



# Comparing Public and Private School Students' Academic Performance

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**Abstract:** Thesis explores the distinct approaches to education and learning strategies employed in government versus private schools within the Sagar Division, Madhya Pradesh. The study aims to evaluate how these differing educational tactics impact student academic performance, with a particular focus on identifying any significant variations between the two types of institutions. Additionally, the research delves into the influence of gender on learning outcomes and the role of teacher training in shaping these results.

**Keywords:** Government, learning, teacher training, performance, Students' Academic

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## INTRODUCTION

The Idea of Instruction Anyone who made it easier for others to study was considered a teacher before modern times. Penn (1987) argues that teachers teach much more than just facts and information, hence modern education goes beyond just imparting knowledge. A teacher's role extends beyond only imparting information; they also foster students' growth in critical thinking, creative problem-solving, and oral and written expression, as well as their communication abilities. In addition, students are taught to cultivate good self-image and attitude, acquire social and manual skills, and create a strong, flexible physique that can endure the rigours of academics. This leads us to the conclusion that teaching is "an act of interpersonal influence aimed at changing the ways in which other persons can or will behave" (Gauge, 1963).

Another definition given by Anderson and Burns (1989) is that teaching is "an interpersonal interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways in which they can or will behave." A "conscious and deliberate effort aimed at changing the disposition of a particular person or persons by another person" (Gilbert, this year). Evidently, teaching is a human activity carried out by one person (the instructor) for another (the learner), and those who have received formal training to support this activity are known as teachers. They take part in activities that motivate individuals to alter their conduct. Since it is not a valid professional claim to have taught oneself anything, it is possible to participate in self-instruction via media such as books, videos, or programming, but this is not the same as really teaching oneself.

Hilgard (1956:), characterized learning as "the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of nature response tendencies, maturation, or temporary states of the organism." Learning, according to Kimble (1961, referenced by Hegemann & Olson 1997), is not caused

by transient bodily states like those caused by disease, exhaustion, or drugs, but rather by experience and is hence rather permanent.

Based on these criteria, it's easy to see that learning involves a shift in behavior that, although temporary, will remain with the learner (or learners) for a while. And these alterations aren't caused by ageing, medicines, inspiration, or maturity, growth, or development. Thus, learning cannot be applied to any pattern of behavior that is not generally permanent. Thus, learning is defined as an alteration in behavior that occurs when an individual or group of individuals "ascribable to a conscious interaction between the teacher and the learners or between the learners and the learning experiences intended" undergoes a process of education. Communication in this context might be either verbal or nonverbal. Reinforcement is the end result of training and continuous practice, the two main components of learning. Rehearsals and practice help students retain more of what they've learnt. Learning also entails a change of a lasting kind, shown in the form of improved information, abilities, and perspectives. Compared to changes caused by natural causes, this one is drastically different.

On the contrary, it is a continual and gradual process that ultimately results in the gain of new information, abilities, and perspectives. The student is also expected to take an active role in the learning process.

Hobbes (1996) argues that the mechanisms via which a society's authoritative choices are made and carried out constitute its government. Any level of government from the local to the federal to the international may be considered a unit of government. Public policies, such as laws and regulations, are authoritative because they impose legal obligations on persons and organizations, who must comply with the choices or face consequences. There are three levels of government in India: the federal level, which consists of the President, the federal courts, and various federal bureaucracies; the state level, which consists of the 36 individual states and their legislatures, governors, and courts; and the local level, which consists of cities and other special units of government like school boards.

## LITERATURE REVIEW

**Sharafat, Roya et.al. (2016).** The writers have made an effort to comprehend whether or not the critical thinking and study habits of pupils enrolled in Mysore's public and private schools vary. Using a stratified random selection approach, the research surveyed 625 students from Mysore City, India. The results showed that the critical thinking and study habits of pupils from public and private schools are different. Compared to pupils in public schools, those attending private institutions had superior critical thinking skills and study habits. What this indicates is that compared to kids in public schools, those attending private schools have superior study habits and critical thinking skills. There is some talk that private institutions have an edge over public ones.

