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## COMPARATIVE ANALYSIS BETWEEN THE PERFORMANCE PUBLIC AND PRIVATE SCHOOL STUDENT

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### ARTICLE INFO

### ABSTRACT

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When parents are able to actively encourage their children's healthy growth and development, children flourish. We receive crucial emotional, social, financial, and other forms of support from our families. Parents are the first and most crucial teachers in every child's life. Families provide the environment in which children develop necessary skills, such as decision-making, responsibility, respect for others, expressing affection and receiving love, fulfilling social roles, and expressing creativity. Family is crucial from the moment of birth and is always important. The fourth type of parenting is characterized by low demand and low responsiveness, which results in neglect. These parents don't have strict rules or high expectations. This kind of parent is unfriendly, lacks parental control over their kids, and interacts with them less. They also don't become engaged in kid-related issues and don't pay attention to their kids' needs. They are

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uninterested in their children's life and insensitive to their needs. These parents typically do not want their children to interrupt them and seldom ask their children's opinions while making choices.

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**Keywords:** School, Private, Student, social school.

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### INTRODUCTION

The one most significant factor in a child's existence is their family. Family is crucial to anyone's development in our world. This family system provides the foundation for a person's ethical and cultural growth, particularly in a nation like India. Children rely on their parents and extended family to look out for them and meet their needs from the minute they are born. Children's initial relationships are with their parents and relatives. Relationships between a kid and their parents, carers, and siblings are crucial to their development. Future development of children is influenced by early experiences, particularly by the connection of children to their parents and other important adults. They serve as a child's first teachers and serve as examples of how to behave and see the world. Families play a crucial role in ensuring that children are prepared to study when they attend school by fostering and educating them during their early years. When parents are able to actively encourage their children's healthy growth and development, children flourish. We receive crucial emotional, social, financial, and other forms of support from our families. Parents are the first and most crucial teachers in every child's life. Families provide the environment in which children develop necessary skills, such as decision-making, responsibility, respect for others, expressing affection and receiving love, fulfilling social roles, and expressing creativity. Family is crucial from the moment of birth and is always important.

Future parents will be the children of today, therefore raising them may also be a significant stage of social life. Children have an impact on several aspects of adult life, including politics, society, the economy, and conduct. Raising children plays a significant role in creating employment, increasing the number of specialists, enabling productions, boosting incomes, and overall creating a better living from an economic perspective. In a political perspective, upbringing may be crucial in forming political beliefs and fostering the sense of justice. No one can discount the importance of family since it serves as a springboard for social life. There is no disagreement on the fact that our families are extremely important to our lives. Because the

child may ultimately learn from the parents, this puts a lot of responsibility on the parents. Children's growth and development are significantly influenced by parents. Human connection and interdependence have an impact on individual development, claims the notion of human ecological development. This discusses how a child's development will be impacted by how their parents and kids interact. The parenting philosophies used by parents will undoubtedly have an impact on how a kid develops in terms of their socioemotional, personality, and behavioral traits. Depending on their views and actions, parents should raise their children using various techniques. These attitudes and actions are influenced by their social and psychological circumstances as well as how the kids act. These shown actions and approaches constitute the parenting styles, which are crucial for a child's social and academic growth. A parenting style is a method or approach used in the process of raising children. Parenting styles are psychological constructs that describe common methods parents employ to raise their kids. Parents use a variety of parenting techniques in an effort to develop their kids to be good and successful adults. The individual's actions, self-efficacy, self-respect, self-development, and academic drive are all impacted by the parenting style.

Diana Baumrind spent 30 years doing long-term research on the associations between parenting practices and children's and adolescents' wellbeing, academic performance, and social and psychological development. According to Baumrind (1966), parenting is a complex activity that involves a variety of specific actions that may be taken either separately or in concert to influence children's behavior. Two variables of parental styles—demandingness and responsiveness—were presented in a typology of parenting. The environmental responsive and supportive parenting styles, in Baumrind's opinion, place greater emphasis on their kids' individuality, self-control, and self-assertion. Additionally, they showed kindness and support, were composed, and constantly promoted free speech. As a result, their kids open up and find it simpler to collaborate with others. High-demanding parents keep an eye on their kids, enforce rules, set limits, apply consistent and temporary punishment, and place requirements on their children's maturity. These two factors together result in four parenting approaches: authoritative (high demands, high response), authoritarian (high demands, low responsiveness), rejecting or neglectful (low demands, low responsiveness), and permissive or indulgent (low demands, high responsiveness).

