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DEMOGRAPHIC CHARACTERISTIC OF STUDENTS STUDYING IN GOVERNMENT AND PRIVATE PRIMARY SCHOOLS

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ABSTRACT

Pprivate schools have mushroomed in India with a fast pace during the past few decades. The phenomenon which was rare and unheard of sometime back, the private schools exist even in villages. The parents irrespective of their socio-economic background are fanatic to admit their children in private schools in spite of very high fees. The present piece of research seeks to compare students studying in government and private schools with respect to selected demographic characteristics. The purpose of the study is to examine what types of children join the two types of schools.

KEYWORDS : Demographic Characteristic ,socio-economic background , review of literature indicates .

A.INTRODUCTION

One of the very important priorities of the government is education to all, and almost all parents want to educate their children in the best possible educational institutions. Education in India is offered by both public and private sector. Government has launched so many plans for students studying in government schools like free text books, uniforms, travelling, mid-day meal etc. In spite of this, private sector is emerging as an important source of imparting education in India. It has expanded rapidly in number as well as attracting more students. Even the fee of some private schools is increased year after year; students' parents still like to send their children to private schools and not to the public ones.

The review of literature indicates that not much work has been undertaken with respect to the comparison



of government and private schools on different aspects. Especially in India where the number of private schools has increased considerably during the past decades, there is almost complete dearth of studies in this area. A few studies conducted in this area have concentrated on comparing level of achievement between these two types of schools. Though some of these studies have indicated better achievement in favour of private schools, however with the proviso that, the level of achievement in these schools is also not up to the mark. Studies point out that socio-economic status plays a vital role in determining the level of academic achievement of students (Chakrabarti (1988), Varghese (1995), Gupta (2008), Jitendra (2014), Frenette and Chan (2015), Awan (2015), Kumari (2015). It is a well known fact that bulk of the students admitted in

government schools belong to lower socio-economic status families. The review of literature reveals that the teachers working in government schools are better paid and qualified in comparison to their counterparts working in private schools. Can the superior level of academic performance in case of students of private schools be attributed to their higher level of socio-economic level including superior educational background of their parents? There is lack of studies investigating this aspect. In view of this, the investigator selected the present problem for research.

B. RESEARCH QUESTIONS

In view of the statement of the problem, the present study will attempt to answer the following research question:

1. Do the students studying in government and private primary schools differ in terms of the following demographic characteristics?
 - a. Gender
 - b. Locality -- Rural or Urban or Semi Urban
 - c. Language Spoken at Home
 - d. Number of Family Members
 - e. Number of Children in the Family
 - f. Type of House -- Kachha or Pucca
 - e. Household Items -- TV, Refrigerator, Computer, Washing Machine, Mobile, Aqua Guard/Water Purifier, Induction Cooker, Cooking Gas, Microwave, Mixer-Grinder, Car, Scooter, Motor-bike, Bicycle.
 - f. Mother's Education
 - g. Father's Education
 - h. Mother's Occupation
 - i. Father's Occupation

C. OBJECTIVE OF THE STUDY

The following objective was laid down for the present investigation:

To compare students studying in government and private primary schools with respect to the demographic characteristics listed under Research Question.

D. HYPOTHESES OF THE STUDY

The following hypothesis was formulated which will be tested in the present study:

The students studying in government and private primary schools differ in terms of the demographic characteristics listed under Research Question.

E. DELIMITATION OF THE STUDY

The present study was restricted in the following aspect:

The study will be delimited to examining the characteristics of the students studying in Government and Private primary school located in territorial jurisdiction of Himachal Pradesh.

F. OPERATIONAL DEFINITIONS OF TERMS USED

Certain terms were used in the present study quite frequently. The operational meanings of such terms are given below.

Government School: A Government school is one which is run by the State Government or

Central Government or Public Sector Undertaking or an Autonomous Organization completely financed by the government.

Government Primary School: A Government Primary School will refer to a school managed and financed by State Government and comprising classes I to V.

Private Aided School: A Private Aided School is that which is run by an individual or a private organization and receives grant from government and/or a local body.

Private Unaided: A Private Unaided school is that which is managed by an individual or a private organization and does not receive any grant either from government or a local body.

Private Primary School: A Private Primary School will refer to a school managed and financed by private individuals/organization comprising classes I to V.

