

Chapter-2

REVIEW OF LITERATURE

2.1: Comparison of Public and Private School:

Ademola Rafiu Olatoye and John Kayode Olasehinde, (2014), compared the senior secondary school student's science achievement in public and private schools in Katsina State, Nigeria. The descriptive survey research was employed to carry out the study. The total sample of the study was 204. A science achievement test was used to collect data for the study. Data were analyzed using T-test statistics. The study established that private school students in Katsina state have performed better in science achievement than their counterparts in the public schools. The total sample of the study was 160, 80 each participant from government and private schools. A questionnaire was used as a research tool. For the analysis of data, percentages were used.

Adeyemi Sunday B. (2014) in another comparative study of pupils' academic performance between Private and Public Primary Schools, reveals that pupils in the private primary schools performed better than their counterparts in the public schools and therefore calls for improvement in the public schools to enhance the learning opportunity of the vast majority of pupils attending the public schools. The sample, taken for the study was 240 pupils who were selected by random sampling from the private and public primary schools in Ilesa East and West Local Government Council Areas in the Osun State of Nigeria. Data were analyzed using simple percentages and Z-test.

Singh T. Surendra June 2014, in a study of the academic achievements of private and government high schools within Imphal East district (Manipur), highlighted that the formal system of education in India is motivating students to go for more academic achievement which is measured in the Indian schooling system based on performance in the examination. Hence the Indian schooling system is exam based. He highlighted a very

evident difference in the school-wise academic achievement at the HSLC examination between Government and Private Schools from 2009 to 2011. He holds that the most imperative explanations for this low academic achievement of government schools are: lack of efficient supervision and management by government and other authorities, lack of devoted teachers and lack of competitive environment among students, the dearth of participation of parents in the education of students, under-qualified teachers, indecorous teaching methods used. Moreover, the curriculum is found to be mostly not up-to-date yet. Required transport facility is also found to be a luxury in most of the government schools. Furthermore, private schools were mostly performing well as teachers are found to be more qualified, zealous, systematic, punctual, and consistent in their attendance and performance. The study also established better communication and collaboration among the students, teachers, and school authorities which is coupled with better infrastructure and good administration. There is also a positive competitive environment of competition there. School management retained regular supervision on the teachers and students. A healthy appointment process of qualified teachers is followed and a systematic process of selection of meritorious students. A good transport facility is provided at most of the private schools.

Akhtar Misbah, (2013), in a comparative study of Government and private school teachers to explore the causes of absenteeism at the secondary level in district Bahawalnagar, Punjab, Pakistan. The study was focused on highlighting the different reasons for absenteeism among both private and public-school teachers at the secondary level in district Bahawalnagar, Punjab, in Pakistan. The study established that government teachers avail more leaves than private teachers. Teachers of private schools avail fewer leaves though there are fewer holidays and breaks as they feel insecure and are unsatisfied with their jobs and working environment. The total sample of the study was 160.

Iqbal Mahammad (2012), focused on different variables such as leader's leadership styles, management practices, and physical facilities, teaching-learning environment and

discipline in school, co-curricular activities, etc., to establish the difference in the education provided in the Public and Private Secondary Schools. The study was done on Lahore city and the respondents were selected based on convenience and accessibility. The total sample of the study was 96. Data were analyzed using qualitative analysis methods. He established that public schools have better facilities, spacious buildings, highly qualified staff, and people-oriented management styles as compared to private schools.

Singh Shailendra, Sridhar Kala Seetharam, (2002): examines disparities across government and private schools in two cities of Uttar Pradesh viz. Firozabad and Deoria. The study considered varied parameters as enrolment rates, retention rates, and gender differentials, in an attempt to estimate out-of-school children in these districts. While the proportion of students in private schools has been consistently rising, the study found that government schools still score over private ones in several aspects, for instance, attendance rates and issues of gender sensitivity. The major objectives of the study were: Examination of disparities across government and private schools concerning various performance aspects. Estimation of the out of school children in the study area. In this research, the primary data was collected through the help of the survey method. The main finding of the study was that the diversity of the infrastructural facilities is reflected in the decline in enrollment for government schools whereas private recognized schools experienced growth over the period.

