

CHAPTER VI :

SUMMARY AND CONCLUSIONS

---

- Summary
- Conclusions
- Suggestions For Further Research

6.10 SUMMARY : The problem and procedure of the present study are summarized in following paragraphs.

6.11 Introduction :

The industrialization and the liberal philosophy of democracy have opened new vistas for the education of the masses. The education which was only for 'selected few' has now been made universal and compulsory.

After the dawn of independence, the efforts were made in India also to educate the masses. Keeping this in view, the provision for free and compulsory education was made in the Directive Principles of the Indian Constitution. Since, private schools, being fee charging were beyond the reach of the masses, government started a number of schools (public schools), where education is being imparted free, and to these schools that the masses are going. There is a feeling that, the public schools compared to the private schools give substandard education. If this is so, then it may widen the gulf between the rich and the poor, which goes against the professed goal of an egalitarian society. As the research evidences are lacking in this field, an attempt is made to evaluate and compare the two systems of

schools (private and public) in order to see if there is any inequality in regards to inputs and output of these two systems.

#### 6.12 Statement of the Problem :

The exact formulation of the problem is, "A Critical Evaluation of the Educational Programmes, Teaching and Instructional Facilities Offered at <sup>the</sup> Elementary Stage in Baroda Municipal Corporation Schools and Schools run by Private Agencies in Baroda City."

#### 6.13 Objectives :

The study was conducted keeping in view the following objectives :

1. To evaluate and compare private and public schools in terms of pedagogical inputs, like: teaching methods, and instructional facilities.
2. To compare economical (finance), and socio-psychological (organizational climate and leadership behaviour) inputs of private and public schools.
3. To compare the output in terms of achievement of the students of the private and public schools.

#### 6.14 Hypotheses :

The following hypotheses were formulated :

1. There is no difference in the teaching methods used in the private and public schools.
2. There is no difference in the physical facilities provided in the private and public schools.
3. There is no difference in the library facilities provided in the private and public schools.
4. There is no difference in the staff composition of the private and public schools.
5. There is no difference in the instructional materials provided in the private and public schools.
6. There is no difference in the co-curricular activities of the private and public schools.
7. There is no difference in the assessment schemes of the private and public schools.
8. There is no difference in the per student expenditure of the private and public schools.
9. There is no difference in the organizational climate of the private and public schools.
10. There is no difference in the leadership behaviour in the private and public schools.

11. There is no difference in the achievement of the students of the private and public schools.
12. There is no difference in the achievement of the students belonging to the same socio-economic status and going to two different systems of schools.

#### 6.15 Variables :

The different variables taken for the present study were -

1. Types of schools : (a) private schools, and (b) public schools.
2. School inputs: (a) pedagogical inputs, under pedagogical inputs: (i) teaching methods, and (ii) instructional facilities - library facilities, staff composition, instructional materials, co-curricular activities, and assessment scheme; (b) economical input (finance), and (c) socio-psychological inputs. Under socio-psychological inputs, (i) organizational climate, and (ii) leadership behaviour.
3. Output.

#### 6.16 Sample :

The sample of the study consists of the principals, teachers, students, and parents. In all, 16 private and 26 public schools; 42 principals, 294 teachers, 600 students and 100 parents were taken up for the study.

#### 6.17 Tools :

The tools used for the study were : (1) Evaluative criteria (principal); (2) Evaluative Criteria (teacher:); (3) Organizational Climate Description Questionnaire (OCDQ); (4) Leadership Behaviour Description Questionnaire (LBDQ); (5) Desai-Bhatt Group Intelligence Test; (6) Achievement Test; and (7) Interview Schedule.

#### 6.18 Data Collection :

The data were collected in four phases :

In the first phase, two tools namely, 'Evaluative Criteria (Principal)' and 'OCDQ' were administered to the principals in order to gain the information about physical facilities, finance, staff composition, library facilities, and to measure the organizational climate.

In the second phase, three tools were administered to

the teachers 'Evaluative Criteria (teacher)', 'OCDQ' and 'LBDQ'. The information gathered through these tools was related to teaching methods, instructional materials, co-curricular activities, assessment scheme, organizational climate and leadership behaviour.

In the third phase, two tools were administered to the students; Desai-Bhatt Group Intelligence Test to measure the intelligence; and Achievement Test to Measure the achievement of the students.

During the fourth phase, parents were interviewed through an Interview Schedule in order to know their reactions about their children's education.

The data were scored quantitatively and wherever necessary, it were scored qualitatively also.

## 6.20 Conclusions :

The conclusions drawn from the obtained results are :

### 1.0 Teaching Methods :

- 1.1 The various teaching methods are used 'frequently' in both the systems of schools (private, 19.50; public, 19.80).

- 1.2 The percentages of the private schools using teaching methods 'frequently' are 43.75, and 'less frequently' 56.25; and of public schools 'frequently' 46.12, and 'less frequently' 53.54.
- 1.3 The teaching methods used 'frequently' in private and public schools are text-book method, question answer, story telling and translation grammar. The methods used 'less frequently' in private schools are role play, audio-visual aids, field trips, and demonstration; whereas, in public schools, group technique and structural approach methods are used 'less frequently'.

## 2.0 Physical Facilities :

- 2.1 The private schools (22.50 'good') give better physical facilities compared to the public schools (15.30 'fair').
- 2.2 The percentages of the private schools falling under different categories are 18.75 'very good'; 50.00 'good'; 18.75 'fair'; 6.25 'poor'; and 6.25 'very poor'. Whereas, 61.53 per cent of public schools are 'fair' and 38.43 per cent 'poor'.

