CHAPTER V
DATA ANALYSIS

5.1. Introduction

The researcher has gathered the data using data collection tools and analyzed it. The analysis has brought to the forefront some of the important facts, which are eye opening. These facts make us understand that if studying the best schools in the city of Mumbai one attains these figures then what will be the state of the rest of the country. The researcher through this research is trying to bring to the forefront the various loopholes in the educational system.

The chapter is divided according to the data obtained through various tools and within the tools according to the different parameters.

5.2. Analysis of data obtained from Organization

- **Infrastructure:** It is observed that the teachers and the non-teaching staff have an optimistic opinion towards their institution as they have scored a high rating with a score of 11511/15000 with an average rating of 23.02/30. As high as 76.74% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school 30% of college teachers and non-teaching staff respectively out which 23.02% of college teachers and 53.72% school teacher’s and the non teaching staff believe the infrastructure provided in their respective school is appropriate. The sample group of teachers is from the urban city hence they are provided with the finest facilities in comparison to the rural India. The institutions have sophisticated and well equipped buildings, neat classrooms and better sports facilities. The schools and colleges don’t stop at this but they also provide open access to learning resources and computer facilities. Still as high as 23.26% of the teachers and non-teaching staff feel that the infrastructure provided in their schools and colleges is below the quality standard. If this is the case in urban India one can imagine the state in rural India. Even today in rural India the infrastructure facilities are not provided
i.e. does not have proper hygiene facilities; school buildings some of them don’t even have proper washrooms. According to a recent research conducted there is speeding up in the development of rustic optional schools: in the ten years from 1993 to 2002 the aggregate number of schools developed by 33 for every penny from 47,870 to 63,633. The amount of auxiliary schools without structures additionally developed by a variable of one-third, from 287 to 387 and in excess of one-sixth of schools are without pucca structures. Just 65 for every penny of towns have an optional school inside five kilometres.

**Organisation: Infrastructure**

- **Positive(College Review)**: 54%
- **Negative(Both)**: 23%
- **Positive(School Review)**: 23%

Graph 5.1

- **Institution**: The researcher has observed that the teacher and the non-teaching staff have a positive opinion towards their institution as they have scored a high rating with a score of 15123/20000 with an average of 30.25/40. As high as 75.62% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college teachers and non-teaching staff respectively out which 22.69% of college teachers and 52.93% school teacher’s and the non teaching staff agree that the institution have set goals and aims for its employees and it
ensure that these goals coincide with the institutional goals at large. Staff at all levels is aware of the institutional directions. The review brings to the forefront the positives where the organizations have average to good classrooms layouts /individual learning programs that are appropriate for students, proper canteen facilities for everyone. At the same time the research shows us that 24.38% teachers and non-teaching staff feel the schools and colleges are not providing appropriate facilities in the institution. The ratio obtained through the research is from the urban city so one can understand the state of rural areas and the remote areas in the country.

![Organisation: Institution](image)

**Graph 5.2**

- **Trustees**: The researcher notices through the research that the teacher and the non-teaching staff have a positive opinion towards their institution as they have scored a high rating with a score of 15234/20000 with an average of 30.47/40. As high as 76.17% overall percentage including schools and colleges review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college teachers and non-teaching staff respectively out which 22.85% of college teachers and 53.32% school teacher’s and the non teaching staff feels that trustees have good coordination with the staff which in turn helps to increase the efficiency of the institution.
The staff feels that the trustees manage the financial aspects of the institutions flawlessly and have measures undertaken for quality improvement in the institution. Trustees also monitor student’s achievement, admission procedures, student retention and staff recruitment and training. Though the analysis states that they have an active involvement in the organization it is seen that in 23.83% of the places trustees are not so approachable and they do not take active part in the working of the institution and they are rarely involved with the development of the students.

