

TEACHERS' PERSPECTIVES ON THE QUALITY OF EDUCATION IN SECONDARY SCHOOLS IN JALANDHAR CITY

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Abstract: Secondary education has the potential to make contributions to economic prosperity of any country. For this, there should be greater investments at this level especially to address the inequalities in access to secondary education by income, age, gender, social class and region. The main challenges of secondary education are to increase participation, improve learning and enhancing relevance. In other words the challenge is to improve access, equity and quality in secondary education. For a quality secondary education various stakeholders are responsible such as principals, teachers, parents, students and policy makers. In this study a questionnaire has been made for the teachers to understand their perspectives of existing scenario of secondary school education in terms of infrastructural facilities, assessment, home environment, school quality and administrative factors. The findings of this study showed that teachers' perspectives for the parameters mentioned in the tool differ in terms of their gender, age, work experience and type of school they are working. From review of literature, it was observed that young teachers are not satisfied with existing system of secondary school education in terms of infrastructural facilities, curriculum, assessment and administrative arrangement, which needs attention of Government to acknowledge and cultivate the partnership with them to sustain potential teachers and strengthen the quality of education at secondary level.

Keywords: Secondary education, Government programs, Quality education

I. Introduction

Education is viewed as a driver to develop highly- skilled youth to meet the needs of the knowledge society which represents a paradigm shift (Lessard and Carpentier, 2015). This paradigm shift forces policy makers to pay special attention towards quality education being provided in the schools especially in respect of secondary education. Since Independence lots of efforts have been taken by the government to provide quality education to the people in India. Many policies and programs are introduced to extend additional education to all students. The policies introduced till date mainly focus on free and compulsory education. It leads to less attention towards secondary education forming a gap in the whole education sector (Biswal, 2011). The developing countries know about the importance of skills which is a priority for making productive citizens of a society. But, still in many developing countries students couldn't access education beyond the primary level (World Bank, 2005). Many studies revealed that there is a need to adopt measures to expand and improve secondary education to take the advantage of its transformative nature (Alvarez, 2003; Mulkeen, et al. 2005; SEIA, 2007; World Bank, 2005; World Bank, 2006; World Bank, 2007). Students need secondary education to get knowledge of technical, academic and life skills to become a contributor in the prosperity of their countries (World Bank, 2005).

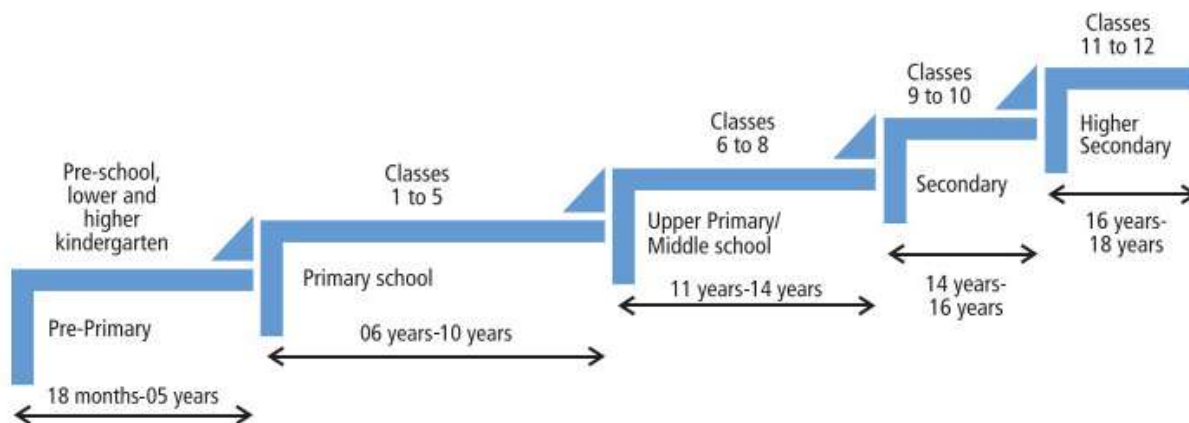
Global access to secondary education is growing at increased rate (UNESCO, 2008, 2010). But, in most of the developing countries access to secondary education is still low with stark regional differences (Schuh Moore, DeStefano, Terway, Balwanz, 2008).

1.1 Education in India

According to British Council (2014), Indian school education system can be segmented in three ways,

- a. By means of levels of education
- b. By means of ownership of educational institutions
- c. By means of educational boards affiliations

By means of levels of education, the Indian education system can be categorized as follows,



Source - *Indian School Education System: An Overview*, British Council, 2014.

