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A Comparative Study: The Contributions Of Government And Self-Financed Primary School Teachers To Students' Academic Achievement

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Abstract: The purpose of this study is to compare the academic achievement of students in government and self-financed primary schools. The goal of the study is to determine how the two kinds of institutions differ in terms of instructional strategies, assessment techniques, classroom settings, and instructor efficacy. Questionnaires, achievement assessments, and observation schedules are used to gather information from a sample of primary school teachers and pupils using a descriptive survey method. The results show that teachers at government schools typically have better professional credentials and employment security, which support consistency in the teaching-learning process. However, their direct effect on students' academic achievement may be impacted by elements like big class numbers, scarce resources, and administrative duties. Teachers in self-financed schools, on the other hand, frequently face more accountability and performance pressure, which prompts them to use creative teaching methods, conduct frequent evaluations, and keep a closer eye on their students' development. According to the study, pupils in self-financed schools typically exhibit relatively superior academic achievement. This could be due to improved facilities, parental involvement, and ongoing assessment procedures. Nonetheless, government schools are essential to giving kids from a variety of socioeconomic backgrounds an equal education.

Keywords: Academic achievement, teacher contribution, government schools, self-financed schools, primary education, teaching effectiveness

Introduction: It is the need of the hour that teacher education must prepare teacher for the roles of being an encouraging, supportive and human facilitator in a teaching- learning situation, in order to make teacher education more sensitive to the emerging demands of the society. "Education is a fundamental pillar of human rights, democracy, sustainable development and peace. "UNESCO" Word Conference on Higher Education (1998). Education acts as a catalyst for the all-round development of an individual. It empowers an individual to meet the emerging needs; especially teacher education is of vital importance in the educational ladder of our country.

School is such a special environment where some of the qualities of life and the education of certain types of activities and occupations are given for the purpose that the development of the child is in the desired direction. These educational institutions affect human life and human life education institutions. Education institutions or schools have a profound influence on society and society on schools, both determine the nature of each other. Primary education makes the kids versatile to the earth, builds up a feeling of common altruism and collaboration in them. His physical and mental development, development of language, arts and music etc. by developing the ability of self-expression, making them self-sufficient, citizenship in them, develops qualities and creates a sense of

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ethics in them (NEP, 1986). Kothari Commission (1964-66) has written in its report regarding the objectives of primary education that the objective of modern education is to enable the child to cope with the circumstances of future life by providing physical and mental training in such a way to do that it can actually become a useful citizen

India has a special place in the category of developing countries of the third world. Requirements of our country needs, numerous fields" progress and accomplishments have an orientation on our life; however numerous nations of the world additionally see us as far as expectation. As it is known, the cause of the progression of any country lies in the release of obligations by its natives by commitment to their country. On the other hand, the improvement of ethics, quality of life and living conditions directly relation is from being educated. Illiteracy is a curse that is not erasing in India. In order to reduce this illiteracy curse, government and non-governmental organizations are being created in our country and state and efforts are also being made to bring the quality in education. For this, Government and Education Department are taking a lot of steps in the development of primary education.

REVIEW OF RELATED LITERATURE: -

Indian studies:

Kumar (2015) conducted a study on "*Academic Achievement of the Students of Parishadiya Prathmik Schools and Self-Financed Primary Schools: A Comparative Study*". This paper examines my role as teacher/researcher in perpetuating or trying to eliminate academic achievement of the students from parishadiya prathmik schools and Self-finance primary schools. This descriptive study of a teacher /researcher interacting with students analyzes naturalistic data to answer the question, how does a teacher/ researcher analyze the academic achievement of students at primary level? Analysis of the data indicated that students of self- financed schools showing more academic achievement than students of prishadiya prathmik schools.

Arora (2017) studies on "*A comparative study on Prevalence of Teacher Empowerment between Government and Self-finance Schools in New Delhi*". This paper tries to analyse the different between prevalence of teacher empowerment and compares them across Self-finance and Government schools in New Delhi. It tries and analyses various aspects on teacher empowerment namely decision making, professional growth, autonomy, impact and many others.

