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AN ANALYTICAL STUDY ON CHANGES REQUIRED IN GOVERNMENT SCHOOLS FOR THE UPLIFTMENT OF STUDENTS

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Abstract

Government schools significantly shape the educational environment, especially for kids from various socioeconomic backgrounds. But inside these institutions, discrepancies in educational opportunities and standards frequently still exist. To level the playing field and give children better learning opportunities, the study is motivated by identifying areas in government schools that need attention and development. This study aims to investigate the changes required in government schools for the upliftment of students. The technique used in this study is one sample t-test. The results of this study indicated that the changes required in government schools for the upliftment of the students are School Infrastructure, Career counselling, Collaboration with higher institutions, Scholarships and grants, Digital literacy programs, Vocational training, Student empowerment, Teacher-student ratio, Special education integration, Interactive learning tools, Extended learning hours, Expert and Qualified teacher, Language skills enhancement and Parent engagement initiatives.



1. INTRODUCTION

In India, most of the population receives their education through government-run institutions. To provide equal access to education for all societal groups, the government finances and oversees these schools. They serve a wide spectrum of pupils from rural to metropolitan locations and from different socioeconomic backgrounds, and they are an essential part of the public education system. From kindergarten through secondary school, and in certain situations, even higher secondary education is provided through government schools. They frequently offer instruction in regional languages, which makes it more accessible and meaningful for pupils on a cultural level. In order to advance literacy and educate kids who require access to private education in core areas, these institutions are essential. Government schools in India, however, confront a number of difficulties. These schools face challenges such as a scarcity of funding, poor facilities, outdated teaching methods, and an underqualified staff. There are issues with learning outcomes and engagement among pupils in government schools as a result of the broad variation in educational quality. The government has made efforts to raise the standard of public education. The infrastructure, teacher preparation, and instructional resources in these schools have been improved because to initiatives like the "Rashtriya Madhyamik Shiksha Abhiyan and the Sarva Shiksha Abhiyan" (Education for All). To fill up the gaps and encourage participation in learning, online programmes and e-learning programmes are also being launched.

India's government schools have several difficulties, not the least of which is a lack of adequate facilities. Many don't have access to basic amenities, including classrooms, whiteboards, clean drinking water, restrooms, and hygienic facilities. Due to these flaws, there is a climate that discourages students from coming to class, which raises the dropout rate. Additionally, fewer than half of all government schools in the country have playgrounds or access to power, hindering children's overall development. The problem is exacerbated in the secondary and upper secondary levels when insufficient resources cause a sharp decline in net enrolment, particularly for females. Budgetary restrictions only worsened the problems; actual budgetary allocations were reduced by 27% from estimates. Only a small part of the requested money is provided, which impacts important programmes like the Samagra Shiksha Scheme. Since statistics indicate that over 70% of children in government schools lack the tools to study efficiently, this influences the quality of education.



Private schools, in contrast, lure parents away from public schools with their superior facilities, improved student-teacher ratios, and improved teaching strategies. Furthermore, there is a serious problem with the acute teacher shortage—some states have 60–70% open positions. Teachers' professional development is still insufficient because of the reliance on temporary or guest instructors to fill gaps. Most teacher education is still under private control, although the standard is still low. Despite earning comparatively more than their colleagues in private schools, government school instructors have a significant absenteeism rate. This, together with the RTE's subpar execution, adds to the grim situation where only a tiny percentage of schools are regarded as complying with its requirements. Progress is further hampered by political interference-driven corruption in the education department. Additionally, parents' decisions are influenced by their notion that private schools are better branded and equipped because they are English medium. According to ASER data, these issues are made worse by patriarchal norms and gender prejudice, which leads parents to choose private schools for males and government schools for girls.

This research thoroughly examines the changes that must be made in government schools to improve students' educational opportunities and general well-being. This study is important for identifying improvements that might enhance public school educational experiences, leading to better academic results and larger social effects. It helps the school system grow and gives students greater opportunities by identifying necessary adjustments. This study is significant because it can inform stakeholders, including educational policymakers, administrators, and administrators, about the specific elements of government schools needing attention and improvement.

2. LITERATURE REVIEW

Abbi, R.(2012). The authors' investigation into elementary school education led them to the conclusion that the standard of instruction is a dependent variable. Zilla Parishad, NMMC, and private schools comprised 20% of the chosen schools. The administration has been highly concerned about the general public's access to high-quality education. The school's management has a favourable impact on the quality of education. They now must make suitable arrangements for faculty development, appropriate curriculum, instructor allocation, student enrolment, a wholesome



schedule, and sanitary infrastructure. As observed in the ZP schools, classes with fewer students received superior instruction.