Emmanuel Jimenez and Marlaine E. Lockheed (1995) highlighted the status of the Private and Public Secondary Education in Developing Countries. The study was carried out to find out the pieces of evidence regarding the relative performance of each type of school in boosting students' achievement. The major findings of the study are that although students in private schools come from more privileged families than those in public schools, on average, there is a significant overlap between the two groups. With student background and selection bias held constant, students in private schools

outperform students in public schools on a variety of achievement tests. Unit costs of private schools are lower than those of public schools. Private schools are organized or greater school-level decision making and emphasis on enhancing student achievement; this seems to affect the mix of inputs that private versus public schools choose.

2.2: Inequality in Education:

Das Santanu (2013), in his study, highlighted that educational inequality in India involves more than social class and gender. Backward caste groups such as scheduled castes and scheduled tribes and other backward classes lag behind the higher caste concerning both enrolments and completion at each educational transition stage. Widespread inequality of educational opportunity remains despite the introduction of free and compulsory state education. Hence, many children coming out from working-class and poor families don't do as well as their ability should allow them to which restricts their chances of upward mobility. Therefore, the study recommends the collaborative effort of politicians, academicians, executives, and other stakeholders to prepare a common agenda to address the issue.

Ronald G. Ehrenberg (2005) reports through the existence of differences in inequality in college enrollment rates across students from families of different socioeconomic levels has only marginally narrowed since the early 1970s. Moreover, students from lower-income families are much more likely to start higher education in two-year public colleges and public four-year institutions than are their higher-income counterparts. Among students who initially enter four-year institutions, six-year graduation rates of students from families with incomes of less than \$50,000 are substantially less than the graduation rates of students from families with incomes of more than \$75,000. Finally, the proportion of students coming from families whose family incomes are in the lowest two-fifths of the distribution of family income averaged only about 10% in recent years in our nation's most selective private colleges and universities.

Surya Kiran Awasthi (1992), analyzed the equality in educational opportunities and their use by minority Muslim girl students in Bhopal. The study confirmed that the Muslim girl students used educational opportunities less than the non-Muslim girl students. The study also established that the Muslim girl students lagging in academic achievements in comparison to Hindu students. The most-reported problem faced by the Muslim girl students was a long distance from their residence to school, lack of Urdu-medium schools, orthodox social customs, and the purdah system.

Subodh Chandra Mishra (1991) in his study attempted to study the causes affecting the social status of scheduled castes graduates in Orissa state. The study holds that a larger percentage of scheduled caste respondents were in the arts stream and a smaller percentage in the commerce and science streams in comparison to non-scheduled castes respondents. Scheduled caste groups like Dhoba, Bhoi, Bauri, and Kandara aspired more for higher education than the sub-caste scheduled castes like Pano, Haddi, and Muchi. Moreover, the economic condition of scheduled caste graduates had improved to a considerable extent due to education but it was still weaker in comparison to non-scheduled caste graduates. A comparatively large percentage of scheduled caste graduates were engaged in government and bank jobs and a smaller percentage were working as government officers and company executives. A larger percentage of scheduled caste respondents have an inferiority complex due to continued social discrimination. Due to limited aspiration, insecurity of jobs, and poverty, the majority of the scheduled caste respondents are not motivated to go in for higher education.

N.C. Saxena (1989), studies the statistics relating to Muslim enrolment and their performance in education at different levels in the Moradabad district in Uttar Pradesh. The study confirmed by using the education Index that educational performance was lesser among the Muslim community people. It established that at the High School and higher levels, the Muslims are drifting behind at least three to four times in comparison to other communities in the area.

Omprakash, S. (1986) has studied the various educational, psychological, and social problems of the socially advantaged and the socially disadvantaged students of the IIT, Kanpur. With a sample size of 160 socially advantaged and 80 socially disadvantaged students in the B.Tech. course, the study found that factors such as conducive family size and environment, better parental interaction, sound financial position, higher educational background of parents and that of the other family members and the composite childhood experience were aligned with the socially advantaged students and were found deprived in the case of the socially disadvantaged students.

Bernstein, M. (1987) has highlighted the specific handicaps faced by the Backward Class children, on account of the curriculum and the classroom experience in terms of the teacher-pupil relationship.

Britto, R. (1987) in a study undertaken at the Tata Institute of Social Sciences, showed that of the three schools selected for investigation in the city of Bombay, the elite and middle-class schools did not face the problem of drop-outs whereas the same was a frequent occurrence in the municipal schools. Similar conclusions as regards the infrastructure facilities, the nature of school's environment, retention, wastage, etc., are arrived at by **Chitnis, S., and Valeskar, P. (1988)** "Education in Maharashtra: Strengths and Weaknesses," and by **Singh, R.P. (1989)** "Educating the Indian Elite."