### **NEGLECTFUL PARENTING STYLE**

The fourth type of parenting is characterized by low demand and low responsiveness, which results in neglect. These parents don't have strict rules or high expectations. This kind of parent

is unfriendly, lacks parental control over their kids, and interacts with them less. They also don't become engaged in kid-related issues and don't pay attention to their kids' needs. They are uninterested in their children's life and insensitive to their needs. These parents typically do not want their children to interrupt them and seldom ask their children's opinions while making choices. These absent parents may have suffered from physical or mental abuse as children or from neglect or depression themselves. Children with neglectful parents are more impulsive, unable to control their emotions, more likely to struggle with delinquency and addictions, and more likely to experience mental health problems, such as teenage suicide behavior. Negative correlations between academic success and neglectful approaches have been documented. Children of parents who adopted this approach had poor academic performance.

### **PARENT-CHILD RELATIONSHIP DURING ADOLESCENCE**

Any individual between the ages of 10 and 19 is considered an adolescent by the World Health Organization (WHO). Adolescence is a time of physical and psychological transformation that typically lasts from puberty to the age of legal maturity. Additionally, it is a time of several transformations in terms of living arrangements, education, training, work, and unemployment. As adolescents enter puberty, parent-child conflict rises. Although not inescapable, this trend is widespread and may be quite upsetting for both parents and teenagers. Both parties may be perplexed about what happened to the era of peaceful families in the past. Teenagers may believe that their parents have become unreasonable, harsh, and domineering. Parents could be perplexed as to why their usually responsible and cooperative children now appear antagonistic. These points of view frequently reinforce one another, leading to further miscommunication on both sides. There is frequently a decline in intimacy between parents and teenagers at this period. Conflicts can arise about anything, including attire, music, leisure activities, etc. Such disagreements can produce a highly stressful atmosphere that has detrimental effects, including increased rates of school dropouts, unexpected pregnancies, drug misuse, and moving away from home.

Adolescents start to ask for explanations for things they previously took for granted. As a result, kids don't always follow their parents' instructions or wishes. They could start to have idealized notions of what constitutes good parenting, which prompts them to criticize the parents' beliefs and behavior for their logical fallacies. They could become egocentric and end up being overly sensitive to a parent's casual comment as a result. New pressures may also be introduced into the household as a result of changes in the external environment. Even when it is enthusiastically anticipated, the change from elementary to middle school and then from middle

to high school may be nerve-wracking. They must learn to navigate a new set of social and academic norms. According to a survey, 40% of parents of teenagers said their kids had two or more of the following challenges when they entered adolescence: poorer self-esteem, lower life satisfaction, higher melancholy and anxiety, and more often occurring negative ideas about middle age (Steinberg, 2001). As a result, parents go through transformation in reaction to both their children and their own personal struggles.

Parents should adjust to their adolescent's behavior and learn the fundamentals of the developmental changes that occur during adolescence in order to improve parent-child relationships. Parents should develop "psychological autonomy granting," or the degree to which they allow their adolescent children to form their own opinions and beliefs, in order to adapt to their child's changing needs (Baumrind, 1991). As an example, parents should allow their adolescent children to develop their own opinions and beliefs. Psychological control, which is the reverse of allowing psychological liberty, may become invasive or overprotective. Parents need to recognize how they and their family are changing in addition to how their adolescent children are evolving.

### **IMPORTANCE OF ACADEMIC PERFORMANCE**

Academic achievement is a result of strong academic performance. Academic achievement is crucial because it is closely related to the desirable outcomes we value. Children who perform well academically may eventually pursue higher education, and they are more likely than those with less education to be employed, have stable employment, have more employment opportunities, and earn higher salaries. They are also more likely to have health insurance, to be less dependent on social assistance, to commit crimes, to be more active as citizens and charitable volunteers, and to be healthier and happier. Academic performance is crucial for young people's effective social development. Students who perform well in school have a higher chance of adjusting to adulthood and achieving economic and professional success. Since individuals with education would have better economic options open to them, education is an essential instrument for socioeconomic growth. It is impossible to overstate the value of a good education system in advancing a nation's growth. Education has always been seen as essential to a person's whole growth (Ali, McWhirter & Chronister, 2005). Education continues to play a crucial role in determining a person's objectives and values throughout their lifetime, as well as their capacity to deal with everyday difficulties and to fully grow. The level of education that people receive also affects how society develops.

