

An Analysis of Education Practices through Self-Financed Organisation-Increasing Learning Attitude: A Case Study of Secondary Level School of Province 3 in Context of Nepal

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Abstract: Education is the process of facilitating learning, for the heightening of the knowledge, skills, and values and so on. Self-financed schools also known to many as in depends school, non-governmental, privately funded or non-state schools are not administer by locals. In context of Nepal, there are numerous types of opinion on disparities on private and public schools in Nepal. This study examine that how an education practice increase learning attitude through self-financed organization in the central Nepal within Province number 3 in Nepal. A primary case study of 32 consecutive secondary school from Sindhupalchowk, Kathmandu, Kavrepalanchow, Makwanpur and Chitwan district respectively within Central Nepal within in province Number 3. The study result signifies that the learning practices in the self-financed organization is much higher in the study area. Student's outcomes including quality, result and satisfaction level found higher in the private schools. Whereas education system and management skills also played a vital role in the development of various actors such as students, teachers, parents and SMC respectively. The study conclude that education level of school found higher supported through self-financed organisation. Awareness is more and useful in the private based school with a useful environment of competition exist among the students and other stakeholders. The study result further recommended that self-financed organisation had monopoly in education sector. Therefore, unusual expenses and load could minimise after reviewing it. The demands towards modern equipment is high by the many stakeholders in most of the visited schools.

Keywords: Education, Learning, Self-financed Organization, outcomes

1. Introduction

Education around the world is recognized as an important factor for the socioeconomic development of any society. Education today has become the most potent instrument, not only for the social and cultural changes but also for the economic development of the society. Ali (1997) describes that rapid economic development of a nation lies in the provision of education and skilled labour. Education generates not only new ideas and competency; it also accelerates the pace of technological transformation. Furthermore, education prepares the people for making better choices and provides them with the opportunities leading a better life (Government, 2007)

Historically, the role of self-finance organizations in development is linked with the failure of state to solve the development problems of many third World countries. Since the end of World War II, developing countries have been following Western models of development to achieve positive economic change. However, consensus has never prevailed on what development is or should be Since the 1950s; the aim of development has been to imitate industrial nations of Europe and North America for industrialization. In developing countries, national economic growth has been considered as the main goal in itself. However, growth does not automatically translate into distribution of wealth among citizens. This has necessitated the role of Self Finance Organizations in Third World development (Martinussen, 1997)

Since Nepal's school education system comprises five years of primary (grades 1-5), lower secondary (grades 6-8) and secondary (grades 9-10). Now according to restructuring of school education the primary grades will be from grades 1-8. A national level of School Leaving Certificate (SLC) examination is carried out at the end of grade ten. Higher Secondary level of grades 11 and 12 are extension of Secondary education system of higher education. A separate line of Sanskrit education also exists in the country that runs from the school level to higher education. At the school level, Sanskrit school curriculum is compatible with the curriculum of general school. Similarly, a technical stream of education has also been developed in order to produce low and middle level human resource necessary to carry out the task of national development (Pradhan, 2011).

Plan Nepal (2015) also did a survey and found that compare to the government system Private school structure, way of dealing, management and learning environment is far better in private lead organization in context of Makwanpur district (PLAN, 2015)

Particularly, the aim of this school education is to produce competent and healthy citizens who can contribute to economic development and are familiar with national traditions, cultural and social heritage, and democratic values (DEO, 2015)

In Nepalese context, the government school are poorly organised because of this the overall performance of the school did became satisfactory. On the other hand private

run education are well set up and always stood on the top position. There are number of reasons including social, economic and political reason, Beside all these a lack of research is another major part of the gap between the school run by government system and private hand, therefore this study was only aim to highlight the self-Financed school and its learning system(MOEP, 2015)

According to UNICEF(2016), the education environment for child is very important as this make space and learning mechanism to create an environment for the students of schools in the urban-rural area.

In a similar study by Manandhar and Koirala (2019) also high lightened the fact that private sector learning attitude in the Present federal system is far better compare to the Previous one. Private played a vital role in the education carrier of Nepal in present situation(Manandhar & Koirala, 2019)

The above-mentioned reason and statement brought a big research gap and comes in an action to perform a case study based research within the study area. Hence, the researchobjectivewere drawn based on the literature mentioned here with:-

- a) To find out the learning situation of the study area supported through self-financed organization.

