

QUALITY OF SCHOOL EDUCATION UNDER DIFFERENT MANAGERMENTS IN YSR KADAPA DISTRICT

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Abstract

Quality of school education has to be understood in terms of the extent to which students learn what they are supposed to be taught in the school. Thus, student learning outcomes constitute the primary measure for determining the quality of school education. Learning outcomes should actually refer to development of students in cognitive as well as non-cognitive domains. This paper examines the quality of school education under different managements on the basis of students' learning achievements only on certain selected subjects of cognitive development both at primary and secondary levels. There are wide variations in the achievement scores of students under different managements. The students' mean marks are very high in private unaided schools compared to government schools and government aided private schools. The gender differences in examination results are negligible.

Key Words: School Education, Quality, Students, Achievement Scores, Government Schools, Private Unaided Schools.

1. Introduction

Provision of school education of a minimum quality to all children must be the basic principle for a welfare state. Education is widely perceived as a crucial vehicle for economic, social and cultural development of any country and school education is its foundation. School education is a publicly provided basic good which produces a huge set of externalities. The benefits of education are well known and well documented in the literature. School education improves productivity directly and it contributes to economic development greatly. It also helps promote development by slowing population growth and improving health and nutrition.

Quality of school education is, perhaps, the most difficult of all aspects of educational institutions to measure. Quality may have different connotations for different people. The professionals and academics have not yet agreed upon a common measurement of quality of educational processes. In this paper, we measure the quality of school education on the basis of students' learning achievements only on certain selected subjects of cognitive development.

Students' achievements in the primary schools have been measured only in the three core subjects such as Telugu, English and Mathematics. For measuring learning outcomes in these subjects, separate tests have been specially conducted to the students of class V in the sample schools selected for the study. The selection of class V as the level of criterion was made in view of the fact that class V is the terminal level for primary schooling in Andhra Pradesh. But in respect of secondary education, though the same pattern is followed, students' achievements have been measured only in subjects such as Science, Mathematics and Social Studies. Hence, class X was taken as it is the terminal level of secondary level.

2. Objectives

- i) to examine the students' achievement scores in primary and secondary schools under different managements in YSR Kadapa district;
- ii) to analyse the students' achievement scores by gender wise, caste wise and subject wise under different managements;
- iii) to assess the variation of marks (Coefficient of Variation) under different managements in school education in YSR Kadapa district

3. Methodology

Data Sources

Primary data was used for the analysis in this paper. Primary data was collected through structured questionnaires from the sample schools, students and their parents and teachers in the YSR Kadapa district. Primary data was collected during the academic year of 2018-19.

Selection of Sample Schools

All the schools in each Mandal are classified into Government, Government Aided Private Schools and Private Unaided Schools with respect to the primary and secondary schools. Uniformly, 10 percent of schools were selected randomly from total number of schools from each Mandal and every management. The same method was also followed for both primary schools and secondary schools. At primary level, altogether 68 schools have been selected in the YSR district including 48 from Government and 3 from Government Aided and 17 from Private Unaided Managements. Random sampling method is used to select schools. In case of secondary

schools totally 31 schools were selected including 12 from Government and 2 from Government aided and 17 from Private Management

Selection of Sample Students

In respect of the students' selection, five percent of the students from all the sample schools and from both primary and secondary schools have been selected. Altogether, 425 students at primary level and 545 students at secondary level have been selected. Proper care has been taken to cover students from different socio-economic strata and from all the classes. Stratified Random sampling method is used to select students.

For the purpose of assessing the quality of school education in the sample schools only students from Vth class and Xth class were considered because Vth and Xth classes are terminal stages at primary and secondary levels in school education in Andhra Pradesh.

Statistical Tools

The paper makes use of various statistical techniques like Percentages, Mean Scores, Co-efficient of variation, etc.

4. Review of Literature

Shreya (2017) felt that if children do not have basic quality education in the reading, writing, comprehension and math skills India will have a workforce that is unproductive, not fit to be hired, and unprepared for higher education or skill development. It is clear that for quality and outcomes to improve in higher education, much more focus and investment is needed in elementary education. The government does not monitor learning outcomes regularly. For instance, the annual report on schools includes information on enrolment and number of teachers, but not on the quality of education.

