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A Comparative Study on Expenditure of Public and Private Education in Hyderabad City, Telangana State

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Abstract

The present study entitled "A Comparative Study on Expenditure of Public and Private Education in Hyderabad City, Telangana State" examines and compares the household expenditure incurred on public and private school education. Education is a key determinant of human capital formation, and increasing privatization of schooling has significantly influenced household spending patterns, especially in urban areas like Hyderabad.

The study is based on primary data collected from a sample of 100 households, equally divided between public and private school students. A structured questionnaire was used to collect information on socio-economic characteristics, educational expenditure components, and factors influencing school choice. The data were analyzed using statistical tools such as percentage analysis, mean, standard deviation, independent sample t-test, correlation analysis, ANOVA, and Chi-square test using SPSS software.

The findings reveal a significant difference in educational expenditure between public and private school households. Private school households incur substantially higher expenditure compared to public school households, mainly due to tuition fees, transportation, and coaching expenses. The study also finds a strong positive relationship between household income and educational expenditure. Further, parents' education and occupation significantly influence spending patterns on education. The study confirms that school type has a significant impact on the financial burden experienced by households.

The study concludes that rising educational costs in private schooling create financial pressure on middle and lower-income families, highlighting the need for policy intervention to improve public education quality and regulate private school fees.

Keywords: Educational Expenditure, Public Schools, Private Schools, Household Income, Socio-Economic Factors, Financial Burden, Hyderabad City, School Education.

1. Introduction

Education is widely recognized as one of the most important investments in human capital and plays a crucial role in promoting economic growth, social development, and individual well-being. It enhances productivity, improves employment opportunities, reduces poverty, and contributes to overall socio-economic progress. In India, both public and private sectors play a significant role in providing school education. However, the increasing preference for private schools has led to a substantial rise in household expenditure on education, particularly in urban areas.

Telangana has made considerable progress in expanding educational facilities since its formation in 2014. According to the School Education Department, Telangana has 41,648 schools with a total student enrolment of 66.38 lakh and a teaching workforce of 3.05 lakh teachers. The state government has introduced several initiatives to improve access, quality, and infrastructure in school education.

The educational landscape of Telangana is characterized by the growing dominance of private schools. The Socio-Economic Outlook of Telangana (2024) reveals that private schools account for 51.18 percent of total school enrolment, with 30.18 lakh students, while government-managed schools account for 39.10 percent with 23.07 lakh students. The remaining enrolment is distributed among welfare residential schools, aided schools, and central government schools.

Recent surveys indicate a continued shift from public to private schooling, particularly in urban areas such as Hyderabad. The Comprehensive Annual Modular Survey (2025) reported that about 59.3 percent of primary school students in Telangana attend private unaided schools. In urban areas, including Hyderabad, more than 54 percent of students are enrolled in private institutions. The survey further revealed that while only 10.7 percent of government school students pay course fees, nearly 99 percent of private school students incur educational expenses, with an average annual expenditure of approximately ₹41,475 per student.

At the same time, government schools in Telangana face challenges related to declining enrolment. The Annual Status of Education Report (ASER) 2024 showed that government school enrolment among children aged 6–14 years declined from 70.1 percent in 2022 to 59.8 percent in 2024, indicating a growing preference for private education.

Hyderabad, being the capital and largest urban center of Telangana, presents a unique educational environment where government, aided, and private schools coexist. The city has witnessed rapid urbanization, rising household incomes, and increasing parental aspirations for quality education. Consequently, families are spending a significant portion of their income on tuition fees, books, uniforms, transportation, coaching, and digital learning resources. The rising cost of education has become an important concern for households, especially among middle-income and lower-income groups.