1.2 Secondary Education in India

Secondary school education includes two years of lower secondary and two years of higher secondary education. Students aged 14 to 16 years come under lower-secondary level. Secondary education is not constitutionally compulsory yet it is important as it act as a bridge between elementary education and higher education. It is a preparatory phase during which youth acquires skills needed to become a productive member of a country. The skills mastered during this phase helps the young students to adapt in the technical world. Secondary education provides a setting in which young people, especially adolescents; prepare themselves for healthy and productive lives. To achieve the goals of secondary education, the developing countries are facing a challenge to ensure that secondary education sub- sector can provide accommodation to enough students, ensure stability by providing equal access to education and provide a competent curriculum (Jacob, Lehner 2011).

Higher secondary education spreads over the span of 15- 18 years of age of a person. It deals with the adolescent age which is a transition period of a youth carrying drastic physical development and emotional transformation accompanied with mood swings. Thus, it is the emergence of time to provide life skills to the youth to prepare them as a productive member of a nation or country. It is the responsibility of secondary education to equip the students with sharp skills and talents to make this transition from elementary phase to higher education, a success. Secondary education is instrumental both as a cause of instability and division and recognized as an agent for nation building and social cohesion (Buckland, 2005; Sommetts, 2002; World Bank, 2005b). In the present study context higher secondary education is named as secondary education.

1.3 Government Programs for Secondary School Education

- Post Matric Scholarship to Scheduled Caste Students.
- Scheme of Pre-Matric Scholarship For Scheduled Caste Students Studying In Classes IX & X.
- Pre-Matric Scholarship To Children of Those Parents Engaged In Unclean Occupations.
- Attendance Scholarship To Scheduled Caste Primary Girl Students
- Scheme For Sanctioning Special Grant To Scheduled Caste Girl Students Studying In Post-Matric and Post Graduate Classes
- Encouragement Awards to SC Girl Students for Pursuing 10+2 Education
- Award to Brilliant Scheduled Caste Students
- Award to Sc Sports Students (6-12 Classes)
- Supply of Free Text Books to Scheduled Castes Students Studying in 1st to 10th Classes
- Removal of Untouchability Under Programme for Implementation of Protection of Civil Rights Act-1955 and The Scheduled Castes & Scheduled Tribes (Prevention of Atrocities) Act, 1989
- Babu Jagjivan Ram Chhatrawas Yojna

II. Literature Review

The government has introduced many policies from time to time for the welfare of disadvantaged sections of the society. OECD countries adopted more than 450 education reforms between the time period of 2008 and 2014 (OECD, 2015). But there is little evidence on the impact of the educational policies. Most of the stakeholders of education sector are dissatisfied with the outcomes of the policies and they held policy makers responsible for this (Gallup, 2017; Corbier, 2017).

There lies a huge gap in introducing a policy and put it into a daily practice for teachers, school administrators and local community members (Viennet, 2017; Pont, 2017). Due to this gap in the desired outcomes, the stakeholders and policy- makers need to focus on the implementation processes (Gurria, 2015; Wagstaff, 2013; Pont, 2008; OECD, 2016).

Sayed (2012) discusses the role of politics in the influential implementation of national education policies. Moreover, there are many challenges which are responsible for the education policy- making and implementation. The challenges which are involved in education policy- making are categorized at global level, but these vary from country to country. The “multiple actors” which are also called the stakeholders of education sector are responsible for the implementation of a policy in a nation. The actors form a diverse group which usually works in diverse settings like different regions, different government systems but they all have a common objective to serve the community (Robertson, 2012). It is not necessary that the global policies which are introduced in a nation are accepted by the actors who are the carriers of these policies. These actors are school principals, teachers and community members. When any policy is forced upon the stakeholders in a

condition of lack of resources and a huge gap between previous policies and the new ones, then it creates a situation of disagreement. Any policy is only successful when the previous policies are implemented properly.

This widening gap between the new and old policies seems burdensome to the teachers in a situation in which they are facing other challenges at ground level (Rizvi, 2009).

