



QUALITY OF SCHOOL EDUCATION UNDER GOVERNMENT, GOVERNMENT AIDED AND PRIVATE UNAIDED SCHOOLS IN YSR KADAPA DISTRICT

Dr.T.Sudarsana Reddy

Associate Professor

Department of Economics

Yogi Vemana University

Kadapa, Andhra Pradesh

Abstract: Quality of education, perhaps, is the most difficult of all aspects of an educational institution to measure. Quality may have different connotations for different people. The professionals and academicians have not yet agreed upon a common measurement of quality of educational processes. These issues lead to some real practical problems not only in assessing the quality of educational systems but also in devising some sound strategies for quality improvement. The debate over the question whether the Private Unaided schools' students perform better than the students of Government and Government Aided Private schools. The present paper examines the performance of students under government, government aided private schools and private unaided schools. 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. The similar pattern is observed in case of secondary schools also. The gender differences in examination results are negligible.

Key Words: Quality of Education, Students' Achievements, Government Schools, Government Aided Private Schools, Private Unaided Schools

I. INTRODUCTION

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. Quality of 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. This leads to some real practical problems not only in assessing the quality of an educational system but also in devising some sound strategies for quality improvement.

The obvious distinguishing feature of the empirical analysis presented in this chapter is its particular focus on the quality of Government and Private schools both at the primary and secondary levels. Here, the quality of education in schools has to be

understood in terms of students' achievements in the examinations. Therefore, in this chapter, an attempt is made to analyze the students' performance under government and private schools both at the primary and secondary levels.

II. OBJECTIVES

- i. to examine the quality of education in terms of students' achievements in primary and secondary schools under different managements in YSR Kadapa district;
- ii. to analyse the students' achievements scores gender wise, caste wise and subject wise under Government, Government Aided Private and Private Unaided Schools.
- iii. to assess the co-efficient of variation in the mean marks under Government, Government Aided Private and Private Unaided Schools.

III. METHODOLOGY

Primary data was used for the analysis in this paper. Primary data was collected through structured questionnaires from the sample schools, students in the YSR Kadapa district.

Selection of 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. In case of secondary schools totally 31 schools were selected including 12 from Government and 2 from Government aided and 17 from Private Managements. Random sampling method is used to select schools.

Selection of 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.

Statistical Tools

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

Study Period

Primary data was collected during the academic year 2019-20.

IV. QUALITY OF SCHOOL EDUCATION

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.

4.1 Students’ Achievement Scores (Mean Marks) in Primary and Secondary Schools

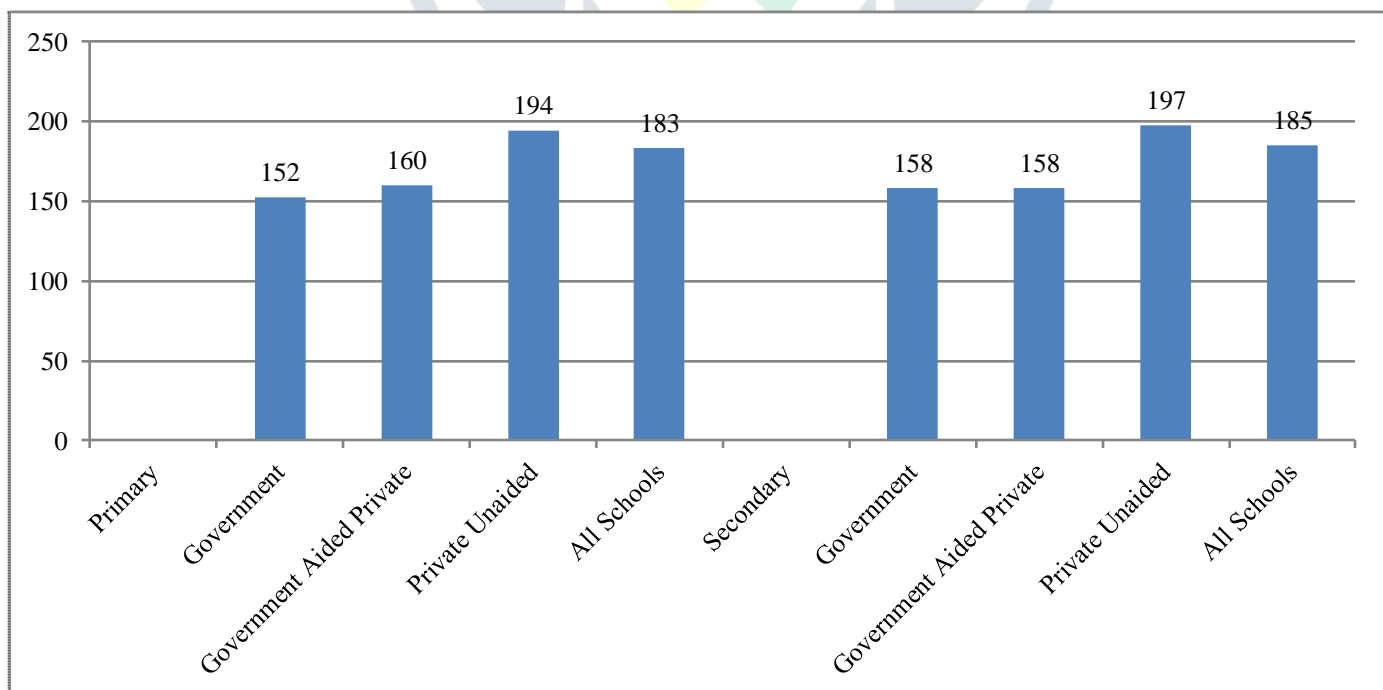
The students’ achievement scores (mean marks) are obtained out of total marks of 100 in each subject altogether 300 marks in both the primary and secondary schools. It is found that there are wide variations in the achievement scores of students under different managements. The students’ mean marks are 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.