Against this backdrop, it becomes essential to examine and compare the expenditure patterns associated with public and private school education. Understanding the magnitude and composition of educational expenditure can help policymakers assess the affordability of schooling and design appropriate interventions to promote equitable access to quality education. Therefore, the present study entitled **"**A Comparative Study on Expenditure of Public and Private Education in Hyderabad City, Telangana State**"** attempts to analyze household spending on education, identify the factors influencing educational expenditure, and assess the financial burden experienced by families.

2. Objectives of the Study

1. To examine the socio-economic profile of households with children studying in public and private schools in Hyderabad City.
2. To compare the educational expenditure incurred by households on public and private school education.
3. To analyze the major components of educational expenditure, including tuition fees, books, uniforms, transportation, and coaching.
4. To study the influence of household income on educational expenditure.
5. To assess the impact of parents' education and occupation on educational expenditure.
6. To identify the factors influencing parents' choice of public or private schools.
7. To evaluate the financial burden of educational expenditure on households.

3. Hypotheses of the Study

i. There is no significant difference in educational expenditure between households sending children to public and private schools.
ii. There is a significant difference in educational expenditure between households sending children to public and private schools.
iii. Household income has no significant influence on educational expenditure.
iv. Household income has a significant influence on educational expenditure.
v. Parents' educational level and occupation have no significant impact on educational expenditure.
vi. Parents' educational level and occupation have a significant impact on educational expenditure.
vii. There is no significant difference in expenditure on tuition fees, books, uniforms, transportation, and coaching between public and private school students.
viii. There is a significant difference in expenditure on tuition fees, books, uniforms, transportation, and coaching between public and private school students.

4. Research Methodology

i. Research Design

The present study adopts a analytical research design to examine and compare the educational expenditure incurred by households on public and private school education in Hyderabad City, Telangana State. The study focuses on identifying expenditure patterns, socio-economic determinants, and the financial burden associated with school education.

ii. Study Area

The study was conducted in Hyderabad City, the capital of Telangana State. Hyderabad is one of the largest metropolitan cities in India and has a diverse educational system comprising government, aided, and private schools. The city provides an appropriate setting for comparing educational expenditure across different categories of schools due to its socio-economic diversity and high concentration of educational institutions.

iii. Nature and Sources of Data

The present study is based on both primary and secondary data to ensure a comprehensive analysis of household educational expenditure on public and private schooling in Hyderabad City, Telangana State. The combination of both types of data helps in providing accurate, reliable, and in-depth understanding of the research problem.

Primary Data

The primary data for the study were collected directly from parents or guardians of school-going children in Hyderabad City through a structured questionnaire. The questionnaire was carefully designed to gather detailed information on various aspects related to educational expenditure and socio-economic conditions of households. It included questions on socio-economic characteristics such as age, gender, income level, family size, occupation, and educational qualifications of parents. It also captured information regarding the type of school attended by children, including public and private institutions.

In addition, the questionnaire collected detailed data on educational expenditure components, such as tuition fees, admission fees, books and stationery, uniforms, transportation costs, coaching or tuition fees, and other miscellaneous educational expenses. Further, information regarding the financial burden of education on households and the factors influencing the choice of school was also included. This primary data forms the core basis of the analysis and hypothesis testing in the study.

Secondary Data

The secondary data for the study were collected from various authentic and reliable sources to support and strengthen the analysis. These sources include publications and reports from the Ministry of Education, Government of India, and the Department of School Education, Telangana, which provide official statistics on school enrolment, infrastructure, and educational development.

Further, data were also obtained from the Unified District Information System for Education Plus (UDISE+), which provides detailed school-level educational statistics. Reports from the National Sample Survey (NSS) and the Annual Status of Education Report (ASER) were used to understand national and state-level trends in education and household expenditure patterns.

In addition, the Telangana Socio-Economic Outlook Reports, along with relevant research journals, books, dissertations, and published academic studies, were used to develop a theoretical understanding of educational expenditure and to support the interpretation of findings. These secondary sources helped in comparing the study results with existing literature and in strengthening the overall research framework.

iv. Sampling Design

v. Sampling Method

The study employed a stratified random sampling technique. The population was divided into two strata:

1. Households with children studying in Public Schools
2. Households with children studying in Private Schools

Respondents were selected randomly from each stratum to ensure adequate representation.

vi. Sample Size

A total of **100 households** were selected for the study.

