

Chapter: V

Efficiency in Public and Private Schools

5.0. Introduction

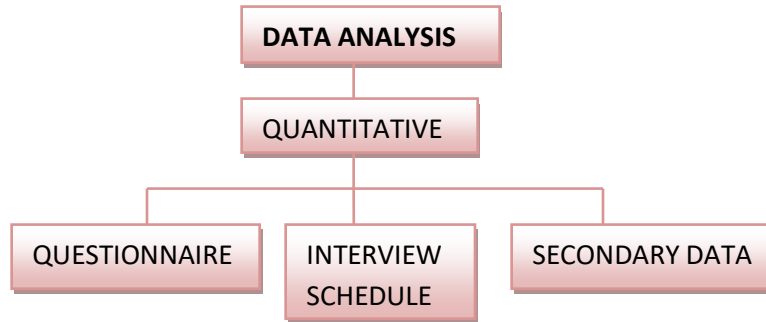
The present chapter deals with the analysis of Efficiency in both public and private sector elementary schools in Chirang district of Assam. The study is based on the data collected through various sources emphasizing on the primary data. The information collected is analyzed in descriptive method, using the simple percentage for the overall items included in the questionnaire and interview schedule. To present the result precisely various graphical representations such as pie diagrams and bar diagrams are used.

Efficiency in both public and private schools are measured from five approaches (5 concentric cycles) (Appendix: A). These concentric cycles are **Role, Rule, Record, Recognition** and **Reward**. The items in the tool are designed by focusing on these cycles. The 3 major dimensions were set up to examine the efficiency at elementary school education. Out of these three dimensions, data on two dimensions **Skill Operation** and **Resource Management** are collected through a self-developed questionnaire. The **Outcome** is analyzed on the result of students' performance obtained from the **Basic Competency Test** (Appendix: B).

5.1. Data Analysis

To study the efficiency of elementary schools in Chirang district analysis is done both quantitatively and qualitatively. The flow chart of analysis is shown below:

Figure 5.1: Chart on Data Analysis



5.2. Efficiency in Public and Private Schools

To study the efficiency of schools in-depth a model has been developed with different dimensions. The dimensions taken for the study are presented below:

Table 5.1: Dimensions of Efficiency

Dimension	Source of Collecting Data
Skill Operation	Questionnaire
Resource Management	Questionnaire & Interview Schedule
Outcomes	Basic Competency Test

5.3. Skill Operation

The skill of an individual has a great role in the achievement or performance of any task. Skill refers to the ability of an individual to deal with any situation. In the present study, skill denotes to the ability of teachers to deal with the students and how perfectly the teachers and members associated with the school authority bring optimum outcomes. Hence, the result of skill operation is presented in table 5.2.