Avinash, T. (2018). An Examination Of The Mid-Day Meal Programme Under Food Security With Special Reference To The Higher Primary Schools Of The Rural Bhadravathi Taluk. The findings indicated that the programme effectively accomplishes its goals, including supplying food for hungry children, raising attendance rates, improving learning attentiveness, etc. The health of underprivileged youngsters has improved, and they are fed well. The HMs and Teachers have recommended regular menu changes and increased food quality. The programme has aided the rural Bhadravathi Taluk's efforts to universalize basic education. The number of students enrolled in primary schools has grown. The ratio of dropouts has decreased. The percentage of attendance has gone up. Primary education now has far higher standards.

Bailwal, N., & Paul, S. (2021). The paper aimed to understand how prejudice affects the educational outcomes of various socioeconomic groups when public schools are allocated to rural India. The study found that villages with larger percentages of marginalised castes, especially Scheduled Castes (SC) and Scheduled Tribes (ST), were less likely to have public schools. This was determined by analysing census data. Beyond a certain SC/ST representation threshold, this negative connection exhibited a non-monotonic pattern and began to decline. Even though the Sarva Shiksha Abhiyan (Education for All) movement sought to make basic education more accessible, primary school inequities decreased while secondary school discrimination increased. The study underlined the importance of public schools by demonstrating a strong link between them and successful educational results. Ultimately, the study showed that allocating public schools according to caste somewhat explains the educational disparities among various social groups.

Gonne, M. A. (2020). The study aimed to assess the implementation of differentiated teaching and its difficulties in Government upper primary schools under Gondar municipal administration. Five schools, chosen at random from 4 of the seven sub-cities, were included in the sample. The research included participation from supervisors, administrators, and teachers. Interviews and questionnaires were used to gather both quantitative and qualitative data. Due to instructors' limited understanding, high-class numbers, insufficient training, inappropriate learning settings, severe workloads, and a lack of resources, the findings showed that differentiated teaching could have been more effectively implemented as intended.



Muralidharan, K., & Singh, A. (2020). The authors provided the results of a comprehensive experimental evaluation of a bold initiative to improve management quality in Indian schools (executed across 1,774 randomly chosen schools). Global "best practices" were incorporated into the intervention, such as rigorous evaluations, thorough school ratings, and individual improvement plans, but accountability or incentives were left unchanged. Despite broad completion of exams and insightful ratings, the intervention had no appreciable effect on academic achievement or student outcomes. However, it appeared to be successful and spread to more than 600,000 schools nationwide. The expanded programme was assessed using a matched-pair method and found unsuccessful in enhancing student learning. According to qualitative interviews with officials, the programme mostly increased reporting and paperwork requirements, highlighting how programmes that appear well-designed and are supported by administrative compliance procedures may need to catch up in actual efficacy.

Narayan, J et al. (2019). The author studied India's malnutrition. In this study, the government's initiatives and standing were examined. The rates of malnutrition among teenage girls, pregnant and nursing moms, and children are disturbingly high in India, according to data from the National Health & Family Survey, United Nations International Children's Emergency Fund, and WHO. Malnutrition in the nation is influenced by a number of factors, including sanitary practises, breastfeeding practices, mothers' nutritional health, and women's education. Children are affected by a variety of issues, including growth retardation, childhood diseases, and stunting. Although there are several government policies in place and there has been a theoretical drop in malnutrition over the past 10 years in India, there is still a need to adequately utilize research-based information to combat under nutrition, especially given the fact that it impedes the country's socioeconomic progress. These findings may offer helpful direction for other developing countries attempting to lower child malnutrition in their regions.

Satija, A. et al. (2018). The authors examined the malnutrition in India. The condition of the government and its efforts were examined in this study. According to information from the "National Health & Family Survey", "United Nations International Children's Emergency Fund", and "WHO", the rates of malnutrition among adolescent girls, expecting and nursing mothers, and children in India were alarmingly high. A number of factors, including as the mothers' nutritional health, nursing practices, women's education, and hygienic standards, contributed to the country's malnutrition.



These have a variety of negative effects on children, including stunting, disease in children, and growth retardation. despite the fact that starvation had potentially dropped in India over the previous ten years and a number of government programmes were in place, there was still a need for an efficient utilization of scientific information to address the problem, particularly given that it hampered the nation's socio-economic growth. Other developing nations attempting to lower child malnutrition in their regions could find these findings helpful.

3. OBJECTIVE OF THE STUDY

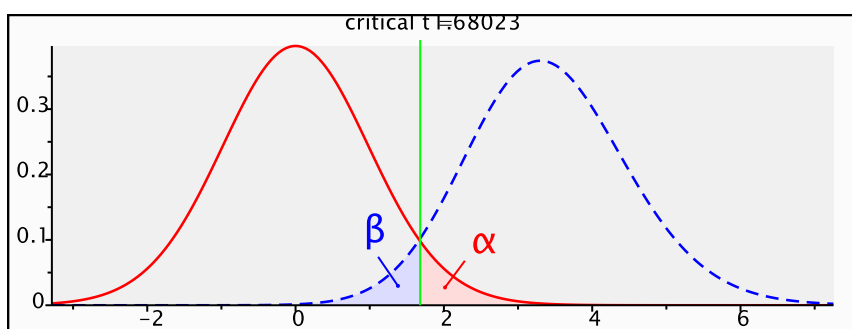
- O₁: To evaluate significant changes required in government schools to uplift the students.
- O₂: To give appropriate changes required in government schools for the upliftment of the students

