Chapter: VI

Comparative Study on Equity and Efficiency in Public and Private Schools

6.0. Introduction

This chapter presents a comparative study on equity and efficiency in public and private schools. This is one of the core chapters of the research work. It deals with the third objective, a comparative analysis between equity and efficiency of public and private schools in Chirang district of Assam. For this objective primary data were collected through a questionnaire and hypotheses were framed. The hypotheses are tested using t-test and ANOVA. It is tested based on the dimension taken in the study for both equity and efficiency.

6.1. Hypotheses of the Study

For the systematic and effective study of the research problem following hypotheses are taken:

- **Ho_1** There is no significant difference between the Equity of Public and Private elementary schools.
- **Ho_2** There is no significant difference between the Efficiency of Public and Private elementary schools.
- **Ho_3** There is no significant difference between the Outcomes of students of Public and Private elementary schools in respect to gender.
- **Ho_4** There is no significant difference between the Outcomes of students of Public and Private elementary schools in respect to the medium of instruction.
- **Ho_5** There is no significant difference between the Equity of Public and Private elementary schools in respect to medium of instruction.

- **Ho_6** There is no significant difference between the Efficiency of Public and Private elementary schools in respect to medium of instruction.
- **Ho_7** There is no significant difference between the Equity of Public and Private elementary schools in respect to locality of the schools.
- **Ho_8** There is no significant difference between the Efficiency of Public and Private elementary schools in respect to locality of the schools.

6.2. Comparative Study on Equity and Efficiency in Public and Private Schools

- **Hypothesis 1 (Ho_1):** There is no significant difference between the Equity of Public and Private elementary schools.

Equity in Public and Private Schools in Terms of Access

Table 6.1: Equity in Public and Private in Terms of Access

Sample	N	df	Mean	SD	t	Significance
Public	92	139	6.89	0.346	3.25	Significant
Private	50		7.04	0.198		

Source: Field Investigation (at 0.05 Significance Level)

From the above Table 6.1, it is observed the Mean score of Public and Private in terms of Access have been recorded as 6.89 and 7.04 respectively. The SD of the Public and Private institutions in terms of Access are 0.346 and 0.198 respectively. The calculated 't' value has beenfound as **3.25** which is statistically significant at 0.05 significance level (critical value is 1.98). This result reveals a difference between Public and Private schools in terms of Access.

In regards to the above analysis, the difference is found in equity at public and private schools in terms of Access. Accessibility to education is not equal between

public and private schools in the district. The Mean and SD of private schools are higher than that of the public schools. Thus, it may be mentioned that private schools have higher equity in respect to access in the elementary level of education in Chirang district of Assam.

Equity in Public and Private Schools in Terms of Opportunity

Table 6.2: Equity in Public and Private Schools in Terms of Opportunity

Sample	N	df	Mean	SD	t	Significance
Public	92	91	4.95	0.272	72.45	Significant
Private	50		7.00	0.020		

Source: Field Investigation (at 0.05 Significance Level)

The above Table 6.2, shows the mean score of **Public and Private in terms of Opportunity** as 4.95 and 7.00 respectively. The SD of the **Public and Private institutions in terms of Opportunity are 0.272 and 0.020** respectively. The **calculated 't' value has been found as 72.45** which is statistically significant at 0.05 level (critical value is 1.98). The data have found differences between Public and Private schools in terms of Opportunity.

As per the above result shown, there are differences between equity in public and private schools in the district. Opportunities are not provided equally to the students to explore and for all-round development in both types of the school.

Equity in Public and Private Schools in Terms of Treatment

Table 6.3: Equity in Public and Private Schools in Terms of Treatment

Sample	N	df	Mean	SD	t	Significance
Public	92	91	5.01	0.104	1.00	Not Significant
Private	50		5.00	0.010		

Source: Field Investigation (at 0.05 Significance Level)

The above Table 6.3, indicates the mean score of **Public and Private in terms of Treatment,** which are 5.01 and 5.00 respectively. The SD of the **Public and Private schools in terms of Treatment are 0.104 and 0.010** respectively. The **calculated 't' value has been found as 1.00** which is statistically not significant at 0.05 level (critical value is 1.98). The result shows no difference between Public and Private schools in terms of **Treatment**.

In finding, no major difference is observed in equity, between public and private schools in terms of treatment in Chirang District of Assam. The treatments provided by the school authorities to the student are practically equal in public and private schools in the district.

