

**RESEARCH PAPER****A Study on the School Education System With Reference to the Traditional Approach at the Secondary Level****Awinash Pandey and Parvinder Hanspal**

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Email: drhanspal@matsuniversity.ac.inReceived: 10th October 2018, Revised: 23rd October 2018, Accepted: 4th November 2018**ABSTRACT**

India is a diverse country basically known for its two things, its deeper impact on education and its diversified culture. One of the fundamental visions of our Indian education has been to create leaders in different walks of life. Many innovative ideas infused in our education system which made it progressive and leading at the world's platform in different aspects. Education in its basic sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered Educational.

Key words: School Education System, Traditional Approach and Secondary Level Education.

SCHOOL EDUCATION SYSTEM

Steiner (1988) has indicated that a school education system consists of a teacher, student, content, and context subsystems. A teacher is one who guides the learning of another. A student is one who intends to learn through guidance from a teacher. Content is that which is to be learned. Context is the setting in which guidance of learning occurs. The effectiveness of education in a society is directly related with the effectiveness of each of these components.

TRADITIONAL APPROACH OF EDUCATION

John Dewey (1916) described traditional education system as being "imposed from above and from outside", the students are expected to docilely and obediently receive and believe these fixed answers. Teachers are the instruments by which this knowledge is communicated and these standards of behaviour are enforced. Traditional education, also known as back-to-basics, conventional education or customary education, refers to long-established customs found in schools that society has traditionally deemed appropriate. Some forms of education reform promote the adoption of progressive education practices, a more holistic approach which focuses on individual students' needs and self-expression. In the eyes of reformers, traditional teacher-centred methods focused on rote learning and memorization must be abandoned in favour of student-centred and task-based approaches to learning.

SECONDARY LEVEL EDUCATION

A secondary education is considered the education to be imparted after the elementary education (Class VIII). The classes IX and X is considered as Secondary Education. The Students studying in Class IX shall be termed as 'Primers' while those at class X shall be termed as sophomores. Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, In India high school is a grade of education from Standards IX to XII. Standards XI and XII are also called Secondary School. Usually students from ages 14 to 17 study in this section. These schools may be affiliated to national boards (like CBSE, ISC, and NIOS) or various state boards. Education is compulsory until age 14. Although most are stand-alone day schools, some popular schools are residential. Traditional second stage in formal education, typically beginning at ages 14-16 and ending at 16-18. The distinction between

elementary and secondary education has gradually become less marked because of the proliferation of middle schools, junior high schools, and other divisions.

OBJECTIVES

Research objectives are important as they give the researcher an idea as to what he or she hopes to discover through research. Objective of the study depicts the layout of the research under consideration as it is based on the sub components of the 'Statement of the Problem'. Starting a research without clear objectives, specific directions and a prepared plan of action is like starting out on a road trip with no idea where you're going or how to get there. Thus, the objectives of the study have utmost importance as it works as enlightening the candle.

The main objectives of the current study on the 'School Education System with reference to the Traditional Approach and Modern Approach at the Secondary Level' are as under:-

1. To study the school education system in the Chattisgarh state.
2. To study the traditional school education system in the Chattisgarh state.
3. To study the effect on academic achievement of girls in the traditional school education system in the Chattisgarh state.
4. To study the effect on academic achievement of boys in the traditional school education system in the Chattisgarh state.
5. To compare the academic achievement of the girls of traditional school education and the girls of modern school education system in Chattisgarh.
6. To compare the academic achievement of the boys of traditional school education and the boys of modern school education system in Chattisgarh.

HYPOTHESIS

Looking to the nature of the current problem and its variables, following hypothesis has been made to go further in the study.

H₁ There would be no difference in the education system of the traditional schools and the modern schools of the Chattisgarh state.

H₂ There would be no difference in the academic achievement of the girls of traditional school education and the girls of modern school education system in Chattisgarh.

H₃ There would be no difference in the academic achievement of the boys of traditional school education and the boys of modern school education system in Chattisgarh.

H₄ There would be no difference in the academic achievement of boys of the traditional school education system and the girls of modern school education system in Chattisgarh.

STATEMENT OF THE PROBLEM

"A study on the School Education System with reference to the Traditional Approach and Modern Approach at the Secondary Level"

RESEARCH METHOD

Research is an organized and systematic way of finding answers to a problem statement. The present study is based on the school education system so collection of data from the schools is required to go ahead systematically in this research. The survey method for the collection of data will be used to apply further the appropriate technique so that desired results can be achieved with the verification of hypothesis.

POPULATION:

In the present research work, the researcher is considering the annual result of all the enrolled students of some selected schools for the session 2013-14. The result will be collected from the head of the institution so that authenticity of the data can be maintained and this will be unquestionably contribute to the smooth and successful completion of this current study.

