



RESEARCH PAPER

A Study on the Satisfaction of Head Masters/Principals with reference to the Impact of Privatisation on Quality Dimensions of secondary Education**Harihar Sarangi¹ and Debanta Dadhibaman Panda²**¹ P.G. Department of Education, G.M. University, Sambalpur, Odisha² C.R.C.C. Kundakhai Cluster, Bargarh, OdishaEmail: hsarangi@rediffmail.com, raksheepanda@gmail.comReceived: 7th May 2017, Revised: 22nd May 2017, Accepted: 25th May 2017**ABSTRACT**

The objective of the present study was to investigate the impact of privatisation on quality in secondary education in terms of Headmasters/Principals' perception relating to their satisfaction with customer orientation, client education, quality of education, teacher's participation, innovation, parents' involvement and linkage. A sample of 57 Headmasters/Principals from both private and government secondary schools was selected randomly. Out of which 25 Headmasters/Principals were from private secondary schools and 32 were from government secondary schools. The questionnaire for Headmasters/Principals originally developed by Mukhopadhyay (2001) was adapted by the investigator for the collection of data. The "t" test reveals that i. the Headmasters/Principals of private secondary schools and government secondary schools showed their satisfaction with customer orientation on a similar line; ii. Headmasters/Principals of private secondary schools were significantly better with client education, quality of education, innovation and linkage than the government secondary schools and iii. the Headmasters/Principals of private secondary schools were highly satisfied with the involvement of teachers in schools activities than government secondary schools.

Key words: Privatisation, quality education, secondary education, Headmasters/Principals and satisfaction

INTRODUCTION

Quest for quality in education has been the prime concerns of all countries across the globe. Needs and expectations of the stakeholders in education are changing very fast over time and space. Ensuring quality of secondary education has been acknowledged by all as it is considered as a gateway to higher education. Government, due to financial constraints, fail to meet the stakeholders' educational needs and expectations. As a result there is mushroom growth of private secondary schools in India. Positive impact of privatisation on quality education (Erdogan 2005; Karakosa and Kocabas 2006; Kizildeg 2009), cognitive outcome (Coleman, *et al.*, 1992; Bay and Tugluk 2009), students' achievement (Lockheed and Jimenez 1994; Kingdon 1996; Alderman, *et al.*, 2001; Aslam 2007; Kindon 2008; Goyal 2009; French and Kingdon 2010; Tooley, *et al.*, 2011; Javaid, *et al.*, 2012; Chudgar and Quin 2012; Muralidharan and Sundaran 2013), and material and human resources (Vuzo 2008; Lwaitama and Galabawa 2008) and negative impact on students achievement (Lassibille and Tan 2001) and no impact on school effectiveness (Uribe, *et al.*, 2006), learning outcomes (Wadhwa 2009) and students performance (Johnson and Bowles 2010; Akaguri 2011). Satisfaction of Headmasters/Principals as internal stakeholders is considered as an important parameter of assessing quality in secondary education. A retrospective review of literature revealed that there has not yet been any research study on satisfaction of Headmasters/Principals with different quality dimensions in secondary education. Therefore the present study has been conducted.

OBJECTIVE

To study the satisfaction of Headmasters/Principals with different quality dimensions in secondary education such as customer orientation, client education, quality of education, teacher's participation, innovation, parents' involvement and linkage.

HYPOTHESIS

There exists significant difference between perception of Headmasters or Principals of private secondary schools and government secondary schools relating to their satisfaction with customer orientation, client education, quality education, teachers' participation, innovation, parents' involvement and linkage.

METHODOLOGY

DESIGN:

Since the objective of present study has been to investigate the satisfaction of Headmasters/Principals with different quality dimensions in secondary education, the causal- comparative and ex-post facto research method was used.

SAMPLE:

A sample of 57 Headmasters/Principals from both private and government secondary schools was selected randomly. Out of which 25 Headmasters/Principals were from private secondary schools and 32 were from government schools.

TOOLS:

The questionnaire for Headmasters/Principals originally developed by Mukhopadhyay (2001) was adapted by the investigator for the collection of data. The questionnaire consisted of 35 items to assess Headmasters'/Principals' perception relating to their satisfaction with seven dimensions of secondary education. The content validity of the scale was determined by the help of experts' judgement. The reliability was .94.

RESULTS

Table 1 shows that the Headmasters/Principals of private secondary schools and government secondary schools differed significantly on their perception relating to satisfaction with customer orientation ($t = 4.27$, $df = 55$, < 0.01). The perception of Headmasters/Principals in private secondary schools relating to their satisfaction with customer orientation was better than the perception of Headmasters/Principals in government secondary schools ($M = 17.68 > M = 15.5$). Figure 1 shows that the Headmasters or Principals of private secondary schools were highly satisfied with customer orientation as the average perception score relating to satisfaction with customer orientation was greater than the average scale value for level of satisfaction ($M = 17.68 > M = 15$). Similarly, the Headmasters or Principals of government secondary schools were also highly satisfied with the customer orientation as the average perception score relating to satisfaction with customer orientation was greater than the average scale value for level of satisfaction ($M = 15.5 > M = 15$). There found significance of difference between the perception of Headmasters/Principals of private secondary schools and government secondary schools ($t = 3.89$, $df = 55$, $P < 0.01$) relating to their satisfaction with client education as it is evident from Table 1. The perception of Headmasters or Principals of private secondary schools relating to satisfaction with client educations was better than the perception of Headmasters/Principals of government secondary schools ($M = 17.04 > M = 14.75$).

