

ELEMENTARY EDUCATION – A COMPARATIVE STUDY OF ELEMENTARY SCHOOLS OF GOVERNMENT SECTOR AND OF PRIVATE SECTOR OF JODHPUR CITY ON THE BASIS OF TEACHER’S APTITUDE

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ABSTRACT

This research paper has been designed to compare the aptitude of teachers in terms to know and compare the social effectiveness of public and private elementary schools of Jodhpur City. The Social Effectiveness of any school depends upon the various factors like the organizational structure, leadership styles of school heads, physical facilities, aptitude of teachers, attitude of students, expectation of parents, availability and qualification of teachers, educational process and the type, quantum and quality of the curriculum taught.

It is based upon a survey which is limited to the Jodhpur city. The target population consisted of the public and private elementary schools in the Jodhpur City. The population comprised of 101 public and 104 private elementary schools. Twenty percent of school heads of target population were selected as sample from both types of schools. Male and female schools were included according to their total number in each school. Random sampling procedure was adopted to select the schools in each district. Sample size was 40 elementary schools, out of which, there were 20 public and 20 private schools.

The population of the study was scattered all over the Jodhpur City. It was difficult to draw random sample from the whole population and to collect data from such a scattered population.

Our aim was to compare the two groups

- (i) 101 Elementary Schools of govt sector and*
- (ii) 104 Elementary Schools of Private sectors.*

Data were collected through the following instruments;

- 1. --TAT –To test the teaching aptitude of the teachers of the schools.*

Data were collected through mail and personal contacts. Researcher personally collected data from some of the schools or through representatives. Personal contacts were used to collect data from some of the schools. The data yielded from questionnaires were analyzed with the help of computer programme. One null hypothesis was tested by employing basic statistical measures like mean standard deviations percentage standard error and t-statistics. Seven Graphs were also prepared to represent the data diagrammatically.

After analyzing the collected data and by applying various statistical methods the process of accepting and rejecting the null hypothesis leads us to draw some results. These results have justified the aims and objectives of the research study. Conclusions helped the researcher in justifying the reasonability and need of the study. They also helped in preparing a rough sketch of the future planning which will decide the reasonability of, research work in national and international educational programme and research studies.

On the basis of the results drawn we can say that there is no significant difference has been observed in

(a) Teaching aptitude of the teachers,

Through this study we came to know that after neglecting the impact of intervening and other variables the social effectiveness of the schools can be increased by brought appropriate changes in 'teaching aptitude of the teachers employed at the school.

INTRODUCTION AND STATEMENT OF THE PROBLEM

This study consists one hypothesis based upon the teaching aptitude of the teachers from the Elementary schools. These null hypotheses are as follows:

- **H 01**--There is no significant difference between the **teaching aptitude** of the teachers randomly selected from the elementary schools of Government sectors and of Private sector in Jodhpur city.

LIMITATIONS OF STUDY

In this study my aim is to study the comparison between the social effectiveness of the elementary schools of Government and Private sector of Jodhpur city only on the aptitude of teachers.

This study is limited within the limits of Jodhpur city as specified by the Jodhpur development authority.

In this comparative study I am going to make a complete study on the above mentioned aspect of the social effectiveness of the schools. The other aspects like available resources or infra structure, administrative system and supervisory process, organization of educational, co-curricular activities, games and sports activities, attitude, characteristics, and work culture of head masters' students and parents of the school are left a side as the other variables which will definitely affect the social effectiveness of the school but they are purposefully kept out of the scope of the study.

Here in this study my aim is to study whether the elementary schools of the Government and of Private sector are going to fulfill the aims and objectives for which they were established. My prime aim is to know the facts that up to what extent these schools are serving the community, society and the nation which is the best reason of their existence.

By this study I have kept myself confined with the fact that whether the Government and Private schools are attracting the students' parents and the society in sufficient amount to register their presence in the society. Is there any significant difference in this amount of attraction for these two groups of schools or not.

I have not included the other factors which are also equally or more important to effect the social effectiveness of the Government and Private

elementary schools, like the schools situated in the rural and urban areas, the schools of minority and the schools established by other charitable trusts.

It was done purposefully because these intervening variables will effect the research very badly and change the whole scenario of the study.

SAMPLE AND ITS SELECTION

The population of the study consisted of public and Private elementary schools of Jodhpur City.