**Organisation: Trustee**

- Positive(College Review) 23%
- Negative(Both) 53%
- Positive(School Review) 24%

Graph 5.3

- **Continuous improvement:** It is evaluated through the research that the teacher and the non-teaching staff have a positive opinion towards their institution as they have scored a high rating with a score of 7702/10000 with an average of 15.40/20. As high as 77.02% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30 % of college teachers and non teaching staff out which 23.11% of college teachers and 53.91% of school teacher’s and the non teaching staff think that their schools and colleges believe in the motto that continuous improvement leads to success. These institution ensures
well planned, organized and maintained environment, which is safe and secure for learning. Though most of the schools claim to have safety and security measures but in reality they seem to be lacking in the effort to do the same. Most institution do not have regular workshops for the staff which helps in increasing the efficiency, at the same time regular improvement of polices is not given due importance. Looking at the answers from 22.98% of the teachers of schools and colleges the researcher concludes that they lack continuous improvement.

Organisation: Continuous Improvement

Positive(College Review)  Negative(Both)  Positive(School Review)

Graph 5.4
5.3. **Analysis of data obtained from Principals and Management**

- **Personal touch:** The researcher sees that the principals and management have a positive opinion towards their institution as they have scored a high rating with a score of 956/1000 and an average of 19.06/20. As high as 95.30% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college principals out of which 28.59% of college Principals and 66.71% of school Principal’s claim to take active part in the institutions as they continuously monitor the students and check what they want to achieve. Not only that but the principals also interact with parents to understand what are their expectations from the institution. The principals seem to ensure that the staff takes active part in the discussions of the regarding the institutional matter. Considering that the sample group that the researcher chose is principals of reputed schools in the city like Mumbai where it is very important to maintain a personal touch with the people the percentage has come so positive but in reality most of the principals do not give importance on building personal touch, considering people’s needs and are unapproachable.

![Principal:Personal Touch](image-url)

**Graph 5.5**
• **Relationship/expectations from/ with staff and parents:** The researcher considers that the principals and management have a positive opinion towards their institution as they have scored a high percentage with a score of 2097/2500 with an average of 41.94/45. As high as 93.20% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college principals out which 27.96% of college and 65.24% school Principal’s have given a major negative response to only one of question, the item being “Parents are involved in planning the future of the institution” it is seen that parents of college going students are not involved in the planning for the future of the institution. The principals from reputed schools and colleges are asked to maintain inter personal relations with students, parents and teachers. They even organize workshops/seminars for parents to keep them updated. The principal ensures that the Parent-Teacher Association has a positive review about the quality of the school’s academic program by giving priority not only to attain good results from students, but also helping in developing personalities. Though the researcher has received such a positive response in most schools principals do not pay attention to the needs of an over all development of the staff or students.

### Principal: Expectations from Staff & Parents

![Pie chart showing the percentage of positive, negative, and neutral responses from college review and both school and college review.](image)

- **Positive(College Review):** 65%
- **Negative(Both):** 7%
- **Positive(School Review):** 28%

Graph 5.6
• **Institution:** It is observed that the principals and management have a positive opinion towards their institution as they have scored a high rating with a score of 656/750 with an average of 13.53/15. As high as 90.13% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college principals out which 27.04% of college and 63.09% of school Principals believe in inviting professionals from different walks of life to the institute to interact with students, parents and teachers to increase their knowledge but the colleges do not believe in inviting professional as they do not have a career development programs for students and staff. Most of the principals support innovative ideas for implementation in the institution. The researcher has received only a negative response in this section for the item “We allow our amenities to be utilized by society associations” This because most of the colleges are not open in helping various support groups or even allowing anyone to use their facilities.

**Principal: Institutions**

- Positive(College Review) 63%
- Negative(Both) 27%
- Positive(School Review) 10%

Graph 5.7
• **Leadership and Qualities:** The researcher observed that the principals and management have a positive opinion towards their institution and their abilities as they have scored a high rating of with a score of 1432/1500 and an average of 28.02/30. As high as 95.47% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college principals out of which 28.64% of college and 66.83% school principals help in guiding the students and teachers from the forefront. The principal is well aware about the job requirements and responsibilities and sets an example by not just preaching but also practicing what he/she expects from others in the organization to follow.

![Graph 5.8](image)

• **Continuous improvement:** The researcher considers that the principals have a positive opinion towards continuous improvement as they have scored a high rating of 951/1000 with an average of 13.52/20. As high as 95.10% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college principals out which 28.53% of college and 66.57% school principals give top
priority to quality improvement for their institution. They have clear plans of quality improvement and undertake various measures to implement the same. Let's not forget that the sample group is from an urban city and the principals are from the reputed institutions whereas most of the schools in the remote areas do not know what continuous improvement means so its very remotely possible that they follow it. Majorly principal’s lack in providing continuous improvement its due importance.