SAMPLE:

The researcher will select at least 2000 samples of school students out of the total population through simple random sampling technique for the systematically required analysis. The collected data may consist 1000 or above sample of students from the modern schools and approximately same from the traditional schools. This will be further subdivided into boys and girls.

SCOPE AND DELIMITATION:

The present research work includes the sample of the students of grade 10th level of the Chattisgarh state from schools with modern education system as well as the schools with traditional education system; this all defines the scope of this research study. The aspect which delimits this research study is that the entire sample has been collected from the private schools affiliated with the central board of secondary education (CBSE) only. Schools aided by the local, state or central government as well as the schools affiliated with any other board of education other than CBSE are not a part of this present study.

TOOL FOR ANALYSIS OF THE COLLECTED DATA:

The results declared by Central Board of Secondary Education for grade 10th have been considered to take on the study. Apart from that a self-dame questionnaire has been developed to know about the teaching and learning process and its administration in the school.

STATISTICAL TECHNIQUES:

Results can be achieved from a research problem when the appropriate statistical technique is to be used. In the context of the current study the researcher used Mean, Standard Deviation, Critical Ratio and Degree of Freedom for the testing of the formulated hypothesis as well as looking to the objectives of the study.

RESEARCH PROCEDURE

John W. Creswell (2008) stated that "research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". Collection of data through sampling and its interpretation plays the vital role in the research process. On the basis of the teaching and learning process in the schools, the system has been sub divided either as the modern educational approach or the traditional educational approach. In the present work data has been collected from the target schools by administering tests on academic achievement level of students. These collected data are always unsettled in their initial stage. Since the raw data as such in the form of digits and figures, which are quite incomprehensible to common people so as a result, it is not possible to take out conclusions from them or to understand them in their original form as well as if not analysed systematically. Therefore suitable statistical measures are adopted for tabulation and organisation of the raw data. After tabulation only, further step in form of analysis can be initiated. *For any research, data analysis is very important as it provides an explanation of various concepts, theories, frameworks and methods used. It eventually helps in arriving at conclusions and proving the hypothesis, so detailed analysis will be taken in the next chapter to test the formulated hypothesis.*

TABULATION OF DATA

As we know that tabulation is a way to present and interpret the complex information in a simple and systematic form. The main purpose of the tabulation is to simplify the complex information so that it can be easily understood. Not only this under tabulation, data is divided into various parts and for each part there are totals and sub totals. Therefore, relationship between different parts can be easily known. Since data are arranged in a table with a title and a number so these can be easily identified and used for the required purpose. So the tabulation makes the data brief and can be easily presented in the form of graphs. In this chapter the data collected from the schools has been systematically tabulated and presented.

Table 1: The table shows the parameters on the basis of which the schools have been subdivided into traditional approach based and modern approach based

S.No.	Parameters	Application
1	Computers for students	Availability of computers not only during computer period as per weekly time table but also during free periods and after school accessibility.
2	Computer assistance for the teachers	Use of computers not only for teaching learning process but also for the creation of reports, linking with parents and other use of ERP software.
3	Smart Boards	Regular use for audio and video presentations during classes in the area of all the subjects.
4	Teacher's Training Sessions	Regular training sessions for the teachers on updates of all the corners of education.
5	Display of student's work	Sufficient space to each and every student to display the work done by them during teaching, in form of charts or some similar material on soft boards.
6	Activity Based Learning	More importance to student's centered learning with activities connected to the topics.
7	Interactions beyond the class room walls.	Organizing school educational trips in regular interval.
8	Access to the books, Journals and other supporting study materials.	Access to the books, journals, magazines in the library period even during free periods and after school. Frequent availability of supporting study material to the students.
9	Sports and activities	Regular participation in sports as well as in different activities.
10	Transparency	Regular conversation and high degree of transparency among all the stakeholders.

It is quite evident from the above table 1 that there are some features which distinguish between the modern approach of education and traditional approach of education. With the help of questionnaire, the schools have been segregated and the data has been collected.

The following table shows the collected sample data of girls and boys of traditional school as well as the modern school at secondary level for the present research work:-

Table 2: Shows the collected sample data of girls and boys of traditional school as well as the modern school at secondary level

School	Traditional School	Modern School	Total
Girls	510	483	993
Boys	540	639	1179
Total	1050	1122	2172

ANALYSIS AND INTERPRETATION OF DATA

The researcher has to approach the students of secondary level of the traditional schools and the modern schools for the collection of the primary data. In this study the sample of 2172 students are taken from schools of 12 district. Out of which 1050 students are from Traditional Schools i.e.510 girls and 540 boys and other 1122 students from Modern Schools out of which girls are 483 and boys are 639 in number.

