

A comparative study of educational problems of secondary school students studying in Government and private schools of Chandigarh

Dr. Kiranjit Kaur

Associate Professor, Dev Samaj College of Education, Chandigarh, Email :
sidhukiranjit4@gmail.com

Abstract: The Present research was undertaken to study educational problems faced by adolescents studying in government and private schools. 200 secondary school students were taken randomly from government and private schools of Chandigarh. An attempt was made to include equal number of boys and girls. Educational Problems Questionnaire, by Shah and Lakhera (2010) was used to collect data. The results indicated no significant differences in educational problems faced by adolescents studying in government and private schools but partial significant differences were found in educational problems faced by adolescents with regard to gender and adolescents studying in rural and urban area schools of Chandigarh.

Keywords: Secondary Schools, Students problems, Private schools

I. Introduction

Education shapes the future of not only the individual but also the nation as a whole. Man develops his personality and which possess a strong character due to education. Education is the complete development of the individuality of a child i.e. Physical, Emotional, Mental and Social. It is the growth process in the individual is helped to tap his talents and interests but our current educational system is not performing as well as it could be. Many students, who come from low income families, ethnic backgrounds and urban communities are often left behind by a system that fails to meet their educational needs.

Education in ancient India was in the charge of gurus who were moral and spiritual preceptors, and of teachers who were men rather than machines. It did not range over too wide a course, and was not in dis-agreement with the prevalent ideas and opinions of society.

The schools in our country, far from being integrated to society, are imposed on it from outside. The courses they teach are dull and dry, painful to learn, and useless when learnt. There is nothing in common between the lessons the pupils cram up from ten to four o'clock and the country where they live; no agreement, but many disagreements, between what they learn at school and what their parents and relatives talk about at home.

Causes of Educational Problems:-

1. Causes related to teacher and teaching

- There are problems of medium of instruction and problem of adjustment which includes curriculum, Homework, Teachers, time table, examination, teaching and colleagues
- Need of additional and specific coaching classes.
- Problem of adequate teachers.
- 2. Causes related to social and educational atmosphere
 - Economic Issues
 - Parental encouragement
 - Students' attitude towards education and teaching.
 - Adequate space facility between residence and school.
 - Low attendance in school.
 - Need of hostel facility.
 - Assistance in completing the school home work.
- 3. Organisational and administrative causes
 - Library and reading room facility.
 - Mid-day meal.
 - Scholarship facility and its utilization by the students.
 - Co-curricular activities and encouraging the students to participate in these activities.
- 4. Cultural and Historical Causes
 - Traditions, taboos and prejudices.

II. Review of Related Research

Srivastava (2000) reported that more than half of the teachers opined that the Headmaster discussed the problem prevailing in the school, one - fourth said that the Headmaster seek the advice of the teachers on all occasion and two - third opined that the Headmaster sought their

advice on some occasions. Mundanmany (2003) conducted research on Manager or Visionary Leadership of Salesians High and higher Secondary School in India as perceived by the Principals and their faculty, revealed that the Leadership behaviour of the majority of school Principals was that of an aspiring leader. They seem to have sound managerial capabilities and look forward to the challenge of leadership. The study also found that most Principals have qualities like Caring Leadership, Clear Leadership and Original Leadership. The climate in Salesians Schools was found to be friendly and favorable to Educational growth. Elliot (2004) in his research on Catholic Education Dilemma in 1944 found that Catholic School's contributed much to the social, economic intellectual life of the majority of the English and Welsh peoples. Girls were educated mainly in Catholic schools run by Religious order and founders of Catholic Secondary School in the first half of the Twentieth Century, desired professionally religious education which will be at the same time permit them to play their part in the world. The students were trained to take up business and administration.

Dihingia, (2011) made a study and revealed that Teachers' attitude in teaching in urban colleges has shown more favourable than the teachers of semi-urban and rural colleges. There was no significant difference between teachers of rural semi-urban and urban colleges in their professional attitude. Elliot (2004) in his research on Catholic Education Dilemma in 1944 found that Catholic School's contributed much to the social, economic intellectual life of the majority of the English and Welsh peoples. Girls were educated mainly in Catholic schools run by Religious order and founders of Catholic Secondary School in the first half of the Twentieth Century, desired professionally religious education which will be at the same time permit them to play their part in the world. The students were trained to take up business and administration.

Bhowmik, (2012) studied about "Problems of Meghalaya and revealed that a good number of students were lacking in leadership qualities, majority of the students had very few sources of income. Most of the students had tension due to fear of failure in the examination, they could not keep a proper study schedule and most of the students revealed that the library facility in school was insufficient.

