GOVERNMENT VS. PRIVATE SECONDARY SCHOOLS IN TAMEI SUB-DIVISION, TAMENGLONG DISTRICT, MANIPUR: A COMPARATIVE ANALYSIS OF INFRASTRUCTURE, RESOURCES, AND TECHNOLOGY

Florence ZN
Ph.D. Scholar, Department of Educational Studies
Manipur International University

ISSN 2277-7733
Volume 14 Issue 4,
March 2026

Abstract

The Tamei sub-division is a remote and socio-economically marginalized region in Tamenglong District, Manipur. Secondary education in this region faces significant challenges due to its remote location and limited educational support systems. A preliminary survey conducted in November 2025 identified eleven secondary schools (government and private), of which only eight had students enrolled in Classes IX and X. The data collected in the survey were used to examine variations in infrastructure, educational resources, and technology integration across these schools. Primary data were obtained from a sample of 60 stakeholders (30 per school type), the maximum accessible under field constraints, comprising students, parents, and school heads/teachers, through structured questionnaires and school inventory forms. School inventory data and Likert-scale responses pointed to similar patterns. Stakeholders from private schools showed higher satisfaction ratings across classroom comfort, laboratory access, and sanitation, while government schools showed more uneven facility maintenance. Technology integration was absent across both sectors. The findings point to continuing disparities associated with uneven funding, administrative constraints, and geographic isolation. The findings point to the need to address infrastructure gaps and improve learning conditions in these schools.

Keywords: *Secondary Education, Government and Private Secondary Schools, School Infrastructure, Educational Resources, Technology Integration, Educational Disparities.*

In the remote, tribal hills of Tamei sub-division in Tamenglong District, Manipur, secondary education serves as the main route for young people to reach broader economic and social opportunities. The communities throughout this area struggle with challenging geography, limited transportation links, and insufficient infrastructure investment over time. Government secondary schools depend mainly on government budget allocations, which frequently suffer from delayed payments, administrative hurdles, and competition from other spending priorities. Meanwhile, private secondary schools receive funding from local communities, religious organizations, or student fees, giving them more independence and flexibility in resource mobilization.

This study provides a thorough comparison of secondary schools (government and private) in the region based on evidence of variation in infrastructure (classrooms, ventilation, lighting, sanitation, drinking water, playgrounds, and overall environmental conduciveness), educational resources (libraries, science laboratories, teaching-learning materials), and technology integration. The study carefully examines how these factors vary between government and private

schools and explores how such differences affect perceived quality, student participation, and fair access to education over time.

A preliminary survey conducted in November 2025 identified eleven secondary schools currently operating in the sub-division (six government and five private). Table 1 contains the list of these schools.

Table 1 - List of Secondary Schools in Tamei sub-division (as per November 2025 Field Survey)

Sl. No.	School Name	Type	Location
1	Langmei Higher Secondary School	Government	Langmei
2	Lenglong High School	Government	Lenglong
3	Makui High School	Government	Makui
4	Chaton High School	Government	Chaton
5	Lamlaba High School	Government	Lamlaba
6	New Kunphung High School	Government	New Kunphung
7	Hamai English High School	Private	Tamei
8	Apou Kading High School	Private	Tamei
9	Hope Foundation Academy	Private	Langmei
10	Liangnah High School	Private	Tamei
11	Paragon High School	Private	Makui

Of these, only eight schools offered Classes IX and X during the study period, while three government schools (New Kunphung High School, Lamlaba High School, and Chaton High School) had no students enrolled in these grades and retained only minimal sanctioned teaching staff. The study was conducted across these eight active schools using the maximum accessible sample under field constraints: 60 participants (30 from each school type). It aims to provide evidence to improve educational conditions in remote settings.

Review of Related Literature

Comparative studies on school infrastructure in Manipur and the Northeast provide important context for the present investigation. Singh (2022) conducted a comparative study of government and private secondary schools in Imphal East District and found that infrastructure and facilities are closely associated with academic outcomes. The study emphasized that adequate school facilities support student development and that parents prefer schools with better arrangements. Bidyalakshmi (2016) examined problems of elementary education in Senapati District and reported significant shortages of necessary infrastructure and trained teachers, highlighting systemic gaps in government institutions in hill districts. Both studies point to persistent infrastructure disparities in government schools across Manipur's hill regions, yet neither extends its analysis to the secondary level nor to the more remote and under-resourced sub-divisions of Tamenglong district. At the national level, Mahapatra and Goowalla (2019) compared government and private schools in Dimapur, Nagaland, and concluded that infrastructure facilities in state government-run schools are very poor compared to private schools, creating negative impacts on student and teacher motivation and performance. Banteiborlang (2011) studied infrastructural facilities of secondary schools in Shillong town and stressed that school infrastructure is essential for the all-round development of students, noting that improper school buildings cause congestion

and spoil the learning atmosphere. Together, these Northeast Indian studies suggest a regional pattern: the government-private infrastructure gap reflects broader disparities linked to uneven funding, administrative constraints, and geographic isolation. However, both studies were conducted in comparatively urbanized or accessible settings, Dimapur and Shillong, and their findings cannot be assumed to apply to geographically isolated, low-population sub-divisions such as Tamei.