4. HYPOTHESIS

- H₀**: The changes required in government schools are insignificant (Mean score ≤ 3)
- H₁**: The changes required in government schools are significant (Mean score > 3)

5. RESEARCH METHODOLOGY

Descriptive research design is used for the current study. The sample size selected for the study is 80 government schools. Sampling techniques used for the current study is non-probability purposive sampling. Both primary and secondary data collection sources have been used. Parametric one-sample test has been used using R studio software. (As per Faul et al minimum required sample is to run one sample t-test one-tailed=45)



Test family t tests	Statistical test Means: Difference from constant (one sample case)
Type of power analysis A priori: Compute required sample size - given α , power, and effect size	
Input Parameters	Output Parameters
Determine =>	Noncentrality parameter δ 3.3541020
Tail(s) One	Critical t 1.6802300
Effect size d 0.5	Df 44
α err prob 0.05	Total sample size 45
Power (1- β err prob) 0.95	Actual power 0.9512400

6. DATA ANALYSIS AND INTERPRETATION

Table 1: One sample t-test

Items	t - statistics	P - value	Ha: mean score of changes required in a government school for upliftment of the student > 3
School Infrastructure	18.98	0.00	Significant
Career counselling	19.00	0.00	Significant
Collaboration with higher institution	18.34	0.00	Significant
Scholarships and grants	19.38	0.00	Significant
Digital literacy programs	18.32	0.00	Significant

Vocational training	19. 50	0.0 00	Significant
Student empowerment	20. 33	0.0 00	Significant
Teacher student ratio	20. 12	0.0 00	Significant
Special education integration	18. 78	0.0 00	Significant
Interactive learning tools	21. 65	0.0 00	Significant
Extended learning hours	22. 77	0.0 00	Significant
Expert and Qualified teacher	19. 99	0.0 00	Significant
Language skills enhancement	22. 60	0.0 00	Significant
Parent engagement initiatives	18. 66	0.0 00	Significant

Parametric one sample t – test (one tailed) is applied to examine significant changes extracted though the exploratory research. It is seen that p – value < 0.05 and t statistics > 1.96 for School Infrastructure, Career counselling, Collaboration with higher institutions, Scholarships and grants, Digital literacy programs, Vocational training, Student empowerment, Teacher student ratio, Special

education integration, Interactive learning tools, Extended learning hours, Expert and Qualified teacher, Language skills enhancement and Parent engagement initiatives.

7. RECOMMENDATIONS

- (I) Improvements to the school infrastructure should be made in order to provide a suitable learning environment that promotes student involvement and well being.
- (II) Integrate comprehensive career counselling programmes into your services to help students make educated decisions about their futures that are in line with their abilities and objectives.
- (III) Establish alliances with universities and colleges to give students access to resources, workshops, and opportunities in higher education.
- (IV) Establish scholarship and award programmes to reward academic success and assist financially underprivileged pupils.
- (V) Develop programmes to improve pupils' digital literacy abilities so they can confidently traverse the digital world. Digital literacy programmes.
- (VI) Provide students with practical skills for future employment by introducing vocational training programmes that are in line with local industry demands.
- (VII) Implement student leadership initiatives and extracurricular pursuits that promote self-assurance, group collaboration, and decision-making abilities.
- (VIII) A balanced teacher-student ratio is ideal because it enables teachers to give each student individualised attention and support.
- (IX) Integrating special education programmes ensures inclusion while meeting the varied learning requirements of children with disabilities.
- (X) Interactive learning resources and technologies should be used, as they encourage participation and hands-on learning.
- (XI) In order to accommodate more learning sessions, homework assistance, and extracurricular activities, the school day should be extended.
- (XII) Ensure the hiring and ongoing development of educators who are highly qualified and subject matter experts.
- (XIII) Provide language enrichment programmes to help students communicate better and succeed in various industries.
- (XIV) Develop tactics to include parents in their children's education, promoting a cooperative relationship between schools and families. Parent Engagement Initiatives

8. CONCLUSION

The results of this study highlight the wide range of adjustments needed for improving pupils in government schools. The proposals that have been highlighted serve as a strategic road map for changing the educational environment inside these institutions. The suggested modifications aim to establish an enhanced learning environment that fosters students' growth by addressing



infrastructure, teacher quality, career assistance, and technology integration. The recommendations are significant because they can close educational inequalities, advance equitable opportunities, and provide kids with the tools they need to thrive in a changing world. Academic officials, administrators, teachers, parents, and the general public must work together to implement these reforms. Finally, by implementing these suggestions, government schools may play a critical role in realising their students' potential, advancing society, and building a stronger future.

9. CONFLICT OF INTEREST: The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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