Private elementary Schools

Block	Recognized				Grant for Government*				R.G. Pathshala		Total
	HINDI		ENGLISH		HINDI		ENGLISH		OLD	NEW	
	P	M	P	M	P	M	P	M			
Jodhpur	21	83	0	0	21	20	0	0	0	0	104

104 schools are situated inside the Municipal Corporation of Jodhpur. And our study is limited to these 104 schools of Jodhpur City. These schools are to be chosen because of they are registered more than the last 10 years even before 2010 at the Department of Education Jodhpur Govt of Rajasthan.

Govt. Elementary Schools

Block	Government Primary								
	Rural			Urban			Total		
	B	G	T	B	G	T	B	G	T
Jodhpur city	0	0	0	82	9	101	82	9	101

Hence this population comprised of 101 Elementary schools of Govt Sector and 104 Elementary schools of Private sector.

Sample of the Study

A list of Govt and Private elementary schools of Jodhpur City was collected from the office of the Department of Elementary Education Jodhpur Govt Of Rajasthan. To minimize the number of variables the researcher has taken only the urban area of the Jodhpur city.

The population of the study was scattered all over the Jodhpur City. It was difficult to draw random sample from the whole population and to collect data from such a scattered population.

Our aim is to compare the two groups

(iii) 101 Elementary Schools of govt sector and (iv)

104 Elementary Schools of Private sectors.

Total 215 Elementary Schools.

Twenty percent of each type of these schools was selected as sample because according to Gay (1997), the sample of 20% of target population is considered sufficient for survey studies. This came out to be 280 schools in total out of which 158 were public and 122 Private elementary schools.

The sample was selected randomly using random number tables. The names of public and Private sector schools were drawn out for each district separately. The name and details of all randomly selected schools are being kept confidential to increase the credibility of the research work.

Formulae used to calculate the sample:

Total Size = 225.

Sample size of Govt Schools $101 \times 20/100 = 20.2 = 20$ Sample

size of Private schools $104 \times 20/100 = 20.8 = 20$

Hence 20 Elementary Schools of both groups are to be chosen for the study named as P1, P2, P3,..... P20. in the group of Private schools and G1, G2, G3,G20. In the group of Govt Schools.

INSTRUMENTS USED IN THE RESEARCH/ STUDY

Although there are several variables which has a broad scope of study but as mentioned earlier I have chosen only one of them and that is the 'Teacher's Aptitude'.

Separate instrument for each variable was prepared by me (the researcher) on the basis of available related literature (copy of instrument attached at Appendices).

The detailed description of each instrument is as follows:

TTA--- Testing the Teacher Aptitude of Teacher ---

Questionnaire I B

This Questionnaire is designed to check the teaching attitude of the teachers of the two groups under study. This questionnaire is designed for the study of the behavior of the teacher and teaching in the class or at the time when he is involved in the various activities of the school. There are 25 questions framed in this questionnaire out of them 18 are assertive statements and 7 are the statements of negation.

There are twenty five statements in this questionnaire. The main aim is to know the Professional aptitude of the teachers. There are no exact answers of these questions. The intention is only to know your personal view about these statements. And getting the answer of these questions the aim of the researcher is to know about your personal experience or otherwise to know your

personal opinion. There are three options open to answer each statement. If the person under the study is completely agree with the statement then his answer will be the first option which is 'agreed.' If he does not agree with the statement then his answer will be 'disagreed'. He may choose 'no comment' if he is unable to decide anything firmly at that time. For the assertive statements +1 mark for the agreement -1 for the disagreement and 0 marks are awarded to the answer 'Cannot say'. For the negative statements -1 mark for the agreement +1 for the disagreement and 0 marks are awarded to the answer 'Cannot say'.

It is also assumed and instructed that and answering any question do not consider any particular situation but just think about a general situation.

No time limit is prescribed but to maintain the originality in responses it was instructed to answer at the first instance.

LITERATURE REVIEW

In 1985 N. H. Misteri¹ has made research on 100 schools of Surat (Gujrat) where he found that out of 100 schools 38 may be called the schools in real sense because of they contains all the basic facilities which must be available in the school for the teachers and students. He had expressed his deep concern about the 26 schools which has been categorized by him as poor schools as they are not even providing the routine essential service to its students and teachers even the fresh drinking water. The learning environment in these two groups of schools was observed differently. The poor schools are hardly containing any educational activity fulfilling the minimum standard. On the other hand the other group of the school has been providing an environment to its students helpful in effective learning.

In 1986 D Prakashan² made a research work on 800 teachers of 92 higher secondary schools of Raipur and Vilaspur district. On the basis of his research it was observed that urban schools are performing better in terms of effective academic environment rather than the rural schools. But at the same time the Government schools of the urban areas are able to provide an effective environment rather than the public schools of the same locality.