Jayaram, N. (1987) in a study entitled "Higher Education and Status Retention" put forth effective, convincing, and data-based arguments to vindicate the stand that education particularly at the higher level, with its in-built inequalities, can only retain the social system and status and perpetuate it. The study consisted of a sample of 344 students, selected by systematic random sampling, from four institutions of higher learning in the city of Bangalore. The sample represented 11% of the universe and the data was collected by personal interviews. Following the stratification-education paradigm, the study has examined the nature, source, and implications of inequalities in opportunity for higher education. The conclusion is that higher education contrary to expectations, has not been

contributing to effective social, transformation, particularly in terms of upward social mobility and that it has instead been functioning as an instrument of status retention and stabilizer in urban India.

Trivedi, V. (1987) conducting a study among a sample of 523 college going girl students in Lucknow, concludes that as far as academic achievement is concerned, the socioeconomic status of parents, and their attitudes and literacy level, have a very significant influence. He concluded that equal distribution of educational opportunity is a precondition for equal access to educational achievement.

Prasad, S.N., (1986), seeks to investigate the correlation between factors of social stratification and those of formal education at the higher secondary level. With a randomly collected sample of 800 students representing the different strata of society and income groups from 16 intermediate colleges situated in Allahabad, the study concludes that the social stratification and educational development of students were on the whole positively related and that the socio-economic status of both urban and rural students was positively related with educational achievement and aspiration.

Nambissan (1983) has sought to compare the magnitude of inequality of educational opportunity between tribal (Bhil) and non-tribal (Brahmin) communities in Rajasthan. Household data from three villages were collected and 57 Bhil youths were interviewed. The study found that for tribal children, access to service occupations was positively related to chances of educational access and the duration of stay in school. The spread of occupational opportunities among the tribal households was narrow with limited intergenerational occupational mobility. Consequently, the study also highlighted that a large number of educated tribal were going in for wage labor.

Patel, S.P. (1983) has extensively documented the striking differences in schools catering to different social classes. The study also concludes that there exists a lower incidence of failure and better performance in non-slum schools as compared the slum schools.

Maya, Shah (1981) Investigating the variations in literacy rate in the rural areas of Gujarat, brings out the importance of economic disparities in the distribution of educational opportunities. Rural economic factors like size of holdings, access to irrigation facilities, and improved formal practices are found to exercise significant influence on literacy levels.

Yathi Rajkumar, R. (1981) has studied the school as a social system and the common impact between the school system and the wider society concerning a tribal community in Andhra Pradesh (Bhadraglrl Block). All the 12 schools in the tribal block were studied following the micro-study strategy of the Anthropological survey. The study established that the majority of the students were first-generation learners. As far as the schools are concerned they mostly were lacking in even the minimum of infrastructural facilities, coupled with it the teachers also found to be deficient in motivation, enthusiasm, and commitment and were regularly irregular which is reflected in the high incidence of poor enrollment, absenteeism, and wastage among the students. To add to it the parents also exhibited slight apprehension about their children's education as they did not consider the education of their children as a necessity.

Dandekar, V.M. (1977), points out that the elites in urban areas consist of numerically small but powerful industrialists, businessmen, various categories of employees (clerical, technical, managerial), the professionals, the self-employed and the small capitalists, and the rural elite comprises of the rich farmers, non-cultivating landlord, and merchants. It concluded that against such grossly unequal distribution of the economic and social power, these urban and rural elites stake a claim for an unequal distribution of educational opportunities at the cost of the deprivation of the SCs and STs and other backward classes for whom the independent restrictive influence of caste is a deciding factor. Similar observations are made by Bardhan (1984).

David Byrne, Bill Fletcher Williamson (1975), attempted to show some of the main accounts of educational inequality both in Britain and the United States. The general

conclusions sustained by their findings hold that school system inputs are of considerable importance in explaining differences in attainment. Besides, there is a systematic relationship between the class background of an area and the educational resources available. In general, the higher the school class composition of an area, the better the provision, for the cohorts they study; there was no equality of opportunity the spatial distribution of system inputs guaranteed that the school system had different and unequal consequences for the Cohorts. For them, the basic premise of the liberal approach is that the system is at least equal for all has not been realized.