### 3.0 Library Facilities :

3.1 The private schools (10.31 'good') provide better library facilities compared to the public schools (7.00 'fair').

3.2 The percentages of the private schools falling under different categories are 31.25 'very good'; 37.50 'good'; 25.00 'fair'; and 6.25 'very poor'; whereas, in the public schools 19.22 as 'good'; and 80.74 per cent of schools are being rated as 'fair'.

### 4.0 Staff Composition :

4.1 The staff composition in both the school systems is 'fair' (private, 4.48; public 4.57).

4.2 The percentages of the private schools falling under different categories are 25.00 'good'; 56.25 'fair'; and 18.75 'poor'; whereas, 26.90 per cent of public schools are 'good'; 69.22 'fair'; and 3.84 per cent 'poor'.

4.3 The teachers besides teaching, are assigned clerical work in 25 per cent of the private schools; whereas, in all the public schools, the teachers are assigned three kinds of duties besides

teaching, these are, clerical work, serving refreshment to the students, and working for family planning.

- 4.4 The teachers in 68.75 per cent of the private schools get their salary according to the norms laid down by 'Sarela Commission'; in 18.75 per cent according to the norms laid down by 'Desai Commission', and 12.50 per cent of the private schools have their own pay scale; whereas, teachers in all the public schools get their salary according to the norms laid down by 'Desai Commission'.

5.0 Instructional Materials :

- 5.1 The private schools (7.50 'fair') provide better instructional materials compared to the public schools (5.15 'poor').
- 5.2 The percentages of the private schools providing 'very good' instructional materials are 12.50; 37.50 'good'; 18.75 'fair'; 12.50 'poor'; and 18.75 'very poor'; while, in public schools 'fair' is 42.27 per cent; 'poor' 50.00 per cent' and 'very poor' 7.68 per cent.

#### 6.0 Co-Curricular Activities :

- 6.1 The co-curricular activities are 'poor' in both the school systems (private 8.06; public 8.19)
- 6.2 The percentages of the private schools having good co-curricular activities are 6.25; 'fair' 43.75; poor 31.25; and 'very poor' 18.75; whereas, in public schools 46.16 per cent have 'fair' co-curricular activities; 50.00 per cent 'poor'; and 3.84 per cent have 'very poor' co-curricular activities.

#### 7.0 Assessment Scheme :

- 7.1 There is no difference in the assessment schemes of the private and public schools (private 14.00 'fair'; public 16.00 'fair').
- 7.2 The percentages of the private schools having 'very good' assessment schemes are 6.25; 'good' 25.00; 'fair' 25.00; 'poor, 31.25; and 'very poor' 12.50; whereas, all the public schools have 'fair' assessment scheme.

#### 8.0 Finance :

- 8.1 The per student expenditure of the public schools

(Rs.222.12) is more than the per student expenditure of the private schools (Rs.133.33).

8.2 The public schools compared to private schools spend more on physical and health education, ancillary services, and staff salary, and less on instructional materials. In addition to this, public schools spend on administration and supervision also.

9.0 Organizational Climate :

9.1 There is no significant difference in the organizational climate of the private and public schools.

10.0 Leadership Behaviour :

10.1 The leadership behaviour in the private schools is of two types, that is 'high initiative, low consideration' 56.25 per cent; and 'low initiative low consideration' 43.75 per cent. Whereas, public schools have four types of leadership behaviour patterns. In descending order they are 'high initiative low consideration' 42.72 per cent; 'high initiative high consideration' 26.90 per cent; and 'low initiative high consideration' is 3.84 per cent.

11.0 Output :

- 11.1 The students of the private schools (22.84) achieve higher compared to the students of the public schools (18.69).
- 11.2 Higher the SES level, higher is the achievement (SESI 28.50; SES II 26.15; SES III 20.30; and SES IV 14.98).
- 11.3 The students of the private schools compared to the students of the public schools achieve higher at all SES levels, (SES I private 28.50; SES II private 27.01, public 16.07; SES III, private 24.98, public 16.45; SES IV, private 17.82, public 14.67).
- 11.4 The students belonging to different SES groups, when go to private schools, their achievement differs (SES I 28.50; SES II 27.01; SES III 24.98; and SES IV 17.82), but when they go to public schools their achievement does not differ much (SES II 16.07; SES III 16.45; SES IV 14.67).

### 6.30 Suggestions for Further Research :

1. Differences in the subtle variables like motivation, aspiration, and orientation of the students, teachers and parents can be studied in order to see whether the differences in these variables lead to any inequality.
2. Besides academic achievement, the output also can be compared in the form of changes in the outlook, behaviour, and personality etc. of the students.
3. An attempt to study the differences in the achievement as a resultant effect of the potentialities of the students may explore the extent of inequality.
4. The correlation between different inputs and output can be studied in order to know which input is more effective, so that the changes in the schools can be brought.
5. An attempt to study either cross sectionally, or longitudinally the effect of different systems of schools on the students can be made. Specially at the first standard (starting point), seventh standard (terminal point of primary school), eighth standard as well as the terminal stage of the school (where there is a common system).

6. Inequalities between different religious groups, social and economical classes, geographical areas and men and women can be studied, in order to know the nature and extent of the prevailing inequalities in the educational field.