In a study performed by G S Rawat³ in 1987 analyzed the work culture of the teacher is solely responsible for controlling the wastage and stagnation. A positive sense of teaching will control the student absenteeism.

¹ N H Mistery—The quality of school life as a function of organizational climate & pupil control ideology in M V Booch (Education 4th survey of research in education –New Delhi –NCERT (1983-88)

² D Prakashan –To study the effect of the school organizational climate on teacher effectiveness Doctoral Dissertation –Gujrat University –in 1986 –IN M V Vooch 4th survey in Education –NCERT –1983-88

³ Rawat G S –To study the school climates its effect on teaching efficiency –Doctoral dissertation 1987 IN M V Vooch 4th survey in Education –NCERT –1983-88

In 1990 V P Ward⁴ has studied 87 middle schools of the Greensburg city of North Carolina and emphasized that to create a good learning environment in the school teachers must be well aware about the child psychology. By spreading the sense of equality the teacher may come closer to the students and will be able to increase the effectiveness in the learning process after finding the proper remedial treatment.

In 1993 K M Joseph⁵ has done a study on the working attributes of 110 schools of Mississippi and found an observation that the schools which have a better financial position are able to provide a better environment to its students through modernization. The facilities available in the schools are working as an inspiring force which may attract the students in order to learn on a better phase. Handsome salaries to the teachers are making them more concerned and devoted for the school.

STATISTICAL FORMULAE

$$\text{Mean} = \frac{\sum Xi}{n}$$

where $\sum Xi$ means sum of the observations.

n is the number of observations.

$$\text{S.D.} = \sqrt{\frac{\sum (di)^2}{n} - \left(\frac{\sum di}{n}\right)^2}$$

Where **n** is number of observations and **d** is the deviation from the mean.

$$\text{S. Error} = \sqrt{\frac{S_1 + S_2}{N_1 + N_2}}$$

Where **N1** is number of observations in First group and **S1** is the standard deviation for the first group.

Where **N2** is number of observations in Second group and **S2** is the standard deviation for the Second group.

⁴ V P Ward--- Classroom climates and teacher strategy –relationship students' cognitive developments –Doctoral Dissertation –North California University in Dissertation abstracts international-52(2) 405 A 1990.

⁵ Joseph K M – The relationship between three dimensions of recognitional climate and organizational submit capital budgeting effectiveness –Doctoral dissertation Mississippi state university in dissertation abstracts international-45(2) 618 A 1983

t. Value

$$t = \frac{M_1 - M_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S = \sqrt{\frac{\sum d_1^2 + \sum d_2^2}{n_1 + n_2 - 2}}$$

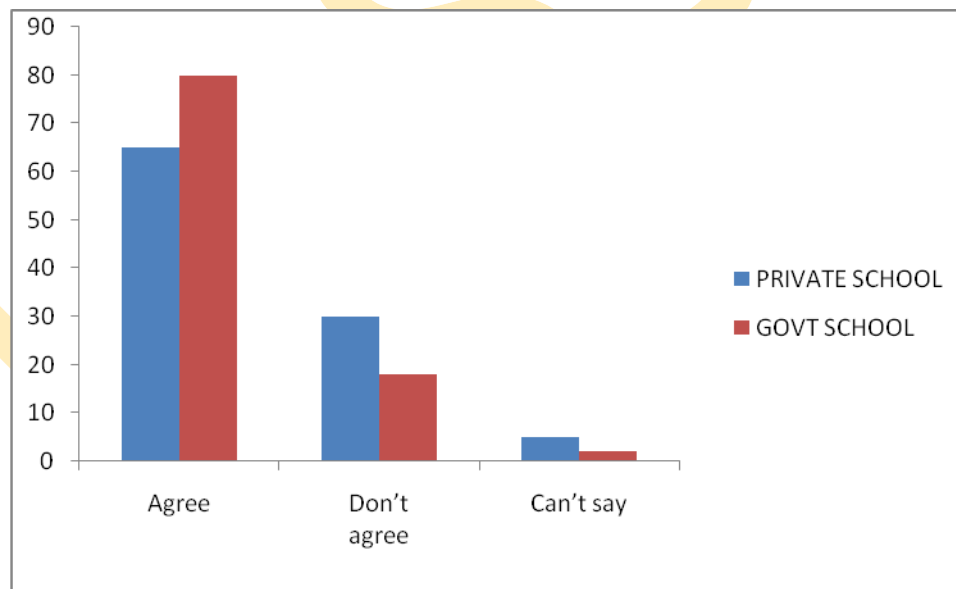
Where M1 is the mean of First group and M2 is the mean of Second group.

