



A STUDY ON FACTORS DETERMINING PRESENT EDUCATION SYSTEM IN SELF FINANCING COLLEGES AT THANJAVUR DISTRICT

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ABSTRACT

Training is entering into the computerized period where having the option to peruse and compose is essentially insufficient. Individuals additionally need data proficiency which is the ability to understand data and information. School and understudies need to figure out how to see the world from alternate points of view through different sorts of assets, while additionally having the option to acknowledge various perspectives. They additionally must probably pick the right answer from the 20,000 outcomes offered by Google. The substance of school instruction could be viewed as a little box, wherein we are attempting to fit however much data as could reasonably be expected. Along these lines, in many nations, the profundity of instruction is falling, while its 'width' is developing. Thus, younger students may successfully duplicate information or data, yet they are not ready to think as specialists, investigate procedures and realities, or do tests. In all nations, family riches is a decent indicator of a tyke's instruction level. Simultaneously, kids are immensely extraordinary as far as the nature of their training, contingent upon where they go to class. At most schools today, educational plans is structured some place from outside and instructors should then train this to kids. Nonetheless, this model isn't sufficient. In contemporary society, instructors ought not exclusively be free, yet should likewise gain from their best companions. By 2035, instruction will be 'freed' on a worldwide scale. At the end of the day, nations ought to abrogate the foundational supervision of educators' work. Simultaneously, the requirement for appraisals of the nature of educators' work, and above all, their abilities, is still there. Likewise, educators ought to be definitely keen on self-improvement and proceeding with instruction, since the advancement of long-separation training can guarantee better outcomes in a base measure of time. In general, specialists don't endorse a similar drug for all patients. So also, educators ought to customize their instructive methodology relying upon every tyke's needs. For

this reason, courses ought to be structured in an unexpected way, while instructors themselves shouldn't be required to pursue brought together benchmarks and actualize obviously institutionalized methodologies. A venture approach as opposed to a subject-centered methodology ought to be sought after more regularly in the learning procedure. With this foundation the specialist has taken this theme to break down the variables deciding the present training arrangement of self-account schools in Thanjavur District.

Key words: tyke's instruction level, younger students, self-account schools, contemporary society.

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1. INTRODUCTION

Training in each sense is one of the central variables of advancement. No nation can accomplish supportable monetary improvement without generous interest in human capital. Instruction gives one the best chances of getting to be effective in the cutting edge society. Regarding learning, characteristics, abilities, frames of mind, and limits, training empowers people to end up cognizant subjects of their development and dynamic capable members in a deliberate procedure of structure another world request. Instruction enhances individuals' comprehension of themselves and of the world. It improves the nature of their lives and prompts wide social advantages to people and society. Instruction raises individuals' efficiency and inventiveness and advances business and mechanical advances. Moreover, it assumes a significant job in verifying monetary and social advancement and improving pay dissemination. Instruction reinforces majority rule government by granting to the natives the apparatuses expected to completely take an interest in the Government. Training additionally acts an integrative power in the public eye, bestowing values that cultivates social position and national character. Perceiving the significance of instruction, the State Government has put a remarkable spotlight on development of training, altogether improving the nature of training granted and guaranteeing that instructive open doors are accessible to all fragments of the general public. Tamil Nadu has performed well in front of other major States as to rudimentary training. The Composite Education Development Index for evaluating the status of basic instruction registered by the National University of Educational Planning and Administration (NEUPA) and the Government of India (Ministry of Human Resource and Development, Department of School Education and Literacy) set the State in the main position. The Report on Annual Status on Higher Education 2011-12 brought out by Ministry of Human Resource Development and Department of Higher Education positioned Tamil Nadu as first in gross enrolment proportion of advanced education.

Perceiving the essentialness of instruction in the improvement procedure and the monetary basis of "value training for all" during the twelfth Plan time frame (2012-2017), the Government of Tamil Nadu had reserved a sizeable measure of Rs.19,608 crore for instruction out of the total expense of Rs.2,11,250 crore. It works out to 9.28 percent of the complete Plan expense. A bigger cut of the expense, 34 percent is assigned to auxiliary and professional training, trailed by 28 percent to essential instruction and 19 percent to advanced education. The objectives of the twelfth Plan are widespread access, general enrolment, all inclusive maintenance, all inclusive accomplishment and value.

