

CHAPTER IV :RESULTS AND INTERPRETATION

- Introduction
- School Inputs
 - Pedagogical Inputs
 - Teaching Methods
 - Instructional Facilities
 - Economical and Socio-Psychological Inputs
 - Finance
 - Organizational Climate
 - Leadership Behaviour
- Output
 - School Systems and Achievement
 - School Systems SES and Achievement

4.0000 Introduction : In the second chapter it was stated that the present study deals with evaluation and comparison of the two types of school systems, that is private and public. Different school services and the achievement of the students taken as inputs and output respectively are the two broad aspects in the evaluation of the schools. The data collected were scored and statistically analysed as stated in Chapter III. The present chapter includes the obtained results and their interpretation shown under the two major headings - School inputs, and Output. The results are presented objectivewise.

4.1000 SCHOOL INPUTS :

School inputs are classified under the two heads - (i) pedagogical inputs, and (ii) economical and socio-psychological inputs.

4.1100 PEDAGOGICAL INPUTS :

Pedagogical inputs are further classified as (i) teaching methods, and (ii) instructional facilities. One of the objectives of the study was, "to evaluate and compare private and public schools in terms of pedagogical inputs like teaching methods, and instructional facilities,"

(objective No.1). In order to study the first objective, seven hypotheses were formulated, one for 'teaching methods' and six for 'instructional facilities'. The results under the headings of teaching methods and instructional facilities are presented in the following paragraphs.

4.1110 Teaching Methods :

It was assumed that, "there is no difference in the teaching methods used in the private and public schools," (hypothesis No.1). The information was obtained through the questionnaire included in 'Evaluative Criteria (teacher)', as given in Appendix A-2. To evaluate teaching methods, the data were scored and organised schoolwise and systemwise. For schoolwise analysis, each method was rated and total scores were calculated. The obtained total scores were evaluated from 'generally' to 'not at all' as shown in Table 3.6. For systemwise analysis, total and mean scores of each teaching method were calculated. The results are presented in Table 4.1. While, results presented in Table 4.2 show systemwise comparison of teaching methods falling under different categories.

Table 4.1 Schoolwise Evaluation and Systemwise Means of Teaching Methods

P R I V A T E															
Serial Number	Text Book Method	Question-Answer	Group Technique	Audio-Visual Aid	Field Trip	Role Play	Dramatization	Story Telling	Demonstration	Problem Solving	Translation Grammar	Direct Method	Structural Approach	Total Scores of Methods	Evaluation
1	3	2	1	1	1	1	1	1	1	1	1	2	1	17	Less Frequently
2	1	3	1	1	0	0	2	2	1	2	1	2	0	16	Less Frequently
3	3	2	1	0	1	3	1	2	0	0	0	3	3	19	Less Frequently
4	3	3	0	1	1	1	1	2	2	1	3	0	1	19	Less Frequently
5	2	2	1	1	1	0	2	2	1	3	2	2	1	20	Frequently
6	3	0	0	0	3	0	3	3	0	0	0	0	0	12	Less Frequently
7	3	1	3	3	1	1	1	1	1	1	3	0	3	22	Frequently
8	1	2	1	1	1	1	1	3	2	1	3	2	1	20	Frequently
9	2	2	1	3	1	1	1	3	1	1	3	1	1	21	Frequently
10	3	3	3	1	2	1	1	2	2	1	3	3	3	28	Frequently
11	2	3	2	2	1	1	1	1	2	3	0	0	3	21	Frequently
12	3	2	1	1	1	1	1	1	1	1	2	1	1	17	Less Frequently
13	2	2	2	0	1	0	1	2	2	0	2	0	2	16	Less Frequently
14	2	3	2	2	1	1	1	3	2	3	3	2	3	28	Frequently
15	1	3	2	0	0	1	2	2	1	2	3	1	1	19	Less Frequently
16	2	3	1	1	2	0	1	3	0	1	3	0	0	17	Less Frequently
Total	36	36	22	18	18	13	21	33	19	21	32	19	24	312	Frequently
Means	2.25	2.25	1.25	1.12	1.12	0.81	1.31	2.06	1.18	1.31	2.00	1.18	1.50	19.50	1.33

Table 4.1 Continued

Serial Number	Text Book	Method	Question-Answer	Group	Technique	Audio-Visual	Field Trip	Role Play	Dramatization	Story Telling	Demonstration	Problem Solving	Translation	Grammar	Direct Method	Structural Approach	Total Scores	Evaluation
1	3		1	2	1	1	1	0	0	1	1	2	0	0	1	0	13	Less Frequently
2	3		2	3	1	1	1	0	0	3	1	0	0	0	0	0	13	Less Frequently
3	3		2	3	3	3	3	0	1	3	3	2	3	3	0	0	26	Frequently
4	3		2	1	2	1	1	2	0	1	1	2	0	0	1	1	15	Less Frequently
5	3		2	0	2	1	1	1	2	1	2	1	2	2	0	2	18	Less Frequently
6	1		2	0	2	2	2	1	2	1	2	1	2	2	1	0	16	Less Frequently
7	3		2	0	2	1	2	0	2	1	2	1	1	1	3	0	18	Less Frequently
8	2		2	1	3	1	3	3	3	2	1	3	1	1	0	0	22	Frequently
9	3		2	1	1	1	1	1	2	1	1	3	1	1	1	0	17	Less Frequently
10	2		3	1	3	1	1	1	1	1	1	1	1	1	1	1	18	Less Frequently
11	2		3	1	1	1	1	1	3	2	1	2	2	2	2	0	21	Frequently
12	2		3	1	2	1	2	3	1	3	2	3	1	1	2	1	25	Frequently
13	3		3	0	0	1	0	1	1	0	0	0	0	0	0	0	09	Less Frequently
14	1		3	1	1	1	1	0	0	3	0	0	3	3	3	3	18	Less Frequently
15	2		2	1	0	2	0	0	1	2	0	2	3	3	2	2	20	Frequently
16	2		2	1	0	3	0	0	2	3	2	3	2	2	1	1	21	Frequently
17	3		2	1	3	1	3	3	2	3	2	3	2	2	3	0	28	Frequently
18	3		3	1	3	1	3	1	3	2	1	3	1	1	2	3	24	Frequently
19	2		3	1	1	1	1	1	1	1	1	0	0	2	3	1	16	Less Frequently
20	1		2	1	1	1	1	1	2	2	1	2	2	2	2	1	17	Less Frequently
21	2		3	1	1	1	1	0	0	3	3	3	3	3	1	1	17	Less Frequently
22	2		3	1	1	1	1	2	2	3	3	3	3	3	3	1	29	Frequently
23	3		3	1	1	1	1	0	2	3	3	2	0	0	1	1	18	Less Frequently
24	3		3	1	2	3	2	3	1	3	3	1	3	3	2	1	29	Frequently
25	3		2	1	1	2	1	0	2	3	3	2	2	2	2	0	23	Frequently
26	3		1	0	0	3	0	2	1	3	3	3	2	2	2	1	24	Frequently
Total	61		58	26	35	37	27	32	32	53	41	46	39	39	39	21	515	Frequently
Means	2.34		2.23	1.00	1.34	1.42	1.04	1.23	2.03	1.57	1.76	1.50	1.50	1.50	1.50	0.80	19.80	Frequently

