



Students Perception about Quality of Teaching in Secondary Schools: A Comparative Study of Private and Government Schools

Dr. Vivek Kumar Mishra, Dr. Alka Mishra

¹ Assistant Professor, Department of Economics, Mariahu Post Graduate College, V.B.S. Purvanchal University, Jaunpur,

² Former Guest Faculty, Jagat Taran Girls Degree College, University of Allahabad, Prayagraj

Abstract: This study attempts to analyze the students' perception about teachers' quality during their high school and intermediate. The study sought to examine the responses received from the students to determine if there were differences in students' perceptions the quality of teachers, instructional strategy applied by teachers. The study is primarily based on primary data received from 80 students during the field survey conducted in 2018 in Unnao district of Uttar Pradesh with the help of pre tested questionnaire. Data were organized and evaluated using statistical software SPSS20. To come up with trustworthy and unbiased results the study made use of statistical tests like independent sample t test and the relevant information has been presented with the help of cross tabulation, charts and graphs etc. Results revealed that subject stream also does not have any role in students' perception about quality of teachers. Soundness of instructional strategy is more or less same in both types of schools, whether you opt for aided college or non aided college. Students' perception about instructional strategy is more or less same in both streams whether it is arts or science. In other words, soundness of instructional strategy does not differ according to subject stream and type of college does not have any role in students' perception about quality of teachers.

Index Terms - Discrimination, Quality of Teaching, Students' Perception

INTRODUCTION

It has been regularly emphasized by eminent personalities that government is so serious to provide quality education to students at the secondary level. For example in a written reply to a Rajya Sabha question former HRD minister Smt Smriti Zubin Irani said that in order to provide quality education to students at the secondary level, various interventions are funded under the RMSA. These include provisions for: (i) additional teachers to improve Pupil Teacher Ratio, (ii) induction and in-service training for Principals, Teachers, Master Trainers and Key Resource Persons, (iii) Maths and Science kits, (iv) Lab equipments, (v) Special teaching for learning enhancement, (vi) ICT facilities in schools, (vii) introduction of vocational education component at the secondary level. In spite of these steps the problem of quality education is still a big question. In this respect a great question is that how to measure the quality of the same. Perception of students could be the answer who can perceive the quality of education in general and quality of educators in particular. Perception is the expression of what our mind conceives from his surroundings. It is integration and interpretation of our thoughts about any object.

In this context this study attempts to analyze the students' perception about teachers' quality during their high school and intermediate. The study sought to examine the responses received from the students to determine if there were differences in students' perceptions the quality of teachers, instructional strategy applied by teachers.

The study is a part of project report prepared by corresponding author during his Diploma in Educational Management at SIEMAT Uttar Pradesh. The study is primarily based on primary data received from 80 students during the field survey conducted in 2018 in Unnao district of Uttar Pradesh with the help of pre tested questionnaire. Data were organized and evaluated using statistical software SPSS20. To come up with trustworthy and unbiased results the study made use of statistical tests like independent sample t test and the relevant information has been presented with the help of cross tabulation, charts and graphs etc.

REVIEW OF LITERATURE

Any topic related to education draws considerable attention from policy makers, researchers and economists. Hence, ample literature is available on various facets of the same. Available literature relevant from the point of view of the study has been reviewed here:

McInerney, Saara.L (1995)¹ attempted to assess if a differences exist between the personality preferences, temperament type, gender, degree attainment, years of experience, and the number of behavioral referrals written. The study was based on the sample collected from the teachers employed in six middle schools in Lincoln, Nebraska. To achieve the objectives of the study researcher applied the statistical tools like ANOVA, t Test, Regression analysis etc. Results of the study suggest that teachers with a sensing/Judging temperament tolerate less misbehavior from students.

Donahue,Janice Marie (1994)² attempted to study the Student Perceptions about their perceptions regarding their school, teachers, and themselves as learners, and to find out the relationship between students; perception and factors like attendance, gender, academic achievement, and academic status. The study was primarily based on primary dat collected from Sixty-five students in a ninth grade class at Mason City High School in Mason City, Iowa. Pearson's product movement, ANOVA, and t Test were used to analyze the data. The study revealed that there was a positive and significant correlation between students' perceptions about their teachers, their school and themselves as learners. Gender was not correlated with any of the other variables. The findings strengthens the view that quality of teachers and school are important in producing a positive relationship for how students feel about themselves as learners and how they feel about their school and school personnel.

