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Disparity between Investment and Achievement at Secondary Schools of Rupandehi, Nepal

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I. Introduction

This paper presents the existing strategies and ratio of investment and the level of achievement at the secondary schools of Sainamaina Municipality, Rupandehi. Investment is the total physical and monetary expenditure allocated for the sake of effective achievement. The techniques of teaching and evaluation, administrative mechanism, evaluation, and evaluation system perform principal role in the determination of achievement. The strategies adopted for academic improvement have all failed to satisfy the people's demand. The satisfaction of the guardian is the prime quality marker in which most of the schools are unsuccessful. However, the schools under study failed to get the social recognition.

This paper observes five government-aided schools through purposive sampling to find out the difference between the outlay and the output achieved. It points out the effort that has been made so far to encompass the overall upliftment of the school level education. Since the time school education started in Nepal, there has been an intensive effort from the side of the government to make school-level education fruitful and productive. Much effort has been made to make the endowment goal-oriented and cost-effective. However, the level of achievement did not increase according to the target of the government.

Rupandehi lies in the western part of Nepal. It has one Sub-Metropolitan Municipality, five Municipalities and Nine Rural Municipalities. Among them, Sainamaina Municipality lies in the western part of Rupandehi. The researcher selected Sainamaina Secondary School Sainamaina-1, Janakalyan Secondary School Sainamaina-6, Parroha Secondary School Sainamaina-4, Durga Bhawani Secondary School Sainamaina-1, and Paschim Parroha Secondary School Sainamaina-5, Rupandehi purposively to analyze the disparity between government backing and achievement of government-aided schools.

Students have to be aware of the culture in which they belong. Erosion of culture degrades the feeling of nationality and then demotivates learning. By focusing on not only the result of the students but also the result of the schools, the internal research wing has to work continuously. The information desks of the institution have to function well, providing the right information not only the fact of the school but also the importance of culture and cultural values of the locality.

II. Investment, Learning and Achievement

Funding should bring the desired outcome, which, is possible to achieve through planning and implementation. As an individual decides for enrollment, he assumes for the expected benefits and costs involved after getting admission. It is the case about physical and human resource backing in schooling. Endowment should bring about a positive result, which is possible to achieve through the implementation of the innovative techniques. Jones (2010, p.3) defines funding, "The field of investments, therefore, involves the study of investment process. Investment is concerned with the management of an investor's wealth, which is the sum of current income and the present value of all future income". The process of funding decides the result of the endowment. It requires return, which is possible only when processing is accomplished through a planning.

The baking process needs to assume the expected outcome from the target school. Mayo (2003, p.6) states the purpose of endowment, "An investment is made because the investor anticipates a return. The total return of an investment is what the investor earns. This may be in the form of income, such as dividends and interests, or the form of capital gains, or appreciation if the asset's price rises". The rate of return

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after funding is the primary requirement because the wealth transfers from one sector to the next. Whether it is in school education or any other company, investment demands high or at least an average rate of return.

The learning environment, virtual classroom, the principal of the school, and maximum utilization of the resources are the primary factors that determine the improvement of the achievement level of school. Learning with curiosity brings a permanent change in learners. De Simone and Werner (2012, p.56) define learning "as a relatively permanent change in behavior". Highlighting the importance of human resource development, they maintain that "employees must also use it on the job to improve performance" (76). Cooperation between students and teachers gears up learning.

Virtual classroom stimulates learners for the improvement of the achievement level of students. For the desired result or outcome, "Virtual classrooms, as the name suggests, are the classrooms functioning in a system of virtual reality" and further assert, " A virtual classroom tries to stimulate, in every way it can, the learning platform provided by a conventional classroom" (Mangal and Mangal 774, 2012). This type of classroom replaces the conventional chalk and talk tutorial period by the technology friendly classroom. They argue, " Virtual classrooms, capable of replacing partially or totally the conventional, evaluative and administrative functioning of a regular classroom by adopting the advanced communication and ICT technologies like the internet, email, online chatting, www, LD, ROMs, DVDs teleconferencing and video conferencing" (774). For virtual classroom, study materials are prepared by the subject experts so as to make the teachers easy to deliver in the session.

