



A COMPARATIVE STUDY ON PARAMETERS ON EFFECTIVENESS OF LEARNING ENVIRONMENT IN PRIVATE AND GOVERNMENT SCHOOLS

Vandana Sharma

Research Scholar, Faculty of Management, Pacific Academy of Higher Education and, Research University, Udaipur (Rajasthan) India

Dr. Hitendra Bargal*

Professor, Patel Group of Institutions, Ralamandal, Indore (MP) India. *Corresponding Author

Dr. Manasranjan Dasmishra

(Former Associate Professor, SVIM, Indore, M.P.) Lecturer and HOD, Department of Economics, Bapujee College, Angul, Odisha

ABSTRACT

The researcher has attempted to differentiate the parameters of effectiveness of learning environment namely; innovative practices, library facility, creative talents and developing competencies between private and government schools.

KEYWORDS : Innovative Practices, Library Facility, Creative Talents And Developing Competencies, Effectiveness.

Introduction

The Indian education system is one of the largest such systems in the World. It is estimated that during the X Five Year Plan period (2002-07), there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of education institutions in the country. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace. As a result, the old structures of learning environment established in pre-independent India and working during most of the twentieth century are now required to undergo drastic changes. Besides, the demands of the society for equity and accommodation cannot be neglected any more.

In this study, the main purpose of the learning environment demonstrating strong commitment to a mission that emphasizes student learning and student achievement. The learning environment in schools demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties. The mission describes the school's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. Institutional leaders, including board members and faculty, are continuously engaged in fulfilling the institutional mission, which focuses on the success of students pursuing their educational goals.

Literature Review

According to Balakrishnan, V. & Visvanathan, G. (2012) the objectives of their study to find the value preferences of Arts and Science postgraduate teachers who have up to 15 years of experience and above 15 years of experience.

Nalwade, K. M, & Nikam, S., R., (2013) done a literature review on quality of work life in academics and explores earlier research in the academic area. The researcher explains quality of work life on Walton's eight factors. They establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which reveals that the former are the determinant of QWL.

Juha-Matti Suorsa & Niklas Eskilsson (2014) have narrated that IT has for a time been a part of the everyday life in schools. Learning management (LMS) system is intended to help students by facilitating learning and communication.

Laura B Perry, Christopher Lubienski, James Ladwig (2016) examined how students' perspectives of their learning environments vary between private and public schools in Australia. Previous research has shown that educational outcomes do not vary by school sector in most countries after controlling for student social background.

Research Gap

In this study the differences were made out in private and government schools so real suggestions would be incorporated for making the

improvements. In this study various parameters were identified through factor analysis and those parameters were measured between private and government schools. The study has attempted to bridge the gap by identifying the factors which make learning environment effective.

Objectives of the Study

1. To study the innovative teaching practices in Private & Government Schools.
2. To study the innovative creative talents in Private & Government Schools.
3. To study the library facility in Private & Government Schools.
4. To study the developing competencies in Private & Government Schools.

Hypotheses

H_{01} : There is no significant difference in Private & Government Schools in terms of innovative teaching practices.

H_{02} : There is no significant difference in Private & Government Schools in terms of creative talents.

H_{03} : There is no significant difference in Private & Government Schools in terms of library facility.

H_{04} : There is no significant difference in Private & Government Schools in terms developing competencies.

Research Methodology

Research Type: Descriptive Research.

Research Area: The study was carried out in Indore city. The questionnaire were distributed to the students of private and government schools in Indore.

Universe: Population in the study refers to group of students.

Sampling Unit: For the purpose of the study both private and government schools were selected.

Sampling Method: For the purpose of this research, convenience and purposive sampling have been used.

Sample Size: Sample size selected for the purpose of this study comprised of 500 students of various private and government schools. Total 50 schools were selected and out of these 25 were private schools and 25 were government schools.

Tools for data collection: Only primary data has been used for the study. The tool used for the primary data collection is a self-designed questionnaire, which has been made after reviewing the previous literature and consulting with experts of educational field.

