

Quality Teaching Learning Process in Private Higher Educational Institutions: A Study from Parents Views

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Abstract:

The investigator has taken attempt to know the views of the parents regarding privatization of higher education. Descriptive survey method has been utilized to assess the views from the parents. A sample of 500 parents consisting of 300 males and 200 females has been taken using random sampling method from Odisha. The statistical techniques such as mean and percentage have been used to analyze and interpret data from the questionnaire developed by the investigator for the present study. The findings of the study reveal that the private higher educational institutions provides quality education through appointing qualified and experienced teachers, providing well-equipped classrooms, quality teaching through varied innovative processes etc. Teaching learning process is carried on in a good environment, well classroom management, learners' alternatives, curriculum which is the main features to make it more effective.

Key Words-Quality Education, Teaching Learning Process, Privatization, Higher Educational Institution, Parents.

I. INTRODUCTION:

Due to mushroom growth of the private higher educational institutions in the present time the Government is not taking financial burden of educational institutions for educating the learners. The main objective of the Government is to provide quality education through the private higher educational institutions without the financial burden on the Government. As a result the parents are ready to pay high fees for the education of their children keeping the eye on the job-oriented curriculum to make self-employment as well as also getting

jobs at the national and international level. This creates motivation of both the parents and their children.

Teaching learning process plays a pivotal role in higher education where teachers' competency, skill, methodological factors are fully responsible in making teaching learning process effective. The privatization of higher education provides quality education through appointing qualified teachers, providing well-equipped classrooms, quality teaching through varied innovative processes etc. Teaching learning process is carried on in a good environment, well Teaching learning process plays a pivotal role in higher education where teachers' competency, skill, methodological factors are fully responsible in making teaching learning process effective. The privatization of higher education provides quality education through appointing qualified teachers, providing well-equipped classrooms, quality teaching through varied innovative processes etc. Teaching learning process is carried on in a good environment, classroom management, learners' alternatives, curriculum which is the main features to make it more effective. In this regard attempt has been made to study on completion of syllabus in due time, types of works undertaken to improve academic achievement, steps for academic excellence and techniques in teaching. The collected views of the parents are interpreted using statistical techniques like mean and percentage followed by tables.

II. REVIEW OF LITERATURE: Some research studies are reviewed here to bridge up gap with the present study.

Ambani (2000) found in his study that Government was not in a position to afford professional education and private parties,

having money, could do privatization of higher education better than the Government. As a result the parents will be able to afford proper education to their children for enabling their families for real social stability.

Benjamin and Dunrong (2010) studied the problems that led to the privatization of higher education in Tanzania. This study is based on secondary data obtained from higher education institutions as well as Ministry of Higher Education in Tanzania. The study revealed that the fiscal incapacity of the State to expand higher education through public universities and inability of the public universities to respond immediately to household demand for employment-oriented courses were the causes that led to the privatization of higher education in Tanzania. The private higher education is characterized by small segment of higher education which needs to make significant contributions in providing opportunities for many students, who would otherwise not be able to find a place at public institutions.

Bfug (2009) came to know in his study that within a framework of public responsibility it was confirmed that public funding remained the main priority to guarantee equitable access and further sustainable development of autonomous higher education institutions. Better attention should be paid seeking new and diversified funding sources and methods.

Breneman (1988) expressed in his study that high quality of education can be carried on by private educational institutions by collecting required fees from the guardians.

Ghoroneh (2021) reflected the relationship between the quality of life and privatization of higher education in Uganda. According to this study, privatization of higher education was directly related to safe and healthy family environment, development of human capacities, growth and security, social integration and social relevance of life.

Biswal (2022) concluded from his study that private higher educational institutions played a vital role in teaching learning process in which information capital was accumulated, the most abled individuals, having a high level of self-confidence, would skip higher education and go directly to the market as entrepreneurs. Education provided in private educational institutions helped individuals to gather information about their capabilities and potential performance in labor markets after completing their careers.

James (1987) in his study found that private education had grown for several reasons such as social and differentiated demands for higher education. Social demand for higher education exceeded the public supply and the private markets seek to meet the unsatisfied demand as well as demand for high quality.

James and Benjamin (1988) observed from the study that in Japan public higher education provided better facilities, which were significantly related to quality than private Universities and colleges. The number of pupils per teacher in public Universities was only eight, compared with twenty six in private Universities. Private Universities employed the retired, part-time and experienced teachers in Japan, Columbia, Brazil, Argentina, Indonesia and in several other countries.

