



**A COMPARATIVE STUDY OF THE ADMINISTRATION AND MANAGEMENT
AMONG GOVT. AND PVT. HIGHER SECONDARY SCHOOLS IN RAIPUR DIST.
OF CHHATTISGARH STATE**

Amulya kumar Acharya, Asst.Prof. & H.O.D. in Education

Panihati Mahavidyalya Sodepur, Kolkata- 700110

Abstract

The Education Commission (1964-66) has stated in its report "the destiny of India is being shaped in her class rooms"; But matter is that maintaining and sustaining a great deal of continuity of this very statement there is a need of effective administration and management in schools with quality education. It is said "programs do not produce students achievement, teachers produce student achievement". Teachers teach and works in schools that are usually administered by managers often know as principals or Head masters. School administration is itself often part of larger administration units. The condition of teachers working life are influenced by the administration and leadership provided by principals and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students.';- OECD,2001,Pont,Nusche and Moorman 2008.this paper analytically discusses. some basic issues related to administration and management among govt. and pvt. higher secondary schools in Raipur districts of Chhatisgarh . This study has been conducted taking 40 teachers ,10 principals and 10 school managers selected on the basis of random sampling .The findings suggests that the pvt. schools are using latest technological methods ,activity methods ,conducting educational tours , supervising and monitoring routine work of students and teachers significantly than govt. schools .where as no difference found in case of use of laboratory use ,in case of trained teacher appointment ,organising annual sports and games , time table preparation ,In case of fee structure the pvt. Schools are collecting mote fees to maintain the expenses of schools. At last the study. Suggested and encourages the policy makers, researchers, teachers, head masters, school management, parents to show their concern for improvement of Quality education.

Keywords: Administration, Private and Government schools

Introduction: - Quality education fosters virtues obedience and benevolence. They are the price-less possessions of human life. These virtues make life elevated and successful. Therefore they should be cultivated from childhood, so that children become obedient to parents teachers and elders and may be benevolent to others. School is a center of all round development of the child, virtues help the individuals to render service to others without expecting any fruit in return. Faith in parents and teachers and devotion to them and abiding by the rules and regulations of the institutions inculcate quality education in the students. The destiny of nation is shaped in the classroom of the school so quality education should be given the first priority in education.

School Management: - There are two words which should be defined before going in details. They are school and organization. Professor Rybson has called the school a cooperative society or a society where cooperation is sought, some believe that it is a place of learning. "The school is a special environment where a certain quality of life and certain type of activities and occupations are provided with the object of securing child" development long desirable times"

Here organization simply means the practical measures which we take to ensure that the system of work we use will be of greatest possible assistance in caring out our aims and of the great benefit to our children"

Management means to run, handle, conduct on control. Hence school management is defined as a science of managing human equipment, money, material and methods. It Co-Ordinates, people, techniques and information in an organized manner. School management is planning organizing, staffing, directing, controlling, executing and evaluating the educative process.

Quality education: - Quality education is that education which is related to the development of the potentiality and capabilities of a person taking into maximum peak attainable by him.

Quality education is that education which equips the individuals to make the challenges in life and exploit opportunities for process.

Objectives of the Study:-The objectives of the study are:.

1. To compare the involvement of managers in the enhancement of quality education in Different schools.
2. To compare the educational facilities available for the incensement of quality education in different schools.
3. To compare the number of staff members involved in bringing up the quality education in the schools.

4. To compare the congenial relationship between the staff member and principal, staff members and students, principal and students, and management with staff members.

5. To compare the organization of curricular and extra-curricular activities in the different schools for enhancement of quality education.

6. To compare the organization of curricular and extra-curricular activities in the different schools for enhancement of quality education.

Limitations of the Study:-

1. This study was delimited to the study of quality education in the different higher secondary schools.
2. This study is delimited to the study of views of teachers, principals and school managers involved in promoting quality education in different higher secondary education.
3. This study is located to some of the selected government schools, their teaching staff members of higher secondary classes and school managers of Rajpur City.

Review of Related Literature:-The review of related literature provides evidence that the researcher is familiar with what is already known and with what is unknown and untested effective research must be based upon past knowledge. It helps the researcher which they have listed in their study.

Sharma, S. (1982), conducting a study in the field of leadership style and its impact on institutional climate, found that the leadership behavior of the headmaster has a direct impact on the school and on its function, which makes for a good climate.

