



EDUCATION

A COMPARATIVE STUDY OF QUALITY OF LEARNING AMONG STUDENTS OF GOVERNMENT AND PRIVATE SCHOOLS OF AGRA DISTRICT

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ABSTRACT

Quality education is a dynamic concept as it evolves with time and is subject to social, economic and environmental conditions. Quality education is not only related to aims of education and teaching learning process but also focuses on the learning environment and learning outcomes. These learning outcomes are related to the students' quality of learning because quality learning most likely to occur when students are actively and purposefully engaged with activities and issues they consider as important. The aim of the present study was to compare the quality learning of private and government school students. Descriptive survey method was employed to study the present problem and 120 school students participated in it. Self constructed questionnaire was used to collect the data. Finding showed that quality of learning found better in private school as compared to government schools and female students of government school found better in their quality of learning.

KEYWORDS : Quality of learning, Students, Government and Private schools

INTRODUCTION

Education is a most effective tool which changes the perception of a person. In ancient India it has been considered as the third eye of a man which provides him an insight to look into all worldly affairs. People spent their most of the time, money and efforts in pursuing education in different institutions of learning. They spent half of their lives in primary, secondary schools and colleges which would help them in progression and placement after their education but only few of them able to receive better education, this is because of ineffective education policies, teaching strategies and teaching materials. In recent times, the policy which aid education has slowly shifted from approach to schooling to improving quality of learning. This change is to be expected to lead the post 2015 global development framework for development in education and could be explained by two main factors such as increasing facts affirms that quality of education is what matters for economic development. Hanushek and Kimko (2000) and Barro (2001) found out that the test scores are better interpreter of real capita GDP growth than years of schooling achievement. Another factor is the identification that poor quality of education remains prevalent in developing countries.

In India student of 5th class is having knowledge of second class student, even teachers qualifications and attendance is equally problematic with less than 75% of primary school teachers in government schools. Along with this the poor infrastructure, overcrowded rooms, lack of teaching material and study skills techniques are also obstacles for good learning environment. There are studies which support the view that the entire above factor directly affects quality of learning of school students. According to Haynes (1993) study skill techniques also helps in enhancement of academic achievement for students with poor study skills habits. He also argued that study skill should be taught at the high school level because many high school students are deficient in reading, thinking and study skills. The use of multimedia and multimodal teaching strategies can enhance the academic achievement of high school students.

Emergence and Justification of the problem

Now a day government is focusing on quality education in schools and started various programmes to improve teaching and learning process. Government of Uttar Pradesh in department of secondary education has also introduced a web portal for school grading and monitoring system periodically to all government schools, which helps in quality improvement in secondary education. Although these online programme are just a medium of getting feedback from various institution on overall school programme, but the fact is many

institution do not take seriously and fulfil the basic requirements, they only focus on filling information under the pressure of their officials.

Quality learning is not merely focuses on learning on the area of knowledge, understanding and cognitive skills as it not one sided. However it focuses on holistic development of its students and staff. So, quality learning can be enhanced through effective teaching as it includes physical aesthetic, intellectual and personal dimensions. But in learning an individual's beliefs, dispositions, attitudes and values all influences personal learning and effective personal learning depends upon an open minded response from the learner. Therefore, the investigator is interested to know whether there is a difference in quality of learning in students of government and private schools at Agra district.

DEFINITION OF THE TERM**Quality of learning**

Quality learning is learning that fosters the individual's ability to be acquiring knowledge and understanding which is then utilised within real situations to make valid, informed decisions and also enhances the individual's ability to be positively in the sharing of ideas, understanding and opinions.

OBJECTIVES OF THE STUDY

The following objectives of the study are:

1. To study the quality of learning of students of Agra district.
2. To compare the quality of learning among the students of private and government school.
3. To compare the quality of learning of male and female students of government school.
4. To compare the quality of learning of male and female students of private school.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in quality of learning in students of government and private school.
2. There is no significant difference in the quality of learning of male and female students of government schools.
3. There is no significant difference in the quality of learning of male and female students of private schools.