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

4.2 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.

4.3 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 2). It is understood that the performance of students in Mathematics and Science in Government and Government Aided Private Schools are relatively low.

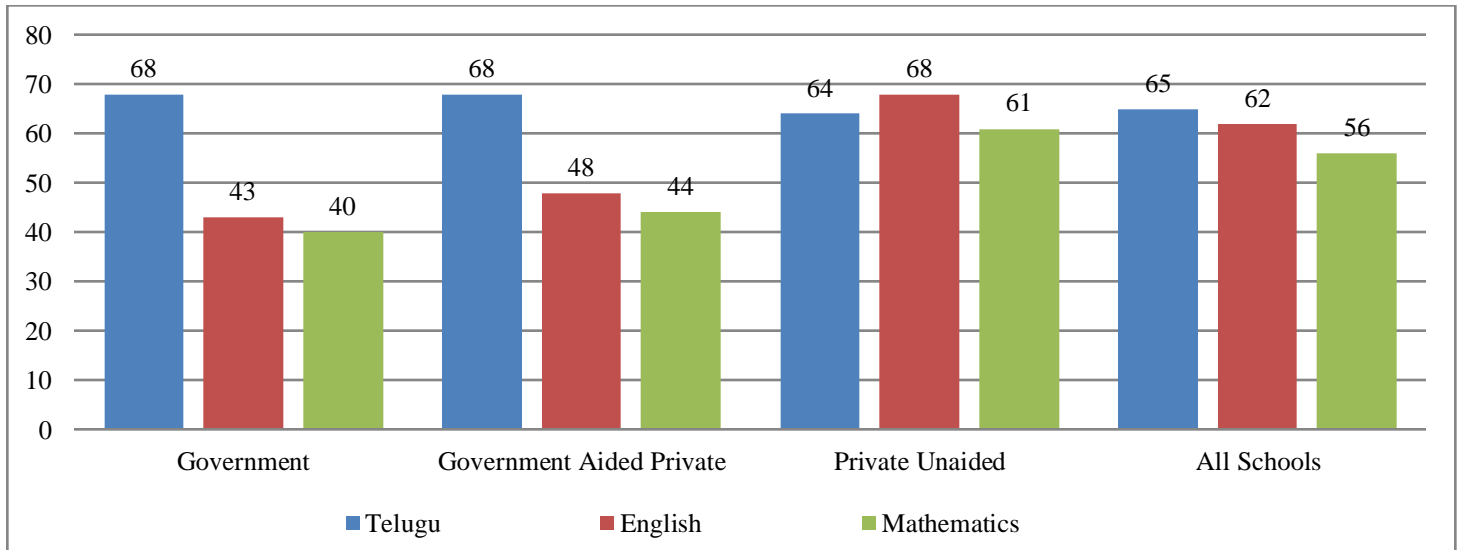
However, in the secondary schools, subject wise performance of students under different managements gives different picture. In respect of Government Schools, the mean marks are the highest in Social Studies (57) and the lowest in Mathematics (50). Whereas in Government Aided Private Schools, the mean 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