Result and Discussion

Table 1: Summary on Hypotheses Tested

Hypothesis	Group	Mean Differences	T-Value	Sig.
Hy1	Private Schools	19.5	3.39	.001*
	Government Schools	18.07		
Hy2	Private Schools	11.9	2.86	.004*
	Government Schools	11.2		

Hy3	Private Schools	7.28	.976	.329**
	Government Schools	7.08		
HY4	Private Schools	12.08	3.37	.001*
	Government Schools	11.26		

*significant at 5% level

**insignificant level at 5% level

The assumed null hypothesis H_{01} was tested at 95% confidence level. The significance value (p value) is calculated $0.001 < 0.05$. The null hypothesis H_{01} found rejected that means the test is significant at 0.05 level. From the result we can conclude that there is a significant difference in the effectiveness of learning environment of Private & Government Schools in terms of innovative teaching practices. The factor tested 'innovative teaching practices' is more in Private Schools (**Mean=19.51**) than Government Schools (**Mean=18.07**). The value of F (15.638) is more than the tabulated value, so null hypothesis is not accepted at 5% level of significance. It has been found from the result that innovative teaching pedagogy is implemented in Private Schools.

The assumed null hypothesis H_{02} was tested at 95% confidence level. The significance value (p value) is calculated $0.004 < 0.05$. The null hypothesis H_{02} found rejected that means the test is significant at 0.05 level. From the result we can conclude that there is a significant difference in the effectiveness of learning environment of Private & Government Schools in terms of creative talents. The factor tested 'creative talents' is more found in Private Schools (**Mean=11.90**) than Government Schools (**Mean=11.20**). The null hypothesis is not accepted at 5% level of significance.

The assumed null hypothesis H_{03} was tested at 95% confidence level. The significance value (p value) is calculated $0.329 > 0.05$. The null hypothesis H_{03} found accepted that means the test is insignificant at 0.05 level. From the result we can conclude that there is no significant difference in the effectiveness of learning environment of Private & Government Schools in terms of library facility. The factor tested 'library facility' is equally in Private Schools (**Mean=7.28**) and Government Schools (**Mean=7.08**). The null hypothesis is accepted at 5% level of significance. It has been found from the result that library facility is provided equally to both Private Schools and Government Schools.

The assumed null hypothesis H_{04} was tested at 95% confidence level. The significance value (p value) is calculated $0.001 < 0.05$. The null hypothesis H_{04} found rejected that means the test is significant at 0.05 level. From the result we can conclude that there is a significant difference in the effectiveness of learning environment of Private & Government Schools in terms of developing competencies. The factor tested 'developing competencies' is more found in Private Schools (**Mean=12.08**) than Government Schools (**Mean=11.26**). The null hypothesis is not accepted at 5% level of significance.

Conclusion

In this study, the effectiveness of learning environment has been analysed between private and government schools in terms of open communication, performance standards, innovative teaching practices, mechanism of feedback, practical exposure, class dynamism, informational and transformational educational program, library facility, commitment, creative talents, trust & mutual respect, professional competencies etc. The study has divided into two parts; the part one is related with students and second part is concerned with Principals. The study has attempted to examine the differences in private and government schools in Indore city from the students and Principals' perspectives. The analysis shows that the learning environment is healthy in private schools compared to government schools. As in private schools, an estimated budget is allocated for teachers updation, infrastructure, purchasing of technology, support of top management, proper system etc. but in the government schools they are thoroughly depend on higher authority and a very slow system in passing the budget.

Regarding the characteristics of learning environment in private and government schools, the study found that in innovative teaching practices, creative talents, developing competencies, commitment of schools and mechanism of feedback, private schools are more strong compared to government schools and also the result disclosed that in the factors of library facility and information contained in prospectus both private and government schools have no differences from the students' perspectives. For the Principals' perspectives the study found

that in private schools the factors are associated with learning environment very strong like; open communication, quality education, vocational training, practical exposure, informational and transformational educational program and innovative teaching practices but in other factors such as class dynamism, trust and mutual respect, professional competencies, healthy environment for learning and performance standards, private and government schools have no differences as they equally perceive these aforesaid mechanism in their schools.

Suggestions and Recommendations

- Learning and up-gradation of knowledge is a lifelong process for teaching professionals. Therefore even the most experienced teachers need to attend refresher courses and faculty development programmes organized by reputed organizations.
- They must be encouraged and allowed to attend the seminars, conferences and workshops on ease writing and research methodology.
- The schools may also organize seminars and workshops at their premises by inviting experts from outside.
- Learning is an interaction of ideas whose effectiveness lies in the consideration of both the teacher and the learners as they all contribute to the outcome.
- The teacher may be the source of knowledge but is certainly not the only one, as learners also have access to other sources of information like textbooks, journals and the internet.

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