METHODOLOGY

The researcher used Descriptive Survey method to find out the comparison between students quality of learning.

Population

The population of the present study consisted of male and female students of class X studying in the private and government schools affiliated to U.P. board at Agra city.

Sampling method and sample size

For the present study the researcher adopted simple random sampling method through which 120 school students (60 male and 60 female) were selected from private and government school of Agra district, Uttar Pradesh.

TOOL USED IN THE STUDY

For the assessment of quality of learning in school students the investigator developed or constructed a questionnaire which included 40 items on 10 dimensions of quality learning. The researcher computed the Cornbach Alpha reliability =.82 and test retest = 0.87. The content validity ratio showed high validity.

ANALYSIS AND INTERPRETATION OF THE DATA

Objective 1: To study the Quality of Learning of students at Agra District

To find out the nature of the distribution of quality of learning scores on school students, the researcher ensured whether the conditions of basic assumption of normality was established or not. For this purpose researcher computed the frequency distribution, mean, standard deviation, skewness and kurtosis for quality learning scores on total sample.

Table 1.1: Exhibiting frequency distribution of QOL scores on total sample

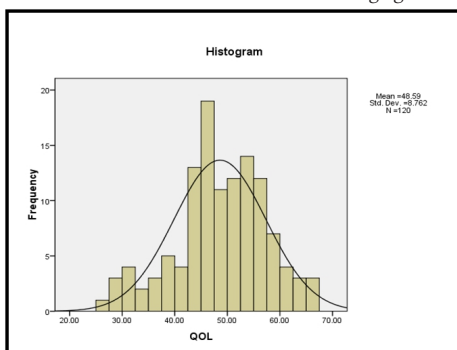
Class interval	Frequency	Smf
65-69	3	9.66
60-64	7	17.33
55-59	19	25
50-54	26	24.33
45-49	30	18.33
40-44	17	10.33
35-39	8	6
30-34	6	3.33
25-29	4	1.33

In the above table it shows that most of the frequency lies under 45-49 range of class interval. Therefore, the following table shows statistical values on quality of learning scores of students of private and government schools.

Table 1.2: Exhibiting descriptive statistics Mean, Median, SD, Skewness and kurtosis.

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Quality of Learning	120	48.59	48.50	47.00	8.76	-.438	.113

As the above table depicts that the quality of learning scores of students are about normally distributed but the distribution is negatively skewed and is slightly leptokurtic in nature indicates that most of the frequencies or scores concentrated towards the lower side, and SD value found to be higher indicates more heterogeneity among the school students as shown in the following figure 1.1.



In the above figure the probability of extreme values is less and values are wide spread around the mean.

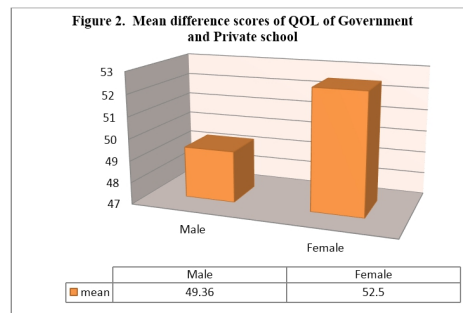
Objective 2: To compare the quality of learning scores among the students of private and government school at Agra district.

In order to study and compare the score gained on quality of learning questionnaire of students studying in government and private schools the researcher calculated Mean, SD and t value which is shown in the following table:

Table 1.3 Exhibiting t- value on quality of learning of government and private school students

Schools	N	Mean	S.D	't' value	Significance level
Government	60	48.65	8.99	2.41	.05
Private	60	51.01	7.52		

The t – value shown in the above table was found 2.41 higher than the table value and significant at .05 level of confidence. This indicates a difference in the quality of learning in students studying in private and government schools because in private schools teachers are more engaged with students and focuses on overall development of students whereas government school teachers are more engaged in clerical works. Thus, the null hypothesis which states *there is no significant difference in the quality of learning of students studying in private and government schools is rejected.*