Khushboo Balani (2017) revealed that the crisis in education standards is especially apparent in the four BIMARU states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. In 2014-15, fewer students moved from grade V to grade VI in UP, with a transition rate of 79.1 percent. In MP, as few as 34.1 percent of children in grade V could read a grade II text in 2014, compared to 75.2 percent in the case of Himachal Pradesh. Similarly, in Rajasthan, 45.9 percent of children in grade V could at least subtract, compared to 87.4 percent in Mizoram.

Chandrakanth (2017) observed in the Annual Status of Education Report, 2016 released by Pratham, an NGO who works on education at country level that trends in private and government

schools, 36 percent children studying in class III in private schools and only 7.2 percent students studying in government schools can read the content of class II level text book. 11.7 percent students in class III even cannot recognise numbers 1-9, and 36.5 percent can recognise numbers up to 9, and 28.5 percent can recognise numbers up to 99. Only 14 percent can do subtraction and 9 percent can do division. The proportion of standard VIII students who could correctly do a 3-digit by 1 digit division problem was only 44.2 percent.

Varaprasad Rao (2016) said that success schools in Andhra Pradesh were not yielding good results as the number of teachers is not having good command over the language to teach the subjects in English medium. The results are very poor in success schools as the teachers have been teaching in Telugu and the students had to study the English books to prepare for examinations. The students have not understood at least the pattern of question paper.

According to Pratham's 2014 Annual Status of Education Report (ASER) Survey found that nearly half of Class 5 students were not able to read at a Class 2 level and nearly the same proportion of them did not have basic arithmetic skills. Close to half of all children will finish eight years of schooling, but will still not have learned basic skills in arithmetic.

Karopady (2014) observed that the learning achievement of children is significantly better than their government school counterparts in all four subjects. This is not surprising at all and is in line with findings from several other studies and in synch with popular perception that private schools are better than government schools.

5. Students' Achievement Scores (Mean Marks) in Primary and Secondary Schools

The students' achievement scores (mean marks) are obtained out of total marks of 100 in each subject altogether 300 marks in both the primary and secondary schools. It is found that there are wide variations in the achievement scores of students under different managements. The students' mean marks are very high in Private Unaided Schools (194) compared to Government Schools (151) and Government Aided Private Schools (160) in primary schools (Table 1). The mean marks of students in Private Unaided Schools are more by 43 marks than the mean marks of students in Government Schools and 34 marks in Government Aided Schools. Mean scores in Private Unaided Schools are more than the Government and Government Aided Private Schools. More or less the similar pattern is observed in respect of secondary schools also. The mean marks of students in Private Unaided Schools are 197 while they are 158 in both the Government

and Government Aided Private Schools. In other words, the students’ performance in Private Unaided Schools is higher than Government schools and Government Aided Private Schools. The Government Aided Private Schools are also efficient when compared to Government Schools. The test scores show that the Private Unaided Schools offer an achievement advantage to students over the Government Schools and Government Aided Private Schools.