There are many factors that influence the implementation of national education policies in India at the ground level. The scholarships schemes are introduced in India. In Punjab, various educational schemes are introduced by the government for the welfare of the students belonging to socially disadvantaged sections. These schemes are introduced but there are no strategies to implement these among the masses. Most of the students and parents are not aware of these educational schemes. In government schools, students only have knowledge that they are filling some forms for 'wazifas' or scholarships. They have not heard the name of Pre- Matric Scholarship and Post- Matric scholarship. The parents are not aware about the various educational schemes run by the government. The financial burden which is placed on poor families to access secondary education also affects expansion of secondary education. Finance or we can say 'Cost' is one of the major factors which decides the enrollment and participation of a student in secondary schools. The students from poor economic and social background needs direct cash transfers. Akresh et al. (2013) carried out a study on direct comparisons of a UCT (Unconditional Cash Transfers) and CCT (Conditional Cash Transfers) and found that in Burkina Faso, CCTs were more effective than UCTs for increasing enrollment and attendance of girls who have fewer opportunities to attend school. This shows that secondary education should be free and fully support by scholarships. But these scholarships or cash transfers should be made in continuity. These scholarships should be given at monthly basis like a teacher who gets salary on monthly basis. There are free scholarships for students belonging to poor families. But all students are not receiving these scholarships. In reality, students of government schools in Punjab received scholarships after 3-4 years. Some students received Scholarships after completing their secondary education. The question arises that what is the need of the scholarship after completing secondary education. The government should take measures to provide cash transfers on time. The schools do not have enough funds to support their infrastructure. Most of the school teachers use to collect money and pay electricity bills of the schools. The investigators suggested an alternative model of a cluster system of education (Kaur *et al* 1996). There are many problems like lack of teachers, clerical staff and other supporting staffs in the schools (Kaur *et al* 1996). The teachers are overburdened in secondary schools in the absence of clerical and non- teaching staffs. They have to perform duties other than teaching like duties in BLO, surveys and election duties. And these duties have to be performed after school hours according to rules. How can a teacher perform all these tasks? It affects the performance of the students in the schools. An inaccurate perception of the students and parents about the secondary education also affects the participation in schools. The students' full access to secondary education is ensured by the appointment of teachers in the schools and their retention in the schools. Many studies investigated the challenges faced by teachers' recruitment and retention in the schools across developing countries like high attrition, bottlenecks in the teacher training systems, difficulties attracting teachers to hard to reach areas and lack of subject teachers (Lewin and Caillods 2001; OECD 2002; Mulkeen, Chapman, DeJaeghere, Leu, and Bryner 2005; World Bank 2005; SEIA 2007; World Bank, Africa Human Development Department 2007).

Thus there is need to find out strategies to improve secondary school participation by increasing cash transfers to scale up enrollment and retention in secondary schools. There is another barrier in accessing secondary education and that is the language of instruction used as a medium in secondary schools being different from the mother tongue of the students. There are hardly any evaluations over this factor (Null, Costentino, Sridharan, and Meyer 2017). Low educational relevance of what is being taught in secondary schools also acts as a barrier to participation in secondary schools. Curriculum should be designed in order to meet the needs of the learners by providing strong soft skills and vocational education.

III. Rationale of the study

Today, countries all over the world face many challenges in the expansion of secondary education as it requires more finances and resources than primary education and the former is more complex in nature than the latter one (Lewin, 2007, 2008). Thus, it is important to investigate the factors which affect the proper implementation of government policies and programs to expand secondary education. The present study tries to investigate those factors which act as barriers in accessing secondary education by the children from the perspectives of the teachers. These factors in turn pose challenges in implementation of policies introduced by the government. Inequality is inherent in the education system. It is deep – rooted in the minds of the people. But, we forget one thing that education cannot work in vacuum. There should be proper implementation of the policies introduced for the expansion of secondary education. Poverty still exists. Today also, parents use to send their children to work. It affects the participation of the students in secondary schools. There are hardly any studies which raises the problem of lack of sufficient number of teachers in secondary education. The demand for teachers is more than the supply of teachers in secondary education in most of the developing countries (World Bank 2006). In this study, various factors which may act as a problem are categorized into dimensions. There are few studies showing the impact of salaries or incentives given to the teachers on students' learning outcomes. Teachers given less salaries are not motivated to teach students in secondary schools. This factor has been investigated in this study. The evaluation system and enrollment procedures also affect the participation in secondary schools. Parents' perception about the secondary schools also proposes a promising strategy to boost participation in secondary schools. Parents if provided full information on the incentives given for education can increase enrollment in secondary schools. Another challenge for the expansion in secondary education is the location of these schools at a distance. In Jalandhar, there are some villages which do not have secondary schools. Thus, students have to visit far away from their own village to attend secondary school. Like, students of one village have to travel across four villages to attain secondary education. This will increase additional cost to poor households. There is also safety and security issues for the girls who use to travel schools situated at places where there is less population residing. These issues act as barriers in accessing secondary education. By removing the factors acting as barriers in accessing secondary education, there would be proper policy implementation. It will help the government to make programs for the expansion of secondary education and thus making good quality secondary education available, accessible and affordable to all the young students comprising age- group of 14- 18 years.