Comparison between equity of public and private schools is examine based on the dimensions like Access, Opportunity and Treatment. The above result indicates more or less differences between the dimensions of equity in public and private schools. A huge difference is reflected between the access and opportunity of public and private schools in the Chirang district of Assam. A minimal difference is also observed between the treatment of public and private schools. Although, the '**t**' value between treatments of both types of schools is statistically not significant. The hypothesis is framed to

examine the differences between equity in public and private schools. Similarly, the result indicates a wide variation between public and private schools in terms of access and opportunity. Besides it is assumed that differences exist between equity in public and private schools in the district. Thus, from the above analysis on **Access, Opportunity and Treatment,** the stated null hypothesis (Ho_1) **"There is no significant difference between the Equity of Public and Private elementary schools"** is failed to be **accepted.**

- **Hypothesis 2 (Ho_2):**There is no significant difference between the Efficiency of Public and Private elementary schools.

Efficiency in Public and Private Schools in Terms of Skill Operation

Table 6.4: Efficiency in Public and Private Schools in Terms of Skill Operation

Sample	N	df	Mean	SD	t	Significance
Public	92	139	7.82	0.553	29.56	Significant
Private	50		9.98	0.319		

Source: Field Investigation (at 0.05 Significance Level)

From the above Table 6.4, it is observed that the mean score of **Public and Private schools in terms of Skill operation** are 7.82 and 9.98 respectively. The SD of the Public and **Private schools in terms of Skill operation are 0.553 and 0.319 respectively.** The **calculated 't' value has been found as 29.56** which is statistically significant at 0.05 level (critical value is 1.98). Therefore, it reveals a difference between Public and Private schools in terms of **Skill operation**.

The result shows a huge difference in efficiency between public schools and private schools. Henceforth, the skill operation in both types of schools is not equal. Private schools showed a higher level of skill operation than the public schools.

Efficiency in Public and Private Schools in Terms of Resource Management

Table 6.5: Efficiency in Public and Private Schools in Terms of Resource Management

Sample	N	df	Mean	SD	t	Significance
Public	92	103	12.67	0.595	57.11	Significant
Private	50		18.54	0.579		

Source:Field Investigation (at 0.05 Significance Level)

It is inferred from the above Table 6.5, that the mean score of **Public and Private schools in terms of Resource Management** have obtained 12.67 and 18.54 respectively. The SD of the **Public and Private schools in terms of Resource Management are 0.595 and 0.579** respectively. The **calculated 't' value has been obtained as 57.11** which is statistically significant 0.05 level (critical value is 1.98). Hence, the data shows a variance between Public and Private schools in terms of **Resource Management.**

A huge difference is found between the resource management of public and private schools. Private schools have a higher level of resource management than that of public schools. Resources are utilized pertinently by the private authorities which results in a higher amount of output. On the contrary, in terms of public schools maximum of the fund and assistances flows through various agents this leads to a waste of resources and less development.

Efficiency in Public and Private Schools in Terms of Outcomes of Students

Table 6.6: Public and Private Schools in Terms of Outcomes of Students

Sample	N	df	Mean	SD	t	Significance
Public	441	425	13.66	3.43	53.44	Significant
Private	157		26.54	2.21		

Source: Field Investigation (at 0.05 Significance Level)

The above Table 6.6, indicates the mean score of **Public and Private in Terms of Outcomes of Students** as 26.54 and 13.66 respectively. The SD of the **Public and Private in Terms of Outcomes of Studentsare 2.21 and 3.43** respectively. The **calculated 't' value has been found as 53.44** which is statistically significant at the 0.05 significant level (critical value is 1.96). This reveals a difference between **Public and Private in Terms of Outcomes of the Students**.

In terms of students' academic achievement, a vast difference has been observed between the performance of the students from public and private schools. Private schools' students have highly outperformed the private schools' students. Therefore, this might be stated that public schools' students are lagging behind private schools in terms of academic performance.

As a result, in all the three dimensions of efficiency, the result argues that private schools have outperformed the public schools. From this finding, it can be opined private schools have a higher level of skill operation, better resource management as well as higher academic performance. Thus, from the above analysis, the hypothesis stated "**There is no significant difference between the Efficiency of Public and Private elementary schools**" failed to be **accepted.**

- **Hypothesis 3 (Ho_3):** There is no significant difference between the Outcomes of students of Public and Private elementary schools in respect to gender.

Table 6.7: Gender Wise Outcomes of Students in Elementary Schools

Sample	N	df	Mean	SD	t	Significance
Male	219	380	16.66	6.473	1.19	Not Significant
Female	181		17.45	6.605		

Source: Field Investigation (at 0.05 Significance Level)

The Table 6.7, depicts the mean score of Elementary school students on Gender Wise (Male/Female*)* as 16.66 and 17.45 respectively. The SD of the Elementary school students on Gender Wise (Male/Female) *ar*e **6.473 and 6.605** respectively. The **calculated 't' value has been found as 1.19** which is statistically not significant at 0.05 significant level (critical value is 1.96). Thus, the result reveals no differences in the outcomes of students concerning gender.

