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COMPARATIVE STUDY THE EDUCATIONAL SET UP OF ELEMENTARY SCHOOLS

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Abstract : This comparative study explores the educational setups of elementary schools in Chandigarh(India) and Dubai (UAE). The research investigates various dimensions including principal role in the school set up, school planning, school administration, school working environment, school admission policy, selection of teaching staff, school finance, priorities areas for running school, syllabus, textbooks, curriculum transaction, pedagogical practices and teacher qualifications. By employing quantitative methods, data was collected through surveys method from sample of 20 schools in both cities. Educational setup questionnaire was developed by the researcher. The data were analysed by using SPSS Statistics. The difference in the scores of educational set up in schools of India (Chandigarh) and UAE (Dubai) was found to be -3.002. The negative sign indicates that the score of UAE (Dubai) was higher than the score of India (Chandigarh). The p-value for scores was found to be significant at .05 level ($t=3.002$, $p=.008$). Hence the null hypothesis stating “There is no significant difference in scores of educational set up in schools of India (Chandigarh) and UAE (Dubai)” stands rejected. This implies that there is significant difference in scores of educational set up in schools of India (Chandigarh) and UAE (Dubai). Hence educational set up in schools of UAE (Dubai) is better as compared to educational set up in schools of India (Chandigarh). The findings highlight similarities and differences in educational philosophies, resource allocation, and educational outcomes between the two regions. This study contributes to a better understanding of global educational practices and provides insights for policymakers and educators aiming to improve elementary education in diverse cultural contexts. The author suggested to share findings with policymakers, educators, and researchers in both regions through conferences, publications, or workshops. This can foster dialogue and collaboration aimed at improving educational practices globally.

Key words : Elementary school, School Administration, Education setup questionnaire

I. INTRODUCTION

Education systems worldwide are pivotal in shaping the intellectual, social, and emotional development of young learners. Among these systems, elementary schools play a foundational role, laying the groundwork for future academic achievement and personal growth. A comparative study of the educational setups of elementary schools across different regions provides valuable insights into the diverse approaches, practices, and challenges faced within these institutions. This study aims to explore and compare various aspects of elementary school education, including curriculum design, teaching methodologies, learning environments, and administrative structures. By examining these elements across different educational contexts, we can gain a deeper understanding of the factors influencing educational outcomes and identify best practices that contribute to effective learning environments. Moreover, this comparative analysis will highlight how cultural, economic, and social factors influence educational policies and practices within elementary schools. By examining two countries we can identify both similarities and differences in educational approaches and assess their impact on student learning and development. Ultimately, the findings of this study aim to contribute to the ongoing discourse on educational reform and improvement, offering insights that can inform policy decisions and practices aimed at enhancing the quality of elementary education globally.

Administrative set up is a series of operational processes (such as planning, coordination, and orientation) that function effectively within a suitable setting both within and beyond the school. It aligns with public policies and educational philosophies established by the state, aiming to ready the next generation in accordance with societal and state objectives (Amayra (1999).The school administrative setup plays a fundamental role in fostering the holistic development of students, empowering them to become responsible citizens both within their communities and in their respective nations (Zahran, 2012).The significance of school administration is evident in its ability to impact and transform student behavior, fostering positive attributes such as commitment to the school's objectives, enthusiasm for school activities, and a sense of pride in belonging to the institution, thereby reducing the likelihood of student attrition (Hulpia and Devos, 2009).The primary responsibility of school administration includes planning, organizing, monitoring, and overseeing activities aimed at ensuring safety and security, while also providing educational, counselling, and mental health support to students to foster intellectual, psychological, and physical well-being (Momeni, 2006). Lunenburg (2011) suggests that the administrative set up of a school has a beneficial influence on its performance. Therefore, it is crucial for schools to ensure that their established administrative set up fosters a healthy and conducive school environment. In this paper, we will focus on comparing the educational setups of elementary schools with specific reference to Chandigarh and Dubai. Through this comparative lens, we seek to illuminate the strengths and challenges of each system, providing a comprehensive view of elementary education in diverse contexts.

1.1 Statement of problem

Comparative study educational setup in elementary schools of India (Chandigarh) and UAE (Dubai)

1.2 Operational definitions

Educational set up

The term educational set-up refers to the administrative structure of an educational institution. The administrative setup encompasses school management, including principals, teachers, counsellors, coaches, librarians, and support staff.

Comparative study

Comparative study is a comparison of educational set up of elementary schools of Chandigarh and Dubai.

Elementary School

In this study elementary school is a school having classes up to VIII.

