



Public and Private Schools Acquire and use Teaching and Learning Materials

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Abstract: The research delves into the influence of gender on learning outcomes and the role of teacher training in shaping these results. Through a methodical analysis and comparison, the thesis provides insights into the effectiveness of educational strategies and their implications for enhancing student achievement. The findings are intended to inform educators, policymakers, and stakeholders in making evidence-based decisions to improve educational practices and bridge the gap between government and private schooling systems.

Keywords: Educational practices, teacher training, learning outcomes, government and private

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INTRODUCTION

Learning techniques are structured approaches to acquiring new knowledge. All of these things are carried out with the intention of achieving a learning result, or the skill or knowledge we want to acquire from this educational journey. Students' learning methods are the plans they make and the steps they take to finish assignments. On the other hand, learning tasks are the means by which pupils may do a job on their own. It would seem that learning techniques are "tricks" that students use to improve their memory retention and performance on certain activities. In order to accommodate the wide range of learning styles and backgrounds represented in their classrooms, educators are rethinking and even reshaping the way they approach instruction.

A lot has changed in the modern classroom: the chalkboard has given way to a computer, audio has replaced visual, competition has given way to teamwork, and instruction has given way to moulding. Different people learn in different ways. Everyone learns in their own unique way; some kids thrive in groups, others do better on their own, and still others benefit greatly from sharing what they've learnt. A number of scholars have investigated the nature of learning techniques and the factors that contribute to their efficacy. A greater grasp of the meanings of "learning" and "strategy" on their own is necessary for effective learning of the former.

Government teacher training and ongoing professional development ought to have been a central focus of the Ministry of Education's efforts regarding secondary school government as a core student teacher. The issues of training and additional training for government instructors have grown in importance with the passage of democratic reforms and the steady advancement in executing government programs and initiatives. The teacher is both the "most important resource" and a pivotal figure in today's education systems, and this is related to the fact that teachers are both given more leeway to be creative and

independent thanks to educational reforms, but they are also saddled with more responsibility to ensure that their students learn the material. As a result of the shifting sociocultural and political context in which contemporary education is taking place, instructors face more intricate and challenging situations in the course of their professional work. As a complement to initial and ongoing professional development, teachers may benefit greatly from words of encouragement and support as they face these challenges. The burden of social influences and reforms falls squarely on public schools and the educators who teach about government in schools. Studying government is evolving in terms of its goals, objectives, core beliefs, content, and methods. Alterations to both initial and ongoing teacher education are necessary to address the issues that are cropping up over time.

A modern-day government teacher is someone who has been given the responsibility of humanizing and harmonizing human connections, in addition to having a deep understanding of knowledge and child psychology. Teachers employed by the government must be adaptable, caring individuals who can guide students as they discover who they are as individuals, grow in self-awareness, and solidify their cultural identity. Concurrently, that individual has to be able to collaborate with others, communicate with people from all walks of life, stand up for what they believe in, and take part in the ways that our society upholds democratic principles. Thus, it is imperative to seek out new forms and technologies for teacher training, both basic and advanced, so that educators may cultivate the personal and social traits that are essential for success in the classroom.

The information and abilities that teachers will require throughout their careers cannot be covered in basic training programs today. The concept of "life-long education" has recently emerged as a global policy priority. It presents additional difficulties for educators, as they need to be able to articulate their learning requirements at each stage of their career growth. All things considered, the training system—and especially refresher and additional training—has to be prioritized in a way that helps instructors meet their learning requirements in a timely and flexible manner.

LITERATURE REVIEW

Khan, Waqas. (2020). Innovative pedagogical practices in Pakistani public and private schools were the focus of this research. The purpose of this research was to compare and contrast the ways in which different schools use innovative pedagogical practices and the results for their pupils. One hundred and ten classroom instructors, fifty from the public and private sectors each, filled out a questionnaire with ten assertions. The instrument was found to be of excellent quality and dependable. Using crosstabs, we looked for statistically significant correlations between different school types and different forms of education. Instructors in the two fields employ new pedagogical approaches rather differently.

Bhattacharya, Dipak & Mohalik, Ramakanta. (2015). -In order to ensure that all students get a high-quality education, it is essential that elementary schools have enough learning resources and basic infrastructure. It is impossible to set up effective teaching and learning processes without adequate teaching and learning resources and fundamental infrastructure. Primary schools' access to and use of basic infrastructure and teaching-learning resources was the focus of this research. Using a descriptive survey approach, the research was carried out in ten elementary schools within Contai Municipality. In order to gather information on the resources and infrastructure that elementary schools have for teaching and

learning, this research used a self-made checklist and an interview schedule with the principal, teachers, and students. This research used a self-made observation program and an interview schedule for the head teacher, teachers, and students to determine how primary schools make use of teaching-learning resources and basic infrastructure. The majority of elementary schools lacked enough basic infrastructure and teaching-learning resources, according to the report. Additionally, these elementary schools did not make good use of their instructional resources or fundamental infrastructure, according to the report.