RESEARCH WORK

Questionnaire I B ----TAT

DEVOTION**1 Teaching in the school is to be done by you as a social service.**

As a response to this statement which is assertive in nature 80% teachers of Government schools and 66% teachers of Private schools have responded positively. 18% teachers of Government schools and 30% teachers of Private schools did not agree with this statement and 2% teachers of Government schools and 4% teachers of Private schools did not comment about this statement.



Graph I depicts the No of teachers answering the statement "Teaching in the school is to be done by you as a social service."

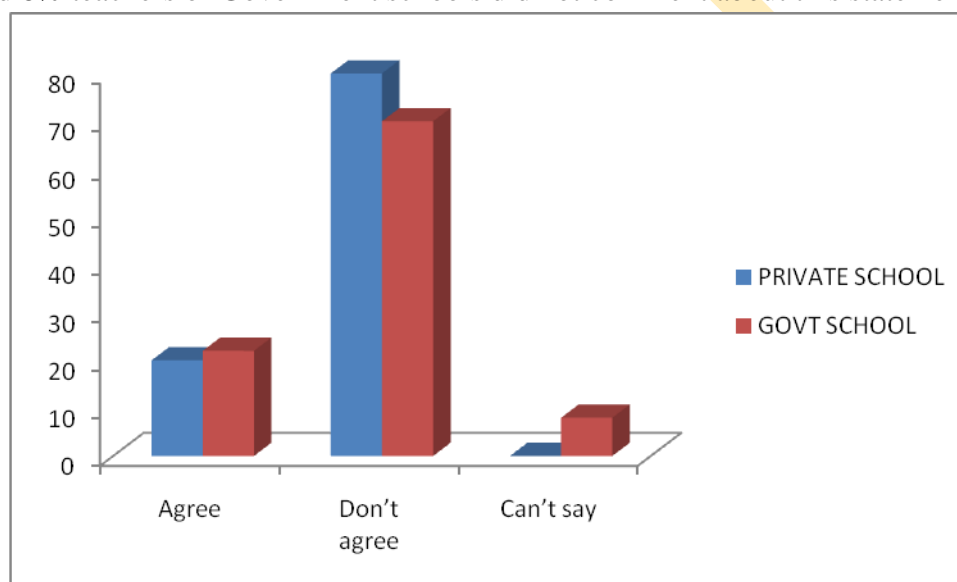
2 You have chosen teaching as the last option for earning livelihood.

As a response to this statement which is negative in nature 40% teachers of Government schools and 30% teachers of Private schools have responded positively. 60% teachers of Government schools and 70% teachers of Private schools did not agree with this statement.

3 Are you satisfied with your Salary?

As a response to this statement which is assertive in nature teachers of Government schools 22% and 20% teachers of Private schools have responded positively.

70% teachers of Government schools and 80% teachers of Private schools did not agree with this statement and 8% teachers of Government schools did not comment about this statement.



Graph II depicts the No of teachers answering the statement “Are you satisfied with your Salary?”

4 In case of a teacher on leave the substitute teacher must go for regular teaching.

As a response to this statement which is assertive in nature 40% teachers of Government schools and 60% teachers of Private schools have responded positively. 50% teachers of Government schools and 30% teachers of Private schools did not agree with this statement. 10% teachers of Government schools and 10% teachers of Private schools did not comment about this statement.

6 Same uniform code is a healthy trend in the school.

As a response to this statement which is assertive in nature 66% teachers of Government schools and 70% teachers of Private schools have responded positively. 26% teachers of Government schools and 24% teachers of Private schools did not agree with this statement and 8% teachers of Government schools and 6% teachers of Private schools did not comment about this statement.

7 Indian vision 2020 (Sarva Shiksha) is your responsibility.

As a response to this statement which is assertive in nature 46% teachers of Government schools and 30% teachers of Private schools have responded positively.

44% teachers of Government schools and 70% teachers of Private schools did not agree with this statement and 10% teachers of Government schools did not comment about this statement.

DUTY FULLNESS

1 Administrative works are more important rather than the teaching.

As a response to this statement which is negative in nature 6% teachers of Government schools and 10% teachers of Private schools have responded positively. 60% teachers of Government schools and 74% teachers of Private schools did not agree with this statement 34% teachers of Government schools and 16% teachers of Private schools did not comment about this statement.