Raymond Boudon (1974), concludes that as long as societies are stratified, inequality of educational opportunity will 'persist. Boudon goes to the extent of asserting that *"Even if grade school education were so effective that achievements at its completion were independent of social background. The probability of lower-class youngsters attending a college and further of attending a prestigious institution of higher education would probably remain much lower than that of upper-class youngsters"*. Therefore, changes in the educational system (like expanding the facilities for higher education) will reduce inequality of educational opportunities only marginally. Again, even if the inequalities in the levels of educational attainment are abridged, the curriculum differentiation as a response to the needs of the industries would offset this reduction, and *"The trend in Western Societies is towards differentiation of curricula and institutions rather than towards uniformity"*. Thus, Boudon emphasizes social stratification as the principal factor responsible for inequality of educational opportunity as well as a social opportunity and suggests that *"any lessening the inequity of stratification"* such as reduction of economic inequality is more likely to reduce inequality of both educational and social opportunity.

Castaneda (1974) Silberman (1970) and described that the school curriculum proves itself to be culturally clashing with the desires, values, and interests of the underprivileged children and it represents that of the wealthy and the middle class, thereby, pushing the

former to remain confused and isolated with feelings and complexes of inferiority and insecurity.

The study of **D'sSouza, A. (1974)** pointed out in a comprehensive study of the Indian public schools, which reveals how their highly discriminatory nature and complexity in structure and functioning, serves absolutely to the creamy layer of the social strata.

Bourdieu, P. (1973), emphasized on the intervening role of culture and the inculcation of values (through education) on retaining and sustaining socio-cultural inequalities. The study also revealed how schools play a significant role in legalizing and replicating the cultural environment of the dominant sections in society. Similarly, **Williams (1983)** calls this selection as 'selected tradition', and terms it as, 'someone's selection', someone's vision of legitimate knowledge and culture', one that in the process of liberating one group's cultural capital excludes another's. Through the practice of 'selective tradition' educational curriculum acts as a mediator of both culture and knowledge of the dominant groups.

Christopher Jencks (1972), discussed the remedy to the inequalities in educational attainment, occupational statuses, and income. He reviewed a large number of proposals and concluded that no proposal other than 'political control over economic institutions' is feasible. He argues, *"as long as egalitarians assume that public policy cannot contribute to economic equality directly but must proceed by ingenious manipulations of marginal institutions like the schools, progress will remain glacial. If we want to move beyond this tradition, we will have to establish political control over economic institutions that shape our society. This is what other countries usually call socialism"*.

Husen (1972) has established that social inequality has led to an uneven contribution to education.

Guthrie (1971) in the state of Michigan has authenticated these findings after surveying several societies in various countries.

Clark (1965) and Deutch (1960) hold the attitudes of teachers to be responsible for the poor performance of disadvantaged children. The studies conclude that the teachers, mostly represent the middle- and higher-class values and identity, expect only the minimum or even less from these children, and thus deprive them of an opportunity to achieve. These studies reveal critical perspectives on the system of formal education which are gaining firm ground in the sociology of education. Such studies contend that formal schooling with its pattern of the distribution of opportunities affects the level of the acquisition of knowledge and skills, reinforces dominant ideologies, and ultimately reproduces the very structure of social inequality it was supposed to challenge (Jayaram, 1987).

Similarly, research undertaken by **Crane, R.L. (1968)** at the National Opinion Research Centre, University of Chicago, for the U.S. Office of Education, found that in both the northern and southern cities, wealthy children (the whites) received better quality services, proper infrastructure, adequate buildings, luxury classroom facilities and qualified cum knowledgeable faculties than the underprivileged children (the blacks). A further study by In Australia, studies by **Radford (1962) and Fenshaw (1970)** surveyed different schools (rural, urban government, and private) and emphasized the several social factors of educational disproportion particularly concerning educational participant and fulfillment.

A. Grigard (1961), holds that a marked process of selection according to the children's home background takes place before the end of the period of compulsory education. Children's chances of success to secondary schools at the age of eleven, and consequently to higher education later on very much, as it is revealed by comparison, between the social origins of those who do and those who do not stay on at the elementary school until the age of fourteen. The one-third of the classes at the top of the elementary school consists of children of agricultural laborers, farmers, and workmen; while only one-third of those who leave for a secondary school around eleven come from the same circles, for

all the other social groups, the proportion of children who proceed to secondary courses before the age of fourteen is greater than the proportion of those who stay on at the elementary school until they are fourteen.