G. METHOD

The objective laid down for the present study conforms to all the characteristics of descriptive method. Hence, descriptive method of research was used in the present study.

H. SAMPLE

The sample for the present study was drawn from 85 primary, middle, high and senior secondary schools situated in eight districts of Himachal Pradesh i.e. Kangra, Bilaspur, Hamirpur, Kullu, Shimla, Solan, Mandi and Lahaul & Spiti. The eight districts were selected on the basis of random sampling.

The data for the present study was collected personally by the researcher. The investigator collected data from students immediately after they passed class I, II, III, IV or V. So realistically data was collected from classes II, III, IV, V and VI and was practically considered for classes I, II, III, IV and V. The schools were selected on the basis of convenience, though it was observed that they were spread over a wider area in the district. If the number of students in a class was five or less than five, all the students of that class were included in the sample. If the number of students in any class was more than five, then five students were selected randomly from that class.

In all 250 students were taken from each of the eight selected districts out of which 125 students were from private primary schools and 125 were from government primary schools. Finally the total sample comprised of 2000 students, 1000 from private and 1000 from government primary schools.

I. Tool Used

A Demographic Information Sheet was developed in order to collect information regarding demographic characteristics of sampled students. The characteristics included in the tool were in conformity with the objective of the study. The draft of the information sheet was shown to five colleagues pursuing Ph.D. in order to be certain that no characteristic mentioned in the objective was omitted.

J. The Procedure

The data for the present study was collected personally by the researcher in accordance with the Demographic information sheet.

J. Analysis and Interpretation of Data

The objective of the present study was to study the demographic characteristics of students studying in government and private school students of Himachal Pradesh. The data for the study was

collected from 2000 students studying in government and private primary schools using relevant tools. The data thus collected was tabulated variable-wise and analyzed and interpreted using appropriate statistical techniques. The details of analyses and interpretations of data are discussed in the following pages.

Comparison of Demographic Characteristics of Students Studying in Government and Private Primary Schools

In order to analyze data related to demographical characteristics of students studying in government and private primary schools, the techniques of counting frequencies and percentages were used. The details of analyses of are presented below.

The following Tables present the frequencies for different demographic characteristics of students studying in government and private primary schools along with percentage value for each characteristic.

1. Gender-Wise Distribution

Gender-wise distribution of students of two types of schools is given in Table 1.

Table 1: Gender-wise distribution of students of two types of schools

Gender	Students Studying in Government Schools	Students Studying in Private Schools	Total
Boys	468 (46.80%)	484 (48.40%)	952 (47.60%)
Girls	532 (53.20%)	516 (51.60%)	1048 (52.40%)
Total	1000 (100%)	1000 (100%)	2000 (100%)

The Table 1 indicates that number of girl students studying in both government and private primary schools is slightly higher than boy students. However, the number of boy and girl students in the sampled government and private primary schools is nearly the same.

2. Locality-Wise Distribution

Locality-wise distribution of students of two types of schools is given in Table 2.

Table 2: Locality-wise distribution of students of two types of schools

Locality	Students Studying in Government Schools	Students Studying in Private Schools	Total
Rural	448 (44.80%)	244 (24.40%)	692 (34.60%)
Urban	223 (22.30%)	277 (27.70%)	500 (25.00%)
Semi-Urban	329 (32.90%)	479 (47.90%)	808 (40.40%)
Total	1000 (100%)	1000 (100%)	2000 (100%)

Table 2 reveals that relatively more students studying in private primary schools come from urban and semi-urban background as compared to government primary schools. This is in view of the fact that private schools are established generally in urban and semi-urban areas due to better paying capacity of parents residing in these areas.

3. Language Spoken at Home

Distribution of students of two types of schools speaking particular language at home is given in

Table 3.

Table 3: Language spoken at home by students of two types of schools

Language Spoken at Home	Students Studying in Government Schools	Students Studying in Private Schools	Total
Hindi	673 (67.30%)	821 (82.10%)	1494 (74.70%)
English	007 (00.70%)	004 (00.40%)	0011 (00.55%)
Regional	320 (32.00%)	175 (17.50%)	0495 (24.75%)
Total	1000 (100%)	1000 (100%)	2000 (100%)

Table 3 shows that significantly higher number of students (74.70%) studying in government as well as private primary schools uses Hindi as medium of communication at home. However, the students speaking Hindi at home is higher in case of those studying in private primary schools (82.10%) in comparison to those studying in government primary schools (67.30%). Further, significantly more students studying in government primary schools (32.00%) use regional language as medium of communication at home as compared to their counterparts (17.50%) studying in private primary schools. Only 11 out of 2000 students included in the sample claimed that they spoke English at their homes.

