Perception of Students on the Teaching Methods of Public and Private School

P. Lakshmi Narayanamma

Associate Professor, Department of Management Studies, Vignan’s Foundation for Science Technology & Research, Vadlamudi, Guntur,

E mail : lakshmipathi.mba@gmail.com

https://doi.org/10.26782/jmcms.2019.10.00057

Abstract

Education plays a vital role in the life of every individual. Hence, schools should give quality education to their students. Quality education refers to standard curriculum, teaching pedagogy, good educational facility, and evaluation and marking system. This research is initiated to know the attitude and behaviour of students towards both public and private schools. The study group consists of students from 9th & 10th class. Data was collected using a questionnaire on various parameters like quality of teaching, lecture notes, pressure from teachers, difficulty of subject etc. The researcher mainly focused on these factors with respect to public and private schools. The researcher used both quantitative and qualitative data to analyze and find out the differences between the private and government school. The study also focus on association between gender and choice of school, pressure by teachers, understanding of concepts and quality of teaching.

Keywords : Attitude, Curriculum, Education, Pedagogy

I. Introduction

Education plays a vital role in socioeconomic improvement of each country. It improves the quality of life of individuals. According to EMIS report of the Ministry of Education, Youth and Sports (2010-2011), private schools have been rising much faster. Parents would like to give the most excellent learning atmosphere for their children and decide to invest keeping their economic status aside. (Rehman et al., 2010). When performance of public schools is not up to the mark parents generally arrive to a conclusion to prefer the best schools for their children. Majority of private schools are regularly more efficient than the government schools in terms of surroundings, well experienced teachers, limited number of students in class and well educated parents [IX]. Rehman et al. (2010) in his study identified that a maximum number of parents seemed to be disappointed with the performance of government
schools due to different reasons like curriculum, relationship among teachers and parents, size of classrooms, teachers, playground and other factors. While deciding school for their children education, parents feel themselves as more convinced and of the opinion that their children will be trained efficiently and will be treated fairly (Spellings, 2005). Choosing the best school is one of the important criteria so that parents can facilitate their children by providing what is expected of them. Choice of school is extremely linked to parent’s income level [X]. Parents with good income level have a preference towards private school relatively than government school for their kids. Their satisfaction depends on the school they had chosen (Rehman et al., 2010). In addition, several parents believe that teacher quality is the most vital aspect to assure the excellence of their children schooling whereas others believe that academic status and facilities like co-curricular and extracurricular activities (Wilkinson, Dennis & Machintosh, 2004). Some teachers are of the perception that more pressure is seen in public school system which might lead to non-quality whereas private schools offer good amount of incentives, flexible atmosphere, and various other benefits which give confidence to teachers to work hard by giving the finest quality of education [XI]. That is another reason why parents generally prefer private school rather than government school.

II. Literature Review

Excellence in education must engage beginners, content, progression, surroundings, and effect (UNICEF, 2000). Learners are strong, prepared to take part and be trained, and supported by their neighborhood and relatives. Content consist of literacy, numeracy, and particularly life skills. Surroundings are referred to strong, kind enough, protected, and recommend appropriate resources and amenities to students in their learning method [XII]. Outcomes are connected to countrywide ambitions for education and constructive involvement in the general public in terms of knowledge, skills, and mind-set. OECD (2012) has united the quality with fairness which means that if communal and individual circumstance such as cultural origin, family conditions or sexual characteristics, are able to access the learning equality, the quality of education will improves more and more. Bertola, Checchi, & Oppedisano (2007) in his study mentioned that luxurious private schools are superior to free communal schools in terms of both quality and security for the reason that, parents will send their children to some other schools if they are not offering enhanced service. Generally student quality differs among educational and vocational secondary school tracks (Bertola et al., 2007). Gibbons and Silva (2009) argue that parents choose schools for their children based on the reputation and performance. Earlier studies stated that school quality not only depends on one element of which parents and children think, other factors like student happiness and satisfaction in learning atmosphere are also well thought-out. Gibbons et al. (2009)
understood that parents prefer schools for their children based on the performance of
schools. They propose that quality of school alone is not only one parameter regarding
which both parents and children think about, other factors like student contentment
and satisfaction, learning atmosphere are also taken into consideration. The above
mentioned factors must be considered along with academic performance of schools
and their children well being. Bernal (2005) & Baird (2009) too accepted that parents
choose private schools for the reason that they believe that the schools will offer
better education in terms of quality and good amount of opportunities for their
children in the future than government schools. He also confirmed that there is no
significant association among a particular area’s affluence and the enrolment of
students in private schools. According to study conducted by CEP (2007) family
background was considered as the preceding aspect that forces both students and
parents to prefer either government or private schools. Hsieh and Shen (2001)
concluded that the main counter argument for choice of school might be that, parents
are better informed about the schools.