**Jain, P. (2021).** This is a huge step in the right direction since it will modernize, advance, and equalize India's education system, as well as alter the country's secondary and tertiary education systems in profound ways. Because of differences in tradition and culture, as well as differences in the phases of a person's life cycle at the elementary, secondary, and tertiary levels of education, each country's educational system is unique and tailored to its citizens. This policy takes the place of the National Policy on Education, 1986, which was earlier. This study draws on the NEP 2020's emphasis on higher education

(HE), its history and its recent development, in order to emphasize the plan's vision, its focal thrust areas, and its guiding principles; it is also required to highlight the plan's characteristics, obstacles, effects on schools and universities, and its pros and cons. Finally, they are stressing how important it is to execute the policy methodically, with careful planning. Some notable developments that will reform and revolutionize the education system that we have been monitoring for the last thirty years include the founding of The National Educational Technology Forum (NETF) and the emergence of international institutions in India. JEL's Classification

**Ahmed, Mukhtar et.al. (2013).** The private school system is on the rise in Pakistan. This tendency was attributed, according to official and informal conversations, to the fact that the private sector uses English as a medium of education and as a teaching language. So, it's important to get to the bottom of the matter. The research set out to do the following primary goals: (i) compare public and private school resource utilization. (ii) in order to assess the quality of English language instruction in both public and private schools. Researchers used a multi-stage selection procedure to choose a random sample of 1,440 pupils from the province of Punjab to participate in the research. Using SPSS software, the gathered data was examined. The study's primary conclusions were: Public schools have a higher prevalence of the use of audiovisual aids compared to private schools. Teachers at private schools tend to have a more positive attitude towards their pupils than those in public schools. Teachers in public schools, on the whole, don't push their pupils to read the English-language news. Instead of holding speech contests between students, most public schools choose to have kids compete. Instead of explaining English concepts in English, most public-school instructors choose to use Urdu.

**Kamal, Sher & Saqib Khan, Muhammad & Khan, Hamid & Rehman, Khalid. (2017).** In order to demonstrate improved academic performance at the secondary school level, it is crucial to keep the school atmosphere regular, disciplined, and prompt. The research set out to compare the academic performance of male students attending public and private secondary schools in District Lakki Marwat with respect to punctuality, atmosphere, discipline, and regularity. Every male student in District Lakki Marwat's secondary school was considered for the research. In order to collect information from the participants, a simple random sampling approach was used. There are two distinct groups among the population: the rural and the urban. Ten boys' secondary schools in District Lakki Marwat were surveyed, with 100 students chosen from each socioeconomic group. The total sample size was 200. The data was gathered using a five-point Likert scale with the following options: 'Strongly Disagree (SDA)', 'Disagree (DA)', 'Undecided (UD)', 'Agree (A)', and 'Strongly Agree (SA)' that carry values 5, 4, 3, 2, and 1, respectively. Mean score analysis was performed on the gathered data using SPSS (version 16.0). Only male pupils from secondary schools were included in the research. The study's main conclusions and outcomes demonstrated that male pupils in private schools outperform their public-school counterparts in terms of academic achievement. There were also some suggestions made on how things may be improved.

**Okon, Cecilia & Archibong, U. (2015).** The level of social studies performance in the junior secondary certificate examination (JSCE) is determined by the type of school. The academic performance of secondary school pupils in Akwa Ibom State, Nigeria, was compared between public and private institutions. The study was guided by the formulation of research questions. The 940 participants were selected from a pool of public and private school students. In order to analyse the data, this research used

a t-test and an ex-post facto design. According to the results, private secondary school pupils outperformed their public-school counterparts in the Social Studies course.

## RESEARCH METHODOLOGY

Using the study instruments, the investigator personally visited each of the chosen schools to gather data. As a first step, the investigator had a meeting with the institution director to explain his study objectives. The data collection process began with obtaining the head of the institution's authorization.