Therefore, factors that affect a person's academic performance continue to be important to every member of a society that values growth. Countries should design and put into practise strategies to raise people's educational levels in a way that enables them to contribute effectively to the growth of their nation. Students' academic performance may be poor or high depending on the educational policies in place since they may or may not be conducive to successful learning. High academic achievement is well known to be a valuable asset for any nation, whereas low academic achievement can have detrimental effects like stress, hopelessness, delinquency, psychopathology, and substance abuse (Fatemeh et al. 2006), which are related to low levels of specific achievement goals (Boon, 2007). Higher academic attainment puts students in a better position to experience good outcomes like joy, pride, contentment, and success in their undertakings. Higher academic accomplishment has also been linked to positive traits including self-worth, self-efficacy, and motivation (Elliot and Dweck, 2005).

Academic success and adolescence Adolescent growth is greatly impacted by formal schooling. Adolescence is viewed as a significant period since it affects a person's ability to succeed or fail in life. It is seen as a crucial time in a person's development that requires the greatest amount of parental attention, direction, and empathy. Only through competent caring can we ensure that children grow up to be healthy individuals who can contribute to society's improvement and serve as its leaders for a brighter and more promising future. Schools offer a setting for learning as well as the development of literacy, numeracy, and thinking abilities. Academic achievement is crucial at every level of human development. Academic success is the culmination of a student's many educational outcomes. Many different factors that differ from institution to institution are used to define performance. The communication skills, study skills, grades, creativity, working skills, self-realization, motivation, creative writing, attitude, and self-reliance are all indicators of a student's performance. Academically successful adolescents are more likely to have high levels of self-esteem, a propensity for social interaction, be less likely to abuse drugs or alcohol, and have lower levels of depression. influencing factors for academic performance For improved academic achievement, self-worth and confidence are crucial. Teenagers' academic achievement is influenced by a variety of circumstances. Low self-esteem, a bad academic self-concept, and a negative attitude toward society can all contribute to poor academic performance. The way that parents treat their teenagers is another element that affects academic success. It is significant to emphasize that excellent home learning possibilities, such as parents encouraging that their children have the proper food, have security, and are happy and peaceful, have a beneficial influence on the educational process and achievement. They said that fostering a healthy physical and mental environment at home aids

in getting kids ready for and capable of learning. Positive academic achievement is correlated with a parent-child connection defined by caring, acceptance, and encouragement as well as parents' response to the child's needs. However, protracted parental overprotectiveness, authoritarianism, disapproval, and punishment frequently have a detrimental link with children' academic achievement, according to research from the University of Minnesota. In sociological study, the links between relationships, families, socioeconomic situation, and academic success have been thoroughly documented. To enhance teenagers' academic achievement, it is important to address the factors that affect their academic success.

### **ON THE PUBLIC-PRIVATE SCHOOL ACHIEVEMENT DEBATE**

Peterson, Paul E., and Laudat, Elena The National Center for Education Statistics (NCES), part of the U.S. Department of Education, published a research in July 2006 comparing the reading and math proficiency of 4th and 8th grade students in public and private schools (Braun and others 2006 [hereinafter referred to as NCES]). 1 The Educational Testing Service had requested that NCES conduct the research (ETS). ETS compared the test results of public school students with those of the private sector as a whole and, in a separate analysis, with students attending Catholic, Lutheran, and Evangelical Protestant schools using data from a nationwide sample of public and private school students collected in 2003 as part of the ongoing National Assessment of Educational Progress (NAEP). 2 The NCES survey found that kids who attended private schools performed better than those who attended public schools. However, it was shown that among 4th graders, the advantage of private schools was replaced by a public-school advantage in arithmetic and sector parity in reading when statistical adjustments were made for student characteristics. Private schools kept their lead in reading once the same modifications were made for eighth graders, but they only managed parity in math. Catholic schools had a similar pattern of outcomes, but Lutheran schools.

### **THE EVOLUTION OF EDUCATIONAL RESEARCH ADMITTEDLY,**

The most significant study of student accomplishment ever carried out was based on information gathered just once. In 1966, a group of scientists under the direction of James S. Coleman published the findings of a national study of public school performance that had been ordered by Congress forty years earlier. They included the variables impacting student accomplishment in addition to reporting variations in school resources (class size, teacher qualifications, per pupil spending, and so on). To everyone's astonishment, the analysts

concluded that student performance was largely influenced by the young person's home history and that school resources had little bearing on it.

