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CRAFTING DEVELOPED METHODS AND MODERN APPROACH IN GOVERNMENT SCHOOLS AS PRIVATE SCHOOLS DOES

Dr. AJAZ AHMAD BHAT

Commerce and Management Department

Cluster Resource Coordinator (CRC) Higher Secondary School Akingam Achanal

Anantnag, Jammu & Kashmir

bhatajazg@gmail.com

ABSTRACT

The recent trend of private schooling is becoming fashion for all over the world everyone is looking for ability enhancement and they believe it this will be possible from private schools instead of govt. institutions The main aim of this research paper was to conduct a comparative study of the quality of education in public and private s schools in district Anantnag. Convenient sampling method was adopted to collect primary data from 300 teachers selected from 10 private and 10 public schools. In the same way 20 principals were also selected as a sample besides this all this research study have assessed the educational level of teachers, their teaching methods and quality of curriculum taught at public and private schools through a tests conducted on two groups of students. This research have found that the public schools have qualified staff, spacious building and the basic facilities, experience permanent faculty as compared to private sector but the results does not meet the actual requirements of students what looking for and can get groomed down .

Keywords: teachers, teaching, methods, results, experience, development, future, planning, meetings.

1. INTRODUCTION

1.1. Background of study:

School education has its own importance in modern development of nations. The history is witnessed for every developed nation which brought changes and revolutions in the field of education. The school orientation has become the trademark of changes and revolutions in the automated world. From time to time The Government of Jammu and Kashmir tried its best to ensure the needs and aspirations of every persons as well as society. In this regard, many methods and tools have been applied to ensure that both human resources and material resources are put jointly to get the real benefits of education. In this modern era, the schools have become alliance of modernization. According to Young, Green, Roehrich-Patrick, Joseph and Gibson, (2003) school of modern era has become the model of easiness. Sufficient physical facilities are being

provided to impart quality education. The provision of physical facilities is the sign of quality education both in public and private secondary schools. According to Vandiver, (2011), conducive learning environment is blended of physical facilities provided to schools. Moreover, physical facilities are the fundamental needs which lead students towards their destination.

However, student cannot get education only in classroom and we also cannot make them smart by confining them into the four walls. Their learning can be enhanced through modern approach which make possible for students publicly interaction with internal and external environment.

1.2. Issue of study:

The main issue of this study is to conduct a comparative analysis of this study on the quality education in public and private secondary Schools with special reference to district Anantnag.

2. OBJECTIVES OF STUDY:

1. To compare the quality of education of both public and private schools.
2. To analyze the education level of teachers, methods of teaching and quality of curriculum of both public and private schools.
3. To assess the quality of education on the basis of test both in public and private schools of district Anantnag

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2.1. Significance of the study:

Physical facilities and modern approach are the requirements for providing quality full education at schools. Basically, it is presumed that private sector schools are providing better quality education with modern approach and new methods as compared to public schools. This study was conducted to compare physical facilities and new methods at public and private schools in district Anantnag. Conclusion, of this study will be useful for policy makers, academicians, teachers and heads of educational institutions.

3. LITRATURE REVIEW

Ranjan (2014), “Private universities in India & quality of education” : He said that private higher education in India is getting more competitive with a remarkable increase in the number of academic institutions in the country. Only few private schools/ universities of India have gained

both national and international reputation and quality achieved at the desired level for develop skills but all of them are functioning with the same level of efficiency.

Gouda (2013), Das(2013), “Government versus private primary school in India, An Assessment of physical infrastructure, schooling cost and performance”. Researchers find that the infrastructure standards & schooling cost are showing a significant role in affecting the performance of students attended less days on average and therefore had lower grades & score in tests or also effect on teachers attitude or motivation to teach in the classroom. The school attendance along with test score found to be higher for schools with adequate infrastructure facilities and teachers express positive attitude about their classroom.

Rashmitha (2018), Jashmin (2018), “A comparative study on public and private funded schools in Chennai”. They used both the primary and secondary data. A researchers find that the parents prefer privet sector schools as compared to the public sector schools. Because they believes that the public sector schools have comparatively less educational facilities and unsuitable educational environment and think that a lack of efficient teacher are working in public schools. So the 90%of parents are choosing private schools for communication skills, career growth and standard infrastructure or quality education.