A recent empirical study conducted in Tamenglong district, with explicit reference to Tamei subdivision, documented persistent educational challenges, including inadequate infrastructure, acute teacher shortages, declining enrollment, high dropout rates, non-functional government schools, and the near-absence of basic facilities in remote hill areas. The authors concluded that these systemic failures in government schools contribute to socioeconomic stagnation and constrained educational development in the region (Newmai and Temjensosang 2025). This study provides the closest contextual evidence for the present investigation, yet its scope is district-wide and qualitative; it does not offer a structured comparative analysis of government and private secondary schools at the sub-divisional level.

International evidence likewise shows that infrastructure quality, including sanitation, laboratories, and learning spaces, is strongly associated with student health, enrollment, and academic outcomes (Murillo and Román 2011; Barrett et al. 2019; Cuesta, Glewwe, and Krause 2016). Kamau, Rambo, and Mbugua (2020) reinforced this finding in a post-conflict context, showing that implementation of school infrastructure policies directly affects the performance of school construction projects and, by extension, educational outcomes. Foundational works on school organization and management (Aggarwal 1980; Kapur 2019) further underscore that physical facilities are key factors shaping educational quality across institutional types.

Taken together, these studies indicate a common pattern: private schools often show advantages in infrastructural quality, while government institutions, particularly in remote and under-resourced settings, face facility limitations that affect teaching and learning. Yet a critical gap remains. No prior study has undertaken a structured, evidence-based comparative analysis of government and private secondary schools specifically within Tamei subdivision of Tamenglong District, one of the most geographically isolated, sparsely populated, and resource-constrained settings in Northeast India. This study responds to that gap by combining inventory data with perspectives from multiple stakeholders to provide evidence grounded in local realities and useful for similar remote contexts.

Methodology

The study used a descriptive comparative survey design. Questionnaires were administered through Google Forms to three stakeholder groups: students (Grades IX–X), parents, and school heads/teachers. Each questionnaire consisted of a demographic section and a section on school infrastructure using

a using a 5-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree). Teacher and head questionnaires also included a school inventory form to collect data on enrollment, number of teachers, classrooms, library and laboratory facilities, and facility ratings.

Data were collected from participants across eight secondary schools offering Classes IX and X. A total of 60 participants were included from government and private schools, representing the maximum accessible sample under field constraints. Participant distribution is shown in Table 2.

Table 2 : Distribution of Participants

Respondent Category	Government Schools	Private Schools	Total
Students	12	13	25
Parents	10	10	20
School Heads/Teachers	8	7	15
Total	30	30	60

This represented the largest feasible participation given low enrollment and limited staffing in Tamei sub-division. Responses were analyzed using quantitative methods, including frequency counts and percentages, alongside thematic analysis of open-ended responses. Qualitative responses were also analyzed through thematic analysis of open-ended questions. Likert-scale data were treated as interval data and analyzed using parametric tests. Non-parametric tests were also used to check consistency. The questionnaire instruments did not include items on technology infrastructure such as computers, internet access, and other ICT tools, as the preliminary survey indicated these were largely absent across both sectors, which limited structured measurement. Technology integration is addressed descriptively, drawing on open-ended stakeholder suggestions and inventory observations, and this remains a limitation of the study. A further limitation is the reliance on self-reported perceptions and the relatively small sample size, due to limited population; however, comparison across stakeholder groups and coverage of nearly all willing participants strengthens confidence in the findings.

Results

Infrastructural Facilities: Responses from stakeholders and school records revealed clear differences between government and private secondary schools. Students in both sectors reported that classrooms were sufficient for current enrollment (100% 'Agree'). Views on classroom comfort, ventilation, lighting, and the overall environment showed substantial differences. Government student responses varied widely (42% 'Agree'/'Strongly Agree,' 33% 'Neutral,' 25% 'Disagree'), suggesting uneven conditions across schools, while private school students reported largely positive responses, with agreement dominating. Among government schools, stakeholder responses and inventory data indicated that Langmei High School had comparatively better facilities, including maintenance, ventilation, sanitation, and laboratory equipment.