Table 1

Mean Differentials in educational problems of secondary school students studying in government and private schools

Dependent Variable	Dimensions & Areas		N	Mean	Standard deviation	t-value	Level of significance
Educational Problems	Causes related to Teaching and Teacher	Govt	108	24.8426	6.28180	1.193	Not Significant
		Private	92	25.8804	5.94636		
	Causes Related to Social and Educational Problems	Govt	108	16.6389	4.48353	0.518	Not Significant
		Private	92	16.9783	4.77857		

The students had language problem and did not have fluency in English. The teachers working in these schools do not get proper environment for their professional growth.

III. Objectives

1. To study and compare the educational problems of secondary school students in government and private schools.
2. To study and compare the educational problems of secondary school students in urban and rural areas.
3. To study and compare the educational problems of secondary school students with regard to gender.

Hypotheses

1. There will be no significant difference in educational problems of secondary school students studying in government and private schools.
2. There will be no significant difference in educational problems of secondary school students of urban and rural areas.
3. There will be no significant difference in educational problems of secondary school students with regard to gender.

Sample

The sample for present study comprised of 200 students in which 108 students were taken from government schools and 92 students were taken from private schools. Out of 108 government school students 54 students were taken from rural areas and 54 students were taken from urban areas. Similarly out of 92 private school students 47 students were taken from urban areas and 45 students were taken from rural areas. Further 95 male students and 107 female students were taken for the sample.

Tools employed

Educational Problems Questionnaire, by Shah and Lakhera (2010)

IV. Results and Conclusions

Hypothesis 1

Hypothesis 1 states, "There will be no significant difference in educational problems of secondary school students studying in government and private schools." In order to test this hypothesis, Table 1 was prepared.

Results

Organisational and Administrative Causes	Govt	108	11.7037	4.12256	1.502	Not Significant
	Private	92	12.5761	4.05792		
Cultural and Historical Causes	Govt	108	3.0833	1.88017	0.025	Not Significant
	Private	92	3.0761	2.16989		
Total Educational Problems	Govt	108	56.2593	11.71657	1.367	Not Significant
	Private	92	58.5217	11.60284		

Table 1 shows that mean score of secondary school students studying in government school in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes and cultural, historical causes and total educational problems were 24.8426, 16.6389, 11.7037, 3.0833 and 56.2593 respectively and that of private school were 25.8804, 16.9783, 12.5761, 3.0761 and 58.5217 respectively.

The standard deviation of scores of secondary school students studying in government school in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes and cultural, historical causes and total educational problems were 6.28180, 4.48353, 4.12256, 1.88017 and 11.71657 respectively and that of private school were 5.94636, 4.77857, 4.05792, 2.16989 and 11.60284 respectively.

The calculated t-value between the two groups of government schools and private schools in relation to dimensions of educational problems i.e. causes related to

teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes, cultural and historical causes and total educational problems were 1.193, 0.518, 1.502, 0.025 and 1.367 respectively.

Discussion of results

Entries made in Table 1 show that the mean differential in dimensions of educational problems and total educational problems of secondary school students studying in government and private schools do not differ significantly and the calculated t-value was not significant which means that there was no significant difference in educational problems of secondary school students studying in government and private schools.

Hence, hypothesis 1, namely, "There will be no significant difference in educational problems of secondary school students studying in government and private schools." has been accepted.

Hypothesis 2

Hypothesis 2 states, "There will be no significant difference in educational problems of secondary school students of urban and rural areas." In order to test this hypothesis, Table 2 was prepared.

Results

Table 2

Mean Differentials in educational problems of secondary school students of urban and rural areas

Areas of Educational Problems		N	Mean	Standard deviation	t-value	Level of significance
Causes related to Teaching and Teacher	Urban	101	26.8812	6.23103	3.752	0.01
	Rural	99	23.7273	5.63665		
Causes Related to Social and Educational Problems	Urban	101	17.4059	4.70357	1.904	Not Significant
	Rural	99	16.1717	4.45623		
Organisational and Administrative Causes	Urban	101	12.4158	4.14793	1.082	Not Significant
	Rural	99	11.7879	4.05894		
Cultural and Historical Causes	Urban	101	3.2574	2.17096	1.261	Not Significant
	Rural	99	2.8990	1.83222		
Educational Problems (Total)	Urban	101	59.9703	11.78258	3.345	0.01
	Rural	99	54.5758	10.99916		

Table 2 shows the mean difference of secondary school students of urban areas in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes and cultural, historical causes and total educational problems were 26.8812, 17.4059, 12.4158, 3.2574 and 59.9703 and that of rural areas were 23.7273, 16.1717, 11.7879, 2.8990 and 54.5758 respectively.