IV. Objectives of the study

- To study whether there is a gender-wise significant difference among secondary school teachers for overall quality of secondary school education.
- To study whether there is an age-wise significant difference among secondary school teachers for overall quality of secondary school education.
- To study whether there is an education-wise significant difference among secondary school teachers for overall quality of secondary school education.
- To study whether there is a years of work experience-wise significant difference among secondary school teachers for overall quality of secondary school education.
- To understand the perspectives of secondary school teachers for the overall quality of secondary school education as per their gender, age, education and work-experience.

V. Method

5.1 Independent variables – Gender, Age, Education, Work Experience and Type of School

5.2 Dependent Variables – Perspectives of Teachers (Economic Factors, Home Environment, Infrastructure, School Quality, Curriculum, Individual Characteristics, Evaluation and Administrative factors)

5.3 Population of the Study – Secondary school teachers of Jalandhar city

5.4 Sample of the Study

Table 1 – Sample distribution as per demographic information

| | Demographic Variable | Frequency | Percent |
|-----------------|-----------------------------|-----------|---------|
| Gender | Male | 69 | 34.5 |
| | Female | 131 | 65.5 |
| Age | 24 - 40 Years | 63 | 31.5 |
| | 41 - 48 Years | 78 | 39 |
| | More than 48 Years | 59 | 29.5 |
| Education | PTC | 3 | 1.5 |
| | B. Ed | 71 | 35.5 |
| | PG | 2 | 1 |
| | B.Ed. + M.Ed. | 16 | 8 |
| | B.Ed. + PG | 94 | 47 |
| Work Experience | B.Ed. + M.Ed. + PG | 14 | 7 |
| | 0 - 5 Years | 29 | 14.5 |
| | 6 - 10 Years | 35 | 17.5 |
| | 11 - 15 Years | 27 | 13.5 |
| Type of School | 16 - 20 Years | 109 | 54.5 |
| | Government School | 129 | 64.5 |
| | Aided cum Affiliated School | 55 | 27.5 |
| | Aided School | 16 | 8 |
| | Total | 200 | 100 |

As shown in above table, 200 secondary school teachers responded to the survey questionnaire.

5.5 Sampling Technique – Random sampling technique was used to collect responses from secondary school teachers through questionnaire.

VI. TOOLS

- A survey questionnaire was developed by the researcher to understand the perspectives of secondary school teachers for quality of education and role of government in the implementation of programs. Teachers' perspectives are categorized in to eight aspects such as, Economic Factors, Home Environment, Infrastructure, School Quality, Curriculum, Individual Characteristics, Evaluation and Administrative factors.

VII. DATA COLLECTION PROCEDURE

- For the data collection, a researcher visited many schools of Jalandhar city for the permission for data collection. 18 schools gave permission to collect data.
- A researcher visited 18 schools and gave questionnaires to school teachers by meeting them personally. Teachers were reminded and followed up by the researcher to fill the questionnaire at their convenience and return it back to the researcher.

VIII. SCHEME OF ANALYSIS

- In this paper, descriptive statistics and intensity indices were used to understand the teachers' perspectives regarding overall quality of education in Jalandhar city.

IX. FINDINGS AND INTERPRETATION

The purpose of this study is to understand the perspectives of all stakeholders (principals, teachers, parents and students) for the implementation of Government programs for socially disadvantaged children in secondary schools of Jalandhar city of Punjab. All responses collected from the survey questionnaire are analyzed based on the objectives for teachers' perspectives on awareness and implementation of government policies and programs in secondary school education. Data analysis is done as follows,

- Independent variable t-test and Analysis of Variance
- Intensity Indices of items the questionnaire