Nigavekar (2001) in his study viewed that forty per cent of private participation of higher educational institutions had got success in achieving quality education having a provision of infrastructure facilities, quality teaching facilities,, non-political interference choosing quality students whereas Government supported institutions provided good relief to the middle classes, villagers and urbanities and gave hope that their children could be given quality education at a price within their budget but in actual practice quality achievement in higher education was a misconception.

III. OBJECTIVES OF THE STUDY:The objectives of the study are as follows.

1. To study the views of the parents towards privatization of higher education.
2. To study the parents' views towards quality education provided by the private higher educational institutions.

IV. METHODOLOGY OF THE STUDY: The methodology used for the study is stated below.

Research Method: Descriptive survey method is undertaken to study the views of the parents towards quality education provided by the private higher educational institutions.

Sample: A sample of 500 parents consisting of 300 males and 200 females has been taken from Bripada Block of Mayurbhanj district of Odishathrough random sampling method.

Tools used: The investigator prepared a self-made questionnaire for collection of data.

Data Collection: The investigator personally visited two primary schools of Bripada Block for administering the questionnaire over the students for collection of data.

Delimitation: It is delimited to the parents Bripada Block of Mayurbhanj district of Odishawhose children are studying in private engineering courses inOdisha.

Statistical procedure used: The statistical procedure like mean and percentage are used for analysis and interpretation.

Analysis and interpretation: The views of the parents collected are analyzed as follows. Parents' views towards quality education provided by the private higher educational institutions are given in the table.

TABLE I

Beginning of the Academic Session

Sl. No.	Various periods	Mal es	%	Fema les	%	Tot al	%
a.	Day following the	228	76	122	61.00	350	70

	completion of admission						
b.	Seven days after completion of admission	63	21	67	33.50	130	26
c.	Fifteen days after completion of admission	9	3	11	5.50	20	4
d.	One month after completion of admission	0	0	0	0	0	0

From the table 70% of the parents have viewed that the private higher educational institutions begin the academic session immediately on the day following the completion of admission as a result the syllabus is completed in time. The institutions are taking very care to start the session immediately after admission.

On the other hand 26 % of the parents have given their responses that some other private higher educational institutions begin the academic session just seven days after completion of admission. Only 4% of the parents tell that a few number of the institutions start the academic session after fifteen days of completion of admission.

TABLE II

Status of Teaching Faculties

Sl. No.	Faculties	Mal es	%	Fema les	%	Tot al	%
a.	Teachers having high qualification with Ph.D.	12	4	10	5	22	4.40
b.	Teachers having high	75	25	30	15	105	21.0

	qualification without Ph.D.								above					
c.	Teachers having high qualification with Ph.D. and research activity	213	71	160	80	373	74.6	In the table all the parents have viewed that the teachers use the means of imparting instructions through smart classrooms, video, theory and practical by which the students understand the subject matter easily.						
d.	None of the above	0	0	0	0	0	0	TABLE IV Completion of Syllabus in Due Time						

It is known from the 74.6% of the responses of the parents that many private higher educational institutions appoint the teachers having high qualification with Ph.D. and research activity in order to impart quality education by which the parents are attracted in admitting their children in these institutions. 21.0 % of the responses of the parents say that some other private higher educational institutions appoint the teachers having high qualification without Ph.D. and 4.40% of parents have told on teachers having high qualification with Ph.D. only.

TABLE III
Means of Imparting Teaching by the Teachers

Sl. No.	Various means	Mal es	%	Females	%	Total	%
a.	Teaching using smart classrooms	0	0	0	0	0	0
b.	Teaching through video	0	0	0	0	0	0
c.	Teaching both theory and practical	0	0	0	0	0	0
d.	All the	300	100	200	100	500	100

Sl. No.	Various Causes	Mal es	%	Females	%	Total	%
a.	Mission of duty	134	44.66	87	43.5	221	44.2
b.	Pressure of the management	201	67.0	167	83.5	368	73.6
c.	Demand of the student	300	100	200	100	500	100
d.	Pressure of the Head of the institution	191	63.66	158	79.0	349	69.8
e.	Examination pattern	125	41.66	78	39.0	203	40.6

As cited in the table all the parents have viewed on completion of syllabus that students' demand is natural as the teachers are paid for this. On the other hand course completion is the entrusted work of the teachers so that they are completing the course in due time. As the teachers are receiving salary from the heavy donation of the students, there remains the pressure of the management (73.6%) as well as the Heads of the institutions (69.8%) on the teachers to complete the course and examination pattern (40.6%) is a genuine one.