2. Data and Methods

2.1 Study Area

Sindhupalchowk, Kavrepalanchow, Kathmandu, Makwanpur and Chitwan district within central Nepal under Province number 3 has been certain for the study area. The Study area in potential for the education and politically well oriented, Tamang and other ethnic majority is higher in the study area. Out of 1132 Private secondary school, only 32 schools randomly selected for this study. The data collection was executed in between April to July 2016

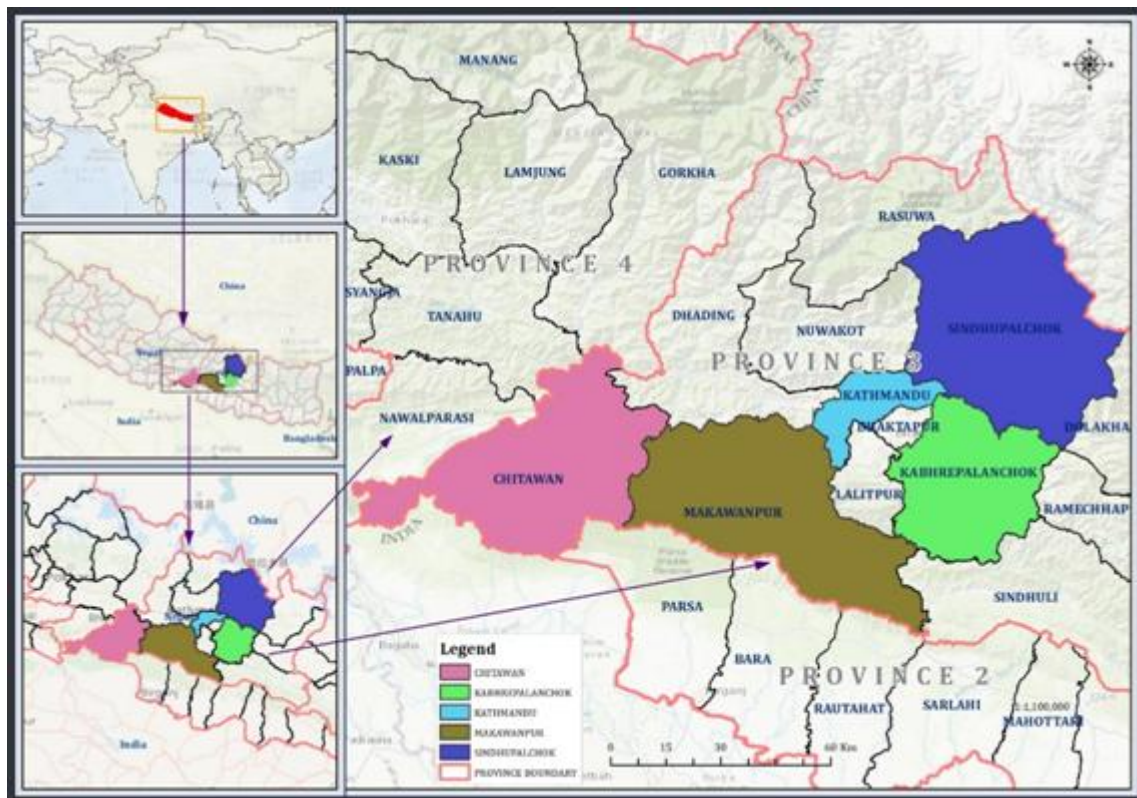


Figure 1: Study area: Picture taken from article by Dev Chandra Manadar and Dr. Siddhi Prasad Koirala, Mewar University

2.2 Data Collection

Primary survey questionnaire for the respondents were prepared with four major respondentswere setincludng the number such as –

SMC-128, Teacher-160, Parents-128 and Principal-32. Some of them Principal are KII and other are respondents in this study.

In depth, interview and KII(Key Informant Interview)were conducted with various line agencies members such as DEO, MEOP, and DOE, to verify the facts.

A FGD with 5 different respondents in the 4 different locations were conducted with standard questionnaire of open questions. This also comes in effect to analyse the descriptive description of the study area through a collective mode. FGD covers the different aspects of management of quality education, which was not captured in the direct questions, relation between students learning achievement and quality education were fully viewed and captured accordingly.

2.3 Data analysis

The reliability and validity of instruments were tested through pilot test, 3 schools in nearby Chitwan district

questionnaires were tested as pilot learning, later the learning experiences were reviewed and compiled into the final questionnaire. The validity were tested through Cronbach's Alpha test. The test generated a value of 0.85, which is reliable from the statistical manners, Similarly, IBM SPSS Vol 20 software were used to analyse and MS excel were used to used table and graph for the data interpretation Correlation and Cross-tabulation value were analyse in this study.

