

Academic Performance: A Comparative Study between Public and Private

Secondary Schools in Nepal



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ABSTRACT

The purpose of this research was to determine the causes of the academic performance gap between Nepal's public secondary schools and private secondary schools. Four study goals were addressed: to find out which school performs better between public and private secondary school; to examine the reasons why one of the secondary schools between public and private outperform; to compare the resources available in public school and private school; as well as the motivation of instructors in public school and private school.

A case study design was used. Among the target population in Ramchaur were 8 secondary school students and 8 secondary educators. There were also 8 parents and 2 school principals involved in the project as well as a district secondary education officer. On-the-spot observations, questionnaires and interviews as well as document analysis were utilized to gather data. The gathered data was interpreted using qualitative data analysis.

The passing percentage of the private school was 100, whereas the passing percentage of the public school was between 48 to 54 percent in the past three academic years in the SEE, showing clearly that private school outperformed the public school. The private secondary school performed better than the public secondary school, according to approximately six out of eight teachers and parents, because it recruited qualified teachers, paid their teachers well, provided teaching and learning tools, had a well-established school management team (SMT) control system, and had a sound enrollment system for students. The primary findings revealed that in private secondary school, almost 7 out of 8 parents and teachers agreed in private secondary schools with committed instructors, financial capability, excellent and knowledgeable school managers, and active inspectorate personnel, the amount of engagement of school managers in decision-making on school matters is critical. In addition, the results showed that delegation of duties was the most incentive used by two of the schoolheads which is 100 percent to increase the performance of private secondary school teachers in the classroom.

The last argument is that government efforts have been intensified to guarantee that secondary school education is uniform. These private and public secondary schools must work together to reduce or decrease the divide that has developed between them. Government must now guarantee that secondary schools have all public school amenities.

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List of Abbreviations

ASER- Autonomous Assessment, Survey, Evaluation and Research Unit
CBS- Central Bureau of Statistics
CDC- Curriculum Development Center
CERID- Research Centre for Educational Innovation and Development
COVID 19- Coronavirus disease of 2019.
DEO- District Education Office
ECD- Early Childhood Development
ECL- Eastern Coalfields Limited
EDCU- Education Development and Coordination Unit.
EDSC- Educational and Developmental Service Center
EFA- Education for All
ERO- Education Review Office
GDP- Gross Domestic Product
HLM- Hierarchical Linear Modeling
HSEB- Higher Secondary Education Board
IEES- Improving Efficiency of Educational Systems
MDG- Millennium Development Goal
MoEST- Ministry of Education, Science and Technology
MOE- Ministry of Education
MOEC- Ministry of Education and Culture
MOES- Ministry of Education and Science
MOF- Ministry of Finance
NASA- National Assessment of Student Achievement
NCP- Nepal Communist Party
NEB- National Education Board
NER- National Enrollment Rate
NESP- National Education System Program
NPC- National Planning Commission
OSR- Ordinary Least Squares
PISA- Program for International Student Assessment

PM- Prime Minister

SEE- School Education Examination

SIP- School Improvement Plan

SLC- School leaving Certificate

SMAERC- Santwona Memorial Academy Educational Research Center

SMC- School Management Committee

SSRP- School Sector Reform Project

STR- Student Teacher Ratio

UNDP- United Nations Development Program

UNESCO- United Nations Educational, Scientific and Cultural Organization.

USAID- United States Agency for International Development

WB- World Bank

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter serves as the study's introductory section. Background information, the study's purpose, a statement of the problem, the study's significance, and research questions are all included in this section.

It has been a hotly contested issue in both developed and developing countries. The dynamics between public and private schools have attracted educational researchers around the world. Public and private schools are defined differently depending on who manages, owns, and finances education. According to various educational systems, private and public education may also have different meanings, which should be clarified for comparisons (Walford, 1999).

Government-owned, -managed, and -funded schools are called public schools (MOE, 2010). While private schools, according to Garrett-Hatfield (2013), are those that are owned, managed, and financed by a parent's association, a non-profit organization, a religious institution, and occasionally by the government and corporations. A combination of both private and public education is possible. Community-run schools, for example, are ones that are government-funded yet governed by the community (MOE, 2010).

In recent trends, many rich and developing nations are pursuing partnership between the public and private sectors throughout the world to reduce expenses and improve educational quality. Alternative systems for delivering education and budgeting outside of the public sphere focused on the governments of these countries. To compensate for the incapacity, these activities have been boosted by budgetary constraints and a growing reliance on the market (Cuellar-Marchelli, 2004). Another critical component of the public-private school dynamic is the private sector's increased competition and its impact on school and student performance.

Along with the study of academic performance in public and private schools, this study analyzes School education examination data to determine whether school performs better in private secondary school or public secondary school in Nepal (SEE).

Secondly, this study looks at the reasons why secondary schools performed better in Nepal. The third objective is to compare the available resources in private and public secondary schools. Finally, the fourth aim is to compare teacher motivation among schools.

1.1 Background of the Study

Nepal is a developing country in South Asia that is sandwiched between two large economies: India to the east, west, and south, and China to the north. A federal democratic republic with a total territory of 147,181 square kilometers and a population of more than 26 million, Nepal is home to a diverse mix of ethnic groups and cultures.

There are around 81 percent Hindus in Nepal, and there are 126 ethnic groups that have their own customs and cultures. Over 123 languages are spoken as a mother tongue in Nepal, with Nepali being the official language. Its notable physical characteristics include Mt. Everest in the north, and fertile plains in the south (Central Bureau of Statistics, 2011).

In rural regions, 78 percent of the adult population is employed in agriculture (Joshi, Conroy & Witcome, 2012). Nepal is ranked 142 out of 189 nations in the United Nations Human Development Report Index (UNDP, 2020).

An estimated 25% of the population lives in poverty, resulting in a US\$ 1071.1 average per capita income (The World Bank, 2019). The overall literacy rate is 67.91 percent in which female literacy rates is 59.72 percent and male literacy rates is 78.59 percent, respectively, in Nepal (UNESCO, 2018).

In Nepal, the development of education is a recent experience. Until 1950, education was primarily considered a precondition of elite groups and the ruling class who blocked public access to education (Wood, 1965). As a result of this, just two percent of the population had attained literacy by 1951. (Khatry-Chhetry, Pandey, & Wood, 1956, p.33). Less than 500 students were admitted to higher education between 1918 and 1951. (UNESCO, 2008, p.18).

A number of initiatives have been taken in Nepal to improve the educational system after the fall of the Rana authoritarian rule in 1951. Schooling investments were given significant emphasis as a tool of reforming society after the restoration of democracy in 1990, when the doors were opened for private education (Carney & Bista, 2009). Education receives nearly 11% of the total budget in fiscal year 2020/21, which is 1% higher than the previous year (MOF, 2020). According to MoEST (2019), there are 27,704 (80 percent) community schools and 6,787 (20 percent) private schools in Nepal.

Despite substantial expansion in education, concerns about the quality of education in public schools have increased in recent years (Bhatta, 2008; Joshee, 1994; Sharma, 2012; Thapa, 2012). As causes for alarm, the three-year interim plan from 2013-2015 by the government

identified dropouts from school and class repetition in all grades and lack of quality professional development for instructors and decreasing pass rates as the primary problems for the near future (National Planning Commission, 2013). In 2015, the primary school dropout rate in Nepal was 23.1 percent. While the primary school dropout rate in Nepal has varied substantially in recent years, it has remained stable around 23.1 percent between 1992 and 2015. (Koenma, 2015). The major problem is the high attrition rate in Nepal, as indicated by Mathema (2007), in which high repetition rates, dropouts, and failures are the fundamental problems.

In Nepal's light, NASA study indicates that student learning success is declining yearly and is currently below 50% (ERO, 2019). The study also provides evidence that the academic performance of grades 3, 5, and 8 students is at an insufficient level. A significant number of students scored below 2.0 GPA out of 4 in the Grade 10 School Education Exam (SEE) test in the academic year 2018 (MoEST, 2019).

Furthermore, there is a disparity in academic performance between public and private schools in Nepal (Dixit, 2019). In addition, public and private schools in Nepal have different academic achievement levels (Dixit, 2019). In the 2018 SEE test, 4% of public school students earned a GPA of 3.20 out of 4 and in the same grade, 40.84 percent of private school pupils had a GPA of 3.20 out of 4. (Dixit, 2019). She also suggests that students from private schools have performed outstanding performances than public schools. The SEE is often regarded as the "Iron Gate," as it is held at the conclusion of Grade 10 on a nationwide scale. The findings pique the public's interest and are widely utilized to evaluate school success in Nepal (Thapa, 2011). A student's performance in the School Leaving Certificate (SLC) test can have a significant impact on their future life choices, either opening or closing doors to further education and the professions for them (Bhatta, 2005; Mathema & Bista, 2006).

Due to the low quality of public schools, people's confidence in public schools has seriously decreased, which has encouraged further growth in private education, as suggested by Carney and Bista (2009), Mathema (2007). According to the report, children from private schools often perform better academically than students from public schools (Caddell, 2007; Joshee, 1994, Mathema, 2007; Sharma, 2012; Thapa, 2012). For instance, in the SLC exam, the overall passing rate was 46 percent in the data from 1994 to 2013 (Bhattarai, 2014) in which the passing rate of the private school was over 90 percent, whereas the passing rate of the public school was between 30 and 50 percent (Rai, 2014). In 2013, 3,95,013 students

attended the SLC examination, which only 44.32 percent passed. Out of the students who passed, only 29.76 percent were from public schools, whereas 89.06 percent were almost three times the amount of public schools passed from the private schools (MOE, 2014). According to Mathema (2013, p.8), public school is just a place for low-income family's students to take a shelter in a stack of disbandment from public to private schools. As a result, two distinct education systems have emerged within the same national education system, notably private for the rich and public for the poor, posing a danger to societal cohesion (Mathema, 2013). Due to the lack of students, 33 public schools had been permanently closed in the Kathmandu valley alone in 2011 and 2013 in which the District Education Office in Kathmandu has further predicted that there will be a significant increase in the closure of public schools in the next five years (Ghimire, 2013). Moreover, this process often occurs in the city areas like Kathmandu, which causes much pressure for the public schools because of the high competition by the private schools.

In Kathmandu valley, 78 percent of the schools are private schools in which 70 percent out of approximately 3.5 million students enroll in those schools even though the capital has a higher number of public schools with better resources than the public schools of the rural areas since they are located in the capital city which has better access to the resources (Bhatta and Bhudathoki, 2013). The students that enroll in these public schools are mainly from low-income families or the students are immigrants with little or no education (Bhatta & Budhathoki, 2013; Shrestha, 2014; Subedi, Shrestha, Maharjan & Subedi, 2013).

The focus of discussion has been the student's academic achievement in school because of the developing process of the educational system of Nepal. The conclusions of this study are potentially very important to both public and private schools in governing academic performance to the highest level possible (Thapa, 2011). Thus, this study will compare academic performance in schools in Kaski District using SEE results to determine which schools perform better and to investigate the possible factors accountable for the gap in academic achievement at the secondary level between public and private schools; this study will assist government decision-makers and policymakers. Furthermore, they can provide useful information that will aid in the improvement of students' academic performance, and this information will be helpful for the sampling and other educational departments in Nepal.

1.2 Statement of the Problem

I had done most of my schooling in private schools during my educational career before arriving in Norway in 2018. There has been a significant debate between public vs. private schools. I have experienced and observed differences in the management, performance, and operation of private and public schools. It has come to my attention that private and public schools are managed, performed, and operated in a different manner. As compared to the schools which are private that had to rely totally on their funds rather than the public schools which receive the fund fully from the government, the public schools have better physical and human resources. For instance, in the public schools, the infrastructure such as lands, buildings were given by the government, qualified and trained teachers were recruited and paid handsomely as per the government quality, and at regular intervals, which receive funding from governmental and non- governmental agencies. Despite this fact, as discussed earlier, there is the poor quality of the public schools, and the average academic performance of the public school's students in the yearly SEE examinations has been lower than that of the private school students. Due to a lack of resources and poor quality education, public schools continue to perform below par with private schools, as we've already mentioned.

Public schools have been operating in the region for more than a decade. It has been criticized that public schools do not deliver a high-quality curriculum (Timsina, 2008). Even though public schools account for about 80% (27704) of these schools and private schools for just 20% (6787) (MoEST, 2019), the content and results of public schools remain unsatisfactory. Despite a lack of government funding and technical assistance, the number of private schools has increased dramatically since 1990, attracting many students (Neupane et al. 2018). Although specific tactics, practices, and plans have been updated over time, public schools are still considered inadequate. Currently, the government spends approximately 11% of the overall spending on education (MOF, 2020), but the results are lower than in private schools.

The public school's academic performance lagged below that of the private institution (The World Bank, 2001 as cited in Timsina, 2008). Parents, non-profit organizations, the church and other groups have committed resources and time to improve public schools, together with the state. Although diverse sectors have promised uniformity, public

schools have not delivered. Is it not essential to investigate the causes that contribute to high school underperformance? The disparity between public and private pass rates in SEE is expanding, with private accounting for bulk contributions. On the other hand, private school students passed their SEE at a rate of 90 percent, whereas 70 percent of public school students failed their SEE, costing the country 65 billion NRS (Setopati, July 8, 2019).

1.3 Research Questions

The four main research questions in this study are:

- i. How do private school students perform compared to the public-school students in one of Kaski district's private and public secondary schools?
- ii. What are the reasons behind the discovery of the student's performance status in those two schools in the Kaski district?
- iii. What resources (input) are employed by the schools in Kaski District to improve academic performance?
- iv. What are the factors that motivate or demotivate the teachers in the schools in Kaski District?

1.4 Significance of the Study

Comparing public and private schools is always a hot topic in developing countries where the demand for a quality education system is rising daily. In developing countries, where the need for a great education system is increasing everyday, comparing public and private schools is always a hot issue (Caddell, 2007). Even though both have the same curriculum, similar examination system, same textbooks, and evaluation system, there is a difference between the academic performances between them where one is way more successful than the other.

The significance of the study is summarized below:

- i. In this study, the data originates from Nepal, a country that has attracted just a small number of education scholars.
- ii. This study uses the SEE examination of Grade 10, which is considered the most

crucial school-level exam in the secondary level. As a basis for this study, we used the SEE test from Grade 10, which is regarded to be the most important secondary school exam.

- iii. It is rare to find a study that compares public and private schools in developing countries, so the findings of this study will be valuable to educational planners, policymakers, educators and parents, as well as educational leaders and entrepreneurs working in the public or private sector, because of this. Despite the fact that this study focuses on Nepal, its findings may be useful to other developing countries in similar situations.
- iv. Private and public schools are compared, as well as the elements that determine their success and efficacy, in this research. It looks at aspects such as school management, instructor certification and training, government education policy, curriculum design and execution, and school atmosphere, which includes students, instructors and administrators.

1.5 Organization of the study

There are six chapters in this dissertation. In summary, the chapters are as follows:

This chapter provides an overview of the study's introduction, problem statement, purpose, rationale, and relevance. The research questions, both main and secondary, are outlined.

Taking the reader straight to the heart of the matter, this chapter lays out what follows in the following chapters.

Literature on public and private schools is introduced in Chapter two of this study. The literature on public-private education and school effectiveness has been thoroughly reviewed. Examples are collected from the public and private schooling systems of many nations across the world. Education in Nepal is expressly addressed in a distinct part of the book.

A theoretical framework developed from the literature is presented in chapter three and is related to the research topics.

It is in Chapter four that you will discover a description of the dissertation's research strategy and methods. There are arguments for and against qualitative case study technique in this

research. Methods of data collecting and interpretation are clarified. The participant profiles, the city, and the schools are also mentioned in this chapter. The reasons are given for choosing the schools.

The heart and soul of this dissertation are Chapters five and six. Parts of the knowledge are systematically provided in each chapter; they summarize the results of this study together.

Chapter seven serves as the study's conclusion. As a result of the findings, a number of areas for further research in Nepal are identified in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

On the basis of a literature review, this chapter examines the research on high school academic success. The strategic value of secondary education is explored, and the awareness deficit is defined. It also includes results of previous longitudinal research comparing public and private secondary school success.

2.1 Empirical Review

Without students, schools, colleges, and universities are nothing. Students are the lifeblood of any educational establishment (Thapa, 2011). Education has a direct impact on the social and economic growth of a country. When the time comes to produce outstanding leaders and human resources for the country, students' academic performance (academic accomplishment) plays a crucial part in the process (Ali et al., 2009). Previous study has focused on measuring student academic achievement, and it poses a number of challenges to academic literature and science (Thapa, 2013). Social, psychological, economic, environmental, and personal factors all have an impact on student achievement. However, these characteristics differ from person to person and nation to country.

2.1.1 Education system in Nepal

Previously, education in Nepal was divided into school education and higher education, which included pre-primary, primary (grades 1-5), lower secondary (grades 6-8), secondary (grades 9-10) and upper secondary (grades 11-12) (MOE, 2015). After the Ministry of Education created the School Sector Reform Project in 2009, the SSRP outlined the instructional framework for grades 1 through 8 and 9 through 12 (MOE, 2015). Instead of taking the School Leaving Certificate (SLC) test at the conclusion of 10th grade, pupils now sit for the School Education Examination (SEE). Grade 11 and 12 examinations are administered by the Higher Secondary Education Board (HSEB) (MoEST, 2019). Two years of master's degree study follow four years of bachelor's degree study. There are also two-year M.Phil. and three to six year Ph.D. programs offered by universities, which are considered to be the highest levels of education in the nation (MoEST, 2019).

2.1.2 Educational History of Nepal

Nepal's modern education began in 1853, when the country's first school opened its doors to the royal family and their courtiers. After 1951, when the 104-year-old authoritarian Rana Regime was abolished in order to bring democracy, the common people only gained access to education. A mere 5% of adults were educated, with about 10,000 pupils in just 300 schools and 2 universities (CBS, 2003).

The education sector began to expand in 1971 after the implementation of a comprehensive Education Plan. As part of USAID's 1971 National Education Plan (NESP), district education offices were given the authority to administer schools (MOE, 2015). The School Management Communities (SMCs) were not included in this statute. Only those from the upper classes who have access to SMCs profit from public education because of this, while rural communities were left out. To enhance local panchayats in light of the state's decentralization, the Decentralization Act 1982 and its By-Laws of 1984 provided functional responsibility in a range of important political initiatives (Carney & Bista, 2009).