9.1 DIFFERENCE OF SIGNIFICANCE BETWEEN DEPENDENT VARIABLES AND INTENDENT VARIABLES

Table 2 – Independent variable t-test between dependent variables and gender

| Dimensions | Gender | N | Mean | Std. Deviation | Df | t | Sig. |
|----------------------------|--------|-----|-------|----------------|-----|------|------|
| Economic | Male | 69 | 29.49 | 2.77 | 198 | 1.18 | 0.24 |
| | Female | 131 | 28.97 | 3.08 | | | |
| Home Environment | Male | 69 | 49.36 | 5.78 | 198 | 0.40 | 0.69 |
| | Female | 131 | 49.02 | 5.68 | | | |
| Infrastructure | Male | 69 | 45.87 | 5.51 | 198 | 2.09 | 0.04 |
| | Female | 131 | 43.98 | 6.32 | | | |
| School Quality | Male | 69 | 39.13 | 5.82 | 198 | 0.73 | 0.47 |
| | Female | 131 | 38.53 | 5.41 | | | |
| Curriculum | Male | 69 | 27.17 | 3.04 | 198 | 2.98 | 0.01 |
| | Female | 131 | 28.51 | 3.00 | | | |
| Individual Characteristics | Male | 69 | 21.54 | 3.58 | 198 | 0.15 | 0.88 |
| | Female | 131 | 21.62 | 3.77 | | | |
| Evaluation System | Male | 69 | 25.01 | 4.40 | 198 | 0.16 | 0.87 |
| | Female | 131 | 25.13 | 5.05 | | | |
| Administrative Factors | Male | 69 | 20.16 | 4.33 | 198 | 2.58 | 0.01 |
| | Female | 131 | 18.41 | 4.67 | | | |

Table 2 presents independent variable t-test between dependent variables and gender. It can be derived that there is a significance difference among the responses of male and female secondary school teachers for infrastructure ($t(198) = 2.09, p = 0.04$), Curriculum ($t(198) = 2.98, p = 0.04$) and Administrative factors ($t(198) = 2.58, p = 0.04$). And there was no significant difference in the responses of male and female for Economic, Home environment, School quality, Individual characteristics and Evaluation system. Hence it can be derived that

male and female secondary school teachers' perspectives are similar in terms of economic status, home environment, school quality, individual characteristics and evaluation of education.

Table 2 - One-way Analysis of Variance between Dimensions and Age

| Dimensions | Age | N | Mean | Std. Deviation | Df | F | Sig. (2 tailed) |
|----------------------------|--------------------|----|-------|----------------|--------|------|-----------------|
| Economic Factors | 24 - 40 Years | 63 | 28.95 | 2.99 | 2, 197 | 2.07 | 0.13 |
| | 41 - 48 Years | 78 | 29.67 | 2.92 | | | |
| | More than 48 Years | 59 | 28.68 | 3.00 | | | |
| Home Environment Factors | 24 - 40 Years | 63 | 49.60 | 5.94 | 2, 197 | 2.01 | 0.14 |
| | 41 - 48 Years | 78 | 49.71 | 5.68 | | | |
| | More than 48 Years | 59 | 47.90 | 5.35 | | | |
| Infrastructure | 24 - 40 Years | 63 | 45.41 | 5.00 | 2, 197 | 3.2 | 0.04 |
| | 41 - 48 Years | 78 | 45.27 | 6.76 | | | |
| | More than 48 Years | 59 | 42.97 | 6.02 | | | |
| School Quality | 24 - 40 Years | 63 | 40.08 | 5.24 | 2, 197 | 4.3 | 0.01 |
| | 41 - 48 Years | 78 | 38.82 | 5.42 | | | |
| | More than 48 Years | 59 | 37.19 | 5.71 | | | |
| Curriculum | 24 - 40 Years | 63 | 27.90 | 2.66 | 2, 197 | 0.32 | 0.72 |
| | 41 - 48 Years | 78 | 28.27 | 3.14 | | | |
| | More than 48 Years | 59 | 27.92 | 3.41 | | | |
| Individual Characteristics | 24 - 40 Years | 63 | 21.76 | 3.27 | 2, 197 | 0.12 | 0.89 |
| | 41 - 48 Years | 78 | 21.56 | 3.79 | | | |
| | More than 48 Years | 59 | 21.44 | 4.01 | | | |
| Evaluation System | 24 - 40 Years | 63 | 24.78 | 4.73 | 2, 197 | 0.2 | 0.82 |
| | 41 - 48 Years | 78 | 25.18 | 5.18 | | | |
| | More than 48 Years | 59 | 25.31 | 4.46 | | | |
| Administrative Factors | 24 - 40 Years | 63 | 19.57 | 4.25 | 2, 197 | 0.66 | 0.52 |
| | 41 - 48 Years | 78 | 18.76 | 5.10 | | | |
| | More than 48 Years | 59 | 18.76 | 4.34 | | | |

Table 2 shows one-way analysis of variance between all dependent variables and age of secondary school teachers. It can be derived from above table that there is a significance difference in responses of different age groups for infrastructure ($F(2,197) = 3.20, p = 0.04$) and school quality ($F(2,197) = 4.30, p = 0.01$). It is also explained that school teachers of all age groups have similar opinion for economic factors, home environment, curriculum, individual characteristics, evaluation and administrative factors.