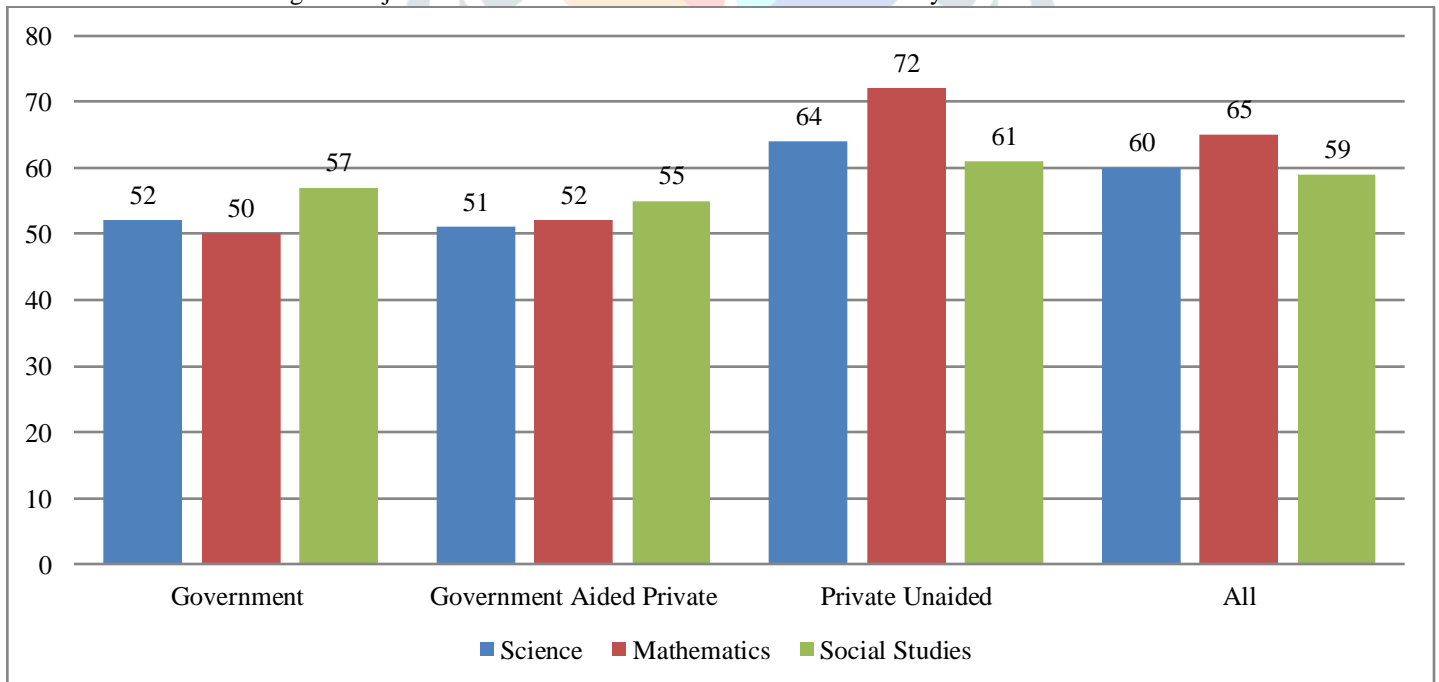
Source: Table 2

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



Source: Table 3

4.4 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 Private 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 Private 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.

4.5. 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.

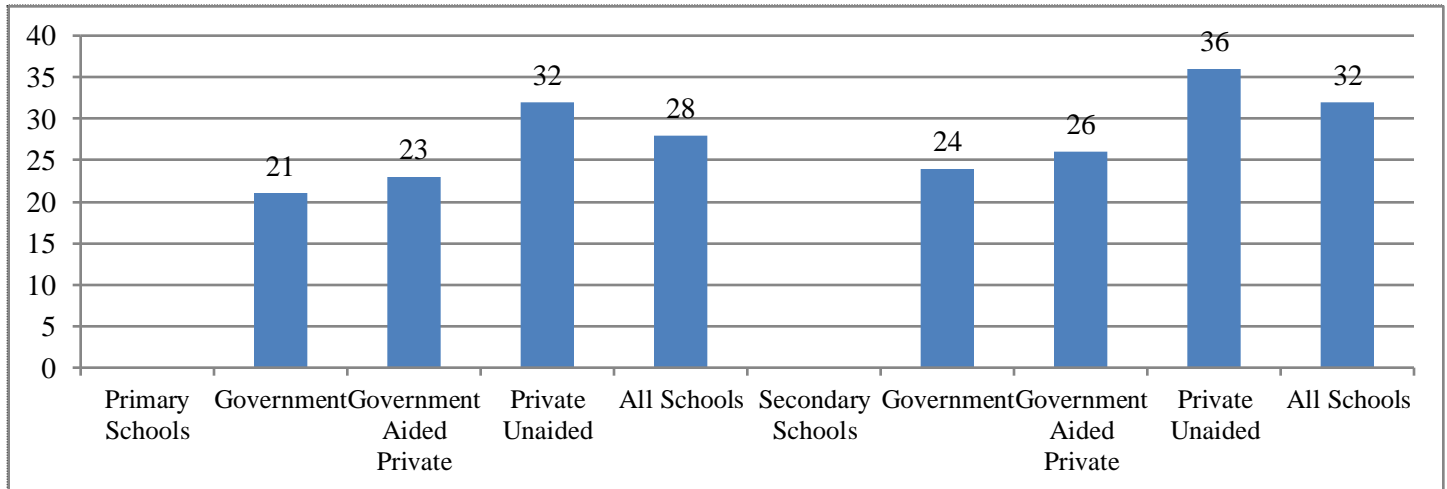
The mean scores of students in the Private Unaided Schools are more than the mean scores for Government Aided Private and Government Schools. Apart from the mean scores, the Variation of Marks is also higher in Private Unaided Primary Schools (32) compared to Government Aided Private (23) and Government 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.