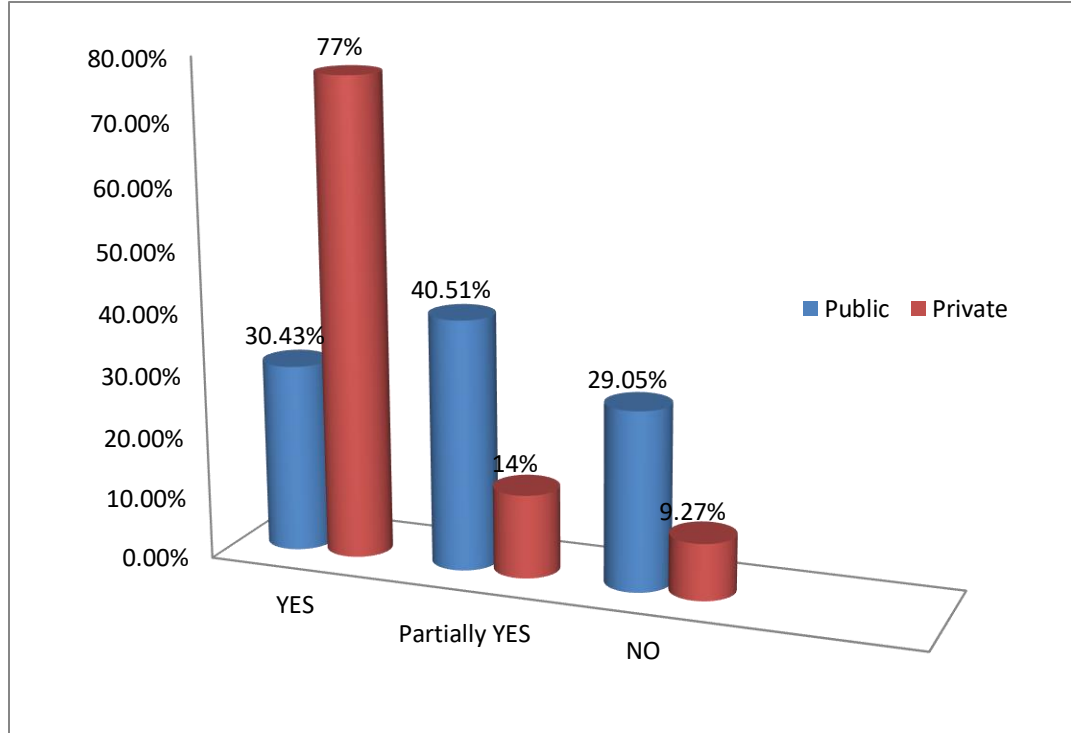
Table 5.2: Responses of Samples on Skill Operation

Type of School	Dimension	Responses		
		YES	Partially YES	NO
Public	Skill Operation	308 (30.43%)	410 (40.51%)	294 (29.05%)
Private	Skill Operation	781 (77.09%)	138 (13.64%)	93 (9.27%)

(Source: Field Investigation)

- **Graphical representation of the responses of the samples on skill operation**

Figure 5.2: Responses of Sample on Skill Operation



The above data shows a significant difference between the responses of private and public schools. It reflects that private schools are systematically operating the skill of students associated with schools. On the other hand, skill operations fail in public schools. Furthermore, only 30.43 per cent of public schools and 77 per cent of public schools have responded positively on skill operation. Public schools fail to maintain a sound operation of the students' talents even after engaging qualified personnel. Unlike public schools, private schools claimed to have effectively used the student's skills.

Skill operation or utilising the skills of the student is essential for an efficient education system. The analysis has revealed that the elementary level of schooling in Chirang district has not reached the expected standard in skill operation. In public sector, most of the primary school education is running with a single teacher and below the norms. The teaching-learning process does not adhere to an effective teaching strategy. In fact, due to lack of resources, public schools are unable to use adequate methods of teaching. Even, none of the schools have schools pre-primary teachers. The classes for the pre-primary students are just for enrolment in public elementary schools. Further in many schools, issues related to ethical practices have been observed during the investigations. The majority of the primary schools in Chirang district are thought to be tardy in keeping up with the daily schedule. On usual note, the given class duration is 5 hours, but most schools don't maintain. Additionally, remedial class is scarce in public elementary schools.

In contrast to public schools, the scenario differs in private elementary schools. The school administration continues to optimize the use of the skills of those involved with the institution. One of the important and useful aspects of private schools are assigning teacher by classes or subjects. Science teachers, as well as teachers of other activities such as art, culture, and yoga, are hired from the start to ensure the students' overall growth. Besides, regular classes, supplementary classes and remedial classes are accessible for the needy students. Different extracurricular activities, such as project work and educational excursions, are organised on a regular basis at private schools, but are completely absent in public schools.

