

“A Comparative Study On Quality Of Education In Public And Private Schools Of Amravati Division”

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Abstract

With particular reference to the districts of Khanewal and Vehari in Punjab, Pakistan, the primary goal of this research paper was to conduct a comparative study of the quality of education in public and private secondary schools in the province. A convenient sampling method was used to collect primary data from 300 teachers from ten private and ten public schools, who were randomly selected. Another group of 20 head teachers/principals was chosen in the same way as the previous group. Through a series of tests administered to two groups of students, we were able to determine the educational level of teachers, their teaching methods, and the overall quality of the curriculum taught in public and private schools. When comparing the public and private sectors, we have discovered that the public schools have qualified staff, spacious buildings and basic facilities, and experienced permanent faculty, whereas the private sector does not.

Keywords : Quality of education, private and public schools, curriculum, teaching methods, training of teachers

1. Introduction

Education is the foundation to build a society. Education should be provided irrespective of caste, gender and religion. Educated people in a society are like a light in darkness. Indian education is one of the most ancient education system in world, though, time to time it get affected by the external factors who ruled this golden bird of the era. Fortunately that effect also upgraded the educational system of the country. Since beginning there had been a very tough phase for the citizens to acquire education in this caste affected Nation but as the time passed and

literacy level increased, automatically educated people started playing their responsibility of spreading awareness for education. An educated person has skills to understand and solve problems quick and efficient manner. Education provides three fundamental things respect, family stability and financial security. From ancient age India has been aware of the importance of education. Even during Vedic age, children went to gurukuls to earn knowledge (Athreye, 2016). Gurukul is a concept which was practiced in ancient days, it “was a type of education system in ancient India with shishya (students) living near or with the guru, in the same house” (Vedic Tree, 2021).

In current India, education includes teaching, learning as well as imparting training in schools (Human Capital Formation in India, 2021). Education includes formal education which has different stages namely, primary, secondary and higher education (**Misra and Pathania, 2010**). Talking in informal terms education never ends. Government of India puts major emphasis on education. Government of India has implemented various schemes to promote education in schools namely, National Scheme of Incentive to Girls for Secondary Education (NSIGSE), Sarva Shiksha Abhiyan, mid day meal, strengthening for providing quality Education in Madrassas (SPQEM).

The National Policy on Education (NPE) was formulated by Government to shape education system in the country. National Policy focuses on mandatory school education. NPE emphasizes on elementary as well as higher education in India. First National Education policy was formed in 1968. Later the same policy was reformed in 1986, 1992 and 2020. In the year 1961 Union government took a major step by establishing “National Council of Educational Research and Training (NCERT)” as an autonomous organization. The role of NCERT is to suggest both Central as well as state governments about the policies of education to be practiced. The aim of such steps is to provide quality education. This study also focuses on school’s education. The agenda of the research work is to dig out and find the factor’s which improves school quality. Government of India has also started schemes like “Sarva Shiksha Abhiyan” which emphasizes on education for one and all. Be it disadvantaged classes of society, poor or female children, through “Sarva Shiksha Abhiyan” Government’s aim are to educate all.

In midst of providing education to all through Government schools and private schools, the question emerges whether students are getting quality education. The term “quality” in education was bizarre decade ago. But now a day this aspect of education has grabbed attention of academicians and practitioners. Cliff et al., 1987 has stated that “Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder” (Ghosh, Panigrahi and Chatarjee, 2019; Hughes, 1988). Quality has been extensively defined by Dewney et al. (1994) as, “meeting, exceeding and delighting customer’s needs and expectations with the recognition that these needs and desires will change over time” (Ghosh, Panigrahi and Chatarjee, 2019).

