

## Parental Choice Of School, Students' Experience And Teachers' Emotional Intelligence: A Comparative Study Of Private And Public Schools

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### ABSTRACT

The purpose of this paper is to identify the factors which are important for selection of any school at the time of admission. Moreover, the level of emotional intelligence among private and public school teachers has also been studied. This study is an empirical one. Descriptive research design has been used. Sample of 920 parents, 1030 students and 202 units of teachers have been used to collect data by using three structured questionnaires. Likert scale from "Not at all" to "To a great extent" has been an important module in the questionnaires. Collected data has been analyzed using descriptive statistics such as frequencies, percentages, cross tabulations. In addition to this chi square test and t-test have also been used with the help of SPSS. Significant difference has been observed among the parents selection of private or public school for their children. 'Affordability' and 'Neighbourhood' were ranked 1st by parents whose children are going to government schools, while 'All Round Development', 'Emphasis on English Speaking' and 'Career Advantage' are being ranked 1st by the parents whose children are going to private schools. Status of the school is also found an important factor in case of private schools. The study also reveals that private school teachers are little more emotionally intelligent than the public school teachers, which has a direct impact on their efficiency. This paper helps the school authorities in formulating the policies, rules and regulations in order to enhance the efficiency of public schools so that the parents may send their children to public schools without having a second thought.

**Keywords-** Public Schools, Private Schools, Parents, Emotional Intelligence, Teachers, School choice.

**JEL Classification:** I 210

## INTRODUCTION

Education is the most important edifice upon which the future of a child depends. Parents are exposed to one question whether to send their children to a private school or a government school. The defining distinction between government and private schools is their different sources of support. Government schools depend primarily on local, state and central government funds, while private schools are usually supported by tuition payments and sometimes by funds from other non-public sources such as religious organizations, endowments, grants and charitable donations. However the dilemma is much bigger. In the aggregate, government school students present their schools with greater challenges than do the private school counterparts.

In India, human capital formation has traditionally occurred in government funded schools but since liberalization in 1991, private schools increasingly offer an alternative. According to a national survey data, private schooling participation in rural India has grown significantly. It was mere 10% in 1993. According to a government report while 25% of all schools in India are private schools, they account for 40% share in total student enrolment (FICCI, 2014). Private school participation is considerably higher in urban India. This raises a question, is private school a better option for securing good education for a child?

There is a rapid rise of share of private institutes in imparting education in capital i.e. Delhi. According to Directorate of Education, Delhi, the share of private institutes increased from 30.36 % in 2003-04 to 37.73% in 2011. So, there has been an explosion of students studying in private schools especially in secondary and secondary education where it rose from 33.81% to 42.71% in just eight years. Are private schools really better than public schools, or is it simply that better students attend private schools. Some other factors that make private schools attractive include possibly better retention rates, increased security and security and discipline, and the greater opportunities for a variety of specialized school-day and extracurricular activities. In addition, the richer private-school kids can afford to be coached more effectively. This transformation of the education sector has invited the attention and concerns. But till date no such survey based formal study had been conducted in India.

## Review of Literature

The existence of a 'private school effect' was first identified by James Coleman and his colleagues in a 1982 study (Coleman, Hoffer & Kilgore, 1982). That study found that even after taking into account key background characteristics of students (mainly their socioeconomic status) students attending private high schools, on average, outperformed students attending public high schools. Sandy (1990) concluded in his study that families who choose private schools try to locate in communities of the low cost of occupying. Families who use a public schools sort in communities that offer their desired education quality. Moe, 1995 argues that large numbers of parents do not value appropriate educational values and base their choice on ancillary or irrelevant school characteristics, schools will have incentives to emphasize the 'wrong' performance criteria-for example, the number of football games won rather than the number of students reading at grade level or going on to college. A Twentieth Century Fund

report argued that parents are not 'natural consumers of education' and that few parents of any social class appear willing to acquire the information necessary to make active and informed educational choices ( Ascher , Fruchter, & Berne (1996), pp. 40-41). A study in Pakistan found that school retention and dropout rates of pupils depend on school quality factors Behrman,*et.al.*(1997) Moreover a study by Garg and Rastogi (2006) indicated that climate profile in public schools is better in comparison to private schools. The debate about private school effects changed with a set of studies published in 2006 that used data from the National Assessment of Educational Progress (NAEP).