3. Results

Based on the objective of this case study a table, which analyse and compiled through the collected data has been tried to illustrating here-

Table 1: Respondents perception on the development of school education in the study area)

Variables (Only People's perception)	Agree (%)	NA (%)	Disagree (%)	CV (%)
Good Infrastructure	87.5	6.3	6.3	45.45
Well Management Committee	93.8	0	6.3	49.45
Good Learning Opportunity	93.8	6.3	0	39.14
Regular Classes	100	0	0	33.1
Extra classes for weak students	73.4	20.3	6.3	49.02
Regular excellent result	93.8	6.3	0	37.59
Regular interaction	90.6	3.1	6.3	48.05
Teaching Strategies	85.2	5.5	3.1	52.53
Evaluation System	68	32	0	35.61
Appropriate Lab Management	75	18.8	6.3	45.82
Library with enough books	76.6	9.4	14.1	45.4
Extra-Curricular Activities	75	17.2	7.8	39.57
School Administration	89.1	4.7	6.3	49.99
Learning Environment	93.8	6.3	0	34.68
About Tuition Fee	57.8	34.4	7.8	42.66
Average	83.7	11.2	4.8	43.2

(Note: NA= No Answer, CV = Coefficient of Variance)

(Source:- Field visit, 2016)

A total of 15 list of indicators were asked through a standard questionnaire from people perception on the development of school are illustrating here. The data revealed (Table-1) here that in average 83.7 % are agreed, whereas 11.2 % were not agreed, and CV stands for 43.2 %. However, about tuition fee, and extra curriculum activity the majority of respondents are less than 80 %. In private school it was find that the tuition fees is double and even some time ten times greater value than government school in some cases. Since, private schools are quite expensive due to high investment in education, building, human resources and materials. S, in order to recover this entire amount there is no way rather to increase/ revision the tuition fees and other fees because of which fees are high in the private schools. In another hand private school more focused on result in individual as well as in group so the study priority is high and based on the situation they are flexible to achieve the result, as a result of this, the flexibility for extra curriculum activity is minimal in most of the surveyed area. Similarly, regarding evaluation system the people's perception is less than 80 % because private do bios in the result because they do believe in the overall rating than the process, an evaluation system in private sector is influenced to their own favour due to internal monopoly compare to the government system.

Through a FGD discussion, it was foundthat private school evaluation is influenced with and result sometime in the favour of the institute. Private sector don't want to loses there achievement, an adversimenet of private school in the media make some sense for the future enrolment, hence to obtained result it meet the target anyhow.

Similar statement noticed through a discussion with DEO and MOEP officials that private sector school are intelligent to do pass out of there students anyhow.

Through many research it was noticed that private school learning are far better than government system. Nepal (2016)stated through his study that in Central Nepal the Level of education system is higher and self-financed organization had played a vital role in the learning development of the school, thistrend is gradually increasing with a number of private school enrolment is getting higher day by day because of mainly learning environment and the value of result.

The above fact is enough to prove that Private level of study is far better and result and carrier oriented than other system in the study area.

The above series of fact clearly spreading a message that private sector school is far better and achievable for the growth, it had unique techniques to increase the capacity of students and make the institution better.

While talking to the SMC, Parents, Teachers and Many other stake holders of the school , it was found that self-financed origination are moves on proper planned and bound in the system, they are very strict and careful in communication , learning, feedback for the result oriented and open for the feedback, which is the key success of their upcoming process.

Table 2: Respondents perception on the role of development of school education in the study area

Principle Perception	Agree	Neutral (Don't Know)	Disagree
Teachers are highly regular	93.80%	3.10%	3.10%
Teachers fulfill their responsibility regularly with excellent way	96.90%	3.10%	0.00%
Practical contents are well practiced	100.00%	0.00%	0.00%
Feedback is given to the weak students	96.90%	0.00%	3.10%
Teaching learning activities are effective	100.00%	0.00%	0.00%
Students' evaluation is regular	93.80%	3.10%	3.10%
Teachers' code of conduct is being followed	96.90%	3.10%	0.00%
Classroom management is based on student behaviour	78.10%	12.50%	9.40%
Students are highly regular	100.00%	0.00%	0.00%
Students fulfill their responsibility regularly with excellent way	96.90%	0.00%	3.10%
Evaluation system is supported by students	93.80%	6.30%	0.00%
Practical contents are well practiced	96.90%	3.10%	0.00%
Student does not bunk school	90.60%	0.00%	9.40%