Any initial attempt of tremendous vision and significance would almost definitely have flaws, and the Coleman research was no exception. Despite the fact that this is what schools are supposed to do, it was unable to monitor student performance progress from one year to the next since it only had data from one set of exams. Coleman and his coworkers were limited to regressing test performance levels on factors like school resources and family background traits. For the reasons outlined above, it was challenging to isolate the specific effects of the child's education using observational data of this type. Nevertheless, Coleman's work garnered favorable reviews from both academic and political sectors. Soon after, the Department of Education requested the University of Chicago professor to serve as the principal investigator on another significant research project that was mounted as part of the "High School and Beyond" (HSB) survey. This survey gathered data on student performance as well as other student and school characteristics, this time in both public and private schools. Higher levels of student performance were found in Catholic schools when student accomplishment was regressed on school resources, family background, and school sector (Catholic versus public) factors (Coleman, Hoffer, and Kilgore 1982).

In contrast to the original Coleman research, the new results caused a lot of discussion (despite the common methodology underlying the two projects). Teacher unions and public school interest groups fiercely criticised the HSB study, even doubting the motivations of the researchers (Coleman 1989), and its methodology was harshly criticised (Catterall and Levin 1982; Goldberger and Cain 1982). One of the more important objections was a valid criticism: How can one evaluate educational impacts with data from just one moment in time.

### **RESEARCH METHODOLOGY: MIXED-METHOD RESEARCH**

This research used a mixed-method research design to obtain quantitative and qualitative data with the purpose of examining the differences and similarities between public and private school provision. The data were gathered with the intention of examining the differences and similarities between public and private school provision. It was felt, based on the research questions, that neither qualitative nor quantitative methodologies on their own could properly cover the necessary breadth and depth of analysis required by the study questions. In point of fact, for some researchers, the research questions themselves are what determine and guide the use of mixed methods (Creswell, 2003; Herzberger and Kelle, 2003; Teddlie and Thakore, 2009; Bryman, 2012). This is due to the fact that answering some questions will require



numerical hard (quantitative) data, whereas answering others will require soft (qualitative) data. In this study, the answers to the first two questions were primarily obtained through the examination of quantitative data (obtained from TIMSS), whereas the answers to the third and fourth questions were primarily obtained through the examination of qualitative data (obtained from interviews and focus groups).

By employing a variety of research approaches, it was feasible to get information on many aspects of reality (Sadowski, 2000). In the final stage of the study, both quantitative and qualitative approaches were blended so that they could complement each other and offer a more in-depth and comprehensive picture of the phenomena that were studied, namely the differences between public and private school systems (Greene et al., 1989; Thakore and Teddlie, 1998).

There is some disagreement as to whether or not mixed-method research ought to be regarded as a novel paradigm. According to Morgan (2007, page 73), this is a "pragmatic method that gives an effective alternative through its emphasis on the abductive-intersubjective-transferable features of our study." Morgan describes this as a "pragmatic approach that offers an effective alternative." Not only does this approach allow communication across methods and within research teams, but it also allows communication between the researchers and the people who are the subject of the research (Torrance, 2012). There are many different reasons why researchers use mixed methods, but the primary reason is to broaden the breadth and scope of the research and to compensate for the shortcomings of either approach alone (Greene et al., 1989; Creswell, 2003). Additionally, it makes it feasible to study more complicated topics, collect richer data, and provide stronger evidence than would be achievable by using only one approach. This is because it allows for the integration of many methods (Yin, 2009).

This specific study rested in the body of previous research on the efficacy of schools, which is another primary justification for employing a mixed-method approach. The use of a production function approach, and thus a high dependence on quantitative data, especially test scores, as an indication of school success, was noted as one of the shortcomings of SER. This was one of the drawbacks found (see 3.2.5). This method, while helpful in identifying links between various factors, does not take into account other components of education and, more significantly, is unable to explain how and why associations between variables occur (Luyten et al., 2005). The educational production function seemed like a plausible way to identify the family background and school variables that influence outcomes, given that the purpose of this study was to gain an understanding of the factors that influence students' academic performance in government and private schools, and given that this study's focus was on understanding those factors.