The standard deviation of scores of secondary school students of urban areas in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes and cultural, historical causes and total educational problems were 6.23103, 4.70357, 4.14793, 2.17096 and 11.78258 and that of rural areas were 5.63665, 4.45623, 4.05894, 1.83222 and 10.99916 respectively.

The calculated t-value between the two groups of urban areas and rural areas in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes, cultural and historical causes and total educational

problems were 3.752, 1.904, 1.082, 1.261 and 3.345 respectively.

Discussion of results

Entries made in Table 2 show that the mean differential in educational problems of secondary school students of urban and rural areas do not differ significantly and the calculated t-value was not significant with the dimensions of educational problems i.e. causes related to social and Educational problems, Organisational and Administrative causes and Cultural and Historical causes but the calculated t-value was significant at 0.01 level of significance for causes related to teaching and teacher and total educational problems which means that there was no significant difference in educational problems of secondary school students of urban and rural areas.

Hence hypothesis 2 "There will be no significant difference in educational problems of secondary school students of urban and rural areas." has been partially accepted.

Hypothesis 3

Hypothesis 3 states, "There will be no significant difference in educational problems of secondary school students with regard to gender." To test this hypothesis, Table 3 was prepared.

Results

Table 3

Mean Differentials in educational problems of secondary school students with regard to gender

Areas of Educational Problems		N	Mean	Standard deviation	t-value	Level of significance
Causes related to Teaching and Teacher	Male	93	26.5806	6.39688	2.731	0.01
	Female	107	24.2243	5.70718		
Causes Related to Social and	Male	93	18.0000	4.82521	3.543	0.01
	Female	107	15.7477	4.16656		

Educational Problems						
Organisational and Administrative Causes	Male	93	12.0000	3.86737	0.336	Not Significant
	Female	107	12.1963	4.31854		
Cultural and Historical Causes	Male	93	3.3011	2.12534	1.452	Not Significant
	Female	107	2.8879	1.89999		
Total Educational Problems	Male	93	59.8817	12.24376	2.968	0.01
	Female	107	55.0561	10.74738		

Table 3 shows the mean difference of secondary school male students in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes and cultural, historical causes and total educational problems were 26.5806, 18.000, 12.000, 3.3011 and 59.8817 and that of female students were 24.2243, 15.7477, 12.1963, 2.8879 and 55.0561 respectively.

The standard deviation of scores of secondary school male students of urban in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes and cultural, historical causes and total educational problems were 6.39688, 4.82521, 3.86737, 2.12534 and 12.24376 that of female students were 5.70718, 4.16656, 4.31854, 1.89999 and 10.74738 respectively.

The calculated t-value between the two groups of male students and female students in relation to dimensions of educational problems i.e. causes related to teaching and teacher, causes related to social and educational atmosphere, organizational and administrative causes, cultural and historical causes and total educational problems were 2.731, 3.543, 3.336, 1.452 and 2.968 respectively.

V. Discussion of results

Entries made in Table 3 show that the mean differential in educational problems of secondary school students with regard to gender do not differ significantly and the calculated t-value was not significant with the dimensions of educational problems i.e. Organisational and Administrative causes and Cultural and Historical causes but it was significant at 0.01 level of significance for Causes related to Teaching and Teacher, Causes Related to Social and Educational Problems and total educational Problems which means that there was no significant difference in educational problems of secondary school students with regard to gender.

Hence hypothesis 3 “There will be no significant difference in educational problems of secondary school students with regard to gender.” has been partially accepted.

VI. References

- Bhowmik, U.R. (2012). *Problems of Education in Meghalaya*. Guwahati. EBH Publishers. Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/36885/10/10_chapter%202.pdf 15/01/19.
- Dihingia, B.(2011). A Study of Teacher’ Professional Attitude in Relation to the Organizational Climate and Infrastructural Facilities in the Degree Colleges Affiliated to Gawahati University. *Ph. D. (Edn), G.U.* Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/36885/10/10_chapter%202.pdf 06/01/19.
- Gates , A.I. (1947). *Elementary psychology*, New York: Macmillan, 428.
- Mundanmany,P. (2003). “Manager or Visionary Leadership of Salestians High and Higher Secondary School in India as perceived by the Principals and their faculty, *Ph.D. Dissertation*, San Francisco. University of San Francisco, 12-25. Retrieved from shodhganga.inflibnet.ac.in/bitstream/10603/1551/1/11_chapter.pdf on 29/03/18.
- Shah, B & Lakhera, S.K. (1971). *Manual: Shah Educational Problems Questionnaire* Agra: Kacheri Ghat, National psychological corporation.
- Srivastava, G. (2003). *Compiler. Reflections of Eminent Indian Thinkers about Women- A Monograph*. NCERT (DWS), New Delhi.