1. Rationale of the study

Education enables a person to think logically and make wise decisions. Government of India has established many schools in order to provide quality education to students. The schools are run by different boards including Central board of secondary education, Indian Certificate of Secondary Education (ICSE) and state boards. To name a few Andhra Pradesh Board of Secondary Education, Maharashtra State Board of Secondary and Higher Secondary Education, Punjab School Education Board, Bihar School Examination Board, Madarsa Boards are some of the state boards providing education in different states of India. Apart from the central and state governments effort to run numerous schools in the country, private sector has also established numerous schools within the country establishing a number of schools all over the country, the different types of schools emerged in private sector too, offering education to school students. Government schools don't need to put an effort to get affiliated with board as they get affiliated with the CBSE. But for private schools, situation is quite different. Private schools have to go through rigorous stages to get affiliated with a nationally reputed board like CBSE. These schools normally differ in their methods of teaching, infrastructural and man power facilities, curriculum, medium of instruction, discipline, curricular and co-curricular activities, pedagogy, syllabus, examinations and evaluation procedures, their affiliations and accreditations standards, etc

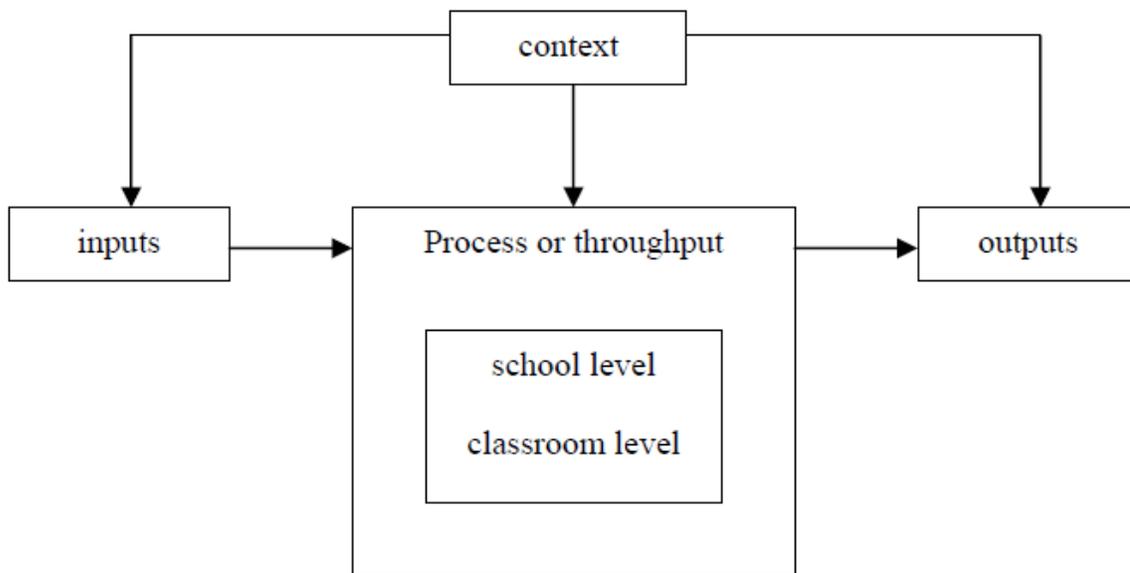
A vast amount of research is present in the area of economic output of education based on quantity; on the other hand research in the area of quality is scarce (Kingdon, 1996). Kingdon, 1996 in his study states that the relationship between quality of education and productivity shows that quality of education and productivity is an indicator that there is a need to study aspects of quality education.

2. Objective

- To study the quality education practices prevailing in public and private sector schools.
- To analyze current practice in benchmarking and use of standards.
- To suggest coping strategies to gain quality education in an unsupportive environment.

3. Literature review

In India the responsibility to provide education lies on the shoulders of public/Government as well as private schools. Both of them are assigned the responsibility of providing quality education in schools. Quality refers to superiority or inferiority of a product or service offered (Kumar, 2005) When it comes to education the concept is still vague and there is a need to develop and revise parameters to meet quality education. Few researchers have kept their point of view in pointing out the indicators of quality education. One of the ways to depict whether students have received quality education is to monitor the outcome/output.