Frimpong, Samuel. (2021). For children to reach their full potential, they need positive influences in their early years to think critically and socialise appropriately, and quality early childhood education (QECE) is key to making that happen. It has been suggested in several literatures that Sub-Saharan Africa, including Ghana, suffers from an overall shortage of Teaching and Learning Materials (TLMs). On the other hand, according to constructivist theory and other studies, students need easy access to TLMs both before and during class in order to guarantee quality early childhood education and care (QECE). Twelve early childhood education (ECE) schools in Ghana's Agona East District, located in the Central Region, were surveyed and observed using a case study approach. Twelve early childhood education instructors and twelve school principals made up the twenty-four-person participant pool. According to the results, TLMs were seen by participants as crucial in guaranteeing the supply of QECE. Once again, the kids couldn't play with TLMs since they weren't easily accessible. Children were unable to access or actively engage with the TLMs because of their inaccessible character, according to the research. Because TLMs were unavailable and inaccessible, the results also showed that interaction could not play a significant role in ECE supply. Teachers and ECE providers, according to the results, should make sure that TLMs are easily accessible for students to use. Educators can also think of creative methods to build TLMs in their own communities. Also, they need to make sure that kids are actively engaging with the TLMs since it's the best method for them to learn.

Ghimire, Surendra et.al. (2020) The results of a phenomenological research comparing the experiences of first-year teachers in community and institutional schools in Nepal's Mid-Terai region are presented in this article. With the presumption that private schools provide a better education than public ones, this research set out to compare and contrast the two kinds of school administrations' responsibilities in order to deduce how the former achieves its superior academic outcomes. Clients' concerns, the managerial will, capacity, and autonomy of the head teacher, and teachers' responsibility are the significant factors in making a school difference for students' learning, according to analysis of the generated data, which reveals a complex phenomenon of diverse, interrelated, and non-linear factors. When compared to community schools, institutional schools are better at monitoring student behaviors, using rewards and punishments to motivate instructors to ensure that pupils are well-prepared for exams, and facilitating communication between school and parents to encourage parental involvement in their children's education. However, the issue of distance is a problem in both kinds of schools when it comes to the atmosphere for teachers' continual professional growth. Until inexperienced teachers in Nepal acquire the bare minimum of professional competence, these results point to the leader-oriented model as the superior choice for school management committees.

Awan, Dr. Abdul. (2020). Examining the differences and similarities in secondary education between public and private institutions in the Khanewal and Vehari areas of Pakistan was the primary motivation for

writing this article. Three hundred educators from ten different public and private schools were surveyed using a convenience sample technique to compile primary data. Twenty principals and head teachers were also a part of the sample. To capture the opinions of the participants, a five-point Likert scale was used. Compared to private schools, public schools provide more experienced permanent professors, larger buildings with basic equipment, and competent personnel. Education quality, course content, and pedagogical approaches.

RESEARCH METHODOLOGY

A research study may be conducted in several ways. However, the study's goals, the nature of the issue, and the purpose all play a role in deciding the approach. The research technique is crucial to every study; without it, no study can be conducted. The experimental method is used anytime the research's hypotheses and experiences need to be validated. In research projects that require an examination of a person's past and present-day career and background, the historical approach is used. The philosophical method is utilised in research work and analysis of current educational conditions and developments whenever an education philosopher's ideology is examined in relation to other philosophers in the field or in regard to its relevance to the present. Since the survey is associated with R&D, it is appropriate to utilise it in this context if an effort is made to examine the order. Therefore, the researcher in the current study used a survey approach.

Finally, in the fourth stage, 180 elementary school teachers were chosen using a random sampling technique; 90 of these teachers came from public schools and 90 from private schools. Using an accidental sampling technique, 600 parents were chosen, with 300 parents from public schools and 300 from private schools. In addition, we collected the grades of every student from kindergarten through eighth grade from the chosen public and private institutions.