III. Methodology

A sample of public and private schools of 5 each had chosen for the study. Stratified random sampling had chosen to eliminate any bias that might take place from choosing only well or poor performing schools. Selection of schools was randomly made. Following are the statistical techniques used are descriptive statistics and chi square.

IV. Discussion of Results

| Variables          | Subcategory | Sample Size | Percentage |
|--------------------|-------------|-------------|------------|
| Gender             | Male        | 98          | 67.1       |
|                    | Female      | 48          | 32.9       |
| Class              | 9th Class   | 75          | 51.4       |
|                    | 10th Class  | 71          | 48.6       |
| Occupation         | Job         | 80          | 54.8       |
|                    | Business    | 26          | 17.8       |
|                    | Farmer      | 35          | 24         |
|                    | Housewife   | 5           | 3.4        |
| Choice of School   | Self        | 76          | 52.1       |
|                    | Parents     | 70          | 47.9       |
| Pressure by Teacher| Yes         | 51          | 34.9       |
|                    | No          | 95          | 65.1       |
| Quality of Teaching| Good        | 139         | 95.2       |
Out of 146 respondents, 6.1 percent are male and 32.9 percent are female. 51.4 percent of students belong to 9th class and 48.6 percent belong to 10th class. When comes to occupation of parents, 54.8 percent are job holders, 17.8 percent are into business, 24 percent are farmers and 3.4 percent are housewife’s. To join in either government or private school 52.1 percent children had decision making power or remaining 47.9 percent were influenced by parent’s decision. 34.9 percent of students stated that there will a pressure from teachers in the classroom and 65.1 percent said no pressure from teachers. 95.2 of students said that quality of teaching is good and 4.8 percent stated that it is bad. It is opined that 48.6 percent of teachers regularly check the status of students in the classroom, 40.4 percent check weekly, 6.8 percent check monthly and 4.9 percent not at all check the notes. 86.3 of the students stated that they understand the concept, 13.7 percent said that they didn’t understand the concept. Out of 146 respondents, 15.1 percent of the students said that teachers use phone during the class, 4.8 percent speak with other teachers and 80.1 percent do some other work. When come to punishment to students 49.3 percent of students affirmed that teachers beat them, 39.7 percent of students declared that teachers make them to stand outside and 11 percent stated that they were given homework.

| Check Status     | Bad | Regularly | Weekly | Monthly | Not at all |
|------------------|-----|-----------|--------|---------|------------|
|                  | 7   | 71        | 59     | 10      | 6          |
|                  | 4.8 | 48.6      | 40.4   | 6.8     | 4.1        |

| Understand of Concept | Yes | No |
|-----------------------|-----|----|
|                       | 126 | 20 |
|                       | 86.3| 13.7|

| Personal Activity                | Busy with phone | Talking with other teacher | Others |
|----------------------------------|----------------|---------------------------|--------|
|                                  | 22             | 7                         | 117    |
|                                  | 15.1           | 4.8                       | 80.1   |

| Punishment                      | Beating        | Making to stand outside   | Giving Homework |
|---------------------------------|----------------|---------------------------|-----------------|
|                                 | 72             | 58                        | 16               |
|                                 | 49.3           | 39.7                      | 11               |