Kingdom G.(1996), “The quality and efficiency of private and public education: A case study of urban India . Government and private schools are similar in their cost efficiency but compare unfavorably with private schools. That the quality & cost efficiency of government funded schools needs to be greatly improved and private schools would lead to gains in efficiency as these institutions are both more technically efficient and more cost efficient.

Tiwari (2013), ANJUM (2013), Khurana (2013), “Role of private sector in Indian higher education”. The exponential growth in privet higher education institutes needs to be regulated based on quality of outcomes because government higher education need to improve. The central government funding on education is less than 1% of GDP. At the current budgetary allocation for education, the funds would be insufficient privet sector can bridge the gap in budgetary allocation and required allocation.

Shah (2013), Thoker (2013), “A comparative study of privet and government secondary school teachers’ attitude towards their teaching profession. Teaching attitude means believes, value. That

the result as government schools teachers have higher attitude towards their teaching profession and experience than the privet schools teachers.it have more knowledge , technique ,skills to teach students.

Rawat (2017), Rajput (2017) , “ A comparative study of quality of learning among students of government and privet schools of Agra district”. They used both primary and secondary data. They find that privet schools maintain much better standards and quality education than that of government schools. The student of privet schools have guidance and rich or educated parents therefore students do not differs in their learning or the other site the private school student are in different social and monetary status. So difference happen in their learning front. Girls students opt home science, arts subject and boys opt mathematics this make female to do better in their learning than male

Ali (1982) argued that there are few different opinions about school size: thirty to forty acres of land for a secondary school, twenty-five Acers for 500 students and fifteen acres for 1500 students (Ali, 1982). The supply of pure water for drinking purpose is very necessary for the health of children. In the same way, the availability of neat and clean toilets for easiness is also needed as well as paly grounds for recreational activities. In this modern age science laboratories are the necessary elements of schools with required equipment for experiments. During the academic activities students are needed the support of their teachers as well as helping material from libraries

Viswanthan (1962) long time ago when he said that Li brary works as a media in the school. Similarly, National Education Commission (1959) endorsed the importance of library and reported that the leading schools with good student achievement have big library and a rich collection of books. The importance of science and math kits cannot be denied in the present day world. The science kit comprised of those items which are planned to explain scientific principles linked with published curriculum material and tools box regarding items used in the classroom (Krasilchik, 1990).

4. RESEARCH METHODOLOGY:

4.1. Type of study:

For completion of this study this research study used primary data and in this study the data was collected from selected respondents through a structured questionnaire.

4.2. Target population:

The study involved collection of data from different categories of respondents serving in various teacher training and educational institutions located in district Anantnag e.g main town, Mattan, Bijbehara, Achabal and dailgam etc.

4.3. Sample of study:

For research study Sampling is an important factor which is responsible for the accuracy of the results. Convenience sampling was adopted to collect primary data from the respondents. 300 teachers and 20 head teachers from 10 schools of girls and 10 schools of boys located in District Anantnag were selected to get filled close ended and open questionnaire.

4.4. Tool for Data collection:

Data was collected by using questionnaire. The questionnaire contained 40 items. It was developed on the basis of 5-points Likert Scale and it contains following five options:

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

5. DATA ANALYSIS:

The collected data from the respective covered respondents through research instruments were properly executed in tabulation, analysed and interpreted by using appropriate statistical tools in terms of frequency percentages and means score method to work out overall average score of each item in the beam of objectives of the study.

Table 1 Understanding the lecture taught teachers

Variable	Group A private school	Group B govt. school
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	Frequency	Percentage	Frequency	Percentage
S.A.	45	30%	12	20%
A	37	24%	32	21%
N	30	20%	29	8%
D.A	14	10%	43	28%
SDA	24	16%	34	23%

Source: Primary survey

Mean Score of the groups

Group A	Group B
3.33	3.0

Source: primary survey

Interpretation

Above the table shows the data information about the two schools private and public as it is clear that 54% of the participants from group A are either strongly agree or agree with the statement and followed by 30% of the participants are neutral about it. While 26% of the teachers are disagree or strongly disagree with the statement. On the other way, 41% of the participants from group B are either strongly agree or agree with the statement and likewise 8% of the participants are remain neutral in the same context. While 51% of the teachers are disagree or strongly disagree with the statement.