This strategy was utilised during the first stage of the study, which involved the utilisation of quantitative data to compare the two distinct types of schools, primarily in terms of the levels of mathematical achievement attained by students, in addition to the characteristics of families, students, and teachers. Utilizing statistical analysis, we were able to determine the elements that contributed the most to students' achievements; nevertheless, the quantitative data were unable to throw light on the reasons why certain aspects were more significant than others. As a result, qualitative data were collected from various stakeholders in order to supplement and explain the conclusions that were derived from the quantitative data. In order to analyse the processes taking place within schools, qualitative data were also needed. These data provided significant information on the characteristics that differentiate certain schools from others in terms of their level of effectiveness (Scheerens and Bosker, 1997; Throop, 2001).

It was determined that a mixed-method approach was required for this study because it offers a number of benefits, some of which include broadening the area of the inquiry and providing the opportunity to examine the phenomena from a variety of strong points of view. In addition, employing quantitative in addition to qualitative research techniques not only strikes a healthy balance between the exactness of quantitative data and the depth of qualitative information, but it also helps to eliminate any potential bias that may result from the researcher's own preconceived notions (Guba, 1990). The collection of data via a variety of approaches may, however, result in narratives that are inconsistent, which would necessitate more research (Torrance, 2012). These kinds of contradictory narratives are considered as fascinating but puzzling discoveries since they suggest that the researcher's first questions might not have been sufficient, and as a consequence, new data are necessary in order to search for additional interpretation (Mathison, 1988). Mixed-method research also often requires the researcher to be skilled in the use of both qualitative and quantitative approaches, and the implementation of the study typically takes significantly more time than that of single-method research.

## **RESEARCH INSTRUMENTS**

The collection of data was accomplished with a wide variety of quantitative and qualitative methods. In the following sections, we will discuss these instruments, the criteria that were used to pick them, as well as their advantages and disadvantages.

### **TIMSS data**

The Trends in International Mathematics and Science Study (TIMSS) is an international comparative study that was designed to measure trends in students' achievement in mathematics

and science in the fourth and eighth grades. Additionally, TIMSS was created to collect data regarding educational contexts (such as students' schools, teachers, and homes) that may be related to student achievement. Since 1995, the International Association for the Evaluation of Educational Achievement (IEA) has been responsible for administering the TIMSS survey on a quadrennial basis. The Trends in International Mathematics and Science Study (TIMSS) uses a design that is a hybrid between a longitudinal and a longitudinal design. Students in the fourth grade are tested again four years later in the eighth grade. The Trends in International Mathematics and Science Survey (TIMSS) is an international study that gives useful information on the performance of students in a country in comparison with students all around the world.

The key reason that this study looked at data pertaining to mathematics was due to the widespread belief that compared to other disciplines, mathematics is the one that is most impacted by educational experiences and the least by one's family history (Bryk et al., 1993; Heineman, 2005). As a result of the relatively low achievement level in this field in comparison to other subject areas, as evidenced by international studies such as TIMSS and PISA, attainment in mathematics has drawn particular attention from researchers in various countries. This is due to the fact that the attainment level in mathematics is relatively low. The students of Oman are still ranked towards the bottom of the international scale for their proficiency in mathematics, despite the fact that their scores have been improving since 2007, as can be shown in Table 4.1. In addition, Oman participated in three rounds of the TIMSS, and the results for mathematics were much lower than the scores for science in all three rounds.

**Table 1: Results of mathematics and science tests given to Omani pupils as part of the TIMSS in 2007, 2011, and 2015.**

		2007*	2011	2015
<b>Mathematics</b>	Grade 4		385	425
	Grade 8	372	366	403
<b>Science</b>	Grade 4		377	431
	Grade 8	423	420	455
*Grade4 OmanistudentsdidnotparticipateinTIMSSin2007.				

## I. DATA ANALYSIS

As was discussed in Chapter 4, this research utilised a sequential explanatory design, and the analysis that is offered in this chapter is the culmination of that design's application (4.3.2). The quantitative and qualitative data, which were gathered in two distinct stages, are combined in this chapter's analysis and interpretation of the results in order to respond to the study questions. As a result of this, the perspectives and judgements of the participants gleaned from the focus groups and the individual interviews will be utilised to triangulate, expand on, and supplement the statistical results gained from the TIMSS data. The TIMSS data that were used in this study are comprised of three primary components, namely mathematics scores, survey data from students and survey data from instructors. As a direct result of this, the chapter will be broken up into three primary parts. In the first two parts, we will present both a descriptive and an inferential analysis of the data collected from the students and teachers about their mathematical accomplishments. In other words, variables pertaining to students, teachers, and schools will be investigated in order to determine whether or not there are any significant associations between students' test scores and other aspects of the environment. These variables will be derived from the student and teacher surveys. In order to accomplish this goal, a number of statistical analyses, including chi-squared tests, an independent samples t-test, and a one-way analysis of variance, were carried out.