Table 4.2 Comparison of Teaching Methods of Private and Public Schools
(Frequencies and Percentages)

School System	Generally	Frequently	Less Frequently	Not at all
Private	-	7 (43.75)	9 (56.25)	-
Public	-	12 (46.12)	14 (53.84)	-

The results of Tables 4.1 and 4.2 reveal that -

- (i) Mean of the total scores of the teaching methods of private schools is 19.50 and of public schools 19.80. Both the systems fall under the category 'frequently'. In other words, various teaching methods are used 'frequently' in both the systems of schools.
- (ii) Percentages of private schools using teaching methods 'frequently' are 43.75, and 'less frequently' 56.25; and of public schools using teaching methods 'frequently' are 46.12, and 'less frequently' 53.84. In other words, the frequency of using teaching methods in private and public schools is almost equal.

(iii) Teaching methods used frequently in private and public schools are textbook method, question-answer, story telling and translation grammar. The methods used 'less frequently' in private schools are role play, audio-visual aids, field trips and demonstration; whereas, in public schools, group technique and structural approach methods are used 'less frequently'.

The results show that on the whole, in both the school systems teaching methods are used 'frequently'. The hypothesis that, "there is no difference in the teaching methods used in the private and public schools" (hypothesis No.1) is supported. In other words, both systems of schools use 'teaching methods' with equal frequency.

4.1120 Instructional Facilities :

Instructional facilities are further classified under : (i) physical facilities; (ii) library facilities; (iii) staff composition; (iv) instructional materials; (v) co-curricular activities; and (vi) assessment scheme. One hypothesis for each facility was formulated. The results are presented hypothesiswise.

4.1121 Physical Facilities : It was assumed that, "there is no difference in the physical facilities provided in the private and public schools" (hypothesis No.2). The information was obtained through the questionnaire included, in, 'Evaluative Criteria (principal)', as given in Appendix A-1. To evaluate physical facilities, the data were scored and organised schoolwise and systemwise. For schoolwise analysis, each physical facility was rated and total scores were calculated. The obtained total scores were evaluated from 'very good' to 'very poor' as shown in Table 3.3. For systemwise analysis, frequencies and percentages, or total and mean scores were calculated facilitywise. Results are presented in Table 4.3. Whereas, Table 4.4 shows systemwise comparison of physical facilities of the schools falling under different categories.

Table: 4.3 and 4.4 reveal that -

(i) Mean of the total scores of the physical facilities of private schools is 22.50 'Good'; and of public schools, 15.30 'fair' as in Table 4.3. In comparison to public schools, private schools are giving better physical facilities.

Table 4.3 -- Schoolwise Evaluation and Systemwise Percentages and Means of Physical Facilities

[illegible]

Table 4.4 Comparison of Physical Facilities of Private and Public Schools (Frequencies and Percentages)

School System	Very Good	Good	Fair	Poor	Very Poor
Private	3 (18.75)	8 (50.00)	3 (18.75)	1 (6.25)	1 (6.25)
Public	-	-	16 (61.53)	10 (38.43)	-

(ii) Percentages of private schools falling under different categories are 18.75 'very good'; 50.00 'good'; 18.75 'fair'; 6.25 'poor'; and 6.25 'very poor'. Whereas, 61.53 per cent public schools are 'fair' and 38.43 per cent 'poor' (Table 4.4). In other words, majority of private schools are providing better physical facilities in comparison to public schools. The range of physical facilities provided in private schools varies from 'very good' to 'very poor' and of public schools from 'fair' to 'poor'.

As shown in Table 4.3 and 4.4, private schools provide better physical facilities compared to public schools, so hypothesis No.2, that "there is no difference in the physical facilities provided in the private and public schools" is not supported.

In other words, physical facilities in private schools are better than public schools.

4.1122 Library Facilities : It was assumed that, "there is no difference in the library facilities provided in the private and public schools." (hypothesis No.3). The information regarding library facilities was obtained through the questionnaire included in 'Evaluative Criteria (principal)', as given in Appendix A-I. To evaluate library facilities, the data were scored and organised schoolwise and systemwise. For schoolwise analysis, each item was rated and total scores were calculated. The obtained total scores were evaluated from 'very good' to 'very poor' as shown in Table 3.5. For systemwise analysis, frequencies and percentages, or total and mean scores were calculated itemwise. The results are presented in Table 4.5. While, Table 4.6 shows the comparison of library facilities in regard to the number of private and public schools falling under different categories.

