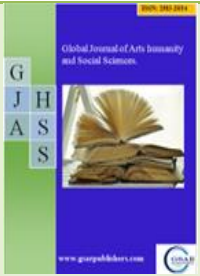
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Empirical Review on Public and Private School in Nepal.

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Abstract

Many educators and researchers discovered the inequalities in student's outcomes between private and public schools worldwide, leading to disparities in students' performance over time. The curricula of public and private schools have been developed according to national and international education systems, which have resulted in improved quality and quantity. A national educational board committee and planning commission were established at the national level (Mathema, 2007). The National Educational System was established in 2009, and the National Educational Planning Commission was formed in Nepal in 2010. Following that, the overall National Education Commission was established in 2018.

Keywords: Difference, private and public schools, worldwide, leading to disparities, students' performance over time.

1. Context

Many educators and researchers discovered the inequalities in student's outcomes between private and public schools worldwide, leading to disparities in students' performance over time. Public school's students generally perform worse than private school's students globally (Akomolafe & Adesua, 2016). The government has shown little interest in improving the education and results of students and the facilities for teachers in public schools. Many public school's teachers are free from political party affiliations, yet they became involved with political parties when a multi-party system emerged in Nepal. In public schools, teachers employed are often temporary, private, contractual, or relief staff chosen based on political party connections. The education minister has not been a specialist in the ministry for many years (Mathema, 2007). The absence of a specialist minister in education negatively impacts students' performance, which is a significant cause of concern, highlighting a research gap. It has been observed that public schools, especially in urban areas, are better staffed compared to those in remote regions, leading to improved students' performance. Permanent public school's teachers enjoy more facilities than temporary and other types of teachers, while these facilities are

lower than those in private schools. The author analyzed the major differences in teacher's facilities between private and public schools.

The environmental conditions in private schools are superior to those in public schools, and private school's teachers' salaries are often inadequate in developing countries (Boe, 1992). Additionally, private school's students often learn in much smaller rooms compared to the larger classrooms in public schools, which contributes to the poorer performance of public school's students. While many public school's students study in rooms behind shops without roofs in remote areas, teachers' salaries have been funded by community donations to support student's education in Nepal, due to a lack of government resources. The government allocates only a small budget for public schools, and in some cases, it does not provide any budgeting for schools at all.

The community has addressed the challenges faced by schools through donations to improve facilities. Private schools have consistently outperformed public schools in academic achievements globally for many years. Parents choose private schools for better outcomes for their children. The big question on



the minds of many students is what could be causing the difference in performance between the two types of schools. In public schools, there is speculation about what secret could be behind private school's success, prompting a need to establish the differences between public and private schools based on the results from the study. Researchers indicated in further studies that private schools consistently outperform, public schools in terms of students results (Newmark, 1995). The study examined instructional materials and other educational technology equipment, finding that both categories of schools are fairly equipped in terms of service delivery. The researcher discovered that teachers in private schools work tirelessly, arriving early and leaving late, in comparison to public school's teachers, whose workload is lighter, resulting in poorer student's outcomes. In private schools, the drive to produce attractive academic result is a prerequisite for retention. Authors argued that public school's teachers demonstrated negligence in their handling of student's education compared to private school's teachers due to a strict supervision and lack of supervision no punishment from the government for poor results. This is the main reason for the difference in students' performance between private and public schools (Avalos, B. 2011). Based on the SLC results, it is clear that private schools students outperformed their public schools counterparts academically. The author explained that further research should be carried out to determine the relationship between parents socio-economic status and academic students performance, as socio-economic status plays a crucial role in students academic success (Chambers, 1978). Research can also be conducted to explore the relationship between private and public schools, private schools students predominantly come from well-off families, many of whom are elite parents. These parents tend to understand the true value of education, as evidenced by the academic results, facilities, and academic environment provided in private schools. Private schools teachers finished an average of 2-3 lessons of the students curriculum a week, compared to public schools teachers, who completed 3-4 lessons a week. There is a difference in the workload of private and public schools teachers (Ballou, 1992). Many authors have explained the disparities in results between public and private schools, citing numerous causes, including conflicts of interest and constraints that affect teaching and change. Many students attending public schools come from poor families and remote areas where obtaining a meal is more of a privilege than a basic need. The government has provided aid for public schools students to study.

