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A COMPARATIVE STUDY ON JOYFUL LEARNING IN GOVERNMENT AND PRIVATE EDUCATIONAL INSTITUTIONS OF PRIMARY EDUCATION IN PASCHIM MEDINIPUR DISTRICT IN WEST BENGAL

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ABSTRACT

This paper tries to compare joyful learning in government and private educational institution of primary education in Paschim Medinipur district. This study is basically survey type in nature and it is conducted on different government and private school's (i.e. I to IV class) students. Only 400 hundred samples were collected from different primary schools including boys and girls. Stratified random sampling procedure was used. A Self developed questionnaire was used to collect the data from the selected samples. After collecting the data, different statistical techniques like mean, SD, t- test were used to analysis and interpret the data. Findings of this study showed that government and private schools with regard to joyful learning, co- curriculum activities, teaching – learning process, school environment have significant differences. So the null hypotheses were rejected. That means there exists significant difference between government and private schools with regard to joyful learning in Paschim Medinipur District.

Key words: – Joyful learning, Government aided school, Private school, Student's t- test

Introduction

Since inception of education, it was treated as knowledge acquiring process to adjust with environment and solve the daily life problems. In preceding time, there was no scope to manifest the innate quality of the pupil. But later on, the conception of education has been changed with the changing time. Different educationists, committee and commissions opined that education is not the process of cramming of experience in the mind of the students. In 1993, Yaspall committee said that learning without burden that means learning will be joyfully. Students will be accept education with his/ her innate potentiality and own interest. Now each and everywhere in the field of education, this innovative idea has been introduced specially in primary level. Presently, a pertinent question arises how much this conception has been effective in government and private elementary level school? Let us now explain the meaning of joyful learning.

Concept of Joyful Learning:

Joyful means “experiencing well being, success or good fortune.” Joy, according to the oxford English dictionary, is described as a vivid emotion or feeling of pleasure. The adjective ‘joyful’ which describes a kind of feeling, expressing and causing great pleasure. The “joyful learning” is a kind of learning process or experience which could make learner feels pleasure in a learning process. Children deserve school experience that foster a sense of well being, that all children should experience success, and that all children must have opportunities for good fortune-all this while making certain that all primary school meet the academic standards that fosters future school and personal success, Yashpal committee (1993) also opined that burden of school that should be reduced drastically to make leaning joyful. It recommends, “There is no jurisdiction for torturing the young children by compelling them to carry very heavy bags of books everyday to schools. Textbooks should be treated as school property and thus, there should be no need for children to purchase the books individually and carry them daily to homes. A separate time-table for the assignments of home work and for the use of textbooks and notebooks be prepared by the school and be made known to the children in advanced”. Kohn (2004) as a neurologist and class room teacher had shown that there are several benefits of joy in the class room. Neuro imaging studies and measurement of brain chemical transmitters reveal that students comfort level can influence information transmission and storage in the brain (Thanos et all, 1999).

Significance of the study

The importance of joyful learning has been realized since long time and again communicated through various education commissions and the learning without burden report (1993) given by Yasspal Committee. To examine the usefulness and implementation of singing, games, play dance and excursion etc in private and Govt. schools, it has been conducted in Government and private primary institutions in Paschim Medinipur district.

Objectives of the study

- i) To compare Government and Private primary educational institution with regard to joyful learning.
- ii) To compare Government and Private primary educational institution with regard to teaching learning process.
- iii) To compare Government and Private primary educational institution with regard to school environment.
- iv) To compare Government and Private primary educational institution with regard to co-curricular activities.

Null hypotheses of the present study

Several hypotheses were drawn on the basis of objectives.

- i) There is no significant difference between government and private primary educational institution with regard to joyful learning.
- ii) There is no significant difference between government and private primary educational institution with regard to teaching- learning process.
- iii) There is no significant difference between government and private primary educational institution with regard to school environment.
- iv) There is no significant difference between government and private primary educational institution with regard to co-curricular activities.

Methodology

The present study employed descriptive survey type method used by the researcher to study the vivid description of the level of joyful learning in Government and private educational institution of primary education in Paschim Medinipur district.

Population of the study

The population of this study is I-IV grade primary level students, studying in Bengali medium co-educational elementary schools recognized by Paschim Medinipur Zilla school Board in West Bengal, India constitutes the population of the present study.

Sample description

It is not possible to conduct this study on all the primary educational institution of Paschim Medinipur district. The sample consists 10 government primary school and 10 private primary educational institution comprising 400 samples (200 govt. & 200 Private) of Paschim Medinipur district. All the respondents from these students constitute the sample of the study.