5.4. Resource Management

The management of material or physical resources is referred to as resource management. The school's resource management is dependent on the ability of the institution's head and the managing committee. Many developmental efforts are dependent on the institution's financial management. Thus, the following items are included in the questionnaire and interview schedule of resource management. Like-

- Parent-teacher association
- Community involvement
- Infrastructure

The response of samples on resource management is given below:

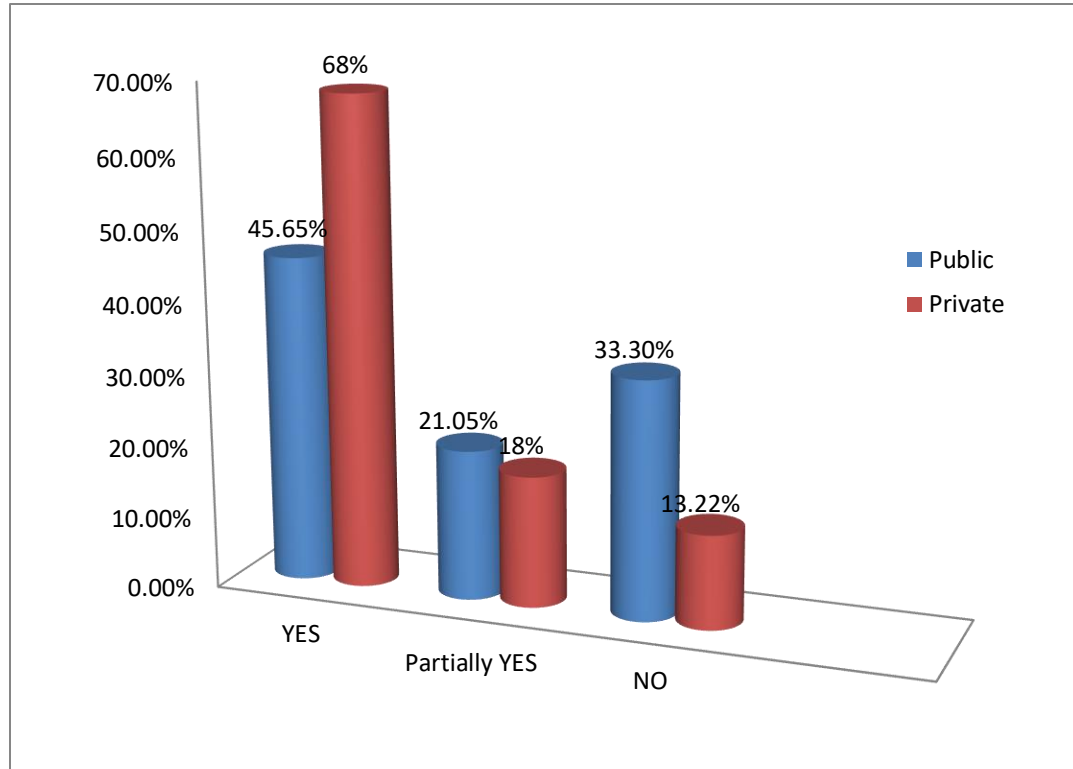
Table 5.3: Response of Samples on Resource Management

Dimension	Type of School	Responses		
		YES	Partially YES	NO
Resource Management	Public	798 (45.65%)	368 (21.05%)	582 (33.3%)
	Private	1195 (68.36%)	322 (18.42%)	231 (13.22%)

(Source: Field Investigation)

- **Graphical representation of the responses on resource management**

Figure 5.3: Responses of Sample on Resource Management



The material and personnel in public schools are distributed in accordance with government guidelines. Private schools, on the other hand, have the freedom to use a variety of resources at their own ends. The study does show that private schools manage their resources more effectively than public schools. The aforementioned table and figure 5.3 reveal 45.65 per cent of public schools and 68.36 per cent of private schools have responded favourably in terms of resource management.