**Principal: Continuous Improvement**

<table>
<thead>
<tr>
<th>Positive(College Review)</th>
<th>Negative(Both)</th>
<th>Positive(School Review)</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>28%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Graph 5.9

- **Curriculum:** The researcher observed through his study that the principals and management have a positive opinion towards their curriculum implementation as they scored a high rating of 494/500 with an average of 19.20/20. As high as 98.80% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% college principals out of which 29.64% of college and 69.16% of school principals guarantee that the educational program is proper to the learners needs and meets the standards. They also ensure that the curriculum is age appropriate and the knowledge imparted is more application based than just theoretical. Even though the researcher has a
attained a positive result most of principals in reality have no knowledge of what is being taught in inside the classrooms.

**Principal: Curriculum**

- Positive (College Review): 69%
- Negative (Both): 30%
- Positive (School Review): 1%

Graph 5.10
5.4. **Analysis of data obtained from Teachers**

- **Relationship:** The researcher observed through the research that the teacher has a positive opinion towards the relationship as they have scored a high rating with a score of 9334/12500 with an average of 18.66/25. As high as 74.67% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college teachers out which 22.40% of college and 52.27% school teacher’s maintain good relations with various stakeholders but this is from the urban cities. 25.33% of teachers though being form a metropolitan city do not believe in maintaining good relations with the stakeholders. One can understand what will be the state in the rest of the parts of India. The interrelationship between the teachers and the heads is important as it helps in increasing the efficiency and co-ordination within the institution. The teachers create a feeling of trust, loyalty and goodwill in the institution, which in turn benefits the institution at large. The institution should involve teachers; ask their ideas, suggestions and inputs for making it a better place to work and the feeling of belonging.

![Teacher: Relationship](image)

Graph 5.11
• **Institution**: The researcher has observed that the teacher have a moderate opinion towards their institution as they have scored a high rating with a score of 8987/12500 with an average of 17.97/25. As high as 71.90% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college teachers out which 21.57% of college and 50.33% of school teacher’s believe that the institution they work in is the best and has all the facilities which are essential for their growth and development. The sample group of teachers is from the urban cities still 28.1% of teachers do not have a positive opinion rather they have a moderate to negative opinion towards the schools and colleges they work in. This shows what will be the case in rural India where none of facilities are provided. Also the sample teachers that the researcher has taken are from reputed institutions where the work environment is pleasant.

**Teacher: Institutions**

- Positive(College Review) 50%
- Negative(Both) 28%
- Positive(School Review) 22%

Graph 5.12

• **Expectations**: The researcher observes that the teacher have a high opinion towards the expectations as they have scored a high rating with a score of 7728/10000 with an average of 15.48/20. As high as 77.28% overall
percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school teachers and 30% of college teachers out of which 23.18% of college and 54.10% school teacher’s are trained in a much better fashion and thus they handle the work and responsibilities in a better manner. The teachers have good conduct, leadership and relations with students, parents and co-workers. 22.72% of teachers have a negative review for the same. If this is the case with the urban city schools and colleges one can understand the teachers who are from rural area lack all these qualities thus decreasing the efficiency of the institution.

**Teacher: Expectations**

- Positive(College Review)
- Negative(Both)
- Positive(School Review)

![](image)

Graph 5.13

- **Curriculum:** The researcher considered that the teachers have a high opinion towards the curriculum as they have scored a high rating with a score of 3999/5000 with an average of 7.99/10. As high as 79.98% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college teachers out of which 23.99% of college and 55.99% school teacher’s agree they know the contents of the curriculum very well hence the researcher has received a positive result in the research. 20.02% teachers have shown a negative
response due to the reasons where they believe that the facilities or exposure given to them is not appropriate thus affecting their capabilities of teaching. The teachers of rural area lack their abilities.