Erickson (2017) found three general patterns: (1) Parents' stated preferences for school characteristics are very consistent across choice programmes; (2) Parents value academic quality, but it is not always their most prized school feature; and (3) Parents make trade-offs among their preferences when choosing a school. Goldring and Phillips (2008) studied the parental preferences and school choices. It was found that parental engagement appears to be a better predictor of whether or not a parent would send their child to a private school. Parents are not 'pushed' away from public schools in this example, contrary to popular belief that private schools are fundamentally 'better' than public schools and that parents who are dissatisfied with their public schools will enroll their children in private schools. Instead, these findings indicated that there is a 'pull' towards private schools. Parents may believe that in private schools, parent involvement and communication are more easily facilitated and valued.

Guzman et al (2007) stated that in general, parents select a school based on its essential characteristics. None of the parent respondents' three interval-scale characteristics, such as age, income, tuition fee payment, and number of children, are related to school choice, while age, income, and tuition fee payment are adversely related to school loyalty. Significant disparities in their school choice were seen in their nominal-scale profiles when grouped by civil status, place of work, and payment terms. When it came to school loyalty, there were substantial discrepancies in their replies based on gender, payment terms, and active participation in the Parent-Teacher Association (PTA). Mousumi and Kasakabe (2019) conducted a study to analyze the school choice issues which parents generally face in Delhi, India. Parents prefer sending their children to public schools, but as Muslims, they also want faith-based instruction in an Islamic setting, which they expect from public schools but not from private schools. Furthermore, parents choose schools that offer all grades, do not charge fees, and have trustworthy teachers that teach efficiently, are dedicated and caring, and will teach their children discipline.

A report by the Organization for Economic Co-operation and Development (2012) argues why do more advantaged parents tend to send their children to privately managed schools than disadvantaged parents do? One reason could be that parents believe that these schools offer a better education, an environment more conducive to learning, additional resources, and better policies and practices; and advantaged parents are more informed or aware of the differences in quality across schools. In many countries, socio-economically advantaged students tend to enroll in schools with more autonomy in curricula and assessments and in resource allocation, more education materials, fewer teacher shortages, better school climate and better performance levels.

Moreover a separate set of studies were reviewed to understand the level of emotional intelligence among teachers. Zahar *et.al.* (2012) established the relationship between emotional intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. Bar-On (2006) used emotional and self efficacy job questionnaires to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy. Edannur, S. (2010) assessed the emotional intelligence level of teacher educators of Barak valley region in the Indian state of Assam (India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence. Kauts, A. and Saroj, R. (2012) conducted a study on 600 secondary school teachers to identify the relationship among emotional intelligence, teacher effectiveness and occupational stress. The results indicate that teachers with high emotional intelligence were having less occupational stress and more teachers effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

No existing work was found having comparison between emotional intelligence of public school teachers and private school teachers.

### **Rationale of the Study**

Analysis of education in India in general and of private and public schools in particular is hampered by the lack of availability of data in India. Despite recent improvements in the educational database in India, there is a serious paucity of reliable educational data in this area. This is because: firstly, the official data collection exercise on schools (both annually and in the periodic 'All India Education Surveys') collects information only on the so-called 'recognized' schools. Thus, large numbers of private schools are not included in the official data since they are 'unrecognized'. Secondly, coverage of even the recognized schools is incomplete. For instance, coverage of various types of special schools is patchy across different states, such as Central Schools, Army Schools, Education Guarantee Schools, schools registered with national examination boards, etc. Thirdly, enrolment figures in school-returns data are unreliable because failing/unpopular publicly funded schools exaggerate their student numbers in order to justify their existence. Fourthly, no national, state or district level data are collected on student learning achievement in primary and junior education in private and public schools; while exam boards do have achievement data for secondary school level, these are not publicly available to researchers and in any case, they are not linked to student, teacher and school characteristics.

### **Objectives of the Study**

Thus the objectives were

- (i) To find out the factors behind the selection of a particular school by parents,
- (ii) To study the socio-economic background of parents of pupils going to public versus private schools,

- (iii) To compare students' perception about public schools and private schools,
- (iv) To compare the emotional intelligence of teachers of public schools versus private schools.

