



Adolescents Development and Private and Public School's Education : A Psychological Study

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Abstract

There are so many stimulating materials present in school premises that affect adolescent personality, intelligence, socialization, emotion, motivation etc. School is the chief continuing and supplementing institution in which adolescent develop socially, emotionally academically and intellectually. School also build-up personality traits of adolescent and make them creative. Learning of specific knowledge and skill is a direct effect of classroom teaching in, however, social cognitions and feelings are also influenced by school. These may be just as powerful in predicting later outcome as intelligence, personality, reasoning etc. In India adolescent are educated through public and private schools. They follow same educational pattern and curriculum. But there are big difference of public and private schools education on adolescent psychological and social development. The levels of some public schools are good and they have enough facilities, but others have been lacking even basic facilities. In these schools adolescent are not attending their classes regularly and teachers are also reluctant to educate them. They are also careless about adolescent development. Private schools have sufficient basic facilities and their patterns of education are satisfactory, but all are not on the same level. Private schools are running around open communication between parents and administration. They make it a priority to involve parents in the hole educational system. Research on public education in India has clearly shown that increasing inputs, including teacher's qualification, training and payments, has had no impact on learning outcomes.

Keywords : Adolescent, Development, Education, Knowledge, Learning, Environment.

Introduction

Education is the fundamental right of each and every adolescent. But this fundamental right cannot be achieved without availability of quality education across the country. Schooling has direct effects on adolescent psycho-social development. According to Solomon (1960), 'the school classroom has second important place after home for human development'. School provides face-to-face interaction with reality to adolescent. In school adolescent gets formal education as well as learns so many things informally. This happens because teachers, peers and other students affect their personality in many ways. There are so many stimulating materials present in school premises that affect adolescent personality, intelligence, socialization, emotions, motivation etc.

School is the chief continuing and supplementing place where adolescent develop socially, emotionally and intellectually. School also build-up personality traits of adolescent and they also became creative. The school is charged with providing experience to develop the total individual. Schooling has direct effects on adolescent academic achievement, their acquisition of literacy, and scientific knowledge. Educational qualifications are necessary for adolescent to entry into further higher education or training and also employment. Learning of specific knowledge is a direct effect of school teaching. However, social cognitions and feelings are also influenced by them. These may be just as powerful in predicting later outcome as intelligence, personality etc. Such indirect effects of school are more elusive because they are mediated by adolescent motivation to learn or avoid learning. Cognitive and motivational mediators of indirect effects continue to exert influence on individual development beyond school.

Bhatt (1972), Bhagwat and Verma (1973) have find out direct relationship between school education system and intelligence. Directly and indirectly teacher helps the adolescent to adjust with their group and influences their psycho-social development as well as their personality. In spite of that school and teacher helps them to accept social values. Buhler (1952) stated that, 'he sees that adolescent adopts these values as social acceptors'.

In India adolescent are educated through public and private schools. They follow same educational pattern and curriculum. But there are big difference of public and private schools education on adolescent psychological and social development. The levels of some public schools are good and they have enough facilities, but others have been lacking even basic facilities. In these schools adolescent are not attending their classes regularly and teachers are also reluctant to educate them. They are also careless about adolescent development.

Private schools have sufficient basic facilities and their patterns of education are satisfactory, but all are not on the same level. In this context Kingdom (2007) stated that, 'although the educational achievement of Pakistan and Bangladesh is far behind from India, it has long way to parallel the international level'. It means that education in schools, especially in public schools, is not up to the mark. Underlining the impact of school on adolescent development Mortimore (1988) stated that 'overall the good schools are good for majority of adolescent and bad schools

are bad for majority of adolescent'. Research conducted by Gray et. al. (1983) and Rutter et. al. (1979) also has the same opinion that quality education is a necessity today.

The role of the school is to stimulate adolescent all over development within three aspects of knowledge: cognitive, affective and psycho-social. It is the responsibility of the teachers to equally stimulate student's capabilities and to observe the student as social being. In accordance with the above, more and more classes are being affirmed that are oriented to the adolescent that encourage social learning as a part of overall learning. Adolescent social development includes behaviour, attitudes and affects united into adolescent interaction with adults and peers. Researches that were involved into adolescent social development indicate the positive influence of teachers, parents and peers on the social development(Allen, Weissberg & Hawkins, 1989, Ladd, 1999; Buljubasic & Kuzmanovic, 2008). Katz and McClellan (1997) emphasize that the community is the basis for creation of a context of social development. The results showed that adolescent that created a relationship of trust with teachers are more socially competent in the relationships with the peers and it is especially emphasized the importance of emotional literacy of parents on social development of the adolescent. The school has a big role to prepare the adolescent for future profession and also to work in the community.

The importance of school is reflected in a sense that the school should be a community of growing up in which adolescent feel satisfied and successful. The school needs to be the place where they can show their knowledge, skills and capabilities, learn in an interesting and creative manner, develop cooperation and more successfully relations with others, to be more tolerant, and to use acquired knowledge and experiences in their everyday life. As school could with its influence benefit to the social development, Buljubasic & Kuzmanovic (2008) mention necessary interventions in the school itself and it is the practicing of the empathy and exercises of compassion, enabling all students to feel welcomed and respected.

The school that is needed is the place that encourages overall development of the adolescent, respects diversity, and encourages individualization and socialization of the classes. In the school, the adolescent has to actively acquire knowledge and develop creativity. Teacher needs to encourage social sensitiveness and partnership between the parents and the school. We need the school as a modern institution that is oriented to the development of the adolescent personality and their individuality as a complete young person that is an equal member of the social community. However, the school is perceived as the institution closed for innovations and creativity, without a spirit of unity, where a talent is not used as an advantage, and empathy, expression and understanding of your own feelings, self-control, independence, adaptability, popularity, capability of solving problems with others.