**Table 1. Demographic Details of respondents**
From the above table it is interpreted that out of 76 male respondents 45.9 percent belongs to public school and 54.1 belongs to private school. Among 48 female respondents 85.4 percent belongs to public school and 14.6 percent belongs to private school. Out of 75 students who are from 9\textsuperscript{th} class 65.3 belongs to public school and 34.7 percent belongs to private school. Out of 71 students who are from 10\textsuperscript{th} class 52.1 belongs to public school and 47.9 percent belongs to private school. Out of 76 respondents, 55.3 percent of students joined in public school and 44.7 percent joined in private school. Out of 70 respondents, 62.9 percent of parents forced their children to join in public school and 37.1 percent of parents inclined their children to join in private school. Out of 51 students 54.9 percent said that there is pressure by teacher in public school and 45.1 percent in private school. Out of 95 students 61.1 percent said that there is pressure by teacher in public school and 38.9 percent in private school. Out of 144 students 100 percent of students stated that teacher student relationship is good in private school. Out of 139 students 61.9 percent stated that quality of teaching is good in public school and 38.1 percent said it is bad. Out of 104 students 56.7 percent stated that there is playground in public school and 43.3 percent in private school. Out of 42 students 2.4 percent stated that there is no playground in public school and 97.6 percent in private school. Out of 144 students 41.7 percent

| Variable                  | Subcategory   | Sector | Public | Private |
|---------------------------|---------------|--------|--------|---------|
| Gender                    | Male (98)     | 45.9   | 54.1   |
|                           | Female (48)   | 85.4   | 14.6   |
| Class                     | 9\textsuperscript{th} Class (75) | 65.3   | 34.7   |
|                           | 10\textsuperscript{th} Class (71) | 52.1   | 47.9   |
| Choice of school          | Self (76)     | 55.3   | 44.7   |
|                           | Parents (70)  | 62.9   | 37.1   |
| Pressure by teacher       | Yes (51)      | 54.9   | 45.1   |
|                           | No (95)       | 61.1   | 38.9   |
| Teacher Student Relation  | Good (146)    | 0      | 100    |
|                           | Bad (0)       | 0      | 0      |
| Quality of Teaching       | Good (139)    | 61.9   | 38.1   |
|                           | Bad (7)       | 0      | 0      |
| Playground                | Yes (104)     | 56.7   | 43.3   |
|                           | No (42)       | 2.4    | 97.6   |
| Checking of homework      | Yes (144)     | 41.7   | 58.3   |
|                           | No (2)        | 0      | 2      |
| Regular to class          | Yes (122)     | 45.9   | 54.1   |
|                           | No (24)       | 16.7   | 83.3   |

**Table 2.** Cross Tabulation 1
from public school and 58.3 percent from private school stated that teachers check their notes. Out of 122 students 45.9 percent from public school and 54.1 percent from private school stated that students are regular to class. Out of 24 students 16.7 percent from public school and 83.3 percent from private school stated that students are not regular to class.

| Demographic                  | Total Sample | Gender                  | Chi Square |
|------------------------------|--------------|-------------------------|------------|
| Description                  | n=146        | Male(98)                | Female(48) |
| Choice of School             |              |                         |            |
| Self                         | 76           | 51(67.1)                | 25(52.1)   | 0.568 df 1 p>0.05 |
| Parents                      | 70           | 47(61.2)                | 23(78.9)   | 0.113 df 1 p>0.05 |
| Pressure by Teacher          |              |                         |            |
| Yes                          | 51           | 38(38.8)                | 13(26.9)   | 0.297 df 1 p>0.05 |
| No                           | 95           | 60(61.2)                | 35(72.9)   | 0.057 df 1 p>0.05 |
| Understanding of concepts    |              |                         |            |
| Yes                          | 98           | 83(84.7)                | 43(89.6)   | 0.297 df 1 p>0.05 |
| No                           | 48           | 15(15.3)                | 5(10.4)    | 0.057 df 1 p>0.05 |
| Quality of Teaching          |              |                         |            |
| Good                         | 139          | 91(92.9)                | 48(100)    | 0.297 df 1 p>0.05 |
| Bad                          | 7            | 7(7.1)                  | 0(0.00)    | 0.057 df 1 p>0.05 |

**Table.3. Cross Tabulation 2**

From the above table it is interpreted that there is no significant association between gender and choice of school, pressure by teachers, understanding of concepts and quality of teaching. It is concluded that no difference is seen among male and female students towards the chosen variables.

| GENDER*SUBJECTDIFFICULTY | SUBJEC TDIFFICULTY* |
|--------------------------|---------------------|
|                          | Mat hs | Social Science | General Science | English | Hindi |
| Male                     | 15.2   | 23.6           | 43               | 23.6    | 0.07  |
| Female                   | 0.2    | 26.6           | 0.2              | 43      | 0.06  |
| Total                    | 17     | 25             | 37               | 30      | 7     |

Percentages and totals are based on respondents.