Students' code of conduct is being followed	93.80%	6.30%	0.00%
Parents are positive to school's role	93.80%	3.10%	3.10%
Constructive suggestion are often provided by the parents	96.90%	0.00%	3.10%
Regular interaction between teachers and parents	90.60%	9.40%	0.00%
SMC is aware about quality of education	75.00%	9.40%	15.60%
National education policy is followed by school	40.60%	50.00%	9.40%
Head teacher is free to perform his duty	84.40%	6.30%	9.40%
No political pressure is given to the HM	81.30%	6.30%	12.50%
Regular inspection to the work of school administration	71.90%	12.50%	15.60%
The role played by private and public school to improve the education is appreciative	96.90%	3.10%	0.00%
Negative role is played by the government to uplift the private school	50.00%	25.00%	25.00%
Complete application of government policy by public and private school	78.10%	6.30%	15.60%
The criteria set by the government is fulfilled	71.90%	15.60%	12.50%
The tuition fee is charged as set by the government	75.00%	9.40%	15.60%
An attempt to control the activities of the students organization in school	43.80%	28.10%	28.10%
Peace zone school is implemented as announced by the government	40.60%	15.60%	43.80%
The role of private school is aware to education	96.90%	0.00%	3.10%
The running of the school has supported the school	96.90%	3.10%	0%
The number of school is increased according to the social need	90.60%	3.10%	6.30%
The role is played to increase the literacy	90.60%	9.40%	0.00%
The role played to increase educational achievement	100.00%	0.00%	0.00%
The role is played to produce skilled man power	100.00%	0.00%	0.00%
The role is played to increase skills in students extracurricular activities	100.00%	0.00%	0.00%
Enough investment on the development of infrastructure	84.40%	12.50%	3.10%
School managements up to date	81.30%	9.40%	9.40%
Students learning is high	87.50%	6.30%	6.30%
Teachers' performance is high	84.40%	12.50%	3.10%
Evaluation system is result oriented	84.40%	15.60%	0.00%
The social view is supportive to school	53.10%	28.10%	18.80%
Government is also supportive to public and private school	53.10%	18.80%	28.10%
Learning environment is effective	90.60%	9.40%	0.00%
The relationship between public and private school is sound	65.60%	21.90%	12.50%
The schooling culture is developed	87.50%	12.50%	0.00%
School administration is friendly to students and teachers	84.40%	6.30%	9.40%
Regular interaction takes place between SMC and parents	78.10%	12.50%	9.40%
The SMC is free from politics	84.40%	9.40%	6.30%
The result of the school is regularly improved	96.90%	3.10%	0.00%
Teaching materials are completely	87.50%	9.40%	3.10%

managed			
The schools' role is always dynamic	90.60%	9.40%	0.00%
Average	84.38%	8.72%	6.90%

(Source: Field Survey , 2016)

The perception described here as in average 84.38 % fully agreed, 8.72 % are neutral and rest 6.90 % are disagree (Table-2) by group of Teachers. The data clearly shows that the Principal perception is clear as most of answered are agreed.As, per the data obtained from the Principal section we, can add that education is most important and on Priority for the coming days. Since, Principal became the part of management of school and most of the responsibilities gradually observed through him. The Principal Opinion is also vital for this research because he is the overall manager of the education and all feedback and teachers outcomes depends on that.

Through A FGD also stated the similar fact that:- Private school are strict and tough who do innovative plan to achieve the result time by time.

4. Conclusion

There are list of conclusion drawn here with:-

- Education level of school found higher supported through self-financed organisation.
- Student's awareness is more and beneficial in the private school.
- An environment of competition occur among the students and other stakeholders.
- Other activity also take vital role in the increment of learning attitude run by self-financed organization.

5. Recommendations

Based on the study following recommendation was outlined here:-

- Self-financed organisation had monopoly in education sector. Unusual expenses and load could minimise after reviewing it.
- Private sector school always makes profit and earn lots, in order to minimize this the taxation, legal mitigations and other tax-liabilities of school should be well coordinated with the authority.

Abbreviation

SMC-School Management Committee, KII- Key Informant Interview, DEO-District Education Office, DOE-Department of Education, MOEP-Ministry of Education and Population, FGD-Focus Group Discussion, CV-Coefficient of Variance I/NGO-International/ Non-Government Organization.

6. Acknowledgement

This study is not possible without the support of respondents and my research team members. I am very much thankful to all the interviewed of this study. Much thankful to my research supervisor. I am also thankful to, Dr.Bijaya Nepal, Raju Chhetri of Mewar University for their support to make this article perfect and articulate. I am also thankful to the members of FGD, KII and many other stakeholders who

directly/ indirectly supported me on my case study. I am indebted to my research supervisor who guided and supported me to make this work complete.

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