4. Number of Family Members

Distribution of number of family members of students of two types of schools is given in Table 4.

Table 4: Number of family members of students studying in two types of schools

Number of Family Members	Students Studying in Government Schools	Students Studying in Private Schools	Total
3	021 (02.10%)	058 (05.80%)	079 (07.90%)
4	190 (19.00%)	294 (29.40%)	484 (48.40%)
5	279 (27.90%)	268 (26.80%)	547 (54.70%)
6	261 (26.10%)	239 (23.90%)	500 (50.00%)
7	156 (15.60%)	094 (09.40%)	250 (25.00%)
8	069 (06.90%)	027 (02.70%)	096 (09.60%)
9	019 (01.90%)	017 (01.70%)	036 (03.60%)
10	005 (00.50%)	002 (00.20%)	007 (00.70%)
11	000 (00.00%)	001 (00.10%)	001 (00.10%)
Total	1000 (100.00%)	1000 (100.00%)	2000 (100.00%)

It is revealed from Table 4 that significantly higher number of families of students studying in private primary schools (58+294=352) have 3 to 4 family members in comparison to their counterparts studying in government primary schools (21+190=211). The Table further indicates that as the number of family members increases, there is relatively steep fall in number of families of students studying in private primary schools as compared to those studying in government primary schools. This may be attributed to the fact that generally nuclear families are in vogue in urban and semi-urban areas, whereas people like to live in joint families in rural areas.

5. Number of Children

Distribution of number of children in families of students of two types of schools is given in Table 5.

Table 5: Number of children in families of students studying in two types of schools

Number of Children	Students Studying in Government Schools	Students Studying in Private Schools	Total
1	066 (06.60%)	137 (13.70%)	0203 (10.15%)
2	446 (44.60%)	578 (57.80%)	1024 (51.20%)
3	295 (29.50%)	212 (21.20%)	0507 (25.35%)
4	127 (12.70%)	060 (06.00%)	0187 (09.35%)
5	043 (04.30%)	013 (01.30%)	0056 (02.80%)
6	021 (02.10%)	000 (00.00%)	0021 (01.05%)
7	002 (00.20%)	000 (00.00%)	0002 (00.10%)
Total	1000 (100.00%)	1000 (100.00%)	2000 (100.00%)

Table 5 points out that families of students studying in private primary schools have comparatively lesser number of children. This is clear from the fact that only 73 out of 1000 such families have 4 (60 families) or 5 (13 families) children; whereas 193 out of 1000 families of students studying in government primary schools have 4 to 7 children. This may be ascribed to the factors such as higher cost of living, higher educational level, less living space, trend of nuclear families, more use of electronic gadgets, higher tuition fees and more exposure and understanding of issues concerning life which affect life style of people living on urban areas.

6. Type of House

The distribution of type of house owned by families of students of two types of schools is given in Table 6.

Table 6: Type of house owned by families of students of two types of schools

Type of House	Students Studying in Government Schools	Students Studying in Private Schools	Total
Kachha	163 (16.30%)	040 (04.00%)	0203 (10.15%)
Pucca	837 (83.70%)	960 (96.00%)	1797 (89.85%)
Total	1000 (100%)	1000 (100%)	2000 (100%)

It is revealed from Table 6 that most of the families of students studying in government as well as private primary schools have pucca house. However, the trend is more favourable in case of families of students studying in private primary schools, since these schools are mostly situated in urban or semi-urban areas. Further, 163 families of students studying in government schools have still a kachha house. This is because most of the government schools are located in rural areas.

7. Household Items

The distribution of household items possessed by families of students of two types of schools is given in Table 7.