Furthermore, the result shows that in both the public and private school sectors of Chirang district have achieved at a marginal level. In elementary schools, quite a few of physical materials are available. Besides there are problems and uncertainties with how resources are utilized in schools. As a result, an apparent difference is observed in resource management in public and private schools. Earlier **Akoojee and Nkomo, 2011** and **Hanushek and Luque, 2001** have revealed the same result in their study. Similarly,

teaching learning resources such as geographical equipment, science equipment, etc., are unavailable in public schools which lead low level of outcomes. This finding is supported by the findings of a previous study done by **Inoue and Oketch, 2008** and **Winkler, 1990**. But in the private sector, the school administrators are responsible for all teaching-learning material provided in school. The required supplies for co-curricular activities are available in private schools, but not in public elementary schools. Especially in private schools, the digital classroom and digital classes are accessible from the primary level to make teaching-learning more engaging and appealing, but similar facilities are completely absent in public elementary schools. In public schools, computer knowledge is not imparted but is offered in private schools. Meanwhile, some public schools in the backwards and forest dwelling areas in the district have deplorable conditions. In most of the public and private schools have materials resources such as boundary walls, safe drinking water, sanitary facilities, and playgrounds.

5.5. Academic Outcomes

Performance outcome is one of the basic criteria for an effective education system. A special test called the “Basic Competency Test” (BCT) was designed and delivered to measure the students’ performance. The test was administered to students in classes I, IV, and VII using the designed questionnaire. Based on the students’ performance, the following data analysis on class-wise performance is presented below:

Table 5.4: Performance of Class-I Students in BCT

Performance of Class- I Students in BCT						
Category	Public			Private		
	English	General Knowledge	Simple Arithmetic	English	General Knowledge	Simple Arithmetic
Boys	702 (24%)	1901 (64.97%)	1609 (55%)	997 (94.98%)	710 (67.7%)	1037 (98.76%)

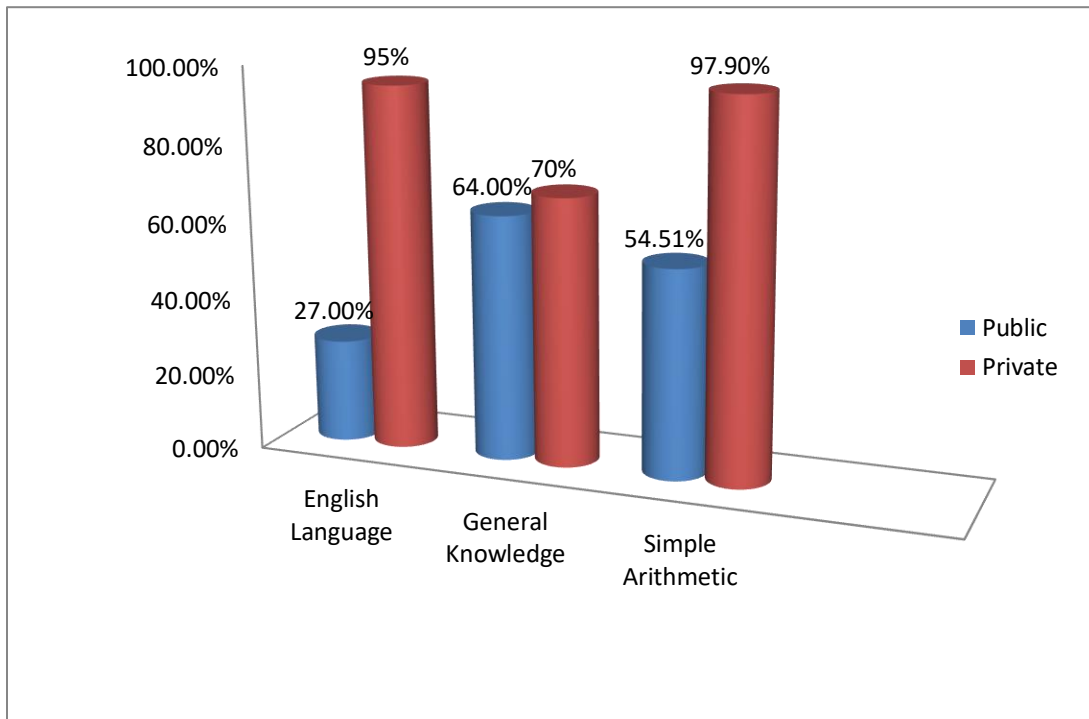
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Girls	1012 (30%)	2126 (62.99%)	1822 (53.99%)	950 (95%)	720 (72%)	970 (97%)
Overall	1701 (27%)	4032 (64%)	3434 (54.51%)	1957 (94.98%)	1431 (69.8%)	2007 (97.9%)