Mohanty (1988) studied the pattern and problems of administration and supervision of primary schools in Orissa and found that supervision is to be separated from administration.

Gill (1988) studied the factors influencing the management at the directorate level. The main findings were :- (i) The lack of competencies in terms of knowledge and skills in the management of technical education system affected the working of the system; (ii) The directorates of technical education of the two states were getting support from the state and central government in terms of policy planning and resources but support from other agencies NCERT, ISTE, DETE is limited.

Gomathinayagam (1992) studied the perception of teachers towards the supervisory procedures adopted in the higher secondary schools of Tamilnadu. And found that (i) No relationship was found between age and experience with the perception around a single factor which may be called the “Encouragement factor”

Jayajothi (1992) conducted a study on organizational climate and leadership behavior of principals in relation to teacher morale in central schools. Major findings were - (I) The central schools of the madras region differed in their climate. 18.75% had 'open' climate 12.5% had; controlled' climate; 6.25% had 'familiar climate; 6.25 had 'Paternal' climate and 37.5% had 'closed' climate.

Varghese, N.V. (1995). School facilities and learner achievement: Towards a methodology of Analyzing school facilities in India. Perspectives in Education Vol. II (2), 97-108. Major findings were – (i) Schools were classified into four categories, namely very poor, poor, good and very good facility schools based on three critical variables, viz school building, separate class room & student benches. (ii) Out of 150 schools < 10 were having no building, 28 were having poor infrastructure, 14 were good & 7 were considered as very good facility schools. (iii) Of the 43 govt. schools, 37 (86%) had either poor facility or no facility. (iv) Of the 16 private schools (15.94%) had either good facility or very good facility schools.

The population:-

The Population of the present study constituted all the Hr. secondary schools both Govt. and Pvt. In the city of Raipur, Chhattisgarh.

The Sample:-

A representative group of 40 teachers (20 teachers from govt. schools and 20 teachers from Pvt. Schools), 5 managers and 5 Principals selected each from Govt. as well as Pvt. Schools, selected randomly are constitute the sample of study.

Collection of Data :-

The data were collected from 40 teachers 10 Principals and from 10 managers both from Govt. and Pvt. Schools through different questionnaires having related items.

Tools used for Collection of Data:-

With a view to make the information comprehensive and intensive it was decided to collect information with the help of three difference tools.

- i) Self Developed Questionnaire for the teachers.
- ii) Self Developed Questionnaire for the Principals.
- iii) Self Developed Questionnaire for the managers.

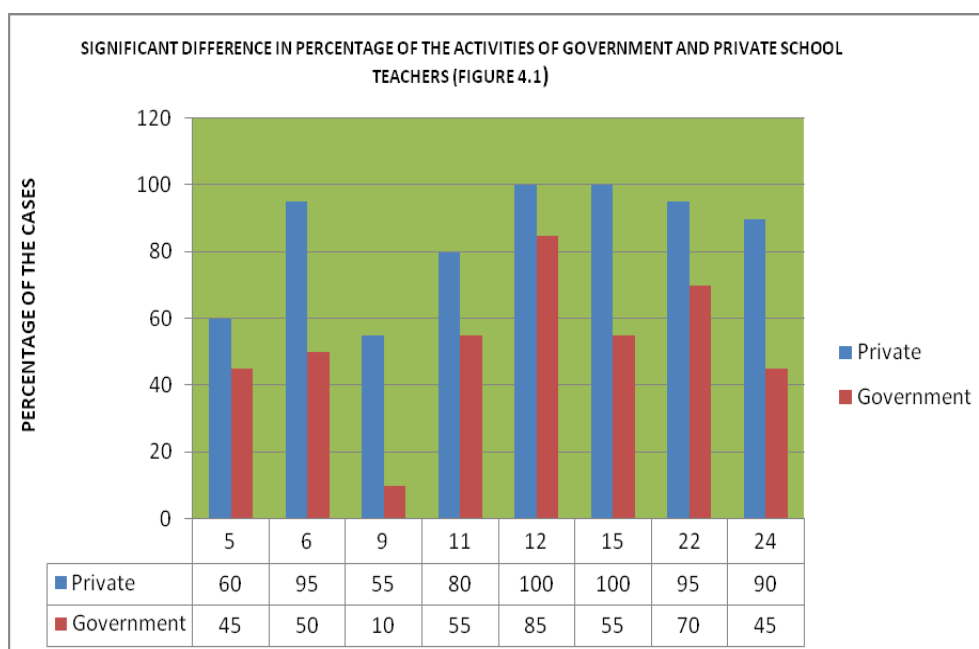
Statistical Techniques Used for analysis and interpretation of data:-

For the analysis and interpretation of the data, both quantitative, qualitative analysis was adopted. Though primarily the analysis was qualitative in nature, percentage and x^2 (Chi- Squares were used whenever required.