TABLE V

Works Undertaken for Academic Achievement

Sl. No.	Types of works undertaken	Mal es	%	Fe males	%	Tot al	%
a.	Supervision of weekly assignment.	211	70.33	179	89.5	390	78.0
b.	Introduction of internal assessment	201	67.0	167	83.5	368	73.6
c.	Extra coaching facility.	183	61.0	146	73.0	329	65.8
d.	Extension of education for slow learners and disadvantaged students	207	69.0	178	89.0	385	77.0
e.	Residential teaching facility.	179	59.66	138	69.0	317	63.4
f.	Library and reading room supervision	170	56.66	128	64.0	298	59.6
g.	Meeting with students and parents for students' academic progress.	279	93.0	189	94.5	468	93.6
h.	Vocational counseling.	169	56.33	122	61.0	291	58.2

It is shown from the table that the authorities of private higher educational institutions are inviting the parents, students and teachers to the meeting in order to discuss the academic achievement as well as allied problems of the students to make their teaching learning process effective (93.60%).

78.00 per cent of parents are pointing that supervision of weekly assignment provides feedback to the students to improve their further studies and competitive spirit is encouraged.

77.00 per cent of parents are in favor of remedial teaching after formal education which improves the academic standard of the slow learners and disadvantaged children. 73.60 per cent of parents are responding that internal assessment in private higher educational institutions compel the students to prepare the topics covered by the teachers and engage in their studies throughout year.

65.80 per cent of parents say that the students are getting extra coaching as a result of which their doubts are confidently clarified by their residential teachers. 63.40 per cent of parents are saying that the teachers, residing with the students, are clarifying the doubts of the students easily and control their indiscipline behavior.

In addition to it 59.60 per cent of parents respond that the students are spending their time in the library and reading room because course books and costly reference books are available in the library and reading room which make them attracted.

58.20 per cent of parents are in favor of vocational counseling that the students are able to know different types of employment in various places for which they create awareness and develop efficiency in skill before getting employment.

TABLE VI
Steps for Improving Academic Achievement

Sl. No.	Faculties	Mal es	%	Fe males	%	Total	%
a.	participating in seminar, conference, symposium and workshops	279	93.0	189	94.5	468	93.6
b.	orientation program to the students, teachers and parents	201	67.0	167	83.5	368	73.6
c.	organizing games and sports as well as encouraging them to attend in State, national and international level	213	71.0	160	80.0	373	74.6
d.	Excursion on task related places and study tour	179	59.66	138	69.0	317	63.4
e.	Project work in industrial sectors	191	63.66	158	79	349	69.8
f.	attending exhibition in aptitude,	183	61.0	146	73	329	65.8

	music, dance, painting, drawing and drama etc.						
g.	articles for publication in the magazines, journals and newspapers	228	76.0	122	61	350	70.0

As reflected in the table 93.6per cent of parents have responded that the students are participating in seminar, conference, symposium and workshops with an intention to disseminate hidden thoughts and it is a mandatory course to be undertaken. 73.6per cent of parents are giving their views that orientation program to the students, teachers and parents is conducted by the private higher educational institutions in order to create awareness among the parents about their children’s poor achievement and allied problems faced with the remedial measures taken by the parents, teachers and the authority.

It is reflected from 74.6per cent of parents’ responses that the institutions are organizing games and sports as well as encouraging them to attend in State, national and international level in order to create games and sports spirit that not only makes sound body and sound mind but also creates interest towards learning. Excursion on task related places and study tour (73.40% and 63.40% respectively) also are other steps for improving academic achievement of the students in which the students gather first hand experiences from the nature which are related to their study.

Project work in industrial sectors (69.80%) provides practical knowledge to the students and the students learn from learning by doing as a result the students are getting wide scope to expose their inner quality not only in their institutions but also abroad for achieving medals, prizes and shields etc.

65.80 per cent of parents are responding that the institutions are allowing the students in attending exhibition in music, dance, painting, drawing and drama etc. and not only the students' special innate qualities are emerged but also this aptitude encourages the students' learning. In addition to it the students are giving the articles for publication in the magazines, journals and newspapers (70.00%) and the students' creative thought is emerged in the form of writings that helps in improving academic excellency as a result creative caliber of the students brings welfare of the society, country and world as a whole.

V. MAJOR FINDINGS:

1). 70% of the parents have viewed that the private higher educational institutions begin the academic session immediately on the day following the completion of admission as a result the syllabus is completed in time. The institutions are taking very care to start the session immediately after admission.