The third section presents the methodology and findings of the hierarchical multiple regression models. These models were developed using a wide variety of variables at the home, the teacher level, and the school level in order to determine the factors that are most likely to influence students' mathematical achievement in Omani government and private schools. When it is necessary, qualitative data will be used in place of statistical data in order to explain and validate the results. The purpose of the TIMSS data analysis that is going to be provided in this chapter is to provide responses to the following research questions:

- Follow-up Question 2: In terms of academic success, is there any discernible difference between public and private schools?
- If there is a difference between the various styles of school administration, what are the variables that lead to this difference?

In addition, the interpretation of the facts that is offered in this chapter is directed toward the development of an overall comprehension of the efficiency of both public and private schools with regard to the attainment of academic goals. In addition to this, it sheds light on the contrasts

that exist between the two industries in terms of the characteristics of the students attending each kind of school, the caliber of the teaching staff, and the facilities available to them.

### **STUDENTS’ CHARACTERISTICS**

In this portion of the report, the primary features of the students who took part in the study will be discussed. These children attended both public and private schools. Each of the characteristics will be discussed in passing in order to facilitate comparison across the various industries.

#### **Gender**

The sample of pupils included 692 individuals, consisting of 350 kids attending public schools and 342 students attending private schools. As can be seen in Table 5.1, there were more female students than male students attending government schools, with 46% of students being male and 54% of students being female. On the other hand, the number of male students attending private schools was almost twice as high as the number of female students, with 64.3% of students being male and 35.7% being female (p 0.001 for both comparisons).

**Table 2: Participants, broken down by gender and educational background.**

Government			Private		Total	
Gender	N	%	N	%	N	%
Male	161	46	220	64.3	381	55
Female	189	54	122	35.7	311	45
Totals	350	100	342	100	692	100

These results are quite similar to those obtained from official Moe statistical data in that they show a higher number of male students registered in private schools (see 2.5). This indicates that there may be a tendency for Omani families to enrol their male children in private school, a phenomenon that is found in other developing countries, such as Kuwait (Al Shatta, 2015). In spite of the fact that it is tempting to draw the conclusion that this indicates that certain families place a greater emphasis on the education of their sons, the most likely reason in the instance of Oman is that males have a lower average level of success than girls do. In other words, parents may opt to enroll their children, who are predominantly males, in private schools in the hope that these students would receive a higher-quality education or more individualized instruction. This was validated by the testimony of two male private school educators. For instance, one of them mentioned that:

**Socioeconomic characteristics**

The characteristics of the students who are most likely to benefit from public and private schools may be gleaned from an investigation of a variety of socioeconomic factors pertaining to their families. The correlation between the type of school attended and six aspects of the family environment is laid out in Table 5.2. These aspects include the educational level of both the mother and the father, the study-supportive qualities of the home, the number of books that are kept there, and the number of electronic devices that are kept there.

**Table 3: A Comparison of Student Households Based on the Type of Educational Institution.**

Item	Government	Private	Total	$\chi^2$	df	Cramer's V
	%	%	%			
Mother's level of education						
Primary or lower secondary	47.1	23.5	37.1			
Secondary	23.1	16.2	20.2			
Post-secondary, but not university	14.5	12.3	13.5	58.705**	4	.373**
Bachelor's or equivalent	10.7	25.7	17.1			
Post graduate degree	4.5	22.3	12.1			
Father's level of education						
Primary or lower secondary	38.4	16.5	28.5			
Secondary	14.8	10.8	13.0			
Post-secondary but not university	18.1	9.8	14.4	56.559**	4	.362**
Bachelor's or equivalent	19.0	32.0	24.8			
Postgraduate degree	9.7	30.9	19.3			
Home study support						
Own room	41.8	58.9	53.1	20.199**	1	.171**
Study desk	54.2	78.0	65.7	42.343**	1	.251**
Own computer or tablet	69.1	76.9	73.0	5.279*	1	.087*
Shared computer or tablet	64.1	70.0	67.0	2.735	1	.63
Internet connection	68.8	88.2	78.4	38.339**	1	.236**
No. of book sat home						