This study had been an empirical one. The data was collected using three separate questionnaires. Using the first questionnaire 920 parents were surveyed mainly targeted to know their socio-economic status and the factors behind the selection of a school. Second questionnaire was used to collect data from students. 1030 students were contacted and asked to fill the questionnaire which targeted to know their experience and level of happiness in their respective schools. Only Students of high school and senior secondary level were contacted to ensure that they are able to comprehend and fill the questionnaire properly. Third questionnaire was run on teachers. This questionnaire aimed to know their demographic profile and structured statements to know their level of emotional intelligence. These statements were based on Likert Scale. This study has been conducted in Delhi, NCR (North Capital Region) of India. In short the research design has been as under-

- Type of Study- Empirical
- Type of data- Mainly primary
- Locale- Delhi and NCR, India
- Population- Students (High school and Senior secondary level) and Parents
- Sampling- judgmental sampling to select the area and then random sampling to select the sample unit
- Sample Size- 1030 students, 920 parents, 202 teachers
- Tools for Analysis- bar diagrams, charts, percentage method, cross tabulation, chi-square, t-test and factor analysis (SPSS has been used for analysis).

Judgmental sampling was done to select the area so as to cover both urban and rural areas of National Capital Region of India. Responses of 500 students of private schools and 530 students of public schools studying primarily in 9<sup>th</sup> and 10<sup>th</sup> standard were collected. Responses of 920 parents were collected out of which 432 were of parents sending their kids to public schools and rest in private schools. The data collected was analyzed through SPSS.

## Results and Discussion

Analysis starts with the checking of reliability of scale. Cronbach's alpha is a test to measure internal consistency of scale/questionnaire, i.e. how closely related a set of items are as a group. A "high" value of alpha is often used (along with substantive arguments and possibly other statistical measures) as evidence that the items measure an underlying (or latent) construct. All the dimensions of this study report had a Cronbach's alpha at over 0.942, reaching high reliability standards, which indicate that the measurement design is highly credible, suggesting that the items have relatively high internal consistency. (Note that the reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations). Exceeding the level of 0.7 is considered good for exploratory research.

As three different questionnaires were used for survey so this heading is being discussed under three sub headings as under-

### *Results from parent survey*

Table 1 shows the division of parents who are sending their children to public school or private school, 17 respondents are sending their children to both the categories of schools.(in such case it was found that they are sending son to private school and daughter/daughters to public school).

|                | Frequency | Percent |
|----------------|-----------|---------|
| Public school  | 432       | 47.0    |
| Private school | 471       | 51.2    |
| Both           | 17        | 1.8     |
| Total          | 920       | 100.0   |

It was observed by Table 2 that 'Educational Level' of fathers was really high in case of private school parents. Further to make it concrete chi-square test (Test of Independence) was applied. Chi Square test- significant with .000 value is being reported here as under.

|                     |                      | Type of school |                |      | Total |
|---------------------|----------------------|----------------|----------------|------|-------|
|                     |                      | Public school  | Private school | Both |       |
| Education of father | Upto metric          | 174            | 28             | 4    | 206   |
|                     | Inter and graduation | 227            | 248            | 12   | 487   |
|                     | Post graduation      | 23             | 135            | 0    | 158   |
|                     | Professional         | 8              | 60             | 1    | 69    |
| Total               |                      | 432            | 471            | 17   | 920   |

From the results it is evident that hypothesis got rejected. It is concluded that the 'Education of Father' and 'Type of School' are associated. Similarly other demographics such as education of parents, occupation of parents, family income of parents, medium of education (English or Hindi) of parents were also found significantly associated with selection of school at 1 percent level of significance.

|   | Value                | df | Asymp. Sig. (2-sided) |
|---|----------------------|----|-----------------------|
| Pearson Chi-Square  | 2.298E2 <sup>a</sup> | 6  | <b>.000</b>           |
| Likelihood Ratio  | 256.501              | 6  | <b>.000</b>           |
| Linear-by-Linear Association  | 167.599              | 1  | <b>.000</b>           |
| N of Valid Cases  | 920                  |    |                       |
| a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 1.28. |                      |    |                       |

Also the socio-economic status of parents sending their children to private school is found significantly higher than the parents sending their children to public schools. Parents who are sending their children to private schools were found to be in a comparatively 'high income' bracket.