Table 7: Household items in homes of students studying in two types of schools

Sr. No.	Items	Students Studying in Government Schools		Students Studying in Private Schools	
		Yes	No	Yes	No
1	Television	957 (95.70%)	043 (04.30%)	999 (99.90%)	001 (00.10%)
2	Refrigerator	354 (35.40%)	646 (64.60%)	800 (80.00%)	200 (20.00%)
3	Computer	041 (04.10%)	959 (95.90%)	263 (26.30%)	737 (73.70%)
4	Washing Machine	226 (22.60%)	774 (77.40%)	582 (58.20%)	418 (41.80%)
5	Mobile	1000 (100.00%)	000 (00.00%)	1000 (100.00%)	000 (00.00%)
6	Aqua Guard	023 (02.30%)	977 (97.70%)	154 (15.40%)	846 (84.60%)
7	Induction Stove	340 (34.00%)	660 (66.00%)	563 (56.30%)	437 (43.70%)
8	Cooking Gas	880 (88.00%)	120 (12.00%)	973 (97.30%)	027 (02.70%)
9	Micro Wave	023 (02.30%)	977 (97.70%)	135 (13.50%)	865 (86.50%)
10	Mixer Grinder	312 (31.20%)	688 (68.80%)	668 (66.80%)	332 (33.20%)
11	Car	173 (17.30%)	827 (82.70%)	375 (37.50%)	625 (62.50%)
12	Scooter	097 (09.70%)	903 (90.30%)	129 (12.90%)	871 (87.10%)
13	Bike	156 (15.60%)	844 (84.40%)	253 (25.30%)	747 (74.70%)
14	Bicycle	262 (26.20%)	738 (73.80%)	419 (41.90%)	581 (58.10%)

Table 7 shows that mobile is such a household item which is possessed by all the families of students studying in government as well as private primary schools. All other items are possessed relatively more by families of students studying in private primary schools. Especially, the difference is more sharp in case of more sophisticated items such as refrigerator, computer, washing machine, aqua guard, induction stove, micro wave, mixer grinder car, bike and bicycle. The difference is not so sharp in case of television, cooking gas and scooter. The significant difference in possession of listed items in favour of families of students studying in private primary schools may be attributed to need, fashion, neighbor's envy, affordability, longing for superior life style and exposure etc.

8. Parents' Education

Information about educational qualification of parents of students studying in government and private primary schools is shown below.

A. Mother's Education

Table 8 presents the information about educational qualification of mothers of students studying in government and private primary schools

Table 8: Level of education of mothers of students studying in government and private primary schools

Education	Mother's Education		Total
	Government	Private	
No Response	013 (01.30%)	016 (01.60%)	029 (01.45%)
Illiterate	007 (00.70%)	001 (00.10%)	008 (00.40%)
Class 1	005 (00.50%)	001 (00.10%)	006 (00.30%)
Class 2	026 (02.60%)	000 (00.00%)	026 (01.30%)
Class 3	015 (01.50%)	000 (00.00%)	015 (00.75%)
Class 4	026 (02.60%)	001 (00.10%)	027 (01.35%)
Class 5	100 (10.00%)	019 (01.90%)	119 (05.95%)
Class 6	035 (03.50%)	003 (00.30%)	038 (01.90%)
Class 7	024 (02.40%)	002 (00.20%)	026 (01.30%)
Class 8	103 (10.30%)	039 (03.90%)	142 (07.10%)
Class 9	057 (05.70%)	009 (00.90%)	066 (03.30%)
Matric	233 (23.30%)	166 (16.60%)	399 (19.95%)
Class 11	021 (02.10%)	033 (03.30%)	054 (02.70%)
Class 12	265 (26.50%)	410 (41.00%)	675 (33.75%)
Graduation	052 (05.20%)	219 (21.90%)	271 (13.50%)
Postgraduation	017 (01.70%)	078 (07.80%)	095 (04.75%)
MBBS	001 (00.10%)	003 (00.30%)	004 (00.20%)
Total	1000 (100.00%)	1000 (100.00%)	2000 (100.00%)

It is revealed from Table 8 that mothers of students studying in private primary schools are significantly better educated in comparison to their counterparts studying in government primary schools. This is evidenced from the observation that 91 per cent mothers of students studying in private schools have education qualification equivalent to matriculation or above, whereas only 60 per cent mothers of students studying in government primary schools are educated up to matriculation or above.

B. Father's Education

Table 9 presents the information about educational qualification of fathers of students studying in government and private primary schools.