Table 3 - One-way Analysis of Variance between Dimensions and Work Experience

| Dimensions | Work Experience | N | Mean | SD | Df | F | Sig. (2 tailed) |
|----------------------------|-----------------|-----|-------|------|--------|------|-----------------|
| Economic Factors | 0 - 5 Years | 29 | 28.45 | 3.39 | 3, 196 | 0.83 | 0.48 |
| | 6 - 10 Years | 35 | 29.37 | 2.14 | | | |
| | 11 - 15 Years | 27 | 28.85 | 3.11 | | | |
| | 16 - 20 Years | 109 | 29.34 | 3.07 | | | |
| Home Environment Factors | 0 - 5 Years | 29 | 48.86 | 5.89 | 3, 196 | 0.88 | 0.45 |
| | 6 - 10 Years | 35 | 50.54 | 6.18 | | | |
| | 11 - 15 Years | 27 | 48.56 | 4.94 | | | |
| | 16 - 20 Years | 109 | 48.91 | 5.67 | | | |
| Infrastructure Factors | 0 - 5 Years | 29 | 45.38 | 4.90 | 3, 196 | 0.95 | 0.42 |
| | 6 - 10 Years | 35 | 45.89 | 5.82 | | | |
| | 11 - 15 Years | 27 | 43.81 | 6.69 | | | |
| | 16 - 20 Years | 109 | 44.24 | 6.32 | | | |
| School Quality | 0 - 5 Years | 29 | 40.24 | 4.39 | 3, 196 | 6.47 | 0.01 |
| | 6 - 10 Years | 35 | 41.46 | 5.32 | | | |
| | 11 - 15 Years | 27 | 39.30 | 4.81 | | | |
| | 16 - 20 Years | 109 | 37.32 | 5.66 | | | |
| Curriculum | 0 - 5 Years | 29 | 27.55 | 2.97 | 3, 196 | 0.31 | 0.82 |
| | 6 - 10 Years | 35 | 28.17 | 2.25 | | | |
| | 11 - 15 Years | 27 | 28.00 | 3.82 | | | |
| | 16 - 20 Years | 109 | 28.16 | 3.15 | | | |
| Individual Characteristics | 0 - 5 Years | 29 | 21.14 | 2.64 | 3, 196 | 0.49 | 0.69 |

| | | | | | | | |
|-------------------------------|----------------------|-----|-------|------|--------|------|------|
| Evaluation System | 6 - 10 Years | 35 | 22.17 | 3.84 | 3, 196 | 1.81 | 0.15 |
| | 11 - 15 Years | 27 | 21.78 | 3.76 | | | |
| | 16 - 20 Years | 109 | 21.48 | 3.87 | | | |
| | 0 - 5 Years | 29 | 23.41 | 3.81 | | | |
| Administrative Factors | 6 - 10 Years | 35 | 24.97 | 4.87 | 3, 196 | 2.89 | 0.04 |
| | 11 - 15 Years | 27 | 24.67 | 4.90 | | | |
| | 16 - 20 Years | 109 | 25.68 | 4.96 | | | |
| | 0 - 5 Years | 29 | 19.38 | 3.81 | | | |
| | 6 - 10 Years | 35 | 20.83 | 4.51 | | | |
| | 11 - 15 Years | 27 | 19.26 | 4.96 | | | |
| | 16 - 20 Years | 109 | 18.28 | 4.64 | | | |

Table 3 shows one-way analysis of variance between all dependent variables and age of secondary school teachers. It can be derived from above table that there is no significance difference in responses of different work experience ranging from 0 to 20 years for all the dependent variables (Economic Factors, Home Environment, Infrastructure, School Quality, Curriculum, Individual Characteristics, Evaluation and Administrative factors) which constitutes understanding of quality of education and role of government in implementation of policies and programs for secondary schools.