**Table.4. Gender with Difficulty of Subject**

*Copyright reserved © J. Mech. Cont. & Math. Sci.*

*P. Lakshmi Narayanamma*
IV.i. Findings

95.2 of students said that quality of teaching is good in both public and private schools. Only 45.9 percent of students joined in public school are regular to class. 45.1 percent of teachers check the homework of students in public school and 58.3 percent in private school.

43 Percent of female students are feeling difficult with English.

43 Percent of male students are feeling difficult with General Science.

56.7 percent of students stated that there is playground in public school and 43.3 percent in private school.

IV.ii. Suggestions

Teachers working in public school should encourage students to come to classes regularly which enhance their learning ability. Public and private schools should focus on playground facility to students which improves both physical and mental fitness of students. Teachers should frequently check the regularity of students, notes so that attendance and pass percentage of students will increase. While dealing with students in both their personal and educational aspects punishment can be given to mould the behaviour of a student but it should not be harsh.

V. Conclusion

Most of the parents are of the opinion that education in public schools is not up to the mark and may hesitate to join their children. Though somewhat is it right current government had taken certain initiatives to improve the standards of education and trying to encourage students to join in government school. From the study it is revealed that students from both the schools are satisfied in majority of the facilities.
References

I. Belagali, H. V. (2011). A study of attitude towards teaching profession in relation to type of management and teaching experience of secondary school teachers. International Referred Research Journal, 3(32), 18-19.

II. Essays, UK. (November 2018). Comparison between Public and Private Schools Education Essay. Retrieved from https://www.ukessays.com/essays/education/comparison-between-public-and-private-schools-education-essay.php?vref=1

III. Ganaie, M. Y., & Mudasir, H. (2014). A comparative study of teaching competency of secondary school teachers in district Srinagar. Report and Opinion, 6(6), 49-54.

IV. Hsieh, C., & Shen, J. (2001). Is school choice a mechanism for sustaining changes? Implications from a national survey. The Clearing House, 75(2), 88-91.

V. Ovando, C. J., Collier, V. P., & Combs, M. C. (2003). Bilingualism & ESL Classroom: Teaching in multicultural contexts. Boston, Mass: McGraw Hill.

VI. Pathak, R. P. (2012). Development and problems of Indian education. Chennai: Pearson Education India.

VII. Pathania, K. S., & Pathak, A. (2013). Choice based credit system: The need of the hour. International Journal of Creative Research Thoughts, 51(8), 1-3.

VIII. Priyanka, T. (2017). A comparative study on the teaching methods of private and government school of south kamrup area and its impact on students (Doctoral dissertation, Assam Don Bosco University, 2017).

IX. Manukonda et al. (2019). What Motivates Students To Attend Guest Lectures?. The International Journal of Learning in Higher Education. Volume 26, Issue 1. 23-3.

X. Sivakoti Reddy, M. (2019). Impact of RSERVQUAL on customer satisfaction: A comparative analysis between traditional and multi-channel retailing. International Journal of Recent Technology and Engineering. 8(1), pp. 2917-2920.

XI. Sivakoti Reddy, M., Venkateswarlu, N.(2019). Customer relationship management practices and their impact over customer purchase decisions: A study on the selected private sector banks housing finance schemes. International Journal of Innovative Technology and Exploring Engineering. 8(7), pp. 1720-1728.

XII. Sivakoti Reddy, M., Murali Krishna, S.M.(2019). Influential role of retail service quality in food and grocery retailing: A comparative study between traditional and multi-channel retailing. International Journal of Management and Business Research. 9(2), pp. 68-73.

XIII. Sivakoti Reddy, M., Naga Bhaskar, M., Nagabhushan, A. (2016). Saga of silicon plate: An empirical analysis on the impact of socio economic factors of farmers on inception of solar plants. International Journal of Control Theory and Applications. 9(29), pp. 257-266.