(Source: Field Investigation)

- **Graphical Representation of Overall Performance of Class I Students**

Figure 5.4: Overall Performance of the Class I Students in BCT



The above Table 5.4 and Figure 5.3 represent the performance of students from Class I (one). The private school students outperformed the public school in all three subjects. In English subject, public school students perform significantly poorer than private school students. The overall percentage of students in a public school in the English language is only 27 per cent, compared to 95 per cent in private schools. In the

other two subjects, General Knowledge and Simple Arithmetic, public school students attained 64 per cent and 54.50 per cent, respectively. Private school students, on the contrary, performed better, attaining 70 per cent and 97.90 per cent in General Knowledge and Simple Arithmetic, respectively.

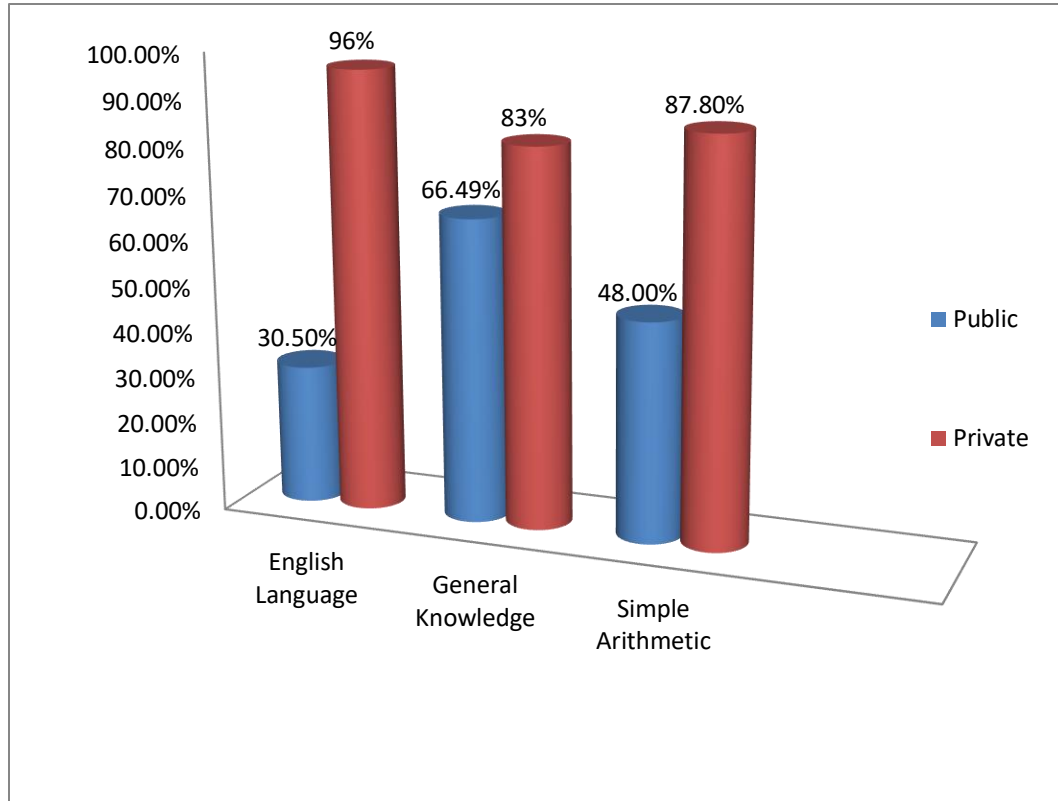
Table 5.5: Performance of Class- IV Sample Students in BCT