Table 1: X² table of Questionnaire for the teacher

Qu. No.	X ² value	Significance at df 1 expected x ² value	Significance at .05/ 0.01 level	Result
1	1.10	1.10 < 3.841	.05	Ho Accepted
2	1.02	1.02 < 3.841	.05	Ho Accepted
3	1.07	1.07 < 3.841	.05	Ho Accepted
4	0.42	0.42 < 3.841	.05	Ho Accepted
5	4.66	4.66 > 3.841	.05	Ho Rejected
6	3.86	3.86 > 3.841	.05	Ho Rejected
7	0.16	0.16 < 3.841	.05	Ho Accepted
8	0	0 < 3.841	.05	Ho Accepted
9	9.69	9.69 > 3.841	0.5	Ho Rejected
10	.00014	.00014 < 3.841	.05	Ho Accepted
11	2.840	2.840 < 3.841	.05	Ho Accepted
12	3.24	3.24 < 3.841	.05	Ho Accepted
13	1.02	1.02 < 3.841	.05	Ho Accepted
14	11.62	11.62 > 3.841	.05	Ho Rejected
15	0.35	0.35 < 3.841	.05	Ho Accepted
16	1.06	1.06 < 3.841	.05	Ho Accepted
17	0	0 < 3.841	.05	Ho Accepted
18	0.96	0.96 < 3.841	.05	Ho Accepted
19	0.36	0.36 < 3.841	.05	Ho Accepted
20	4.32	4.32 > 3.841	.05	Ho Rejected
21	1.02	1.02 < 3.841	.05	Ho Accepted
22	7.28	7.28 > 3.841	.05	Ho Rejected

Df = 1, Expected Value (Table Value) at 0.5 level = 3.841, .01 = 6.635



ITEMS SPECIFICATION

5. USING LATEST TECHNOLOGY METHODS

There is significant difference between the responses of Govt. and Pvt. Teachers to teach in using latest technological methods. Pvt. Schools teacher's are more frequent in using latest technology for teaching than govt. school Teacher's.

6. APPLYING ACTIVITY METHOD OF TEACHING

There is significant difference between the responses of Govt. and Pvt. Teachers to teach arts subjects in activity method.

11. CONDUCTING EDUCATIONAL TOUR

There is significant difference between the responses of Govt. and Pvt. Teachers to take the students for educational tour.

12. ORGANISING CO-CURRICULAR ACTIVITIES

There is significant difference between the responses of Govt. and Pvt. Teachers to conduct the Co-Curricular activities like debate, essay, play, writing, discussion etc.

15. CELEBRATION OF LOCAL AND NATIONAL FESTIVALS

There is significant between the responses of Govt. and Pvt. Teachers to celebrate local and national festival and calling local persons and the parents.

22. PREPARATION OF ANNUAL BILLETIN AND SCHOOL CALENDER

There is significant difference between the responses of Govt. and Pvt. Teachers to participate actively to preparing school bulletin, calendar etc. Pvt. Teachers were participating more than Govt. teachers in this regard.