The principal of the school is a leader who has the tactfulness to lead school in an organizational system. He has a significant role in increasing the rate of return in the form of achievement. De Simone and Werner (2012, p.494) define that "The role of a leader is critical to organizational learning". The success and failure of the school lie in the performance of the leader.

For successful completion of the agenda, there has to be a commitment for the maximum utilization of resources. Cialdini, R.B. (1993, p. 58) writes about the strategies of asset mobilization, "Each of the strategies is intended to get us to take some action". Hansen's (1971, p. 174) links investment in school education with the economic benefit, " The cost of schooling and the money returns resulting from endowment in schooling are currently receiving more and more attention by economists". The cost of education and the benefit from it is the recent debate that stimulates the internal analysis of the funding and fulfillment. Sharma (1994, p. 115) points out that utilization of the resources helps to achieve a goal. He asserts that, "One of the important tasks in addition to achieving better use of country's educational resources, is to make external assistance for education more efficient and more effective". Educational resources that are available in the community need maximize utilization for the maximum rate of return.

Achievement refers to the accomplishment or performance obtained based on predefined criteria. This type of achievement test measures the extent to which an institution has mastered certain aspects. This test has to be officially recognized. The governing body has to set the level of the target that they expect from the concerned stakeholders for the desired outcome. Thomas (1936, p. 208-209) presents about teaching, "Effective instruction in English demands from the teacher a sensitive and intelligent response to the changing ideas of the world. He should especially alert and intelligent in his appraisal of new movements, new procedures and new techniques in the field of education". Townsend (1994, p.68) presents the view that children's background does not play important position of the performance at school. He believes that "The role of effective schools is related to the success of all the children in the school, regardless of their background". Discussing the importance of effective classroom, Good and Brophy (1997, p.132) contend that the effective management of a session "begins with advanced planning, in which the teacher thinks through the intended curriculum and its implication about the kind of learning environment that will be needed to support it". Use of resource and encouragement to teachers to utilize leads to the effective benefit of the investment. Hence, time management by teachers, teachers' attitude to the subject and profession, students' opportunity to learn, test items, and classroom tasks are given to students directly or indirectly affect students' success. Teachers have to be aware of the fact that students having high track need thinking tasks whereas students having weak intelligence level need memory tasks.

The successful principal of school envisions a definite mental picture in their mind for the future of the institution. He has to share mental picture with others for justification and verification. They play a vital role in minimizing the gap between funding and achievement. Holmes (1936) examines the value of administration: "Intensive training in administration asserting that all administrative officers in schools should work in the system". When an institution embraces a compromise view about an administrative leader, it moves on compromise throughout its life. For the effective functioning of an institution, a compromise view should be discarded. An administrator has to have the feeling of risk manager for the introduction and implementation of a new policy and other managerial tasks. The intervention is required to break the continuation. Implementation of the recent technique is possible only through the principal, who is ready for risk management.

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The risk manager has to depend on predetermined performance standards of different responsibilities that the person assumes. For Greene and Serbein (1978, p.18), "The field of risk management, like all professional fields, is not static. The risk manager has the responsibility to keep abreast of new developments in his field, to evaluate these developments and to implement ideas and procedures that will enhance his department". For the intervention and introduction of the new system in the school, the principal has to play an instrumental role as a risk bearer and manager.