Table 4.5 and 4.6 reveal that,

(i) Mean of the total scores of the library facilities of private schools is 10.31 'good'; while of public schools 7.00 'fair' (Table 4.5). In other words,

Table 4.5 Schoolwise Evaluation and Systemwise Percentages and Means of Library Facilities

Sl. No.	P R I V A T E										Total Scores of Library Facilities	Evaluation
	Lib-rary	Librarian Full time	Tea-cher	Timings		Recess	No Fixed Time	Reading Room	Number of Books	Books per stu- dent		
				Morning or Evening	No							
1	1	1		1				1	1315	3	13	Very Good
2	1		1		1			1	800	4	12	Good
3											0	Very poor
4	1	1		1				1	4575	6	15	Very good
5	1		1	1					635	1	8	Fair
6	1	1		1				1	7401	21	15	Very good
7	1		1			1			150	0.39	6	Fair
8	1		1	1				1	500	3	10	Good
9	1	1	1			1			400	0.64	7	Fair
10	1	1	1			1		1	1300	2	11	Good
11	1		1	1				1	1521	3	12	Good
12	1		1			1		1	3000	8	14	Very good
13	1		1	1					1300	3	11	Good
14	1	1				1		1	2100	3	13	Very good
15	1		1			1			2500	4	12	Good
16	1		1			1			171	.30	6	Fair
Frequen- cies	15	4	11	7		8		9				
Percen- tages	93.75	26.40	68.75	43.75		50.00		56.25				
Total									27668	62.33	165	
Means									172.87	3.89	10.31	Good
												147

Table 4.5 continued

Sl. No.	P U B L I C						Reading Room	Number of Books	Books per student	Total scores of Library Facilities	Evaluation
	Lib-rary	Librarian Full time	Tea-cher	Timings Morning	Recess	No Fixed Time					
1	1	1	1			1	495	1.46	7		Fair
2	1	1	1			1	3800	6.29	12		Good
3	1	1	1			1	150	.29	5		Fair
4	1	1	1			1	265	.28	6		Fair
5	1	1	1			1	3300	7.15	12		Good
6	1	1	1			1	270	.57	6		Fair
7	1	1	1			1	3149	5.37	12		Good
8	1	1	1			1	341	.71	6		Fair
9	1	1	1			1	500	1.35	7		Fair
10	1	1	1			1	500	.50	6		Fair
11	1	1	1			1	93	.19	5		Fair
12	1	1	1			1	1100	1.40	8		Fair
13	1	1	1			1	95	.45	5		Fair
14	1	1	1			1	50	.08	5		Fair
15	1	1	1			1	100	.17	5		Fair
16	1	1	1			1	200	.59	5		Fair
17	1	1	1			1	300	.44	6		Fair
18	1	1	1			1	200	.26	5		Fair
19	1	1	1			1	100	.24	5		Fair
20	1	1	1			1	842	1.59	8		Fair
21	1	1	1			1	850	8.41	11		Good
22	1	1	1			1	312	.55	6		Fair
23	1	1	1			1	703	2.08	9		Good
24	1	1	1			1	401	1.43	7		Fair
25	1	1	1			1	466	1.11	7		Fair
26	1	1	1			1	312	.44	6		Fair
Frequencies 26											
Percentage 100.00											
Total											
Means											
								24796	29.20	182	Fair
								953.69	1.12	7.00	

Table 4.6 Comparison of Library Facilities of Private and Public Schools (Frequencies and Percentages)

School System	Very good	Good	Fair	Poor	Very poor
Private	5 (31.25)	6 (37.50)	4 (25.00)	-	1 (6.25)
Public	-	5 (19.22)	21 (80.74)	-	-

in comparison to public schools, private schools are providing better library facilities.

(ii) Percentages of private schools falling under different categories are 31.25 'very good'; 37.50 'good'; 25.00 'fair'; and 6.25 'very poor'; whereas in public schools 19.22 'good'; and 80.74 per cent of schools are rated as 'fair'; In other words, more number of private schools are having 'good' or 'very good' library facilities, while more number of public schools are providing library facilities, which are 'fair'.

(iii) Out of 16 private schools, 15 are having provision for library, 4 are having full time librarian, all are having fixed library timings, 9 are having reading

rooms and private schools provide 3.89 books per student. In comparison to this, all public schools are having provision for library, managed by the teachers, having no reading rooms and are providing 1.12 books per student.

Results shown in Tables 4.5 and 4.6 reveal that private schools provide better library facilities in comparison to public schools. So, the hypothesis No.3 that "there is no difference in the library facilities provided in the private and public schools" is not supported.

4.1123 Staff Composition : It was assumed that "there is no difference in the staff composition of the private and public schools," (hypothesis No.4). Information regarding staff composition was obtained through the questionnaire included in the 'Evaluative Criteria (principal)', as given in Appendix A-1. To evaluate staff composition, the data were scored and organised schoolwise and systemwise. For schoolwise analysis, each item was rated and total scores were calculated. The obtained total scores were evaluated from 'very good' to 'very poor' as shown in Table 3.4 for systemwise analysis, percentages of teachers having different qualification and

experience were calculated. The obtained results are given in Table 4.7, 4.8 and 4.9.

The results reveal that -

(i) Mean of the total scores of the Staff composition of private schools is 4.48 'fair', and of public schools 4.57 'fair' (Table 4.7). In other words, staff composition in both the school systems is 'fair'.

(ii) Percentages of private schools falling under different categories are 25.00 'good'; 56.25 'fair'; and 18.75 'poor'; whereas, 26.90 per cent of public schools are 'good'; 69.22 'fair'; and 3.84 per cent 'poor' (Table 4.8). In other words, staff composition in most of the private and public schools is fair. And the range varies from good to poor in both the systems of schools.

(iii) In 25 per cent of private schools, besides teaching, the teachers are assigned clerical work; whereas in all the public schools, besides teaching, the teachers are assigned three kinds of duties, these are clerical, serving refreshment to the students and working for family planning (Table 4.9). In other words, public

Table 4.7 Schoolwise Evaluation and Systemwise Percentages and Means of Staff Composition