1 Have you found yourself busy with administrative work even in the class.

As a response to this statement which is negative in nature 46% teachers of Government schools and 2 (4%) teachers of Private schools have responded positively. 46% teachers of Government schools and 86% teachers of Private schools did not agree with this statement. 8% teachers of Government schools and 10% teachers of Private schools did not comment about this statement.

3 Head master is the Chief pilot of the school.

As a response to this statement which is assertive in nature 30% teachers of Government schools and 30% teachers of Private schools have responded positively. 66% teachers of Government schools and 64% teachers of Private schools did not agree with this statement. 4% teachers of Government schools and 6% teachers of Private schools did not comment about this statement.

2 To take active part in all functions of the school is your responsibility.

As a response to this statement which is assertive in nature 84% teachers of Government schools and 80% teachers of Private schools have responded positively. 10% teachers of Government schools and 10% teachers of Private schools did not agree with this statement. 6% teachers of Government schools and 10% teachers of Private schools did not comment about this statement.

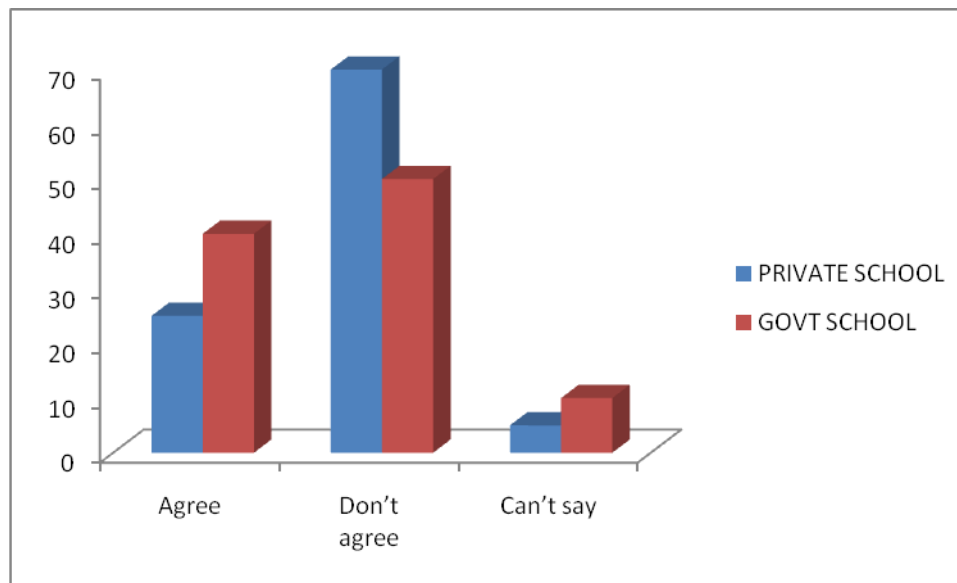
TEACHING SKILLS

1 Curriculum of the Govt schools is to be reviewed.

As a response to this statement which is assertive in nature 68% teachers of Government schools and 68% teachers of Private schools have responded positively. 30% teachers of Government schools and 14% teachers of Private schools did not agree with this statement. 2% teachers of Government schools and 10% teachers of Private schools did not comment about this statement.

3 Is there any problem related to the discipline in your school?

As a response to this statement which is negative in nature 40% teachers of Government schools and 26% teachers of Private schools have responded positively. 50% teachers of Government schools and 70% teachers of Private schools did not agree with this statement. 10% teachers of Government schools and 4% teachers of Private schools did not comment about this statement.



Graph III depicts the No of teachers answering the statement “**Is there any problem related to the discipline in your school?**”

3 Co educations is a right form in the elementary schools.

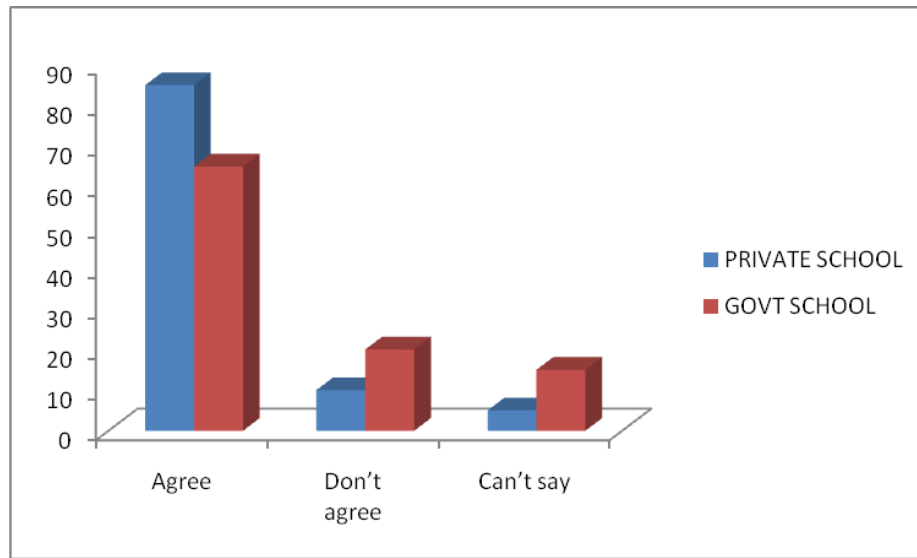
As a response to this statement which is assertive in nature 70% teachers of Government schools and 84% teachers of Private schools have responded positively.