Table 1: 't' values for perception of Headmasters/ Principals in secondary schools relating to their satisfaction with different dimensions of quality in secondary education (N=57)

Quality Dimensions	Private secondary school		Government secondary school		't' values	Level of significance
	Mean	S.D	Mean	S.D		
Customer orientation	17.68	1.70	15.5	2.16	4.27	0.01
Client education	17.04	1.48	14.75	2.90	3.89	0.01
Quality of education	18.36	1.54	14.59	3.81	5.09	0.01
Teachers' participation	16.76	1.86	15.43	2.50	2.29	0.05
Innovation	16.36	2.22	14.96	2.56	2.18	0.05
Parents' involvement	16.68	1.94	14.71	3.17	2.85	0.01
Linkage	15.68	2.13	13.28	3.00	3.52	0.01
Total	118.56	8.07	103.37	14.55	4.99	0.01

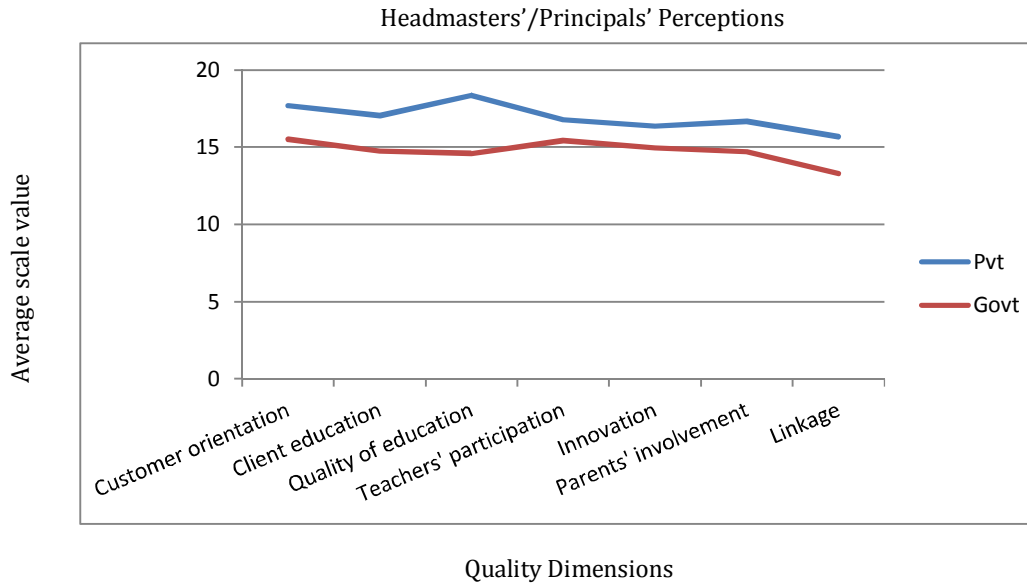


Fig. 1: Line graph on perception of Headmasters or Principals in private secondary schools and government secondary schools relating to their satisfaction with different dimensions of quality in secondary education

Figure 1 shows that the Headmasters/Principals of private secondary school were highly satisfied with client education as the average perception score relating to satisfaction with client education was greater than the average scale value for level of satisfaction ($M = 17.04 > M = 15$). Whereas Headmasters or Principals of government secondary schools were just satisfied with client education as the average perception score relating to satisfaction with client education was greater than the average scale value for neutral level of satisfaction ($M = 14.75 > M = 10.0$). Table 1 reveals that Headmasters/Principals of private secondary schools and government secondary schools differed significantly on their perception relating to satisfaction with quality of education ($t = 5.09$, $df = 55$, $P < 0.01$). The perceptions of Headmasters or Principals in private secondary schools relating to satisfaction with quality of education was better than the perception of Headmasters/Principals in government secondary schools ($M = 18.36 > M = 14.59$). Figure 1 shows that the Headmaster/Principals of private secondary schools were highly satisfied with quality of education as the average perception score was greater than the average scale value for level of satisfaction ($M = 18.36 > M = 15.00$). However, the Headmasters or Principals of government secondary schools were just satisfied with the quality of education as the average perception score was greater than the average scale value for neutral level of satisfaction ($M = 14.59 > 10.0$). Table 1 shows that the Headmasters/Principals of private secondary schools and government secondary schools differed significantly on their perception relating to satisfaction with participation of teachers in school activities ($t = 2.29$, $df = 55$, $P < 0.05$). The perception of Headmasters or Principals in private secondary schools relating to satisfaction with participation of teachers in school activities was better than the perception of Headmasters or Principals in government secondary schools ($M = 16.76 > M = 15.43$). Figure 1 shows that Headmasters or Principal of private secondary schools were highly satisfied with the participation of teachers in schools activities as the average perception score relating to satisfaction was greater than the average scale value for level of satisfaction ($M = 16.76 > 15.0$). Similarly, the Headmasters/Principals of government secondary schools were also highly satisfied with the participation of teachers in schools activities as the average perception score relating to satisfaction with participation of teachers in schools activities was greater than the average scale value for the level of satisfaction ($M = 15.43 > 15.0$). Table 1 shows that the Headmasters/Principals of private secondary schools and government secondary schools differed significantly on their perception relating to satisfaction with innovation in the schools ($t = 2.18$, $df = 55$, $P < 0.05$). The perception of Headmasters or Principals of private secondary schools relating to satisfaction with innovation was better than the perception of