An urgent need for school reform was recognized, and in the late 1980s, a thorough US-funded study, titled "Improving Efficiency of Educational Systems," was undertaken. Due to the inadequacies in systematic management, this research proposed a new round of decentralization of educational management (MOEC/USAID, 1988).

After the People's Movement of 1990, the country became democratic, and education development progressed more swiftly and successfully. As a basic example, the Net Enrollment Ratio (NER) for elementary pupils climbed from 16 percent in 1980 to 83.5 percent in 2003 (MOES, 2005a). Still, the public schools were of poor quality, prompting a fast shift to private institutions. Private schools grew rapidly in 1998 as a result of de-regulation (Carney & Bista, 2009). There was variability in the quality and high fee charges due to the rapid growth of private schools. Finally, willing to bring changes to the country, the Maoist activists aggravated the country's poor achievements and laissez-faire approach. After the people's movement in 2005, there were still problems in the educational sector, and it was degrading even more due to the political instability and disturbances, even though the Maoists had already declared war and entered politics (Carney & Bista, 2009).

2.1.3 The History of Private School

Private education in Nepal has a relatively new history. While the notion of private education originated immediately after the 1950 political upheaval, public schooling has been around for a far longer time. The Jesuit fathers and sisters were the first foreign religious orders to establish schools in Kathmandu (Singh, R, 1970). Kathmandu valley was home to a few privately-run schools that were inspired by this notion. As early as the 1960s, the word began to emerge, and a few additional schools were created in Kathmandu at that time. Other urban areas outside of the Kathmandu Valley have seen a small number of private schools as well (Singh, R, 1970).

Private schools were particularly hard hit by the National Education System Programme (NESP) regulation, which went into effect in 1971. Private schools were eliminated as part of the new education plan, which combined them with existing public schools. School curriculum, teacher pay scale, and management committee composition are all handled by the District Education Office (Thapa, 2015). The government has ordered that all private groups, including overseas missions to help schools, give monetary and non-monetary aid. It was decided by the government as to where the help should be sent next. A stifled NESP influence over private schools may have arisen, but private schools did not disappear from the scene. Meanwhile, they continued to serve as previously, while adhering to federal legislation (Thapa, 2011).

In 1979-1980, the country experienced yet another period of political upheaval. It questioned the political system and the role of the King in national politics (Carney & Bista, 2009). A liberal democratic party structure was needed. Government policies have been reevaluated in several sectors, including education. Education legislation changed in 1980, allowing private schools to start and function (Thapa, 2015). Since the NESP's collapse, the quality of education at public schools has declined. In India's Darjeeling and Kalimpong areas, many parents used to send their children to high-quality private schools (Thapa, 2011). Many parents found it inconvenient to take their children to Darjeeling owing to the distance. There were often highly costly schools in the area. In Kathmandu and other urban regions, many educators began to create private schools as a result of the new education policy, which allowed for private schools to open (Thapa, 2011). Darjeeling was home to a large number of

private school entrepreneurs (Thapa, 2015). The timing was perfect, and the market rose. Private schools grew in popularity during the 1980s and continue to do so today.

The standard of education in Nepali schools is a major issue. Private schools appear to be making significant strides in maintaining educational standards. Academic rigor and appraisal methods appear to be more structured and developed in private schools. Students will be better prepared for college if quality is maintained (MOE, 2015).

Private school expansion in Nepal looks to be inevitable. Private sector investment in education has been promoted by the government. Private sector guidelines must be developed by the government (MOE, 2015).

2.1.4 Secondary Education

Secondary education comprises four years of schooling (9th to 12th grade), which is primarily offered to the students in the age group of 13-16 years old, whereas previously there were only two years (9th and 10th grade) (MoEST, 2019).

Secondary education has proliferated and changed dramatically in Nepal over the last two or three decades. Secondary education's primary goal is to prepare students for general and technical higher education (MOE, 2015). According to the revised syllabus of 1981, it must also provide some basic knowledge and a rigid infrastructure for students who wish to enter institutions (as cited in CERID, 1996). At an early stage, the curriculum's goal was to allow students to think about their fields of study in higher education by providing various subjects to choose from. The other two objectives are to create respect for work and generate productive citizens (CERID, 1988, p.25). CERID (1988) conducted a study entitled "A study on secondary education in Nepal". It concluded that the vast importance is given to the formerly known SLC examination, which often compels the students to pass by unfair means. There is the same problem in secondary education as in other levels of education which is quality.

Nevertheless, the SEE examination to pass grade 10 is considered as the toughest one because it is considered as an "Iron Gate" for the previously known SLC examination to enter the higher education system. Students who want to pass the SEE examination do not pass; they usually have to give a Pre-test exam similar to the final SEE exam in which the only difference is that the Pre-test exam is held in their school whereas, the SEE exam is held in designated centers of the government. However, the standard

between both is very similar. Even though there is screening before giving the SEE exam, there is a lower passing rate, so that the critics argue that there is a defect in the examination process. The SEE test, according to some should be used as an entry exam for higher education, rather than as a graduation requirement.

2.1.5 School Education Examination (SEE) in Nepal

Students aged 15 to 16 in Nepal take the SEE test at the completion of their 10-year schooling, which is conducted by the SEE examination Board, a constituent entity under the Ministry of Education (MOE, 2015). Previously known as the School Leaving Certificate, the School Education Examination (SEE) in Nepal is comparable to the 10th grade (MOE, 2015). It has been conducted at the national level since 1934 (NEB,2020), which is an annual examination. From a different perspective, SEE is considered the most crucial examination in Nepal. As a first step, it has been regarded as a significant quality indicator for public and private schools (Bhatta,2005). This certificate is needed for entry into further education and for employment prospects is the second reason why it is so highly regarded (Mathema & Bista, 2006; Thapa, 2015). Finally, to revisit the way pedagogical practices were adopted in the past, the SEE examination result powerfully influences the government actors, school-level stakeholders, policymakers, and other officials (Singh, 2004). Because of the above significance, the SEE result has drawn high observation from parents, journalists, supervisors, school stakeholders, planners, policymakers, and the whole nation. Hence, students' achievement in the SEE has been of great importance to all people in Nepal.

i. Course Nature and Grading System

There are six compulsory subjects with two elective subjects selected by the student in the SEE examination. English, Math, Nepali, Social Studies, Environment, Population and Health, and Science are the mandatory subjects (NEB, 2020). Math, Nepali, and Social Studies have only theoretical examinations, whereas three major subjects (English, Science, and Environment, Population, and Health) have both theory and practical examinations, consisting of 75 % theoretical and 25 % practical examination (NEB, 2020). The exam before 2015 was based on a percentage system, whereas since 2015, it has been evaluated in the letter grading system.

The letter grading system of grade 10 (SEE) has been provisioned in nine levels, as presented in Table 1.

Table 1. Grading System in SEE in Nepal

SN	Grade	Letter Grade	Description
1	3.65-4.00	A+	Outstanding
2	3.25-3.65	A-	Excellent
3	2.80-3.25	B+	Very Good
4	2.40-2.80	B-	Good
5	2.00-2.40	C+	Satisfactory
6	1.60-2.00	C-	Acceptable
7	1.20-1.60	D+	Partially Acceptable
8	0.80-1.20	D	Insufficient
9	0.0-0.80	E	Very Insufficient

Source: Curriculum Development Center (CDC) Nepal (2014).

ii. Change of SEE Process in the Context of COVID Pandemic in 2020

In Nepal, SEE is the national level examination that is conducted annually in March. With all the necessary preparation, such as developing and distributing question set and answer paper, appointing an exam supervisor, and many more arrangements, grade 10-SEE had been scheduled for its administration as a regular plan. However, because of the global pandemic caused by COVID-19, the government started the nationwide lockdown in March 2020, which led to the postponement of the exam. So, to nullify this problem, the government decided to collect scores of the student of grade 10 SEE from the final examination that had been conducted by the schools before the SEE exam every year, in a specific format by releasing Evaluation, Publication, and Approval Guideline of Grade-10 SEE Students (NEB, 2020). A committee of three members: headteacher, class teacher, and senior teacher at the school had been provisioned by the guideline to sanction the final examination score of the students in which the final examination of grade 10 had been controlled by the schools

themselves before the SEE examination. EDSU has been requested to review and approve the school data which has been given by the schools, according to the guideline. Finally, the result of grade 10 (SEE) had been published by the government with the help of this process.

2.1.6 Public Schools and Private Schools

Public schools, also known as community schools in Nepal, are those that are either entirely or partially funded and controlled by the government (Thapa, 2011). However, certain public institutions do charge tuition fees for secondary school education, as stipulated in both Nepal's interim constitution of 2007 and its new constitution of 2015. (CERID, 2005; Thapa, 2011). The community also helps these schools, as do local government agencies and non-profit groups (CERID, 2005). In addition to community-managed and community-unaided public schools, there are also community-aided public schools. As with community-aided programs, community-managed programs are completely funded and controlled by the government, but they are also fully supported and managed by the local communities themselves (Thapa, 2011). However, while community-managed schools (Lohani, 2014) are supported and controlled by their local communities, they do not enjoy the same level of government assistance as other schools. Within the scope of this study, the terms "public school" and "community school" are interchangeable (MOE, 2015). For all public secondary schools in 2013, the student-teacher ratio was 31 based on the government teacher deployment method (MOE, 2014b).

Private schools, sometimes termed institutional schools, are those that are administered and funded privately by individuals and organizations such as trusts, private corporations, charity organizations, and missionaries (Thapa, 2011). However, others function as a social service like missionaries and charge a small fee. In the urban regions, there are several private schools to choose from. Kathmandu alone is home to one-fifth of the nation's private schools (Subedi et al., 2013). Among the private schools, there are many differences in terms of their size, vision, fee structure, influence, services provided, and philosophical approach. Subedi et al. (2013) classify private schools into four separate groups from A to D. The tuition charge is decided largely by the government's categorization system.

2.1.7 Financing of School Education

More than 16 percent of Nepal's total national budget has been allocated to education since 2006 (CERID, 2008), which equates to about 3.8 percent of the country's gross domestic product (GDP). From 13 percent in 2000 to 16 percent in 2013, the rate has steadily risen. To achieve the Education for All (EFA) and Millennium Development Goals (MDG) goals, which were agreed upon by governments around the world, including Nepal during the World Conference on Education for All in Jomtien, Thailand in 1990 and the World Education Forum in Dakar, Senegal, in 2000, the Government's School Sector Reform Program (SSRP) has indicated the need to increase the education budget in Nepal. Most of the educational budget is spent on teacher wages and benefits, while the basic primary education sector receives around 60% of the total expenditure (Lohani, 2014; Thapa, 2011). In the form of grants, the government provides financial resources to the public schools. Schools have disbursed school subsidies according to the School Grants Operation Guidelines (DEO, 2004). According to the School Improvement Plan (SIP), conditional funds must be used for specified and precise goals, whereas block grants must be used as determined by the School Management Committee (SMC). Teachers' wages and allowances, scholarships, free textbooks for primary-level pupils, Early Childhood Development (ECD), pre-primary programs, and classroom building are all covered by centrally designated funds (DEO, 2004).

Block grants are grouped into two primary categories: School Improvement Plan (SIP) funds and Performance Grants (PGs). SIP grants are used to implement School Improvement Plans, and the amounts provided to schools are determined based on enrollment and vary by geographic location (MOE, 2015). The SIP grants were mainly used for teacher's salaries and developing physical infrastructure in which the SIP should be focused on improving the quality rather than using it on developing physical infrastructure (MOE, 2015). Performance awards are awarded as a reward for achieving a successful outcome, and they are intended to encourage continued improvement. In addition to strong enrollment rates for girls and students from disadvantaged backgrounds, the schools that qualify for the grant also have high pass rates on the SEE examinations and good retention rates (MOE, 2015). To get the performance grant from the government, the schools must provide their latest statistical data, a financial audit, annual report, SIP, and a self-assessment report (CERID, 2005).

The government's promise to provide free education for everyone is contradicted by

the fact that many public schools charge students money to pay the costs of computers, books, training, and extracurricular activities, scientific laboratories, and libraries (CERID, 2005; Thapa, 2011; SMAERC, 2008). On top of all that, there are a number of other obstacles to education financing, including the absence of precise mechanisms for funding from local bodies, the inefficient use of funds at school level, delays in delivering money to school districts and teachers, the variation in government funding by school type, and bottom-up planning (CERID, 2005; Lohani, 2014; SMAERC, 2009).

2.1.8 Academic Performance

Around the world, there is an extended frame of research on student performance, which primarily focuses on factors that affect student performance. For politicians, educators, programmers and researchers in the global south where academic achievement is low, this is an important subject (Thapa, 2015; Shahzadi & Ahmad, 2011). Students' academic achievement is one of the most important measures of excellent education under Nepal's new federal government structure, yet there has been inadequate research in this area. Joy (2013); Lee et al. (2013); Shatzer et al. (2013).

Student academic performance has been observed as a product of the learning process and its quality (World bank, 2018). Evaluating performance is linked to the degree of learning-based skills, experience, and knowledge, just as the curriculum's learning objectives are linked to the level of performance (Levpuscek & Zupancic, 2009; Nementh & Long, 2012). According to several researchers, student academic success is a function of their cognitive and non-cognitive characteristics, as well as the socio-cultural milieu in which learning activities are conducted (Lee & Stankov, 2016; Liem & Tan, 2019). Therefore, student performance is the level of competency achieved in academic work or conventionally acquired knowledge in school subjects, which is often represented by the percentage of marks obtained by subjects in examinations.

Hence, the value of academic performance cannot be abandoned anywhere in the world because it connects with social value and means for a successful life in the future (Insah et al., 2018).

Many reports indicate that the level of student academic performance is not good enough at the global level. Many school children do not possess the basic skills like simple community hoarding boards/announcements, understanding bus schedules, or simple transaction

processes in the world (The World Bank, 2018). There is proof of low students' academic performance in the various countries, as presented by The World Bank (2018). The majority of the experiments are concerned with influences that influence academic performance (Caponera & Losito, 2016). Academic performance was heavily influenced by school history, particularly teacher effects, in the majority of study (Walker, 1976; Schulz et al., 2010; Winnaar et al., 2015). But several studies have indicated that student-related variables (Han et al., 2015; Lemberger et al., 2015) and socioeconomic factors (Hair et al., 2015; Benner, Boyle & Sadler, 2016) have a considerable impact on academic achievement. Students' achievement is influenced by a variety of factors, according to academics.

Student's academic performance is declining year by year and is less than 50 percent in Nepal, as reported by the National Assessment of Student Achievement (NASA) (ERO, 2019). Additionally, it shows evidence that the student performance of grades 3, 5, and 8 is at a declining level. In the academic year 2018, most students scored below 2.0 GPA out of 4 in the grade 10 SEE examination (MoEST, 2019). There was also a large disparity in academic achievement between public and private schools in Nepal. 4 percent of students at public schools got GPA of 3.20 to 4, whereas 40.84 percent of students at private schools got the same grade in the examination of SEE 2018 (Dixit, 2019). Private schools have performed exceptionally well than public schools, as claimed by her. According to Thapa (2015), Nepalese pupils who attend private schools do better than those who attend public schools. Following are a few examples of pupils' bad academic achievement.

2.1.8.1 Academic performance in the Global context

According to the Coleman Report (Coleman, 1966), student achievement is influenced by the instructor, the student, and the financial resources (Uline, C. L., Miller, D. M., & Tschannen-Moran, M. 1998). Some other studies, although highlighted the 'school factors' as the principal factor in student's learning achievement (Heyneman, S.P., & Loxley, W.A. 1983). However, Hanushek, 1998, did not stress the characteristics of school as prevalent in students' achievement. On the other hand, Fuller & Clarke (1994) argue that the influence of school quality in developed countries is overwhelmed by students' family history. Quality of school and student may be more important in underdeveloped nations than in developed countries when it comes to education (Thapa, 2013). They are mostly illiterate since most households live below the poverty level. Due to this, parental support for homeschooling is

minimal, allowing kids to focus on school-related issues: the classroom, the instructor and the literature (Thapa, 2013). Students in underdeveloped nations must rely on school and instructors, as well as themselves, because schooling outside of schools, at least pedagogical learning, is not well established. Two essential variables are typically used to describe school effectiveness: the school factor and learner self (Thapa, 2013).

As a result of their research, researchers have found that there are significant discrepancies (Coleman, Hoffer, & Kilgore, 1982). Public and private school pupils' reading, language, and math abilities are greater in private schools (Boerema, 2009). High school juniors and seniors study more in private schools than in public institutions, according to Boerema (2009). Bracey (2000) points out, that "Private schools succeed because they can choose students, they have more freedom to dismiss disruptive students, and their parents are more involved in their children's education" (p.165).

"Religion has a beneficial influence on teenagers' academic performance, educational ambitions, worldview, and future optimism," says Maureen T. Hallinan (2006, p.73).

Teenage religiosity, according to Maureen T. Hallinan (2006), is related with a decreased chance of participating in hazardous behaviors including smoking, drugs usage and alcohol consumption. Private schools outperform public schools on the academic front, according to Oscar Barillas' essay "Private Schools versus Public Schools Top 5 Reasons Why Private Schools Are Better Than Public Schools" (2009). Barillas (2009) cites government funding cuts as one of five reasons why private schools are unaffected. His study reveals that "most public schools make sacrifices in order to try to reduce their total costs, reducing valuable services and teachers. However, schools not funded by the government barely reduce their overall economic budget" (Barillas, 2009). The author also asserts that pupils at independent schools are more driven to do well than pupils in government-funded institutions. A child's performance is required since his or her parents and guardians are paying for his or her education (Barillas, 2009).

In addition, it has been discovered that public schools encourage students to choose courses in contrast to the institutional schools (Ravitch, 1996). As Ravitch (1996) says, "The same pattern emerges across the curriculum: public schools allow students to choose easy courses, while private schools have the same high expectations for all their students". Teachers and students with strong ideals and goals, according to Rense Corten and Jaap Dronkers (2006), can explain academic performance disparities between public and private schools. The

difference between private and public schools has also widened over time, according to E. DeAngelis, most likely due to private schools' ability to design a tailored curriculum for their students (DeAngelis, 2008). A school's curriculum and evaluation program can be customized since private schools might include art or science in all courses, or send children on lengthy outdoor trips that include teachings from the school's curriculum (DeAngelis, 2008).