Intan Kurniatia and Edy Surya (2017)³ tried to describe how the students' perception of their teacher teaching style's in math learning is. The study is based on the data colleceted from 66 students with the help of questionnaire. The results obtained state that the mathematics learning model that has been taught and the general student learning experience is still teacher-centric and students are still a passive learner.

Leanne Dalley-Trim (2007)⁴ studied the Students' observations and perceptions of teacher "performances" in the classroom. The paper is descriptive in nature and based on field survey of students and selected teachers from research area. General tools of analysis like tabulation, averaging and analyzing the responses were utilized. The paper identifies those teacher performances deemed by students to be "effective" and "ineffective" and the constitution of these performances, and draws conclusions as to what we, as educators, might learn from the students with regards to effective teaching practice.

Catherine P. Sutclif. (2011)⁵ examined the perceptions of secondary students about the quality of teachers during their years in high school. The study attempted to determine if there were differences in students' perception about teachers' quality with

¹ MCINERNEY,SARA.L.(1995)Dissertation Abstracts International, Volume.56. No.10. April, 1996.

² DONAHUE,JANICE MARIE (1994) Dissertation Abstracts International, Volume.55.No.9. March, 1995.P2786.A online at : <https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=11693&context=rted> date :21/10/2018

³ Intan Kurniatia and Edy Surya (2017), International Journal of Sciences: Basic and Applied Research (IJSBAR)(2017) Volume 33, No 2, pp 91-98, online at <file:///C:/Users/alka/Downloads/IntanKurniatiaandEdySurya.pdf> date : 21/10/2018

⁴ Leanne Dalley-Trim (2007), Students' observations and perceptions of teacher "performances" in the classroom, Australian Journal of Teacher Education, Volume 32, No. 1, January 2007, pp 18-35, online at <https://files.eric.ed.gov/fulltext/EJ1069601.pdf> date 21/10/2018.

⁵ Catherine P. Sutclif. (2011), Secondary Students' Perceptions of Teacher Quality, Georgia Southern University, online at : <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1391&context=etd> , date:21/10/2018

respect to student-teacher relationships, instructional methods, and justice and fairness. To arrive at conclusions the study made use of statistical tests like ANOVA. The results suggest that there were no significant differences among ethnicities or genders; however, when Instructional Strategies were evaluated for ethnicity and gender differences, ANOVA results for ethnicity revealed significant differences among the four ethnic groups. The study concludes with the remark that students want to know the expectations for success in the classroom and value the teachers that provide them with concrete details.

Krešimir et. Al. (2011)⁶ presents a longitudinal research which attempts to explore how students rank teaching quality characteristics, their attitude towards teaching quality assessment surveys and their influence on improvement of teaching practice. The study revealed that students give more importance on gaining theoretical knowledge than application possibilities of newly acquired knowledge.

Solomon et. al. (2011)⁷ examines students' perceptions of the effectiveness of teaching and learning in business studies programs in the polytechnic institutions in Ghana. F ratio and ANOVA were used to show the significant differences in students' perceptions about teachers' quality based on age, class, and department. Results revealed that there were significant differences in the perceptions of overall Lecturer Characteristics, and in the perceptions of Teaching Methodology based on these variables. The study revealed high students' perception of teaching quality and learning in the Polytechnics in Ghana. The significant differences found were related to age, class and departments

Vnoučkov et.al. (2017)⁸ tried to examine the perceptions of students towards measurement of education quality standards. The study is based on primary data collected from the research area. Two dimensional and multi-dimensional statistical methods were used to evaluate the results. The outputs show five groups of students based on their perception of the education quality. Examination of students' interest in specific areas, subjects and courses leads to identification of factors which affect their preferences in education. The paper found five significant groups of perceived quality by students. These are Quality receptionists, Business oriented, Expert innovators, Distance learners and Arrangement oriented. Limit of the study is a narrow focus on one private university

NEED FOR AND SIGNIFICANCE OF THE STUDY

The broad objective of the study is to explore and analyze the Students' Perception about quality of teachers in intermediate colleges. However, the study has some specific objectives also. These are:

1. To study the perception of students regarding effectiveness of teaching strategy.
2. To identify the factors which affect Students' Perception about quality of teachers and teaching in intermediate colleges.