2. OBJECTIVES

To analyse the various factors determining the present education system in Self finance Colleges in Thanjavur District.

3. HYPOTHESIS FRAMED

H₀: There is no significant difference between the socio economic variables and the opinion of the respondents about the factors determining the present education system

4. ANALYSIS OF VARIANCE

H₀₂ (a): There is no significant difference between gender and the opinion of the respondents about the factors determining the present education system

Factors of Present Education system		Sum of squares	Df	F	Sig.
Teaching Methods	Between Groups	.629	2	.827	.364
	Within Groups	389.212	472		
	Total	389.883	474		
Smart Class Room	Between Groups	.068	2	.200	.655
	Within Groups	145.964	472		
	Total	146.023	474		
Selection Methods	Between Groups	.175	2	.397	.529
	Within Groups	250.924	472		
	Total	251.078	474		
E - Library	Between Groups	1.195	2	1.748	.187
	Within Groups	351.482	472		
	Total	352.648	474		
E Learning	Between Groups	.889	2	1.529	.017*
	Within Groups	297.765	472		
	Total	298.648	474		
Infrastructure	Between Groups	.068	2	.200	.655
	Within Groups	145.964	472		
	Total	146.023	474		
Job Oriented Learning	Between Groups	.175	2	.397	.029*
	Within Groups	250.924	472		
	Total	251.078	474		

*Significant at 5 per cent level

**Significant at 1 per cent level

The ANOVA of factors determining the present education system and the age of respondents have been presented in the table. The results indicate that the factors namely E learning and job oriented learning is significant at 5 per cent and also indicate other variables are insignificant. The significance represents that the variables are lesser than 5 per cent and hence the null hypothesis is rejected for these variables. The variables for which the significance level is higher than 5 per cent the null hypothesis will be accepted.

H₀₂ (ii): There is no significant difference between age and the opinion of the respondents about the factors determining the present education system

Factors of work life balance		Sum of squares	Df	F	Sig.
Teaching Methods	Between Groups	.629	2	.888	.347
	Within Groups	389.212	472		
	Total	389.883	474		
Smart Class Room	Between Groups	.068	2	3.567	.059
	Within Groups	145.964	472		
	Total	146.023	474		
Selection Methods	Between Groups	.175	2	3.339	.068
	Within Groups	250.924	472		
	Total	251.078	474		
E – Library	Between Groups	1.195	2	13.125	.000**
	Within Groups	351.482	472		
	Total	352.648	474		
E Learning	Between Groups	.889	2	10.402	.001**
	Within Groups	297.765	472		
	Total	298.648	474		
Infrastructure	Between Groups	.068	2	.254	.583
	Within Groups	145.964	472		
	Total	146.023	474		
Job Oriented Learning	Between Groups	.175	2	12.357	.001**
	Within Groups	250.924	472		
	Total	251.078	474		

*Significant at 5 per cent level

**Significant at 1 per cent level

The above table infers the ANOVA of factors determining the present education system and gender classification of respondents. It can be referred from the table that certain variables namely E Library, E Learning and job oriented learning significance level is less than 1 per cent can be treated significant and hence the null hypothesis can be rejected. The other variables whose significance level is higher than 1 per cent can be treated insignificant and the null hypothesis is accepted.

Marital status wise factors determining the present education system of respondents – Analysis of Variance

H₀₂ (iii): There is no significant difference between area of domicile and the opinion of the respondents about the factors determining the present education system

Factors of work life balance		Sum of squares	Df	F	Sig.
Teaching Methods	Between Groups	.629	2	.509	.770
	Within Groups	389.212	472		
	Total	389.883	474		
Smart Class Room	Between Groups	.068	2	1.929	.088
	Within Groups	145.964	472		
	Total	146.023	474		
Selection Methods	Between Groups	.175	2	2.127	.061
	Within Groups	250.924	472		
	Total	251.078	474		

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E – Library	Between Groups	1.195	2	3.056	.010**
	Within Groups	351.482	472		
	Total	352.648	474		
E Learning	Between Groups	.889	2	2.226	.051*
	Within Groups	297.765	472		
	Total	298.648	474		
Infrastructure	Between Groups	.068	2	12.258	.582
	Within Groups	145.964	472		
	Total	146.023	474		
Job Oriented Learning	Between Groups	.175	2	12.220	.258
	Within Groups	250.924	472		
	Total	251.078	474		

*Significant at 5 per cent level

**Significant at 1 per cent level

The ANOVA of factors determining the present education system and the marital statuses of respondents have been presented in the table. The results indicate that certain variables namely E library and E learning are significant at 5 per cent and 1 per cent respectively and also indicate some variables are insignificant. The significance represents that the variables are lesser than 5 per cent and 1 per cent level and hence the null hypothesis is rejected for these variables. The variables for which the significance level is higher than 5 and 1 per cent the null hypothesis will be accepted.