2. Objectives

Find out interrelationship and differences between Private and Public School.

3. Method used and result analyzed

Here highlights the literature relevant study on this article. Review of Journals and articles, newspapers, report, internets, and review of work.

4. Empirical Review on Public and Private School

Education has a direct impact on the social and economic growth of a country. Students study has focused on measuring academic results, which presents a number of challenges. Social, psychological, economic, and personal factors all affect students achievement, however, these characteristics differ from person to person and nation to nation (Hunt, Joseph, Nuzzi, 2004). Educational level is positively related to diverse outcomes, there is a positive relationship between the level of subjective well-being reported by children and their educational performance. In the case of Nepal, the poor performance of public schools are extremely concerning, stemming from the political environment on one hand and adverse effects on the other hand, which creates a disparity in students results between public and private schools.

Researcher has explained that the quality of study for students improves when teachers employ professional methods and various technologies in the classroom. Students understand the lessons better as part of their tenth-grade classes. Many students who participated in the SEE exam succeeded and this emphasized their knowledge and the importance of quality education. However measuring the quality of education through exams are necessary worldwide (Oaxaca, 1973). The comparative study of private and public schools have been a popular topic for educational researchers around the globe, particularly in developing countries. Author has discussed the spread of public and private schools worldwide, highlighting that poor parents often send their children to public schools, which are government run. In public schools, the government shows little interest in promoting students studies due to budget constraints. Parents often neglect their children's education, they send them to schools in the morning without parental supervision, and they return home unsupervised. Their uniforms are often unclean, and parents do not provide money for breakfast during breaks.

Parents did not care for their children's health, uniforms, bags, books, pens, copies, and all the necessary items for schools. Additionally, parents did not take time to meet with the headmaster and teachers about their children's studies in public schools. In contrast, parents of children in private schools are more involved in their lives, in the morning, they accompany them to schools, and in the evening, they return to pick them up. Parents ensure their children have uniforms, breakfast, books, copies, pens, and all necessary items, and they also coordinate transportation for their children. This is one reason for the better performance of private schools compared to public schools, according to Kim (2004). Parents of children in private schools show love and care, and there are many factors that differentiate the two types of schools, including how they are managed, what resources are available, and how these resources are utilized in relation to the students socio-economic characteristics. Poor educational outcomes and schools achievements are affected by various factors that influence students outcomes in Nepal and other developing countries.

In this study, both primary and secondary sources were utilized to gather qualitative and quantitative data. The secondary sources include journals published nationally and internationally on a monthly, quarterly, biannual, and annual basis relating to research questions and objectives in the field, as well as articles, books, textbooks, reference materials, annual reports, audio and videotapes, newspapers, and research dissertations and magazines to examine the disparity in performance between public and private schools, as per Singh (1978). The research questions aim to address the differences in students performance in schools, which have been declining to levels that are unacceptable in the eyes of parents.

Public schools, also known as community schools in Nepal, have traditionally been guided by Hindu culture since their establishment. Originally, they operated as a home system and gradually transitioned into Gurukul schools, where learned individuals known as Gurus provided education. Public schools in Nepal can be categorized into two types: 1) Aided public schools, which receive regular government grants for salaries and other resources, and 2) schools that utilize their own public resources. These schools operate under the government's budget allocation. Although public schools are managed by the government of Nepal, certain public institutions charge tuition fees for secondary education. Nepal's interim constitution was established in 2017, following a new constitution in 2015. The structure of the current education system in public schools consists of six sections: pre-primary (below grade one), primary (grades one to five), lower secondary (grades six to eight), secondary (grades nine to ten), and higher secondary (grades eleven to twelve) at the university level in Nepal (MoE, 2010). The country had 31,655 primary schools, 11,341 lower secondary schools, 6,928 secondary schools, and 2,552 higher secondary schools. Over the past half-decade, public schools have constituted around 80 percent, according to MoE (2017). Public schools in Nepal are those that receive government financial support on a grant-in-aid basis.