In addition, an inconsiderable difference has been seen between the performance of male and female students in public and private elementary schools. Both girls and boys have performed almost equal in both the sectors. Therefore, the hypothesis stated as **"There is no significant difference between the Outcomes of students of Public and Private elementary schools in respect to gender"** is failed to be **rejected**.

- **Hypothesis 4 (Ho_4):**There is no significant difference between the Outcomes of students of Public and Private elementary schools in respect to the medium of instruction

Table 6.8: Outcomes of Students of Public and Private elementary schools in Respect of Medium of Instructions

Sample	N	df	Mean	SD	f	Significance
Bodo Medium	126	Between Group- 2	17.79	6.84	0.49	Not Significant
Assamese Medium	68	Within Group- 281	17.37	6.62		
English Medium	90		16.88	6.36		

Source: Field Investigation (at 0.05 Significance Level)

From the above Table 6.8, it is observed that the mean score of **Outcomes of Students of Public and Private elementary schools in respect to medium of instruction**has been recorded as 17.79, 17.37 and 16.88 respectively. The SD of the **Outcomes of Students of Public and Private elementary schools in respect to medium of instructionis 6.84, 6.62 and 6.36** respectively. The **calculated 'f' value has been found as 0.49** which is statistically not significant at 0.05 level (critical value is 3.03). The result found no differences within the **Outcomes of Students of Public and Private elementary schools in respect to the medium of instruction.**

On the outcomes of students, only the least differences are found in academic performance of multiple mediums of instruction. Students' performances from Assamese, Bodo and English mediums of instruction from both public and private funded schools are nearly equal. Only the differences are observed in terms of public and private schools. The students from vernacular medium private schools have also performed equally better in English subject along with their public school counterparts.

From this observation, it might be assured that medium of instruction is not a factor affecting the academic performance of a student. Thus, it can be determined that 'medium' is not a barrier to learning. Therefore, the hypothesis stated as **"There is no significant difference between the Outcomes of students of Public and Private elementary schools in respect to the medium of instruction"** is failed to be **rejected.**

- **Hypothesis 5 (Ho_5):**There is no significant difference between the Equity of Public and Private elementary schools in respect to medium of instruction.

Equity in Public schools of Dual Medium (Assamese & Bodo), Assamese Medium and Bodo Medium in terms of Access

Table 6.9: Access in Dual Medium, Assamese Medium and Bodo Medium schools

Sample	N	df	Mean	SD	f	Significance
Dual[1] Medium	36	Between Group- 2	5.03	0.560	1.63	Not Significant
Assamese Medium	22	Within Group- 89	4.86	0.351		
Bodo Medium	34		4.79	0.641		

Source: Field Investigation (at 0.05 Significance Level)

The table 6.9, indicates the mean score on **Access in Dual Medium, Assamese Medium and Bodo Medium** schoolsas 5.03, 4.86 and 4.79 respectively. The SD of **Access in Dual Medium, Assamese Medium and Bodo Medium schools are 0.560, 0.351 and 0.641** respectively. The **calculated 'f' value has been found as 1.63** which is statistically **not significant** at 0.05 level (critical value is 3.10). The data are found to be

[1]Dual medium refers to the schools having Assamese and Bodo medium at the single compound under single administration.

no differences within the **Access in Dual Medium, Assamese Medium and Bodo Medium** schools.

The above result reveals of no differences among the different medium schools of public sector. The Dual, Assamese and Bodo Medium schools have equal levels of Access.

Equity in Public School of Dual Medium, Assamese Medium and Bodo Medium in terms of Opportunity

Table 6.10: Opportunity in Dual Medium, Assamese Medium and Bodo Medium schools

Sample	N	df	Mean	SD	f	Significance
Dual Medium	36	Between Group- 2	3.50	0.50	0.52	Not Significant
Assamese Medium	22		3.64	0.49		
Bodo Medium	34	Within Group- 89	3.53	0.50		

Source: Field Investigation (at 0.05 Significance Level)

Looking at the above Table 6.10, it can be perceived that the mean score of Opportunity **in Dual Medium, Assamese Medium and Bodo Medium** schoolsare 3.50, 3.64 and 3.53 respectively. The SD of the Opportunity **in Dual Medium, Assamese Medium and Bodo Medium schools are 0.50, 0.49 and 0.50** respectively. The **calculated 'f' value is found as 0.52** which is statistically not significant at 0.05 level (critical value is 3.10). This shows no differences in the **Opportunity in Dual medium Assamese and Bodo Medium schools**.