**Teacher: Curriculum**

![Pie Chart]

- **Non-teaching staff:** It is considered that the teachers have a high opinion towards the non-teaching staff as they have scored a high rating with a score of 5477/7500 with an average of 10.95/15. As high as 73.03% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school teacher and 30% of college teachers out of which 21.91% of college and 51.21% of school teachers have a positive opinion towards the non teaching staff as they help increasing efficiency and coordination within the institution which helps in creating the healthy work environment. Even though to the sample group being from an urban city 26.97% feel the non teaching staff is not working appropriately. In the urban schools and colleges at least they are appointed to a large extent in comparison to most of the places in the rural area where they do not have large non-teaching staff for support.
Teacher: Non-Teaching Staff

- Positive (College Review): 51%
- Negative (Both): 22%
- Positive (School Review): 27%

Graph 5.15
5.5. Analysis of data obtained from Students

- **Institution:** It is observed that the students have a positive opinion towards their institution as they have scored a high rating with a score of 11223/15000 and an average of 22.47/30. As high as 74.82% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college going children out which 22.45% of college and 52.37% school going children are satisfied with the facilities provided to them. The researcher has observed students have given a negative response majorly in two criteria. The first one being “The institution provides enough exposure to students to explore their skills and abilities” and the second one being “My institution is preparing me for the future” the reason for the major negative response is due to the Indian education system where rote learning becomes a necessity till the student reaches his 12th grade. Majority of all the reputed school’s give importance to the curriculum, though it doesn’t prepare the student for future or his overall development. The curriculum is mostly theory based and doesn’t provide scope for developing entrepreneurial and employable skills. These days being highly competitive students are more focused and they know what exactly they want from the schools and colleges. However if the school doesn’t provide for development of employable skills with a futuristic view the students are most likely to perceive the curriculum to be negative. 25.82% of students are not satisfied with the schools and colleges they are studying in as in India schools do not give much attention to co – curricular activities in comparison to global schools, which narrows down the students growth, and development. The researcher attains a positive response overall because the researcher has conducted the survey in Mumbai and Mumbai being an urban city the schools are well maintained. “The institution appreciates and identifies good behavior” the researcher observed that all the students have a positive response towards this item. The researcher has counter checked their views by placing the item “The institution maintains strict discipline” and the researcher has noticed that students have put similar responses for both the answers.
• **Facilities:** It is observed that the students seem to be very satisfied with the facilities provided as they have high rating with a score of 9597/12500 with an average of 19.19/25. As high as 76.78% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college going student out of which 23.03% of college and 53.75% school students have a positive response to this parameter. This is majorly because the researcher has covered the institutions in the city of Mumbai where the schools and colleges are providing good facilities to their students which has a direct relationship with how the students perceive the schools. The researcher observed that the students gave a negative response to the item “Students handbook and guides are available” as majority of schools seem not giving proper notes to the students. “There is good range of leisure, recreation and sports facilities available to students” the researcher observes that majority of the students want this criteria to improve, due to lack of space in the city the students suffer, thus they have given it a low rating. Due to the negative response in these two items 23.22% students have given a negative response to this parameter.
**Student: Facilities**

![Pie chart showing positive and negative reviews](image)

- **Teacher Student Relationship:** The researcher has attained an average rating of 16.85/25 with a score of 8261/12500. As high as 66.11% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school and 30% of college going student out of which 20.13% of college and 46.98% school students have a positive response to this parameter. The researcher observed with the items like “The teachers teach very well” and “The teachers care for the students” there is an indirect relationship. The teachers that are good with teaching seem to not care enough for their students reaction and vice versa. The researcher has got a positive response to the item “Teachers display exemplary behavior” the researcher observed that teachers display a good behavior this is because in highly reputed institutions this criterion holds immense importance. “The teachers teach very well” item rating did not have such a positive response this may be due to the lack of knowledge and proper teaching ability of teacher and low concentration levels among students. Due to these reasons 32.89% of students have given a negative response to this parameter.
• **Student development:** It is observed that this parameter has a low average of 9.02/15 and rating score of 4508/7500. As high as 60.11% overall percentage including the schools and college review was attained. The sample group that the researcher chose consisted of 70% school going children and 30% of college going children out of which 18.03% of college and 42.07% school students agree that this parameter is given importance in their schools and colleges. 39.89% of students seem to be unhappy with the way schools and colleges deal with their development criteria. The researcher has attained negative response with this statement “Students have a sense of pride in their work” this might be because of the lack of teacher, parent and peer support and low self esteem. According to a recent report an alarming 85% of the individuals suffer from self-esteem issues majority of them being teenagers. Students seem to be ignorant about the decisions taken as the people in charge seem to taking them and only after they are implemented students come to know of it. Students are not encouraged to participate in various other co-curricular activities as most of the students only give importance to studies.
**Student: Student Development / Satisfaction**