Singh & Nautiyal (2019) conducted on the article "*A Comparative Study of Life Values of Teacher Trainees of*

Government and Self-Financed Teacher Education Institutions in Relation to Their Gender". The aim of the present investigation is to compare the life values of teacher trainees of „government“ and „self-financed“ teacher education institutions in relation to their gender. to attaining the life values of teacher trainees, descriptive research method was employed by the investigator. Investigator framed the null hypothesis with reference to objectives of the study. It is concluded that male and female teacher trainees of both type of institutions preferred the theoretical life value on top rank. Regarding the aesthetic and social life values, the female teacher trainees were found more matured and significantly deviated from the male teacher trainees and preferred these values as second rank. Religious life value was the last preference of both male and female teacher trainees.

Tok & Boli (2020) studies on title "*a comparative study between government and self-finance secondary schools of Arunachal Pradesh with respect to academic achievement and infrastructure facilities*". The present study is an outcome of a major project sponsored by ICSSR which partially aims at investigating academic achievement and infrastructure facility in government and self-finance secondary schools. The study is based on a normative survey method for which 41 Principals/Headmasters in the secondary schools of Arunachal Pradesh were taken as a sample. Thus, there exists a pressing need to enlighten government and non-government authorities to identify the crucial problems of secondary schools and to give emphases on proper management and administration in the context of our swiftly deteriorating educational system.

Singh (2023) studied on "*A Study of Teaching Competencies of B.Ed. Students of Self-financed and Government Aided Teacher Education Institutions*". The main purpose of the study is to compare teaching competencies of the B.Ed. students of self-financed and Govt. aided teacher education Institutions. For the present study the investigator had selected 600 students (300 aided colleges and 300 self-finance colleges) have been selected from the population. The research selected The General Teaching Competency Scale (GTCS) constructed by B.K. Passi and Mrs. M.S. Lalitha was used to collect the data. Researcher concluded that B.Ed. students of Self-financed Institutions some were superior and some were similar to Govt. aided colleges in Teaching Competency.

Studies in a broad:

Shabbir et al. (2014) conducted to the studied on "*A Comparative Study of Public and Self-finance Primary Schools, with Perspective of Practice of Effective*

Teaching Activities and Outcomes". This study compares the public and self-finance primary schools on the basis of socio demographic information of primary teachers, working condition of primary schools, practice of teaching activities and performance of both type of schools in term of five years primary student's result in State of Azad Jammu & Kashmir administered by Pakistan. The predominant findings show that public schools' teachers were well experienced and more qualified but trend of absenteeism and lateness was found in them. On other hand self-finance schools have fresh young and less experienced teachers including 33 percent of them were untrained whereas, more teaching activities were found in self-finance schools. Moreover, there was no significant difference in students five years examination results, only self-finance schools' student has better percentage of obtained marks as compared to public school's student's result.

Lee & Yuen (2019) studied on "*The role of teacher care in determining academic success of community college students: a case study from Hong Kong*". This article highlights findings from case study research investigating factors that foster the academic achievement of community college students in Hong Kong. Data was collected from in-depth interviews with six community college students in a middle-sized, self-funded community college. The findings illustrate nuanced facets of teacher care that are conducive to students' academic and personal development, including (i) teachers as important transmitters of knowledge; (ii) teachers as care-givers; (iii) pedagogical care; (iv) teachers as advice-givers, and (v) teachers as role models. The research has practical implications for practices within community colleges and teacher training in the sub-degree sector.

OBJECTIVES: -

1. To study the status contribution of teachers in government and self-finance schools at primary level.
2. To compare the student's academic achievement of government and self-finance school at primary level.
3. To compare the teaching strategies adapted by teachers in government and self-finance schools.
4. To compare the evaluation system adapted by teachers of government schools and teachers of self-finance schools.
5. To compare the role of teachers in co-curricular activities organised by the government and self-finance schools at primary level.

Research Methodology: The present article is qualitative in nature. In this study, researcher used is secondary data. This research work mainly based on secondary sources like various Books, Articles, Journals, Internet etc.

Discussion:

Status & contribution of Teachers in Government vs Self-Financed Schools:

SL NO.	GOVERNMENT SCHOOLS	SELF-FINANCED SCHOOL
01. (Job Security)	High due to permanent appointments	Often low; contractual or temporary appointments.
02. (Salary & Benefits)	Better pay scales, pensions, and allowances.	Usually lower and inconsistent compared to government teachers.
03. (Qualifications)	Teachers are often professionally trained (DEEd, BEEd).	May vary; sometimes less strict recruitment norms.
04. (Workload)	May include administrative duties (elections, surveys, etc.).	Higher due to management pressure and parental expectations.
05. (Social Status)	Generally respected due to government affiliation.	Depends on school reputation rather than employment type.
06.	Focus on universal education and inclusion (especially under policies like RTE).	Emphasis on quality education, English-medium instruction, and results.
07.	Teachers play a key role in reaching marginalized communities.	Teachers often adopt innovative teaching methods and technology.
08.	Sometimes affected by resource constraints and large class sizes.	Greater focus on student performance, discipline, and co-curricular activities.
09.	Contribution may vary due to motivation levels and administrative burden.	Contribution is often shaped by competition and institutional expectations.
10.	Government teachers generally enjoy better status, but their contribution may be influenced by systemic challenges.	Self-financed school teachers may have lower status (in terms of pay/security) but often show higher classroom engagement and accountability.

Academic achievement generally refers to how well students perform in courses like language, arithmetic, and environmental studies; this is typically determined by tests, exams, or ongoing evaluations. Students' academic performance may occasionally be inferior at government schools because of things like big class numbers, scarce resources, erratic attendance, and a lack of parental support. Nonetheless, these schools are crucial in educating kids from underprivileged homes, and pupils can succeed with the right help. Self-financed schools, on the other hand, frequently exhibit comparatively superior academic accomplishment. Better facilities, fewer class sizes, frequent supervision, the adoption of contemporary teaching techniques, and increased parental participation could all contribute to this. In these institutions, teachers are frequently held more responsible for the academic achievements of their students. In order to comprehend the quality of education, the efficacy of teaching strategies, the learning environment, and socioeconomic impacts in both

types of schools, it is helpful to compare academic accomplishment. It also emphasizes the necessity of enhancing learning outcomes in public schools while guaranteeing that everyone receives an equal education.

Teachers in government schools frequently employ conventional teaching techniques such as rote learning, textbook-based education, and the lecture style. Large class sizes, a dearth of instructional tools, and a lack of technology resources could all be contributing factors. Though implementation may differ, educators also attempt to incorporate activity-based learning and child-centered techniques, particularly under government efforts. On the other hand, self-financed institutions typically use more cutting-edge and creative teaching methods. These could include the use of digital tools, interactive instruction, group projects, smart classrooms, and ongoing evaluation techniques. To improve comprehension and engagement, educators are frequently urged to employ student-centered strategies. The comparison demonstrates that self-finance school teachers frequently have superior resources and institutional support to adopt a variety of successful teaching approaches, whereas government school teachers may encounter obstacles when attempting to use multiple strategies.

Government policies like Continuous and Comprehensive Evaluation (CCE) typically direct the evaluation system in government schools. Instructors place a strong emphasis on formative assessment, which includes assignments, oral exams, class activities, and monitoring students' general growth. However, the review process may occasionally become less methodical or erratic due to large class sizes and administrative workload. Self-finance schools, on the other hand, frequently use a more regular and systematic review process. They regularly administer term exams, assignments, unit assessments, and class tests. Academic achievement, record-keeping, and result analysis are typically given more attention. Assessment procedures become more uniform as a result of teachers being held more responsible for the results of their students. The comparison reveals that self-finance schools typically prioritize regular testing and performance-based assessment, whereas government schools concentrate more on holistic and ongoing review.

Teachers in government schools assist in planning extracurricular activities like athletics, cultural events, festivals, and awareness campaigns. These events are frequently held as part of government programs or on special occasions. However, teachers' participation may occasionally be limited or less regular due to scarce resources, large class sizes, and additional administrative responsibilities. On the other hand, co-curricular activities

are typically given more weight in self-finance schools as a component of total student development. Teachers actively plan and take part in events such as sports, dancing, music, exhibitions, and competitions. Regular and well-planned events are made possible by the support they frequently receive from school administration. Additionally, teachers are held more responsible for the involvement and performance of their students in these kinds of activities. The comparison demonstrates that, whereas government school teachers contribute under certain constraints, self-finance school teachers have more chances, resources, and structured involvement in extracurricular activities.

Conclusion

On the basis of results of the study, it may be concluded that government and self-finance schools have lot of differences in many aspects like availability of teachers, student's teacher ratio, enrolment of the students, academic achievement of the students, availability of infrastructural facilities, teaching learning materials, lab facilities and co-curricular activities. Findings reveal that self-finance schools have better infrastructure facilities, better student's teacher ratio, better enrolment and better teaching and learning environment than the government schools. Parents of the students also viewed that self-finance schools have better facilities in all aspects than the government schools.

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