Sanitation, drinking water, and playground facilities showed a similar trend, with private schools receiving more favorable ratings and government schools showing

greater variation. Teacher/head inventory data (Table 3) support these findings, showing more favorable ratings in size, adequacy, and reported quality in private schools despite small enrollments.

Table 3 : Aggregated Teacher/Head Inventory data on Infrastructural Facilities (Government vs. Private Schools, n=15 responses)

Parameter	Government Schools (n=8 responses)	Private Schools (n=7 responses)
Total Students (Grades IX–X)	Range: Nil–68 (mean ≈ 31)	Range: 23–86 (mean ≈ 49)
Number of Teachers (Current)	Range: 3–24 (mean ≈ 9)	Range: 10–25 (mean ≈ 19)
Number of Classrooms	Range: 6–14 (mean ≈ 9)	Range: 13–15 (mean ≈ 14)
Adequate Classrooms for Enrollment	Yes: 100%	Yes: 100%
Overall Classroom Adequacy Rating	Average/Poor (majority)	Average/Good (majority)
Library Availability	Functional in <40% of responses	Functional in >85% of responses
Science Laboratory Status	Partially equipped/Not available (majority)	Partially equipped (majority)

Note: Data aggregated from all 15 teacher/head proformas. Figures reflect low secondary enrollment and staffing in remote Tamei sub-division.

Educational Resources

Libraries were positively rated by most students (92% 'Agree' across all 25 students), suggesting that basic reading resources are available in both sectors. But science laboratories showed a clear difference: private school students rated them more positively, with agreement dominating, while government students showed more varied responses (42% 'Agree,' 33% 'Neutral,' 25% 'Disagree'), which is consistent with inventory data showing that functional laboratories are available in most private schools but remain partially equipped or absent in many government schools. Parent responses broadly reflected the same pattern, with private schools viewed as better resourced. Teaching materials were rated as adequately available by a large majority in both groups, with private parents showing slightly higher satisfaction. This indicates that while basic materials are available in most classrooms, their quality and consistency vary.

Technology Integration

Technology infrastructure was not included in the questionnaire, as it was almost absent in both sectors. Three private-school parents mentioned the need for more ICT resources, which indicates that technology use remains very limited in both sectors and is a common limitation.

Table 4 : Summary of Student Perceptions on Key Infrastructural Facilities (n=25)

Statement	Government (n=12) – % Agree/Strongly Agree	Private (n=13) – % Agree/Strongly Agree
Enough classrooms	100%	100%
Classrooms comfortable, ventilated, lighted	42%	77%
Library useful for studies	92%	92%

Science laboratory helps practical lessons	42%	77%
Drinking water & toilets safe, clean, sufficient	50%	69%
Playground supports sports & activities	83%	62%
Overall, facilities support learning well	75%	69%

Note: Percentages are based on combined Likert responses; private schools show generally higher satisfaction on comfort, laboratories, and sanitation.

Table 5 : Summary of Parent Perceptions on Key Infrastructural Facilities (n=20)

Statement	Government (n=10) – % Agree/Strongly Agree	Private (n=10) – % Agree/Strongly Agree
Adequate classrooms	50%	90%
Classrooms well maintained & comfortable	60%	80%
Sanitation & drinking water sufficient & hygienic	40%	70%
Functional library & science laboratory	50%	80%
Overall satisfaction with infrastructural facilities	50%	70%

Note: Responses show more variation and lower satisfaction in government school parent responses.

Discussion

Analysis of data from the available sample in this sub-division (60 participants) shows that private secondary schools have advantages in infrastructural facilities and educational resources, based on stakeholder perceptions and school records. Private institutions benefit from higher enrollment, greater teacher strength, and more consistent positive stakeholder evaluations, a pattern that may reflect more flexible funding, community oversight, and greater independence in school management.

Government schools show uneven conditions in maintenance, ventilation, water and sanitation facilities, and laboratory functionality, likely linked to rigid state funding, logistical challenges in hilly terrain, and administrative delays. This variation suggests that localized factors such as school leadership, community engagement, or proximity to administrative centres can partly help ease funding constraints. There is almost no technology integration across both sectors, indicating a common gap. These differences suggest broader concerns for educational equity: poor conditions in many government schools may hinder student engagement, practical skill development, and future educational and economic opportunities in an already resource-constrained region.

Suggestions and Policy Recommendations

To address the identified differences within the constraints of small-scale institutions in Tamei sub-division, a coordinated effort is needed. State education authorities should immediately increase targeted funding for government schools (including the three institutions with no IX–X students but retained minimal staff), with dedicated funding for sanitation upgrades, drinking-water systems, laboratory facilities and equipment, classroom maintenance, and regular infrastructure audits. Special attention should be given to building on practices observed at Langmei High School.