Hypotheses

- H₀: There is no significant difference between students' overall perception about quality of teachers in terms of type of college.
- H₀: There is no significant difference between students' overall perception about quality of teachers in terms of subject stream.

⁶ Krešimir Pavlina a , Mihaela Banek Zorica , Ana Pongrac (2011), Student perception of teaching quality in higher education, Procedia Social and Behavioral Sciences 15 (2011)2288–2292, pp 2288-2292, Online at : <https://core.ac.uk/download/pdf/82480135.pdf> date: 21/10/2018

⁷ Solomon Abekah Keelson, Takoradi Polytechnic, Ghana (2011), STUDENT PERCEPTION OF TEACHING QUALITY IN BUSINESS SCHOOLS: EVIDENCE FROM POLYTECHNIC INSTITUTIONS IN GHANA, BUSINESS EDUCATION & ACCREDITATION ♦ Volume 3 ♦ Number 1♦ 2011, pp 77-88, online at <http://ftp.repec.org/opt/ReDIF/RePEc/ibf/beaccr/beav3n1-2011/BEA-V3N1-2011-8.pdf> date 21/10/2018

⁸ Vnoučková L., Urbancová H., Smolová H. (2017) “Factors Describing Students' Perception on Education Quality Standards”, Journal on Efficiency and Responsibility in Education and Science, Vol. 10, No. 4, pp. 109-115, online ISSN 1803-1617, printed ISSN 2336-2375, doi: 10.7160/eriesj.2017.100403. online at : <http://oaji.net/articles/2017/2466-1514309447.pdf>, date :21/10/2018

- H_0 : There is no significant difference between students' perception about instructional strategy of teachers in terms of type of college.
- H_0 : There is no significant difference between students' perception about instructional strategy of teachers in terms of subject stream.

METHODOLOGY OF RESEARCH

The study made use of primary as well as secondary data to achieve the objectives of the study. Primary data have been collected from the sample taken from field survey of class 12th students studying in intermediate colleges of Unnao district of Uttar Pradesh, with the help of well structured questionnaire through personal interview method. Selection of Unnao district for the study was purposive as the researcher was then working there in an intermediate college. In addition necessary information has also been collected through discussions and personal interviews with appropriate persons.

The sample size was fixed to be 80 students of class 12th, out of which 40 students were selected from an aided intermediate college and remaining 40 students were selected from non aided or private intermediate college of Unnao District. The selection of intermediate colleges was purposive. It was also pre decided to maintain the equal ratio of girls and boys in the sample selection.

To obtain the objectives of the study and to come up with trustworthy and unbiased results suitable statistical tests like t Test have been employed in the study wherever find appropriate. Other relevant tools of analysis like descriptive statistics and cross tabulations have also been utilized. Besides statistical practices, efforts have also been done to present the information in a convenient way. For this purpose, wherever felt necessary, information have been presented with the help of charts and graphs. The analysis has been executed with the help of dedicated software of analysis like statistical package for social sciences SPSS20.

The responses received from students was recorded on five point scale ranging from strongly disagree to strongly agree (1 for strongly disagree, 2 for disagree, 3 for unsure, 4 for agree and 5 for strongly agree). Descriptive statistics of the responses received from students has been summarised in the table 0 below:

Table 0
Descriptive Statistics of Variables

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| SCHOOL_TYPE | 80 | 0.00 | 1.00 | .5000 | .50 |
| STREAM | 80 | 0.00 | 1.00 | .5000 | .50 |
| GENDER | 80 | 0.00 | 1.00 | .5000 | .50 |
| CATEGORY | 80 | 1.00 | 3.00 | 1.8250 | .59 |
| GOOD_RELATION1 | 80 | 3.00 | 5.00 | 4.7250 | .50 |
| POLITE_BEHAVIOUR2 | 80 | 1.00 | 5.00 | 4.5750 | .74 |
| FRIENDLY_TEACHER3 | 80 | 2.00 | 5.00 | 4.4250 | .77 |
| TRUST_TEACHERS4 | 80 | 2.00 | 5.00 | 4.7500 | .63 |
| ENJOY_WORKINGS5 | 80 | 2.00 | 5.00 | 4.5250 | .71 |
| TREAT_DIGNITY6 | 80 | 3.00 | 5.00 | 4.4250 | .59 |
| NONE_BETTER7 | 80 | 1.00 | 5.00 | 3.6000 | 1.44 |
| REFRAIN_IMPROPER8 | 80 | 1.00 | 5.00 | 4.2500 | 1.12 |
| VALUE_STUDENTS9 | 80 | 3.00 | 5.00 | 4.5000 | 0.59 |
| TREAT_FAIRLY10 | 80 | 2.00 | 5.00 | 4.6750 | 0.69 |
| KNOW_HOW11 | 80 | 2.00 | 5.00 | 4.5500 | .63 |
| PREPARED_TEACH12 | 80 | 1.00 | 5.00 | 4.6750 | .73 |
| TEST_MATERIAL13 | 80 | 4.00 | 5.00 | 4.5250 | .50 |
| TIME_ASKQ14 | 80 | 2.00 | 5.00 | 4.4500 | .78 |
| TIME_NOTES15 | 80 | 2.00 | 5.00 | 4.1250 | .79 |
| STRATEGIES_LEARN16 | 80 | 1.00 | 5.00 | 4.6500 | .76 |

| | | | | | |
|---------------------------------|----|--------|--------|--------|-------|
| ENCOURAGE_ASKQ17 | 80 | 3.00 | 5.00 | 4.5500 | .63 |
| CLASS_DISCUSSION18 | 80 | 2.00 | 5.00 | 3.7250 | .98 |
| FEEDBACK_ASSIGNMENT19 | 80 | 1.00 | 5.00 | 4.2500 | .94 |
| PROJECT_MATERIAL20 | 80 | 1.00 | 5.00 | 4.1000 | 1.26 |
| WORKWITH_CLASSMATES21 | 80 | 2.00 | 5.00 | 3.9000 | .86 |
| DIFFERENT_IDEAS22 | 80 | 2.00 | 5.00 | 4.0750 | .79 |
| ENJOY_MENTAL_EFFORT23 | 80 | 2.00 | 5.00 | 4.5000 | .78 |
| DISCUSSION_TEACHERS24 | 80 | 2.00 | 5.00 | 4.3250 | .82 |
| THEORY_REALWORLD25 | 80 | 3.00 | 5.00 | 4.7250 | .55 |
| EVALUATION_SELF26 | 80 | 1.00 | 5.00 | 3.7500 | 1.31 |
| RUBRICS_ASSIGNMENTS27 | 80 | 2.00 | 5.00 | 4.5500 | .63 |
| PROFESSIONAL_EXPERIENCE28 | 80 | 2.00 | 5.00 | 4.5750 | .67 |
| BETTER_TEACHERS_OTHER_STREAM29 | 80 | 1.00 | 5.00 | 3.2500 | 1.42 |
| BETTER_TEACHERS_OTHER_SCHOOLS30 | 80 | 1.00 | 5.00 | 3.4500 | 1.56 |
| Overall Score (Sum_Scores) | 80 | 108.00 | 146.00 | 129.15 | 10.23 |

Source: Researcher's calculation based on Field survey (2018)

It can easily be observed from the descriptive statistics given in the table above that most of the responses range from minimum value 1 to maximum value 5. Inclination of responses towards least value 1 shows dissatisfaction among students regarding teachers' quality while movement toward maximum value 5 shows greater satisfaction among students regarding the quality of teachers. Two school types (0: government/aided, 1: private/non aided), two streams (0: science, 1: arts), two gender (0: male, 1:female) and three social categories (1:general, 2: other backward class, 3: SC/ST) have been used as determinants of students' perception.

Besides, analysing the overall picture of students' perception about quality of teachers in general, it was decided in this study to examine how good the instructional strategy of their teachers is? To record the responses related to instructional strategy of teachers 20 questions have been added in the questionnaire like do you think your teachers: (1) have sufficient technical knowhow (2) come to class prepared to teach everyday (3) completes the study material or syllabus (4) allow time to ask questions (5) provide enough time to record class notes (6) demonstrate strategy to learn (7) encourage to ask questions (8) promotes you to participate in class discussions (9) provide instant feedback on assignments (10) encourage you to work on a paper or project using information from general types of sources (11) promotes team work (12) encourages to incorporate various subjects or disciplines while completing assignments (13) creates an environment where you enjoy critical thinking and mental effort (14) entertain discussions with you (15) often explain the linkages between theory and real world experiences (16) let you evaluate your own work (17) give detailed rubrics while assigning projects (18) have considerable professional experience (19) are better or at par with teachers of other streams in your college (20) are better or at par with teachers of other schools in your area.