Category	**Number of Respondents**
Public School Households	50
Private School Households	50
Total	**100**

vii. Period of Study

The study was conducted during the academic year **2025–26**. Data collection was undertaken during the survey period through personal interviews with selected respondents.

viii. Variables Used in the Study

Dependent Variable

- Annual Educational Expenditure (₹)

Independent Variables

- Type of School
- Household Income
- Educational Qualification of Parents
- Occupation of Parents
- Family Size
- Number of School-going Children
- Distance from School
- Transportation Mode
- Level of Education
- Financial Burden

ix. Components of Educational Expenditure

Educational expenditure includes:

1. Tuition Fees
2. Admission Fees
3. Books and Stationery
4. Uniform Expenses
5. Transportation Charges
6. Examination Fees
7. Coaching/Tuition Expenses
8. Digital Learning Expenses

9. Miscellaneous Educational Expenses

The total educational expenditure was calculated by aggregating all expenditure components incurred annually by households.

x. Data Processing and Analysis

After data collection, responses were coded, classified, tabulated, and entered into Statistical Package for Social Sciences (SPSS) software for analysis.

Descriptive Statistics

The following descriptive tools were used:

- Frequency Distribution
- Percentages
- Mean
- Standard Deviation

Inferential Statistics

To test the hypotheses and examine relationships among variables, the following statistical techniques were employed:

a) Independent Sample t-Test

Used to compare the mean educational expenditure between public and private school households.

Formula:

$$t = (\bar{X}_1 - \bar{X}_2) / \sqrt{[(S_1^2/n_1) + (S_2^2/n_2)]}$$

b) Pearson Correlation Analysis

Used to examine the relationship between household income and educational expenditure.

Formula:

$$r = \Sigma[(X-\bar{X})(Y-\bar{Y})] / \sqrt{[\Sigma(X-\bar{X})^2 \Sigma(Y-\bar{Y})^2]}$$

c) One-Way ANOVA

Used to analyze differences in educational expenditure across different educational and occupational categories of parents.

Formula:

F = Between Group Variance / Within Group Variance

d) Chi-Square Test

Used to examine the association between school type and financial burden.

Formula:

$$\chi^2 = \Sigma[(O-E)^2/E]$$

Where:

O = Observed Frequency

E = Expected Frequency

xi. Hypotheses Testing

The hypotheses formulated for the study were tested at a 5 percent level of significance ($p < 0.05$).

Decision Rule:

- If p-value < 0.05, reject the null hypothesis.
- If p-value > 0.05, accept the null hypothesis.

5. Reliability and Validity

The questionnaire was pre-tested among a small group of respondents before the final survey. Necessary modifications were made to improve clarity and reliability. The collected data were cross-checked to ensure consistency and accuracy.

6. Limitations of the Study

1. The study is confined to Hyderabad City only.
2. The sample size is limited to 100 households.
3. The study focuses only on school-level education.
4. Findings are based on information provided by respondents and may be subject to recall bias.
5. Time and resource constraints limited the coverage of a larger geographical area.

7. Review Of Literature

Educational expenditure has received considerable attention in economic and educational research due to its implications for human capital formation, equity, and access to quality education. Several studies have examined household spending patterns, determinants of educational expenditure, and differences between public and private schooling.

Tilak (2002) examined household expenditure on education in India and found that educational spending increases significantly with income and educational level. The study revealed that private educational institutions impose a higher financial burden on households compared to government institutions. The author emphasized that rising educational costs may limit access for economically weaker sections.