Primary schools up to grade five are fully supported by the government, however secondary schools are supported by only 50 percent, and the community must provide the other half of the operating costs through schools fee, donations, and volunteering for schools building maintenance work. This system incurs considerable private costs for these public schools. The curriculum is centralized and implemented throughout the country for public schools, with each district supervised and coordinated by the District Education Office of Nepal. Many strategies, policies, and plans have changed over the years. The government was spending about 17 percent of the total budget on the education sector, according to (MoE, 2008). However, public schools couldn't provide the quality of education expected, and according to the investments made in various sectors, education has been recognized as one of the key factors for national development and the necessity for economically, politically, and socially skilled people, aligning with the specific needs of the country.

Largely, providing education has been a task of the government as a service to its people in developing countries like Nepal. The

growing population, increased costs, and financial stresses in other areas of government make the task of providing public education challenging. In addition to financial issues, there has been a growing concern about the effectiveness of public education support, as seen in many countries where student's outcomes differ according to (Thapa, 2015). Privatization and involvement in the private sector in education are increasingly seen as alternatives to address part of this problem, with studies concerning evidence surrounding students results in developing countries. The key issue to tackle when estimating the impact of schools types on educational outcome is that private school's students can differ fundamentally from public school's students according to (MoE, 2010). One cannot determine what would happen to public school's students if they attended private schools by merely looking at student's data. Finally, the characteristics of students in private schools are usually from educated families, who might also possess greater academic skills and learning capacity. This is known as positive selection, a characteristic that correlates with both public and private school's types.

Educational outcomes without students, schools, colleges, and universities are nothing, the discussion on the relevance of literature is concerning. Evidence related to the results of students in public and private schools, particularly in private schools highlights their strengths in developing countries such as India, Ghana, and Nigeria, where poor educational achievement stems from different factors. The reasons they cite include the weakening of government schools (Carney, 2003). The desire of parents for instruction in English, moreover, the researcher argued that the refusal of government schools to meet standards can be attributed to the lack of teachers and poor management leading to failing schools. The gender gap and stratification in relation to education are discussed in the context of the rapid growth of education systems and the need for empirical evaluation in public and private schools, according to Goldring (1999). The quality of education for students varies globally, with private schools generally outperforming public schools, many researchers have analyzed the better outcomes of private schools compared to the poor performance of public schools based on data obtained from SEE results.

The academic level is a race, and studies show that the effects of universal access to secondary education weigh down on overall performance. In urban areas, parents have noticed that public schools enroll a high number of students, leading to large classes that surpass those in private schools, where the classes are smaller, making the teachers jobs more challenging (Canrinus, E.T., & Fokkens, Bruinsma, M., 2014). On the other hand, private schools have an edge over their counterparts, as they are more organized in terms of student's enrollment and teaching and learning within the schools. In the case of developing countries, the literature has suggested a huge difference between private and public schools in terms of study quality and, consequently, academic achievements. Private schools are seen as battlegrounds for contested visions of learning and livelihood, unlike public schools. The relevant difference in SLC performance between private and public schools

in developing countries has been noted (Caddell, 2006). The Ministry of Education analyzed the SLC exam results from 2004 in Nepal, focusing on students from both private and public schools who participated in the exam. The data showed that only 29 percent, out of 1,71,440 students from public schools, passed the SLC exam, while 80 percent, out of 44,863 students from private schools, passed the exam (MoES, 2005a).

Following these results, researcher Bhatta analyzed the performance disparity between public and private schools students and wrote about the poor performance of public schools compared to those of private schools in the SLC batch of 2004. The author noted the differences in results and argued that there is a research gap regarding the inequalities in SLC outcomes, highlighting the unsatisfactory performance of public and private schools in Nepal. Many parents scrutinize the SLC results of students in public and private schools, leading to an increasing demand for private schools in developing countries. As private schools are rising rapidly, several causes of results inequalities are pointed out, and the researcher further elaborated on studies showing that private schools are mushrooming day by day globally. While private schools demonstrate better performance, parents are choosing to enroll their children in private schools rather than public schools in Nepal and other developing countries.

The government usually spends on teachers and staff salaries and provides benefits, such as for educational research, innovation, and development. In the mid-nineties, it was found that the Ministry of Education had an expenditure of 86 percent on teachers and staff salaries in public schools. The government did not allocate budgets for teachers salaries and facilities at private schools because private schools are institutional schools (Bhatta, 2005). Furthermore, researchers have analyzed that teachers salaries in public secondary schools accounted for 76 percent, compared to 63 percent in private schools, with this analysis conducted by the Ministry of Education in Nepal comparing the salaries of public and private schools teachers.