The mean score for this problem developed on (are you able to understand the lecture taught by your teachers in the classroom) for group A mean score is 3.27 and for group B mean score is 3.06.

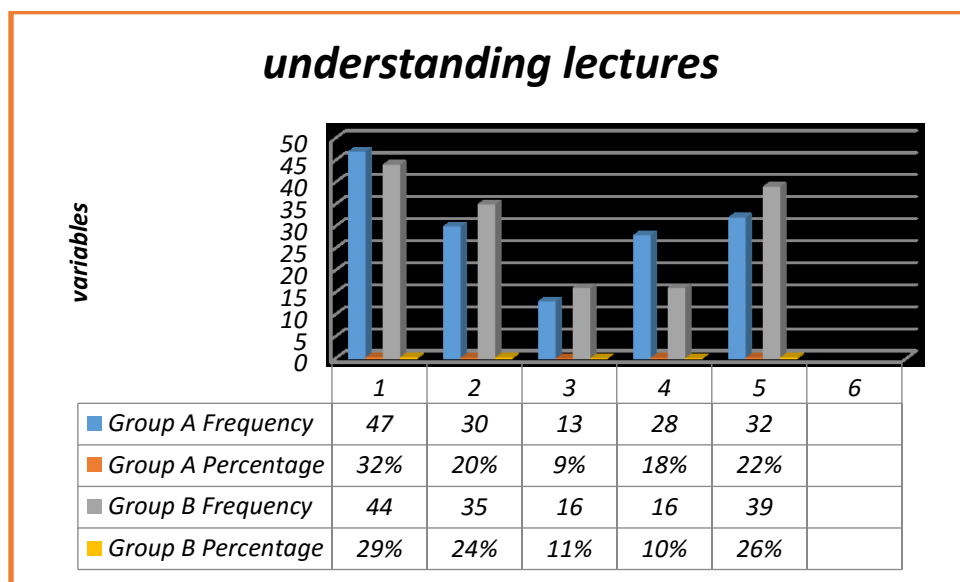


Figure 1 – Understanding lectures

2. Completion of the course in time

Table 1 Completion of Syllabus

Variables	Group A		Group B	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	47	32%	16	10%
Agree	30	20%	16	11%
Neutral	13	9%	35	24%
Disagree	28	18%	44	29%
SDA	32	22%	39	26%

Source: Primary survey

Mean Score of groups

Group A	Group B
3.19	2.7

Source: Primary survey

Interpretation

Above the table shows it is clearly as 52% are those respondents who are from group A are either strongly agree or agree with the statement and 9% of the respondents are remained neutral. While 40% of the teachers are either disagree or strongly disagree with the statement. On the other side of the table in a group B, 21% of the respondents are from group B are either strongly agree or agree with the statement and 11% of the participants are remained neutral. While 55% are those respondents who are either disagree or strongly disagree with the statement.

The mean score for the statement i.e., (Your teachers complete the course in time) for group A is 3.18 and for group B is 2.8.