P R I V A T E													
Sl. No.	Qualification of the Staff			Experience of the Staff			Total Scores of Staff Composition	No. of Teachers	Mean Scores of Staff Composition	Evaluation			
	S.S.C.	P.T.C.	B.A.	B.A.	M.A.	Upto 5 years					6 to 10 years	More than 10 years	
1		2(4)	16(48)	6(24)		12(24)	12(36)	136	24	5.66	Good		
2		1(2)	7(21)			4(8)	4(12)	43	8	5.37	Good		
3		7(14)	2(6)		6(6)	2(4)	1(3)	33	9	3.66	Poor		
4		5(10)	10(30)	9(36)	8(8)	10(20)	6(18)	122	24	5.08	Good		
5	2(2)	9(18)	5(15)	1(4)	16(16)	1(2)		57	17	3.35	Poor		
6		3(6)	3(6)	1(3)	1(4)	4(8)	4(12)	39	8	4.88	Fair		
7	2(2)	3(6)	3(9)		1(1)		7(21)	38	8	4.88	Fair		
8	1(1)	4(8)		1(4)		6(12)		25	6	4.16	Fair		
9	2(2)	12(24)	2(4)		12(12)	3(6)	4(12)	69	19	3.63	Poor		
10		7(14)	10(30)		4(4)	10(20)	3(9)	77	17	4.53	Fair		
11		3(6)	11(33)	7(28)	8(8)	10(20)	3(9)	104	21	4.99	Fair		
12	2(2)	4(8)	3(9)			9(18)		37	9	4.11	Fair		
13	1(1)	3(6)	6(18)		3(3)	5(10)	2(6)	44	10	4.40	Fair		
14		6(12)	1(2)		11(11)		5(15)	67	16	4.18	Fair		
15	1(1)	6(12)	8(24)		4(4)	8(16)	3(9)	60	15	4.00	Fair		
16	4(4)	2(4)	4(12)	1(4)		2(4)	9(27)	55	11	5.00	Good		
Total	15	77	98	26	73	86	63	1006	222	71.78			
Percentages	6.75	34.68	2.71	44.15	11.71	32.88	38.73	28.38					
Means								62.81	13.87	4.48	Fair		

Table 4.7 continued

P U B L I C

Sl. No.	Qualification of the Staff				Experience of the Staff		Total Scores of Staff Composition	No. of Teachers	Mean Scores of Staff Composition	Evaluation
	S.S.C.	P.T.C.	B.A.	B.A.	Upto 5 years	6 to 10 years				
1		9(18)			1(1)	4(8)	39	9	4.33	Fair
2		17(34)	1(3)			18(54)	90	18	5.00	Good
3		19(38)				10(30)	86	19	4.52	Fair
4	1(1)	17(34)			1(1)	10(30)	80	18	4.44	Fair
5		21(42)				18(54)	102	21	4.80	Fair
6		11(22)	1(3)			2(6)	51	12	4.25	Fair
7		13(26)	2(6)		6(6)	9(27)	65	15	4.33	Fair
8		12(24)	1(3)			12(36)	65	13	5.00	Good
9		12(24)				2(6)	50	12	4.16	Fair
10		11(22)	2(6)			10(30)	64	13	4.92	Fair
11		8(16)			1(1)	1(2)	37	8	4.62	Fair
12		15(30)	1(3)			6(18)	71	16	4.43	Fair
13		9(18)	2(6)		3(3)	10(20)	49	11	4.45	Fair
14		16(32)				2(4)	74	16	4.63	Fair
15		7(14)	1(3)			6(12)	40	8	5.00	Good
16		7(14)	2(6)			1(2)	45	9	5.00	Good
17		8(16)	2(6)			2(4)	50	10	5.00	Good
18		9(18)	2(6)			2(4)	55	11	5.00	Good
19		10(20)	2(6)		2(2)	7(14)	51	12	4.21	Fair
20		12(24)			3(3)	2(4)	52	12	4.33	Fair
21		13(26)			1(1)	6(18)	57	13	4.38	Fair
22		14(28)				7(14)	63	14	4.50	Fair
23		14(28)				7(14)	63	14	4.50	Fair
24		11(22)	2(6)		2(2)	7(14)	56	13	4.30	Fair
25	1(1)	7(14)			1(1)	7(14)	30	8	3.75	Poor
26		7(14)	2(6)			2(4)	45	9	5.00	Good
Total	2	309	23		21	118	1530	334	118.89	
Percentages	.59	92.52	6.89		6.30	35.32	58.38			
Means							58.84	12.84	4.57	Fair

Table 4.8 Comparison of Staff Composition of Private and Public Schools (Frequencies and Percentages)

School System	Very good	Good	Fair	Poor	Very poor
Private	-	4 (25.00)	9 (56.25)	3 (18.75)	-
Public	-	7 (26.90)	18 (69.22)	1 (3.84)	-

Table 4.9 Systemwise Frequencies and Percentages of Extra Duties and Pay Scale

School System	Extra Duties			Pay Scale		
	Cle- rical	Serving Refresh- ment	Working for Family Planning	Sarela Commi- ssion	Desai Commi- ssion	Own Scale
Private	4 (25.00)	-	-	11 (68.75)	3 (18.75)	2 (12.50)
Public	26 (100.00)	26 (100.00)	26 (100.00)	-	26 (100.00)	-

school teachers' work load is more than the teachers of the private schools.

(iv) In 68.75 per cent of private schools, teachers are getting their salary according to Sarela Commission; in 18.75 per cent according to Desai Commission and 12.50 per cent of private schools are having their own pay scale ; whereas, all the public school teachers are getting their salary according to Desai Commission (Table 4.9). This means that most of the private schools have not yet implemented the pay scale recommended by Desai Commission. The pay scale according to this Commission is more than the Sarela Commission.

The results reveal that staff composition in both the school systems is 'fair'. So, the hypothesis that, "there is no difference in the staff composition of the private and public schools", is supported.

4.1124 Instructional Materials : It was assumed that, "there is no difference in the instructional materials provided in the private and public schools." (hypothesis No.5). Information was obtained from the teachers through the 'Evaluative Criteria (teacher)', as given in Appendix A-2. To evaluate

instructional materials, the data were scored and organised schoolwise and systemwise. For schoolwise analysis, each item was rated and total scores were calculated. The obtained total scores were evaluated from 'very good' to 'very poor' as shown in Table 3.5. For systemwise analysis, frequencies and percentages, or total and mean scores were calculated itemwise. The results are presented in Table 4.10. Whereas, Table 4.11 shows the comparison of instructional materials in regard to the number of private and public schools falling under different categories.

Results of Table 4.10 and 4.11 reveal that -

(i) Mean of the total scores of the instructional materials of private schools is 7.50 'fair'; and of public schools 5.15 'poor' (Table 4.10). In other words, in comparison to public schools, private schools are providing better instructional materials.