Analysis

Overall Perception about quality of teachers and Type of College

It is evident from the table 1 that the mean perception score of students related to self financed college (129.60) is relatively higher than that of Aided College (128.70). However the standard deviation in responses recorded for aided college (9.50) is slightly better than that of non aided college (11.01), showing better consistency or unanimity among students perception.

Table 1
Group Statistics of quality of teachers and Type of College

| | SCHOOL_TYPE | N | Mean | Std. Deviation | Std. Error Mean |
|---------------------------|--------------------------|----|----------|----------------|-----------------|
| Overall_Perception | GOVERNMENT OR AIDED | 40 | 128.7000 | 9.50627 | 1.50307 |
| | PRIVATE OR SELF FINANCED | 40 | 129.6000 | 11.01235 | 1.74121 |

Source: Researcher's calculation based on Field survey (2018)

To test the significance of difference in mean overall perception score a statistical hypothesis has been made as follow:

H₀: There is no significant difference between students' perception about Quality of teachers in terms of type of college.

H₁: There is significant difference between students' perception about Quality of teachers in terms of type of college.

To test the hypothesis Independent sample t test has been employed and the results of the same have been presented in the table 2.

Table 2
t- Test quality of teachers and Type of College

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Overall_Perception | Equal variances assumed | 2.531 | .116 | -.391 | 78 | .697 | -.9 | 2.30022 | -5.47939 | 3.67939 |
| | Equal variances not assumed | | | -.391 | 76.372 | .697 | -.9 | 2.30022 | -5.48093 | 3.68093 |

Source: Researcher's calculation based on Field survey (2018)

Results reveal that the calculated value of p is 0.697 hence the null hypothesis cannot be rejected at 5% level of significance and 78 degree of freedom. Which means although the overall perception of students related to non aided college regarding the quality of teachers is better than that of aided colleges', this difference does not have any statistical significance. Hence,

"There is no significant difference between students' perception about Quality of teachers in terms of type of college (5% L.S., 78 DF, p 0.697)".

Overall Perception about quality of teachers and Subject Stream

It is evident from the table 3 that the mean perception score of students opted arts stream (130.10) is relatively higher than that of science stream (128.20). The standard deviation in responses recorded for arts stream (10.00) is also slightly better than that of science stream (10.49), showing better consistency or unanimity among students perception.

Table 3
Group Statistics of quality of teachers & Subject Stream

| | STREAM | N | Mean | Std. Deviation | Std. Error Mean |
|--------------------|---------|----|----------|----------------|-----------------|
| Overall Perception | SCIENCE | 40 | 128.2000 | 10.49347 | 1.65916 |
| | ARTS | 40 | 130.1000 | 10.00461 | 1.58187 |

Source: Researcher's calculation based on Field survey (2018)

To test the significance of difference in mean overall perception score a statistical hypothesis has been made as follow:

H₀: There is no significant difference between students' perception about Quality of teachers in terms of subject stream.

H₁: There is significant difference between students' perception about Quality of teachers in terms of subject stream.

To test the hypothesis, Independent sample t test has been employed and the results of the same have been presented in the table 4.

Table 4
t-Test quality of teachers and Subject Stream

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Overall Perception | Equal variances assumed | .017 | .896 | -.829 | 78 | .410 | -1.900 | 2.29241 | -6.46383 | 2.66383 |
| | Equal variances not assumed | | | -.829 | 77.823 | .410 | -1.900 | 2.29241 | -6.46399 | 2.66399 |

Source: Researcher's calculation based on Field survey (2018)

Results reveal that the calculated value of p is 0.410 hence the null hypothesis cannot be rejected at 5% level of significance and 78 degree of freedom. Which means although the overall perception of students of arts stream is better than that of science stream', this difference does not have any statistical significance. Hence,

"There is no significant difference between students' perception about Quality of teachers in terms of subject stream (5% L.S., 78 DF, p 0.410)".