S.M. Miller, (1960), pointed out that the Whites have greater chances of obtaining higher education than the Blacks. Thus, race as a factor also influences the chances of a person getting a higher education. The privileged position of the Whites' is defended based on the biological superiority of the White population over the Black population. 'Rousseau terms this biological superiority as "Natural or Physical inequality" as it is established by nature and consists of differences of age, health, bodily strength, and qualities of mind and soul. Social inequalities are inequalities (like privileges, power, health, position) created socially.

A.H. Halsey and F.M. Martin (1957), holds that as might be expected, there were in both areas considerable disparities in the chances of boys from different social classes. In general, the sons of manual workers had a chance below the average, and the sons of non-manual workers a chance above the average, of being selected for grammar schools. The sons of clerks had four or more times as good a chance as the sons of unskilled manual workers and two to three times the chances of sons of skilled workers. The differences in chances at the extremes of the occupational scale were still greater. Middies brought the son of a professional or businessman had more than seven times the chances of the son of unskilled workers and almost five times the chances of a skilled worker's son.

Floyd Wesley Reeves (1948) confirmed the fact that there are indeed economic impediments to higher education. He also adds that if the additional enrollees are to be drawn in the right proportion from each segment of the population, the resulting increase would indeed eliminate economic barriers to higher education.

Pitrim A. Sorokin (1927) opened the vast domain of social mobility for subsequent explorations. At the heart of Sorokin's study is a theory of stratification, which might have found favor with Plato, as he argues that there are certain permanent and universal bases

of occupational inequality. At least two conditions seem to have been fundamental in Sorokin's view. He writes, "First, the importance of occupation for the survival and existence of a group as a whole; second, the degree of intelligence necessary for the successful performance of an occupation". According to Sorokin the successful performance of those occupations which deal with the tasks of social organization and control demand a considerably greater degree of intelligence than that of routine work and that the strategic nature of these occupations in society enables the occupants of these occupations to secure for themselves the maximum privileges and power. "Hence", writes Sorokin, "we may say that in any given society, the more the occupational work consists in the performance of the functions of social organization and control, and the higher the degree of intelligence necessary for its successful performance, the more privileged is that group and the higher the rank does it occupy in the inter occupational hierarchy, and vice versa".

2.3: Summary:

Hence after going through the literature of comparative study of public and private schools, the majority of the study established the superior quality of education provided by the private schools because of their both physical infrastructure and quality of teachers, and updated curriculum which is affecting the enrollment of students in government schools.

Moreover, the studies on the inequality of educational opportunity hold the social stratification responsible for it rather than the educational system. Hence the reduction in economic inequality will be led to more educational equality. These studies also find a relationship between marginalization and educational inequality as Muslims, SC, ST who are mostly found lagging in comparison to their other majority communities. They are also found to choose the arts stream more than science and commerce. And the further significant gender gap is also realized in many of the studies. Hence these inequalities

serve to the creamy layer of the social strata and serve as an instrument of status retention and stabilization.

The studies also highlight one role played by the schools in legalizing and legitimizing cultural values and the environment of the dominant section of the society which is pushing the students of the minority communities to remain isolated and confused leading to a feeling of inferiority and insecurity.

Many studies also highlighted the role of teachers for the performance of the students and how they most of the time represent high- and middle-class values which are reflected from their lectures and way of teachings and their perception of expecting less from the minority class students.

Studies also highlighted the role of family size and environment, quality of parental interaction, financial position, and educational background of the parents in the educational status and performance of the students.

Hence after establishing the existence of the different levels of education that is provided in the different categories of the schools which are again for different reasons and hence is effecting society diversely, education has an institution has failed to address its basic function for the society and act as an agent of positive change in society (structural-functional theory), in reality, rather education is used to shield the interest of dominant elite class in the society by legitimizing and reproducing the exploitative norms favoring the dominant elite class (conflict, hegemony, resistance reproduction theory). Therefore, the present study attempts to compare the different levels of stratification in education in the different schools in Guwahati city and in doing so will also find out the problems related to education faced at the schools of different categories in the area. The study will also focus on the role played by the family and the school in the performance of the student and their mobility.