(ii) Percentages of the private schools providing 'very good' instructional materials are 12.50; 37.50 'good'; 18.75 'fair'; 12.50 'poor'; and 18.70 'very poor'; while, in public schools 'fair' is 42.27 per cent; 'poor' 50.00 per cent; and 'very poor' 7.68 per cent. In comparison to public schools, more number of private schools provide better instructional materials.

Table 4.10 Schoolwise Evaluation and Systemwise Percentages and Means of Instructional Materials

Sl. No.	P R I V A T E															Total Evaluation
	Audio-Visual Aids					Equipment for Cultural Programme										
	Charts	Pictures	Models	Projectors	Radio	Tape Recorder	Harmonium	Tabla	Flute	Dandia	Manjira	Khanjari	Dress Ornaments	Loud Speakers		
1	1	1			1		1	1	1	1	1			1	9	Good
2	1						1								2	Very poor
3	1	1					1	1	1						5	Poor
4	1	1	1	1	1		1	1	1	1	1	1	1	1	13	Very Good
5	1	1			1		1	1	1	1	1	1	1	1	11	Good
6	1	1					1	1	1	1	1	1	1	1	10	Good
7	1	1													2	Very Poor
8	1	1			1									1	4	Poor
9	1	1		1			1	1						1	6	Fair
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	Very Good
11	1	1			1		1	1	1	1	1	1		1	10	Good
12	1	1		1			1	1	1	1	1	1	1	1	11	Good
13	1	1	1				1	1	1						6	Fair
14	1	1	1	1	1	1	1	1						1	9	Good
15	1	1			1		1	1							6	Fair
16	1	1			1		1	1	1						2	Very Poor
Frequencies	16	15	4	5	8	2	13	12	10	7	7	6	5	10		
Percentages	100	93.75	25	31.25	50	12.50	81.25	75	62.50	43.75	43.75	37.50	31.25	62.50		
Total Mean	120 7.50 Fair															57

Table 4.11 Comparison of Instructional Materials of Private and Public Schools (Frequencies and Percentages)

School System	Very Good	Good	Fair	Poor	Very Poor
Private	2 (12.50)	6 (37.50)	3 (18.75)	2 (12.50)	3 (18.75)
Public	-	-	11 (42.27)	13 (50.00)	2 (7.68)

Results shown in Table 4.10 and 4.11 reveal that private schools in comparison to public schools provide better instructional materials, so, the hypothesis No.5 that "there is no difference in the instructional materials provided in the private and public schools", is not supported.

4.1125 Co-curricular Activities : It was assumed that, "there is no difference in the co-curricular activities of the private and public schools" (hypothesis No.6). The data were obtained from teachers through the 'Evaluative Criteria' (teacher)' as given in Appendix A-2. To evaluate co-curricular activities, the data were scored and organised schoolwise and systemwise. For schoolwise analysis, each item was rated and total scores were calculated. The obtained total scores were

evaluated from 'very good' to 'very poor' as shown in Table 3.8. For systemwise analysis, frequencies and percentages, or total and mean scores were calculated itemwise. Results are presented in Table 4.12. Whereas, Table 4.13 shows the comparison of co-curricular activities in regard to the number of private and public schools falling under different categories.

Table 4.12 and 4.13 reveal that -

- (i) Mean of the total scores of the Co-curricular activities of private schools is 8.06 'poor' and of public schools 8.19 'poor'. In other words, co-curricular activities in both the school systems are 'poor'.
- (ii) Percentages of the private schools having good 'co-curricular activities' are 6.25; 'fair' 43.75; 'poor' 31.25; 'very poor' 18.75; whereas, in public schools 46.16 per cent are having 'fair' co-curricular activities ; 50.00 per cent 'poor'; and 3.84 per cent are having 'very poor' co-curricular activities. In other words, most of the private and public schools are either having fair or poor co-curricular activities.

Results shown in Table 4.12 and 4.13 reveal that co-curricular activities in private as well as public schools are equally

Table 4.12 Schoolwise Evaluation and Systemwise Percentages of Co-curricular Activities

Sl. No.	P R I V A T E							Student Union	Total Scores of Co-curricular Activities	Evaluation
	Games and Sports	Cultural Programme	Painting	Gardening	Literary Activities	Excursion	Scouting			
1	1	1	2	1	1	2	1	-	9	Fair
2	2	1	3	-	2	-	-	-	4	Very poor
3	8	2	10	-	8	3	-	1	12	Good
4	10	2	2	-	-	2	-	1	8	Poor
5	6	1	6	-	3	-	-	-	6	Poor
6	8	2	10	2	4	2	-	-	11	Fair
7	12	-	8	-	2	1	-	1	7	Poor
8	8	-	4	-	2	1	-	-	5	Very poor
9	10	3	2	-	6	2	-	1	11	Fair
10	8	2	4	-	3	4	-	1	10	Fair
11	4	1	4	1	3	2	1	1	9	Fair
12	8	6	8	-	1	2	-	-	7	Poor
13	9	2	3	-	7	2	-	-	9	Fair
14	1	-	1	-	2	1	-	1	5	Very poor
15	4	1	3	-	2	1	-	1	6	Poor
16	5	-	9	-	-	3	10	1	10	Fair
Total									129	
Mean									8.05	Poor