- **Positive(College Review)**: 42%
- **Negative(Both)**: 18%
- **Positive(School Review)**: 40%

Graph 5.19

- **Monitoring students’ progress**: The students have a rating score of 2918/5000 with an average of 5.93/10. **59.26% students** have given a positive response towards this parameter whereas **40.74% of students** feel that they are not monitored at all. The sample group that the researcher chose consisted of 70% school and 30% of college students out which **17.78% of college students** and **41.48% school students** agree to the parameter. The rating scale that was distributed had two questions under this domain one being “Students progress and attendance is regularly monitored and tracked” the students had a positive response as teachers regularly monitored their attendance as it is compulsory in majority of the schools but in colleges this was not the case. The other item was “Tutorial is used effectively to ensure that students are on track” students seemed to have a negative response to this item as majority of the schools do not have tutorial sessions to help students deal with their difficulties.
**Student: Monitoring Student Progress**

- **Positive(College Review)**: 35%
- **Negative(Both)**: 15%
- **Positive(School Review)**: 50%

Graph 5.20

- **Continuous Improvement**: The students have an average rating of 8.29/15 and with a rating score of 4135/7500 which very low. 55.13% students have given a positive response towards this parameter whereas 44.87% of students feel that continuous improvement in not implemented at all. The sample group that the researcher chose consisted of 70% school and 30% of college students out of which 16.54 % of college and 38.59 school students agree that the schools gives importance to this parameter. Most of the schools do not have appropriate continuous guidance cell available for all students, which is essential for improvement of students. The students have given a negative response to the item “All types of counseling are available to students who need it” as most of the school do not have a counseling cell that is required for shaping the students future. According to a report 20% of teens experience depression even before their adulthood, as they are not provided proper guidance on various issues. Student feedback is not regularly obtained, as institutions do not have any methods on following through with these services.
Student: Continuous Improvement

- Positive(College Review)
- Negative(Both)
- Positive(School Review)

Graph 5.21
5.6. Analysis of data obtained from Parents

- **Parents’ involvement:** It is observed that the parents have a moderate opinion towards their ward’s institution as they have scored a high average of 17.73/25 with a rating score of 8865/12500. 70.92% parents have given a positive response towards this parameter whereas 29.08% of parents feel that parent involvement in the schools and colleges is not at all there. The sample group that the researcher chose consisted of 70% school and 30% of college parents out of which 21.28% of college and 49.64% school parents agree that the schools have a high rate of parent involvement. The survey that the researcher conducted consisted mostly of the reputed schools and colleges which make it a point to satisfy parents and keep them involved in the activities relating to the school. Parent involvement also gives them a complete insight of the student’s development. A developing collection of examination shows that fruitful guardian contribution enhances understudy conduct and participation as well as absolutely influences learner accomplishment. Research has shown that there are sure scholarly results originating from guardian association going from profits in right on time youth to puberty and past (Henderson, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005). Scientists have utilized an assortment of approaches to measure scholastic accomplishment, for example, report card scores, evaluation point midpoints, state sanctioned test scores, educator appraisals, other cognitive test scores, grade maintenance, and drop out rate.
• **Parents view about the Institution:** Through the study it is observed that the parents have a positive opinion towards their students’ schools and colleges as they have scored a high average of 32.13/45 with a rating score of 16063/22500. 71.39% parents have given a positive response towards this parameter whereas 28.61% of parents feel that parents view about the institution in the schools and colleges is not at all there. The sample group that the researcher chose consisted of 70% school and 30% of college parents out of which 21.48% of college and 49.97% school parents have a positive view about the institution. The survey that the researcher conducted consisted mostly of the reputed schools and colleges, which shows how parents perceive about the institution.
**Parent: Parent view about the Institutions**