The investigator respectfully requested permission to gather data from the head teachers and instructors, providing them with a timetable. The instructors were also approached for their consent. The investigator has asked the school's head teacher or other designated educator to provide some data and information, with the understanding that it would be used only for study and that it will be kept secret. The investigator asked the school principal for the contact information of parents whose children attended the school. The investigator contacted the parents with the data collection schedule after obtaining their names and addresses. The investigator visited with the parents, explained the objective of the visit, and obtained their prior consent. The researcher has promised to keep all responses strictly secret and to utilise the provided data and material for research purposes only. The investigator expressed gratitude to the school administrators, instructors, and parents for their helpful cooperation and assistance when data collection was complete.

The next stage, after the sample selection, was to identify appropriate data gathering instruments. This study compared public and private elementary schools in terms of their current state in relation to the following factors: teacher quality, student body size and academic performance, school facilities, extracurricular activities, PTA meetings, evaluation practices, instructional strategies, and parental opinions. Using tools such as the School Information Blank, instructor schedules, and parent schedules, the investigator in this research gathered primary data from individuals involved.

## DATA ANALYSIS

The schools' standing is established according to the academic performance of its pupils. This table displays the results of an investigation of data about the academic performance of primary school children from various public and private institutions, spanning from first to eighth grade.

**Table 1: Comparing the Academic Performance of Public and Private School Students**

C.I.	91%-100 %		81%-90%		71%-80%		61%-70%		51%-60%		41%-50%		33%-40%		<33%	
	Govt. Schools Students (%)	Private Schools Students (%)	Govt. Schools Students (%)	Private Schools Students (%)	Govt. Schools Students (%)	Private Schools Students (%)	Govt. Schools Students (%)	Private Schools Students (%)	Govt. Schools Students (%)	Private Schools Students (%)	Govt. Schools Students (%)	Private Schools Students (%)	Govt. Schools Students (%)	Private Schools Students (%)	Govt. Schools Students (%)	Private Schools Students (%)
1st	8.2	9.7	15.5	20	21	48.5	18.7	21.8	8	00	14.9	00	9.5	00	4.4	00
2nd	9	10	6	20	15	30	30	10	20	30	5.5	00	8.5	00	6	00
3rd	4	20	8	30	8	40	35	10	25	00	11	00	6.5	00	2.5	00
4th	2	15	7	25	11	30	30	19.5	20	10.5	30	00	00	00	00	00
5th	4	9	1	27	6	26	40	30	38	8	12.5	00	9.5	00	00	00
6th	3	10	3	25	4	18	30	32	40	15	15	00	5	00	00	00
7th	2	17	5	13	8	20	35	40	20	10	17	00	13	00	00	00
8th	1	10	1	10	7	30	28	30	31	20	13.5	00	8.5	00	00	00

Table 1 displays the academic performance of elementary school pupils from the first to eighth grades in both public and private institutions.

Among first-year students at public schools, 8.20% got 91–100%, 15.50% got 81%–90%, 21.00% got 71%–80%, 18.70% got 61%–70%, 8.00% got 51%–60%, 14.90% got 41%–50%, 9.50% got 33%–40%, and 4.40% got less than 33%. Whereas, at private schools, 9.70% of pupils got 91–100%, 20.00% got 81–90%, 48.05% got 71–80%, and 21.80% got 61–70%.

In comparison to the maximum of eighty percent of students at private schools, only 49.70 percent of kids at public schools managed to get 70–100% in first class.