III. Methodology

The researcher collected the data from the five schools of Rupandehi purposively. Each school has distinct nature so far as the background of the students is concerned. A large number of Dalit and indigenous students study at these schools. The researcher visited the schools, observed the written documents, interviewed the students individually and in the group, took interview of ten teachers one by one, interviewed ten guardians of bright, average and weak students and discussed with principal and the members of the management committee. Finally, the researcher showed the result of the schools to the concerned authority. He used both primary and secondary data. Following were the secondary sources for study. Beare, H., and Slaughter, R. (1993). Cialdini, R.B. (1993). De Simone, R.L., and Werner, J.M. (2012). Good, T.L,. and Brophy, J.E. (1997). Greene, M.R.. and Serbin, O.N. (1978). Hansen, W.L. (1971) Jones, C.P. (2010). Mangal, S.K, and Mangal, U (2012) Thomas, C.S. (1936), and Townsend, T. (1994).

IV. Analysis and Interpretation

Physical infrastructure, teachers and community participation are the key concerns of endowment. Physical infrastructure refers to the visible corporal structure at the school. It encompasses the land that the school owns, playground that students can use daily, classrooms, furniture, electricity and computer. Along with these, the use of electronic devices in teaching, and learning activities in the session fall within this criteria.

Not all students carry food from home to eat during the Tiffin time. The school has to manage cafeteria within the school premises. Fresh and hygienic food in the canteen is the prerequisite for quality. Pure drinking water is the fundamental requirement that affects the health and hygiene of the students. Once the students feel mentally tired reading the books, listening to the lectures of the teachers and practicing the classroom tasks, they need to refresh themselves, which is possible only through games. Sports materials like volleyball, football, cricket chess, and ring are play materials for the students. Sanitary management gears learning. When students do not find a clean toilet with soap and the management of sanitary pads for girls, they feel uneasy visiting the school. That is why restroom has to be fresh with abundant water. For science, computer and English students need a lab that makes teaching lively and practice-based. Though most of the schools have ceased to use blackboard and chalk, some of them have been using till now. The use of technology in the tutorial period is the call of the time.

The foremost stakeholder of school is a subject teacher. The success level of students differs based on the qualification of the teacher. Moreover, the teacher has to feel himself or herself secure about the job. The permanent teachers feel more secure than contract or temporary teachers. The ability of teacher to use a computer in the classroom is also significant factor making teaching effective. Teachers who are literate about the use of electronic devices in the tutorial period can visually deliver the current technological and scientific innovation that gets imprinted on the mind of the students.

Community participation is the sign of direct involvement of guardians in the school education. When the community is indifferent, the school family does not feel any supervision outside. Community participation for purchasing land and construction of infrastructure affect the learning environment. If guardians have donated, they do have an internal drive to participate in all the constructive activities of the school. Consequently, the quality of the institution improves.

Twenty-seven main criteria had been developed to find out the funding at the school, 46 criterion for classroom teaching and professional development, 15 criteria for achievement level have been designed. Every checklist deserves three full marks. Based on the checklists, schools obtain score According to the predefined criteria, the total weight-age of the investment is 25 percentages, classroom teaching and professional development deserves 30 percentages, achievement level deserves 40 percentages and the number of students deserves five percent for the determination of the quality of the school.

a) Investment at Five Schools of Rupandehi

Investment at school is the total expenditure for the maximum rate of return for a better performance. It encompasses land, furniture, computer, and the teachers for making the teaching and learning-friendly. The following table presents the ratio of backing to make learning effective.

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Table 1: Investment

S.No.	Name of the School	Full Marks	Obtained Marks	Percentage
1	Sainamaina Secondary School	81	62	76
2	Janakalyan Secondary School	81	61	75.28
3	Parroha Secondary School	81	55	67.88
4	Durga Bhawani Secondary School	81	47	58
5	Paschim Parroha Secondary School	81	47	58

(Field Survey 2019)

The table indicates the ratio of backing at different schools. Sainamaina Secondary School obtained 62 marks out of 81. The total percent is seventy-six. Janakalyan Secondary School got 61 marks out of 81. The percent is 75.28. Parroha Secondary school secured 67.88 percentages, Durga Bhawani Secondary School got 58 percentages and Paschim Parroha Secondary School got 58 percentages. In backing, the highest percentage is 76 obtained by Sainamaina Secondary school and the lowest percentage that is 58 obtained by Durga Bhawani and Paschim Parroha. All the schools crossed fifty percentages in backing. The ratio of funding is not as much as required but it is not much poor as well simply because all the schools crossed fifty percentage.