Performance of Class- IV Sample Students in BCT						
Category	Public			Private		
	English	General Knowledge	Simple Arithmetic	English	General Knowledge	Simple Arithmetic
Boys	245 (28%)	2227 (65%)	1620 (48%)	992 (94.48%)	882 (84%)	952 (90.67%)
Girls	1114 (32.98%)	2261 (66.99%)	1620 (48%)	982 (98.2%)	813 (81.3%)	850 (85%)
Total	1921 (30.5%)	4189 (66.49%)	3024 (48%)	1975 (96.34%)	1695 (82.68%)	1800 (87.8%)

(Source: Field Investigation)

- **Graphical Representation of Overall Performance of Class IV Students**

Figure 5.5: Overall Performance of the Students of Class IV in BCT



From the preceding result, it can be observed that the performance is nearly identical to that of students in Class-I the students in Class-IV of private schools perform better than those in public schools. The sample students from public schools scored 30.50 per cent, 66.50 per cent, and 48 per cent in the three subjects. Students in public schools performed better in the general knowledge test than the English and Simple Arithmetic test. Furthermore, private schools performed better than their public school counterparts in all the subjects.

On the other hand, students from private schools achieved 95.35 per cent in English language subject, 82.76 per cent in general knowledge, and 87.84 per cent in simple arithmetic, respectively. It is also observed that the vernacular medium public schools have obtained least percentage in English subject in compare to other subjects.

The public schools sector vernacular-medium institutions, consequently this could be the factor contributing to lower performance in English language subject. However, it was noted that students attending private schools vernacular-medium students performed far better than those attending private English-medium schools.

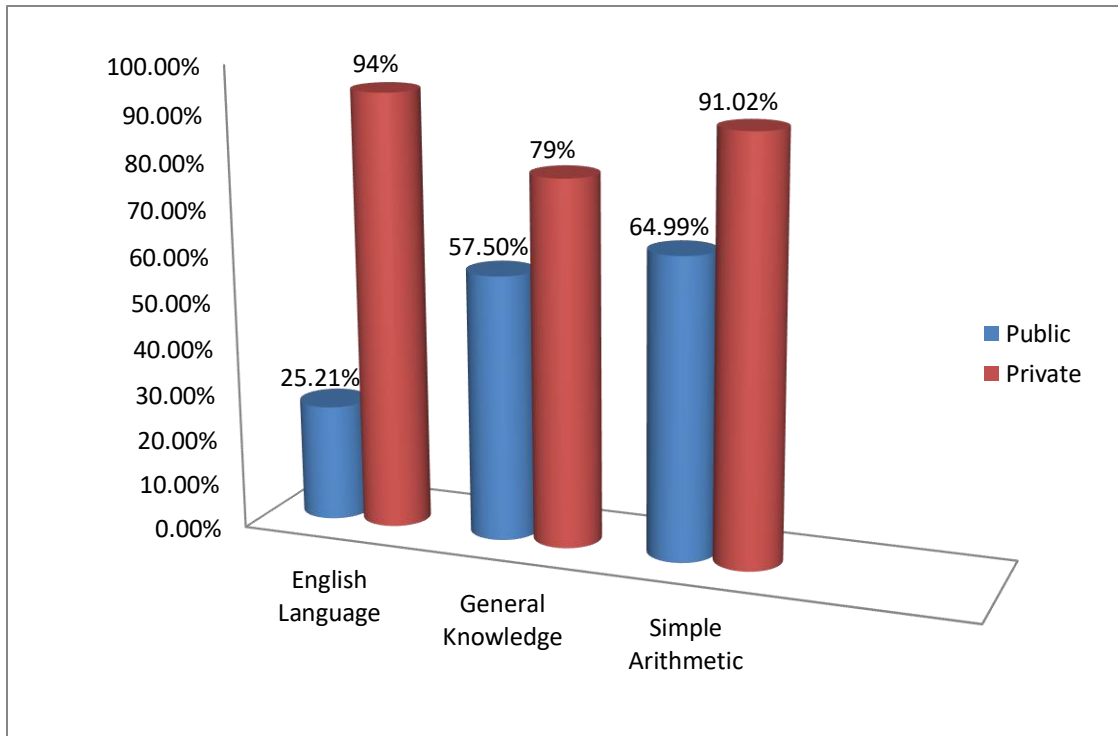
Table 5.6: Performance of Class- VII Sample Students in BCT