1.3 Objectives of the study

To study and compare educational setup in elementary schools of India (Chandigarh) and UAE (Dubai)

1.4 Hypothesis of the study

H_{01}): There is no significant difference in scores of educational set up in schools of India (Chandigarh) and UAE (Dubai)

H_{A1}): There is significant difference in scores of educational set up in schools of India (Chandigarh) and UAE (Dubai)

1.5 Delimitations of the study

- 1) The study was confined to two cities Chandigarh (India) and Dubai (UAE).
- 2) The study was limited to Elementary level.
- 3) The study confined to compare educational set up only.

II. REVIEW OF RELATED LITERATURE

The role of school administration has evolved beyond traditional tasks like student attendance tracking and facility maintenance. It now revolves around supporting student growth and assuming various responsibilities in the present and future. This includes focusing on teacher development to enhance the educational process (Atwi, 2001).

Administrative set up establishes a framework for leadership to delegate decisions, delineate roles and responsibilities, and establish a clear chain of command. Essentially, it provides a system that enables employees to accomplish their objectives and fulfill their duties in an efficient and effective manner (Holtzhausen, 2002).

Argon and Demirel (2015) emphasized the essential role of educational set up in defining the school's vision and mission, aimed at cultivating students understanding of social responsibility and improving the quality of school life. It is imperative for administrators to effectively communicate the mission and vision to all stakeholders. Active participation and support from students, parents, administrators, and teachers are pivotal in initiatives related to social responsibility, fostering positive relationships within the school community.

Choi (2016) conducted a study exploring how school administrators in South Korea contribute to school improvement. Interviews with administrators and teachers revealed that administrators play a significant role in enhancing schools. This involves activities such as creating improvement plans, monitoring progress, assessing performance, and facilitating professional development opportunities for teachers. Utilizing data-driven decision-making systems allows educational leaders to gather, analyze, and interpret academic data. This enables them to make informed decisions regarding teaching methods, curriculum enhancements, and support services for students.

Hildreth (2019) examined how school administrators promote teacher leadership. The study found that administrators who fostered teacher leadership tended to cultivate a positive school climate, encourage effective communication and collaboration among teachers, and improve teacher retention rates. Furthermore, the research highlighted the importance of providing professional development opportunities for teachers and creating a supportive environment that values teacher autonomy. These findings underscore the crucial role of administrators in implementing school reform efforts.

Doygunel and Koprulu (2022) conducted a study focused on the roles of school administrators in enhancing the quality of school life through social responsibility projects in primary schools. The research aimed to investigate strategies for improving school social life by initiating social responsibility projects, gathering perspectives from school principals. The study utilized a qualitative approach with a case study design, involving 15 teachers from primary schools under the Ministry of National Education. Data were collected through in-depth interviews with the participants. The findings revealed that students demonstrated a strong eagerness to engage in social responsibility projects, which resulted in notable enhancements in their academic involvement and overall school environment quality.

III . RESEARCH METHODOLOGY

3.1 Method of study

The study utilized a descriptive survey design, which focuses on systematically gathering data and describing the characteristics, features, or facts about a specific population (Nworgu, 2006). In the current study, data were gathered from elementary schools in Chandigarh and Dubai to compare different aspects of elementary education. Therefore, descriptive type of research was employed for the present study.

3.2 Population and sample of the study

According to Best and Kahn (2006), a sample is a small representative subset of a population selected for observation and analysis. By examining the characteristics of the sample, one can infer conclusions about the characteristics of the larger population from which it was drawn. For the study, a representative sample was selected consisting of 20 principals from 10 elementary schools of Chandigarh and 10 elementary schools of Dubai.

3.3 Tools and techniques for data collection

Description of the tools

School educational set up was developed to study school administrative set up and /or hierarchy and the curriculum transactions. This survey based on Principal role in the School set up , School Planning, School Administration, School Working Environment, Admission Policy, Recruitment, School Finance, Priority Areas.it consists of 40 items.7 items related to Principal's role in the School set up , 5 items related to Educational set up, 4 items related to School Planning, 4 items related to School Administration, 3 items related to School Working Environment, 3 items related to Admission Policy, 4 items related to Recruitment,4 items related to School Finance, 6 items related to Priority Areas. It is a 5 points Likert scale ranging from strongly agree, agree, undecided , disagree and strongly disagree.

The scoring of the present scale was based on five-point Likert Scale i.e. strongly agree, agree, undecided, disagree and strongly disagree. The scores for items were 4,3,2,1 and 0 for strongly agree, agree, undecided, disagree and strongly disagree respectively.

Instructions for Administration

This survey has a list of statements aimed to study the school educational set up. There are no right or wrong answers; you have to only mark responses as per your personal opinion and experience. This survey may take about 15 minutes to complete. For each statement, five response options have been provided. Please mark one

for each statement to indicate your response/choice: strongly agree, agree, undecided, disagree and strongly disagree

Statistical techniques

The following statistical methods were utilized to analyze the collected data and test the objectives:

- Descriptive statistics such as mean, median, standard deviation, skewness, and kurtosis were computed to understand the distribution of scores.
- Graphical representations were employed to visually interpret the data through charts, graphs, and diagrams.