In addition, public-private collaboration should be strengthened through resource sharing, joint access to laboratory facilities, collaborative teacher training, and

shared infrastructure initiatives. In this context, fuller implementation of the School Fagathansi Mission in Tamei sub-division could support improvement in government schools, while private schools' experience in community mobilization and resource management may contribute to these efforts.

Further, a technology support programme for schools, aligned with national schemes such as the ICT and Digital Initiatives under Samagra Shiksha and the National Digital Literacy Mission (NDLM), also known as the Digital Saksharta Abhiyan (DISHA), should be implemented to support the provision of computer facilities, internet connectivity, digital learning resources, and teacher training, with priority given to government schools.

Regular annual surveys involving different stakeholders, scaled to the small population, together with independent infrastructure audits, could help monitor school conditions and identify gaps requiring attention.

School management committees can also play a stronger role through greater decision-making authority and by mobilizing local resources to support school improvement.

With sustained political support, adequate funding, and regular monitoring, these measures may help reduce existing gaps and improve educational quality in Tamei and similar remote tribal areas.

Conclusion

This comparative analysis, based on the available sample of 60 participants, indicates that private secondary schools show advantages over government schools in key infrastructure and resource areas. Both sectors, however, share a major gap in the near absence of technology integration.

If the proposed recommendations are implemented, educational authorities may reduce disparities, improve equity, and strengthen learning conditions for tribal students within the limits of the region. Future research may extend this work through mixed-method studies and comparisons across similar remote settings. Addressing these gaps is important for improving education and supporting broader social development in Manipur and similar regions.

References

Aggarwal, J. C. 1980. *School Organisation, Administration and Management*. 9th ed. Delhi: Doaba House Publishers.

Banteiborlang, Mylliemngap. 2011. "Study of Infrastructural Facilities of Secondary Schools in Shillong Town." M.Ed dissertation, Department of Education, North-Eastern Hill University, Shillong. Shodhganga. https://shodhganga.inflibnet.ac.in/handle/10603/169847.

Barrett, Peter, Alberto Treves, Tigran Shmis, Diego Ambasz, and Maria Ustinova. 2019. *The Impact of School Infrastructure on Learning: A Synthesis of the Evidence*. International Development in Focus. Washington, DC: World Bank. https://doi.org/10.1596/978-1-4648-1378-8.

Bidyalakshmi, Keithellakpam. 2016. "Problems of Elementary Education in Senapati District of Manipur, India." *Paripex — Indian Journal of Research* 5 (3).

https://www.worldwidejournals.com/paripex/fileview/problems-of-elementary-education-in-senapati-district-of-manipur-india_March_2016_3501090465_1615550.pdf.

Cuesta, Ana, Paul Glewwe, and Brooke Krause. 2016. "School Infrastructure and Educational Outcomes: A Literature Review, with Special Reference to Latin America." *Economía* 17 (1): 95–130.

Kamau, Stephen J., Charles M. Rambo, and John Mbugua. 2020. "School Infrastructure Policy Implementation and Performance of School Construction Projects in Post-Conflict Environment." *East African Scholars Journal of Education, Humanities and Literature* 2 (5): 186–191. https://doi.org/10.36349/EASJEHL.2020.v03i05.026.

Kapur, Radhika. 2019. "Infrastructure Development in Schools." Working paper. ResearchGate. https://www.researchgate.net/publication/334029594_Infrastructure_Development_in_Schools.

Mahapatra, Sumanta Kumar, and Horen Goowalla. 2019. "A Study on Educational Infrastructure Facilities Provided by Government and Private Schools in Nagaland with Special Reference to Dimapur." *International Journal of Logistics and Supply Chain Management Perspectives* 8 (2): 3615–3619. https://lscmp.com/index.php/lscmp/article/view/28.

Murillo, F. Javier, and Marcela Román. 2011. "School Infrastructure and Resources Do Matter: Analysis of the Incidence of School Resources on the Performance of Latin American Students." *School Effectiveness and School Improvement* 22 (1): 29–50. https://doi.org/10.1080/09243453.2010.543538.

Newmai, Phoibiliu, and Temjensosang. 2025. "Educational Challenges: A Catalyst for Underdevelopment." *International Journal of Multidisciplinary Research & Reviews* 4 (3): 94–115. https://doi.org/10.56815/ijmrr.v4i3.2025.94-115.

Singh, Moirangthem Kunjaraj. 2022. "A Comparative Study of Government and Private Secondary Schools in Imphal East District, Manipur." PhD thesis, Department of Education, Manipur University. Supervised by Ch. Beda Devi. Shodhganga. http://hdl.handle.net/10603/426950.