DATA ANALYSIS

The usage of instructional materials allows teachers to liven up their lessons and students' learning experiences in the classroom. Tables 1 and 2 indicate the availability of teaching learning materials in public and private primary schools:

Table 1: How Public and Private Schools Acquire and Use Teaching and Learning Materials

Item No.	Availability of Teaching Learning Material	Type of School			
		Government		Private	
		Yes	No	Yes	No
1	Chalk Board	30 (100%)	-	30 (100%)	-
2	Chalk	30 (100%)	-	30 (100%)	-
3	Duster	30 (100%)	-	30 (100%)	-
4	Map	30 (100%)	-	30 (100%)	-
5	Flash Card	3 (10%)	27 (90%)	24 (80%)	6 (20%)
6	Chart	3 (10%)	27 (90%)	21 (70%)	9 (30%)
7	Globe	21 (70%)	9 (30%)	27 (90%)	3 (10%)
8	Abacus	12 (40%)	18 (60%)	30 (100%)	-
19	Mathematics Kit	30 (100%)	-	6 (20%)	24 (80%)
10	Science Kit	12 (40%)	18 (60%)	9 (30%)	21 (70%)
11	English Kit	30 (100%)	-	3 (10%)	27 (90%)
12	Television	30 (100%)	-	30 (100%)	-

In Table 1, we can see what resources are available to elementary school teachers and students in both public and private schools. According to the data in the table, every single classroom in both public and private schools had a chalkboard, chalk, duster, and map. It is reasonable to assume that every single classroom in every single public and private school has a chalkboard, chalk, duster, and map.

The majority of classrooms in public schools had permanently installed black boards, while private schools' boards were green and white. The survey also found that private schools' blackboards were of higher quality than public schools. Despite this, the researcher noted throughout the study that private school instructors used high-quality dustless chalks, but public-school teachers used cheap chalk, which was always bad for their health. Also, the investigator saw that most instructors in public schools utilised student-made duster. While doing the research, it was also noted that the majority of public and private school educators did not include the maps into their lessons.

According to Item No. 5, only 10% of public schools used flash cards, while 90% of private schools did not. Similarly, 80% of private schools had flash cards, while 20% did not. It may be inferred that the vast majority of public schools (90.00%) lacked flash cards, but the vast majority of private schools (80.00%) possessed them. Despite this, it's reasonable to assume that some public schools used flash cards.

Having said that, the majority of public and private school educators were found to be non-users of flash cards in the classroom. Number 6 illustrates that out of all the government schools, 10% had a variety of charts for instruction and 90% did not. Contrarily, charts for teaching and learning were present in 70.0% of private schools, whereas in 30.0% of private schools they were nonexistent.

One possible conclusion is that whilst the vast majority of public schools do not use charts for instruction, the vast majority of private schools do (70.00%). But there were a few of public schools that have charting

facilities. However, the researcher noted that while most private schools did not utilise the charts in their lessons, a small number of public school instructors did.

Seventy percent of public schools possessed globes, whereas thirty percent did not, according to Item No. 7. The opposite was true for private schools: 90% of them had globes and 10% did not. The results show that most private schools had globes and that the majority of public schools had them as well. It was noted that most public and private school educators did not use the globe when instructing students.

Abacus facilities were present in 40.0% of government schools, whereas 60.0% did not, according to Item No. 8. The abacus was, nevertheless, available at all private schools. Sixty percent of public schools presumably lacked access to abacuses, in contrast to all private institutions. Still, a few of public schools have access to abacus facilities. However, it was noted that most public and private school instructors did not use the abacus in their lessons. Item 9 demonstrates that all public schools were provided with a math's kit. A total of 20,000 private schools lacked a mathematics kit, whereas 80,000 did.

It may be inferred that although all public schools had mathematics kits, the vast majority of private schools did not. Additionally, it was noted that the majority of private and public-school instructors never used a mathematics kit in their classrooms. Additionally, it was noted that even some public-school teachers avoided using the math's package.

According to the data in Item No. 10, just 40% of public schools possessed science kits, while 60% did not. In contrast, just 30% of private schools possessed scientific kits, while 70% lacked such resources. Conclusion: most public schools (60%) and private schools (70%), respectively, lacked a science kit. Nevertheless, it may be inferred that a science kit was present in 40,000 public schools and 30,000 private schools.

The majority of public and private school instructors did not utilise scientific kits in their lessons, according to the study's observer. No. 11 demonstrates that all public schools were provided with an English language kit. Conversely, private schools had an English kit in 10% of cases and none in 90% of cases.

The majority of private schools (90%) lacked an English kit, in contrast to all public schools (100%) which had one. Yet, English kits were scarce at private schools. Additionally, it was shown that the majority of private and public-school educators never used the English kit. All public and private schools possessed televisions, as shown in Item No. 12.

It is safe to say that every single public and private school in the country had access to televisions. The study's investigator noted that private schools included television into their pedagogical practices, playing a variety of poetry and instructive films to help children improve their listening skills.