24% teachers of Government schools and 16% teachers of Private schools did not agree with this statement and 6% teachers of Government schools did not comment about this statement.

4 Are you present yourself a role model in order to make a change in behavior of the students?

As a response to this statement which is assertive in nature. 64% teachers of Government schools and 84% teachers of Private schools have responded positively. 20% teachers of Government schools and 10% teachers of Private schools did not agree with this statement,

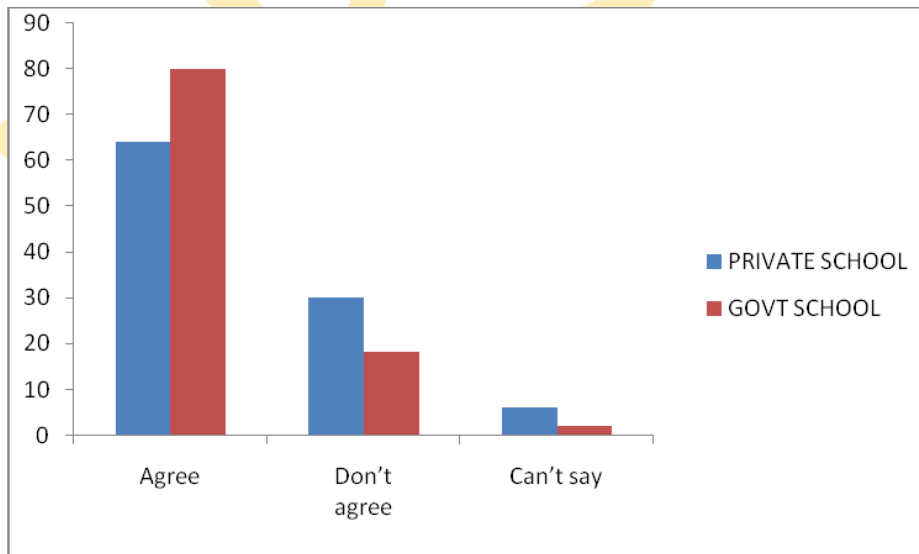
16% teachers of Government schools and 6% teachers of Private schools did not comment about this statement.



Graph IV depicts the No of teachers answering the statement **“Are you present yourself a role model in order to make a change in behavior of**

5. Innovations in teaching skills in the school is your duty.

As a response to this statement which is assertive in nature, 80% teachers of Government schools and 64% teachers of Private schools have responded positively. 18% teachers of Government schools and 30% teachers of Private schools did not agree with this statement. 2% teachers of Government schools and 6% teachers of Private schools did not comment about this statement.



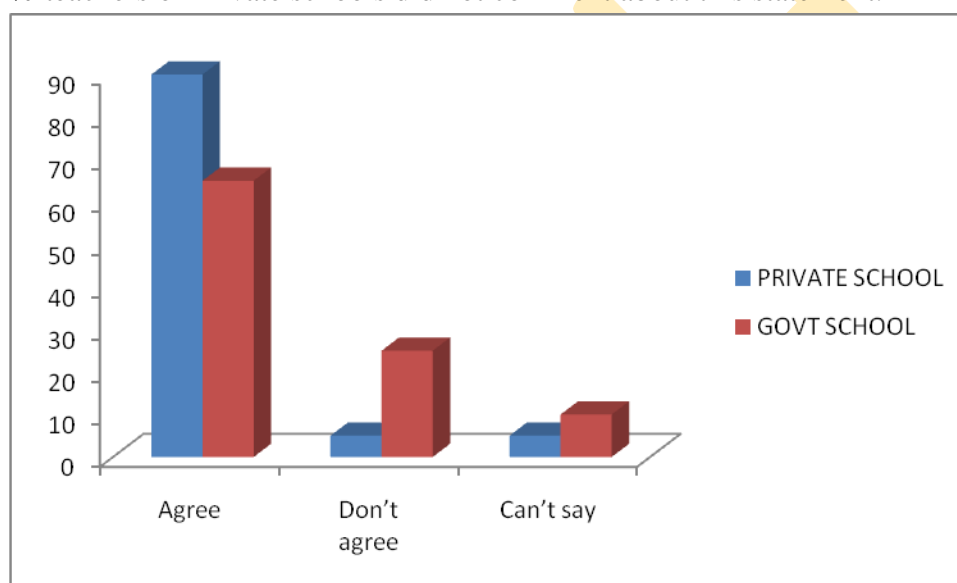
Graph V depicts the No of teachers answering the statement **“Innovations in teaching skills in the school is your duty.**