H₀₂ (iv): There is no significant difference between gender and the opinion of the respondents about the factors determining the present education system

Factors of work life balance		Sum of squares	df	F	Sig.
Teaching Methods	Between Groups	.629	2	.852	.258
	Within Groups	389.212	472		
	Total	389.883	474		
Smart Class Room	Between Groups	.068	2	.486	.022*
	Within Groups	145.964	472		
	Total	146.023	474		
Selection Methods	Between Groups	.175	2	3.921	.012*
	Within Groups	250.924	472		
	Total	251.078	474		
E – Library	Between Groups	1.195	2	1.229	.570
	Within Groups	351.482	472		
	Total	352.648	474		
E Learning	Between Groups	.889	2	3.258	.009**
	Within Groups	297.765	472		
	Total	298.648	474		
Infrastructure	Between Groups	.068	2	2.369	.852
	Within Groups	145.964	472		
	Total	146.023	474		
Job Oriented Learning	Between Groups	.175	2	.369	.362
	Within Groups	250.924	472		
	Total	251.078	474		

*Significant at 5 per cent level

**Significant at 1 per cent level

The above table infers the ANOVA of factors determining the present education system and educational qualification of respondents. It can be referred from the table that certain variables namely smart class room, selection methods and E learning whose significance level is less than 5 per cent and 1 per cent can be treated significant and hence the null hypothesis can be rejected. The other variables whose significance level is higher than 5 per cent and 1 per cent can be treated insignificant and the null hypothesis is accepted.

Multiple Regression Analysis – Satisfaction of the Respondents with Selected Factors of Modern Education System

H₀₁: All are dissatisfied with the present education system

Variable	Coefficient	Std. Error	t-Statistic	Prob.
F1	-1.198	8.216	-0.628	0.538
F2	1.258	6.325	-1.255	0.554
F3	2.365	3.654	-3.254	0.125
F4	1.368	6.254	-0.254	0.325
F5	1.215	3.398	3.584	0.241
F6	-5.099	1.002	-3.368	0.009
C	-5.188	1.900	-3.832	0.033
R-Squared	0.435		Durbin-Watson stat	1.932
Adjusted R-squared	0.665		Prob. (F-statistic)	0.001
F-statistic	9.892			

Source: Calculated and Compiled from Venture Intelligence

The above table above shows the regression analysis between the level of satisfaction and the modern education system. The analysis placed satisfaction as dependent variable and modern education system as independent variable. The analysis shows ($R^2 = 0.435$), which states that the modern education system contributed significantly for the changes in satisfaction. It can be inferred from the table that Adjusted R-square value is 0.665. This indicates that 66 percent of the variations in the satisfaction are explained by the modern education system. The F-statistic is significant at all levels indicating that the hypothesized relationship between the level of satisfaction and the modern education system. The value of Durbin-Watson statistic is 1.932 indicating that the model is not suffering from auto correlation problem. The calculated F value is more than the table value and hence, the null hypothesis is rejected and there is a significant effect by the modern education system factors on satisfaction.

5. CONCLUSION

In view of the discoveries of the past, contemporary examinations and down to earth rules found in the writing, it very well may be inferred that Bandura's social learning hypothesis discovers its real application in instructive terms. The character of educators and social learning forms that are to a great extent spoken to in instructing have a significant academic and mental ramifications in the whole field of instructive exercises. Suitable instructive projects can fill in as significant variables of character improvement of educators and empower the execution of proper techniques with the point of enacting and animating the working of different systems of social discovering that keeps on adding to the psychosocial advancement of understudies in the ideal bearing. The intensity of social learning must not be thought little of in the showing procedure, basically in light of the fact that that way various wanted, and undesired conduct in adolescence could be received. Therefore, it is fundamental that instructors and teachers are always mindful of their significant position and job in the general improvement of the school

and pre-school kid, and of consistently close to home and expert endeavors to empower the reception of master social practices in youthful age

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