The findings of opportunity in terms of the medium are found to be no significant among the Dual, Assamese and Bodo Mediums of schools. Hence, it may be interpreted that all the medium of schools are providing equal opportunities to the students.

Equity in Public schools of Dual Medium, Assamese Medium and Bodo Medium in terms of Treatment

Table 6.11: Treatment in Dual Medium, Assamese Medium and Bodo Medium Schools

Sample	N	df	Mean	SD	f	Significance
Dual Medium	36	Between Group- 2 Within Group- 89	2.08	0.43	0.47	Not Significant
Assamese Medium	22		2.00	0.02		
Bodo Medium	34		2.09	0.37		

Source: Field Investigation (at 0.05 Significance Level)

The above table 6.11, shows the mean score of Treatment **in Dual Medium, Assamese Medium and Bodo Medium schools** attained as 2.08, 2.00 and 2.09 respectively. The SD of the Treatment **in Dual Medium, Assamese Medium and Bodo Medium**schools **are 0.43, 0.02 and 0.37** respectively. The **calculated 'f' value has been obtained as 0.47** which is statistically not significant at 0.05 level (critical value is 3.10). Thus, the result reflects no differences within the Treatment **in Dual Medium, Assamese Medium and Bodo Medium schools.**

In terms of treatment, from the mediums of schools, result shows no significant difference among the Dual medium, Assamese and Bodo mediums of schools in the

public sector. All the medium of schools responded to treat their students equally and fairly. Therefore, this finding might be generalized that equity in public schools in respect of treatment is equal.

Equity in Private Schools of English, Bodo and Assamese Medium in terms of Access

Table 6.12: Access in English, Assamese and Bodo Medium Schools

Sample	N	df	Mean	SD	f	Significance
English Medium	11	Between Group- 2 Within Group- 47	3.36	0.505	1.45	Not Significant
Bodo Medium	27		3.30	0.465		
Assamese Medium	12		3.58	0.515		

Source: Field Investigation (at 0.05 Significance Level)

On observing the above Table 6.12, it is seen that the mean score of **Private schools of English, Bodo and Assamese Medium in terms of Access is obtained as** 3.36, 3.30 and 3.58 respectively. The SD of the Access in English, Bodo and Assamese Mediumschools **are 0.50, 0.465 and 0.515** respectively. The **calculated 'f' value is 1.45** which is statistically not significant at 0.05 level (critical value is 3.18). Thus, the result predicts no differences within the Access in **English, Bodo and AssameseMedium Private Schools**.

In terms of Access, the analysis of data shows there is no difference among the English, Bodo and Assamese mediums of schools in private sector. All the mediums of private schools seem to provide equal access to the student for equity education.

Equity in Private Schools of English, Bodo and Assamese Medium in Terms of Opportunity

Table 6.13: Opportunity in English, Bodo and Assamese Medium Schools

Sample	N	df	Mean	SD	f	Significance
English Medium	11	Between Group- 2	6.36	0.505	0.27	Not Significant
Bodo Medium	27		6.37	0.492		
Assamese Medium	12	Within Group- 47	6.25	0.452		

Source: Field Investigation (at 0.05 Significance Level)

The table 6.13, indicates the mean score of **Private Schools of English, Bodo and Assamese Medium in terms of Opportunity** as 6.36, 6.37 and 6.25 respectively. The SD of the opportunity of English, Bodo and Assamese **Medium schools are 0.505, 0.492 and 0.452** respectively. The **calculated 'f' value has been found as 0.27** which is statistically not significant at 0.05 level critical value is 3.18). This result reveals no differences within the Opportunity of **English, Bodo and Assamese Medium Private Schools.**

As a result, all the mediums of private schools in terms of opportunities provided to the students show no significant difference. All the mediums of private schools have

provided similar provision of opportunities for the students to perform and explore their skills/ideas as per their capabilities.

Equity in Private Schools of English, Bodo and Assamese Medium in Terms of Treatment

Table 6.14: Treatment in English, Bodo and Assamese Medium Schools

Sample	N	df	Mean	SD	f	Significance
English Medium	11	Between Group- 2	3.73	0.467	1.30	Not Significant
Bodo Medium	27		3.44	0.506		
Assamese Medium	12	Within Group- 47	3.58	0.515		

Source: Field Investigation (at 0.05 Significance Level)

From the above Table 6.14, it is observed that the mean score of **Private Schools of English, Bodo and Assamese Medium in terms of Treatment** have been obtained as 3.73, 3.44 and 3.58 respectively. The SD of the treatment of English, Bodo and Assamese **Medium Institutions are 0.467, 0.506 and 0.515** respectively. The **calculated 'f' value has been found as 1.30** which is statistically not significant at 0.05 level (critical value is 3.18). Hence, the data is found to be no differences within the Treatment of **English, Bodo and Assamese Medium private schools**.