2). 26 % of the parents have given their responses that some other private higher educational institutions begin the academic session just seven days after completion of admission.

3). 74.60% of parents view that many private higher educational institutions appoint the teachers having high qualification with Ph.D. and research activity in order to impart quality education by which the parents are attracted in admitting their children in these institutions.

4). 21.00 % of the responses of the parents say that some other private higher educational institutions appoint the teachers having high qualification without Ph.D.

5). All the parents have viewed that the teachers use the means of imparting instructions through smart classrooms, video, theory and practical by which the students understand the subject easily the subject matter.

6). All the parents have told on completion of syllabus that students' demand is natural as the teachers are paid for the teaching purpose. On the other hand course completion is the entrusted work of the teachers so that they are completing the course in due time. As the teachers are receiving salary from the heavy donation of the students, the pressure of the management (73.60%) as well as the Heads of the institutions (69.80%) on the teachers to complete the course is a genuine one.

7). The authorities of private higher educational institutions are inviting the parents, students and teachers to the meeting in order to discuss the academic achievement as well as allied problems of the students to make their teaching learning process effective (93.60%).

8). 78.00 per cent of parents are pointing that supervision of weekly assignment provides feedback to the students to improve their further studies and competitive spirit is encouraged.

9). 77.00 per cent of parents are in favor of remedial teaching after formal education which improves the academic standard of the slow learners and disadvantaged children.

10). 73.60 per cent of parents are responding that internal assessment in private higher educational institutions compel the students to prepare the topics covered by the teachers and engage in their studies throughout year.

11). 65.80 per cent of parents say that the students are getting extra coaching as a result of which their doubts are confidently clarified by their residential teachers.

12). 63.40 per cent of parents are saying that the teachers, residing with the students, are clarifying the doubts of the students easily and control their indiscipline behavior.

13). 59.60 per cent of parents respond that the students are spending their time in the library and reading room because

course books and costly reference books are available in the library and reading room which make them attracted.

14). 58.20 per cent of parents are in favor of vocational counseling that the students are able to know different types of employment in various places for which they create awareness and develop efficiency in skill before getting employment.

15). 93.60 per cent of parents have responded that the students are participating in seminar, conference, symposium and workshops with an intention to disseminate hidden thoughts and it is a mandatory course to be undertaken.

16). 73.60 per cent of parents are giving their views that orientation program to the students, teachers and parents is conducted by the private higher educational institutions in order to create awareness among the parents about their children's poor achievement and allied problems faced with the remedial measures taken by the parents, teachers and the authority.

17). 74.60 per cent of parents respond that the institutions are organizing games and sports as well as encouraging them to attend in State, national and international level in order to create games and sports spirit that not only makes sound body and sound mind but also creates interest towards learning.

18). Excursion on task related places and study tour (73.40% and 63.40% respectively) also are other steps for improving academic achievement of the students in which the students gather first hand experiences from the nature which are related to their study.

19). Project work in industrial sectors (69.8%) provides practical knowledge to the students and the students learn from learning by doing as a result the students are getting wide scope to expose their inner quality not only in their institutions but also abroad for achieving medals, prizes and shields etc.

20). 65.8 per cent of parents are responding that the institutions are allowing the students in attending aptitude exhibition in music, dance, painting, drawing and drama etc. and not only the students' special innate qualities are emerged but also this aptitude encourages the students' learning.

VII. SUGGESTIONS FOR FURTHER STUDY:a). A study can be taken up to analyze the remedial teaching in the privatization of higher education. b). A study can be taken up on type of education given in laboratory of the privatization of higher education. c). A study is needed to investigate the curriculum adopted in the privatization of higher education.

d). A study on comparison on quality education imparted between private higher education and Government institutions.

VIII. EDUCATIONAL IMPLICATION:Privatization of higher education provides quality teaching and hence the parents are attracted to send their children to the private higher educational institutions without caring for money. The parents want to avail present day curriculum which is possible in getting it from the privatization of higher educational institutions. The privatization of higher education provides quality education through which unemployment problem can be removed from the country and thus decreasing the burden of the Government.

IX. CONCLUSION:

The investigator has taken initiative to study the views of the parents towards quality education provided by the privatization of higher educational institutions. The institutions provide various processes and techniques in order to imbibe the students and attract the parents to send their children to study in the privatization of higher educational institutions in spite of more admission and donation fee. The findings of the study will help the learners, planners, policy

makers, researchers, administrators to implement the results obtained from the problem for further researches.

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