Headmasters or Principals in government secondary schools. ($M = 16.36 > 14.96$). Further, the Figure 1, shows that the Headmasters/Principals of private secondary schools were highly satisfied with innovation in the schools as the average perception score relating to satisfaction with innovation was greater than the average scale value for level of satisfaction ($M = 16.36 > M = 15.0$), whereas the Headmasters/Principals of government secondary schools were just satisfied with innovation in the schools as the average perception score relating to satisfaction with innovation was greater than average scale value for the neutral level of satisfaction ($M = 14.96 > M = 10.00$). Table 1 reveals that the Headmasters/Principals of private secondary schools and government secondary schools differed significantly on perception relating to satisfaction with parents' involvement ($t = 2.85$, $df = 55$, $P < 0.01$). The perception of Headmasters or Principals in private secondary schools relating to satisfaction with parents' involvement was better than the perception of Headmasters/Principals in government secondary schools ($M = 16.68 > M = 14.71$). Figure 1, shows that the Headmasters/ Principals of private secondary schools were highly satisfied with parents' involvement as the average perception score relating to satisfaction with parents' involvement was greater than the average scale value for the level of satisfaction ($M = 16.68 > M = 15.00$). Whereas the Headmasters/Principals of government secondary schools were just satisfied with parents' involvement as the average perception score relating to satisfaction with parents' involvement was greater than the average scale value for neutral level of satisfaction ($M = 14.71 > M = 10.00$). As it can be seen in Table 1, there found significance of difference between the perception of Headmasters/ Principals of private secondary schools and government secondary schools ($t = 3.52$; $df = 55$; $P < 0.01$) in favour of Headmasters/Principals of private secondary schools ($M = 15.68 > M = 13.28$) relating to satisfaction with linkage. Figure 1 shows that the Headmasters/Principals of private secondary schools were highly satisfied with the linkage as the average perception score relating to satisfaction with linkage was greater than the average scale value for level of satisfaction ($M = 15.68 > M = 15.00$). Whereas Headmasters/Principals of government secondary schools were just satisfied with the linkage as the average perception score relating to their satisfaction with linkage was greater than the average scale value for neutral level of satisfaction ($M = 13.28 > M = 10.00$). As can be seen in Table 1, the quality of education as perceived by Headmasters/Principals in private secondary schools differed significantly from the quality of education in government secondary schools ($t = 4.99$, $df = 55$, $P < 0.01$). Further, it is evident from the Table that the quality of education in private secondary schools was significantly better than the quality of education in government secondary schools ($M = 118.56 > M = 10$).

MAJOR FINDINGS

1. The Headmasters/Principals of private secondary schools and government secondary schools showed their satisfaction with customer orientation on a similar line.
2. Headmasters/Principals of private secondary schools were significantly better with client education, quality of education, innovation and linkage than the government secondary schools.
3. The Headmasters/Principals of private secondary schools were highly satisfied with the involvement of teachers in schools activities than government secondary schools.

DISCUSSION

Headmasters or Principals of private secondary schools get more freedom to take necessary steps to ensure quality education in their respective schools. Under privatisation they enjoy freedom to respond quickly to the challenges and demands of the educational needs of the students and the society, whereas the Headmasters or Principals of government secondary school fails to respond quickly to such challenges as they function within rules and regulation prescribed by the government. The administrative autonomy of the Headmasters/Principals in government secondary schools is curtailed by the government. The finding that the privatisation has its positive impact on quality in secondary education can be attributed to the administrative autonomy enjoyed by the Headmasters or Principals working in private schools. It is evident from the present study that administrative freedom is a necessary condition of ensuring quality in secondary education. Besides administrative freedom, Headmasters or Principals of private secondary school

also enjoy academic freedom and economic freedom as compared to their counterparts serving in government school.

EDUCATIONAL IMPLICATIONS

1. It is recommended that government should take necessary steps to organise in-service orientation programme for making Headmasters or Principals aware of different quality dimensions in secondary education such as customer orientation, client education, and quality of education, teacher's participation, innovation, parents' involvement and linkage.
2. Management training for Headmasters or Principals needs to be organised by both government and non-government organizations (NGOs) to develop managerial skills including quality of leadership for planning, organising, supervising and evaluating different activities found essential to ensure quality in secondary schools.

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