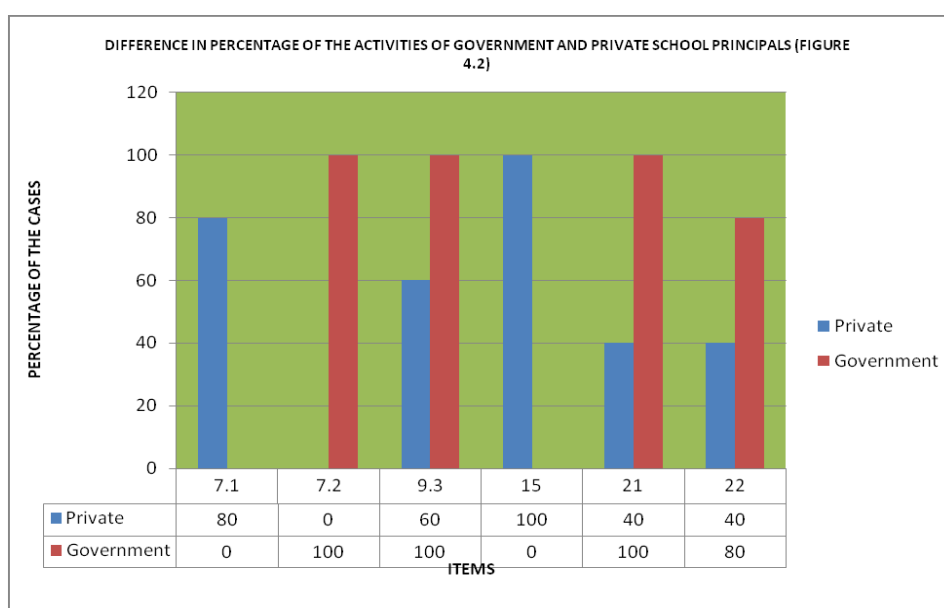
24. INVOLVED IN THE ELECTION PROCESS IN THE SCHOOL.

There is significant difference between the responses of Govt. and Pvt. Teachers in the involvement of school election.

Table 2: X² value of questionnaire to the Principal

S. No.	X ² value	Table value at .05 level / .01 level	Position / sig. of x ² Value	Status
1.	0.48	.05	0.48 < 3.841	Ho Accepted
2.	0.40	.05	0.40 < 3.841	
3.	1.10	.05	1.10 < 3.841	Ho Accepted
4.	0.48	.05	0.48 < 3.841	Ho Accepted
6.	0	.05	0 < 3.841	Ho Accepted
7.1	6.33	.05	6.33 > .05	Ho Accepted
7.2	10	.01	10 > 0.1	

9.3	2.5	.05	2.5 < 3.841	Ho Rejected
15.	10	.01	10 > .01	Ho Rejected
19.	1.66	.05	1.66 < 3.841	Ho Accepted
21	4.28	.05	4.28 > 3.841	Ho Rejected
				Ho Accepted
22.	2.1	.05	2.1 < 3.841	Ho Rejected
				Ho Accepted



ITEM SPECIFICATION

7.1: LIBRARY FACILITIES USING

There is significant difference between the responses of Govt. and Pvt. school Principals to take care of library the librarian.

7.2: TAKING CARE OF LIBRARY

There is significant difference between the responses of Govt. and Pvt. school Principals to take care of library by the in charge.

9.3: ORGANIZATION OF EDUCATIONAL

There is no significant difference between the responses of Govt. and Pvt. school Principals that they were assigning the duties to the teachers in charge to take care of the children in study tour.

15: MEETING OF PARENT TEACHER

There is significant difference between the responses of Govt. and Pvt. School Principals for organization of establishing parent teacher students meeting regular.

21: LIBRARY FACILITIES TO POOR STUDENTS

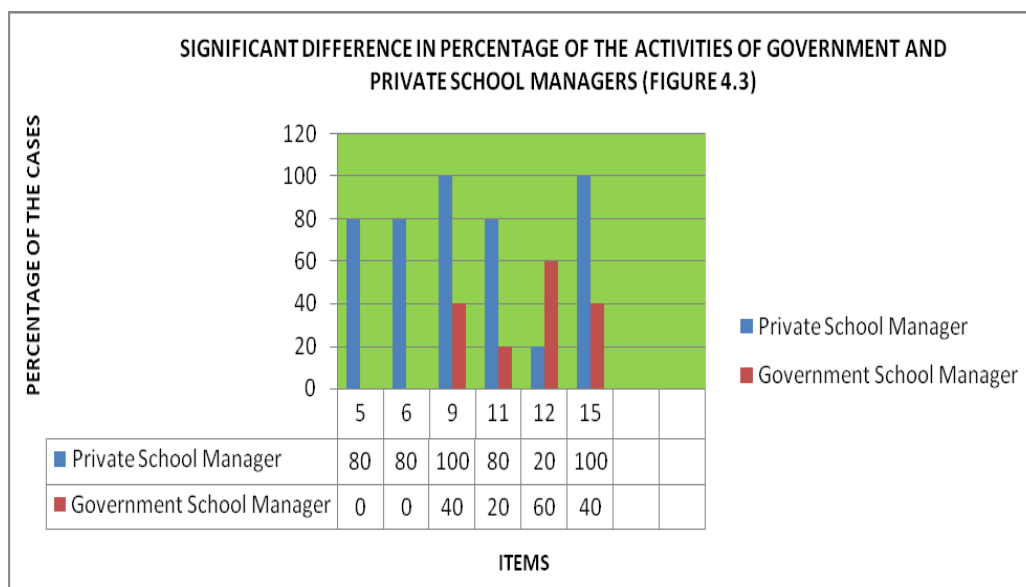
More Govt. school principals were providing free copies, books and Uniforms to the poor students with comparison to private schools.