The above result shows no difference among in all the medium of schools in the private sector. This finding may be interpreted that English, Assamese and Bodo mediums private schools treat their students equally in every aspect. Thus, equity in private schools in respect to treatment is similar in all the mediums of schools.

Similarly, regarding the medium of instruction, the result confirms that there is no difference between the equity of public and private schools. Accordingly, based on the above analysis, the **hypothesis** as stated **"There is no significant difference between the Equity of Public and Private elementary schools in respect to medium of instruction"** isfailed to be **rejected.**

- **Hypothesis 6 (Ho_6):**There is no significant difference between the Efficiency of Public and Private elementary schools in respect to medium of instruction.

Efficiency in Public Schools of Dual Medium, Assamese Medium and Bodo Medium in Terms of Skill Operation

Table 6.15: Skill Operation in Public Schools of Dual Medium, Assamese Medium and Bodo Medium

Sample	N	df	Mean	SD	f	Significance
Dual Medium	36	Between Group- 2 Within Group- 89	7.89	0.622	0.53	Not Significant
Assamese Medium	23		7.78	0.422		
Bodo Medium	33		7.76	0.561		

Source: Field Investigation (at 0.05 Significance Level)

The above Table 6.15, indicates the mean score of **Public schools of Dual Medium, Assamese Medium and Bodo Medium in terms of Skill Operation** are attained as 7.89, 7.78 and 7.76 respectively. The SD of the treatment of dual mediums, Assamese and Bodo Medium **are 0.622, 0.422 and 0.561** respectively. The **calculated 'f' value has been found as 0.53** which is statistically not significant at 0.05 level

(critical value is 3.10). This result is found to be no differences within the Skill Operation of **Dual Medium, Assamese Medium and Bodo Medium Schools.**

The data has been perceived of no significant difference in efficiency among Assamese, Bodo and both Assamese and Bodo medium schools in the public sector. Concerning the medium of instruction, no difference exists among the different mediums of instruction. Hereafter, it can be assumed that schools of all the mediums of instruction are equally operating/functioning the skills of human resources available in the schools.

Efficiency in Public Schools of Dual Medium, Assamese Medium and Bodo Medium in Terms of Resource Management

Table 6.16: Resource Management in Public Schools of Dual Medium, Assamese and Bodo Medium

Sample	N	df	Mean	SD	f	Significance
Dual Medium	36	Between Group- 2 Within Group- 89	12.58	0.554	4.57	Significant
Assamese Medium	23		12.48	0.511		
Bodo Medium	33		12.91	0.631		

Source: Field Investigation (at 0.05 Significance Level)

The Table 6.16, shows the mean score of **Public** schools **of Dual Medium, Assamese Medium and Bodo Medium in terms of Resource Management** as 12.58, 12.48 and 12.91 respectively. The SD of the treatment of dual mediums, Assamese and Bodo Medium **are 0.554, 0.511 and 0.631** respectively. The **calculated 'f' value has been found as 4.57** which is statistically significant at 0.05 level (critical value is 3.10).

Thus, it predicts differences within the Resource Management of **Dual Medium, Assamese and Bodo Medium Public Schools**.

Regarding resource management, a minimum difference is found in efficiency in all the medium types of schools. In the study, the dual medium schools have recorded a higher level of resource management followed by Bodo and Assamese medium schools.

Efficiency in Private Schools of English, Assamese and Bodo Medium in terms of Skill Operation

Table 6.17: Skill Operation in Private Schools of English, Bodo and Assamese Medium

Sample	N	df	Mean	SD	f	Significance
English Medium	11	Between Group- 2 Within Group- 47	10.09	0.302	1.08	Not Significant
Bodo Medium	27		9.93	0.385		
Assamese Medium	12		10.00	0.04		

Source: Field Investigation (at 0.05 Significance Level)

From the above Table 6.17, it is depicted that mean score of **Private schools in English, Bodo and Assamese Medium in terms of Skill Operation** as 10.09, 9.93 and 10.00 respectively. The SD of treatment of English, Bodo and Assamese Medium **are 0.302, 0.385 and 0.040** respectively. The **calculated 'f' value has been found as 1.08** which is statistically not significant at 0.05 level (critical value is 3.18). Therefore, it can be stated that there is no difference within the Skill Operation among English, Bodo and Assamese Medium private schools.