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



Source: Field Survey

V. DETERMINANTS OF QUALITY IN SCHOOL EDUCATION UNDER DIFFERENT MANAGERMENTS

It is well known that the students' performance in schools depends upon several factors. The factors that underline the dismal performance of the school education sector in terms of quality are mainly school related and household related factors. The school related factors like teachers' education, experience, time spent on teaching learning activities, detailed teaching plan for teachers, regular homework, school management, external supervision, number of school working days and working hours, students' attendance, etc. The important household related factors are children's innate abilities, gender, family backgrounds such as caste, religion, parental education, father's occupation, family income, etc. Hence, both school and non-school factors seem to influence students' achievement scores.

In general, Government run schools admit poorer children and teach indifferently and produce poor results. In the context of an empirical study, they disagreed with the prevailing notion that in certain quarters, the students with poor economic and academic backgrounds are poor in intelligence, analytical power and academic aspirations. They perform badly only because of the dullness of curriculum, indifferent teaching and inadequate facilities at home and school. He also found that leadership quality (Management) is a crucial factor in determining the fortunes of schools in their academic performance.

School managements are significant factors that may be responsible for the quality in education. Management is very effective in Private Unaided Schools, while it is very weak in Government and Government Aided Schools. The headmaster and management committees have considerable control over the teaching activities and teachers in Private Unaided Schools. In respect of Government Schools, the headmasters have little control over day-to-day teaching activities and teachers. Homework and classroom assignments are given regularly and tests are conducted frequently in Private Unaided Schools. Besides, the headmasters keep a close watch on the progress of students and their academic activities. The evaluation process is also continuous and strict.

The above mentioned facts are theoretically right but when visits were made to schools for data collection, the situations are very pathetic. The condition in Government Schools for primary classes is not so good. Generally, children from Backward and

Scheduled Castes are admitted in government schools. There are no adequate infrastructure facilities in the Government Schools. The schools constitute hardly two or three class rooms with two or three teachers. Since, there are very less number of classrooms, all students from different classes are being taught in the same rooms. The teaching over there is multi graded which deteriorates the quality of education. Besides, the basic facilities in many Government Schools are not up to the mark. The students are not even able to read, write or solve some basic arithmetic problems

In case of secondary schooling in Government Schools, there are some vacant teacher positions or otherwise these schools are highly competitive with good teachers and also adequate infrastructural facilities. However, the students who come to Government Secondary Schools are coming from Government primary schools where the teaching is not very qualitative. As a result of poor basics, the students are unable to take advantage of the given resources in secondary schools. When they come to Private schools, because of the organized teaching system, students tend to gain more. These schools give due importance for number of hours are spent on studying, working days and taking good care of slow learners. But there is no conceptual clarity among the students since the hard concepts and problems come in the way of their understanding. This prevailing situation decreases the understanding and problem solving capacity among the students. Even after knowing the confidence tricks of this method, the managements and the teachers in Private Schools do not tend to change this system as it fetches good marks for the students and fame for their schools. These students are unable to withstand the present competition in the job market. Moreover, many Private Unaided Schools do not give importance to languages, co-curricular activities, communication skills and sports and games. This limits the overall development of students which subsequently makes them unfit for the jobs in the market. The major mismatch between the skills required in the job market and skills our students possess is because of the faulty methods of teaching.

At the outset, when comparison is made, Private Unaided Schools are doing well compared to the Government Schools. The average marks scored by students in Private Unaided Schools and Government Schools are discussed above. But while observing only Private Unaided Schools, it is found that the condition is miserable. There are students who can't even write one paragraph either in their own Mother Tongue or in English. Some students do not even score half of the marks and many cannot express their thoughts clearly in any language. Some subjects like Social Studies are totally neglected by the students. Students are multitasking these days. They attend numerous tuitions and complete the homework given by them in schools ignoring the classes. This way they are neither concentrating on the school syllabus nor on the tuition studies. It is like sailing in two boats at the same time.

VI. CONCLUSIONS

The quality of school education under different managements is examined by making a comparison of 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. In other words, the private unaided schools are more efficient than government aided private and government schools in terms of students' achievement. The gender differences in examination results are negligible. However, 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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