Table 4 - One-way Analysis of Variance between Dimensions and Education

| Dimensions | Education | N | Mean | SD | Df | F | Sig. (2 tailed) |
|--------------------------|--------------------|----|-------|------|--------|------|-----------------|
| Economic Factors | PTC | 3 | 29.33 | 0.58 | 5, 194 | 0.23 | 0.95 |
| | B.Ed. | 71 | 28.97 | 3.02 | | | |
| | PG | 2 | 29.50 | 2.12 | | | |
| | B.Ed. + M.Ed. | 16 | 29.56 | 2.45 | | | |
| | B.Ed. + PG | 94 | 29.28 | 3.01 | | | |
| Home Environment Factors | B.Ed. + M.Ed. + PG | 14 | 28.64 | 3.77 | 5, 194 | 1.21 | 0.31 |
| | PTC | 3 | 46.33 | 4.04 | | | |
| | B.Ed. | 71 | 48.46 | 5.47 | | | |
| | PG | 2 | 47.50 | 2.12 | | | |
| | B.Ed. + M.Ed. | 16 | 51.63 | 4.66 | | | |
| Infrastructure Factors | B.Ed. + PG | 94 | 49.12 | 5.97 | 5, 194 | 0.34 | 0.89 |
| | B.Ed. + M.Ed. + PG | 14 | 50.71 | 6.24 | | | |
| | PTC | 3 | 46.67 | 2.31 | | | |
| | B.Ed. | 71 | 44.00 | 6.83 | | | |
| | PG | 2 | 45.50 | 7.78 | | | |
| School Quality | B.Ed. + M.Ed. | 16 | 44.25 | 6.02 | 5, 194 | 0.61 | 0.69 |
| | B.Ed. + PG | 94 | 45.10 | 5.51 | | | |
| | B.Ed. + M.Ed. + PG | 14 | 44.64 | 7.08 | | | |
| | PTC | 3 | 35.67 | 5.03 | | | |
| | B.Ed. | 71 | 38.63 | 5.41 | | | |
| | PG | 2 | 44.00 | 8.49 | | | |
| | B.Ed. + M.Ed. | 16 | 39.50 | 5.89 | | | |
| | B.Ed. + PG | 94 | 38.69 | 5.73 | | | |

| | | | | | | | |
|----------------------------|--------------------|----|-------|------|--------|------|------|
| | B.Ed. + M.Ed. + PG | 14 | 38.57 | 4.65 | | | |
| | PTC | 3 | 27.67 | 1.53 | | | |
| | B.Ed. | 71 | 27.99 | 2.98 | | | |
| | PG | 2 | 28.00 | 5.66 | | | |
| Curriculum | B.Ed. + M.Ed. | 16 | 28.00 | 3.76 | 5, 194 | 0.02 | 1.00 |
| | B.Ed. + PG | 94 | 28.12 | 2.80 | | | |
| | B.Ed. + M.Ed. + PG | 14 | 28.07 | 4.63 | | | |
| | PTC | 3 | 19.33 | 4.51 | | | |
| | B.Ed. | 71 | 20.92 | 3.78 | | | |
| | PG | 2 | 22.50 | 3.54 | | | |
| Individual Characteristics | B.Ed. + M.Ed. | 16 | 22.94 | 3.13 | 5, 194 | 1.46 | 0.20 |
| | B.Ed. + PG | 94 | 21.76 | 3.72 | | | |
| | B.Ed. + M.Ed. + PG | 14 | 22.71 | 3.12 | | | |
| | PTC | 3 | 25.67 | 2.89 | | | |
| | B.Ed. | 71 | 24.62 | 4.69 | | | |
| | PG | 2 | 28.00 | 4.24 | | | |
| Evaluation System | B.Ed. + M.Ed. | 16 | 26.06 | 5.76 | 5, 194 | 1.04 | 0.40 |
| | B.Ed. + PG | 94 | 24.87 | 4.84 | | | |
| | B.Ed. + M.Ed. + PG | 14 | 27.29 | 4.51 | | | |
| | PTC | 3 | 18.00 | 6.24 | | | |
| | B.Ed. | 71 | 18.48 | 5.10 | | | |
| | PG | 2 | 24.00 | 5.66 | | | |
| Administrative Factors | B.Ed. + M.Ed. | 16 | 19.38 | 4.30 | 5, 194 | 0.79 | 0.56 |
| | B.Ed. + PG | 94 | 19.18 | 4.42 | | | |
| | B.Ed. + M.Ed. + PG | 14 | 19.71 | 3.27 | | | |

Table 4 shows one-way analysis of variance between all dependent variables and Education of Teachers. It can be derived from above table that there is no significance difference in responses of Teachers having different education for all the dependent variables (Economic Factors, Home Environment, Infrastructure, School Quality, Curriculum, Individual Characteristics, Evaluation and Administrative factors) which constitutes understanding of quality of education and role of government in implementation of policies and programs for secondary schools.