The Ministry of Education stated that out of the total grants that public schools received in an academic year, around 80 percent goes to salaries and construction support. The study also highlights expenditure on teaching and learning materials, as well as the capacity development of teachers in public schools (MoE, 2010). Public schools, established and registered with the government, provide permanent teachers with many facilities, including good salaries and promotions upon retirement, at which time they will receive a pension. In contrast, temporary teachers receive only salaries, even if they have worked for 20 years. There is a huge difference in the facilities available to permanent versus temporary teachers, permanent teachers are eligible for promotions, while temporary teachers receive no promotions and lack other facilities. Compared to private schools, where teachers do not receive any benefits beyond salaries, authors have argued that this causes a decline in students enrollment in public schools.

Within public schools, there is a lack of teachers accountability, strong teachers unions, poor schools facilities, overcrowded

classrooms, an inadequate teachers to students ratio, and poor schools management. In contrast, private schools have fewer students, smaller class sizes, better facilities, and better students results from the Secondary Education Examination (SEE) (MoES, 2008). Parents choice of private schools differs from that of parents of various castes, languages, and religions for their children seeking quality education. There are differences in household social status, class, students enrollment, and results among students in public and private schools, as well as variations in parental employment. Parents have participated in both private and public schools globally for their children's education.

The role of schools choice is primarily influenced by the education level and prestige of parents backgrounds, leading them to opt for private schools, where the quality of education is perceived to be superior compared to the poor performance of public schools. This is a significant reason for parents schools choice in developing countries (Peterson, P.E. & Llaudet, E. 2006). Factors affecting students success and effectiveness include schools management, teachers qualifications, and government training of teachers. Modern age government has changed policies regarding education in schools, curriculum design, and the implementation of school's environments comprising students, teachers, and administrators. The study also examines how parents view private schools more positively than public ones and how they choose schools for their children's education (Leinster, Mackeay, D.P. 1976). The findings of this study are of interest to private schools entrepreneurs, educators, and parents, highlighting the unequal results between private and public schools in developing countries.

The government wants to be involved in policy-making to plan and implement education programs for students aimed at improving the quality of education in private and public schools. Education in private and public schools have long been held in high regard for its goal of providing a system that seeks to offer equitable education to all students. Private and public schools have positively affected learning outcomes (Bhatta, 2004). The author has explained the unequal results of students in private and public schools at the SLC level. He analyzed students outcomes, noting that students performed poorly in English, Science, and Mathematics, and the average pass and fail rates weresignificantly affected. The researcher focused on this study and found that private schools outperformed public schools in the analyzed results. His analysis showed that for the other three subjects, scores were lower than the passing rates in Social Studies, Health and Physical Environment, and Nepali. According to the analysis conducted by the authors, the average score in Science is approximately 40 percent lower than the score in Nepali. The highest pass rate subject is HPE, while the lowest pass rate subject is Mathematics in public schools compared to private schools in Nepal. According to (Bhatta, 2005, Mathema, 2007). There is an unequal outcome between private and public schools.

Students in private schools generally have a better average pass rate, while the scores in public schools are only slightly lower. An overwhelming majority of private schools showed pass rates in the 80-100 percent range, compared to less than 7 percent in public

schools. The average SLC figures show that public schools score around 39 percent below private schools. Pass rates in public schools are lower than those of private schools in all subjects, particularly with a high difference in pass rates in Mathematics, Science, and English. The researcher found a significant comparison of SLC results between public and private schools and analyzed that the performance of private schools' students was higher than that of public schools in Nepal for the 2004 SLC batch. The government has improved the modern education system for all Nepalese people. Schools were opened by the government in 1951, and since that time, the education sector has slowly reformed. According to researcher, the Maoist movement in Nepal started in 2052 and ended in 2062. During the movement period, there were extensive problems in the education sector for student's studies. After the war ended there was an increase in the number of private schools, which began to mushroom since 1990, particularly in Nepal and other developing countries. Additionally, there has been a growing disparity in the results of public and private schools (Bhattarai, 2014). Bhatta analyzed the difference in the pass rate and average score between the two types of schools, with relatively lower results in subjects such as Health and Physical Education. The subjects in which SLC performance varied the most were public schools compared to private schools. Historically, the number of boys taking the SLC examination in Nepal has been higher than the number of girls, as he analyzed the results of students. The author found in his research that despite the improving female participation over the past few years, the percentage of girls who took the SLC in 2060 was only 42 percent. Additionally, the SLC performance of girls has historically been lower than that of boys. In 2060, the average overall score of girls was around 7 percent lower than that of boys, and the pass rate for girls was only 41 percent compared to the 50 percent rate for boys. The overall pass rate for girls were lower than that for boys in all compulsory subjects in 2060.