There is a study done by Kuivalainen (2017) with the topic “Student Performance & Private and Public Funding, Management and Schools – A Case Study of Finland and Sweden.” This study discusses the role of private and public education on student performance. Using PISA data from 2003-2015, this paper examines Finland and Sweden, two countries that differ significantly in the role of market incentives in their education systems (Kuivalainen, 2017). With student and school-level variables, this study uses a multilevel regression model. Private schools tend to provide better student results, but socioeconomic background has a greater impact on student accomplishment (Kuivalainen, 2017). When it comes to student achievement, the data does not support the assumption that private and public schools will improve their standards as a result of competition (Kuivalainen, 2017). The study also shows that student selection research can assist assess variables surrounding the possible performance gap between private and public schools, while lowering the average performance of students in systems with a more substantial private sector, according to Kuivalainen (2017).

2.1.8.2 Academic performance in Global South

Students from low-income households who were part of the Oportunidades program and who took part in the Quality and Educational Achievement Test Assessment 2009 (EXCALE-2009) fared better than those from public schools, according to a research by German Trevino (2015).

An in-depth examination of Ghana, Nigeria, Kenya, and India by Tooley and Dixon (2005) found that absence of students in public schools, a decline in public-school standards, and high pupil-teacher ratios are among the reasons for the growth of private schools in developing nations and in India, the parents' desire for English-language teaching. Tooley and Dixon (2005) assert that public schooling in poor nations is inferior to private schooling, however this conclusion is not as clear as it seems. It has many complexities. There would be a lack of cost recovery policies for both equity and

efficiency if remarkable resources were created by these means Colclough (1996). As a result, it requires a multi-dimensional analysis in the case of emerging countries.

Using ASER data from India, French and Kingdon (2010) found that private school enrollment has a 0.17 standard deviation effect on children's achievement. They used several methods to estimate the effect of private schools, including cross-section fixed effect techniques at the state, district, village, and household levels. Private schools in India, Nigeria, Kenya, and Ghana, according to Tooley and Dixon (2005), have performed better academically even though they have lower teacher costs and are very popular among low-income people.

After controlling the income, Jimenez, E., Lockheed, M., & Paqueo, V. (1991) found that private school students have outperformed the public-school students by using data on standardized Math and English tests in the Philippines, Thailand, Colombia, Tanzania, and the Dominican Republic.

In Pakistan, Andrabi, T., Bau, N., Das, J., & Khwaja, A. (2010) discovered lower per-unit costs in private schools than public schools by supporting claims of lower private school costs.

In Nigeria, a research by Olasehinde and Olatoye (2014) in Katsina State discovered that students from private schools performed better in science than government school pupils. These factors included smaller class sizes, a clean and safe atmosphere and more time devoted by instructors to the students in private schools rather than in public schools (Olasehinde and Olatoye, 2014).

2.1.8.3 Evidence on Academic Performance in Nepal

According to the research, there is a large quality and academic performance disparity between public and private schools (Bhatta, 2004; Bhatta, 2005; Carney and Bista, 2009; Carney and Caddell, 2003). School leaving certificate exams were passed by 80 percent of 44,863 students of private schools and 29 percent of 171,440 public school students in 2004, indicating a huge academic gap between private and public school students' performance (MoES, 2005a). Private schools are in high demand in emerging nations due to the dismal performance of public schools (Tooley & Dixon, 2005). The New ERA (1995) studied 126 schools in 8 districts and concluded that parental education and student attendance had a favorable influence on academic achievement, whereas time spent on household activities

and gender (being female) had a negative impact. A combination of classroom overcrowding, head-teacher ability, and teacher credentials influenced the impact.

A study done by METCON (1995) found the determinants of academic performance. The most influencing factor explaining student achievement was the students' delay in getting the complete set of textbooks each year. Fifty percent of the sample students still didn't have access to all of their textbooks at mid-year, according to the study. Other factors such as the distance children travel to school each day and the number of times they repeat a lesson were also mentioned (METCON, 1995).

According to CERID (2002a), the link between school conditions, cost per student, and the success of primary school pupils in individual courses was studied using multivariate statistical methods. Student academic performance and promotion, as well as repetition rates and enrollment rates, were influenced by both of these elements. We did not adjust for student traits or family background, which are critical to assessing academic achievement (CERID, 2002a). Even though in the Nepalese context, the results seem pretty dependent, but no doubt is biased.

Less classroom teaching time by teachers, their reliance on rote learning, and their inability to integrate the information obtained from teacher training programs successfully were identified to be the most detrimental factors to student learning by CERID (2002b).

As part of their qualitative investigation into the factors that influence student academic achievement, METCON and ECL (2000) carried out a research. Teachers, principals, and students were interviewed through structured interviews, casual talks, and documentary reviews (METCON and ECL, 2000). It found that the school quality in rural areas is poor due to a lack of trained instructors, textbooks, and educational resources (METCON and ECL, 2000).

It also discovered that teacher education and training had a favorable impact on both students' and instructors' performance (METCON and ECL, 2000). Public and private schools perform at very different levels, which is attributed to insufficient facilities, lack of resources, and incompetent administration (METCON and ECL, 2000).

Multiple regression methods were employed in a study of three national achievement surveys conducted by EDSC (1997, 1999, 2001, and 2003) utilizing data from nationally representative random samples of pupils. In 1997 and 2001, EDSC utilized the instance of

grade three children, while in 1999 and 2003, it used the case of grade five students to examine the connections between subject-specific student success and the determinants. There were statistically significant relationships between student performance and school factors from all the above studies. These studies also found that the school's distance from the district headquarters and lack of required textbooks were significant factors connected to student's performance which METCON and ECL (2000) also found. The study also found that if the distance of the school was farther from the district headquarter, there will be a greater chance that the student at that school would have lower academic performance. Investing in each child's education has a beneficial influence on academic achievement. The variables such as age, class attendance, gender, reading habits of students, and grade repetitions were significant at the student level, whereas the parent's occupation influenced their child's achievement at the family level. There is no control of essential factors in this study, this study suffers from omitted variable bias, and it is only confined to primary schools.

Subedi (2004) conducted a research on the impact of class size, the availability of resources, and teachers' usage on average classroom success scores in grades 9 and 10 in Nepal. All of the instructors were teaching grades 9 and 10 in high schools in the Lalitpur region of the Kathmandu Valley. The mean classroom student achievement for individual classroom scores was taught by a specific teacher that derived the average classroom achievement score, which was the outcome variable for this study. An explanation of the utilization of the HLM technique was given. In this research, the classroom was at level 1, while the teacher was at level 2. In this study, resources had a favorable influence on classroom achievement, whereas class size had a negative effect. There was an increase in student achievement if the teacher used the available resources appropriately. This study also found out that there was a decrease in the average level of student achievement if there were many students in a classroom. Even though the HLM approach was used to great effect, this study's sample size was too small and confined to only one area in the Kathmandu valley, which was a flaw.

Using OLS and logistic regressions, Bhatta (2005) explored the predictors of student performance on the SLC examination. In terms of student performance, there are statistically significant differences among school types (public vs. private), ethnicities and school locations, and gender. Private school SLC scores and passing rates were quite high after adjusting for family, school, neighborhood, and student factors (Bhatta, 2005). While the study utilized all essential factors, it still has a selection bias issue. Pupils in private schools

are considerably different from public school students, thus the results of this study are most likely skewed (Bhatta, 2005). A first in-depth large-scale-based study on SLC/SEE academic performance from the perspective of finding the causes of poor performance was done by Mathema and Bista (2006). This study found that poor performance is expected in SLC examination in all subjects and overall grade. There are severe disparities in school type, geographical location, gender, socio-economic status of the parents, and language group (Mathema and Bista, 2006).

Under the Ministry of Education, the Education Review Office was established in which the National Assessment of Students Performance (NASA) was done in grades 3,5, and 8 in different academic years from 2011 to 2019. In all grades, student performance is under preference, and the significant role of student performance is played by socio-demographic factors (ERO,2019).

2.1.9 Knowledge Gap

The conversation that has just taken place indicates that the most important problem in Nepalese education today is the dismal performance by the public schools. Note that while access to education in the country has improved significantly, it varies widely among areas and demographic groups. EFA's 2003 national action plan estimates that 1.6 million children in the school-age never attended the school (MoES, 2003). Moreover, before grade five, 46 percent of students drop out. Much of these kids come from public schools and deprived groups of the population. Therefore, though access to education is no longer a significant problem at the aggregate level, the level of access to public education appears to be a grave concern. One thing that can be categorized in all these findings is that parents want their children's best and most productive education, and for this reason, they choose private schools. In many instances, studies on the effectiveness of private schools are significant, and I believe they are more successful on an individual basis. As a result, the research questions in this study are based on prior comparison between private and public schools, and on studies of students academic performance. As a result of social system theory, which views schools as separate institutions, the research questions are formulated (Thapa, 2015). Nepal's case study poses unique concerns, and the research's conclusions will assist increase public knowledge and comprehension of private and public education policies in Global South (Mathema, 2014).

The literature study has revealed a lot about academic performance, yet worries about school performance continue in schools. The performance of secondary schools is influenced by intrinsic and extrinsic variables that are wider and more internal in nature (Mtana, Mhando & Gunilla, 2004). It is becoming evident that Nepal's available evidence has not been consistent and definitive in determining substantial effects. Since there is a large performance difference between students in public and private secondary schools in Nepal, this study will analyze the factors that influence academic performance in private secondary schools and create ways to close the gap.

Students in Nepal's grade 10 SEE exam were not tested inferentially or descriptively on variables such as age, gender, ethnicity or kind of school or local government that manages school education in their fields (Thapa, 2015). Therefore, by examining the outcome of grade 10 SEE students of the academic year 2020 from the approach of descriptive and inferential means, this analysis aims to satisfy the void in the literature.

CHAPTER THREE

THEORETICAL FRAMEWORK OF THE STUDY

3.0 Introduction

According to many academics, theories are a crucial starting point for human behavior research since they explain the study's complicated phenomena by indicating which factors should be considered (Thapa, 2013). According to Daft's (2008) System theory, Olasunkanmi & Mabel's (2012) notion of quality control and assurance at secondary education level, and Abraham Maslow's (1949) Need Hierarchy Theory (theory of motivation), this phenomena was explained.

3.1 System theory

As seen from a different perspective, a system is composed of interconnected components that work together to achieve one shared goal. It is common for systems to receive inputs from the outside world, convert them somehow, and discharge outputs back into the environment, such as taking students from society into secondary schools and discharging outputs to society. Five components make up the basic systems theory of organizations, according to Daft (2008). Inputs, a transformation mechanism, outputs, feedback, and the environment are all part of the system.

Two or more people working together to achieve a common objective in an organized manner constitute a school's social network (Norlin, 2009). Because it defines several essential characteristics of a school, this is a useful description:

- (1) they are essentially made up of individuals;
- (2) they are goal-directed;
- (3) they accomplish their goals through some form of concerted effort; and
- (4) they have a connection to their external environment.

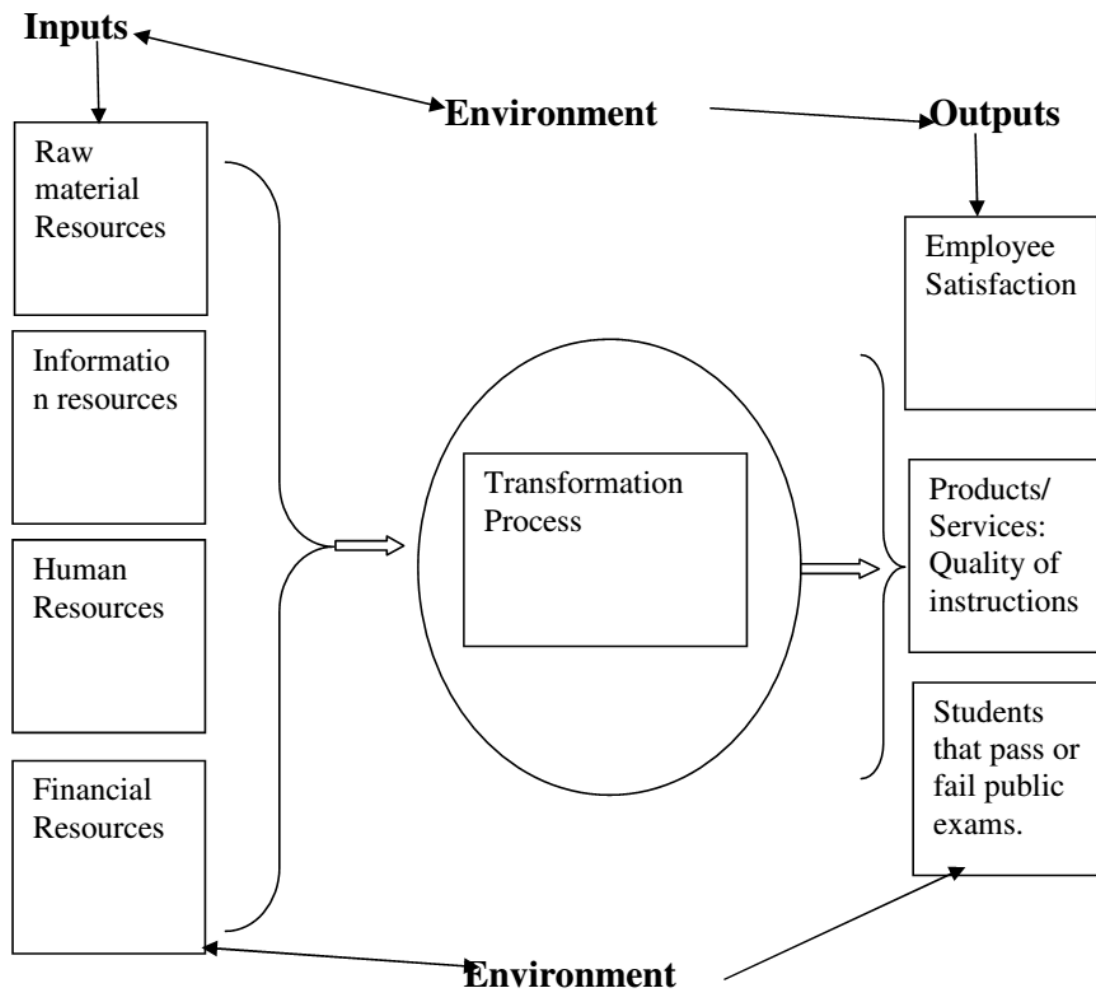
Although all schools are open systems, the degree of engagement with their surroundings might vary. According to open-system ideas, schools are communicating more with the outside world. They must organize themselves in order to deal with the forces that surround them in the cosmos (Scott & Davis, 2015).

A closed-system hypothesis, on the other hand, assumes that schools are sufficiently independent to handle many of their issues using their own internal dynamics, without taking external factors into account. For example, consider closing a school or realigning school boundaries. The culture from which it moves and the one to which it moves influences the people in the school and those beyond it. The theory of processes acts to recognize and predict the effects of any decision within and outside the organization (Ahrweiler, 2010). Systems are comprised of linked components that operate as a single entity (Senge, 2006).

When two or more people work together to achieve a shared goal, they form a social system. All schools operate on an open-door policy. Inputs, a transformation mechanism, outputs, feedback, and the environment comprise an open system. Human, financial, physical, and informational resources are the four categories of environmental resources used by schools. Through the use of technology and administrative activities, the inputs are transformed. During the process of transformation or learning, students and instructors develop a connection. Through this process, they grow to become well-informed and socially responsible individuals. A commodity is exported into the outside world through open systems. A student's performance in school may be measured by their knowledge, abilities, skills, and attitudes. Feedback serves as a means of regulating the behavior of an organism. It is possible to employ negative feedback from outputs or the environment to correct input flaws or problems during the transformation process. Afterward, the pupils are sent out into the world. These alumni continue to contribute to the educational system in one or more ways (human, financial, physical, or information). Importing new energy into the gadget initiates a new cycle.

The open framework consists of five essential elements (Scott & Davis, 2015), as shown in Figure 1: inputs, transformation process, outputs, feedback, and the environment.

Figure 1: System Theory



Source: Daft (2008:52)

1) Input

System inputs or services include four types: human resources, financial resources, physical resources, and information resources, among others. Employees, labor, and the like can be found in the human resources department (Scott & Davis, 2015). Financial resources are the funds that the school or school board uses to finance both ongoing and long-term operations. Physical resources include supplies, services, and equipment. Information tools include awareness, curriculum, statistics, and other types of information utilized by the school or school district (Scott & Davis, 2015). In the secondary education system, material inputs include the school's teaching and learning facilities. Human input is a result of the unique blend of teaching and non-teaching employees.

2) Transformation Process

The role of the school administrator includes integrating and managing these different tools to meet the aims of the school – learning for everyone. During the transition or learning process, students interact with their professors to become well-informed citizens who can contribute to society. What steps are being taken by school officials to achieve this goal? In some way, the output development system is being studied. Work in the process is made more valuable by using a framework (Shaw, 2006). This transition process relies on the company's internal operations and its operating management structure to be in good working condition. Organizational management framework components include school administration's technical competence and other personnel's operational methods as well as their capacity to adapt to and manage change (Shaw, 2006). The school/school district's performance can be affected by the activities of school managers within the organization's structure.

3) Outputs

School inputs must be protected and used, and then transformed into outputs while taking external variables into account (Scott & Davis, 2015). A school district's success is measured by its goods, results, outcomes, and achievements. Students' and teachers' development and success, student dropout rates, employee performance and turnover, school-community connections, and work satisfaction are some of the most common school outputs (Scott & Davis, 2015). The majority of these do not necessitate any preparation; only the last one necessitates some clarification. Members of the school group must be satisfied, beyond the physiological requirements (pay, working circumstances, job security) (Herzberg, 2009). If schools want to keep a motivated, dedicated workforce capable of performing at the highest level, they must address workers' needs for belonging, recognition, confidence, and possibly even self-actualization (Maslow, Stephens & Heil 1998). Secondary school students' academic performance on public examinations, their degree of discipline, and societal events are all considered production components.

4) Feedback

The importance of feedback in school operations cannot be overstated. It is possible to utilize negative feedback to correct faults in the transition process or inputs (Scott & Davis, 2015). And, the positive feedback gives motivation for further improvement. Feedback is awareness of the outcomes that impact input selection over the next step of the process. This means requirements for enrollment in high schools.