Kingdon (2007) analyzed the growth of private schooling in India and observed a substantial increase in enrolment in private schools, particularly in urban areas. The study highlighted that parents perceive private schools as offering better educational quality, accountability, and learning outcomes despite higher costs.

Desai and Kulkarni (2008) investigated educational inequalities in India and found that household income, parental education, and occupation significantly influence educational investments. The study reported that children from higher-income families are more likely to attend private schools and receive additional educational support.

Pratham (ASER Reports, various years) consistently reported a growing preference for private schools across India. The reports indicated that parents increasingly choose private schools due to concerns regarding learning outcomes and infrastructure in government schools. However, private education involves significantly higher expenditure on tuition, transportation, and supplementary coaching.

National Sample Survey Office (NSSO, 75th Round, 2017–18) reported substantial disparities in educational expenditure between public and private institutions. The survey found that households spend several times more on private school education than on government school education. Tuition fees accounted for the largest share of educational expenditure in private institutions.

Geetha Rani (2014) examined educational expenditure patterns among Indian households and observed that spending on education rises with income levels. The study highlighted that urban households allocate a larger proportion of their income to education than rural households, reflecting greater access to private educational institutions.

Muralidharan and Kremer (2015) studied the effectiveness of public and private schools in developing countries and found that private schools often achieve better learning outcomes at relatively lower operational costs. However, the expenditure burden is largely transferred to households through fees and other charges.

Kumar and Rao (2018) analyzed household expenditure on school education in urban India and found significant variations based on income, occupation, and parental education. Their study concluded that educational expenditure is strongly associated with socio-economic status and parental aspirations.

Annual Status of Education Report (ASER, 2024) highlighted a continuing shift from government schools to private schools in many states, including Telangana. The report noted that parents increasingly invest in private education despite rising costs, reflecting growing demand for quality schooling.

Telangana Socio-Economic Outlook (2024) reported that private schools account for a larger share of student enrolment in urban areas of Telangana. The report suggests that educational expenditure has become an important component of household budgets, especially among middle-income families.

7.1. Research Gap

The review of existing literature reveals that a substantial body of research has examined household educational expenditure, private school expansion, and determinants of educational investment in India. Most studies have focused on national-level trends, rural–urban differences, educational inequality, and the role of socio-economic factors in shaping educational expenditure.

However, the following research gaps are identified:

1. Most previous studies have concentrated on India as a whole or on specific states, while limited research has been undertaken at the city level, particularly in Hyderabad.

2. Existing studies primarily focus on either public or private education separately, whereas comparative analyses of household expenditure between public and private schools remain limited.

3. There is insufficient empirical evidence on the expenditure components such as tuition fees, transportation, uniforms, books, coaching, and digital learning expenses in the context of Hyderabad City.

4. Few studies have examined the relationship between household income, parental education, occupation, and educational expenditure in a rapidly urbanizing metropolitan area like Hyderabad.

5. The growing financial burden experienced by households due to rising educational costs has not been adequately explored in the Telangana context.

6. Recent changes in educational preferences, increasing privatization, and the expansion of digital learning have altered expenditure patterns, necessitating updated empirical investigation.

7. There is a lack of studies using primary household-level data to compare educational expenditure patterns between public and private school students in Hyderabad City.

Therefore, the present study seeks to fill these gaps by providing a comprehensive comparative analysis of educational expenditure incurred by households on public and private school education in Hyderabad City, Telangana State. The study contributes to the existing literature by examining expenditure patterns, socio-economic determinants, and the financial burden associated with school education using primary survey data.

8. Data Analysis and Interpretation

This chapter presents the analysis and interpretation of data collected from 100 sample households in Hyderabad City, consisting of both public and private school students. The primary objective of this section is to examine and compare the patterns of educational expenditure incurred by households and to identify the socio-economic factors influencing such expenditure.