The author analyzed that the gender difference in the pass rate was rather small in Nepali and Health and Physical Education, where the results of boys and girls were relatively similar (Bhatta, 2005). The subjects with the largest gender gap in pass rates were Science and Mathematics, with differences in performance across regions and districts. In Nepal, the eco-development regions, including the western hills, central Terai, and eastern Terai, had the largest number of SLC candidates in 2060.

The researcher finalized the study of the districts in the mid and far west, which are generally characterized by low participation of schools. The districts showed the highest and lowest numbers of SLC candidates, and the excellent results from this districts provided clear evidence of the performance of public versus private schools in Nepal. Bhatta focused on the differences across subjects and the gender gap between boys and girls in various regions and districts. According to Bhatta, the SLC results for students from private and public schools were unsatisfactory, and parents were concerned about their children's results. In 2004, the researcher found that the outcomes of SLC results were better for students from private schools compared to those from public schools in

Nepal. It is recommended that both private and public schools work together and prepare a National Education Planning Commission after studying the necessary improvements in Nepal's educational field. The educational system in Nepal underwent a complete transformation during the revolutionary period.

The curricula of public and private schools have been developed according to national and international education systems, which have resulted in improved quality and quantity. A national educational board committee and planning commission were established at the national level (Mathema, 2007). The National Educational System was established in 2009, and the National Educational Planning Commission was formed in Nepal in 2010. Following that, the overall National Education Commission was established in 2018. In Nepal, there are a total of 35,601 public schools and 6,566 private schools, with a total number of students from grades 1 to 12 being 36,22,400 boys and 37,69,1,24 girls. There are a total of 10,9,118 approved teachers for grades 1 to 10, and 38,4,20 relief teachers in Nepal. Since that time, the educational sector in Nepal has developed very rapidly, particularly in public and private schools, as of 2064 (MoE, 2017). Currently, the total number of community schools in Nepal is 28,2,49, with 7,3,12 private schools and 1,1,53 religious or traditional schools, bringing the total number of all schools to 36,7,14 in Nepal (6th March, MoE, 2024). The government has plans and policies aimed at promoting democratic participation and improving the management of schools for the equitable distribution of resources, teaching through localized efforts, and developing teacher's role in Nepal and developing countries.

When the government became concerned about the poor performance of public schools, it supervised all schools and provided suggestions for teachers and management teams. Subsequently, there will be reforms to enhance students' performance (Chapaign, 2021). In Nepal, educational decentralization was an immediate response to the situation created by aid agencies that supported educational reforms. The quality of education in both public and private schools improved, particularly in public schools, which faced various problems during the panchayat system from 1960 to 1990. Elected leaders in Nepal were interested in addressing the poor performance of public schools compared to the better performance of private schools. Public school's management agencies received aid funds, while the central government controlled decentralization, and schools complied with the Department of Education (DoE) and Ministry of Education (MoE) educational regulations. Researcher argued that student's performance in public and private schools have slowly reformed since 2004, although results between the two types of schools in Nepal do not show the same improvements (Bhatta, 2005).

The commitment of the school's management team from local community members have provided insights into the poor performance of public schools. Many factors contribute to the challenges faced by public schools, including a lack of teachers training, insufficient classroom sizes, inadequate supervision by headmasters, limited curricula, insufficient textbooks, a lack of

government oversight, a shortage of teaching materials, and teacher's abilities in Nepal. According to researcher (Bhatta, 2009). Major decentralization reforms related to public education has been implemented since 1980. During that time, the school's management team faced various problems, as observed and reported by the DoE and MoE during regular visits to schools. After that, a period of reform began for the quality of education in public schools. Major decentralization efforts were reformed and promoted in education since 1990.