5) Environment

The economic, social and political elements that impact the school/school district are all part of the climate. A environment of policy openness has given the open system concept a new level of relevance today. State, federal and local influences affect the economic, social and political settings in which administration in the schools work (Scott & Davis, 2015). School administrators nowadays must manage and develop outwardly self-reliant demands while simultaneously watching the surroundings, predicting problems, and responding to them (Shaw, 2006). The social, political, and economic powers involve the climate affecting the organization. It is important to remember, however, that the importance of the theory of systems in education would allow the education supervisor in promoting educational problems and how they affect students' performance. Thus, secondary schools must fulfill their learning processes for all students.

For secondary schools in the Kaski District, system theory offers a meaningful framework for academic achievement. It is also essential in the subsequent creation of inputs for the secondary education system. Those five variables in a system theory are at the core of the literature's claims about the benefits of implementing input variables to improve secondary education.

To be sure, applying systems theory to education would be beneficial for educational administrators as follows:

- i. Fostering educational problems and how they affect student output.
- ii. Secondary schools must ensure that all pupils study if they are to fulfill their goal.
- iii. Further growth of secondary school inputs depends on it.
- iv. Systems theory provides a valuable framework for secondary school academic performance in Nepal.

- iii. Production components include secondary school students' academic performance on public exams, their level of discipline, and social events.
- iv. Exam results that impact the input selection at the following phase in the process are referred to as feedback. This includes high enrollment criteria and other requirements.
- v. The social, political, and economic forces at work in secondary school performance are all part of the school climate.
- vi. According to the process-based quality framework for secondary education, actions ranging from stakeholder needs through product realization will offer value to educational customers/stakeholders (output).

Figure 2, adopted from Olasunkanmi & Mabel (2012:88), depicts the school with all the ingredients to succeed in getting a better result. These findings are comparable to secondary school performance, which is higher in public secondary schools than in private secondary schools. With the aid of an effective transformation process, this school has a superior structure, demonstrating that greater output may be attained by giving better inputs. From stakeholder's needs through product realization to education customers'/ stakeholders' satisfaction, secondary education's process-based quality system indicates that quality inputs can result in value-adding activities (output).

3.1.1 Linking System Theory with Research questions

The system theory is typically used in business firms, but in this research specifically, it was utilized to answer the following two research question:

- i. What are the reasons behind the findings of the student's performance status in those two schools in the Kaski district?
- ii. What resources (input) are employed by the schools in Kaski District to improve academic performance?

Since, school is also a part of a system where every part works to help run it smoothly with better results. So, to compare the private and public schools, we have to know how a school operates and why one school is lagging and why another school is succeeding? This theory

helps us directly to a conclusion that will help answer all the research questions above and give us a clear vision for future research and suggestions that will help in education in Nepal and developing countries like Nepal. The System theory in figure 1, explains how a certain school runs and it helps to know about the components involved in it to run smoothly or disrupt the system. While, figure 2 is the illustration of a school which is run properly and shows how it should function to provide quality education to the students in the secondary education.

3.2 Theory of Motivation (Need hierarchy theory)

Researchers have learned a great lot about motivation from this study (Haque et al., 2014; Yusoff et al., 2013; Lunenburg, 2011). In addition, it was easy to use the contributor's theoretical lenses to research the associated phenomena.

The need hierarchy theory of Abraham Maslow is a famous one in the theory of human motivation. In Maslow's view, all human behaviors are motivated by a desire to meet one's basic human wants. "The integrated wholeness of the organism must be one of the foundation stones of the theory of motivation," says Maslow (1943, p.2). The action is the product of the method of meeting the specifications at various levels. The basic needs of humans are known as five priorities or goal-oriented tasks. These are physiological, comfort, affection, esteem, and self-actualization briefly. Furthermore, we are driven by the desire to attain or retain the different conditions on which these fundamental satisfactions are based and by some more intellectual desires (Zhou and Brown, 2015).

To reach the top of Maslow's hierarchy, you must first satisfy your basic physiological requirements. According to Maslow (1943), if the figure is drawn to reflect the average degree of fulfillment, the proportion of satisfaction is 85, 70, 50, 40, and 10 percent (Mawere et al., 2016). It is evident from the argument that no one is delighted with the criteria, and the degree of satisfaction at the upper level decreases.

According to Maslow, as stated by Haque et al., the physiological requirements at the bottom of the hierarchy should be satisfied at an acceptable level for any person's safety or protection needs (2014). The physiological need is the longing for food, water, shelter, and the survival of fundamental things. Physiological needs are survival needs, to be more precise.

After the fulfillment of survival requirements, people are inspired to be shielded from vulnerability. They want job protection, prestige, and everything they have got. They want to step forward into the need for love and to belong gradually. They want to be valued and

cherished and to show love to others. At the fourth level of the need hierarchy, people want to be unique, distinctive and valued by others to meet esteem needs. The conditions of self-actualization are to be met at the highest level of hierarchy. The complete fulfillment of the lower order needs is achieved, and at this stage, the highest potential is retained (Haque et al., 2014).

As a standard theory that explains human needs, the theory of Maslow is criticized and challenged. The validity of the features of self-actualization is disputed because of the lack of empirical proof. It is not very easy to empirically test the self-actualization principle of Maslow in such a way that causal relationships can be formed (Zhou and Brown, 2015). However, understanding human nature and implementing motivational techniques to deliver staff resources successfully is a famous principle. This is more common in classrooms, as teacher motivation plays a vital role in their success in the classroom.

The behavior exhibited by teachers represents their degree of motivation. Teachers who often search for their survival are not driven in the hierarchy by protection or higher-level needs. They long for protection and security in the workplace after earning fair payments and meeting everyday needs. Permanence or guarantee of continuity might be it. Eventually, this leads them to the needs of love and belonging, and they are interested in the community and give like-minded individuals to be with them. If and until the need for love and belonging is satisfied, the esteem needs are not motivated, but there is an automatic departure for the needs of esteem after achieving it. Because of individual differences, teachers in the same setting are not driven by the same or similar needs.

According to this principle, it is easy to meet the lower hierarchy needs for many workers or individuals, and it is met. The potential for advancement, recognition and independent action, the acknowledgment of others' leadership, the difficulties and high success rate, the happiness of the learners are the higher-order needs that hierarchy needs. This causes the teachers to take initiative action to strengthen the organization and ultimately improve the performance of the classroom.

The school administration and leaders will encourage teachers to improve their classroom performance by improving their participation and making them feel like they are treated equally among their coworkers. Furthermore, teacher motivation is influenced by leadership behavior, student achievement, and coworker relationships. School leadership and management can inspire teachers to produce better results by appropriately intervening on the identified factors.

3.1.1 Linking Motivational Theory with Research questions

The Motivational theory is a standard theory that helps us study how a human operates and find ways to motivate him/her and how they can be demotivating? The following question may be answered using this theory:

- i. What factors motivate or demotivate the teachers in the schools in Kaski District?

The above question can be answered with the help of the motivational theory about how a teacher can be motivated and demotivated in a school. This also helps a school increase the quality of the teacher's academic performance by motivating the teachers and knowing how a teacher gets demotivated. This gives a clear view for the educators and institutions if they want to increase the quality of their school, they have to motivate the teacher so that he can help his/her students increase their quality, which will increase the quality of the school.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.0 Introduction

A comparative analysis academic success between public secondary schools and private secondary schools is presented in this chapter, utilizing data from the SEE test administered in the region as a starting point. These chapters discuss the study's research design and methods. It covers the research methodology, the research field and target population, size of the sample, sampling methods and data collecting process. The study's goal is to clarify the appropriateness and suitability of the qualitative case study approach. Finally, the chapter outlines the process of data analysis.

4.1 Research Design

This research was conducted using a holistic case study methodology, which allows for a more in-depth examination of the topic (Stake, 2005). Since both public and private secondary schools use assessment activities and techniques and offer assessment courses to students, it was concluded that this case study is acceptable. In these schools, students are issued report cards and if they fail the tests, they lose the opportunity to continue their studies. Therefore, it was expected that comprehensive information on school evaluation activities and ordinary skills that should be learned among students would be gathered from the specific case study, and this would help enhance their success in SEE.

4.2 Study Area

The case study involved two secondary schools, one public and one private. To protect the privacy of the schools, the true names of the schools were changed. These are the schools that I am referring to:

- i. Private Secondary School
- ii. Public Secondary School

Both schools are situated in Nepal's Kaski District in Ramchaur. The real name of the place has also been changed to Ramchaur and also the school's name has been just put as public

secondary school and private secondary school further to protect the schools' privacy and the participants. For the following reasons, Ramchaur was an appropriate site for this research.

The reasons are:

- Ramchaur is one of Nepal's fastest-growing metropolitan regions, where the bulk of private schools are located. It is home to a broad variety of private and public schools.
- Before I departed from Norway, tentative communications had already been made with individuals affiliated with the two schools. Both schools reacted favorably to the idea that the researcher might be me.
- Because the two schools are close together, the researcher can maintain an ongoing presence in both.
- There are individuals from different socio-economic backgrounds in the city of Ramchaur. It is a fledgling community that has attracted individuals from all across Nepal. People from various castes live in the town and surrounding areas, including Brahmins (priests), Kshatriyas (warriors), Newars (businessmen), Sudras (peasants), Gurungs, and others. I could choose participants from various cultural and socio-economic backgrounds from this mixture for the research.
- In Nepal, private schools are considered to be superior than state schools in terms of quality and competitiveness. Ramchaur, as I said before, is home to a number of well-known public and private educational institutions. Because of this, I was able to compare schools from both sectors. Although it was not easy to know "more about the comparability of schools" in advance, I would want to make this remark. I made my selection based on what was known about the schools and what I learnt through reading about them.

4.2.1 Sampling Technique

Intentionally, the research used purposive sampling and basic random sampling methods to evaluate the population sample.

i. A sampling of the secondary schools

The schools investigated were specifically chosen because of their distinct qualities compared to other schools in the region. The following are the reasons behind this.

Reasons for choosing the schools:

- They have a reputation for success based on student discipline, performance on national exams, and proficiency in a foreign language as well as math and science courses as well as K through 10 are taught in both schools.
- In both schools, my colleagues in the communication department were eager to participate in this project from the beginning.
- In the National School Education Exam (SEE) in their division, both schools have competitive results. Although the outcomes of Private school (up to 100%) was better than those of public school (up to 40-50%), both schools have considerably better results (20-25%) than other schools in the region.
- Both schools have stricter entrance criteria within their division than other schools in the area. Parental desire was evident from the sheer number of pupils who attended these schools and those who were on waiting lists to get into them.

ii) Sampling of parents

Due to the role they held in the chosen schools, parents were intentionally included in the analysis. This was done to get a first-hand look at how schools view assessment activities and how they encourage the development of skills for students completing SEE, which is why they were sampled. In that scenario, parents were sampled from the chosen secondary schools. Four parents were selected from each school. Three parents were male, whereas one was female. Two private schools were public officers, whereas one engaged in agriculture, and one female parent was a housewife. In public school, everyone was engaged in agriculture.

Table: 2. A sampling of the Parents in public school

Respondent Code	School Type	Age	Gender	Occupation
P1Pub	Public	45	Male	Agriculture
P2Pub	Public	40	Male	Agriculture
P3Pub	Public	38	Male	Agriculture
P4Pub	Public	35	Female	Agriculture

Table: 3. A sampling of the Parents in private school

Respondent Code	School Type	Age	Gender	Occupation
P1Pri	Private	42	Male	Public officer
P2Pri	Private	43	Male	Public officer
P3Pri	Private	35	Male	Agriculture
P4Pri	Private	33	Female	Housewife

(iii) Sampling of teachers

Due to the fact that they were needed to give data on how they evaluate, create assessment tools for school-based evaluations, and facilitate their teaching process, the instructors played a vital role in this study. The teachers were chosen as per their work experience, gender, and willingness to participate in this study. 4 teachers were selected in each school, of which three teachers were male, and one was female. Two male teachers from the public school had 15 years' experience, and one male teacher had eight years of experience while the female teacher had seven years of experience, whereas in the private school, the two male teachers had six and one teacher had seven years' experience while the female teacher had three years of experience.

Table: 4. A sampling of the Teachers in public school

Respondent Code	School Type	Age	Gender	Experience (Years)
T1Pub	Public	48	Male	15
T2Pub	Public	43	Male	15
T3Pub	Public	37	Male	8
T4Pub	Public	35	Female	7

Table: 5. A sampling of the Teachers in private school

Respondent Code	School Type	Age	Gender	Experience (Years)
T1Pri	Private	35	Male	7
T2Pri	Private	32	Male	6
T3Pri	Private	28	Male	6
T4Pri	Private	26	Female	3

(iv) Sampling of Students

The students were from Grade 10 who attended the SEE in both schools. Four students from each school were selected. Three students were male, whereas one student was female from each school. Two students with high scores and two students with low scores were chosen. Students were required to provide valuable information about the appraisal practices based on the schools and their impact on the learning of skills and also on their success in SEE.

Table: 6. A sampling of the Students in public school

Respondent Code	School Type	Age	Gender	Score
S1Pub	Public	14	Male	High
S2Pub	Public	14	Male	Low
S3Pub	Public	16	Male	Low
S4Pub	Public	15	Female	High

Table: 7. A sampling of the Students in private school

Respondent Code	School Type	Age	Gender	Score
S1Pri	Private	16	Male	Low
S2Pri	Private	15	Male	High
S3Pri	Private	16	Male	High
S4Pri	Private	15	Female	Low

4.3 Target Population

Population, according to Enon (1998), refers to those persons who can provide information to the researcher. It has been suggested that the population is the group as a whole. The population for whom findings are generalized or for whose data is solicited is the target population (Msabila and Nalaila, 2013). The students, teachers, parents, principle and district education officer of Ramchaur's public and private secondary schools were the study's target population.

For this study, a total of 27 participants gave the interview. In the official interview, two schools each picked eight instructors, two headmasters, eight pupils, eight parents and one District education officer. Both public and private school participants made up nearly the same percentage of participants. All participants signed written consent forms and provided verbal consent prior to the interviews. Pseudonyms are used to preserve the privacy of the respondents in this dissertation.

Interview participants were selected based on their gender, job experience, desire to engage in the study, satisfaction with the interviews, and the quantity of knowledge they could offer. For prospective teachers and student participants from their schools, I met with the Headmaster and the Principal. They both gave me some names, but I asked each participant individually if they wanted to participate in this study.

Many other teachers, pupils, parents, and local educators, in addition to these formal participants, contributed knowledge related to this study through informal interactions and spontaneous discussions. During my school trips, I had these kinds of encounters. It was obvious that everyone who visited the schools were curious in what I was doing. It was really interesting and essential knowledge that I acquired despite the fact that talks were not scheduled or structured. During each of these sessions, I took notes.

4.4 Sample Size

From the target population, a sample size is selected for measurement (Aczel, 1995). The sample size for the report was one public secondary school and one private secondary school in Ramchaur. Teachers, students, and other stakeholders took part in this study (parents and education officers). The sample size consists of eight students from selected schools, eight teachers, eight parents, two school heads and one district education officer.

4.5 Data Collection Method

In January 2020, preliminary data collection for this study, primarily quantitative, has begun. A colleague assisted me in Nepal to gather papers, government records, and related posts. Before leaving Norway, he also helped me contact the schools. As soon as I came, school authorities made verbal assurances to me.

Between February 2019 and March 2020, school findings and interviews took place. Initial interviews were conducted with participants in early February, and structured, by the end of the month and in February 2020, follow-up interviews were conducted. From Sunday through Friday, the majority of my time was spent at school, which was six days a week. Each day, I visited a different school, staying in one place for the whole day. The COVID-19 pandemic had an impact because frequent and ongoing field visits and face-to-face interviews were

difficult due to mobility limitations in fighting the viral pandemic. In most countries around the world, there was a lockdown. Since the last week of March, Nepal had been absolutely locked down. There is little contact with individuals outside the home, and everyone has to maintain a social distance.

Observations were carried out in the schools, at scheduled school activities, meetings with teachers, and unplanned school events. During the first week, I saw several parents as they admitted their children to the new academic year. In all other cases, individuals were made aware that I was a researcher. The interviews were conducted at a mutually agreed upon location. Some of the interviews were conducted directly at the school, while others took place at my private residence. I have made separate appointments for all interviews, except for two. Because of the COVID-19 pandemic, I had to take some interviews by using video calls from the internet, this might influence the responses during my fieldwork, and I could have received more personal and detailed responses if I had conducted a face-to-face interview. As much information as possible was needed for this project, as it focuses on the procedures that make the school effective, rather than the actual product itself. In my study, teachers and administrators interacted, and I examined student-teacher relationships. Then I listened to what they had to say about their experiences at work and at school. The parents' concerns about their children have often brought me into the middle of heated teacher arguments.

Each participant provided information on his or her own personal views on a variety of topics. In addition to providing thorough accounts of events and activities, they also give direct quotes from participant interviews, their emotional opinion of the school, as well as instances of why some things are the way they are at school. As Patton (1982) points out, the subtleties add depth and complexity to the work.

Three data collection strategies were employed in this study:

- i) Observation,
- ii) Interviews, and
- iii) Documentary Review

i) Observation

During my daily visits to both schools, I saw four formal organized courses and a multitude of unstructured activities. Since the informal class in unstructured settings and activities was more instructive than the formal class, I only saw four formal classes. I thought that with my presence in the class, the teachers and the students were unnecessarily cautious. Nevertheless, in an unstructured world, they were much more accessible and were less influenced with my attendance.

As an outsider, I was able to see things and occurrences first-hand, which was a valuable experience. The more I observed school activities, the more I realized that they were a rich source of study information for me. As Patton (1990) spoke to an evaluator/researcher about the strengths and benefits of observation, I found the following to be accurate. It helped me to consider more closely the conditions under which the school programs were operating.

I figured out more new stuff as I kept watching. I was able to utilize inductive reasoning to come up with a response. Intentionally or unintentionally, I was able to see and hear what the participants were doing and saying.