- **Positive(College Review)**: 50%
- **Negative(Both)**: 21%
- **Positive(School Review)**: 29%

Graph 5.23

- **Parent Teacher Association**: It is observed that the parents have a positive opinion towards their parent teacher association as they have scored a high average 24.54/35 with a rating score of 12270/17500. 70.11% parents have given a positive response towards this parameter whereas 29.89% of parents feel that parents teacher association in the schools and colleges is not given its due importance. The sample group that the researcher chose consisted of 70% school and 30% of college parents out of which 21.03% of college and 49.07% of school parents agree to have active parent teacher associations in their schools. In today’s world every secondary education institution has PTA, which is actively involved in the daily functioning of the school. It is the PTA who keeps a constant check whether the students are treated well and their needs are catered to efficiently. The sample group of parents is from the urban cities so the PTA is shown stronger.
Parent: Parent Teacher Association

- Positive(College Review): 49%
- Negative(Both): 21%
- Positive(School Review): 30%

Graph 5.24
5.7. **Comparison on the basis of various parameters**

The researcher compares the various common parameters from the viewpoint of the stakeholders.

5.7.1 **Comparison on the basis of Institution as a parameter**

- **Teachers:** It is observed that 71.90% of teachers have a positive opinion and 28.10% of teacher and the non-teaching staff have a negative opinion towards their institution as they find the facilities, which are provided, as sub standard compared to the international standards of educational institutions. The pay scales of teachers are low compared to their counterparts in western countries. Most of the teachers do not get a meal or refreshment from the school whereas this practice is observed internationally. Indian teachers feel technologically handicapped and this reduces their efficiency. Enormous amount of students are enrolled in a single classroom causing difficulties for the teachers. India being the second largest education system in the world faces problems like lack of trained and qualified quality teachers. This is the scenario in the urban areas, which are highly developed so one can imagine the state of the rural areas. Students in rural locations keep on being denied of quality training owing to components like absence of equipped and submitted educators, absence of course books or educating taking in assets, et cetera. An extensive number of instructors decline to instruct in rustic ranges and those that do, are normally under-qualified. Most of schools in rural India do not even have a school building. The teacher student ratio for secondary schools that have been observed on an average is 30+. It does not look too bad actually this number of has been enhancing throughout the years beginning with 47 in 1995 to 40 in 2000 and 34 in 2008. On the other hand, the midpoints hide the actuality. The pupil educator proportion in India as per RTE 2011 report average being 33+ but in a city like Mumbai the averages ranges from 40 to 70 students per class. In comparison to U.S.A, which has student teacher average ratio of 1:8 whereas china has an average of 1:18, being the world’s largest population India certainly seems to be lacking.
• **Students:** It is observed that 74.82% of students have a positive opinion whereas 25.18% students have a negative supposition towards their organization. The scholars feel that the facilities that they are being provided are lacking on major level when it is compared with international standards of schooling. In most countries aboard students are provided with infinite supply of research material from library’s where as in India very less number of schools actually have a library, and even if the schools do have a library they are not well maintained. The libraries don’t have books for carrying out research projects. Students feel lack of technological assistance wherein computer lab is not well maintained. The students feel hard to concentrate in classrooms because of the expansive number of scholars and teachers inability to handle such a large group. Proper sports equipment and training facilities
are lacking in majority of the schools in comparison to schools in USA. 71.1% of the pupils are selected in government schools whereas 24.3% are enrolled in private schools. The government schools lack most of facilities, some of them even don’t have a school building, and most of them even lack sanitation and hygiene facilities.

- **Parents:** It is observed that 71.39% parents have positive opinion whereas 28.61% parents of schools and colleges feel that the institutions don’t provide with appropriate facilities though they belong to urban city. If such a high percentage of parents feel dissatisfied one can imagine the overall percentage, which will run very high. College parents also seem to be unhappy with the facilities because they are not managed well in comparison to the private schools and colleges.