12 Whether the teacher has to use various methods of teaching.

As a response to this statement which is assertive in nature 80% teachers of Government schools and 90% teachers of Private schools have responded positively. 10% teachers of Government schools and 6% teachers of Private schools did not agree with this statement. 10% teachers of Government schools and 4% teachers of Private schools did not comment about this statement.

1 Whether teachers must take part in in-service teaching programmes?

As a response to this statement which is assertive in nature 66% teachers of Government schools and 90% teachers of Private schools have responded positively. 24% teachers of Government schools and 6% teachers of Private schools did not agree with this statement and 10% teachers of Government schools and 4% teachers of Private schools did not comment about this statement.



Graph V I depicts the No of teachers answering the statement “**Whether teachers must take part in in-service teaching programmes?**”

TEACHER’S BEHAVIOUR WITH THE STUDENTS**1 A late coming student must be expelled from the class.**

As a response to this statement which is negative in nature 20% teachers of Government schools and 20% teachers of Private schools have responded positively. 70% teachers of Government schools and of Private schools did not agree with this statement. 10% teachers of Government schools and of Private schools did not comment about this statement.

2 Corporal punishments is a remedy to the in disciplined students.

As a response to this statement which is negative in nature 16% teachers of Government schools and 6% teachers of Private schools have responded positively. 80% teachers of Government schools and (90%) teachers of Private schools did not agree with this statement. 4% teachers of Government schools and of Private schools did not comment about this statement.

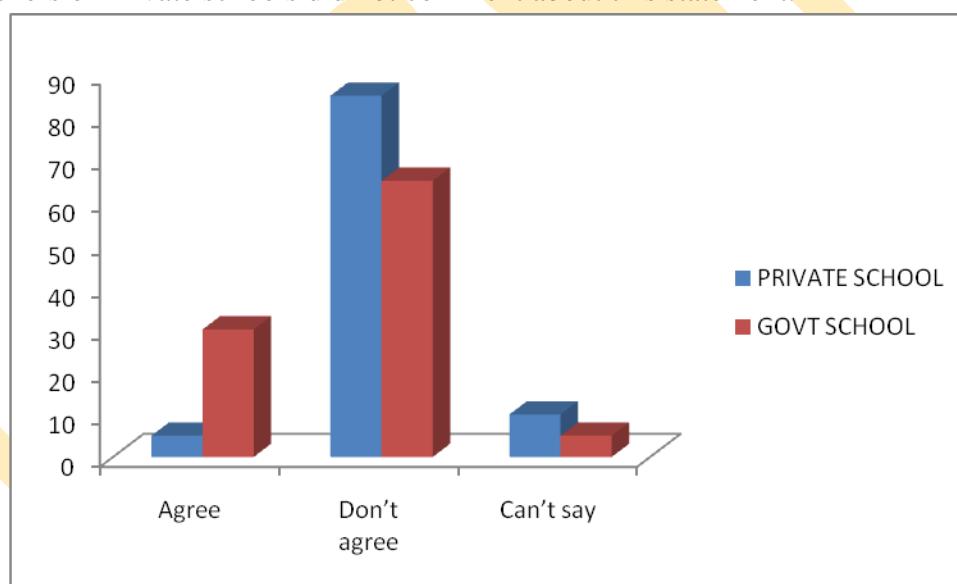
3 Distributions of the books for no cost in schools is reasonable.

As a response to this statement which is assertive in nature 70% teachers of Government schools and 20% teachers of Private schools have responded positively. 30% teachers of Government schools and of Private schools did not agree with this statement. 4% teachers of Government schools and 10% teachers of Private schools did not comment about this statement.

REPUTATION OF SCHOOLS

1 Are your children studying in the same school?

As a response to this statement which is assertive in nature 30% teachers of Government schools and 6% teachers of Private schools have responded positively. 64% teachers of Government schools and 86% teachers of Private schools did not agree with this statement. 6% teachers of Government schools and 10% teachers of Private schools did not comment about this statement.