22: PROVISION OF IDENTITY CARD

There is no significant difference between the responses of Govt. and Pvt. principals regarding the provision of identity card in school.

Table 3: Value of Questionnaire for the Manager

S. No.	X ² value	Table Value	Position	Status
2	6.66	3.841	6.66 > 3.841	Ho Rejected
6	6.66	3.841	6.66 > 3.841	Ho Rejected
7.1	4.28	3.841	4.28 > 3.841	Ho Rejected
12.1	4	3.841	4 > 3.841	Ho Rejected
12.2	1.66	3.841	1.66 < 3.841	Ho Accepted
16	4.28	3.841	4.28 > 3.841	Ho Rejected



SPECIFICATION OF ITEMS

2: ELECTION OF MANAGER BODY COMMITTEE

It is found that there were significant difference between the systems of the election of the managing body in Govt. and Pvt. schools.

6: PROVISION OF FELLOWSHIP TO TEACHER AND STUDENT.

There is significant difference between the responses of Govt. and Pvt. school managers to give fellowship for qualitative teaching to the student.

7.1: FINANCIAL SOURCE OF THE INSTITUTION.

There is significant difference between the financial source of the Govt. and Pvt. schools.

12.1: NATURE OF MANAGING BODY COMMITTEE.

There was significant difference between the responses of the managers both Govt. and Pvt. Schools regarding permanent managing body committee.

16: AVAILABILITY OF PLAY GROUND IN THE SCHOOL.

There is significant difference between the availability of all infrastructural facility in Govt. schools and Pvt. schools. It is found that private school had all the infrastructural facilities like games and sports, music etc. than Govt. schools.

Finding of the Study from teachers' responses:-

1. Both the teachers of Govt. and Private Schools agreed that there should be appointment of trained teachers in the schools, No differentiation found between the responses of Govt. and Pvt. School teachers.
2. More than 60% of the teachers both in Govt. schools and Pvt. Schools were applying laboratory method in teaching of science subjects, No differentiation found between the responses of Govt. and Pvt. School Teachers.
3. Most of the private School teachers were using latest technological method in teaching arts subjects with comparison to Govt. School teachers; Govt. School teachers were not finding such facilities in their School.
4. Relatively larger number of teachers in private schools were using activity method in teaching with comparison to Govt. school teachers, Significant differentiation found between the responses of Govt. and Pvt. Teachers, in this regard.
5. Most of the teachers either in Govt. or in the private school were not agree, as traditional method is the best method of teaching.
6. In average cases both the teachers in Govt. Schools and private schools were using audio visual teaching aids like Radio, Tape Recorder, Film strips, T.V, and slides. No

significant differentiation found between the responses of the teachers in Govt. and Pvt. Schools.

7. Comparatively more private School teachers were taking their students for educational tour than the Govt. School, but the difference was not significant.

8. Both the Govt. and Pvt. Schools were organizing co-curricular activities like debates, discussion, play writing, essay etc. but the practices of co-curricular activities was more in private schools than the Govt. Schools.

9. Most of the cases (95%), both Govt. and Pvt. Schools were organizing games and sports like Volley ball, Football, Hockey, Cricket etc.

10. More than 60% of the cases both the teachers in Govt. and Private Schools were exercising different types of teaching techniques in their teaching, but there was no significant difference between the responses of the teachers.

11. Average teachers either Govt. Schools or Pvt. Schools were following the method of weekly, quarterly, half yearly and annually as evaluation system. The most revealing fact was 60% of the Pvt. Schools were adopting grading system which is prescribed by NCERT, where is no Govt. Schools were followed grading methods.