5.1 Students’ Performance – Gender-wise

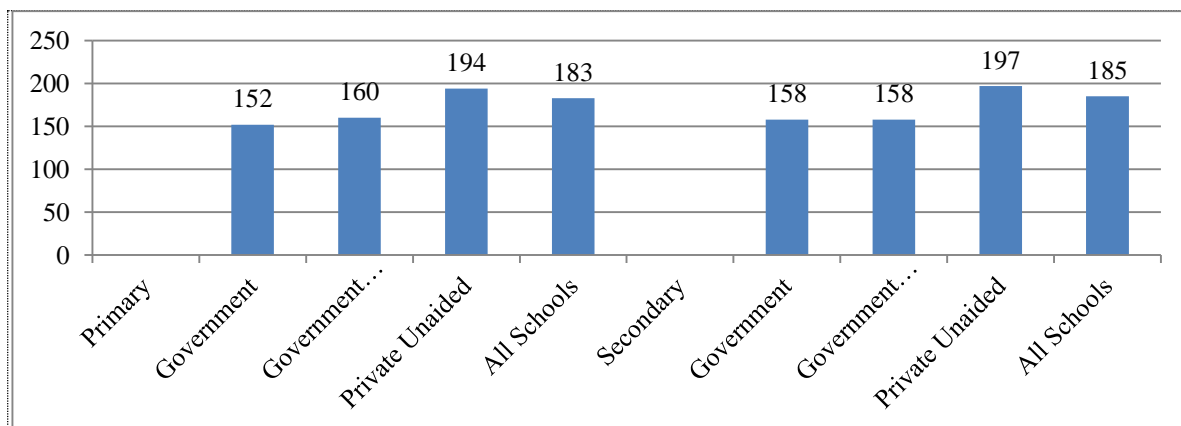
The gender differences in examination results are negligible. However, the mean marks among girls are slightly more than those of boys in all the three managements in primary schools. However, in the case of secondary schools, the performance of boys in all subjects is relatively better than those of girls. The differences appear to be more in primary schools than secondary schools.

Table 1: Student Achievement Scores (Mean Marks): Gender-wise

Type of School	Boys	Girls	All
Primary Schools			
Government Schools	150	153	152
Government Aided Private Schools	158	162	160
Private Unaided Schools	193	195	194
All Schools	182	183	183
Secondary Schools			
Government Schools	159	158	158
Government Aided Private Schools	158	157	158
Private Unaided Schools	198	196	197
All Schools	186	183	185

Source: Field Survey

Fig. 1: Student Achievement Scores: Mean Marks



Source: Table 1

5.2 Students' Performance – Subject-wise

The students mean marks are very high in Private Unaided Schools in Mathematics and English compared to Government and Government Aided Private Schools. However, in Telugu subject, students of Government and Government Aided Private Schools got mean marks a little bit higher than the students of Private Unaided Schools.

Analysis of students' performance subject wise indicates that the mean marks of students in Government Primary Schools are the highest in Telugu (68), followed by English (43) and Mathematics (40). The similar trend is observed in case of Government Aided Private Schools. However, in Private Unaided Schools, the students' mean marks are the highest in English (68) followed by Telugu (64) and Mathematics (61) (Table 8.2). It is understood that the performance of students in Mathematics and Science in Government and Government Aided Private Schools are relatively low.

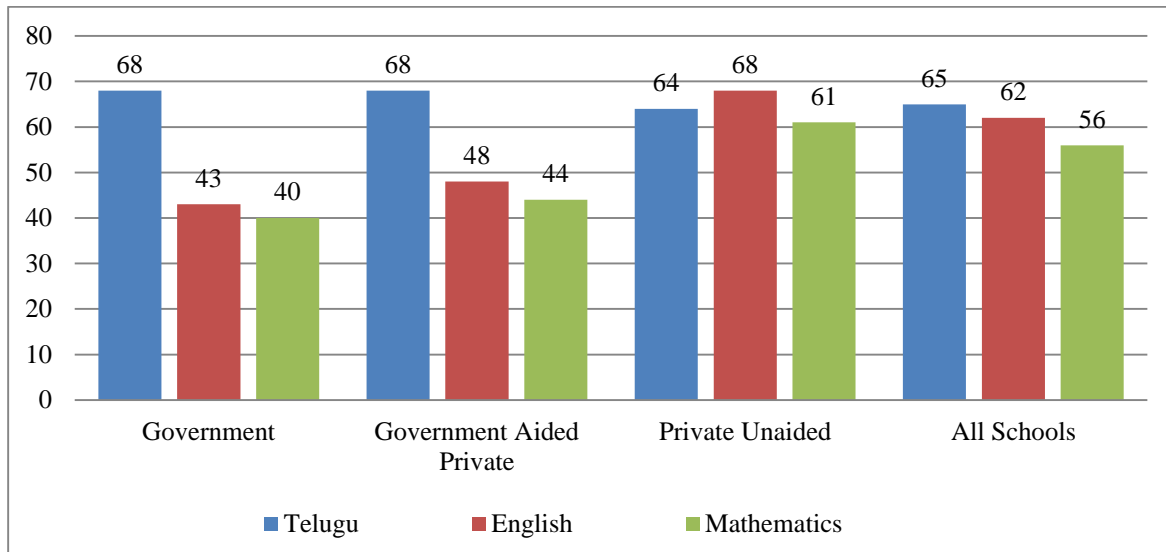
However, in the secondary schools, subject wise performance of students under different managements gives different picture. In respect of Government Schools, the mean marks are the highest in Social Studies (57) and the lowest in Mathematics (50). Whereas in Government Aided Private Schools, the mean marks are the highest in Social Studies (55) and the lowest in Science (51). The highest pass percentage is recorded in Mathematics (72) in Private Unaided Schools and the lowest in Social Studies (61). The lowest pass percentage of students is recorded in Mathematics in Government Schools, in Science in Government Aided Schools and Social Studies in Private Unaided Schools (Table 3).