Graph VI I depicts the No of teachers answering the statement "Are your children studying in the same school?"

2 Image of a school is maintained by the Head Master only.

As a response to this statement which is negative in nature 20% teachers of Government schools and 10% teachers of Private schools have responded positively. 70% teachers of Government schools and 84% teachers of Private schools did not agree with this statement and 10% teachers of Government schools and 6% teachers of Private schools did not comment about this statement.

CO-CURRICULAR ACTIVITIES

1 Celebrations on different occasions must be there in the school.

As a response to this statement which is negative in nature 90% teachers of Government schools have responded positively and 90% teachers of Private schools have responded positively. 10% teachers of Government schools and 6% teachers of Private schools did not agree with this statement. 4% teachers of Private schools did not comment about this statement.

2 Health programmed must be organized in the school.

As a response to this statement which is assertive in nature 80% teachers of Government schools and 80% teachers of Private schools have responded positively. 20% teachers of Government schools and 10% teachers of Private schools did not agree with this statement. 10% teachers of Private schools did not comment about this statement.

4.3. Comparative study of the attitude of the students of the elementary schools of Govt and Private sectors.

CONCLUSION

*H 01--There is no significant difference between the teaching aptitude of the teachers randomly selected from the elementary schools of Government sectors and of Private sector in Jodhpur city.

Objective	Measures	Total Score	Scores of Elementary Schools of	
			Govt Sector	Private sector
Teaching aptitude of the teachers of the elementary	Mean	25	15.97	21.51
	Percentage	100	63.88	86.04

schools of Government sectors and of Private sector in Jodhpur city.	S.D.	3.02	0.91
		2.228	
	Standard Error	0.98	
	Calculated t value	7.862	
	Tabulated t value	2.021	

The null hypothesis **H₀₁** regarding the difference of **Teaching aptitude of the teachers of the elementary schools of Government sectors and of Private sector in Jodhpur city** is **accepted** because there is no significant difference observed in the above said Teaching aptitude of the teachers of the elementary schools of Government sectors and of Private sector in Jodhpur city as the calculated t value is less than the tabulated value for 20 df at 5% level of significance.

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APPENDICES

ANNEXURE I B: Questionnaire for the teachers

Name of the teacher:

Age:

Name of School:

School code:

Directions: There are twenty five statements in this index. The main aim is to Know the Professional aptitude of the teachers. There are no exact answers of these questions. The intention is only to know your personal view about these statements. Read each of the statement carefully and answer the questions based upon your personal experience or it may be based upon your personal opinion. There are three options open to you to answer each statement. If you are completely agreeing with the statement then your answer will be ‘agreed.’ If you do not agree with the statement then your answer will be ‘disagreed’. You may choose ‘no comment’ if you are unable to decide anything firmly at this time.

And answering any question do not consider any particular situation but just think about a general situation.

No time limit is prescribed but answer as early as possible.

Answer all questions. Your answer will be strictly confidential and may not be used for any other purpose other than this research work. Your identity will be strictly confidential.

	Question	Agree	Don't agree	Can't say
1	Teaching in the school is to be done by you as a social service.			
2	You have chosen teaching as the last option for earning livelihood.			

3	Are You responsible for the maintenance of the infra structure of the school?			
4	Image of a School is maintained by the Head master only.			
5	Innovations in teaching skills in the school is your duty.			
6	You are satisfied with your Salary.			
7	Your children are studying in the Government school.			
8	Curriculum of the Govt schools are to be reviewed.			
9	Is there any problem related to the discipline in your school.			
10	Co-education is a right form in the elementary schools.			
11	Are you present yourself a role model in order to make a change in behavior of the students.			
12	Whether the teacher has to use various methods of teaching.			
13	Administrative works are more important rather than the teaching.			
14	Are you find yourself busy with administrative work even in the class.			
15	A late coming student must be expelled from the class.			
16	Corporal punishment is a remedy to the in disciplined students.			
17	Celebrations on different occasions must be there in the school.			
18	Whether teachers must take part in in-service teaching programmes.			
19	In case of a teacher on leave the substitute teacher must go for regular teaching.			
20	Head master is the Chief pilot of the school.			
21	Health programmes must be organized in the school.			
22	Distributions of the books for no cost in schools is reasonable.			
23	Same uniform code is a healthy trend in the school.			
24	Indian vision 2020 (SarvaShiksha) is your responsibility.			
25	To take active part in all functions of the school is your responsibility.			