The analysis of data shows no difference is found in efficiency among the mediums of schools concerning Skill operation in the private sector. These results assured that Private schools have high-skill operations in all the mediums of school.

Efficiency in Private schools of English, Assamese and Bodo Medium in Terms of Resource Management

Table 6.18: Resource Management of Private Schools of English, Bodo and Assamese Medium

Sample	N	df	Mean	SD	f	Significance
English Medium	11	Between Group- 2	18.55	0.522	0.051	Not Significant
Bodo Medium	27		18.52	0.643		
Assamese Medium	12	Within Group- 47	18.58	0.515		

Source: Field Investigation (at 0.05 Significance Level)

The table 6.18, presents the mean score of **Private schools from English, Bodo and Assamese Medium in terms of Resource Management as** 18.55, 18.52 and 18.58 respectively. The SD of the Resource management of English, Bodo and Assamese Medium **are 0.522, 0.643 and 0.515** respectively. The **calculated 'f' value has been found as 0.051** which is statistically not significant at 0.05 level (critical value is 3.18). This data stated no differences within the Resource Management of **English, Bodo and Assamese Medium Private Schools**.

Based on resource management, the result reveals no difference among the efficiency in English, Bodo and Assamese medium of schools in the private sector. All the medium schools showed equal levels of resource management.

Therefore, the above result affirms that no differences in efficiency concerning resource management among Assamese, Bodo and dual medium schools in both the public and private sectors. Similarly no difference in the efficiency of skill operation in public schools is observed. However, a slight difference has been observed in efficiency in favour of resource management among public sector schools. Thus, based on the above analysis of data, the stated hypothesis **"There is no significant difference between the Efficiency of Public and Private elementary schools in respect to medium of instruction**" is failed to be **accepted.**

- **Hypothesis 7 (Ho_7):**There is no significant difference between the Equity of Public and Private elementary schools in respect to locality of the schools.

Equity in Public Schools Located at Urban and Rural Areas in Terms of Access

Table 6.19: Access in Urban and Rural Area Public Schools

Sample	N	df	Mean	SD	t	Significance
Urban	8	8	5.00	0.535	0.53	Not Significant
Rural	84		4.89	0.560		

Source: Field Investigation (at 0.05 Significance Level)

Looking at the above Table 6.19, the mean score of **Access in Urban and Rural areas in Public schools** has attained 5.00 and 4.89 respectively. The SD of **Access in**

Urban and Rural areas' Public schools are 0.535 and 0.560 respectively. The **calculated 't' is 0.53** which is statistically not significant at 0.05 level (critical value is 2.306). This data reveals no differences between **Access in Urban and Rural area Public schools.**

On access to urban and rural areas, the results are perceived as no significant difference in public schools. This means that public schools in both urban and rural are equally accessible to all students.

Equity in Public Schools Located at Urban and Rural Areas in Terms of Opportunity

Table 6.20: Opportunity in Urban and Rural area in Public Schools

Sample	N	df	Mean	SD	t	Significance
Urban	8	8	3.50	0.535	0.242	Not Significant
Rural	84		3.55	0.501		

Source: Field Investigation (at 0.05 Significance Level)

From the Table 6.20, it can be depicted the mean score of **Opportunity in Urban and Rural area Public schools** as 3.50 and 3.55 respectively. The SD of the **Opportunity in Urban and Rural area Public schools are 0.535 and 0.501**respectively. The **calculated 't' value has been found as 0.242** which is statistically not significant at 0.05 level (critical value is 2.306). This result confirms that there is no difference in **Opportunities between Urban and Rural Public schools.**

As per the result, it may be opined that students studying in both urban and rural area public schools are receiving the same opportunity. Hence the dimension of equity is found to be equal in public schools concerning the locality.

Equity in Public Schools Located at Urban and Rural Areas in Terms of Treatment

Table 6.21: Treatment in Urban and Rural Areas in Public Schools

Sample	N	df	Mean	SD	t	Significance
Urban	8	8	2.12	0.641	0.286	Not Significant
Rural	84		2.06	0.324		

Source: Field Investigation (at 0.05 Significance Level)

The table 6.21 represents the mean score of **Treatment in Urban and Rural area Public schools** as **2.12** and **2.06** respectively. **The SD of the Treatment in Urban and Rural area Public schools has attained 0.641 and 0.324** respectively. **The calculated 't' value has been obtained as 0.286** which is statistically not significant at 0.05 level (critical value is 2.30). Thus, this result reveals no differences between **Treatment in Urban and Rural area's Public schools.**