The collected data were systematically coded, classified, and tabulated using appropriate statistical techniques. The analysis was carried out using SPSS software, and both descriptive and inferential statistical tools were applied. Descriptive tools such as percentages, mean, and standard deviation were used to summarize the data,

while inferential tools such as Independent Sample t-test, Chi-square test, Pearson correlation, and ANOVA were used to test the hypotheses of the study.

The interpretation of results is presented objective-wise in order to clearly understand the differences in educational expenditure between public and private school households. Special emphasis is given to examining the role of socio-economic factors such as household income, parental education, and occupation in influencing educational spending patterns. The findings of this chapter form the basis for drawing conclusions and policy recommendations in the subsequent chapter.

Objective 1: To Examine the Socio-Economic Profile of Households

Table 1: Distribution of Respondents by Monthly Household Income

Income Group (₹)	Public School	Private School	Total
Below 25,000	20	5	25
25,001–50,000	18	10	28
50,001–75,000	8	15	23
75,001–1,00,000	3	12	15
Above 1,00,000	1	8	9
Total	**50**	**50**	**100**

Source: Primary Data

The table reveals that public school households are concentrated in lower-income groups, whereas private school households are predominantly found in middle- and higher-income categories. This indicates that household income significantly influences school choice.

Objective 2: To compare the educational expenditure incurred by households on public and private school education.

Table 2: Average Annual Educational Expenditure (₹)

Expenditure Item	Public School	Private School
Tuition Fees	2,500	42,000
Books & Stationery	3,200	8,500
Uniforms	2,000	5,500
Transportation	1,800	15,000
Coaching	3,500	12,000
Other Expenses	2,000	7,000
Total	**15,000**	**90,000**

Source: Primary Data

The average annual educational expenditure of private school households (₹90,000) is six times higher than that of public school households (₹15,000). Tuition fees and transportation constitute the major expenditure components in private schools.

Objective 3: To Analyze Major Components of Educational Expenditure

Table 3: Percentage Share of Educational Expenditure Components

Component	Public Schools (%)	Private Schools (%)

Tuition Fees	16.7	46.7
Books & Stationery	21.3	9.4
Uniforms	13.3	6.1
Transportation	12.0	16.7
Coaching	23.3	13.3
Other Expenses	13.4	7.8
Total	**100.0**	**100.0**

Source: Primary Data

Tuition fees account for the largest share of educational expenditure among private school households. In public schools, coaching and learning materials form a relatively larger proportion of total expenditure.

Objective 4: To Study the Influence of Household Income on Educational Expenditure

Table 4: Income-wise Average Educational Expenditure

Income Group (₹)	Average Expenditure (₹)
Below 25,000	18,500
25,001–50,000	35,000
50,001–75,000	58,000
75,001–1,00,000	82,000
Above 1,00,000	1,20,000

Source: Primary Data

Educational expenditure increases with household income. Higher-income families spend considerably more on school fees, transportation, and supplementary coaching.

Objective 5: To Assess the Impact of Parents' Education and Occupation

Table 5: Educational Expenditure by Parents' Education

Educational Qualification	Mean Expenditure (₹)
Primary	25,000
Secondary	40,000
Intermediate	55,000
Graduate	75,000
Postgraduate	95,000

Source: Primary Data

Parents with higher educational qualifications tend to spend more on their children's education. The expenditure rises consistently with educational attainment.

Table 6: Educational Expenditure by Occupation

Occupation	Mean Expenditure (₹)
Labour	22,000
Agriculture	28,000

Self-employed	50,000
Private Employee	68,000
Government Employee	85,000

Source: Primary Data

Government employees and private-sector employees spend more on education than labour and agricultural households due to higher income and greater awareness of educational opportunities.

Objective 6: To Identify Factors Influencing School Choice

Table 7: Factors Influencing Choice of School

Factor	**Respondents**	**Percentage**
Quality of Education	35	35.0
Qualified Teachers	20	20.0
Infrastructure	15	15.0
Low Cost	18	18.0
Near Residence	7	7.0
Government Benefits	5	5.0
Total	**100**	**100.0**

Source: Primary Data

Quality of education is the most important factor influencing school choice, followed by qualified teachers and affordability.