One of the questions aimed to know what factors do they rank the most. Review suggested that some of the most important factors had been affordability, career advantage, neighborhood, all round development and emphasis on English speaking. All these factors were offered to get ranked in order of preference. 'Affordability' and 'Neighborhood' were ranked 1<sup>st</sup> by parents whose children are going to government schools, while 'All Round Development', 'Emphasis on English Speaking' and 'Career Advantage' are being ranked 1<sup>st</sup> by the parents whose children are going to private schools. By applying t-test it was found that the factors are significantly different (at 1 % level of significance) among private and public schools. It implies that something which is important for the parents of children going to private school, is least important for parents whose children are going to public schools.

Almost all the characteristics in demographic profile such as occupation of father, occupation of mother, education of parents, annual income of family etc. were found significantly different between both the categories ( parents of private school students vs. parents of government school students) as confirmed by chi square test.

Such results show high level of disparity on the basis of 'Socio Economic Status' of parents. It seems on the basis of results that only children of poor, less educated and migrants are going to government schools who can't afford to send their children to costly private schools.

Furthermore factor analysis was applied to extract a new set of factors which might be playing an important role in selection of a school. Following six factors were recognized and named by the researchers. To extract these factors 34 statements were used to know the underlying set of

factors. Factor analysis led these statements to cut down to six factors. These were found important while selecting any school. All the responses were considered altogether for this analysis.

1. **Teaching Quality:** Statement number 11, 15, 26, 28, 29, 31 fell under this factor. So according to this study the most important factor on which the parents base their decision has been the quality of teaching in that school. Teachers being very supportive was also one of the important motivation under this category.
2. **Development of Students:** 2, 8, 13, 14, 24, 25 were altogether named as development of students. Parents look at the history of old students' performance at this school. Parents also consider medium of instruction (i.e. English) as one of the important aspect for the overall personality development of their child.
3. **Infrastructure:** 4, 5, 20, 21, 22, 23, 33, 34 came under the umbrella of infrastructure. This included sub factors such as facilities for extra-curricular activities, size of school, transportation facility and availability of financial benefits as well.
4. **School's Performance:** 1, 3, 6, 7, 12, 17, 19, 27 constituted the fourth factor which is named as school's performance. Past performance of school in various fields and recommendation by others have been included here among others.
5. **Locality:** 9, 16, 30, 32 made this factor as locality. Proximity of school and neighborhood kids going to the same school, motivated many parents to select a particular school.
6. **Out of Compulsion** (had no other choice): 10, 18. These two statements were connected with 'no option was available' so parents had to admit their child to those schools of availability.

The statements used are being reported in enclosure 1.

It is found by the study that those factors which are important for parents of private school goers are not important for government school going children's parents (chi square test was applied for this purpose and results were found significant at 1 % level of significance) . Such (government school) parents reported that they select school on the basis of 'Locality' and 'Compulsion' and some due to some schemes of government such as availability of mid day meal and some other cash and non cash benefits under various government schemes.

Government needs to take some firm steps to improve the condition of government schools. No doubt that they have enough infrastructure, good space and nice playground but they need to improve at operational level. Even the teachers need to attend some updated courses to improve their communication and IT skills which are the need of hour. Students going there wish to learn but indiscipline and some other functional irregularities are so common in such schools that the students feel helpless.



**Discussion from student survey**

Students of private school are found to be weighted than children of government schools (weight was found significantly different at 1 % level of significance). More than 70 % of students going to government schools spend just 1 to 2 hours on studying but this time is even more than 4 hours for private school students. This may be due to the fact that the students of government schools are required to help parents in household work as well as in earning money in some cases. It was found that a significantly high number of students feel happy while going to government school instead of private school students (t-test used for this purpose.). This may be due to their pressurized teaching and comparatively greater homework.