Table 3: Tabulation of Data Collected

School	Traditional School	Modern School	Total
Girls	510	483	993
Boys	540	639	1179
Total	1050	1122	2172

VERIFICATION OF HYPOTHESES

H₁. There would be no difference in the education system of the traditional schools and the modern schools of the Chattisgarh state.

Table 4: Mean Difference in the Education System of the Traditional Schools and the Modern Schools of the Chattisgarh state

S. No	Group	No. of Students	Mean	Standard Deviation	Critical Ratio	Degree of freedom (<i>df</i>)	Table Value of C.R.	
		(N)	(M)	(S.D.)	(C.R.)		At 0.01 Significance level	At 0.05 Significance level
1	Traditional School Students	1050	7.03	1.45	7.63*	2170	2.58	1.96
2	Modern School Students	1122	7.49	1.40				
	Total	2172						

* Significant at .01 level** Significant at .05 level

EXPLANATION

At 2170 degree of freedom (*df*), table value of C.R. at 0.01 significance level is 2.58 and at 0.05 level is 1.96. Value of C.R. calculated is 7.63 which is greater than table value of C.R. at both 0.01 and 0.05 level of significance i.e. 2.58 and 1.96. Therefore the Null Hypothesis is rejected here and it is found that there is significant mean difference in the education system of the traditional schools and the modern schools of the Chattisgarh state. Hence, the hypothesis of the study is not approved here and there exist difference in the education system. The main justification of this result can be interpreted as traditional way of teaching has become less effective and fruitful. The mean of academic achievement level test of students of Modern Schools is higher than that of Traditional School students. The modern technologies and perspectives definitely assist the teachers to teach students more effectively and efficiently. H₂. There would be no difference in the academic achievement of the girls of the traditional school education and the girls of modern school education system in Chattisgarh state.

Table 5: Mean Difference in the Academic Achievement of the Girls of Traditional School Education and the Girls of Modern School Education System in Chattisgarh State.

S. No.	Group	No. of Students	Mean	Standard Deviation	Critical Ratio	Degree of freedom (<i>df</i>)	Table Value of C.R.	
		(N)	(M)	(S.D.)	(C.R.)		At 0.01 Significance level	At 0.05 Significance level
1	Traditional School Girls	510	7.21	1.41	8.21*	991	2.58	1.96
2	Modern School Girls	483	7.72	1.30				
	Total	993						

* Significant at .01 level ** Significant at .05 level

EXPLANATION

The value of C.R. calculated for verifying significant difference between the academic achievement of the girls of the traditional school education and modern school education system is 8.21. At 991 degree of freedom (*df*), table value of C.R. at 0.01 significance level is 2.58 and at 0.05 level is 1.96 and value of C.R. calculated is 8.21 which is greater than table value of C.R. at both 0.01 and 0.05 level of significance. Therefore, the Null Hypothesis is rejected here also and it is found that there is significant mean difference in the academic achievement of the girls of the traditional school education and modern school education system. Consequently, the hypothesis of the study is not approved here. The mean value of scores of girls of modern school is quite greater than that of

traditional schools, which clearly infer that the understanding developed among girls by teaching with the backing of modern teaching methodologies has been proved to be more successful and effective.

H₃. There would be no difference in the academic achievement of the boys of the traditional school education and the boys of modern school education system in Chattisgarh state.

Table 6: Mean Difference in the Academic Achievement of the Boys of the Traditional School Education and the Boys of Modern School Education System in Chattisgarh State.

S.N	Group	No. of Students	Mean	Standard Deviation	Critical Ratio	Degree of freedom (<i>df</i>)	Table Value of C.R.	
		(N)	(M)	(S.D.)	(C.R.)		At 0.01 Significance level	At 0.05 Significance level
1	Traditional School Boys	540	6.86	1.47	5.48*	1177	2.58	1.96
2	Modern School Boys	639	7.32	1.45				
	Total	1179						

* Significant at .01 level

** Significant at .05 level

EXPLANATION

On comparing the mean of the academic achievement of the boys of the traditional school education and modern school education system, we find C.R. at 1177 degree of freedom (*df*) = 5.48, which is again greater than both the table value of C.R. at 0.01 level of significance i.e. 2.58 and at 0.05 level of significance i.e. 1.96. Therefore, here also the Null Hypothesis is absolutely discarded at both significance level and it is found that there is significant mean difference in the mean scores of the academic achievement of the boys of the traditional school education and modern school education system. The justification to the rejection of hypothesis formulated is that again the huge difference is visible in means of both groups. It is because of the same reason as mentioned in case of girls.

H₄. There would be no difference in the academic achievement of the boys of the traditional school education and the girls of modern school education system in Chattisgarh state.

Table 7: Mean Difference in the Academic Achievement of the Boys of the Traditional School Education and the Girls of Modern School Education System in Chattisgarh State.