Performance of Class- VII Sample Students in BCT						
Category	Public			Private		
	English	General Knowledge	Mathematics	English	General Knowledge	Mathematics
Boys	780 (26.44%)	1711 (58%)	1858 (62.98%)	992 (94.48%)	829 (78.95%)	914 (87.05%)
Girls	822 (24%)	1952 (56.99%)	2295 (67%)	790 (94.3%)	790 (79%)	950 (95%)
Total	1621 (25.21%)	3651 (57.5%)	4127 (64.99%)	1932 (94.24%)	1619 (78.98%)	1866 (91.02%)

(Source: Field Investigation)

- **Graphical Representation of Overall Performance of Class VII Students in BCT**

Figure 5.6: Graphical Representation of the Students of Class VII in BCT



The above table 5.6 and figure 5.6, present the result of the performance of Class-VII students in Basic Competency tests conducted in both public and private schools Private school students outperformed public school students by 94.24 per cent in English language test in compared to 25.21 per cent of public school. Students in public schools scored 57.50 per cent and 60 per cent in general knowledge and mathematics, respectively, compared to 79 per cent and 94 per cent for students at private schools. Thus, it has been observed that students' performances in public schools are incredibly poor and unsatisfactory despite the presence of qualified and trained teachers.

The learning outcomes of students at private schools and public schools have been considered to be substantially distinct. Students from private schools perform better than those from public schools. The students from private schools have performed as

predicted in tests covering three distinct subjects in the grades of I, IV, and VII, but students from public schools have failed to achieve the expected mark. This finding is consistent with the studies of **ASSER Report 2019 by NGO Pratham and Pratiche Institute and UNICEF, 2013.**

Based on the result, teachers at public elementary schools opined that lower socio-economic status, a lack of sincerity on the part of both parents and students and a lack of resources are responsible for the poor academic performance at public schools. However, at the same time, it has been noticed that ineffective resources and poor skill management as well as much theoretical curriculum are also worth considering issues behind the low academic outcomes of the students at public schools. This finding has similarities with the findings of **Yang, 2014; Burney and Mohammed, 2002** and **Kaneko, 1997.**

Additionally, it has been observed that Class-I students in vernacular medium private schools are able to read and write simple English words but Class-I students in public schools are incapable to recognise even the English alphabets. Similarly it is observed that Class-IV students in some public schools that students are unable to recognise and read English language word. This is a very pathetic issue that has to be addressed to solve for the greater interests of the students. Teachers and school authorities should take the effort to encourage students to progress in their study.

5.6. Conclusion

The objective of the chapter was to examine the efficiency of public and private schools in Chirang district. The findings reveal the actual condition of efficiency in elementary education in Chirang district. The study covers the issues of efficiency in public as well as private-funded schools in the district. It can be argued that public schools are lagging behind in efficiency. On the other hand private schools have managed to secure a marginal status in the efficiency of elementary education in the district. It is observed from the study that ineffective skill operation and resource allocation are the reason behind less efficiency in public education system. As the evidence from worldwide

researches show that these findings are relevant to all other studies over the world. However, a wide difference can be observed in the learning performance of the students from public and private sector schools. Thus, a sound policy and effective work habits need to be developed in public schools to attain the desired goal of education at elementary level in Chirang district.