Validity :Content validity can be defined as how representative the items or tests are to measure the behavior studied (Cohen & Swerdlik, 2018; Slaney, 2017)

The first draft with items was given to ten experts for establishing content validity. The content validity of the school educational set up was done by taking the expert opinion.

The feedbacks given by experts were incorporated and modifications were done into the initial draft. To establish validity the experts were requested to assign +1 to the item completely relates with the objective, -1 to the item if does not relate to the objective and 0 in case of uncertainty. These responses of the experts were tabulated and Index of Suitability (IoS) was calculated for each item by using formula $I o S = \frac{\sum R}{N}$

where,

$\sum R$ = sum of responses of experts

N = number of experts

The items with IoS value below .80 were rejected. Out of 100 items were rejected leaving the final draft with 40 items.

Reliability : Cronbach's alpha is also known as a measure of internal consistency used in the context of multi-item measurement instruments and Coefficient alpha is undoubtedly one of the most essential and pervasive statistics in research involving test construction and use has wider application than it was early in its development (Mcneish & Mcneish, 2018).Internal consistency was measured under reliability by calculating the Cronbach's alpha coefficient which was found to be 0.832. Hence the questionnaire can be considered as reliable.

3.5 Procedure of data collection

Sampling entails choosing a subgroup of individuals or subjects from a larger population to gather information that can be extrapolated to the entire population. Sampling methods enable the derivation of conclusions based on a relatively small portion of the population (Kochhar, 2007). In this study, samples were selected from schools affiliated with CBSE (both government and private), CISCE, and IB in Chandigarh, and from

elementary schools affiliated with MOE, FBISE, IB, IGCSE, and CBSE in Dubai. Initially, the researcher identified government and private schools in different zones of Chandigarh and Dubai. After obtaining the school lists, permissions were secured from the DPI and DEO in Chandigarh to collect data from government and private schools. In Dubai, permissions were obtained from the principals or their secretaries to gather data from their respective schools. The study utilized a stratified random sampling technique to select school samples. From these schools, the researcher randomly collected data from school principals.

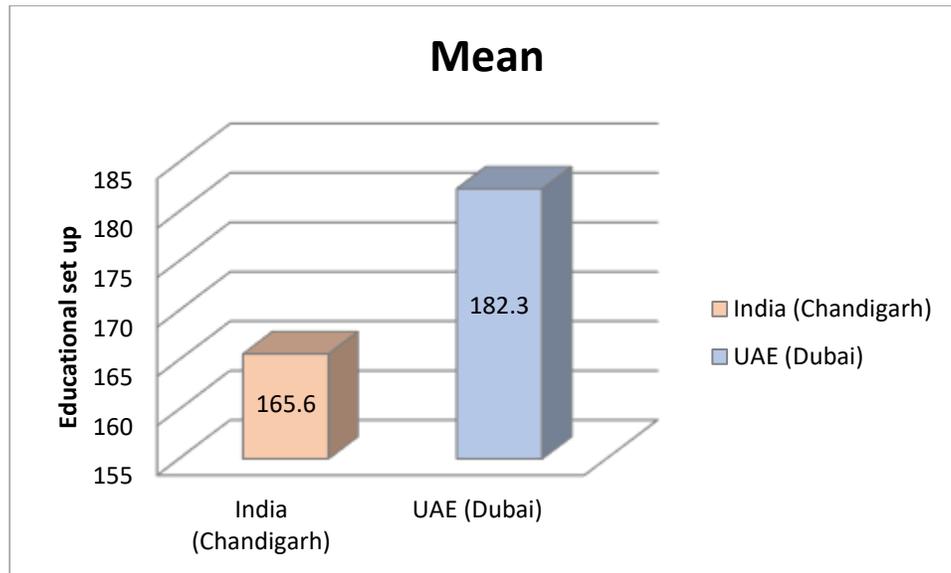
3.6 Data analysis

Table : 3.6.1 shows the descriptive statistics scores for educational set up in schools of India (Chandigarh) and UAE (Dubai). Inferential analysis of educational set up

Edu set up

		Mean	t- value	df	Significance
Educational set up	Chandigarh	165.60	-3.002	18	.008
	Dubai	182.30	-3.002	18	.008