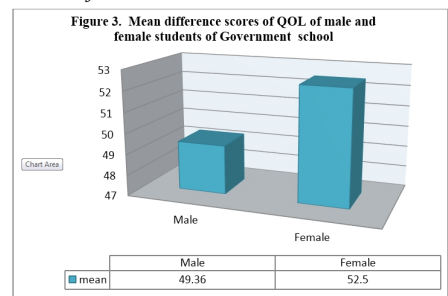
Objective 3: To compare the quality of learning of male and female students of government school at Agra District.

To study and compare the quality of learning scores of male and female students of government school, the researcher calculated the Mean, SD, and t- value shown in the following table:

Table 1.4: Exhibiting t- value on quality of learning of male and female students

Variable	N	Mean	S.D	't' value	Significance level
Male	30	45.36	7.88	3.08	.05
Female	30	52.10	9.01		

In the table 1.4 the mean value for male students was found 45.36 and for female it is 52.10 which shows a great difference and obtained t – value found 3.08 is higher than the table value at .05 level of confidence. The difference is because of the subject they opt in course of study. Hence, mean of quality learning of male and female students differs significantly thus the null hypothesis *there is no significant difference in the quality of learning of male and female of government school students is rejected.*



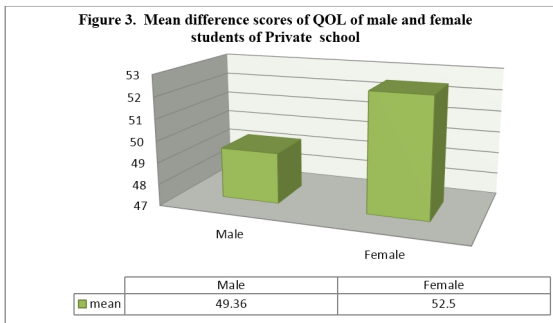
Objective 4: To compare the quality of learning of male and female student's of private school at Agra District.

The comparison between the quality learning of male and female student was estimated through Mean, SD and t- value as shown in the following table:

Table 1.5: Exhibiting the t- value for male and female students of private school

Variable	N	Mean	S.D	't' value	Significance Level
Male	30	49.36	6.73	1.66	.05
Female	30	52.50	7.94		

The obtained t – value for quality learning of male and female students of private school found 1.66 is not significant at .05 level of confidence. Hence, it can be conclude that male and female students in private schools receive similar type of environment of education which enhances their learning. Therefore the null hypothesis that *there is a significant difference in the quality of learning of male and female students in private schools is accepted.*



FINDINGS

1. The significant difference was found between Government and private school students in relation to quality of learning.
2. Significant difference was found between male and female school students of government school in terms of their quality of learning.
3. No significant difference was found in quality of learning of male and female students of private school.

CONCLUSION

The above finding of the study leads to the conclusion that quality of learning is as important as teaching. It is essential that government should take effective measure to improve teaching as well as learning. It has been observed that private schools maintain much better standard and quality education than that of government schools. They do not have restrictions on the usage of funds. Private schools have good up to date technology and curriculum too. Muralidharan and Sundararaman (2011) pointed out that providing extra schooling materials helped to improved students performance, and supplying extra contract teachers was more effective policy to improve the quality of learning. So, it can be said that students of private school get better education in comparison to government schools as they appoint more teachers. The students in private schools likely to have educated and wealthier parents therefore students do not differs in their learning. On the other hand students in government schools belong to different socio economic status so difference occurs in their learning front. Girls students mainly opt Home science, arts subjects whereas boys has to opt for math, this make female to do better in their learning to their counterpart.

The results of this study suggest that government should focus on maximum level of learning and should have functioning mechanisms that ensure this standard. Teachers should work for students to raise the standard of learning and teaching instead of doing other work as government schools appoint highly educated teachers. Quality education is the right of every child so government should enforce learning standards on all schools.

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