Despite this, the research did find that the majority of government school Edu-Sets were in poor operating condition. When comparing public and private elementary schools, it was found that private schools have a greater variety of teaching and learning resources.

Extracurriculars Hosted by Public and Private Institutions of Higher Learning

Elementary school students are in the midst of a formative developmental period. They are going through a

period of development in every facet of their lives, including their bodies, minds, social lives, morals, emotions, and spirituality. Only by participating in extracurricular activities at school will pupils be able to grow in all these areas. The following tables provide an interpretation of the extracurricular activities organized by public and private elementary schools: This is

Table 2: Extracurriculars Hosted by Public and Private Institutions of Higher Learning

Item. No	Co-curricular Activities	Type of School			
		Government		Private	
		Yes	No	Yes	No
1	Daily Morning Assembly	30 (100%)	-	30 (100%)	-
2	Morning assembly Activities:				
	Prayer	30 (100%)	-	30 (100%)	-
	Thought of the day	12 (40%)	18 (60%)	30 (100%)	-
	News Reading	6 (20%)	24 (80%)	30 (100%)	-

The extracurricular events planned by public and private schools for the morning assembly are detailed in Table 2. According to the data in the table, every single public and private school had a daily morning assembly with prayer. Almost every school, public and private, had a regular morning assembly when students gathered to pray and learn about the day's events.

Table data also reveals that although students in 40% of public schools wrote the day's theme on the blackboard, in 60% of public schools, this practice was not replicated. Students at private schools, on the other hand, were required to write their daily thoughts on the blackboard. One possible conclusion is that in most public schools (60%) kids wrote the daily idea on the blackboard.

Twenty percent of public schools had pupils read the news from the previous day during morning assembly, whereas eighty percent of public schools did not. In contrast, at morning assembly in schools that are entirely private, pupils are given the day's news.

It may be inferred that the majority of pupils in public schools (80%) did not peruse the current events during the morning assembly, but the exact opposite was true in private schools (100%).

Private schools, according to the investigator's careful observation, had more going on during the morning assembly than public schools. The report also noted that every morning assembly at both public and private schools included the singing of the national song.

Table 3: Organisation of Extracurricular Activities in Public and Private Schools Concerning Athletics and Celebrations.

Item No.	Organization of Co-curricular Activities	Government School			Private School		
		Always	Sometimes	Never	Always	Sometimes	Never
1	Organize sports activities	3 (10%)	3 (10%)	24 (80%)	18 (60%)	9 (30%)	3 (10%)
2	Celebration of religious festival	3 (10%)	3 (10%)	24 (80%)	24 (80%)	6 (20%)	-
3	Annual sports meet	-	6 (20%)	24 (80%)	18 (60%)	3 (10%)	9 (30%)
4	Celebration of annual function	3 (10%)	-	27 (90%)	24 (80%)	3 (10%)	3 (10%)

Table 3 shows the extracurricular activities that elementary schools, both public and private, have planned. Point 1 demonstrates that 10% of public schools regularly hosted sporting events, 10% sometimes did so, and 80% never did so. However, private schools accounted for 60% of all school sports, 30% of occasional sports, and 10% of never-sports occurrences.

Considering that most private schools consistently have sporting events, it's safe to say that the vast majority of public schools (80%) never do. Private schools likely have more extracurricular athletic events planned than public schools when looking at the two types of schools' side by side.

In item 2, we can see that 10% of public schools regularly celebrated all religious festivals, 10% sometimes did so, and 80% never did so. Conversely, private schools observed all religious festivals consistently at 80% of the time, and at 20% of the time, they observed all religious festivals sometimes.

After looking at the data, it seems that private schools always celebrated every religious event, but public schools never did. On the other hand, it's safe to say that not many public schools commemorated every religious holiday. It may be inferred from a comparison of public and private schools that the latter had more festival celebrations.

CONCLUSION

This study compares and contrasts public and private schools in terms of their learning environments' efficacy in areas such as: open communication; performance standards; innovative teaching practices; feedback mechanisms; practical exposure; class dynamism; library facilities; commitment; creative talents; trust and mutual respect; professional competencies; and informational and transformational educational programs. There are two sections to the study: one is on the pupils and the second on the principals. The purpose of this research was to compare and contrast public and private schools in the city from the points of view of both pupils and school administrators. According to the results, private schools provide a more conducive setting for learning than public schools. In private schools, funds are set aside for things like infrastructure, teacher professional development, technology purchases, assistance from upper management, and a proper system. However, government schools rely heavily on higher authorities and have a very sluggish budget passing mechanism. Consequently, there are aspects of the learning environment in which public schools do worse.

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