Access to Infrastructure and Other Resources at Public and Private Institutions of Higher Learning. The following tables display the results of the data analysis and interpretation about the availability of basic infrastructure amenities in both public and private schools:

- **Public and private school infrastructure availability**

The infrastructure facilities' data interpretations in the table below:

**Table 2: Infrastructure Available to Public and Private Schools.**

Item No.	Availability of Infrastructural Facilities	Type of School			
		Government		Private	
		Yes	No	Yes	No
1	Own Building	30 (100%)	-	30 (100%)	-
2	Boundary wall	30 (100%)	-	30 (100%)	-
3	Head Teacher Office	30 (100%)	-	30 (100%)	-
4	Electricity Supply	30 (100%)	-	30 (100%)	-
5	Staff Room	3 (10%)	27 (90%)	30 (100%)	-
6	Ramp facility	3 (10%)	27 (90%)	6 (20%)	24 (80%)
7	Play Ground	3 (10%)	27 (90%)	12 (40%)	18 (60%)
8	Library	-	30 (100%)	24 (80%)	6 (20%)
9	Canteen	-	30 (100%)	30 (100%)	-

The presence of essential infrastructure amenities in both public and private elementary schools is shown in Table No. 2.

The data in the table demonstrate that all public and private schools had their own physical structure, including a building, a boundary wall, an electrical supply and an office for the head teacher.

As seen in Item No. 8, a whole hundred percent of public schools lacked any kind of library. In contrast, a library was available at 80% of private schools and nonexistent at 20% of private schools. Considering that

the vast majority of private schools possessed libraries, it's safe to say that every single public school lacked one. According to the data in Item 9, all of the public schools did not have any kind of cafeteria. In contrast, there was a cafeteria at every single private school.

We may infer that private schools had cafeterias whereas public schools did not have any (1%). When comparing elementary schools, it is safe to say that private schools have superior amenities, such as a principal's office, staff room, library, cafeteria, and power supply, then do public schools. The following table provides information on a selection of public and private schools' lab facilities: -

**Table 3: The Number of Public and Private School Labs Available**

Item. No.	Availability of Labs facilities	Type of School			
		Government		Private	
		Yes	No	Yes	No
1	Science lab	-	30 (100%)	21 (70%)	9 (30%)
2	Computer Lab	-	30 (100%)	30 (100%)	-
3	Music Room	-	30 (100%)	21 (70%)	9 (30%)
4	Activity Room	-	30 (100%)	30 (100%)	-

The availability of lab facilities in both public and private schools is shown in Table 3. According to the data in the table, every single public school lacked any kind of science lab, computer lab, music room, or activity room. In contrast, every single private school had all four of these facilities to an unspecified degree.

- **Whether Public and Private Schools Have Access to Potable Water**

In the following table, you can find information about the drinking water facilities that are available in some public and private schools:

**Table 4: Water Potability at Public and Private Institutions of Higher Learning**

Item No.	Availability of Water	Type of School	
		Government	Private
1	Drinking water facility	30 (100%)	30 (100%)
2	Water availability on the day of visit	30 (100%)	30 (100%)
3	Water Sources		
	Water Tank	27 (90%)	30 (100%)
	Hand Pump	3 (10%)	-

Table 4 shows the water sources and availability of drinking water in primary schools, both public and private.

According to the data in Item No. 1, all public schools and all private schools had access to potable water. All public and private schools, by some estimates, have access to potable water. On the day of the investigator's visit, all public and private schools had access to drinking water, as shown in Item No. 2. The investigators were able to determine that on the day of their visit, drinking water was accessible at all public and private schools (in terms of percentage).

Public and private schools' water supply sources are detailed in Item No. 3. Government schools possessed water tanks in 90% of cases and hand pumps in 10% of cases, according to the data. Conversely, all private schools have water tank facilities.

It is safe to say that every single private school and the vast majority of public schools (90%) had water storage tanks. However, it was noted that the water tanks in the majority of public schools were not clean. Even though the Director of Elementary Education sent out a letter instructing principals to clean the water tank before the school year begins, the letter makes it very clear that this task is the responsibility of each principal.

Regardless, the majority of principals still neglect to clean the water tank. Additionally, it was noted that all private schools had water coolers equipped with purifiers, but no public school had such a facility.

## **CONCLUSION**

In contrast, public schools are beholden to the system for funding, and budget approval is a time-consuming and cumbersome process. In order to address these inconsistencies, the research recommends the PPP model for systemic control and monitoring; as a result, public and private schools in economically disadvantaged regions of India may combine their resources and reap the benefits.

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