Table.2: Students' Achievement Scores (Mean Marks) in Primary Schools: Subject-wise

Type of School	Telugu	English	Mathematics
Government Schools	68	43	40
Government Aided Private Schools	68	48	44
Private unaided Schools	64	68	61
All Schools	65	62	56

Source: Field Survey

Fig. 2: Subject-wise Student Achievement Scores in Primary Schools: Mean Marks



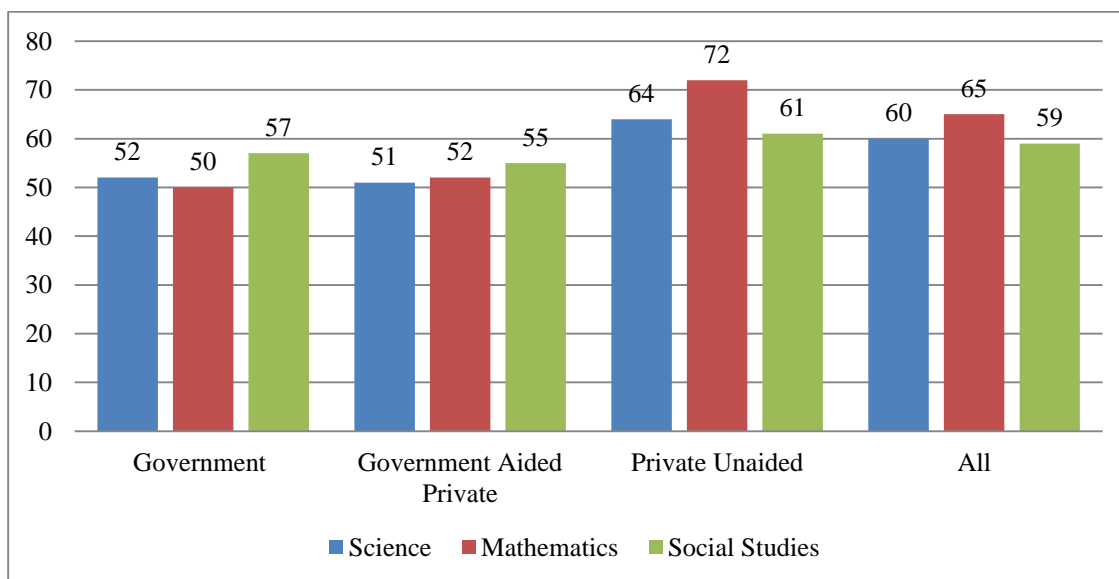
Source: Table 2

Table. 3 Students' Achievement Scores (Mean Marks) in Secondary Schools: Subject-wise

Type of School	Science	Mathematics	Social Studies
Government Schools	52	50	57
Government Aided Private Schools	51	52	55
Private Unaided Schools	64	72	61
All Schools	60	65	59

Source: Field Survey

Fig. 3: Subject-wise Student Achievement Scores in Secondary Schools: Mean Marks



5.4 Students’ Performance – Caste-wise

Caste is one of the important factors in determining the students’ achievements. It is observed that the Other Caste students show better performance than the students belonging to the Backward Castes, the Scheduled Castes and the Scheduled Tribes in both the primary and secondary schools and also irrespective of management. In respect of mean scores, the Other Caste students obtained more marks compared to the Backward Caste, the Scheduled Caste and the Scheduled Tribe students under all the managements.