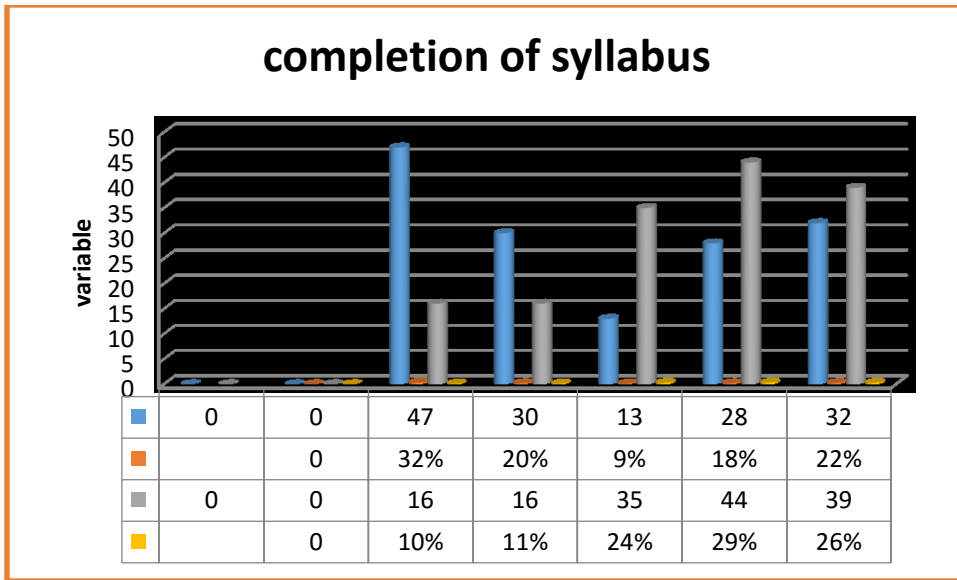


Figure 2 – Completion of Syllabus

Table 3: Monthly tests

variables	Group A		Group B	
	Frequency	percentage	Frequency	percentage
Strongly agree	47	32%	19	12%
Agree	40	26%	16	10%
Neutral	17	12%	25	18%
Disagree	22	14%	37	24%
SDA	24	16%	54	34%

Source: primary survey

Mean Score of groups

Group A	Group B
2.57	2.4

Source: primary survey

Interpretation

Above The data table shows the respondents feedback over the stated statement as 58% respondents are those who have given their responses in favour of either strongly agree or agree with the statement and 12% of the respondents are remained neutral. While 30% of the teachers are either disagree or strongly disagree with the statement. On the other way, 22% respondents are those who have shown their responses in favour of either strongly agree or agree with the statement and 18% of respondents are those who remained neutral over the same statement. While on other

way followed by 60% of the teachers are either disagree or strongly disagree with the statement and their numbers are 37, 54 respectively.

The mean score the two sides of the table from group a and group b respectively are (Monthly tests are conducted by your teachers) for group A is 2.57 and for group B is 2.4. These results are shown in Figure 3.

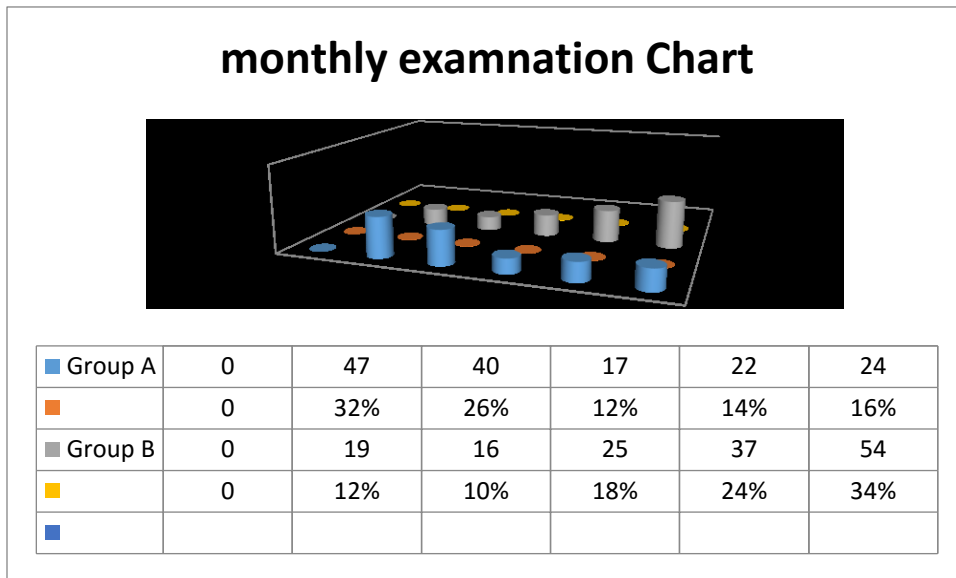


Figure 3: Monthly examination

Table 4 - Appreciation to students

Variables	Group A		Group B	
	Frequency	percentage	Frequency	percentage
Strongly agree	34	22%	22	14%
Agree	45	30%	14	10%
Neutral	7	6%	9	6%
Disagree	28	18%	53	36%
SDA	36	24%	59	34%