Instructional Strategy and Type of College

As evident from the given table 5, students of non-aided college have reported slightly better perception score for instructional strategy in terms of mean perception scores as compared to their aided counterparts. The mean perception score for non-aided college (85.40) was greater than that of aided college (84.00).

Table 5
Group Statistics for Instructional Strategy and Type of College

| | SCHOOL_TYPE | N | Mean | Std. Deviation | Std. Error Mean |
|-----------------------|--------------------------|----|---------|----------------|-----------------|
| Instnctional_Strategy | GOVERNMENT OR AIDED | 40 | 84.0000 | 6.94299 | 1.09778 |
| | PRIVATE OR SELF FINANCED | 40 | 85.4000 | 7.82108 | 1.23662 |

Source: Researcher's calculation based on Field survey (2018)

To assess the significance of mean differences in students' perception about Instructional Strategy in teaching with respect to college type, null and alternate hypothesis have been framed:

H₀: There is no significant difference between students' perception about Instructional Strategy in terms of type of college.

H₁: There is significant difference between students' perception about Instructional Strategy in terms of type of college.

Independent sample t test has been applied to test the above hypothesis. The results of the test have been summarised in the following table 6.

Table 6
t Test for Instructional Strategy and Type of College

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|------------------------|---|-------|------------------------------|-------|-----------------|-----------------|-----------------------|---|----------|---------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| | | | | | | | | Lower | Upper | |
| Instructional_Strategy | Equal variances assumed | 2.974 | .089 | -.847 | 78 | .400 | -1.40000 | 1.65359 | -4.69204 | 1.89204 |
| | Equal variances not assumed | | | -.847 | 76.919 | .400 | -1.40000 | 1.65359 | -4.69277 | 1.89277 |

Source: Researcher's calculation based on Field survey (2018)

With equal variance assumed (Levene's test statistics = 2.974 with $p = 0.089$), the independent sample t test reveals that at 5% level of significance and 78 degrees of freedom the calculated value of p is 0.40. Hence, the null hypothesis cannot be rejected, suggesting that:

“There is no significant difference between students' perception about Instructional Strategy in terms of type of college (L.S. 5%, D.F. 78, $p = 0.40$).”

Instructional Strategy and subject stream

Teachers' behaviour may differ between the two subject streams they taught in the same college depending on their perception about students. But, it will be interesting to know what students think about fairness and justice assured by them while teaching in the classroom. Hence, it would be beneficial if we analyse students' perception in the light of above argument.

As evident from the table 7 Mean perception score for science stream is recorded to be 84.15 whereas the same for arts is 85.25. Hence, it seems the students belong to arts or humanities have better perception than that of science.

Table 7
Group Statistics for Instructional Strategy and subject stream

| | STREAM | N | Mean | Std. Deviation | Std. Error Mean |
|------------------------|---------|----|---------|----------------|-----------------|
| Instructional Strategy | SCIENCE | 40 | 84.1500 | 7.21306 | 1.14048 |
| | ARTS | 40 | 85.2500 | 7.59808 | 1.20136 |

Source: Researcher's calculation based on Field survey (2018)

To assess the significance of mean differences in students' perception about Instructional Strategy with respect to stream, null and alternate hypotheses have been framed:

H_0 : There is no significant difference between students' perception about Instructional Strategy in terms of stream.

H_1 : There is significant difference between students' perception about Instructional Strategy in terms of stream.

Independent sample t test has been applied to test the above hypothesis. The results of the test have been summarised in the following table 8.

Table 8

t Test for Instructional Strategy and subject stream

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Instructional_Strategy | Equal variances assumed | 1.489 | .226 | -.664 | 78 | .509 | -1.10000 | 1.65649 | -4.39783 | 2.19783 |
| | Equal variances not assumed | | | -.664 | 77.790 | .509 | -1.10000 | 1.65649 | -4.39797 | 2.19797 |

Source: Researcher's calculation based on Field survey (2018)

With the equal variances assumed (Levene's test statistics = 1.489 with $p = 0.664$), Independent sample t test reveals that at 5 % level of significance and 78 degrees of freedom the calculated value of p is 0.509. Hence, the null hypothesis cannot be rejected, stating that:

***“There is no significant difference between students' perception about Instructional Strategy in terms of stream (L.S. 5%, D.F. 78, $p = 0.509$).*”**

FINDINGS, CONCLUSION AND SUGGESTIONS

The findings of the study have been listed point by point as follow:

1. “There is no significant difference between students' perception about Quality of teachers in terms of type of college (5% L.S., 78 DF, $P_{Two\ Tailed} = 0.697$)”. In other words, **type of college does not have any role in students' perception about quality of teachers.**
2. “There is no significant difference between students' perception about Quality of teachers in terms of subject stream (5% L.S., 78 DF, $P_{Two\ Tailed} = 0.410$)”. We can say, **subject stream also does not have any role in students' perception about quality of teachers.**
3. “There is no significant difference between students' perception about Instructional Strategy in terms of type of college (L.S. 5%, D.F. 78, $P_{Two\ Tailed} = 0.40$).” In layman term, it can also be said that **soundness of instructional strategy is more or less same in both type of schools, whether you opt aided college or non aided college.**
4. “There is no significant difference between students' perception about Instructional Strategy in terms of subject stream (L.S. 5%, D.F. 78, $P_{Two\ Tailed} = 0.509$).” In other words it can also be said that **students' perception about instructional strategy is more or less same in both streams whether it is arts or science. In other words, soundness of instructional strategy does not differ according to subject stream.**

Students' perception recorded in this study reveals that on an average the students of intermediate colleges are having good perception about their teachers. If we use mean perception score as an indicator of students' satisfaction we can say that the students of selected colleges have remarkable level of satisfaction as far as quality of teachers is concerned.

It is obvious to find that quality of teachers is irrespective of the type of college where they teach, the subject stream which they command or the social background of the students they entertain while teaching. Keeping in mind the vast coverage of the society and ease of access to the aided or Government College it can easily be argued to enhance the movement of financial resources towards the same.

It is common man's belief that schools working under private ownership (non – aided) have better instructional strategy adapted by their teachers which could translate into better results of their wards. However, the present study rejects this misconception and suggests that your ward will get same level of instructional strategy no matter which type of school your wards are taking

education. The same is true for the subject stream also, one cannot expect better instructional strategy in science stream as compared to humanities.

keeping in mind the vast coverage and easy access to the schooling facility assured by government or aided college it would be of great social interest to enhance the fund flow to the aided colleges so that social welfare can be assured.

REFERENCES:

Allen, M. (2003). Eight Questions on Teacher Preparation: What Does the Research Say? Education Commission of the States. [On-line] Available:

<http://www.ecs.org/ecsmain.asp?page=/html/educationIssues/teachingquality/tpreport/index.asp>

Au, W. (2005). Teacher Quality: Conversations on Quality. Rethinking Schools Online,20(2), [On-line] Available:

http://www.rethinkingschools.org/archive/20_02/glor202.shtml

Brighton, C. M. (2003). The effects of middle school teachers' beliefs on classroom practices. Journal for the Education of the Gifted, 27, 177-206.

Carter, P. J., & Noblit, G. W. (2008). Defining teacher quality An examination of the relationship between measures of teachers' instructional behaviors and measures of their students' academic progress. UNC Electronic Theses and Dissertations Collection. Chapel Hill, N.C.: University of North Carolina at Chapel Hill. [Online] Available:

<http://dc.lib.unc.edu/u?etd,1710>.

Cotton, K. (1995). Effective Schooling Practices: A Research Synthesis 1995 Update. [On-line] Available:

<http://www.nwrel.org/scpd/esp/esp95.html>

Darling-Hammond, L. (2008). Securing the right to learn: Policy and practice for powerful teaching and learning. DeWitt Wallace-Reader's Digest Distinguished Lecture. Journal of Education, 189(1/2), 9-21.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. Education Policy Analysis Archives, 8(1), 1-40.

Darling-Hammond, L. (1998). Standards for assessing teaching effectiveness are key. Phi Delta Kappan, 79(6), 471.

Demmon-Berger, D. (1986). Effective teaching: Observations from research. (ERIC Document Reproduction Service No. ED 274 087).

Ferguson, R.F. (1991). Paying for public education: New evidence on how and why money matters. Harvard Journal on Legislation, 28(2), 265-499.

Garcia, V., Agbemakplido, W., Abdella, H., Lopez Jr., O., & Registe, R. (2006). High school students' perspectives on the 2001 No Child Left Behind Act's definition of a highly qualified teacher. Harvard Educational Review, 76(4), 698-724.