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< 25	54.6	46.8	50.7	4.420	2	.080
26–100	27.3	30.7	29.0			
> 100	18.1	22.5	20.3			
Entertainment						
Own mobile phone	51.9	75.8	53.3	42.496**	1	.249**
Gaming system	54.4	78.6	66.5	44.892**	1	.256**
No. of digital in formation Devices at home						
< 4	17.3%	7.3%	12.4%			
4–6	43.2%	39.6%	41.4%	21.239**	2	.176
> 10	39.5%	53.1%	46.2%			

Notes: \*p < 0.05, \*\*p < 0.01

The chart demonstrates that parents whose children attend private schools have a higher average level of education than those whose children attend public schools. In point of fact, 47.1% of women and 38.4% of dads whose children attend public schools have either not attended school at all or only completed basic or lower secondary education, in contrast to the percentages of 23.5% moms and 16.5% fathers whose children attend private schools. In addition, 48 percent of moms and 62.9 percent of fathers whose children attend private schools have earned graduate or postgraduate degrees. However, there are far fewer parents with comparable qualifications among those who have children attending government schools (15.2% of moms and 28.7% of fathers). It's interesting to note that it seems men have a higher educational level than moms in both types of schools. As an illustration, 37% of moms across both categories combined have a level of education that is lower than secondary, but only 28% of fathers do. In a similar vein, 35 percent of moms and 47.3 percent of fathers have graduate or postgraduate degrees respectively. It's possible that this might be ascribed to societal reasons, since it is more anticipated (and acceptable) that women will give up their educational goals in order to take care of their family and remain at home.

A chi-squared test was carried out in order to evaluate the possibility of their being a connection between the kind of school that a child attends and the level of education that their parents have. When two dichotomous variables were examined, phi ( ) was used as a measurement of effect size, and Cramer's V was used for variables that had more than two categories. These two measurements of effect size were used in addition to the chi-squared procedure to determine the strength of the association (if there was one). 5 As can be seen in Table 4.2, there is a

correlation that is statistically significant between the kind of school attended by a child and the educational attainment of the mother or father ( $2(4) = 58.705$ ,  $p = .001$ ) or the mother or father's educational attainment ( $2(8) = 56.559$ ,  $p = .001$ ). The correlation between the kind of school attended by a child and their mother's educational level is reasonably high (Cramér's  $V = .373$ ), but the correlation between school type and their father's educational level is poor (Cramér's  $V = .362$ ).

The findings also indicate that students attending private schools, on average, have much more resources available to them for independent study than their peers attending public schools do. The results of the chi-squared test of independence between school type and possession of all home study resources indicate a statistically significant, but small association for school type, as indicated by Cramér's  $V$ . The only exception to this is having a shared computer or tablet, for which no statistically significant association is detected. As can be seen, the results of this test indicate that there is a statistically significant, but small association for school type.

## **CONCLUSION**

According to the research that was looked at for the purpose of this chapter, there are a number of factors that may be classified as either family, student, teacher, or school-related, and each of these categories has the potential to influence academic achievement. Despite the fact that substantial links have been established between a variety of parameters, the evidence on the efficiency of schools is varied, with conclusions that vary depending on the context, sample, and technique used. In contrast to prior research on the efficacy of schools, however, there is now widespread agreement that factors associated to schools do, in fact, affect kids' levels of academic accomplishment. In addition to the factors that are traditionally examined, it has been established that the influence of some home and school variables is dependent on the environment in which they are measured. Some of the elements that have received the greatest attention from researchers are discussed in this chapter. According to the findings of Rivkin et al., presenting and discussing an exhaustive list of variables is a nearly impossible task. Despite the fact that other determinants have been shown to have an effect on the outcomes of students, presenting and discussing an exhaustive list of variables is still a desirable goal (2005, p. 422). This chapter offers a review of many important concerns that are linked to the gathering of data and the subsequent analysis. It has outlined the philosophical assumptions that underpinned the research, as well as how these beliefs informed the selection and execution of research methodologies, both for the collecting of data and for the analysis of that data. Justification has been provided for the mixed-method approach, and both the strengths and limits of the data



gathering tools have been addressed. Not only have the processes for sampling and analysis been outlined, but so have the steps that need to be taken in order to fulfil the validity and reliability standards.

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