Source: primary survey

Mean Score of groups

Group A	Group B
2.56	2.39

Source: primary survey

Interpretation

Appreciation is the backbone of every success without appreciation no person in working field or a student’s even this so called empowering their value and rights and by means of this approach can enhance themselves to overcome every situation the above data table recorded and analysed the responses separately likewise

52% of the respondents are those who are from group A and their responses are either strongly agree or agree with the statement and followed by the 6% of the respondents which remained neutral over it. 42% of the respondents on other way are either disagreeing or strongly disagree with the statement. 24% are those respondents who are from group B whose responses recorded as either strongly agree or agree with the statement and whereas, 6% of the participants are remained neutral. On the other hand followed by 70% of the teachers are those who said either disagreeing or strongly disagree with the statement.

The mean score for this statement (appreciation to students by the teachers if they do good job) for group A is 2.56 and for group B is 2.39.

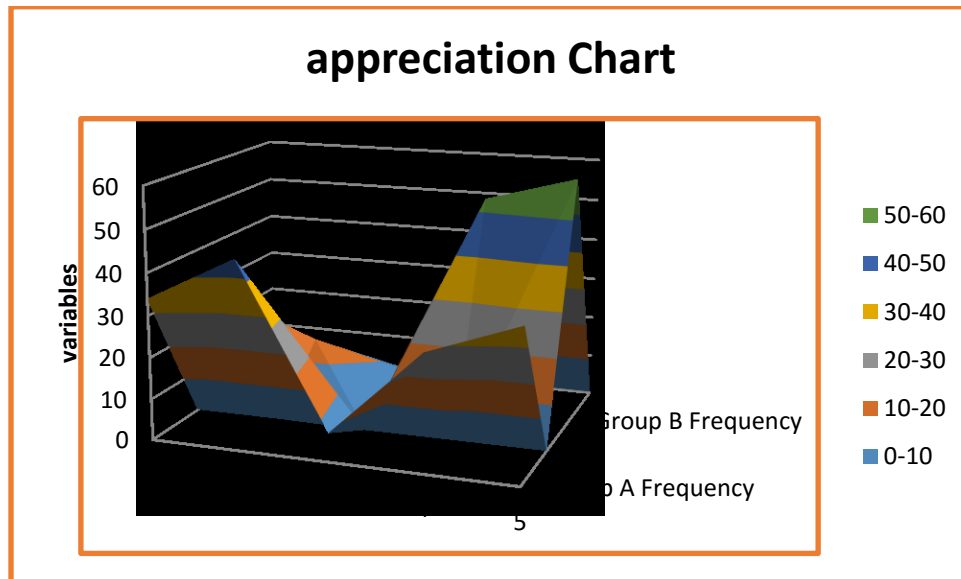


Figure 4 – Appreciation Chart

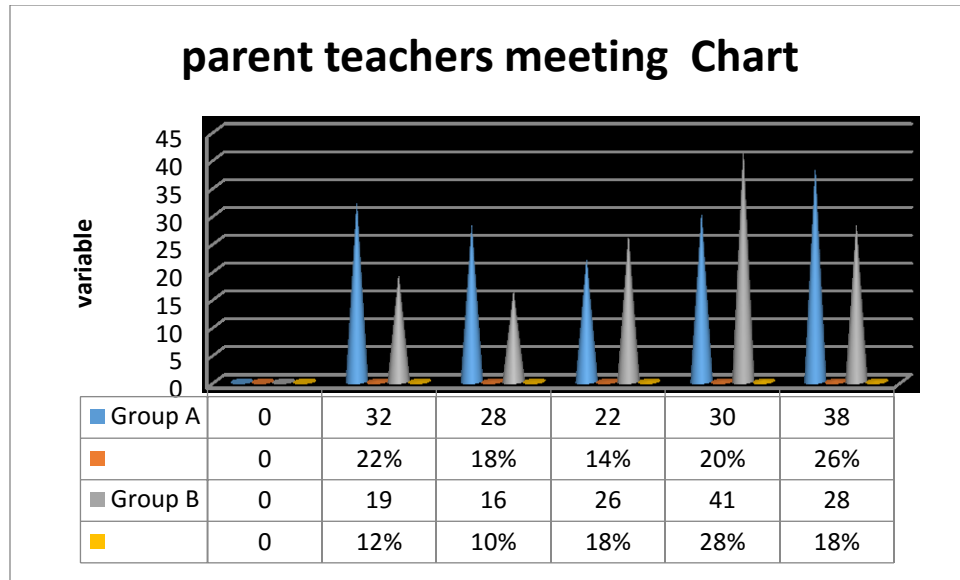


Figure 5 – Parents Teacher Meeting

6. FINDINGS

1. It is now come to the observation or results as the researcher has some findings from this study differently as public oriented schools had better large and commodious buildings as contrast to the privately oriented schools, no doubt it's all because of the high cost and well maintained buildings on behalf of the expenditure allocation by the government In the same manner, teaching staff of these public institutes are high qualified and well trained and working on permanent basis but this benefit is not enjoyed by private teachers that not keeping permanent status thus lacking in private schools
2. Government itself responsible to provide all types of physical facilities to the public schools while administration of the private schools can manage whatever they can afford and can provide whatever up to the extent.
3. But besides all this it is so surprising that private teachers and management being lagging behind to these facilities still they showed better results in examinations and other curriculums too as compared to the public schools.
4. Supervision and proper organizing and managing bodies are remain vigilant to the performance of students individually so that every students can be same and perform same as one can do while public schools can't be same as private schools can do.

5. Private Schools are relatively expensive so majority of the people rush to the public Schools and it is the cause of large classes in size which affects the teacher's performance. Despite large classes at secondary level in public schools, they showed good remarks as compared to the private sector. Basically facilities are good and better than private schools like laboratories and library and most importantly the head teachers in public schools are highly qualified, experienced and have people- oriented / democratic leadership style. On the other hand, most of the head teaches in private sector untrained and inexperienced.
6. Education is for all and free up to 10th level. Public Schools enroll the most of students belonging to middle and lower middle class families.