The mean marks of Other Caste students in Government primary schools are 168 followed by Backward Castes (150) Scheduled Castes (148) and Scheduled Tribes (141) whereas in Government Aided Schools, Other Caste students secured 178 marks followed by Backward Castes (165), Scheduled Castes (153) and Scheduled Tribes (146). In respect of Private Unaided Schools, the mean marks of Other Castes are 206 followed by Backward Castes (186) Scheduled Castes (172) and Scheduled Tribes (171) (Table 4). The low economic status and illiteracy of parents may be the main reasons for low mean marks among the Scheduled Castes and the Scheduled Tribes. The caste differences exist in schools under all the managements. However, interestingly the variations in mean marks among the castes are more in Private Unaided Schools when compared to Government Schools.

More or less the similar pattern is observed in the case of secondary schools. The variations in the mean scores among the various castes are higher in primary schools than secondary schools. The variations in the mean scores among the four-caste groups are quite substantial.

Table: 4 Students’ Achievement Scores (Mean Marks) : Caste-wise

Type of School	Scheduled Castes	Scheduled Tribe	Backward Caste	Other Caste	All Castes
Primary Schools					
Government Schools	148	141	150	168	151.5
Government Aided Schools	153	146	165	178	160.0
Private Unaided Schools	172	171	186	206	194.0
All Schools	159.8	153.1	175.8	202.0	182.5
Secondary Schools					
Government Schools	153	151	159	170	158.4
Government Aided Schools	156	154	158	162	157.5
Private Unaided Schools	178	181	191	203	197.0
All Schools	159.3	160.5	180.5	198.8	184.7

Source: Field Survey.

5.5. Variation of Marks (C.V)

The co-efficient of variation in the mean marks also reveal certain interesting features about the overall performance of the students in the sample schools under different managements. The management wise variations in mean scores and Variation of Marks exist for all the subjects. However, variation of marks is lower in Government and Government Aided Schools compared to Private Unaided Schools.

The mean scores of students in the Private Unaided Schools are more than the mean scores for Government Aided Private and Government Schools. Apart from the mean scores, the Variation of Marks is also higher in Private Unaided Primary Schools (32) compared to Government Aided Private (23) and Government Schools (21) (Table 5). In respect of secondary schools, the Variation of Marks of Private Unaided Schools is 36 followed by Government Aided Schools (26) and Government Schools (24). In other words, Private Unaided Schools perform better in terms of mean scores but not better in terms of variations in the scores. Heterogeneous students are admitted in the Private Unaided Schools and this may be the reason for high Variation of Marks in the Private Unaided Schools. Interestingly, the highest and the least mean scores differ from subject to subject also.

Table 5: Co-efficient of variation (CV) in Student Achievement Scores

Type of school	Primary Schools	Secondary Schools
Government Schools	21	24
Government Aided Private Schools	23	26
Private Unaided Schools	32	36
All Schools	28	32

Source: Field Survey.

6. Conclusions

The quality of school education under different managements is examined by students' achievements. There are wide variations in the achievement scores of students under different managements. The students' mean marks are very high in private unaided schools compared to government schools and government aided private schools. The mean marks among girls are slightly more than that of boys in all the three managements in primary schools. However, in the

case of secondary schools, the performance of boys in all subjects is relatively better than that of girls. Students' performance subject wise indicates that the mean marks of students in government and government aided primary schools are the highest in Telugu followed by English and Mathematics while in private unaided schools, the students' mean marks are highest in English followed by Telugu and Mathematics. However, in the secondary schools, subject wise performance of students under different managements gives different picture. Students' mean marks in government schools are the highest in Social Studies and the lowest in Mathematics whereas in government aided private schools, the mean marks are the highest in Social Studies and the lowest in Science. The highest pass percentage is recorded in Mathematics in private unaided schools and the lowest in Social Studies.

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