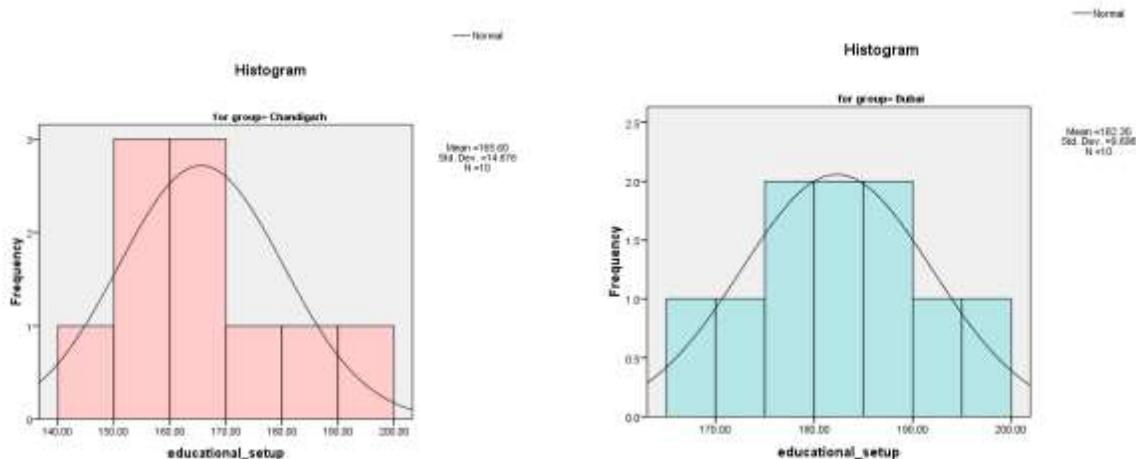
Descriptive statistics	India	UAE
Mean	165.60	182.30
Std. error of Mean	4.64	3.06
Median	164	180
Std. Deviation	14.67	9.69
Skewness	.272	.172
Std. error of skewness	.687	.687
Kurtosis	-.035	-.513
Std. error of kurtosis	1.334	1.334



As presented in Table 3.6.2 the difference in the scores of educational set up in schools of India (Chandigarh) and UAE (Dubai) was found to be -3.002. The negative sign indicates that the score of UAE (Dubai) was higher than the score of India (Chandigarh). The p-value for scores was found to be significant at .05 level ($t=3.002$, $p=.008$). Hence the null hypothesis stating “There is no significant difference in scores of educational set up in schools of India (Chandigarh) and UAE (Dubai)” stands rejected. This implies that there is significant difference in scores of educational set up in schools of India (Chandigarh) and UAE (Dubai). Hence educational set up in schools of UAE (Dubai) is better as compared to educational set up in schools of India (Chandigarh).

IV. RESULTS AND DISCUSSION

Table 3.6.1 shows the descriptive statistics scores for educational set up in schools of India (Chandigarh) and UAE (Dubai)). Mean scores for educational set up in India (Chandigarh) and UAE (Dubai) were 165.60 and 182.30 respectively. The values of mean, median and mode within each group was almost equal. Standard deviation for scores of educational set up in India (Chandigarh) and UAE (Dubai) were 14.67 and 9.69 respectively. The values of skewness for scores of educational set up in India (Chandigarh) and UAE (Dubai) were .272 and .172 respectively. The value of skewness was positive for scores of educational set up in India (Chandigarh) and UAE (Dubai) which implied that the data values were skewed towards the right. The values of kurtosis for scores of educational set up in India (Chandigarh) and UAE (Dubai) were -.035 and -.513 respectively. The negative value of kurtosis indicated that the distribution curve was platykurtic. The values of kurtosis and skewness were within the range -2 to +2 (Bachman, 2004) and the values of standard error of skewness and standard error of kurtosis were in the range of +/- 1.96 (Peat & Barton, 2008). As the values lie within the range, data for scores of educational set up in India (Chandigarh) and UAE (Dubai) shows that the sample scores were normally distributed.



V. SUGGESTIONS AND CONCLUSION

The educational set up in schools of UAE (Dubai) is better as compared to educational set up in schools of India (Chandigarh). Based on the findings of this study, it is recommended that Indian schools (Chandigarh) consider adopting certain aspects of the educational setup observed in UAE (Dubai). Specifically, implementing professional development programs for teachers similar to those in Dubai could enhance instructional quality and student outcomes. Additionally, investing in school infrastructure improvements modeled after successful UAE practices may create a more conducive learning environment in Indian schools. In conclusion, this study has demonstrated significant differences in educational setup scores between schools in India (Chandigarh) and UAE (Dubai). The superior educational setup in Dubai suggests valuable strategies that Indian schools can adapt to enhance their own educational practices. By implementing targeted improvements informed by these findings, policymakers and educators in India can work towards closing the gap and improving overall educational quality. Future research should delve deeper into the specific factors contributing to these differences and explore additional avenues for enhancing educational outcomes globally. By following this structured approach, you can effectively communicate the implications of your research findings and provide actionable recommendations for future educational practices.

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