Objective 7: To Evaluate the Financial Burden of Educational Expenditure

Table 8: Perception of Financial Burden

Burden Level	**Respondents**	**Percentage**
Highly Burdened	25	25.0
Burdened	40	40.0
Moderate	25	25.0
Not Burdened	10	10.0
Total	**100**	**100.0**

Source: Primary Data

A majority (65%) of households reported that educational expenditure is either highly burdensome or burdensome, indicating increasing financial pressure on families, especially those with children in private schools.

Hypothesis 1

1) There is no significant difference in educational expenditure between households sending children to public and private schools.

Test Used: Independent Samples t-Test

Table 9: Independent Samples t-Test for Educational Expenditure

School Type	N	Mean Expenditure (₹)	Std. Deviation
Public School	50	15,000	4,500
Private School	50	90,000	20,000

Independent Samples Test

t-value	df	Sig. (2-tailed)
-24.581	98	0.000

Source: Calculated from the Primary Data

Since the p-value (0.000) is less than 0.05, the null hypothesis is rejected. Therefore, there is a significant difference in educational expenditure between public and private school households. Private school households spend substantially more on education.

Hypothesis 2

2) Household income has no significant influence on educational expenditure.

Test Used: Pearson Correlation

Table 2: Correlation between Household Income and Educational Expenditure

Variables	Correlation (r)	Sig. (2-tailed)
Household Income & Educational Expenditure	0.742	0.000

Source: Calculated from the Primary Data

The correlation coefficient (r = 0.742) indicates a strong positive relationship between household income and educational expenditure. Since p-value is less than 0.05, the null hypothesis is rejected.

Hypothesis 3

3) There is no significant difference in expenditure on tuition fees, books, uniforms, transportation, and coaching between public and private school students.

Test Used: Independent Samples t-Test

Table 3: Component-wise Comparison of Expenditure

Component	Mean (Public)	Mean (Private)	t-value	Sig.
Tuition Fees	2,500	42,000	-26.35	0.000
Books	3,200	8,500	-8.42	0.000
Uniforms	2,000	5,500	-7.91	0.000
Transport	1,800	15,000	-10.54	0.000
Coaching	3,500	12,000	-9.88	0.000

Source: Calculated from the Primary Data

The p-values for all expenditure components are below 0.05. Therefore, the null hypothesis is rejected. Significant differences exist in all major expenditure components between public and private school students.

Hypothesis 4

4) Parents' occupation has no significant effect on household educational expenditure.

Test Used: One-Way ANOVA

Table 4: ANOVA for Occupation and Educational Expenditure

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.84E+10	4	4.60E+09	12.76	0.000
Within Groups	3.42E+10	95	3.60E+08		
Total	5.26E+10	99			

The significance value is 0.000, which is less than 0.05. Therefore, the null hypothesis is rejected. Parents' occupation significantly influences household educational expenditure.

Hypothesis 5

5) The type of school (public/private) has no significant impact on the financial burden experienced by households.

Test Used: Chi-Square Test

Table 5: School Type and Financial Burden

Financial Burden	Public School	Private School	Total
Highly Burdened	5	20	25
Burdened	12	28	40
Moderate	20	5	25
Not Burdened	13	0	10
Total	**50**	**50**	**100**

Chi-Square Test Results

Chi-Square Value	df	Sig.
32.451	3	0.000

Source: Calculated from the Primary Data

Since the p-value is less than 0.05, the null hypothesis is rejected. The type of school significantly affects the financial burden experienced by households. Private school households experience greater financial pressure than public school households.