Table 4.12 continued

Sl. No.	P U B L I C							Scout- ing	Student Union	Total Scores of Co-curri- cular Acti- vities	Evaluation
	Games and Sports	Cultu- ral Pro- gramme	Paint- ing	Garden- ing	Lite- rary Activi- ties	Excur- sion					
1	6	2	6	10	3	2	-	-	11	Fair	
2	6	2	6	1	3	1	-	1	10	Fair	
3	8	2	4	20	2	1	-	1	10	Fair	
4	4	2	-	-	1	1	-	-	5	Very Poor	
5	4	2	4	4	1	-	-	-	6	Poor	
6	6	2	1	1	3	2	-	1	10	Fair	
7	6	2	2	5	1	-	-	-	8	Poor	
8	3	2	4	2	1	-	-	-	6	Poor	
9	6	2	4	6	1	-	-	-	8	Poor	
10	6	2	-	-	-	2	-	-	6	Poor	
11	2	2	6	4	1	1	-	1	9	Fair	
12	5	2	4	2	2	1	-	-	8	Poor	
13	4	2	2	-	2	1	-	-	6	Poor	
14	6	2	2	-	1	2	-	-	8	Poor	
15	6	2	4	6	1	1	-	-	9	Fair	
16	8	2	2	5	2	2	-	-	10	Fair	
17	6	2	4	-	1	2	-	1	9	Fair	
18	4	2	4	2	1	2	-	-	8	Poor	
19	3	2	2	-	2	2	-	-	7	Poor	
20	4	2	6	4	1	2	-	-	9	Fair	
21	8	2	4	6	3	1	-	-	7	Poor	
22	6	2	2	-	2	1	-	-	9	Fair	
23	6	2	4	2	1	2	-	-	8	Poor	
24	8	2	4	5	2	1	-	-	9	Fair	
25	3	2	2	2	2	1	-	-	7	Poor	
26	5	2	2	5	2	1	1	-	10	Fair	
Total										213	
Mean										8.19	Poor

Table 4.13 Comparison of Co-curricular Activities of Private and Public Schools (Frequencies and Percentages)

School System	Very Good	Good	Fair	Poor	Very Poor
Private	-	1 (6.25)	7 (43.75)	5 (31.25)	3 (18.75)
Public	-	-	12 (46.16)	13 (50.00)	1 (3.84)

'poor'. So, the hypothesis that "there is no difference in the co-curricular activities of the private and public schools" is supported.

4.1126 Assessment Scheme : It was assumed that, "there is no difference in the assessment schemes of the private and public schools" (hypothesis No.7). Information regarding assessment scheme was obtained through the questionnaire included in the 'Evaluative Criteria (teacher)', as given in Appendix A-2. To evaluate assessment scheme, the data were scored and organised schoolwise and systemwise. For schoolwise analysis, each item was rated and total scores were calculated. The obtained total scores were evaluated from 'very good' to 'very poor' as shown in Table 3.9. For systemwise analysis,

[illegible]

Table 4.15 Comparison of Assessment Schemes of Private and Public Schools.(Frequencies and Percentages)

School System:	Very good	Good	Fair	Poor	Very poor
Private	1 (6.25)	4 (25.00)	4 (25.00)	5 (31.25)	2 (12.50)
Public	-	-	26 (100.00)	-	-

frequencies and percentages or total and mean scores were calculated itemwise. Results are presented in Table 4.14.

Whereas, Table 4.15 shows the comparison of assessment scheme in regard to the number of private and public schools falling under different categories.

Results in Table 4.14 and 4.15 reveal that -

(i) Mean of the total scores of the assessment scheme of private schools is 14.00 'fair'; and of public schools 16.00 'fair' (Table 4.14). In other words, there is no difference in the assessment schemes of private and public schools.

(ii) Percentages of private schools having 'very good' assessment scheme are 6.25; 'good' 25.00; 'fair' 25.00;

'poor' 31.25 and 'very poor' 12.50; whereas, all public schools are having 'fair' assessment scheme. It shows that all the public schools are having the same assessment scheme; while, assessment scheme in private schools varies from 'very good' to 'very poor'.

Results shown in Table 4.14 and 4.15 reveal that assessment scheme in private schools as well as public schools is 'fair'. So, the hypothesis No.7 that "there is no difference in the assessment schemes of the private and public schools" is supported.

4.1200 ECONOMICAL AND SOCIO-PSYCHOLOGICAL INPUTS :

One of the objectives of the study was, "To compare economical (finance) and socio-psychological (organizational climate and leadership behaviour) inputs of private and public schools," (objective No.2). In order to study the second objective, three hypotheses were formulated. The results are presented hypothesiswise.

4.1210 Finance : It was assumed that, "there is no difference in the per student expenditure of the private and public schools", (hypothesis No.8). The information was obtained

through the questionnaire included in 'Evaluative Criteria (principal)', as given in Appendix A-1. For systemwise evaluation, per student expenditure on different items were calculated and are presented in Table 4.16.

The results shown in Table 4.16 reveal that -

(i) Private schools spend Rs.10,88,843 on 8,166 students per year, which comes to Rs.133.33 per student per year; while, public schools spend Rs.1,09,55,692 on 49,323 students per year, which comes to Rs.222.12 per student per year. In other words, the per student expenditure of public schools is more than the per student expenditure of private schools.

(ii) Public schools in comparison to private schools spend more on physical and health education, ancillary services, and staff salary, and less on instructional materials. In addition to this, public schools spend on administration and supervision also.

The results reveal that the per student expenditure of public schools in comparison to private schools is more. So, the hypothesis that "there is no difference in the per student expenditure of the private and public schools" is not supported.

Table 4.16 Annual Expenditure of Private and Public Schools for the year 1975-76 (In Rupees)

P R I V A T E S C H O O L S											
	Instructional Materials		Physical and Health Education		Ancillary Services		Staff Salary		Administration and Supervision		Total Expenditure
	Expen- diture	Per stu- dent	Expen- diture	Per stu- dent	Expen- diture	Per stu- dent	Expen- diture	Per stu- dent	Expen- diture	Per stu- dent	
1							86452	85.76			108832
2	760	4.00					24000	130.00			28020
3							28178	94.51			43343
4	1246	1.67	450	0.60			101163	135.60			122404
5	157	0.24	273	0.40			50082	77.76			62123
6							33715	98.30			36029
7					100	0.26	34567	90.24			39867
8	600	3.74	100	0.62	100	0.62	12600	78.75			17600
9	1500	2.41	500	0.80	3000	4.83	97968	157.75			130768
10							33672	47.09			33672
11	1641	3.05	267	0.49	60	0.11	110948	206.62			160758
12			600	1.60	1200	3.20	30000	80.00			42300
13	615	1.76			101	0.29	37108	106.94			55779
14	167	0.21	624	0.81			85506	111.04			98616
15	252	0.43	283	0.48			64547	110.52			87696
16							18000	42.05			21036
To- tal	6938	1.51	3097	0.72	4561	1.88	848506	103.63			1088843
P U B L I C S C H O O L S											
To- tal	39109	0.79	43022	0.87	845838	17.14	8058112	163.37	256568	5.20	10955692
											222.12
											49323

4.1220 Organizational Climate : It was assumed that, "there is no difference in the organizational climate of the private and public schools", (hypothesis No.9). Information regarding this was obtained through the 'Organizational Climate Description Questionnaire', as given in Appendix A-3. The obtained data were scored according to the scoring procedure given in Chapter III. χ^2 -test was used, so as to see if there was any significant difference in the organizational climate of the two systems. The results presented in Table 4.17 show the distribution of private and public schools according to the organizational climate and its χ^2 -value.