This allowed participants to express themselves more freely than they would in an interview. I learned without even having to ask a question. My understanding of the situation changed when I witnessed what was going on. As a result, I was able to better understand school events and activities (Patton, 1990). My first week of school was filled with exchanges between instructors, parents and kids, as I said earlier. In addition, my observation schedule was fractured throughout the first several days of school, with particular places and events. This did, however, assist me select the proper area, event, and time to observe in the days ahead. My surroundings were familiarized by being quiet, honest, realistic, and not overwhelmed as Taylor and Bogdan recommended (1984). Student conduct was monitored during unstructured time while I strolled through the hallways and roamed around the playground. I engaged in casual interactions with students, instructors, and the principal. Besides helping me become accustomed to the new educational atmosphere, it also enabled the discovery of their attitudes and actions for the very first time.

Planned and approved by the instructors, I performed four classroom observations. However, as the scenarios and incidents happened unexpectedly, certain events were unplanned. At times, because there were so many things to observe, it was kind of exhaustive and daunting. "Participant observation is schizophrenic in the sense that one typically participates, but not to the point of being immersed in the action," Merriam, (1988) remarked. I have been

selective on some of the things I might avoid in order to avoid fatigue. I based my findings on the following five regions, as suggested by Merriam (1988):

- i. Other physical amenities, as well as the surroundings are included in this scene.
- ii. Among the participants were teachers, students, parents, members of the school committee and district education office officials.
- iii. Parent visits and students outside of classrooms occur on a regular and extended basis.
- iv. Teachers' comments regarding school committees and student reactions to teacher presence are examples of subtle variables.

It was tough to keep track of everyone and everything throughout the observations. As one of many people present to observe, listen and understand what was going on, I was unable to contribute anything. Because I feared it could be too much for others, I didn't want to be seen always writing. After each observation, I took field notes. Bogdan and Biklen advised the following guide to help me enhance my memory (1997) as:

- Get to work on the task at hand. What you can accomplish now, don't put off till tomorrow. Watching and taking notes for longer periods of time will impair your memory and make it more difficult to record the events.
- Until you record it, do not talk about your observations. Talking about it diffuses the value of it. Moreover, when you begin to doubt what you put down on paper and what you said to your colleague, it is frustrating.
- Choose a place that is free of interruptions and has appropriate recording and working capabilities.
- To finish the notes, allot a sufficient amount of time in your schedule. How long it takes to finish a succession of notes is something that can only be learned via experience. Take at least three times as much time to write as to observe if you're just starting out.
- Make a few notes to get you started. Summary of important sentences and events: Some people sketch a map of their surroundings during the course of their day.
- Attempt to go through the observation course in chronological order. Although certain people write their notes in a topically organized manner, the normal flow of

chronology may be the most effective coordinating framework.

- Enable the events and interactions in your head to flow into the paper. Some people chat about their observations as they write them down.
- If you remember that you've missed something after you've completed a part of the notes, add it. Similarly, add it to the end if you complete your set of notes and then recall something that was not included. Don't even think about doing anything for the first time. There is still time to incorporate them later.
- Recognize that taking notes is time-consuming and taxing, but "It's a sweet suffering," as the Vermont farmer said when talking about winter on a warm day. It's like you paid for spring (Bogdan and Biklen, 1997).

One of the strategies I developed in the field was to document my discoveries with my cell phone's recording device. When I returned home, which was not far from both institutions, I immediately began the process of writing. I've believed that mobile recording has been more useful than making notes at times, but I'm not sure. This method helped me retain more knowledge than writing it down would have allowed me to retain. Later, I could also compare my notes to the recorded version.

My laptop was with me when I arrived at the employment location. As often as I could, I utilized it to take notes. Because I didn't have a separate computer room, it was difficult to find an appropriate location. In order to take notes and use the machine, I shared the primary teacher's office area. Due to the laptop's unfamiliarity with public school pupils, I sometimes found myself discussing its operations rather than taking notes on it.

ii) Interviews

The initial meeting with the participants was more of a free-flowing conversation than a standard interview. I visited with teachers, kids, and administrations one at a time, but I spoke with parents in groups of four. Others were just written down. Some talks were captured on my mobile phone. After this, I've scheduled a official interview. Before doing the official interview, double-checking my notes as well as the recordings of the initial meeting, I made sure that everything was correct. Between an hour and two hours were allotted for the structured interview. Participants were allowed to voice their opinions on public and private schools, as well as education in general, during the interview.

Interviews were valuable in this case study because they offered information from the perspective of the participants. Interviews were conducted primarily in order to collect a certain type of information (Merriam, 1988). I decided to find out what they have in mind for the future by calling them. In my opinion, the information I obtained from the interviews much exceeded what I might have gained through observation. Any questions I had based on my observations were also clarified throughout the interviews, as well. They were therefore a way of verifying the data received from other sources.

Since private schools in Nepal enjoy a great degree of autonomy, student, teacher, and parent attitudes and behaviors may have a crucial role in their perceived success and effectiveness, according to the study. It was necessary to get the details in their own words in this sense. In order to understand people's attitudes, emotions, and knowledge, Patton (1990) proposed that in-depth, rigorous interviewing was important. Bogdan and Biklen (1997), on the other hand, shared that good interviews generate rich data that represents the interviewer's viewpoint. When asking them questions, I tried to be very cautious and straightforward.

Although the interview structure varied according to who the interviewee was, I was meticulous in letting the interviewer talk from his/her point of view. Bogdan and Biklen (1997), advised that I listen carefully, ask for explanation without questioning, refrain from criticizing the interviewee, and try with different approaches. The varied interview methods I used were influenced by factors such as the interviewee, context, and sort of data I was collecting (Bogdan & Biklen, 1997; Marshall and Rossman, 1989; Merriam, 1988; Patton, 1990). Some of the participants did not require me to ask many questions since they provided me with the essential information I needed, while others forced me to ask far more formal questions than I had time for.

A interview, in which questions are predetermined, is classified as a structured interview by Merriam (1988). A semi-structured interview, on the other hand, is classified as semi-structured yet allows for some flexibility based on the interviewee's position. In this study, interviews ranged from unstructured to semistructured. Participants were allowed to provide as much information as they wanted during the initial interview, which was unstructured and undirected. The interviews were very different with the head-master and principal than with others. They certainly had more information to share about their schools and a new viewpoint. I assume this is what "Elite interview" means to Marshall and Rossman (1989). "An elite interview is a specialized treatment of interviewing that focuses on a particular type of respondent. Elites are considered influential, the prominent, and the well-informed people

in an organization or community" (Marshall and Rossman, 1989). The principal presented a great deal of data for both public and private schools and about the area.

iii) Documents

Some records were also reviewed, in addition to the primary data gathered through observations and interviews. Mainly, annual school newsletters, governing papers, government reports, and some individual articles previously published were studied. The National Education Commission reports and the annual reports released by the Ministry of Education and Culture have been reviewed. Data obtained from this source was mainly quantitative. This included the students' results in the SEE exam, number of school teachers, students, their history, and the schools' economic status. The government documents included information about the country's wider educational statistics.

4.6 Data Analysis

In a qualitative case study, the researcher obtains a large quantity of data through observation, interviews, and record searches, which may make the data analysis intimidating and tedious. It was recognized by Patton in 1990 that he was incompetent "There is no way to prepare pupils for the enormous volume of information they would be faced with after data gathering is complete. It might be difficult to sit down and try to make sense of pages of interviews and full folders of field notes ". To deal with the large volumes of data generated by a qualitative analysis, however, several scholars offered alternative techniques (Patton, 1982; Lincoln and Guba, 1985; Merriam, 1988; Marshall and Rossman, 1989; Bogdan and Biklen, 1997; Glaser and Strauss, 2017). Qualitative research requires both data collection and analysis to be done simultaneously, although the final and thorough analysis occurred after data collection was completed (Merriam, 1988).

Right after they were conducted, preliminary review of interview and observation was done. Each observation's field notes and recordings, some initial trends were established. The details gathered from them contributed to further observation of a specific event or operation.

There are five research strategies that Marshall and Rossman, (1989) proposed: Organizing information; generating categories; identifying patterns, tests; and producing the report. I carefully selected significant information in each of these measures, put it in the correct category, and excluded details that did not match the research questions of the report. This assisted me in navigating the data and directed me to additional interview findings and relevant questions.

1) Organizing the Data:

Organizing the data acquired every day required that I get familiar with the information collected on it. Marshall and Rossman (1989) say that reviewing the data in depth is the best approach to become familiar with it. My field notes and recordings were listened to each evening during data collection. It was also around this time that I listened to the interview recordings and took the notes. Even though my laptop was with me, there was no printer in the area. The only way for me to become acquainted with the details provided by interview participants was to take notes from the interview recordings.

Data that originally fit into some patterns was cataloged on index cards in this phase of the process. Lincoln and Guba (1985) and Glaser and Strauss (2017) both advocated the use of distinct index cards for different types of information in their continuous comparative qualitative data analysis approach.

The developing trends were not assigned a label at this point in the study, and they were continually moved into different categories as new information became available. Making index cards with actual quotations and words from the participants is something I did regularly. On each card, the specific source of the information was identified. I was able to discover regularities in the data using these approaches of data organization. My data analysis progressed when I noticed some patterns in the data.

2) Creating Categories, Themes, and Patterns.

After the previous stage, this one was even more severe. While searching the data, I sorted it into several categories and topics, as well as identifying any trends. The classification procedure was affected by the different variables included in the study's research questions.

This is when I additionally evaluated the accuracy of data from other sources. Data that has already been assigned to one of the categories was cross-referenced with new data that was collected. A new category was formed when fresh data revealed a new trend that did not fit into any of the current categories. It was an intuitive process, but I made sure that the categories were aligned with the objective of this report.

On a regular basis, I also discussed my data interpretations with the participants, following up with them and giving them my notes. This helped me to clarify my interpretations and to uncover new categories as a result. It is my belief that participants' interpretations were cross-checked with each other.

2) Putting Emergent Hypotheses to the Test

As a result of my departure, I had collected all the essential information. I had all of the interview recordings transcribed in verbatim at this stage in the data analysis process.

Transcribing one interview took me an average of ten to twelve hours. Because the interviews were conducted in Nepali for the public school, the process took longer than usual, so I was translating into English while also transcribing. Transcripts have been printed and read multiple times. The average time it took me to transcribing one interview was between 10 and 12 hours.

A phase in which data are evaluated for informational sufficiency, credibility, utility, and centrality, as written by Marshall and Rossman, (1989). After defining a number of categories, I examined their interrelationships and the data they contained. It was necessary for me to examine at different times in time whether or not the information from the same and different sources was accurate. These memoranda were produced after the study's legitimacy, adequacy and value had been determined. My research questions were compared to these and I checked to see whether they were explained.

4) Seeking Alternative Explanations

Comparing categories and theories was done once a set of categories and memoranda were developed. Investigated and presented a number of possible hypothesis, as well as tried to compare them. Examples include comparing information from several sources on a single topic. To check for consistency in patterns, themes, and meanings, I continuously examined the data from both schools.

5) Report Preparation

I began writing as soon as I began evaluating the data and took notes on it every night. As I was gathering and evaluating data, I started writing the report.

This report is exploratory and descriptive, as I indicated earlier. A "Thick description" and an analysis of the variables in this investigation are included in this work. During my study, I sought to describe the activities and events that took place in each of the schools. Students' views and actions toward their schools are described in detail, often in their own words, in this study.

Many researchers have made many suggestions for an efficient qualitative case study writing method. Merriam (1988) proposed a four-step process for writing this paper, which I attempted to follow: this includes putting together the case file, analyzing the audience, choosing a topic, and laying up the report.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.0 Introduction

The four main aims of this chapter are outlined below. The first goal is to find out which school performed better private secondary school or public secondary school. Secondly, this study looks at the reasons why the secondary school performed better in Ramchaur.

Comparing secondary school resources in private and public schools is the third objective.

Lastly, the fourth aim is to compare the motivation of instructors amongst the schools in the study.

5.1 Comparing the SEE results between Private Secondary School and Public Secondary School in the past three academic years

Table 8: Comparing the SEE results between private and public schools in the last three academic years

Year	Passing percentage in Private Secondary School	Passing percentage in Public Secondary School
2017/18	100	48.5
2018/19	100	52.1
2019/20	100	54.5

Source: Field data, 2020

“It has been the case of the public schools whose quality is decreasing year by year whereas private schools are increasing their quality every year.”

-Respondent T1pub

Data from 2017/18 to 2019/20 in Ramchaur offers a comparison of passing percentages between private and public secondary school. This data shows that in the past three academic years the passing percentage in the private secondary school is 100 percent whereas in the public secondary school the passing percentage is very low i.e., just between 48 to 55

percent. This trend shows that private secondary school is outperforming the public secondary school in the study survey in Ramchaur.

5.2 Factors for Private Secondary School to outperform Public Secondary School

The second purpose of the study was to explore the reasons why the private secondary school in Ramchaur performed better than public secondary school. Private schools have outperformed public schools in academics for many years now. Responses to questionnaires and interview guides provided these findings. Using questionnaire and interview responses, each tool's findings and conclusions are described.

Table 9: Factors for the private secondary school to outperform the public secondary school based on parent’s perspectives (N=8)

Factors	Total respondents	Parents in favour of private school	Parents in favour of public school
Qualified teachers	8	6	2
Good pay and incentive	8	7	1
Availability of resources	8	5	3
Good control system	8	7	1
Good enrollment system	8	8	0

Source: Field data, 2020

Table 10: Factors for the private secondary school to outperform the public secondary school based on teacher’s perspectives (N=8)

Factors	Total respondents	Teachers in favour of private school	Teachers in favour of public school
Qualified teachers	8	7	1
Good pay and incentive	8	6	2
Availability of resources	8	6	2
Good control system	8	7	1
Good enrollment system	8	7	1

Source: Field data, 2020

Parents and instructors of the study agreed that these characteristics played a key impact in Private Secondary School's superior performance versus Public Secondary School's.

1) Qualified teachers

The study report indicates that 6 parents claimed that private secondary school typically hire and use skilled manpower for teaching activities. This outcome relates to the response of teacher interviewees, in which 7 respondents indicated that private secondary school culture hires qualified teachers to allow them to outperform public secondary school.

Private school pupils do better than their public school counterparts in spite of the fact that public school instructors receive teacher training and have greater expertise in theory. There is a difference in the level of responsibility of public school teachers and private school teachers because there is a kind of assurance of a job where the permanent teachers in the public school cannot be fired whereas in the private school a kind of pressure is there to perform better for the teacher so that student's performance will get better and in turn the school will attract more students in the next calendar year.

There is a use of good teaching techniques such as the use of ICT, regular monitoring of the students by the teacher, focusing on the subjects in which the students are poor and providing them with extra classes and guidance in institutional school. One topic is taught at the private school by the teachers whereas in the public school there is a system that there are teachers who teach more than one subjects which will lower the quality. The teachers in the private school rarely are absent whereas in the public school the absent rate is very high.

Therefore, private school instructors are more qualified than their public school counterparts.

“Public secondary school normally hire teachers by looking at the qualifications, whereas private secondary schools look at certificates, class observation and often assess the teacher's ability to provide materials.”

-Respondent T3Pri

2) Good pay and incentive

Due to the high salaries and benefits received by teachers and other employees, private secondary schools outperform public secondary schools. In table above 7 and 6 respondents responded to a questionnaire for parents and teachers respectively. This view was held by both parents and teachers of the research. It has been stated that public school teachers receive good pay than the private school teachers. But, in Grade 10 the teachers at the private schools are paid higher and given incentives or increased as per the experience if the students perform well whereas in the public school the teacher has a fixed salary which is always same until the government decides to increase. And, in the public school there are less teachers. Because of this they have to hire temporary teachers who are paid less and hired because they were recommended by the higher authority, or a person related to political party or directly by the political party which has the dominance in that school. But, in the case of

private school the teachers are hired immediately if necessary and hired looking at their qualification, experience and observing how he/she teaches.

“Teachers are motivated by the higher salary and incentive to perform better. The teachers get rewards and increment in private schools if their students perform better whereas in public schools the teachers have fixed salary which only increases according to the government plans and policies.”

-Respondent T4Pub

3) Availability of resources

Many pupils, teachers and parents who took part in this study have begun to have adequate teaching and learning opportunities in private secondary school. In order to improve teaching and learning, a wide variety of books, laboratory equipment, and other resources are available. There were five parents and six instructors who thought private secondary school had more resources than public secondary school, according to the survey results. The majority of private secondary schools, according to some respondents, were created and owned by affluent individuals or corporations that could afford to support every aspect of the institutions.

In the private schools there are well designed buildings and textbooks are bought by the parents. So, there is no problem for the students. If there is any problem then, it is fixed immediately because it runs on profit-based model. So, there should not be any complain. The government provides free textbooks to all public school pupils up to the secondary level. The textbooks, on the other hand, are not delivered on time to all schools. However, at private institutions, everyone has to buy their own books, therefore there is no issue with acquiring textbooks after the start of the academic year. The school allots a certain bookstore to get the books and the students get their book from that store.

“In the public school there is a certain process to get the materials and it will take time to get sometimes even 6 months but in private school you just have to tell the management authority and you will get it by tomorrow.”

-Respondent T2Pub

4) Good control system

The private school is using pass grades and trimming failed pupils as a control mechanism, according to the study's conclusions. 7 respondents from both parents and teachers claimed this control system is better in private school than public school. In an interview, the principal of a private secondary school explained that the school's grade point average was being established to encourage pupils to study hard. When a class is repeated or a student moves up in grade, those who do not meet the passing grade are weeded out. This also relates to one of the parents who answered the question of the interview by saying that for fear of pass mark and pruning, private school students work hard.

Although there are effective systems for controlling students and instructors in the private school system, there are none in the public school system. This includes establishing a system for improving student and teacher quality as well as managing discipline. Weekly examinations, monthly exams, questions and extracurricular activities are common in private schools, whereas they are uncommon in public schools. If a student is failed in the final exam of the private school, he/she must repeat the class whereas in the public school they can enroll even though they are failed until the board exam such as the exam of Grade 8 and the SEE exam of Grade 10.

The discipline in the private school is like the key element that separates public school and private school. The public school has a much worse discipline problem than the private school. The issue is not a lack of discipline, but rather how it is dealt with. In the private school, the principle and the teachers take the action immediately and inform their parents or in the worst-case scenario they are not hesitant to suspend the student whereas in the public school the authority is slow to take the action. If they take the action, members of the Student Management Committee and some powerful community leaders will put pressure on them to reverse their decision.