Table 4: Feeling of happiness while coming to school

|  | Type of school |                |       |
|--|----------------|----------------|-------|
|  | Public School  | Private School | Total |
| Do you feel happy coming to school in morning? |                |                |       |
| Yes  | 331            | 132            | 463   |
| No   | 199            | 368            | 567   |
| Total  | 530            | 500            | 1030  |

One set of statements on Likert scale was used to know the response of students about their respective school. 'Strongly agree to strongly disagree' dimension was used to record responses. To make the analysis 'Strongly Agree was given a weight of 5, Agree as 4 and so on. The average scores were calculated and are being reported in Table 5. It is being witnessed that participation and involvement in class activities is better in case of private schools. Many students even tend to skip their classes in government/public schools. Students in government schools have 'worries about life outside school' more often than students in private schools. Teachers do not give personal attention to the students. Even students themselves recognize that government schools are not disciplined, clean and career oriented.

Table 5: Response of students about their school

| Statements                                | Public School (Average score) | Private School (Average score) |
|---|-------------------------------|--------------------------------|
| I participate regularly in class.         | 1.71                          | 3.93                           |
| I often need extra help with school work. | 2.33                          | 3.01                           |
| I worry about my life outside school.     | 3.45                          | 4.12                           |
| I have skipped classes in school.         | 4.22                          | 1.09                           |

|   |      |      |
|---|------|------|
| I have dropped out of school.   | 3.71 | 1.34 |
| I feel unhappy while coming to school.                                | 1.80 | 3.76 |
| I do not feel safe in school.   | 2.67 | 4.16 |
| I feel my school is the best.   | 3.40 | 4.33 |
| I feel school is boring.  | 2.01 | 2.60 |
| I can easily talk to school teachers/principals in case of any doubt. | 2.56 | 3.13 |
| Students of the school are well-behaved and disciplined.              | 1.87 | 3.88 |

One more set of statements used to know the level of health and hygiene in their school. As expected it was affirmed that private schools were comparatively cleaner, hygienic and well managed. Principals in public schools were found less active in inspecting their school regularly.

**Results from teacher survey**

Data have been collected using well structured questionnaire containing 65 statements pertaining Self awareness, Communicating emotions, Self management, Motivation, Relationship Management, and Intuitiveness on five point likert scale from “Not at all-1” to “To a great extent-5”. Scores were calculated by taking totals accordingly.

Table 6 (a): Teachers count by nature of School

|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | Private          | 100       | 49.5    | 49.5          | 49.5               |
|       | Public/<br>Govt. | 102       | 50.5    | 50.5          | 100                |
|       | Total            | 202       | 100     | 100           |                    |

|         |          | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------|-----------|---------|---------------|--------------------|
| Valid   | Below 30 | 45        | 22.3    | 22.6          | 22.6               |
|         | 30-40    | 65        | 32.2    | 32.7          | 55.3               |
|         | 40-50    | 69        | 34.2    | 34.7          | 89.9               |
|         | Above 50 | 20        | 9.9     | 10.1          | 100                |
|         | Total    | 199       | 98.5    | 100           |                    |
| Missing | System   | 3         | 1.5     |               |                    |
| Total   |          | 202       | 100     |               |                    |

|         |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid   | Inter (+2)    | 1         | .5      | .5            | .5                 |
|         | Graduation    | 59        | 29.2    | 29.6          | 30.2               |
|         | Post Graduate | 109       | 54.0    | 54.8          | 84.9               |
|         | M.Phil., Ph.D | 30        | 14.9    | 15.1          | 100.0              |
|         | Total         | 199       | 98.5    | 100.0         |                    |
| Missing | System        | 3         | 1.5     |               |                    |
| Total   |               | 202       | 100.0   |               |                    |

Demographic characteristics given in above tables depicts that there were 100 respondents from private schools and 102 respondents from public schools. There were 45 respondents who are below 30 years of age, 65 were between 30-40 years of age, 69 were between 40-50 years of age and 20 were above 50 years of age. 1 respondent was Inter (+2), 59 were graduate, 109 were post graduate and 30 were M.Phil/Ph.D.

| Nature of School | Frequency | Percentage | Valid % | Cumulative % |
|------------------|-----------|------------|---------|--------------|
| Private (65-130) | 1         | 1          | 1       | 1            |
| 1 (130-195)      | 10        | 10         | 10.1    | 11.1         |
| 2 (195-260)      | 68        | 68         | 68.7    | 79.8         |
| 3 (260-325)      | 20        | 20         | 20.2    | 100          |
| 4                |           |            |         |              |
| Total            | 99        | 99         | 100     |              |
| Missing System   | 1         | 1          |         |              |
| Total            | 100       | 100        |         |              |
| Public (65-130)  | 1         | 1          | 1       | 1            |
| 1 (130-195)      | 15        | 14.7       | 15.3    | 16.3         |
| 2 (195-260)      | 78        | 76.5       | 79.6    | 95.9         |
| 3 (260-325)      | 4         | 3.9        | 4.1     | 100          |
| 4                |           |            |         |              |
| Total            | 98        | 96.1       | 100     |              |
| Missing System   | 4         | 3.9        |         |              |
| Total            | 102       | 100        |         |              |