Table 9: Level of education of fathers of students studying in government and private primary schools

Education	Father's Education		Total
	Government	Private	
No Response	009 (00.90%)	017 (01.70%)	026 (01.30%)
Illiterate	001 (00.10%)	001 (00.10%)	002 (00.10%)
Class 1	001 (00.10%)	000(00.00%)	001 (00.05%)
Class 2	002 (00.20%)	000 (00.00%)	002 (00.10%)
Class 3	007 (00.70%)	000 (00.00%)	007 (00.35%)
Class 4	003 (00.30%)	000 (00.00%)	003 (00.15%)
Class 5	054 (05.40)	003 (00.30%)	057 (02.85%)
Class 6	020 (02.00%)	000 (00.00%)	020 (01.00%)
Class 7	035 (03.50%)	002 (00.20%)	037 (01.85%)
Class 8	085 (08.50%)	009 (00.90%)	094 (04.70%)
Class 9	033 (03.30%)	004 (00.40%)	037 (01.85%)
Matric	200 (20.00%)	126 (12.60%)	326 (16.30%)
Class 11	024 (02.40%)	018 (01.80%)	042 (02.10%)
Class 12	327 (32.70%)	307 (30.70%)	634 (31.70%)
Graduation	166 (16.60%)	350 (35.00%)	516 (25.80%)
Postgraduation	033 (03.30%)	127 (12.70%)	160 (08.00%)
BDS, LLB, LLM, MBA, MBBS, ITI	000(00.00%)	036 (03.60%)	036 (01.80%)
Total	1000 (100.00%)	1000 (100.00%)	2000 (100.00%)

It is revealed from Table 9 that fathers of students studying in private primary schools are significantly better educated in comparison to their counterparts studying in government primary schools. This is evidenced from the observation that 96.4 per cent fathers of students studying in private schools have education qualification equivalent to matriculation or above, whereas only 75 per cent fathers of students studying in government primary schools are educated up to matriculation or above.

Two other features emerge from Tables 8 and 9 are: (1) most of the parents are educated and (2) the level of education is significantly higher in favour of fathers.

9. Parents' Occupation

The data was collected from students studying in primary schools. The students were very young and many of them came from rural background. Hence, most of them though knew about the type of occupation of their parents but did not have clear idea of the level of occupation. Thus the researcher got a very long list of occupations expressed in different ways. As a result, it was not possible to cite each and every occupation as such for the purpose of analysis. In order to solve this problem, the

occupations cited by students categorized in the following manner:

- 1.No Response: Not responded by students due to following reasons: (1) Father or mother or both had expired or (2) Students did not have any idea about occupation of parents.
- 2.Defense: Army, Police, Navy.
- 3.Government Employee: Teacher, Principal, Electrician, Engineer, Guard, Peon, Advocate, Irrigation Department, Office Worker, Clerk, Secretary, Forest Department, HRTC Driver, Telecom Department, Manager, Zoologist, Service, Banker, Lab. Assistant, Board, Accountant, J.T.O., PWD Worker, Gas Agency Worker, Panchayat Pradhan, Nurse, Fitter, Water Supplier .
- 4.Politician: Politician
- 5.Private Business: Tea Stall, Shopkeeper, Sales Man, Labourer, Mechanic, Supervisor in Hotel, Plumber, Chef, Guide, Hotel Worker, Gold Smith, Company Worker, Factory Worker, Tank Repairer, Chief of Amar Ujala, Cobbler, Hair Dresser, Hawker, Farmer, Contractor, Carpenter, Painter, Tailor, Barbour, Electronic Shopkeeper, Tourism Department, Mobile Repairer, Dyer, Iron Smith, Auto, Taxi, Bus and Truck Driver, Builder, Sweeper, Business Man, Pandit, Gatekeeper, Dairy Worker, Photographer, Cloth House Shopkeeper, Weaver, Wood Cutter, Cobbler, Tutor, Agriculture, Project Worker, Bag Maker, Medical Representative, Horticulture, Vegetable Seller, Travel Agency, Optical Seller, Jeweler, Dhaba Worker, Car Washer, Meat Shop, Welder, Bag Seller, Dry Cleaner, Conductor, Canteen Worker, Watch Repairer, Computer Operator, Junk Dealer, Beautician, Domestic Worker, Maid, Manrega Worker.
- 6.House Wife: House Wife.

On the basis of above categorization the information about occupation of parents of students studying in government and private schools is shown below.

A. Mothers' Occupation

Table 10 presents information about occupation of mothers of students studying in government and private primary schools.