12. More than 60% of the teachers either in Govt. or private Schools were applying experimental method, to teach Science subjects. For using experimental method no difference found between the responses of Govt. and Pvt. Teachers.

13. The Participation of preparing annual bulletin, School calendar is more by the Pvt. School Teachers than the Govt. And Pvt. School teachers were participating in this regard.

14. Most of the teachers in Pvt. Schools actively participated in the election process of School parliament where as few teachers in Govt. Schools were involved in it.

Finding of the Questionnaire from Principals' responses:- :-

1. Majority of the principal reported that courses were not finished according to school calendar. In this regard some principals were arranging extra classes for finishing the course.

2. Most of the principals advising to keep difficult chapters in the first half of the yearly planer both in Govt. and private schools.

3. Most of the principals in Govt. and Pvt. Schools were not preparing time table by their own, rather in most of the cases they were asking the teacher in charge to prepare it.

4. In majority of the cases both Govt. and Pvt. Schools principals were observing the classes every day, and in few cases the Pvt. School principal were observing once in a month.
5. Most of the principals in Govt. and Pvt. Schools were managing the classes taking the help of other teachers when ever any teacher was absent.
6. All most all the cases both in Govt. and Pvt. Schools teacher incharge were organizing the co-curricular activities of the School.
7. In 50% of the cases both the Govt. and Pvt. School principals maintaining discipline by the teacher incharge or disciplinary committee.
8. In 60% of the cases both the Govt. and Pvt. School principals were assisting the teachers regularly to use of audio – visual teaching aids and laboratory, and in 40% of the cases they were going for once, in a year.
9. In most of the private School principals were arranging parent teacher and student meeting regularly but that practices were not held in Govt. Schools, on the other hand most of the Govt. Schools organizing that meeting occasionally.
10. Most of the principals in Govt. and Pvt. Schools were adopting the system of regular monthly payment to the teachers.
11. In average cases monthly, quarterly, and half yearly exam was the evaluation system of both Govt. and Pvt. Schools, but in most of the cases annual system of evaluation was used both Govt. and Pvt. Schools.
12. In 60% of the cases both the Govt. School and Pvt. School principals were introducing Scholarship for better motivation of the students.
13. In majority of the cases the private school principals were arranging extra classes for the educationally backward students, Govt. school principal were also arranging in some cases, but the differentiation were not significant.
14. All most all the cases both the principals in Govt. And Pvt. Schools were deducting the School fees of the students.
15. Most of the Govt. School principals were giving free books, copies and uniforms to the poor students and few principals in private Schools were providing the necessary facilities to the poor students.
16. In most of the Govt. Schools the Identity card system was compulsory with relation to some school in Pvt. Section. Though there was difference in opinion that was not significant.

17. To motivate the students, all the principals in private schools were inviting all parents to the Schools that were also done by 60% of the principals in Govt. and Pvt. Schools were sending message to the parents.

Questionnaire from Managements' responses:

18. The process of electing the managing box committee in private schools were election where as in Govt. Schools it was nomination system. Significant deference found in this regard.
19. In private schools the appointment of manager were done either 'by election or nomination system on the other hand in Govt. Schools in few cases it was done by nomination system.
20. Most of the schools either in Govt. or Pvt. The administrative system was followed in written rules and in few cases the schools were running by laws.
21. Both Govt. Schools and Pvt. Schools were giving additional work or compulsory T.C to the students as punishment system of the school, on the other hand in few cases the private schools were giving financial punishment to the students.
22. Most of the Private schools had scholarship system for qualitative improvement of teaching, where as no Govt. school had that system.
23. Collecting fees from the students was the main financial source of the private school, where as financial source of Govt. schools were depends upon the Govt. aid and some cases they were collecting fees from the students. In this regard there were significant difference between them.
24. In most of the cases teachers had not direct relation with the manager, Principals were acting as a media for them both in Pvt. And Govt. school, but in few cases they had direct relation with the manager.
25. All most all the Pvt. And Govt. schools, had their library, laboratory and technological associating instrument and the adequate number of books were available both in Govt. and Pvt. School library.
26. The attitude of the managers towards the principal was favorable and most of the cases both in Govt. and Pvt. Schools they were giving valuable suggestion to the principals.
27. In most of the private schools the nature of the managing body committee were permanent, but in maximum cases the managing body committee were temporary in Govt. schools.

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