We may thus conclude that a private school has a superior control system than a public school as a result of this.

“Management in the public school is not competent as compared to the private school. There is extra pressure from the political parties for the management authority in public school. So, the headteacher has to talk with hundred people before taking any decision.”

-Respondent Former Headteacher Public School

5) Good enrollment system

8 parents reacting to the study results were of the opinion that by looking at such superior performers, private secondary school generally admit students. Participants suggested that these institutions seek for children who have the potential to do well in school. While some public schools do accept students with political affiliations, there is no distinction between them. 7 teachers, on the other hand, strongly endorsed the factor. Public secondary schools aren't particularly careful about enrolling kids. When confronted with this situation, the director of a public secondary school claimed that many kids had entered his or her school without knowing how to write or read correctly. In private school, he remarked, "this isn't obvious." All of this suggests that enrolling children in private secondary schools is an effective strategy.

Private schools have a very strong mechanism for recruiting good pupils. But, in the public school everyone is welcomed so there can be good as well as average students. In terms of the recruitment system of the teachers, the public school have an exam of written and an interview where there is evaluation of knowledge but there is not any observation of the teaching skills and there is lack of teachers in the public school, so they recruit temporary teacher who are paid less and are mostly recommended by the higher authority like the School Management Committee or the local leaders or a political party. However, in the private school the teachers are recruited as per the qualification, experience and observation done by the experienced teachers in the class where the students will be taught for multiple times until the students, the senior teacher's and the principle think that he is capable. Due to this, private schools have a better enrollment system than public schools, both for instructors and students.

"I can send my son/daughter in public school without any exam but if I have to send my son/daughter to a private school, they have to give entrance exams where they have to pass and the competition is really high."

-Respondent P2Pri

5.3 The comparison of resources available in the Public Secondary School and Private Secondary School

As a third objective, the research compared the resources available in secondary schools, both private and public. Books, classrooms, staff, students, buildings, and other school requirements are among the services expected to be examined. The study results show that there are good opportunities for private secondary school that enable it to outperform public secondary school.

Private secondary school outperformed public secondary school with qualified and dedicated teachers, adequate learning and teaching resources, financial strength, strong school management and a successful inspection staff which improved the performance. As far as academic performance is concerned, these instruments were believed to be a major factor in keeping private secondary schools at their peak. In addition, the majority of interviewees said that private secondary schools were successful in other sectors, such as sports and games. These services, which are accessible in most private secondary school, are the reason behind all these improvement. As the tables below illustrate, both the interview and questionnaire respondents of the study suggested these data.

Table 11: Resources available in private school based on parent’s perspective

Factors	Total respondents	Parents in favour of private school	Parents in favour of public school
Qualified and committed teachers	8	6	2
Enough learning and teaching materials incentive	8	7	1
Financial capability	8	6	2
Competent school managers	8	7	1
Active inspectorate personnel system	8	6	1

Source: Field data, 2020

Table 12: Resources available in private school based on teacher's perspective

Factors	Total respondents	Teachers in favour of private school	Teachers in favour of public school
Qualified and committed teachers	8	7	1
Enough learning and teaching materials incentive	8	6	2
Financial capability	8	6	2
Competent school managers	8	7	1
Active inspectorate personnel system	8	7	1

Source: Field data, 2020

1) Qualified and committed teachers

Private secondary school in Ramchaur performed better than public secondary school due to resource incongruity, according to study. This involve professional and dedicated teachers at private secondary school which is present. Teachers working in private secondary school are content-oriented, knowledgeable, and ready to provide students with information. They are those that are extremely capable of teaching practices. The argument was made that most private schools employ instructors based on their certificate of high performance and interview them to determine their talents.

6 parents listed qualified and dedicated teachers from the research findings as the resource possessed by private secondary school. According to the findings, this is a major factor in private secondary school outperforming public secondary school in test scores. Seven teachers agreed with this notion in an interview. According to one of the secondary school instructors who responded to the research question, private secondary school recruit skilled teachers in order to ensure the success of their students. The model of the private school is profit oriented. So, better the quality more will be the number of students in the next calendar year. Therefore, for better quality they need qualified and committed teachers who will deliver good results. And these teachers are committed because a school is measured with the result of SEE exam and if the result is good, they will get incentives and rewards. But, in the public school once the person passes the test and becomes a teacher then it will be like a permanent job. So, they are not that committed because no one can fire them, and they become lazy. Since, they have a fixed salary which increases as per the government decision and there is not any bonus for increasing the quality of the students.

As a result, the private school has more qualified and committed teachers than the public school.

“Due to the lack of teachers in public school, most of the teachers are temporary and are hired because they are someone’s relative or are referred by the dominating political party. But, in private school they are hired by their qualification along with the observation and interviews.”

-Respondent T1Pri

2) Adequate learning and teaching materials

Private secondary school had well-equipped labs, more library books, conducive classrooms compared to public secondary school from the study results. There are public schools with labs but few books with rough floors, with a lack of chemicals to operate the laboratories. An interview and questionnaire revealed comparable findings. Seven parents and six instructors said private secondary schools had better learning and teaching resources than public schools, according to the study's findings.

The private school is financially sound because they run by taking the monthly fees. So, they can afford sufficient learning and teaching materials to the students such as library, science

laboratory, computer lab, playgrounds, and other facilities for the extra-curricular activities. But the public school is run by the government so, the facilities such as library, science laboratory and computer labs are just the rooms listed with the name. There are no sufficient books in the library, equipment's in the science laboratory and computers in the computer lab.

Private schools utilize the newest ICT technology to enhance classroom teaching and learning, whereas public schools still use blackboards and chalk. The books must be bought by the students in the private school. So, they already buy it from the bookstore which is allocated by the school. But, in the case of the public school they get the books for free. So, the students sometime even don't get the books mid-way to the academic year.

Our conclusion is that the learning and teaching resources for kids in private schools are superior to those used in public schools.

"The students in the public school get the books for free which is provided by the government but most of the times it takes 2-3 months or even 6 months after the start of the academic year."

-Respondent P1Pub

3) Financial capability

When asked about private secondary school's financial standing, 6 parents responded positively. 6 teachers had the same recommendation for strong financial competence as public secondary school in correspondence with this plan. Private school owners are generally wealthy individuals or corporations, according to one respondent. According to another instructor, "There are hefty tuition prices, as well as employer help and contributions."

Some questionnaire respondents have also put forward these opinions. Overall, the study report suggests that private schools are better funded than public schools. The majority of private schools operate on a profit-based style of management. It is dominated by wealthy individuals and companies. So, there is not any issue of finance. Also, the private school charge certain fees as per the facilities and quality provided. For instance, the fee increases as per the increase in the quality and facilities. So, to get this quality the private school don't hesitate to invest as much as they want. However, the public school is run by the government. So, the investment depends upon the government's budget for a particular fiscal year. And,

due to the unstable government, the plan always changes. The government is so much corrupted that the budget allocated for the schools are gone to the pockets of politicians or the higher officials. And these politicians and higher officials make the process to get the budget very slow for the school. So, the public school always run under a tight budget. The buildings in the school are luckily being renovated and books are distributed to the students by the NGOs and INGOs. Even with this help from these organizations, some members such as headmaster or teachers take some commissions.

As a result, the private school has a stronger financial standing than the public school.

“The private schools are well equipped with the financial capability where they take tuition fees from the students whereas in public schools everything is funded by the government and most of the budget goes to the salary of the teachers. So, they are limited in finance than the private school.”

-Respondent P2Pub

4) Competent school management

The manager of private secondary school was stated to be more knowledgeable by the study respondents. Seven parents and seven instructors said that private secondary schools had more qualified management than public secondary schools, according to the study's findings. Both private and public-school parents and teachers put forward this view. Respondents suggested that private school administrators are consistent, equal, consultative, and include others in decision-making. For the majority of administrators, however, school money were a source of frustration since they were authoritarian, selfish and self-centered.

The private school's management system is more capable than the public school's. The principal is in charge of running a private school with the assistance of a vice-principal and other teachers. There is the total authority of the management group to maintain the discipline in the school which can be seen as the major element of a private school. In which if there is any issue in a student, the authority talks with the students and his parents and even they don't hesitate in suspending or rustivating a student. The teachers are hired and fired as per their performance in their related subjects. The teachers are rewarded as per their performance. And every student in Grade 10 is monitored so that he/she can be guided for example if he/she is poor in some subjects then, they give them extra classes. There is a system in the private school to put a poor performing student to the hostel where he/she is

properly guided so that he can perform better. Also, there is a system for putting the students in Grade 10 compulsory in hostel. So, that they can be guided properly to get good score in the SEE exam. There is a system of entrance exams to enroll the students. So, the quality of the students is already better. There are daily, weekly, and monthly tests to check the quality of the student so that they can be guided according to that. There is also a system of repetition of the class if the student fails the final exam of a grade. To help the students learn the English, the students must speak in English otherwise, they are fined. And a lot of extracurricular activities are conducted because of which the students can increase other skills than only studying.

But at a public school, it's run by the head-master, the School Management Committee (SMC), and the teachers themselves. Discipline is very poor in the public school, which is not a problem but, the problem is how it is handled. There is a kind of hesitant in the headmaster in dealing with the student because either he/she is a son of a higher authority, or the headmaster does not really care. The teachers are hired by the body of the government. So, most of the teachers are permanent who are not that serious about their work. And there are temporary teachers who are hired by the recommendation of the higher authority or by the political party. So that they are also not that serious because they have someone higher up to save them from being fired. And it is up to the students to be serious by staying in hostels outside the school or by taking extra classes by paying money for the Grade 10 students mostly. In the public school, there is not any system of entrance exam. So that everyone is welcome in which the students can be good or bad. There are not any weekly or monthly tests in the public schools. Only the terminal exams are held which is a mandatory guidance of the government. If a student fails in the public school, he/she does not have to repeat the classroom until the exams of Grade 8 and Grade 10 which is a national exam. There is less engagement of the students in the extra-curricular activities in the public school. So, it is clear that the private school has competent and experienced school managers than the public school which is pressurized by the higher officials or by the political parties.

“Management of schools is really hard and important because many students’ future is on the line. Private school gives the management authority full power to exercise whereas public school restricts the hand of the authority.”

-Respondent P3Pri

5) Active inspection

Compared to public secondary school, private secondary school is closely and effectively inspected. Teachers and students are efficiently inspected. According to the study's findings, everything that occurs in a private secondary school is inspected to ensure that it is done exceptionally well. Private secondary schools are well-inspected, said six parents and seven instructors in the survey. Efficacy is ensured by repeating the search on a regular basis. According to one of the interviewees, irregular examinations are held in public secondary schools. He went on to say that most public secondary schools, particularly those located outside of cities, were not inspected. A school is inspected along the road, as well as those near or in the center of it. In the private school the inspection is done by the principle, teachers and even students. The principle is responsible for the inspection of the teachers of how they are performing by looking at the results of the exam or by taking feedback from the students and other experienced teachers. So that, he or she can take additional steps to improve the teacher's quality. The teacher assesses the student's discipline and quality and guides him or her based on his or her progress by counseling him or her, assigning extra work, and communicating with his or her parents. But, in the public school the inspection is done by a body of the Ministry of Education. There are certain officials who are hired to do the inspection. However, the inspection is done only once or twice a year in a school. And, in these inspections the school authority already gets the information that someone is coming for the inspection, and they make the arrangements so that there is not any problem. That's why the teachers and the headmaster are not serious about their work. So, we can say that the private school has active inspectorate personnel than the public school.

“The private schools are regulated and inspected continuously by the authorities involved but the public schools are inspected one time in a year where the authorities get the information already. So, that everything is setup perfectly for the time of inspection.”

-Respondent P1Pri

5.3 Teachers Motivation in public and private schools

As a fourth study objective, we wanted to find out how instructors at public and private secondary schools are motivated differently. In both private and public secondary schools, the survey found, inspired instructors, but at varying rates and levels. Participants' encouragement involves paying teachers a high salary, offering performance-related pay, taking teachers on a research trip, and funding their studies. During the research, both interview and questionnaire respondents mentioned these. The following are the response frequencies :

Table 13: Motivation provision in private secondary school based on parents perspective

Motivation Type	Number of respondents	Parents in favour of private school	Parents in favour of public school
High Salary	8	7	1
Intensive Pays	8	7	1
Study Tour	8	6	2
Study sponsorship	8	7	1

Source: Field data, 2020

Table 14: Motivation provision in private secondary school based on teacher's perspective

Motivation Type	Number of respondents	Teachers in favour of private school	Teachers in favour of public school
High Salary	8	7	1
Intensive Pays	8	6	2
Study Tour	8	6	2

Study sponsorship	8	6	2
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Source: field data, 2020

1) High salary

For the same reason, 7 parents and 7 instructors feel that teachers at private schools are more motivated than those in public schools. A large number of instructors are moving from public schools to private schools in search of better opportunities. Private secondary schools motivate their instructors more than public secondary schools, according to this research study. The study data on the salaries paid to teachers suggests that private school motivate more teachers by providing incentives pays along with higher salary in Grade 10. The results suggest that their teachers were better compensated by private school in Grade 10. This was done to protect them and improve the morale of doing work. Teacher salaries in Nepal are higher in public schools than private ones. Teacher salaries are higher for private school instructors in Grade 10 compared to those in public schools. This is because teachers in private schools have more experience, and the outcome of the SEE examination is the most important factor in any private school's ability to attract students in the future. Since then, the result has been a measuring tool for parents to use when deciding on a school for their children. In the public school, there is always lack of the teachers. So, there is a system that the temporary teachers are hired with less salary who are either recommended by the relations of the higher authority or are directly recommended by a politician or a political party. And the temporary teachers also join the school in less salary because either they live near the school, or it will be a chance to enter the school in a permanent position in the future. So, the teachers in the private school of Grade 10 are paid higher in comparison with the teachers at the public school. There is a higher motivation for a teacher in the private school to do their best so that they would get the reward if the result were good in Grade 10 whereas in the public school there is not any increment in the salary as per the performance of the teacher.

A higher level of performance is expected of instructors at private schools as a result.

“Teachers in the public school have fixed salary. So, there is no motivation to get increment. But, in private school if the students do well, they will get increment and there is always chance that a rival private school can take away the teacher providing more salary.”

-Respondent T2Pri

2) Incentive pays

However, performance-related compensation (incentive pay) is prevalent in the organization. In contrast, 7 of the parents questioned felt that private schools would be more likely to hire instructors if they offered incentive compensation as a result of the research results. Six of the instructors surveyed, on the other hand, agreed.

Private schools were shown to have a higher rate of performance-related compensation than public schools. Teachers who do well are compensated extra. In public schools, the system does not always apply. Even at a public institution, determining who is the best performance is purely subjective. Therefore, private schools are far less prone to such incidents.

Some of the best schools have introduced individual and collaborative teacher motivation techniques that involve monetary prizes and social recognition, such as paying and praising high-performing teachers, as well as social acknowledgment. In order to qualify as a high-performing teacher, pupils must get higher marks in the subject area. It is common to provide Incentive Pay to teachers as an incentive. Similarly, there is a collective bid of teacher tour and heavy picnics.

The incentive pay is practiced in the private school. The teachers are rewarded as per their performance in the Grade 10 SEE examination with bonuses, rewards in holiday payments, discount in the fee of the child if he/she studies there, laptops, pen-drives etc. as a reward which helps in motivating the teacher who got the reward as well as other teachers who will be motivated in performing better by the rewards got by the teacher. So, the teachers are motivated to do better in the future. But, in the public school there is not any system of incentive pays even though the students perform better. So, the teachers are not motivated to perform better because they are getting the salary permanently and there is not any difference for them if they work hard. The advantage is to make the school appear to perform better through the performance of students, especially external exams such as mock exams.

“There is competition among teachers to perform better and get the reward in private schools. In public school, teachers don’t get any reward and there is not any fear of getting fired from the job. Since, they are permanent employees. So, they don’t do their jobs properly.”

-Respondent T3Pub

3) Study tour

In the opinion of six parents and six instructors, the study trip is more likely to take place at a private secondary school than at a public secondary school. The study tour, according to some study instructors, is important because it allows learners to discover new areas, cultures, and people through communal and self-directed activities. Students and instructors benefit from improved eyesight and sensory sensitivity as a result.

Study tour helps the students and the teachers to find new knowledge about the field practically as well as to know about the culture, tradition, territories, and people who are different. Study Tour is also a kind of incentive pay for the teacher if he/she performs better. Nevertheless, the inspiration for teachers is also stated to be a study trip. Private schools are dominant from the research results in the study tour by bringing their teachers with students. For public school, having teachers and students on a study tour is very unusual. Financial restrictions in public school is the reason for this.

The teachers in the private school are rewarded with a holiday tour with his/her family or with the whole class if his/her students perform better in the examination. These types of reward are common in the private school so that the performance will be better and that will in future help in getting more students. Since, the parents are well aware by the fact that the school which perform better are better for their children's. But, in the public school there is not any system of rewarding the teacher in the form of study tour. So, the teachers in the public school are less motivated in performing better than in the private school.

“Study tours are really important part of practical knowledge and helps to know different places and cultures. It is also a way to get better bond between teachers and students and also motivates both teacher and students to perform better.”

-Respondent T4Pri

4) Study sponsorships

From the results of the analysis, this encouragement was stated to be primarily supplied by private schools. 7 of parents' respondents indicated that their teachers are funded by private secondary school rather than public secondary school. The majority of them claimed that public schools were doing this. On the other hand, 6 teachers answering argued that private secondary school inspire teachers by funding their studies. In offering explanation, these

interviewees argued that private schools hire trained teachers who they felt were fit for their activities. Although public schools often face the inability of teachers to teach properly, they have also been responsible for preparing them for increasing job efficiency. It was mentioned by one of the educators,

Study Sponsorships are a type of scholarship given to someone who has done well and has the potential to do even better by receiving the study. Both public and private schools often engage in this sort of sponsorship. Private schools award them based on achievement, whereas public schools award them to teachers who have the backing of a prominent authority. As a result, many good teachers who perform well do not have the opportunity to receive this sponsorship in a public school. However, in a private school, the teacher who has performed the best receives sponsorship. In the private school, there is also the provision of giving the sponsorship to the children of the teacher who study in the same school. This helps in motivating the teachers to perform better so that they will be rewarded with the sponsorship for them and also to their children, whereas in the public school all the teachers are not motivated to perform better because there is the system of favoring the teacher who is backed by the higher authority or the political party or the leader. In this way, study sponsorships also serve as a motivator for teachers, and teachers in private schools are more driven to perform well than those in public schools, according to research.