Table No. 7 shows the scores of emotional intelligence as achieved by teachers of public and private schools. It is evident that most of the teachers belonged to high level of emotional intelligence in both categories of school. Table 8 gives summary of 'degree of Emotional Intelligence' possessed by the participants of private and public school teachers. This table depicts that out of 202 participants 2 participants are having 'low' degree of emotional intelligence, 25 participants having 'medium' degree of emotional intelligence, 146 participants having 'good' degree of emotional intelligence and 24 are having 'better' degree of emotional intelligence. So most of the respondents were found in 'good' category of emotional intelligence on the basis of their scores.

| Percent   | Score   | Degree of Emotional Intelligence | No. of Participants        |
|-----------|---------|----------------------------------|----------------------------|
| 55-65%    | 65-130  | Low                              | 2 (1Private & 1 Public)    |
| 65-75%    | 130-195 | Medium                           | 25 (10 Private& 15 Public) |
| 75-85%    | 195-260 | Good                             | 146 (68Private& 78 Public) |
| 85% above | 260-325 | Better                           | 24 (20 Private & 4 Public) |

|        |               | Scores     |            |             |             | Total |
|--------|---------------|------------|------------|-------------|-------------|-------|
|        |               | 1 (65-130) | 2(130-195) | 3 (195-260) | 4 (260-325) |       |
| School | Private       | 1          | 10         | 68          | 20          | 99    |
|        | Public/ Govt. | 1          | 15         | 78          | 4           | 98    |
| Total  |               | 2          | 25         | 146         | 24          | 197   |

Table 9 depicts the level of emotional intelligence with respect to the nature of the school. It is clear from the table 9 that there are medium and good type of emotional intelligence among the teachers of public schools in comparison to private schools but ‘better’ category of emotional intelligence is more prominent among the teachers of private schools.

|     |          | Scores     |             |             |            | Total |
|-----|----------|------------|-------------|-------------|------------|-------|
|     |          | 1 (65-130) | 2 (130-195) | 3 (195-260) | 4(260-325) |       |
| Age | Below 30 | 0          | 8           | 29          | 6          | 43    |
|     | 30-40    | 1          | 8           | 46          | 9          | 64    |

|       |          |   |    |     |    |     |
|-------|----------|---|----|-----|----|-----|
|       | 40-50    | 1 | 7  | 50  | 9  | 67  |
|       | Above 50 | 0 | 1  | 19  | 0  | 20  |
| Total |          | 2 | 24 | 144 | 24 | 194 |

The above Table 10, depicts the level of emotional intelligence with regard to the nature of the age of the school teachers. It is clear from the above table and figure that most of the teachers have good type of emotional intelligence. And below 30 years group has no teacher who has low emotional intelligence and “above 50” age group has no teacher having better kind of emotional intelligence. So a positive relation can be observed between age of the respondents and level of emotional intelligence.

|           |               | Scores |      |      |      | Total |
|-----------|---------------|--------|------|------|------|-------|
|           |               | 1.00   | 2.00 | 3.00 | 4.00 |       |
| Education | Graduation    | 0      | 9    | 46   | 2    | 57    |
|           | Post Graduate | 1      | 11   | 75   | 21   | 108   |
|           | M.Phil., Ph.D | 1      | 4    | 23   | 1    | 29    |
| Total     |               | 2      | 24   | 144  | 24   | 194   |

The above Table 11, depicts the level of emotional intelligence with regard to the nature of the education of the school teachers. The table and figure shows that ‘Post Graduate’ teachers have good quantum of emotional intelligence in comparison to ‘Graduate’ and ‘M.Phil/ Ph.D’.

**Innovative observations made by researchers while conducting survey in schools:** these were some additional observations made by researchers while conducting survey on parents, teachers, schools and teachers.