Table 10: Information about occupation of mothers of students studying in government and private primary schools

Type of Work	Mother's Occupation		Total
	Government	Private	
No Response	000	003 (00.30%)	0003 (00.15%)
Govt. Employee	040 (04.00%)	131 (13.10%)	0171 (08.55%)
House Wife	710 (71.00%)	770 (77.00%)	1480 (74.00%)
Private Business	250 (25.00%)	096 (09.60%)	0346 (17.30%)
Total	1000 (100.00%)	1000 (100.00%)	2000 (100.00%)

The following interesting features emerge from Table 10 with respect to occupation practiced by mothers of students studying in two types of schools:

1. Most of the mothers of students studying in government (71 per cent) as well as private (77 per cent) primary schools are not engaged in any occupation and stay at home. Some of the mothers living in rural areas might be participating in agriculture related activities.
2. 13.10 percent mothers of students studying in private primary schools are working as government employee as compared to 4 per cent mothers of students studying in government schools.
3. 25 per cent mothers of children studying in government primary schools are engaged in one or the other type of private business whereas only 9.60 per cent mothers of children studying in private primary schools are occupied in this type of activity.

B. Fathers' Occupation

Table 11 presents information about occupation of fathers of students studying in government and private primary schools.

Table 11: Information about occupation of fathers of students studying in government and private primary schools

Type of Work	Father's Occupation		Total
	Government	Private	
No Response	007 (00.70%)	015 (01.50%)	0022 (01.10%)
Defense	020 (02.00%)	078 (07.80%)	0098 (04.90%)
Govt. Employee	080 (08.00%)	251 (25.10%)	0331 (16.55%)
Politician	000 (00.00%)	001 (00.10%)	0001 (00.05%)
Private Business	893 (89.30%)	655 (65.50%)	1548 (77.40%)
Total	1000 (100.00%)	1000 (100.00%)	2000 (100.00%)

It is indicated from Table 11 that:

1. More fathers (7.80 per cent) of students studying in private schools are serving as defence personnel in comparison to parents (2.00 per cent) of children studying in government schools.
2. More fathers (25.10 per cent) of students studying in private schools are serving as government employees in comparison to parents (8.00 per cent) of children studying in government schools.
3. However, in contrast, more fathers (89.30 per cent) of students studying in government schools are engaged in private business of one or other type in comparison to parents (65.50 per cent) of children studying in government schools.

In view of the results discussed above in respect of different demographic characteristics of students studying in government and private primary schools, the hypothesis that "The students studying in government and private primary schools differ in terms of the selected demographic characteristics" is partially accepted.

K. DISCUSSION OF RESULTS

On the basis of general conclusions drawn, the following educational implications may be stated for the following study:

1. The results of the study indicate that the two groups of sampled students -- one studying in government schools and the other studying in private primary schools -- do not differ much with respects to aspects viz., gender, locality, language spoken at home, number of family members, number of children in the family and household items. Whatsoever differences exist may be attributed to the fact whether the children's families are residing in rural or urban areas. Even the differences in level of parents' education and occupation may also be attributed to the same analogy. There is no denying the fact that educated people tend to migrate to urban or semi-urban areas due to better job opportunities, transferring nature of job, better educational and health related facilities etc. Many of the parents live in urban areas and their children study there but they claim their roots in the rural area. These parents have a home, property and relatives in rural areas.

This is no secret that private schools are set-up for financial purposes. Owing to this fact, private schools are opened in urban or semi-urban areas where the parents can afford the fees and other school expenditures. In rural areas, the private parties do not see much scope for opening schools. Further, the population in urban areas is concentrated in a smaller area whereas in rural areas it is scattered. This is another reason for opening private schools primarily in urban or semi-urban

areas.

The parents residing in urban areas tend to admit their children in private schools due to following reasons:

- 1.Private schools are available in abundance.
- 2.It is believed that quality of education is better in private schools.
- 3.The private schools look attractive due to uniform, general infrastructural facilities, English medium of instruction, transportation facilities etc.
- 4.People seem to lose faith in the quality education being provided by government schools, at times due to hearsay only.
- 5.The relatives and neighbours admit their children in private schools.
- 6.It is prestigious to admit children in private schools.

However, this is also a fact that barring a few, most of the so-called private schools are worst than government schools as far as facilities and teachers are concerned.

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