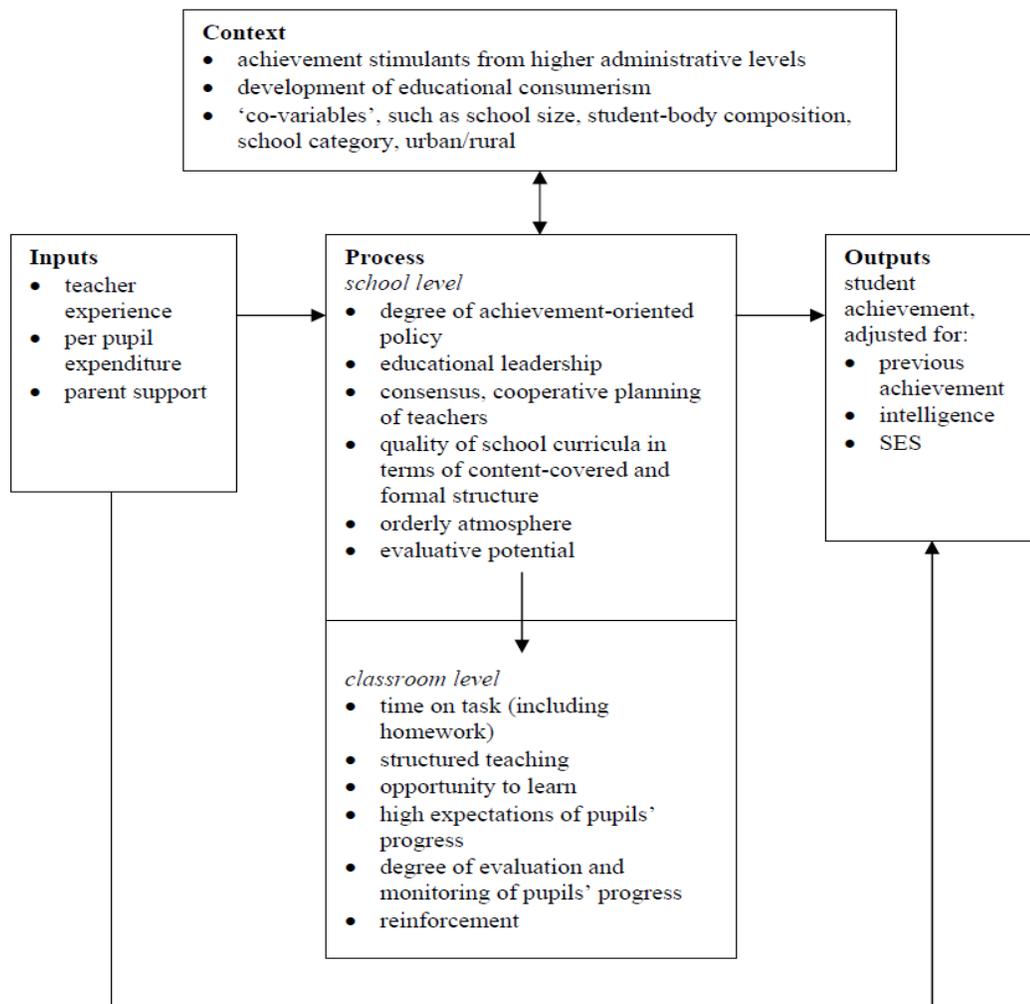
Here, context indicator includes demography, financial capability of the student. Input indicators include expenditure per student; teacher student ratio; qualification of the teacher. Process indicators include curriculum, exposure, investment (Scheerens, 2004). While output indicators include dropout rate, participation rate, time taken to attain the degree and marks attained. While long term output can be monitored via employment status, income, prone to delinquency or not (Scheerens, 2004). The model above shows that when student is taught at school level and classroom level then transformation of students might occur as he starts learning and acquiring knowledge. After years one can monitor the short term output and long term output.