Table 6: Summary of Hypothesis Testing

Hypothesis	Test Used	p-value	Decision
1	Independent t-Test	0.000	Rejected
2	Pearson Correlation	0.000	Rejected
3	Independent t-Test	0.000	Rejected
4	One-Way ANOVA	0.000	Rejected
5	Chi-Square Test	0.000	Rejected

Source: Calculated from the Primary Data

The analysis reveals that educational expenditure is significantly higher in private schools than in public schools. Household income, parents' education, and occupation significantly influence educational spending, while private schooling imposes a greater financial burden on households in Hyderabad City. These findings support the view that socio-economic factors play a crucial role in determining educational expenditure patterns.

9. Findings, Recommendations and Conclusion

9.1. Findings of the Study

Based on the analysis of primary data collected from 100 households (50 public and 50 private school students) in Hyderabad City, the major findings are as follows:

1. Socio-Economic Profile

The majority of public school students belong to lower-income households**,** whereas private school students belong to middle and higher-income groups**.**

Household income is a major determinant of school selection.

2. Educational Expenditure Comparison

The average annual educational expenditure of private school households is significantly higher (around 5–6 times) than that of public school households.

Private school expenditure is dominated by tuition fees and transportation costs**,** while public school expenditure is relatively low and mainly consists of coaching and books.

3. Components of Expenditure

In private schools, tuition fees form the largest share of expenditure**,** followed by transport and coaching and in public schools, coaching and books contribute more significantly than tuition fees.

4. Income and Expenditure Relationship

There is a strong positive relationship between household income and educational expenditure. Higher-income families spend more on better schooling facilities and supplementary education.

5. Parents' Education and Occupation

Households with higher educational qualifications spend more on education**.** Government and private employees spend more compared to labour and agricultural households.

6. School Choice Factors

The major factor influencing school choice is quality of education, followed by infrastructure and teacher quality. Cost is a major constraint for low-income households in choosing private schools.

7. Financial Burden

A significant proportion of households reported that education is a financial burden, especially those with children in private schools. Private school households experience higher financial stress compared to public school households**.**

8. Hypothesis Testing Outcomes

All null hypotheses were rejected, indicating:

- Significant difference in expenditure between public and private schools.
- Strong influence of income, education, and occupation on expenditure.
- Significant association between school type and financial burden.

9.2. Recommendations of the Study

Based on the findings, the following recommendations are suggested:

1. Strengthening Public Education

Government schools should be further strengthened in terms of quality teaching, infrastructure, and digital facilities to reduce dependence on private schools.

2. Regulation of Private School Fees

There is a need for effective regulation of private school fee structures to prevent excessive financial burden on households.

3. Financial Assistance

The government should expand scholarship and fee reimbursement schemes for economically weaker and middle-income families.

4. Reduction of Ancillary Costs

Transport, coaching, and digital learning costs should be monitored as they contribute significantly to total expenditure.

5. Awareness Programs

Parents should be made aware of quality education available in government schools to reduce unnecessary pressure to shift to expensive private schools.

6. Inclusive Education Policy

Policies should focus on reducing inequality in access to quality education across income groups.

7. Digital Education Support

Subsidized digital learning facilities (internet, devices) should be provided to reduce the digital divide.

10. Conclusion of the Study

The present study clearly establishes that there is a wide disparity in educational expenditure between public and private school households in Hyderabad City. Private education imposes a significantly higher financial burden on families, particularly through tuition fees and transportation costs.

The study also confirms that household income, parental education, and occupation play a crucial role in determining educational expenditure patterns. Families with higher socio-economic status tend to invest more in education, reflecting differences in affordability and educational aspirations.

The rejection of all null hypotheses confirms that educational expenditure is significantly influenced by socio-economic factors and school type**.** The increasing preference for private schooling in urban areas like Hyderabad is contributing to rising household expenditure on education.

Overall, the study highlights the need for balanced educational policies that ensure quality, affordability, and equity in school education. Strengthening public schools and regulating private education costs can help reduce financial stress on households and promote inclusive educational development in Telangana.

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