“Public schools typically understand the need for their educators to be educated through the teacher training tool. As a government plan that is generally conducted annually, these public schools fund teacher studies. But only the teachers who are close to the authority or political party are favored. In private secondary school, this condition happens to the teacher who is well-deserved. Therefore, the results of the study indicate that private schools inspire their teachers more in the area of studies.”

-Respondent P4Pub

CHAPTER SIX

DISCUSSION

6.0 Introduction

A summary of past theoretical debates and empirical data will be presented in this chapter. I will begin by discussing the relationship between System theory and academic performance, and then move on to the theory of motivation and academic performance. This chapter will conclude with a review of the study's validity, reliability, and limitations, as well as ethical issues and the researcher's involvement in the research.

6.1 System theory and Academic performance

A system theory is the study of an object or a group of connected components that work together in order to achieve an overall purpose. According to Daft (2008), the system theory of organizations consists of five components:

- i) Input
- ii) Transformation process
- iii) Output
- iv) Feedback and
- v) The environment

As in a successful organization, schools also need better inputs such as qualified teachers, availability of the resources, good enrollment system, good control system by using transformation process like managers and teachers to integrate and manage these different tools which will in return give an output i.e., quality education, good results of the students, motivated teachers. This output will give better feedback outside about the school which will give a positive atmosphere in the outside environment and get feedbacks which will help in creating future strategies and plans for the room for improvement.

In the private school because of the good inputs such as more qualified teachers, availability of the resources, better enrollment system, better control system and better pay and incentive to motivate the teachers by using better transformation process with the help of better

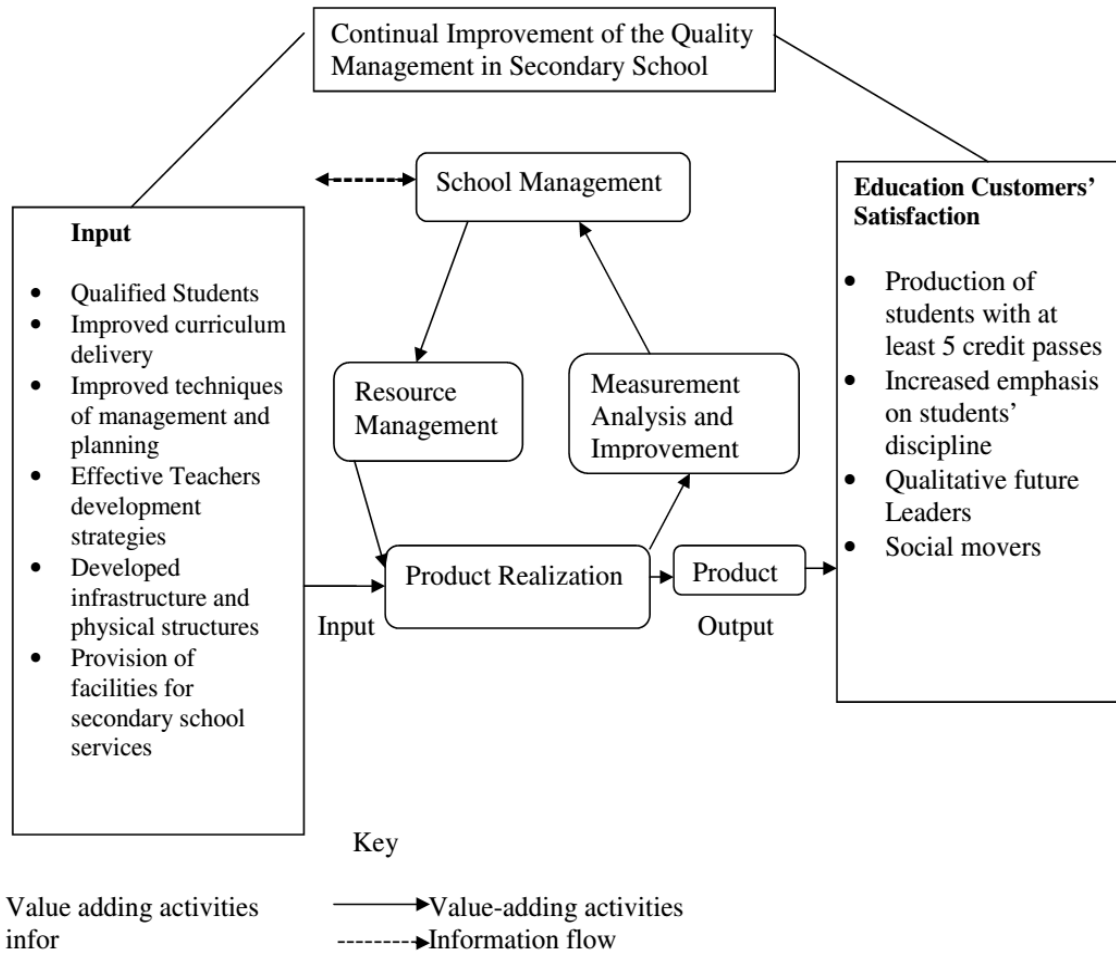
managers and teachers to integrate and manage these inputs, the output is better in which the students are performing better academically, the quality of the education is very good. This helps in getting positive feedbacks which will help in improving the system even better in the future. And the better academic performance will create a better environment and by the help of a better environment better inputs will be created.

However, in the public school, there is a lack of quality inputs such as unqualified teachers, a lack of resources, a bad enrollment system, a bad control system, and no incentive payment to motivate the teachers, resulting in low output, i.e., Ineffective transition methods, such as untrained and disengaged instructors, have resulted in poor educational quality and academic achievement among pupils. This gives a negative feedback and creates a bad environment.

When it comes to academic achievement at public schools, politicians and political leaders have an impact, which makes it harder for the manager to exercise full authority by placing limits, compared to private schools, where the manager (The Principle) has complete control over the choice. In this way, due to the better inputs and better transformation process in the private school the academic performance of the students is better than the public school which lacks these inputs, transformation process and interference of the outside environment which creates a negative feedback. So, there is a system to run a school and to get the better results every part of the system should function properly.

6.1.1 How the private school performs better shown by using the System Theory?

Figure: 3: Model of a Quality System of Secondary Education



Source: Adopted from Olasunkanmi & Mabel (2012:88)

According to the System theory, the combination of better input, transformation process, the environment and feedback produces a better output. In the private school, qualified students are produced using the qualified teachers by providing adequate learning and teaching materials because of a good financial capability with the help of a competent school Management system where there is a good enrollment system. From the above figure, we can say that the private school runs through this model where if quality input is provided the output will also be a quality.

According to Respondent T2Pri, the recruitment system in private school is systematic where there is an entrance exam and the interview where many students apply but only the ones who are better get chance to enroll. So, the students are filtered, and qualified students are

selected. And the teachers are qualified and are recruited by interview and observation in the classroom by looking at their academic qualifications and experience. The qualified students make the already quality students better. The teachers are paid highly and according to their performance every year their salary is raised and as an incentive most of the teachers' children's get chance to enroll in the school in discounted prices.

Another respondent from the parents P3Pri and female teacher T4Pri stated that the private school is run by shareholders who inject funds and sometimes take loans from banks. As a result, funding is not an issue. Its facilities and resources are of excellent quality, but there is always space for development, therefore the most modern ICT methods are utilized to increase the quality of both teaching and learning via the use of leading-edge technology. Computers for teaching and learning, online interaction, and expertise are already available in private schools, and they will be improved.

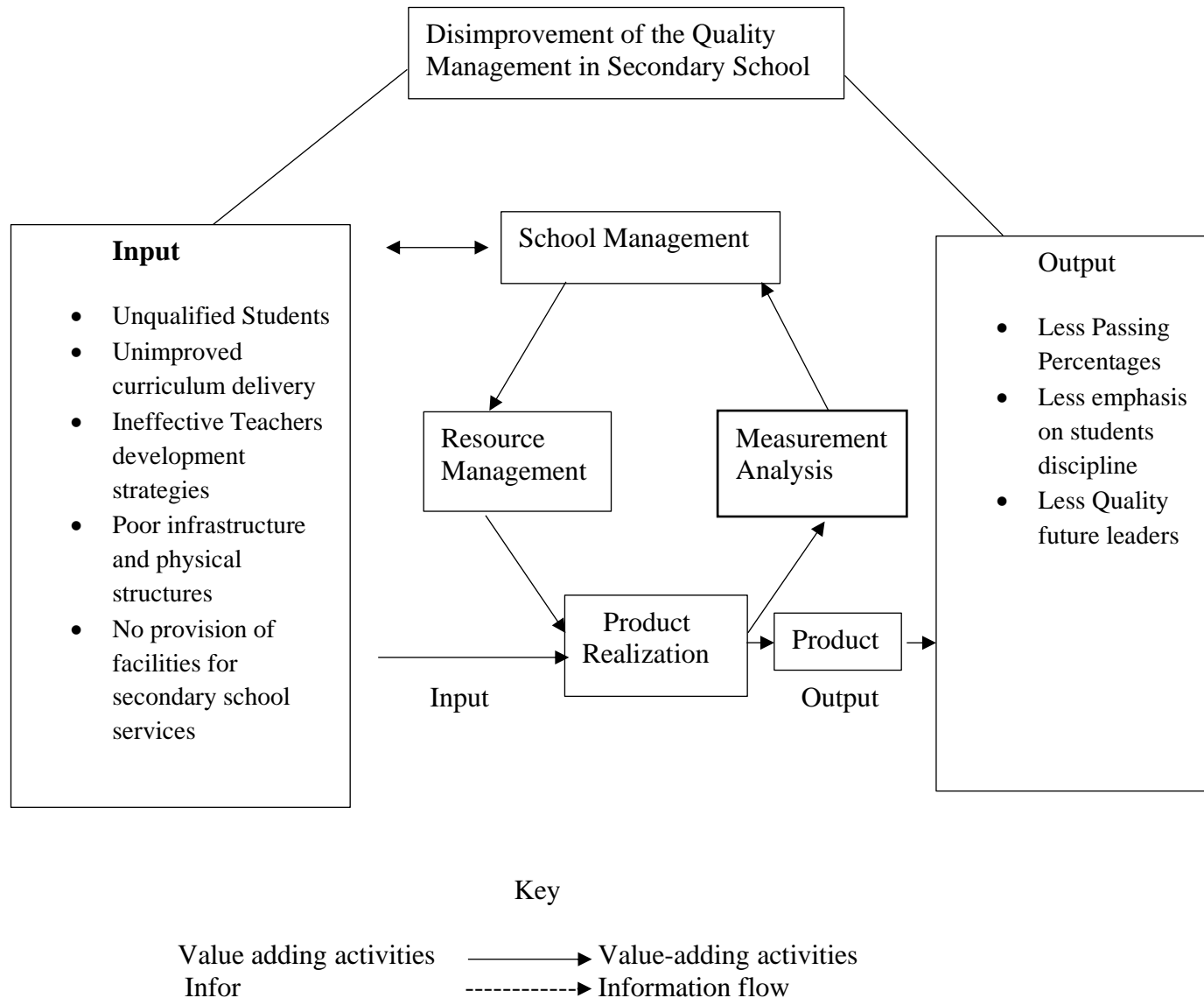
A former Principle, Teacher T1Pri, Parent P1Pri shared their experience about a good management system. The principle and vice- principle are responsible for management with a team of senior teachers, and advisers who help the principle for better management of everything in the private school. The principle has the highest authority for decision making by taking the advice without any disturbance from other external factors such as political intervention. Discipline has always been the backbone of the private school or any school for success. So, the private school students and teachers are well disciplined and punctual. There is also an inspection from the principle and his team of teachers and students where everything is under control and the quality is maintained.

The private school also provides students to participate in extra-curricular activities and provide the facilities for that. So, that not only mental but also there is physical development. They also provide many tours and events for the students and teachers which helps in the students and teachers to have a good bond and develop extra knowledge from the tours and events, said the respondent's teacher T3Pri and parent P2Pri.

Thus, with the help of the above inputs, transformation process, environment, and feedback system a better-quality output is produced in the private school where the students perform better, and qualified students are produced. Not only the students but the teachers get better which is a sign of a quality school.

6.1.2 How the public school is lagging behind the private school shown by using System Theory?

Figure: 4 Model of a low-quality System of Secondary School



Source: 2020, Data

According to the System theory if the combination of input, transformation process, the environment and feedback is not better than the output produced is also not better. In case of the public school, unqualified students are produced because there are unqualified teachers who doesn't have the adequate teaching and learning materials and expertise because of a poor financial capacity of the government along with a poor school Management system in which the enrollment system for both teachers and students is poor and ripped. From the

figure above, we can see that the public school has a lot of flaws and poor decision making therefore the input is not good so that the output is also not that good.

According to the Respondent T3Pub, the recruitment system in the public school is disorganized where anyone can be recruited as a student without any entrance exam. Since, they have less students. So, from the start the students are not that qualified. And, for the teachers they must give the government exams, which is tough and after they pass, they are permanent. There is always shortage of teachers in public school. So, they hire temporary teachers who are either recommended by the higher officials or by the political party in power. So, the teachers are unqualified because they are temporary, or they are permanent, so they don't fear of getting fired and they don't do their jobs properly. The teachers who are permanent are paid higher than the teachers in private school i.e., starting from Rs. 35,990 to Rs. 47,380 depending upon their experience. But this salary was raised on July 17, 2019. So, it takes up to 4 to 5 years to increase. In the public school, there is always shortage of teachers. So, temporary teachers are hired who get less money and are underqualified. The teachers don't get any incentives because the teachers become public school teachers for an easy, effortless, and permanent job so that they don't have to fear of losing job. So, because of the laziness of the permanent teachers and the incapability of the temporary teachers the students have to suffer.

A respondent from the teacher T1Pub and parents P2Pub said that the public school is totally dependent on the government where no tuition fee is taken and more than 80% of the funding goes in the teacher's salary. So, only 20% of the total funding is used for infrastructure and other resources. So, the methods used for teaching and learning is always old-school and one step backwards than the private school. If only funding from a donor NGO or INGO is available, the use of cutting-edge ICT teaching and learning methods is always in its early stages. And, in order to obtain resources from the government, a lengthy written process should be followed, with the resource becoming available only after several months.

The Headmaster, Parent P3Pub, Female Teacher T4Pub shared their experience about the management system. The management system in public school consists of the headmaster, vice-headmaster and other senior teachers who assist the headmaster. There is the School Management Committee (SMC) which is at top of the tier which consists of representative of parents, former headmaster, some political leaders, and influencers. SMC is responsible for advising, assisting, inspecting, and taking decisions. The headmaster is supposed to take most of the decisions but because of many people involved in the SMC he/she cannot take decision fast and a lot of decisions are on hold or goes in favour of the person, because the instructors

and students are members of the political party. So, the discipline and punctuality in teachers and students is compromised. So, it's difficult for the headmaster to operate in his/her free will. And the people involved in SMC's are those people whose sons and daughters don't even study in the public school rather study in the private school. So, there is not any direct relation between the members of the SMC's and the public school. Thus, the inspection of the public school is also compromised because of the involvement of the teachers or higher officials in the political party. Thus, the quality is compromised.

There are few extracurricular activities, which does not help students develop their mental and physical strength. According to teacher respondent T2Pub and female parent respondent P4Pub, there are only a few tours and events for students, which is insufficient for practical knowledge and bonding between teachers and students. Due to the less quality in the inputs, transformation process, environment, and feedback a less quality output is produced i.e., students with low academic performance in the public school which is an alarming problem in an under-developed country like Nepal.

6.2. Teacher's motivation and Academic Performance

It is said that motivation is a psychological force that guides humans to achieve a pre-determined objective. "People's concerns about their personal lives are full of motivational problems" (Kispál-Vitai, 2016). Since teachers are not the exception and can be motivated or de-motivated by challenges and situations around them, a teacher's action is framed by the degree of motivation that he owns. Bieg et al. (2011) says that the tutor's positive conduct is very critical for the quality of the training they get for the learners. In this respect, the study conducted by Tripathi et al. (2018) is quite important. They examined how intrinsic motivation influences the performance of teachers in management. They concluded that the key predictor of the academic success of the teachers was the intrinsic motivational factors. Casey (2016) examined how teachers are motivated by intrinsic and extrinsic motivating factors to maintain themselves in the teaching profession. In the survey, it was revealed that the elements that motivated them were their co-workers as a family, feeling of calling, love of children, dedication to society, and service to others (Casey, 2016).

Teachers in private schools, according to studies, are more motivated than their counterparts in public schools. We found out that the teachers of the Grade 10 in the private school are paid high salary, better incentive pays, study tour and study sponsorships than the public-school teachers who are paid less salary, no incentive pays, less study tour and less study

sponsorships. Because of this, the teachers at the private school are highly motivated than the teachers at the public school. Many additional elements also play a key influence in motivating private school instructors more than public school professors. Students do better as a consequence, and instructors are rewarded as well as the quality of teaching is maintained. Rewarding a person has always been a way of motivating them to get best out of them. So, this method is not only used by private businesses but also by the private school to enhance the teacher's performance which in turn increases the students' performance. But this is not done or done less in the public school so that the teachers are not motivated.

6.3 Ethical Considerations and researcher's position

Hammersley and Atkinson (2007) list five key ethical concerns that are distinctly relevant to ethnographic research; the participant's privacy; doing no harm; obtaining informed consent; manipulating those studied; and potential implications for future studies. I will not go into depth on all five, but they are all worth noting because when planning and performing fieldwork in the Global South, especially with vulnerable groups, they are imperative to consider. I have attempted to carry out my research according to all five ethical considerations, to the best of my ability. There are aspects of doing research in the Global South, however, which I do not refuse to have detrimental effects on.