- **Principals:** It is observed that 90.13% principals have an optimistic opinion towards their institution. They believe the infrastructure provided in their respective school is appropriate and the best but when we compare the views with other sections like students, teacher, parents we see that views do not match as these stakeholders are not completely happy with what has been provided to them.
Comparison: Institution

Graph 5.26
5.7.2. Comparison on the basis of Relationship as a parameter

- **Teachers:** It is observed that 74.67% teachers have positive response whereas 25.33% of teachers have a negative response towards in the relationship item because they find it difficult to know each and every student due to the high student teacher ratio, high level of competitiveness creates unhealthy working environment. Teachers seem to have an indifferent opinion towards the parents and they lack in communicating the students’ needs with their parents.

- **Students:** It is observed that 67.11% students have a positive response whereas 32.89% students have a negative response towards the relationship, as they believe that the teachers are indifferent towards their needs and are not concerned enough because of the large number of students present in a class. Through the data received by the rating scale the researcher observes that students believe that teachers do not give them marks appropriately if they have a grudge against them. The students hardly interact with the principals even if they do so the interaction is minimum and most of the time the students are not very comfortable speaking their mind.

- **Parents:** It is observed that parents have a negative response on the relationship criteria as they think that teachers are indifferent towards their needs and the needs of their students. Parents feel that the teachers don’t put in efforts and are not transparent about their students’ progress while the principal is not very approachable.

- **Principal:** It is observed that 93.20% principals have an optimistic opinion towards their relationship wherein they believe that they maintain good relation with the teachers, students and parents and are approachable. Principal’s views about this section are contrasting with that of other stakeholders.
Comparison: Relationship

Graph 5.27
5.7.3. **Comparison on the basis of Curriculum as a parameter**

- **Teachers:** It is observed that 79.98% teachers have a positive response whereas 20.02% teachers have a negative response to this parameter as they do not have the means to cope up with the curriculum as most of them are under qualified for the job and even if the qualification is there they still lack the knowledge and techniques required to teach. The teachers do not seem to possess the knowledge outside the textbook, which will actually help the student to apply it in the business. Teachers seem to be lacking the proper vocational training and they also lack the technological know how to explain the curriculum.

- **Students:** It is observed that students have a negative response towards in the curriculum, as the curriculum seems to lack in standards when compared to international curriculum. Students feel that their curriculum only consist of rote learning and lack practical application for future development.

- **Parents:** It is observed that parents have a negative view towards in the curriculum taught, as it is more theoretical based and lacks practical knowledge. They feel that the child just starts rote learns the curriculum and there is no practical or application based learning. The curriculum taught does not match the global standards and they need to enroll their wards for extra classes due to the lack of teaching abilities of the teacher.

- **Principal:** It is observed that 98.80% principals have an optimistic opinion towards their curriculum, as they believe that curriculum that is being taught is up to date and relevant and meets the global standards. Whereas parents and students feel that the curriculum is lacking practical knowledge and thus the views strongly differ.
Comparison: Curriculum

Graph 5.28
5.7.4. Comparison on the basis of Continuous improvement as a parameter

- **Teachers:** It is observed that 74.70% teachers have a positive opinion whereas 25.3% teachers have a negative opinion towards continuous improvement as they believe that their institutions do not have sufficient amount of workshops and continuous training which helps them to develop and grow and gives them in their growth prospective.

- **Students:** It is observed that 55.14% students have a positive response whereas 44.86% students have a negative response towards continuous improvement, as most of the schools do not hold tutorials, there is no proper career guidance cell, counseling cell is missing to meet the student problems.

- **Parents:** It is observed that parents have a negative response towards continuous improvement as they seem to be unhappy about their role in the institution and no measures are being taken to improve this. They feel that the school does not conduct workshops for overall development of the students. Some parents even feel that there is no improvement in sports area’s of the institution. They also feel that the institution does not provide enough opportunities to the child to build confidence in them.

- **Principal:** It is observed that 95.10% principals have a positive response towards continuous improvement as they seem to believe that their institution implements continuous improvement through various measures that it undertakes which is in disparity with other stakeholders point of view.
5.8. Conclusion

Various stakeholders like the teachers; students, parents and principal do not seem to be agreeing on different parameters of TQM. This may be because of the difference in their perceptions of quality standards and their expectations from the other stakeholders. In order to develop agreement on these parameters it is essential that all these stakeholders have free flow of communication with reference to their expectations and ground realities.

The major conclusions arising out of this analysis along with the recommendations based on these conclusions are shown in the following chapter.