In a research work conducted by Cheng and Tam, (1997) seven different models of education quality have been studied. The models discussed in their research paper are goal and specification model, resource-input model, process model, satisfaction model, legitimacy model, absence of problems model, organizational learning model.

	Conception of education quality	Conditions for model usefulness	Indicators/key areas for quality evaluation (with examples)
Goal and specification model	Achievement of stated institutional goals conformance to given specifications	When institutional goals and specifications are clear, consensual, time-bound, and measurable When resources are sufficient to achieve the goals and conform to the specifications	Institutional objectives, standards, and specifications listed in the programme plans, e.g. academic achievements, attendance rate, dropout rate, etc.
Resource-input model	Achievement of needed quality resources and inputs for the institution	When there is a clear relationship between inputs and outputs When quality resources for the institution are scarce	Resources procured for institutional functioning, e.g. quality of student intake, facilities, financial support, etc.
Process model	Smooth internal process and fruitful learning experiences	When there is a clear relationship between process and educational outcomes	Leadership, participation, social interactions, classroom climate, learning activities and experiences, etc.
Satisfaction model	Satisfaction of all powerful constituencies	When the demands of the constituencies are compatible and cannot be ignored	Satisfaction of education authorities, management board, administrators, teachers, parents, students, etc.
Legitimacy model	Achievement of the institution's legitimate position and reputation	When the survival and demise among education institutions must be assessed When the environment is very competitive and demanding	Public relations, marketing, public image, reputation, status in the community, evidence of accountability, etc.
Absence of problems model	Absence of problems and troubles in the institution	When there is no consensual criteria of quality but strategies for improvement are needed	Absence of conflicts, dysfunctions, difficulties, defects, weaknesses, troubles, etc.
Organizational learning model	Adaptation to environmental changes and internal barriers Continuous improvement	When institutions are new or changing When the environmental change cannot be ignored	Awareness of external needs and changes, internal process monitoring, programme evaluation, development planning, staff development, etc.

Source: Cheng, Y. C., & Tam, W. M. (1997). Multi-models of quality in education. *Quality assurance in Education*.

Cheng and Tam, 1997 concluded that all seven models are important and these models should be used in a complementary way to attain total quality management. Total quality management includes integration of the seven models enlisted above. Total quality management in education has been studied by different researchers at different times (Bradley, 1993; Greenwood and Gaunt, 1994). The models above focuses on different aspects of quality indicators like academic achievements, dropout rates, attendance rate, quality of student intake, facilities provided, student intake, satisfaction of student/teachers/parents, leadership, social interaction, classroom activities, learning experiences, absence of conflicts in institution, awareness of external needs, programme evaluation etc.



Source: Scheerens, J. (1990). School effectiveness research and the development of process indicators of school functioning. *School effectiveness and school improvement*, 1(1), 61-80.

4. Hypotheses formulated:

H1: There is significant difference between the quality education provided by public and private sector schools

H2: There is significant difference between the teacher's experience of public and private sector schools

H3: There is significant difference between the employability of alumni of public and private sector schools

H4: There is significant difference between the curriculum of public and private sector schools

5. Research Design

'Research Design is a framework or blue print for conducting research' (Malhotra and Dash, 2011). Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. In other language, the research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer research questions. A research design specifies the methods and procedures for conducting a particular study (Beri, 2009). There are three types of research design (1) Exploratory (2) Descriptive (2) Experimental. The main aim of exploratory research is to identify the boundaries of the environment in which the problems, opportunities or situations of interest are likely to reside and to identify the salient factors or variables that might be relevant to the research. The main aim of descriptive research is to provide an accurate and valid representation of (encapsulate) the factors or variables that are relevant to the research questions. The main aim of explanatory or experimental research design is to identify any causal links between the factors or variables that pertain to the research problem. Such research is also very structured in nature. The present study has adopted a mixed research design. The first part of the study used Exploratory Research Design to obtain the background information about the research problem and to formulate hypotheses throughout investigation of the literature (Churchill, 1995).