From the result, it might be conveyed that treatment of students does not vary in public schools concerning the locality

Equity in Private Schools Located at Urban and Rural Areas in Terms of Access

Table 6.22: Access in Urban and Rural Area Private Schools

Sample	N	df	Mean	SD	t	Significance
Urban	9	11	3.44	0.527	0.41	Not Significant
Rural	41		3.37	0.488		

Source: Field Investigation (at 0.05 Significance Level)

The above Table 6.22 indicates the mean score of Access **at Urban and Rural areas in Private Schools** recorded as 3.44 and 3.37 respectively. The SD of the **Access in Urban and Rural area private schools are 0.527 and 0.488** respectively. The **calculated 't' value is 0.41** which is statistically not significant at 0.05 level (critical value is 2.20). Therefore, the result indicates no differences between **Access in Urban and Rural area Private Schools.**

Similarly, this result is worth mentioning that both urban and rural areas of private schools are equally accessible to all children for elementary schooling.

Equity in Private Schools Located at Urban and Rural Areas in terms of Opportunity

Table 6.23: Opportunity in Urban and Rural Area Private Schools

Sample	N	df	Mean	SD	t	Significance
Urban	9	11	6.33	0.500	0.044	Not Significant
Rural	41		6.34	0.480		

Source: Field Investigation (at 0.05 Significance Level)

According to table 6.23, it is observed that the mean score of **Opportunity in Urban and Rural area Private schools** are 6.33 and 6.34 respectively. The SD of the Opportunity **in Urban and Rural area Private Schools are recorded as 0.500 and 0.480** respectively. The **calculated 't' value has been attained as 0.44** which is statistically not significant at 0.05 (critical value is 2.201). Hence, the data have shown no differences between Opportunities **in Urban and Rural area Private Schools.**

Based on the above result, it may be interpreted that opportunity for students does not differ in private schools concerning urban and rural areas. All the students are provided equal opportunities to explore their capabilities and potentialities in schools.

Equity in Private Schools Located at Urban and Rural Areas in Terms of Treatment

Table 6.24: Treatment in Urban and Rural Area Private Schools

Sample	N	df	Mean	SD	t	Significance
Town	9	11	3.67	0.500	0.83	Not Significant
Rural	41		3.51	0.506		

Source: Field Investigation (at 0.05 Significance Level)

The above Table 6.24 indicates the mean score of Treatment **in Urban and Rural area Private schools** as 3.67 and 3.51 respectively. The SD of the Treatment **in Urban and Rural area Private Schools are 0.500 and 0.506** respectively. The **calculated 't' value has been obtained as 0.83** which is statistically not significant at 0.05 level (critical value is 2.201). This data has revealed no differences between Treatment **in Urban and Rural area Private Schools.**

The result may be stated that elementary schools provide equal treatment to students concerning the urban and rural areas.

From the above analysis, the data inferred that none of the dimensions has showed significant differences between Equity in Public schools and Private schools in respect of the location of the institutions. Thus, the stated hypothesis **"There is no significant difference between the Equity of Public and Private elementary schools in respect to locality of the schools"** is failed to be **rejected.** As a result, the finding

might be presumed that there is equity in public and private schools concerning the location of the schools.

Hypothesis 8 (Ho_8): There is no significant difference between the Efficiency of Public and Private elementary schools in respect to locality of the schools.

Efficiency in Public Schools Located at Urban and Rural Areas in Terms of Skill Operation

Table 6.25: Skill Operation in Urban and Rural Area Public Schools

Sample	N	df	Mean	SD	t	Significance
Urban	17	74	8.00	0.020	3.20	Significant
Rural	75		7.77	0.606		

Source: Field Investigation (at 0.05 Significance Level)

It is observed from the Table 6.25, that the mean score of Skill Operation **in Urban and Rural area Public schools** recorded as 8.00 and 7.77 respectively. The SD of the Skill Operation **in Urban and Rural area's Public Schools has attained 0.020 and 0.606** respectively. The **calculated 't' value has been obtained as 3.40** which is statistically significant at 0.05 level (critical value is 1.99). Thus, a difference has been observed between Skill Operation **in Urban and Rural area's Public Schools.**

The result reflects a major difference in between the efficiency of public schools in urban and rural areas. The Mean as well as SD of rural area's public schools has been found greater than the urban area public schools. Therefore, it is observed that skill operation in rural areas is greater than that in urban public schools.