The concept of "do no harm" is central in all work undertaken in my fieldwork (Hugman et al., 2011; Wood, 2006). Wood says that informed consent helps to ensure that I "do no harm" as a researcher. Hugman et al., however, suggests that the concept of "do no harm" is inadequate without incorporating respect, beneficence, and fairness in their studies with refugees and other disadvantaged groups. What Hugman et al. indicates is that to include the informants in the report, the analysis goes beyond gathering consent. I have been working to pursue the "do no harm" philosophy in my fieldwork. As Nowak and Scheyvens (2003) point out, "do no damage" is not enough; research must also be beneficial, and informants should be empowered as part of the study process. Hugman, Pittaway, and Bartolomei (2011) propose research into participatory action to ensure informants' participation and empowerment. The method is only participatory when it is collaborative with participatory action research, and the power between informant and researchers is equalized (Cohen et al., 2011).

It was difficult to achieve full equality between me and my informants, and I can therefore not claim to have undertaken participatory action study. Time and money have also been a factor in restricting this opportunity.

The imbalance of power between researchers and informers is split into two levels: true difference and perceived difference (Scheyvens, Nowak, et al., 2003). The real difference is what was most apparent during my fieldwork, as the difference between what they aim for and what I would take for granted was clearly demonstrated by access to education and money. In the minds of both informants and researchers, the perceived distinction is present in the sense that one may feel inferior, and the other superior (Scheyvens, Nowak, et al., 2003). Therefore, research should not strengthen suppressive emotions or offer the impression of powerlessness to the informants. In research involving disadvantaged groups, this is particularly relevant.

Qualitative researchers have debated whether the researcher should be a "insider" of the study process, as opposed to a "outsider" (Dowling, 2005; Dwyer & Buckle, 2009). Researchers are considered insiders by Dowling (2005) if they share traits with the study participants, and they are considered outsiders if they are markedly different from the research participants. In Dwyer and Buckle's definition, an insider is a researcher who shares "the trait, role, or experience under investigation with the participants" (2009, p. 55). The fact that I am not a Ramchaur resident means that I am not a part of the community. However, my personal experience as a private school student influenced the direction of my research. Also, because I had previously visited Ramchaur, I had some pre-conceived notions about private and public schools in Ramchaur, which influenced the development of my research questions and questionnaires, the study data analysis and interpretation may also be included in this task. This means that I am not a neutral observer of academic achievement at public and private schools.

As Dwyer and Buckle (2009) point out, a researcher might simultaneously be an insider and an outsider of a study process. An outsider and an insider are not the same thing, as noted by Dowling (2005). Due to my personal experience at Ramchaur as a private school student, I am also qualified to engage in the research process in the same manner. It was also easy to construct questionnaire questions with prior understanding of the issue due to my experience and history as a student at a private school. I have no preconceived notions, and my research and its conclusions are purely based on the research facts gathered. As a private school student, though, it's conceivable that my own preconceptions and background impacted the data analysis and interpretation of the results in the background.

6.3.1 Informed Consent

"The principle of informed consent arises from the subject's right to freedom and self-determination (and) is a cornerstone of ethical behavior, as it respects the right of individuals to exert authority over their life and to make choices for themselves." (Cohen et al., 2011). Depending on how the consent is received, informed consent may be either collected in writing or orally. It is best to consider what the person agrees with or declines to engage in. It is imperative that the participants fully understand what they intend to engage in an effort to decolonize research, otherwise the researcher risks creating more marginalization or perceived abuse, even though none of it is deliberate.

Everyone was given the written consent form and were really positive with it but only some parents who were not that educated were a bit suspicious about it and hesitated to sign it but eventually I explained about it, and they were convinced to sign it. This view is defined by (Cohen et al., 2011) who argue that the form of written informed consent makes some people's research "bureaucratic, antagonistic, coercive, and alienating" (Cohen et al., 2011, p. 81).

In this report, the topic of anonymity became a problem. According to Lavallée (2009) and Smith (2013), among indigenous people or individuals in the global South, reciprocity and claiming ownership of your own understanding and representation is essential. Therefore, it is not unusual for participants to want their names listed in the research they are participating in. So, the name of the schools and the participants were changed or not mentioned.

6.3.2 Trustworthiness

Trustworthiness will be used as an umbrella word for validity and reliability to describe these aspects of my study, thus the true meaning of my results (Kvale & Brinkmann, 2009).

Trustworthiness in this report, which focuses on the informants' life experiences and the living world, lies in my ability to reflect their subjective reality (Cohen et al., 2011).

However, since there are always challenges to validity that may challenge the trustworthiness of my research, I will discuss some aspects here that may guarantee validity. The authenticity and reliability of the responses of the informants may also be questioned as delicate subjects to be discussed. Because of the COVID-19 pandemic, I had to conduct some interviews via video call over the internet, which may have influenced the responses during my fieldwork; I could have received more personal and detailed responses if I had conducted a face-to-face

interview. At the same time, the idea of “Thick descriptions” (Kvale & Brinkmann, 2009; Cohen et al., 2011) or 'rich data' (Maxwell, 2013) where I was provided with ample background as a researcher to be able to make sense of activities, informants' lived experiences and their involvement in the settlement could increase the validity of the study. Triangulation lies in the combination of strategies, namely my observations and interviews, as well as my various data sets (Cohen et al., 2011), hence the number of interviews and the range of informants gave rich and in-depth knowledge about their experiences.

There is also, however, a danger of validity risks such as researcher bias (Cohen et al., 2011; Maxwell, 2013). I have recorded and transcribed all interviews to remove risks to the trustworthiness of my study and reviewed for mistakes by re-listening to the recording (Kvale & Brinkmann, 2009) because I did not get to ensure member access. As I let the empirical data lead the way towards a grounded theory, the process of re-listening and ensuring the quality of the transcription produced rich data and reduced some bias. The questions I asked during the interviews and their wording (ref. Appendix 1) can also impact my research's reliability (Kvale & Brinkmann, 2009). At the same time, I would argue for researching what I wanted to study for my questions, namely the understanding of the informants themselves of their own living world.

The online questionnaire may have had an impact on the study's dependability. Both English and Nepali were used in the creation of the online questionnaire to enhance response rates. It is likely that certain replies, despite the fact that the majority of respondents replied in English, have been misconstrued because there was no opportunity to ask the participants more clarifying questions.

6.4 Limitation of the Study

The following are the study's limitations:

- i. It is not possible to extrapolate the results of this study to other poor nations because it was performed in Nepal. For their part, policymakers in other nations who are dealing with comparable issues may find certain elements of the research relevant
- ii. The study also has the problem of focusing on methods rather than goods. Results of the study are based on observations of school environment and interviews with students, teachers and principals, as well as interviews with parents. What participants mentioned in their interviews defines a school's success and efficiency. The schools

and students for this study were chosen at random.

- iii. The study only included two schools of which one is public and other is private of Kaski District.
- iv. It is particularly focused only in the area of secondary level education in Nepal.

CHAPTER SEVEN

SUMMARY, CONCLUSION, POLICY IMPLICATIONS AND RECOMMENDATIONS

7.1 Summary and Conclusion

Nepal has seen massive political instability in its search for freedom. But, after the election in 2018 the government had been formed by coalition, which later became a single party- the NCP. A merger of Nepal's two largest left-wing parties, led by K.P. Sharma Oli and Pushpa Kamal Dahal (Prachanda), created the NCP in May 2018. With a history of an unstable government with 49 prime ministers in the past 58 years, there was a promise among the people that this government will be stable, but it took only less than three years for the current P.M. K.P. Sharma Oli to dissolve the constitution. During this period of transition, every sector of the country, including education, has been impacted.

According to the study, the country's political transition has a significant impact on educational growth. Schools are managed and operated by local communities, which play a crucial part in the process. Everything that takes place outside of school has an influence on the school climate. There is a discussion going on in many nations as to whether or not public or private education should be the norm. They claim that the government sector is ineffective at delivering a sufficient education. Special emphasis is needed due to Nepal's growing demand for private schools, as well as their expanding prominence at this time.

Secondary education is critical to Nepal's growth because it reinforces the basic education provided at the primary level. People in Nepal must use their talents and abilities to achieve success if any progress is to be made. Nepal offers a wide range of options for employment and growth. In order to strengthen the education of today's and tomorrow's workers, secondary schools must be expanded.

There were several reasons why public secondary schools in Nepal perform better than private secondary schools. To determine which public or private secondary school performs better, investigate the reasons why one of the public or private schools outperforms, compare resources available in both public and private schools, and compare teacher motivation across both types of institutions, were the four study objectives.

It was done in the style of a case study. A total of eight secondary school pupils, eight instructors, two principals and one district secondary education officer were targeted in Ramchaur. There were several methods used to obtain information: a questionnaire; observation; a schedule of interviews; and document analysis. To interpret the collected data, the qualitative data analysis method was used.

In the past three academic years, the passing percentage of the private school was 100, whereas the passing percentage of the public school was only between 48 and 54 percent in the SEE, showing that the private school fared better than the public school. Most teachers and parents feel that private secondary schools outperform public secondary schools because they hire competent instructors, pay them well, provide teaching and learning resources, have a solid school management team (SMT) control structure, and have an effective student enrollment system. A majority of parents and teachers felt that school managers have a significant role in school decisions at private secondary schools with devoted instructors, financial resources and competent school managers and active inspectorate personnel. Delegation of tasks was the most prevalent incentive utilized by all school heads to boost the classroom performance of private secondary school teachers, according to the data.

According to the research, private schools outperform public schools. The private school outperforms the public school because, as a system, the private school has better inputs such as more competent and qualified teachers, the availability of resources, a better enrollment system, a better control system, and better pay and incentives to motivate teachers by using a better transformation process with the help of better managers and teachers to integrate and manage. This helps in getting positive feedbacks which will help in improving the system even better in the future. And, the better academic performance will create a better environment and also by the help of a better environment better inputs will be created. But, in the public school they lack in the inputs, so the output is not so good along with the transformation process because the managers are not performing. Since, for a school to run properly and give better results every part of its system should function properly. It's safe to assume, then, that secondary schools with private systems have outperformed public secondary schools on a number of measures.

To narrow the academic gap between public and private secondary schools, public-private cooperation programs must be successfully implemented. Private secondary schools outsourced public secondary schools, according to the data. For this reason, private secondary

schools that are profit-driven seek to stay marketable within the country and overseas. Their registration standards, which are regulated by the government, are adequate to assure compliance with all school-related obligations. This is the distinction between political interests and public schools that have been established and registered. The performance of private schools is causing a decline in the number of pupils enrolling in public schools. Desperately hoping for their children's bright future, parents enroll their children in private schools, despite the fact that the tuition is quite costly and growing every year. So, the government should act quickly to improve the performance of the public school so that the tide can change, and every person can send their children to a school which they can afford. And finally, it will change the perception from profit motive schools to the schools that truly care for future of the students rather than only results. If the government doesn't act quickly then, in the near future the public schools could be wiped out. Since people in the country have a negative view of public schools, some public schools are vacant due to the absence of kids who were previously enrolled in private schools due to their superior performance. While public secondary schools confront considerable problems, both private and public secondary schools also face substantial obstacles. That's because these issues are so important to its political, economic, and social well being. These schools are hampered in their educational performance by political, economic, and social issues. An increase in secondary education spending is urgently needed in countries where basic education systems are gaining popularity. When it comes to fulfilling people's goals, the availability of secondary education should be a key political and social problem in that country.

7.2 Policy Implications

This study has a number of implications for Nepal's education sector. One implication for government educational planners is that they must plan with a thorough understanding of grassroots issues. Students' academic performance is influenced by local concerns. Ideally, all stakeholders concerned (students, educators, administrators, and community members) should be consulted in advance before adopting any plan. Government participation in public education is unavoidable in a developing country like Nepal. It is almost impossible for a school to function without government assistance. Only private schools operate without government assistance, although they charge exorbitant tuition fees.

Most people cannot afford to send their children to private schools as a result. Wealthy and upper-class families are the only ones with access to private schools. The government's role

in running public schools, on the other hand, should be clarified. Instead of the government taking on all of the responsibilities, the community should be involved. The first priority must be to strengthen the schools themselves.

But everyone participating in the school, especially the teachers, should be conscious of their duties, responsibilities, and limitations. While multi-group involvement is not intended to interfere with academics or school business, it may be a collaborative and useful endeavor for the school. The community, the School Management Committee, and any government agency can all work together to improve the school. The public school should be run as a system where every part of the system has their roles to fulfill and there is a management policy which is responsible to get the best out of the parts of the system. Thus, this will help in getting the best result. So, both the government and all the parties involved in provincial and local level along with the school should work together to get best out of this system to get the best result. Without action by the government and other parties, the difference between public and private secondary schools would be so vast that attending a private school will become a status symbol for only affluent pupils, and the emphasis will be exclusively on academic success, rather than creative education. As a result, the government should use private schools as competition to push public schools to improve so that even low-income students can receive a high-quality education, and to dispel negative perceptions of public schools as being of low quality.

This study has consequences for Nepal's school management structure and practice. School-based management is considerably more efficient and successful than a government-supervised approach, according to the research, which also recommends that the sector should not be influenced by outside institutions or people. Such external influence would not be tolerated by a school-based administration with sufficient autonomy for the leadership, the headmaster.

Educators in Nepal who are active in or interested in founding private schools would also benefit from this study. In order for schools to be viable, they must be used only to educate. Educational development is not achieved by private schools that are created for financial benefit and/or profit. According to this report, such institutions are contributing to the current degradation and low educational quality in the country. Opening a private school requires businesses to take into account quality, stability, and accessibility. In addition to providing high-quality educational services to the community, the construction of a school should provide a good learning environment for kids.

Educators are also affected by the findings of this study. School performance depends on a well-trained and effective teaching team. Teachers in Nepal are unqualified to execute their duties, according to this study's results. The lack of in-service training for instructors has a direct influence on classroom instruction quality. The authority has created minimum teacher requirements, but this policy has yet to be imposed. Even if the policy were to be enforced successfully, the country lacks qualified teachers.

It is recommended in this study that the government explore adopting compensation policies for private schools in order to promote innovation and enhance educational performance. The government should also take steps to make it easier and more comprehensive for families to take over public schools. Furthermore, the government should invest in basic infrastructure and offer incentives for low-cost private schools to open in rural areas, allowing market competition to drive productivity.

7.3 Recommendation for Future Research

Study of public and private school in Nepal raises a number of issues concerning secondary education in the nation. The results of this study suggest that a decentralized, autonomous school management system is more effective than a government-regulated, controlled management structure. There are concerns raised here concerning the government's position in society. Do you think that the government should leave education to the private sector? I believe that the government should assist schools in improving the quality of education in the country. It does not attempt to take over responsibility for the entire educational system or interfere with school operations. The government administration should be able to set clear rules and special policies and then follow them.

Teachers are crucial in providing a positive learning environment in the classroom. Students look up to them as role models. In public schools, political activity among instructors is alive and well, according to this study's findings, and students are increasingly following their lead and participating in non-educational activities. Teachers must put education first. Public schools should be upgraded through strategic interventions in school education to close the gap. It is critical to find flaws in the input, process, and output of the public-school mechanism, as well as reform policies, to improve the existing condition. A thorough analysis of better-performing private and public schools is desperately needed to better understand how poor-performing community schools can be strengthened. It is vital that local governments also contribute to the improvement of public education.

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APPENDICES

Appendix I:

QUESTIONNAIRE FOR TEACHERS, STUDENTS AND PARENTS

I'm Sunil Kunwar, a graduate student at Oslo Metropolitan University. I am conducting research on Academic Performance: A Comparative Study of Public and Private Secondary Schools in Nepal. You are welcome to complete this questionnaire. Please keep in mind that any information you provide will be treated confidentially and will only be used for research purposes.

Thank you for time and commitment.

A: Personal Information

1. Your sex

Male

Female

2. Your educational Qualification

Primary education

Secondary education

Higher Secondary Education

Bachelor's degree holder

Master's degree holder

Others

None of the above

3. Your working experience (only teachers)

One year

Two year

Three year

Above three years

4. Your position

Teacher

Student

Parent

B: Research Questions

1. Why do students in private secondary school perform better than public secondary school in SEE examination in Ramchaur? Give at least three reasons.

.....
.....
.....

2. How performances of private secondary school differ with public secondary school in Kaski District? Give two differences.

(a)
.....

(b).....
.....

3. What differentiate the learning environment of private secondary school with that of public secondary schools in Ramchaur? Give three differences.

- a)
- b)
- c)

4. How learning and teaching resources influence academic performance in Ramchaur?

.....
.....
.....

5. Why private secondary school and public secondary school differ in term of performance? Give only two reasons

- (a).....
- (b).....

6. Which secondary schools pay better salary to the teachers? (Tick the appropriate)

(i) Public secondary school

(ii) Private secondary school

(iii) Both.....

(iv) None above

Give two reasons of your answer above.

(a).....

.....

(b).....

.....

7. Which environment of secondary schools do motivate more than the other environment in Ramchaur? (Tick the appropriate)

(a) Private school environment

(b) Public school environment

(c) Both

(d) None above

Give two reasons of your choice

.....

.....

.....

.....

Thank you for your time and commitment

APPENDIX II

CLASSROOM OBSERVATION CHECK LIST

Please mark (√) the appropriate activity that teachers and students engage in in class to facilitate teaching and learning objectives.

S.N.	Key observation criteria	Status	Comments
1.	The teacher begins the lesson by assessing the previous lesson.		
2.	The teacher encourages students to ask questions about the topics covered.		
3.	Specific learning outcomes are shared in order to provide students with the opportunity to assess them (self-assessment).		
4.	Peer assessment is used correctly in the classroom.		
5.	Student teachers are given class materials.		
6.	In the classroom, students practice giving oral presentations.		
7.	In this lesson, teaching is composed of a variety of assessment methods.		
8.	There is room for discussion about the feedback given in class.		
9.	The feedback provided to student teachers allows them to identify areas where they can improve their responses.		
10.	Students are given the opportunity to explain why their responses are significant.		

APPENDIX III

DOCUMENTARY REVIEW GUIDE

In this instrument, the researcher will document all of the assessment tools used by Private and Public Secondary Schools, such as project reports and student portfolios, in order to collect the assessed skills mentioned in the tools in the specific schools. School assessment tasks will be evaluated to see if they improve a student's development of required skills in SEE. SEE past papers from 2017/18, 2018/19, and 2019/20 will be examined in order to identify some expected skills from SEE students.

Examining school assessment tasks (Formative assessment)

Theme to be investigated	End of the term examinations	Project reports	Micro-teaching and single lessons assessment forms
Arrangement of items			
Quality assurance (format, purpose, time, length, validity and reliability, content versus objectives)			
Domain and level evaluations			
Developed skills			