The results reveal that -

- (i) χ^2 -value 6.70 at 5 df is not significant. In other words, there is no significant difference in the 'organizational climate' of the private and public schools.

The result reveals that there is no significant difference in the organizational climate of the two systems. So, the hypothesis that "there is no difference in the organizational climate of the private and public schools", is supported.

Table 4.17 Systemwise Frequencies of Organizational Climate and χ^2 -value

School System	Organizational Climate						Total
	Open	Autonomous	Controlled	Familiar	Paternal	Closed	
Private	2 (1.52)	3 (1.52)	6 (4.95)	1 (2.66)	1 (1.52)	3 (3.80)	16
Public	2 (2.47)	1 (2.47)	7 (8.04)	6 (4.33)	3 (2.47)	7 (4.33)	26
Total	4	4	13	7	4	10	42

Scores in the bracket show expected frequencies

$\chi^2=6.70$ $df=5$ χ^2 -value is Not Significant.

4.1230 Leadership Behaviour : It was assumed that, "there is no difference in the leadership behaviour in the private and public schools" (hypothesis No.10). Information regarding this was obtained through the 'Leadership Behaviour Description Questionnaire' as given in Appendix-A:4. The obtained data were scored according to the scoring procedure given in Chapter III. Results presented in Table 4.18 show the distribution of private and public schools according to the leadership behaviour pattern.

Table 4.18 Leadership Behaviour in Private and Public Schools (Frequencies and Percentages)

Leadership Behaviour	Private Schools		Public Schools	
	Frequencies (N=16)	Percentages	Frequencies (N=26)	Percentages
High Initiative High Consideration	-	-	7	26.90
High Initiative Low Consideration	9	56.25	11	42.27
Low Initiative High Consideration	-	-	1	3.84
Low Initiative Low Consideration	7	43.75	7	26.90

The results reveal that -

(i) Leadership behaviour in the private schools is of two types, that is 'High Initiative Low Consideration', 56.25 per cent; and 'Low Initiative Low Consideration', 43.75 per cent. Whereas, public schools have four types of 'leadership behaviour' patterns. In descending order they are 'High Initiative Low Consideration', 42.27 per cent; 'High Initiative High Consideration', 26.90 per cent; 'Low Initiative Low consideration' 26.90 per cent; and 'Low Initiative High Consideration' is 3.84 per cent.

The results show that there are only two patterns of leadership behaviour in private schools and all the principals of the private schools are having low consideration. Whereas, public schools have all the four types of 'leadership behaviour'. So, the hypothesis that "there is no difference in the leadership behaviour in the private and public schools", is not supported.

4.2000 OUTPUT :

In the present study, academic achievement of the students is taken as output. One of the objectives of the study was, "to compare the output in terms of achievement of the students of the private and public schools" (objective No.3). To study this objective, two hypotheses were formulated, the results are presented hypothesiswise.

4.2100 School Systems And Achievement :

It was assumed that, "there is no difference in the achievement of the students of the private and public schools", (hypothesis No.11). In order to study the effect of schooling on academic achievement of the students, the effect of 'socio-economic status' and 'intelligence' of the students were controlled statistically by using the technique of covariance. Intelligence was measured through the 'Desai-Bhatt Group Intelligence Test', as given in Appendix A-5; Socio-economic status, through Kuppaswamy's Scale and achievement through the 'Achievement Test' as given in Appendix A-6. The obtained data were scored and tabulated to enable the calculation of covariance. Results are presented in Table 4.19 and 4.20. Table 4.19 shows variablewise mean scores

Table 4.19 Systemwise Mean Scores of SES, Intelligence and Achievement

School System	SES (Means)	Intelligence (Means)	Achievement	
			Unadjusted (Means)	Adjusted (Means)
Private	2.3867	96.0433	26.0467	22.8369
Public	3.4849	81.0167	15.5385	18.6886
Mean difference	.9018	14.9266	10.5082	4.1583

of both the systems; while, summary of analysis of covariance is presented in Table 4.20. Socio-economic status and intelligence of the students were treated as covariates and academic achievement as criterion variable. Adjusted F-value is significant beyond .01 level.

Results reveal that -

(i) Adjusted-mean achievement of the students of the private schools is 22.8369 and of the students of the public schools 18.6886. In other words, the students of the private schools in comparison to the students of the public schools are having higher academic achievement.

Table 4.20 Summary of Analysis of Covariance, with Achievement as Criterion Variable and SES and Intelligence as Covariates

	SS_a^2	SS_b^2	SS_c^2	SS_{ab}	SS_{ac}	SS_{bc}	df
1	2	3	4	5	6	7	
School	16783.99	189.24	41635.69	1681.94	25040.24	2211.80	1
Error	29426.62	253.81	89325.69	745.50	28214.08	1024.60	598
Total	46210.61	443.05	130961.38	2427.44	53254.32	3236.40	599

	MSS_a^2	MSS_b^2	MSS_c^2	MSS_{ab}	MSS_{ac}	MSS_{bc}	F-unadjusted	F-adjusted
8	9	10	11	12	13	14	15	
School	16783.99	189.24	41635.69	1681.94	25040.24	2211.80	341.64	49.35**
Error	49.12	0.42	149.12	1.24	47.10	1.70		