S.N	Group	No. of Students	Mean	Standard Deviation	Critical Ratio	Degree of freedom (<i>df</i>)	Table Value of C.R.	
		(N)	(M)	(S.D.)	(C.R.)		At 0.01 Significance level	At 0.05 Significance level
1	Traditional School Boys	540	6.86	1.47	10.01*	1021	2.58	1.96
2	Modern School Girls	483	7.72	1.30				
	Total	1023						

* Significant at .01 level

** Significant at .05 level

EXPLANATION

For more comprehensive study, comparison is made between the mean score of the academic achievement of the boys of the traditional school education and the girls of modern school education system in Chattisgarh state. At 1021 degree of freedom (*df*), table value of C.R. at 0.01 significance level is 2.58 and at 0.05 level is 1.96. Value of C.R. calculated is 10.01 which is greater than table value of C.R. at both 0.01 and 0.05 level of significance. The Null Hypothesis is not

approved, and it is established that there is significant mean difference in the mean score of the academic achievement of the boys of the traditional school education and the girls of modern school education system. Hence, the hypothesis of the study is not approved here and there exist difference in the education system. In this comparison too, it is noticeable that modern school results are far better than that of traditional. Girls understanding and comprehension reveals the fact that how efficiently modern approach in teaching is attaining success.

FINDINGS AND SUGGESTIONS

Albert Einstein said, "Not everything that can be counted counts, and not everything that counts can be counted." A statistically significant finding simply means that it is probably caused by something other than chance. In the context of the present study on school education system in reference to traditional and modern approach, the data collected as samples has been systematically analysed with scientific approach on the basis of hypothesis. The findings of the analysis with suggestions are as under:-

H₁ There would be no difference in the education system of the traditional schools and the modern schools of the Chattisgarh state.

Findings:- It is observed that a significant mean difference is found in the education system of traditional schools and modern schools of Chattisgarh. The hypothesis of the study is not approved here and a difference exists about the approach. It shows that the traditional approach of teaching has become less effective in comparison with the modern approach of teaching.

Suggestion:- It is suggested that there is requirement of up gradation of the traditional approach of education. Modern approach of education is producing better results of the students. The students of the present generation are more acquainted with the technology. They understand and replicate better when their learning is assisted more by audio visual aids and as well as with the conducive atmosphere.

H₂ There would be no difference in the academic achievement of the girls of traditional school education and the girls of modern school education system in Chattisgarh.

Finding:- The hypothesis is again disapproved because the mean difference is found significant in the academic achievement of the girls of traditional school education and the girls of modern school education system in Chattisgarh. Mean of academic achievement of the girls of modern school is more than the girls of the traditional school.

Suggestion:- The reason behind the disapproval of the hypothesis is that the girls of the modern schools are getting better opportunity of learning process through modern techniques. Due to this factor they were able to perform better and produced better result. According to this hypothesis and its finding the traditional schools are suggested to modernize the system of school and provide technological assistance to the girls so that improvement in academic performance can be seen.

H₃ There would be no difference in the academic achievement of the boys of traditional school education and the boys of modern school education system in Chattisgarh.

Finding:- The hypothesis is absolutely discarded because the mean difference is found significant in the academic achievement of the boys of traditional school education and the boys of modern school education system in Chattisgarh. Mean of academic achievement of the boys of modern school is more than the boys of the traditional school.

Suggestion:- The reason behind the disapproval of the hypothesis is that the boys of the modern schools are getting better opportunity of learning process through modern techniques. Due to this factor they were able to perform better and produced better result. According to this hypothesis and its finding the traditional schools are suggested to modernize the system of school and provide technological assistance to the boys so that improvement in academic performance can be seen.

H₄ There would be no difference in the academic achievement of boys of the traditional school education system and the girls of modern school education system in Chattisgarh.

Finding:- The hypothesis is disapproved because the mean difference is found significant in the academic achievement of the boys of traditional school education and the girls of modern school education system in Chattisgarh. Mean of academic achievement of the girls of modern school is more than the boys of the traditional school.

Suggestion:- The reason behind the disapproval of the hypothesis is that the girls of the modern schools are getting better opportunity of learning process through modern techniques. Due to this factor they were able to perform better and produced better result. According to this hypothesis and its finding the traditional schools are suggested to modernize the system of school and provide technological assistance to the boys so that improvement in academic performance can be seen.

CONCLUSION

On the basis of the above formulated hypothesis, respective findings and suggestions, the researcher concluded that, there is a significant difference in the school education system based on the traditional approach and the school education system based on the modern approach. Academic achievement of the secondary level students of modern school is found better in comparison to that of traditional schools. Even in that the girls have performed better than the boys, may be due to more sincerity towards academics. The traditional schools are required to review the system of modern education and implement that in them as far as possible, so that ultimate benefit may reach to the students of the state of Chattisgarh.

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