Before 1990 public school alone took the responsibility of education and public schools were educating adolescent everywhere in India. In rural as well as urban areas only public schools were looking everywhere. Very few private organizations were involved in educating adolescent. But after 1990 situation had totally changed. Mushrooming of private schools in India and other developing countries started to emerge from the 1990s (Kitaev 1999; Kingdon 1996; Latham 2002; Tooley 1999).

From the outset, there has been strongly divided opinion on the relevance and appropriateness of such schools to the aims of education. From one perspective, concerns were raised as to whether states alone would be able to meet the school targets or not. The expansion of education as a result of the abolition of fees in public schools was also seen as detrimental to the quality of education, affecting the education of the poor adolescent. Private schools were seen as a way of reaching more adolescent with better quality education, while also benefiting from the private sector's ability to reduce costs (Tooley and Dixon 2003).

Some analysts raised concerns about the appropriateness of the involvement of the private sector in the provision of education. Some deemed it as being in conflict with the recognition of education as a human right which meant that the state should take the responsibility for education for everyone. From this perspective, with the majority of the poorest and most vulnerable remaining in public schools, the policy priority should be on reforming these schools to ensure that adolescent attending them receive proper quality education.

Early learning environments must be recognized as major concern of adolescent development. Concerted efforts must be made to provide adolescent with experiences that will enable them to learn how to live tolerantly and respectfully with people from the background of different socio-economic, racial, cultural and linguistic. There is little evidence available in India regarding the cognitive and affective outcomes of adolescent at the age of 15 and none of the existing longitudinal studies have tracked adolescent beyond school. Thus we compare the cognitive and affective skills of older adolescent attending public or private schools.

Objective of the Study

The present study intended to find out the effect of private and public school's education on adolescent's general intelligence and emotional intelligence. Private school's education and public school's education were treated as independent variables whereas intelligence and emotional intelligence were treated as dependent variables. Thus the objectives of the study are as follows :

1. The study intended to examine two groups of adolescent – studying in private school and public school – in respect of their general intelligence. The purpose was to examine the effect of private and public school's education on their intellectual development.
2. The study aimed to observe two groups of adolescent – studying in private school and public school - in terms of their emotional intelligence. The purpose was to obtain the impact of private school's education and public school's education on their emotional intelligence.

Hypothesis

The following hypothesis has been formulated for empirical verification keeping in view the above objectives :

1. Adolescent studying in private school will be more intelligent than adolescent studying in public school.
2. Adolescent studying in private school will be emotionally more intelligent than adolescent studying in public school.

Sample of the study

Keeping in view the nature of present study incidental cum purposive sampling method was found appropriate. The present study was conducted on an incidental come purposive sample consisting 100 adolescent of 13 to 17 years of age from urban, semi urban and rural area of Patna district. Half of the samples were comprise of those adolescent who were studying in private school. Other half of the samples were comprises of those adolescent who were studying in public school. Among the adolescent studying in private school, half were male and half were female, so as the adolescent studying in public school.

Research Tools

1. Personal information blank was used to know the name, address, socio-economic condition, schools etc. of the respondents.
2. General Intelligence Test of S. M. Mohsin (1983) was used for measuring intelligence of the respondents.
3. Emotional Intelligence Test by Hyde, Pethe and Dhar (2002) was used for measuring emotional intelligence of the respondents.

Statistical analysis of the data

Statistical method applied for data analysis was t – test. Results obtained on the basis of this method ware recorded in tables and were discussed and interpreted with region and justification.

Result and interpretation

There were two independent variables – private school education and public school education. The study consist general intelligence and emotional intelligence as dependent variable. General intelligence Test and Emotional Intelligence Test were administered to respondents studying in private and public school and their scores were obtained separately. Then mean, SD and SE were calculated for all the groups. After that t - test was employed and the significance of difference between the two means were examined and the result were recorded in the table below :

Table-1

Mean, SD and t value of Intelligence scores of respondents studying in private and public school

| Dimension | Respondents | N | Mean | SD | SE | t | df | P |
|----------------------|---------------------------------------|----|--------|------|------|------|----|------|
| General Intelligence | Adolescent Studying in Private School | 50 | 105.79 | 5.32 | 0.46 | 5.57 | 98 | <.01 |
| | Adolescent Studying in Public School | 50 | 101.21 | 5.47 | 0.45 | | | |

Table-2

Mean, SD and t value of Emotional Intelligence scores of respondents studying in private and public school

| Dimension | Respondents | N | Mean | SD | SE | t | df | P |
|------------------------|---------------------------------------|----|--------|------|------|------|----|------|
| Emotional Intelligence | Adolescent Studying in Private School | 50 | 119.99 | 7.21 | 0.49 | 8.98 | 98 | <.01 |
| | Adolescent Studying in Public School | 50 | 114.64 | 7.01 | 0.47 | | | |

From the above tables it is evident that respondent educational institution has significant effects on their general intelligence and emotional intelligence. Respondents studying in private school are more intelligent than those studying in public school ($t = 5.57$, $df = 98$, $p < 0.01$). There is a significant effect of educational institution on respondent emotional intelligence also. Respondents studying in private school are emotionally more intelligent than respondents studying in public school ($t = 8.98$, $df = 98$, $p < 0.01$).

Conclusion

Adolescents studying in private school are more intelligent than adolescents studying in public school. They are also emotionally more intelligent than adolescents studying in private school. Thus private school's education has significant positive effect on adolescent's psychological development whereas public school's education has negative effect on adolescent's psychological development.

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