Where a = Achievement; b = SES ; c = Intelligence ** Significant at .01 level

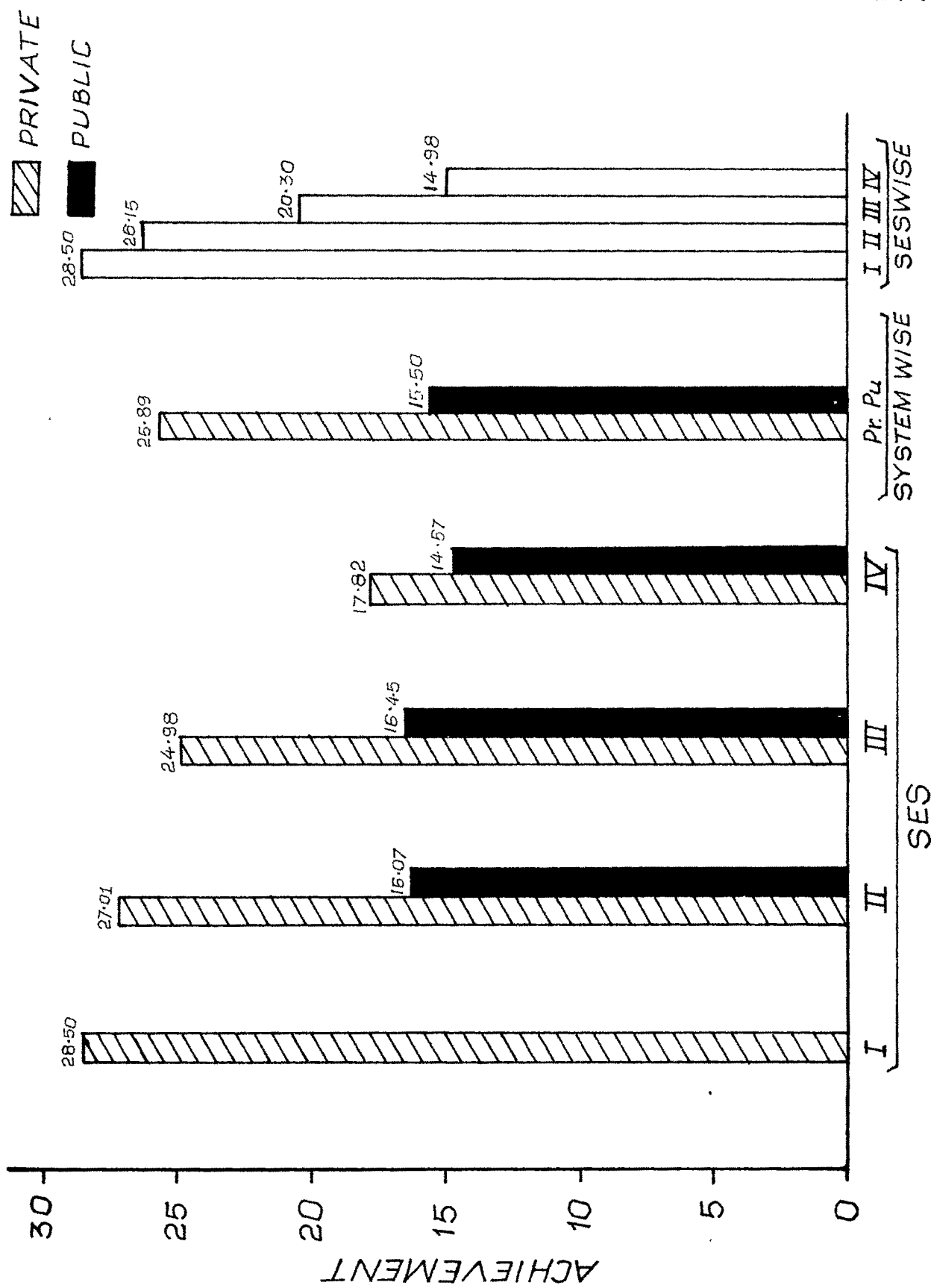


FIGURE-4.1 SHOWING SES AND SYSTEMWISE MEAN ACHIEVEMENT SCORES

Academic achievement of the students of the private schools is higher than the academic achievement of the students of the public schools. So, the hypothesis that "there is no difference in the achievement of the students of the private and public schools", is not supported.

4.2200 School Systems SES and Achievement :

In order to see whether interaction between school systems and socio-economic status has any significant effect on achievement of the students, an attempt was made to study the achievement level of the students coming from the same socio-economic status but going to two different systems of schools. It was assumed that, "there is no difference in the achievement of the students belonging to the same socio-economic status and going to two different systems of schools", (Hypothesis No.12). Mean achievement scores were calculated category-wise for each system and the results are presented in Table 4.21 and its graphical presentation in Figure 4.1.

Results reveal that -

Main Effect :

- (i) School Systems : The students of the private schools achieve (25.89) higher than the students of the public

Table 4.21 SES and Systemwise Mean Achievement Scores

School System	Socio-Economic Status				Mean Scores
	SES I	SES II	SES III	SES IV	
(1)	(2)	(3)	(4)	(5)	(6)
Private	28.50 (N=24)	27.01 (N=153)	24.98 (N=106)	17.82 (N=17)	25.89 (N=300)
Public	-	16.07 (N=13)	16.45 (N=129)	14.67 (N=158)	15.50 (N=300)
Mean Scores	28.50 (N=24)	26.15 (N=166)	20.30 (N=235)	14.98 (N=175)	20.70 (N=600)

schools (15.50).

(ii) Socio-Economic Status : Achievement of the SES I students is 28.50; SES II 26.15; SES III 20.30; and SES IV 14.98. In other words, higher the SES level, higher the achievement.

Interaction Effect :

(iii) The students of the private schools achieve higher at all SES level, in comparison to the students of the public schools, (SES I, Private 28.50; SES II, Private 27.01, Public 16.07; SES III, Private 24.98, Public 16.45; SES IV Private 17.82, Public 14.67).

(iv) Socio-economic status has significant effect at private schools' level, higher the SES, higher the achievement (SES I 28.50; SES II 27.01; SES III 24.98; and SES IV 17.82); while, it has less significant effect at public schools' level, (SES II 16.07; SES III 16.45; SES IV 14.67). In other words, when the students belonging to different SES groups, go to private schools, they achieve differently, but when they go to public schools, their achievement does not differ much.

Results reveal that the students belonging to the same socio-economic status and going to two different systems of schools achieve differently. So, the null hypothesis is not supported.

The present chapter includes results of the study and their interpretation. The next chapter deals with the discussion of obtained results and suggestions.