (shown in **Table 3**). But the data presented in **Table 1** exhibit that that except some instances percentage of different indicators showing ‘yes’ are higher in private schools than public schools. It means that private schools spend more amount of money to provide basic infrastructure and educational materials than public schools. The data in Table 1 also shows that there are no much differences in percentage of different

indicators showing 'yes' between both types of school. It may be so that the government launched many encouragement plans like Cycle Yojna for girl students, Bihar Shatabdi Mukhyamantri Balika Posak Yojna, Mukhyamantri Kishori Swasthya Karyakram, Mukhyamantri Kanya Utthan Yojna, Mukhyamantri Balika (Snatak) Protsahan Yojna, Mukhyamantri Balak Balika Protsahan Yojna, Mukhyamantri Meghavriti Yojna for scheduled caste and scheduled tribe students for securing Intermediate (+2) class with 1st and 2nd division. If we see the Pupil Teacher Ratio (PTR) in **Table 4**, it shows that PTR is maintained in private school than in public school as laid down in Section 25(1) of The Right of Children to Free and Compulsory Education Act, 2019 which is at least one teacher should be deployed for every thirty five children for sixth to eighth classes.

5. Conclusion

The study helps us to understand the differences between private and public schools regarding basic infrastructure, teaching qualities, PTR and basic structure of the public schools. The study will provide information for parents, stake holders and school administrators to focus on various indicators that help students in achieving their academic goals. The study also investigates in introducing those factors which may lead to enhancing student's educational performance in the school. The findings of this study shall also useful to government administrators and parents in understanding the influence of school environment on academic achievement of students in schools. The study will also show the importance to students themselves to be aware of the

effects of school environment on their academic performance. Lastly, the study will provide as the reference to other researchers who aims to in the present area of research.

6. Acknowledgement

We are thankful to UGC and express our sincere respect and gratitude to Dr. Sister Maria Rashmi A.C., Principal, Patna Women's College, Patna for providing us the opportunity to work upon the present area of research.

7. References

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