The primary objective was to gain insights and comprehension about the issues and challenges faced in providing quality education. In addition to this, exploratory research design was done in order to identify the independent and dependent variables and to formulate the hypotheses.

6. Sampling

Sampling is done to ensure that the research collects reliable and valid data.

7.1 Sampling technique

There are two types of sampling techniques i.e probability sampling technique and non-probability sampling technique (Malhotra, N.K.2011). Probability sampling techniques means equal chance of being selected in the sample that includes simple random sampling, systematic

sampling, stratified random sampling and cluster sampling. While, non-probability sampling techniques are those where there is no equal chance of being selected in the sample. It includes judgement sampling, convenient sampling and snowball sampling. The advantages of this non-probability sampling are the availability and the quickness with which the data can be gathered. It also incurs low costs and less time is needed to select the perspective sampling group members compared to other methods. Sampling is the way of selecting a section of the population to represent the overall population (Polit & Hungler 1999).

In this study, simple random sampling method will be used to choose the sample. It is the probability sampling techniques where persons are being selected randomly from the target population. The study will use both primary and secondary data.

7.2 Data collection methodology

Primary data collection techniques include questionnaire, interviews, schedules and observation. Secondary data will be conducted from research paper in journals, articles in magazines, Government reports, newspaper and other websites.

7.3 Sampling universe

A population is a total group of subjects. Sampling universe will be districts of the Nagpur region. The Amravati Division is one of five administrative divisions of the state of Maharashtra in India. Amravati is the easternmost division in the state, with an administrative headquarters in the city of Amravati. These districts are Amravati, Akola, Yawatmal, Buldhana and Washim. These districts differ from each other on the basis of the area of the districts, population of the districts, Categorization of cities as per Government of India, Income of the population, and Presence of industries, Health facilities, Municipal Corporation and socio-cultural characteristics.

7.4 Sampling unit

Sample is selecting the unit from the population. It is a subset of people, items, or events from a larger population that are collected and analyzed to make inferences. To represent the population well, a sample should be randomly collected and should be adequately large. Further, in the current study the sample unit will be students, alumni, parents and teachers of public and private schools in Amravati, Akola, Yawatmal, Buldhana and Washim district of Maharashtra.

7.5 Sample size

The targeted sample sizes will 500 respondents from the six districts. These districts are Amravati, Akola, Yawatmal, Buldhana and Washim.

8 Data Analysis

Data analysis is conducted on the qualitative as well as quantitative data collected. For quantitative data tools like MS- Excel and SPSS will be used.

1. How much the curriculum provided to you meets the expectations of yours?

- a. Exceeds
- b. Totally
- c. Nearly
- d. Not at all

Out of total number of respondents 20% said exceeds, 50% said totally, 25% said nearly and 5% said not at all.

2. Is there need for up gradation of curriculum in your school?

- a. Yes
- b. No

Out of total number of respondents 30% said yes and 70% said no.

3. Is there sufficient supporting infrastructure in your school?

- a. Yes
- b. No

Out of total number of respondents 80% said yes and 20% said no.

4. How do you rate your curriculum?

- a. Excellent
- b. Good
- c. Poor
- d. Worst

Out of total number of respondents 25% said excellent, 50% said good, 15% said poor and 10% said worst.

9 Future implications

The comparison between public and private schools will help in finding out the shortcomings in living up to the promise of providing quality education. This further will help in suggesting changes to the schools. This will improve the student's education process, further building well

educated students. It will help the nation to become stronger as the country will have well educated workforce ready to serve the nation.

10 Conclusion and suggestions

Through the responses it becomes very clear that maximum number of respondents is satisfied with current education system in Amravati division which includes districts Amravati, Akola, Yawatmal, Buldhana and Washim in it. But at the same time it also can be suggested there are some respondents which seeks an up gradation in the education system.

11 Limitations

The research work is restricted to five districts of Amravati division. The Geographical coverage area is small and hence generalizations cannot be made. The resources like time span, financial resources, access to secondary data for the research is limited.

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