Table 5 - One-way Analysis of Variance between Dimensions and Type of School

| Dimensions | Type of School | N | Mean | SD | Df | F | Sig. (2 tailed) |
|------------------|-----------------------------|-----|-------|------|--------|------|-----------------|
| Economic Factors | Government School | 129 | 29.04 | 2.73 | 2, 197 | 2.21 | 0.11 |
| | Aided cum Affiliated School | 55 | 29.73 | 3.05 | | | |
| | Aided School | 16 | 28.06 | 4.25 | | | |
| Home | Government School | 129 | 49.07 | 5.47 | 2, 197 | 0.10 | 0.90 |

| | | | | | | | |
|----------------------------|-----------------------------|-----|-------|------|--------|------|------|
| Environment Factors | Aided cum Affiliated School | 55 | 49.13 | 5.44 | | | |
| | Aided School | 16 | 49.75 | 8.25 | | | |
| | Government School | 129 | 44.95 | 6.56 | | | |
| Infrastructure Factors | Aided cum Affiliated School | 55 | 43.98 | 5.22 | 2, 197 | 0.51 | 0.60 |
| | Aided School | 16 | 44.31 | 5.16 | | | |
| | Government School | 129 | 38.45 | 5.72 | | | |
| School Quality | Aided cum Affiliated School | 55 | 39.13 | 5.55 | 2, 197 | 0.54 | 0.58 |
| | Aided School | 16 | 39.69 | 3.84 | | | |
| | Government School | 129 | 28.01 | 2.73 | | | |
| Curriculum | Aided cum Affiliated School | 55 | 28.05 | 3.51 | 2, 197 | 0.10 | 0.90 |
| | Aided School | 16 | 28.38 | 4.11 | | | |
| | Government School | 129 | 21.38 | 3.66 | | | |
| Individual Characteristics | Aided cum Affiliated School | 55 | 21.96 | 3.84 | 2, 197 | 0.59 | 0.56 |
| | Aided School | 16 | 22.00 | 3.48 | | | |
| | Government School | 129 | 24.92 | 4.84 | | | |
| Evaluation System | Aided cum Affiliated School | 55 | 25.07 | 4.63 | 2, 197 | 0.76 | 0.47 |
| | Aided School | 16 | 26.50 | 5.3 | | | |
| | Government School | 129 | 18.40 | 4.70 | | | |
| Administrative Factors | Aided cum Affiliated School | 55 | 20.47 | 3.75 | 2, 197 | 0.98 | 0.02 |
| | Aided School | 16 | 18.94 | 5.79 | | | |

Table 5 shows one-way analysis of variance between all dependent variables and Type of schools. It can be derived from above table that there is no significance difference in responses of different type of schools for all the dependent variables (Economic Factors, Home Environment, Infrastructure, School Quality, Curriculum, Individual Characteristics, Evaluation and Administrative factors) which constitutes understanding of quality of education and role of government in implementation of policies and programs for secondary schools.

X. DISCUSSION

The annual report of Rashtriya Madhyamik Shikshan Association (RMSA) (2016), the gross enrolment rates in states at secondary level have reached 70% or more, average net enrolment rates (NERs) still linger at not less than much more than 45%.

The purpose of this paper is to understand secondary school teachers' perspectives for existing scenario of education in India. It can be derived that male and female teachers have different perspectives for infrastructure, curriculum and administrative factors in secondary schools. There is significant difference in age group teachers for infrastructure and school quality from which it can be derived that young teachers (24 – 40 years) are not satisfied with existing system in terms of infrastructure and curriculum than senior teachers (more than 48 years). In case of work experience, there is significant difference in the perspectives of teachers for school quality and administrative factors. It can be derived from the means of different work experience groups in school quality that teachers who are working for 6 to 10 years are not strongly agreed with the existing challenges in school quality and administrative factors. Due to poor learning of fundamentals of languages, mathematics and science in primary schools, students even could not read or write appropriately in 9th standard. Hence, teachers need to start from the basic and which affects the quality of education. Moreover, teachers in secondary schools are engaged in government programs and hence, they could devote their time in classroom. It can be also derived that there is no significant difference in the responses of teachers in terms of different educational background for all factors, which explains that whether teachers are PTC or B.Ed. or M.Ed., their opinions of existing challenges of schools are same. Similarly, there was no significant difference found in the responses of teachers in terms of type of school except administrative factors, where aided cum affiliated schools are more agreed with challenges of secondary school education.

XI. CONCLUSION

Secondary Education is a crucial stage in the educational hierarchy, as it prepares the students for higher education and also for the world of work. This study was conducted to understand the perspectives of existing scenario of secondary school education in terms of infrastructural facilities, assessment, home environment, school quality and administrative factors. The findings showed that teachers' perspectives for above mentioned parameters differ in terms of their gender, age, work experience and type of school they are working. From review of literature, it was observed that young teachers are not satisfied with existing system of secondary school education in terms of infrastructural facilities, curriculum, assessment and administrative arrangement, which needs attention of Government to acknowledge and cultivate the partnership with them to sustain potential teachers and strengthen the quality of education at secondary level.

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