Efficiency in Public Schools Located at Urban and Rural Areas in Terms of Resource Management

Table 6.26: Resource Management in Urban and Rural Area Public Schools

Sample	N	df	Mean	SD	t	Significance
Urban	17	29	12.65	0.493	0.23	Not Significant
Rural	75		12.68	0.619		

Source: Field Investigation (at 0.05 Significance Level)

From the above Table 6.26, it is perceived that mean score of Resource Management Operation **in Urban and Rural areas Public Schools** have attained 12.65 and 12.68 respectively. The SD of Resource Management **in Urban and Rural areas Public Schools are 0.493 and 0.619** respectively. The **calculated 't' value is as 0.23** which is statistically not significant at 0.05 level (critical value is 2.04). Thus, it is found no differences between Resource Management **in Urban and Rural area Public School.**

On the above data, it can be stated that no significant difference is found in the efficiency between public schools in urban and rural areas with respect to resource management. The public schools in both urban and rural areas are managing their resources unsatisfactorily. Resource management at schools in both areas is not adequate or satisfactory as these schools have poor resource management system.

Efficiency in Private Schools Located at Urban and Rural Areas in terms of Skill Operation

Table 6.27: Skill Operation in Urban and Rural Area Private Schools

Sample	N	df	Mean	SD	t	Significance
Urban	14	29	10.07	0.267	1.40	Not Significant
Rural	36		9.94	0.333		

Source: Field Investigation (at 0.05 Significance Level)

The above Table 6.27, indicates the mean score of Skill Operation **in Urban and Rural area Private schools** recorded as 10.07 and 9.94 respectively. The SD of the Skill Operation **in Urban and Rural Private Schools has been obtained at 0.267 and 0.333** respectively. The **calculated 't' value is 1.40** which is statistically not significant at 0.05 level (critical value is 2.04). This result can be reported as no differences in Skill Operation between **Urban and Rural area Private schools.**

Therefore, the finding on efficiency between urban and rural area private schools in terms of skill operation reveals no significant difference. Private schools in both urban and rural areas are operating skills development for human resources in their utmost means to attain greater efficiency in the elementary schooling.

Efficiency in Private Schools Located at Urban and Rural Areas in Terms of Resource Management

Table 6.28: Resource Management in Urban and Rural Area Private Schools

Sample	N	df	Mean	SD	t	Significance
Urban	17	29	18.53	0.624	0.08	Not Significant
Rural	33		18.55	0.564		

Source: Field Investigation (at 0.05 Significance Level)

On observing the above Table 6.28, it is seen that the mean score of Resource Management Operation **in Urban and Rural area Private schools** have been found 18.53 and 18.55 respectively. The SD of Resource Management **in Urban and Rural area Private schools are recorded at 0.624 and 0.564** respectively. The **calculated 't' value has been obtained as 0.08** which is statistically not significant at 0.05 level (critical value is 2.04). Thus, this shows no differences in Resource Management between **Urban and Rural area Private schools**

The study has revealed no significant difference in the efficiency between urban and rural areas private schools in respect to resource management. The private schools have utilized their resources at their optimum and it is evident that these schools have attained the best result.

Hence, the stated hypothesis "**There is no significant difference between the Efficiency of Public and Private elementary schools in respect to locality of the schools"** is failed to be **accepted**. However, in the analysis, a slight difference is observed in efficiency between public and private schools in rural area in respect of skill operation.

6.3. Conclusion

The main objective of this chapter was to make a comparative analysis of equity and efficiency between public and private school education in Chirang district. To analyse equity and efficiency between private and public schools, different dimensions and hypotheses were taken and framed. In this regard, testing of the hypotheses has revealed the following findings: The stated hypothesis (**$Ho_{1)}$** "There is no significant difference between the Equity of Public and Private elementary schools"and **Ho_2**"There is no significant difference between the Efficiency of Public and Private elementary schools" are failed to be accepted. A huge difference has been found between the equity as well as efficiency of public and private schools in the distinct. Private schools have a higher level of equity and efficiency than public schools. In all the dimensions of equity and efficiency at the elementary level of education private schools have outperformed public schools. Public sector schools are found to be lagging far behind in providing an equity and efficiency education system due to many reasons. However, the stated **Ho_3** "There is no significant difference between the outcomes of students of Public and Private elementary schools in respect to gender" and **Ho_4 "**There is no significant difference between the outcomes of students of Public and Private elementary schools in respect to the medium of instruction" in comparing between or among the different types of public and private schools, type of mediums schools' responses was almost similar. As a result, in few dimensions no difference and a slight difference have been observed in the analysis. On an overview the elementary level of education in the district there is need of improvement to bring a complete equity and efficiency in public and private elementary schools.