Table – 1 showing the sample description of the work

Sl. No	Name of Govt. primary School	
1	Laxibard Uttar Prathamik Vidyalay Patpur primary school	40
2	Sauri primary school	35
3	Lalpur primary school	36
4	Agarbard chak primary school	44
5	.Patpur primary School	45
6	Sauri swamiji Nursary School	50
7	Tulip Model School	50
8	Khakurda Vivekananda Vidyamandir	50
9	Lions Club School	50
Total		400

Tools and techniques of data collection

A self prepared questionnaire was used for collection the data from different schools (10 Govt. and 10 Private). It contains 20 items covering four dimensions i.e. joyful learning, school environment, teaching learning process and school infrastructure. Each item has two alternatives i.e. 'Yes' and 'No'. A survey type research work was done for the study. All the respondents from these students constitute the sample of the study.

Delimitation

1. The study was confined to students of class I– IV
2. This study was done in 10 Private schools and 10 government schools of two blocks in Paschim Medinipur district.
3. Only Bengali medium schools were assigned for this study of Paschim Medinipur district.

Analysis of data interpretation

Different statistical techniques like mean, Sd, t-test were employed to analyze the collected data.

Analysis pertaining to hypothesis- 1

There is no significance difference between government and private primary educational institution with regard to joyful learning.

Table No – 2 showing mean, SD, SED and other relevant statistical measures

Variables	N	Mean	SD	SED	t-test	Remarks
Govt.	200	13.525	2.100	0.207	3.792	Significant at 0.01 level
Private	200	14.31	2.070			

Table-2 shows that the mean value of joyful learning in Govt. school is 13.525 and private school is 14.31 respectively. Standard deviation of Govt. school is 2.100 and private school is 2.070 respectively. The calculated 't' is 3.792 which is greater the table value at 0.01 level of significance. So the null hypothesis is rejected at 0.01 level that means there exists significant difference between Govt. and private schools towards joyful learning.

Analysis pertaining to hypothesis-2

There is no significance difference between government and private primary educational institution with regard to teaching- learning.

Table No –3 showing mean, SD, SED and other relevant statistical measures

Variables	N	Mean	SD	SED	t-test	Remarks
Govt.	200	6.73	1.011	0.1	4.300	Significant at 0.01 level
Private	200	7.16	1.070			

Table-3 shows that the mean value of teaching-learning Govt. school is 6.73 and private school is 7.16 respectively. Standard deviation of Govt. school is 1.011 and private school is 1.070. The calculated 't' is 4.300 which is greater than the table value. So the null hypothesis is rejected at 0.01 level that means there exists significant difference between Govt. and private schools towards teaching learning.

Analysis pertaining to hypothesis-3

There is no significance difference between government and private primary educational institution with regard to school environment.

Table – 4 showing mean, SD, SED and other relevant statistical measures

Variables	N	Mean	SD	SED	t-test	Remarks
Govt.	200	3.175	0.380	0.056	2.053	Not significant at 0.01 level
Private	200	3.06	0.706			

Table-4 shows that the mean value of school environment Govt. school is 3.175 and private school is 3.06 respectively. Standard deviation Govt. school is 0.380 and private school is 0.706. The calculated 't' value is 2.053 which is less than the table value. So the null hypothesis is retained at 0.01 level that means there is no significant difference between Govt. and private schools towards school environment.

Analysis pertaining to hypothesis-4

There is no significant difference between government and private primary educational institution with regard to co-curricular activities in joyful learning

Table No – 5 showing mean, SD, SED and other relevant statistical measures

Variables	N	Mean	SD	SED	t-test	Remarks
Govt.	200	3	0.831	0.088	16.079	Significant at 0.01 level
Private	200	4.415	0.931			

Table-5 shows that the mean value of school environment Govt. school is 3 and private school is 4.415 respectively standard deviation Govt. school is 0.831 and private school is 0.931. The calculated 't' is 16.079 which is greater than the table value. So the null hypothesis is rejected at 0.01 level that means there exists significant difference between Govt. and private schools towards co-curricular activities.

Major findings of the study

From the analysis and interpretation, the major findings can be drawn as are mentioned below.

- i) Govt. and private school have significant different with regard to joyful learning.
- ii) Another findings showed same result that Govt. and private school have significant different between teaching learning process.
- iii) It was found that Govt. and private school have significant different with regard to school environment.
- iv) It was found that Govt. and private school have significant different with regard to co-curricular activities.

Implications

1. This study was conducted in few demographic areas. So a comprehensive study can be conducted on different areas.
2. Others schools may be taken for this study.

3. Sample size can be enlarged in different level.
4. Only Bengali medium schools were selected. So, others language speaking students may be included in this study.

Further implications

1. This study was conducted in few demographic areas. So a comprehensive study can be conducted on different areas.
2. Others schools may be taken for this study.
3. Sample size can be enlarged in different level.
4. Only Bengali medium schools were selected. So, others language speaking students may be included in this study.

Conclusion:

This study highlighted the comparative differences of joyful learning between the private and Government primary educational institutions in Paschim Medinipur district in the state of West Bengal. The result indicated significant differences of joyful learning among these institutions specially with respect to teaching learning process and co-curricular activities . Although the study revealed no significant difference between the institutions with respect to school environment.

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