7. Education in private schools is not good as good providing in public schools at secondary level
8. So high tuition fee and other charges may compel the private schools to give more and better attention to the students compared to the public schools
9. The given homework are checked on regular basis are also main factor of improvement in students
10. The meeting of teachers and parents are also main tool which might helped to the students as they improved themselves parents said.

7. CONCLUSION

In government schools the teachers are well experienced and well qualified and we can call them as multitalented and their head principal teach arts or science subject when they get time and provide new guidance to teachers through his personal experience. On basis of student's feedback they plan the future or day to day basis activities and seeking good suggestions from others parents students and teachers too, they develop professional qualification in the staff so that they can improve their overall development. Financial resources remain main issue with the private schools, government schools have edge over private schools regarding qualified staff building pattern and playgrounds however, for government schools syllabus is prepared according to the ideology of Indian history While private schools do not follow this policy basically government is encouraging expansions of education in private schools

In Private schools they make policies on the basis of getting feedback from parents, teachers and students when it is needed. All the principals provide the facilities of co-curricular activities for the overall personality development of students. Public Schools are Teachers somehow work independently while as teachers in private schools are bound to do work according to the Management will and plan. However, future of private schools is bright because Government is promoting education in private sector.

8. SUGGESTIONS

In the light of above discussion, study supposed some suggestions.

1. Government should apply proper check and balance mechanism to improve the performance of public schools.
2. Government should also monitor the working of private schools and formulate specific rules and regulations to create harmony in their curriculum, faculty, and required infrastructure.
3. Government should not allow private sector to open schools just for minting money.
4. Special teams of educational experts should be formed to make surprise visits of both private and public Schools.
5. In majority schools' librarian and computer assistant seats were vacant and these seats must be filled so that the students can take benefit from lab and computer facilities. If we want to improve public sector Schools, facilities of science and computer lab and library should be enhanced and resource room must be equipped with modern teaching tools.
6. Government should provide direct funding to the school heads and heads should themselves try to generate the resources with the help of School Council and carry out renovation of building and try to develop the healthy environment by taking personal interest. The examination system should be developed in such a way that it could measures cognitive, affective and psychomotor abilities and should introduced practical learning instead of routine memorization. Schools should arrange educational trip because it provides an opportunity

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