- One of the major reason for enrolment in government schools is the availability of mid day meals.
- Parents feel that their child's future is not secure if they send him to a government school.
- Even very poor people try as hard as possible to send their children to private schools.
- According to a mother, her daughter studying in 2nd class in a government school can not read a phone number on the mobile phone.
- Children studying in government schools come back home much before the end of the school time.

-Most of the parents sending their children to private schools revealed that they wish to send their children to government schools, but they observed that students in government schools use abusing language, involve in bullying younger children and are very undisciplined. So they feel scared of that environment. Some of the parents said that in government schools children of some immigrants (especially from some nearby poor states) are going and they use their own

abusing language. They expect some steps from the government to improve teaching environment in govt schools. - Except a few, government schools do not promote extracurricular activities. According to some parents, their children hardly learn anything at school. They cannot do anything without tuitions. Students in private schools are over burdened. Teachers in government schools use abusive language. There is the lack of proper facilities in govt. Schools- like washrooms are dirty, lack of cleanliness and hygiene, Lack of sufficient staff for students and no discipline among teachers regarding teaching the students In some particular govt. schools due to lack of clerical staff, the manual work had to be done by students like picking up and carrying heavy piles of books and copies delivered at the school until the reception and on asking the staff already present on making studentwork they said it's not my shift" Govt. Schools students are willing to study but the infrastructure in principal's office and classrooms are poles apart. Parents also do not have faith in govt. schools but still send their children as they can't afford fees being charged by private schools.

### Conclusion of the Study

'Affordability' and 'Neighbourhood' were ranked 1st by parents whose children are going to government schools, while 'All Round Development', 'Emphasis on English Speaking' and 'Career Advantage' are being ranked 1st by the parents whose children are going to private schools. Status of the school is also found important factor in case of private schools. Most of the students going to government schools spend just 1 to 2 hours on studying which is very less as compared to private school students who spend even more than 4 hours per day. This may be due to the fact that the students of government schools are required to help parents in household work as well as in earning money in some cases. It was found that a significantly high number of students feel happy while going to government school instead of private school students. This may be due to their pressurized teaching and comparatively greater homework. Many felt that school is a boring place. Students in government schools have 'worries about life outside school' more often than students in private schools. Also, teachers do not give personal attention to students. A lot is expected and required from the side of government and ministry of education to change this scenario as this negative attitude towards public schools is not good for the development of education and country as well.

This study reveals that private school teachers are little more emotionally intelligent than the public school teachers which has a direct impact on their efficiency.

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## DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

Enclosure 1

List of statements used for factor analysis

|   |
|---|
| 1. Status of the school is very high  |
| 2. Medium of instruction is English   |
| 3. Fee structure is affordable and low  |
| 4. Infrastructure of school is very good  |
| 5. School promotes extra-curricular activities in an effective manner                           |
| 6. I received a positive feedback about the school from other parents(at the time of admission) |
| 7. Students of the school are well behaved and disciplined                                      |
| 8. School promotes all round development of students  |
| 9. This is the nearest school to our home.  |
| 10. I/we were seeking admission in another school but couldn't get                              |
| 11. The faculty and staff are co-operative and experienced                                      |
| 12. Academic achievement if school is very high   |
| 13. English speaking is promoted among the students   |
| 14. English speaking is important for my child's future   |
| 15. We need not send our children to tuition after selecting this school                        |
| 16. School is located in a posh locality.   |
| 17. Some friends/ relatives recommended the school  |
| 18. It was the only school available  |
| 19. We/ I had been the alumni of this school  |
| 20. Size of the school  |
| 21. Campus is safe and secure   |
| 22. Adequate transportation medium is available   |
| 23. School equipment is new   |
| 24. School deals with student problems with positive approach                                   |
| 25. Student's performance had been outstanding  |
| 26. Foreign teachers are invited  |
| 27. School has won many prizes  |
| 28. Teachers are well behaved   |



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|--|
| 29. There is no pressuring on the students for learning.   |
| 30. I observed the children of my community( class) go to this school  |
| 31. Teachers are supportive & help students to resolve not only their academic problems both personal as well. |
| 32. My ward will get company of better peer group.   |
| 33. Transport facility is available  |
| 34. Mid day meal and other financial benefits are available  |