Schools were expected to prepare and implement improvement plans through participation from the Department of Education (DoE), District Education Committees (DEC), and District Education Projects (DEP), which gradually addressed the problems faced by schools in Nepal. The researcher has focused on the most important causes affecting schools, such as the lack of regular monitoring. Issues include a shortage of classrooms, insufficient teachers attendance, lack of classroom observations, poor teachers performance, and limited parental participation in schools. The lack of interaction with the DoE and the schools management team revealed, through research, that the poor economic conditions of parents lead them to send their children to public schools, whereas wealthier parents enroll their children in private schools (Bhatta, 2009).

Other issues in public schools include inadequate physical infrastructure, insufficient classrooms, lack of facilities, and weak management committees, which hinder the implementation of reforms and the dissemination of knowledge in Nepalese schools. Increased funding from the government for students studies in western, mid, and far regions has supported public schools, and successful decentralization planning has been more effective in public schools compared to private schools (MoE, 2010). Supervision by headmasters in public schools and monitoring of classrooms have affected students performance differently across geographical regions of Nepal.

This difference in performance is linked to the ideological characteristics and political approaches of public schools, as well as the professional expertise available, consequently, reforms in public schools have seen success in Nepal. The evaluation mechanisms for secondary-level students have also improved, emphasizing a continuous assessment system and more precise testing through the use of specified networks at upper levels (Tripathi, Chaturvedi & Tripathi, 2018). In Nepal, regular achievement results for public and private schools students are not managed, instead the results of the School Leaving Certificate (SLC) examination serve as the main indicator of public and private schools quality. The national examination conducted at the end of grade 10 has been broadly used as a measure of students performance and there are notable differences in results between public and private schools (Smith, 1995). The author discusses the gap in students results and the disparity in teachers salaries between public and private schools. The educational processes in schools are frequently referenced in literature concerning students performance. Research has also been conducted to understand the

reasoning behind parents choices of private schools over public schools.

While there is considerable literature on public and private schools, as well as efficiency and effectiveness in developed countries, there is very little that examines the situations in developing countries. Researcher has debated private education in developing countries, exploring why either public and private education are preferred. This study will examine some of the factors that people consider when choosing either public and private schools in developing nations (Mishra, 2007). An analysis of this debate should provide insight into the various attitudes people hold regarding public and private education, as it will review research studies on schools effectiveness. This will provide important information about the differing factors and how they impact various situations.

Authors have found that private education aligns with student's socio-economic backgrounds to a variety of elements offered by schools, and acquiring this information is essential since it offers insight into the issue of schools choice in different cultural settings. This study aims to contribute to the gap in analysis by investigating academic aspects, as well as determining the reasons that influence parents' choice for private schools rather than public schools. Parents prioritize quality of education, hope for a better future, and securing marketable jobs for their children, leading them to choose private schools over public ones due to the better performance of private schools in Nepal. This study aims to address the unexplored situation of the existing performance gap among students in the available literature. It will review and clarify differences between public and private schools and the important role of private institutions, as researchers and educators have highlighted the unequal results among students (Carney & Bista, Bhatta, 2009). In both public and private schools, the qualification of teachers and the relationship between students and teachers are crucial, as is the need for professional teaching in the classrooms. Students in both public and private schools require solid educational experiences. Teachers, parents, and student's relationship is necessary toward schools based on convenience, which leads to better student's outcome (Thapa, 2015). This includes several components, such as the quality of school's facilities, physical education, school's activities, and social status determinants that affect the capability of schools to act as safe havens. Parents choose private schools for the quality of education over public schools in Nepal.

5. Conclusion

In the research study areas, we found several reasons for the comparative performances of students in private and public schools, teachers' salaries, and parental choices regarding school. These reasons were analyzed in the chapters above. From the research study areas concerning private and public schools, I closely examined each factor through focus group interviews with respondents. I found that there were many research gaps concerning the SEE results of students. Based on the research questions and objectives, I finalized and analyzed the data using the bivariate test in SPSS. The data were collected from the

research study areas. Numerous researchers have analyzed students' performance in private and public schools and have written books, articles, and theses on Private school provide a better environment, facilities, smaller class sizes, a safe haven, and positive relationship among teachers, students, and parents. The building of private school is big, and their teachers are very qualified and knowledgeable. Private schools teachers work very hard, and their salaries are low, yet students outcome are better than those in public school. Parents prefer the quality of education for their children, and they are more interested in choosing private school over public school.

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