The endowment of all school is satisfactory for the reason that except Paschim Parroha Secondary all schools do have enough land. The government has invested for the infrastructure development of the schools.

b) Classroom Teaching and Professional Development at Five Schools of Rupandehi

Classroom teaching, student, teachers' professional development and visionary management committee are main factors to make instruction and learning effective. Teachers' planning to increase the total academic attainment is significant for institutional development. For the implementation of the new technique to solve a problem, action research is required. Every teacher has to accomplish at least one action research a year. Formative evaluation gives feed back to the teachers about how far their students have learned what they have taught. Strategy for professional development and yearly publication make the institution effective. The management committee has to be very conscious about the overall development of the institution. On completion of the formation of vision, mission, and goal, in every meeting quality-related agenda has to get importance.

Table 2: Classroom Teaching and Professional Development

S.No.	Name of the School	Full Marks	Obtained Marks	Percentage
1	Sainamaina Secondary School	138	109	78
2	Janakalyan Secondary School	138	93	74.03
3	Parroha Secondary School	138	68	49.26
4	Durga Bhawani Secondary School	138	48	49.26
5	Paschim Parroha Secondary School	138	85	61.56

(Field Survey 2019)

The table presented here indicates the marks got by different schools for the classroom activities and professional development. Sainamaina Secondary School obtained 109 marks out of 138. The total percent is seventy-eight. Janakalyan Secondary School obtained 93 marks out of 138. The total percent is 74.03. Parroha Secondary school got 68 marks. The percentage is 49.26. Durga Bhawani Secondary School got 48 percentages and Paschim Parroha Secondary School got 61 percentages. So far as the classroom teaching and professional development is concerned, the highest percentage is 78 got by Sainamaina Secondary school. Durga Bhawani and Parroha Secondary school got the lowest percentages that are 49.26.

Two schools got less than fifty percentage marks in tutorial activities and professional development. For effective tutorial period, the school does not need for additional backing. When the school formulates and implements the system, the percentages improve. Processing is the significant factor that increases or decreases the achievement. For this reason, administration and inspection wing has to pay additional attention to processing.

c) Achievement Level at Five Schools of Rupandehi

The ultimate goal is the tempo of return after endowment. The rate of return determines utilization of funding. For the optimum rate of returns there have to be effective classroom activities. The regularity of students, teachers, dropout rate, repetition of course group, and attainment level of Nepali and Mathematics of class 5 and 8, and the result of SEE. Satisfaction of guardian, students and teachers are the major parameters for the determination of the achievement level of the school. The table below shows the result.

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Table 3: Achievement Level

S.No.	Name of the School	Full Marks	Obtained Marks	Percentage
1	Sainamaina Secondary School	45	22	48.87
2	Janakalyan Secondary School	45	21	46.65
3	Parroha Secondary School	45	18	40
4	Durga Bhawani Secondary School	45	22	48.87
5	Paschim Parroha Secondary School	45	16	35.55

(Field Survey 2019)

The table indicates the marks got by schools for the success level. Sainamaina Secondary School obtained 22 marks out of 45. The total percent is 48.87. Janakalyan Secondary School obtained 21 marks out of 45. The total percent is 46.65. Similarly, Parroha Secondary school got 18 marks out of 45. The percentage is 40. Durga Bhawani Secondary School got 22 marks out of 45. The total percentage is 48.87, and Paschim Parroha Secondary School got 16 marks out of 45. The percentage is 35.55.

The academic level of all schools is not satisfactory. The highest percentage is 48.87 got by Sainamaina Secondary school and Durga Bhawani Secondary School and Paschim Parroha Secondary School got the lowest percentage. None of the schools crossed 50 percentages. This is the grim picture of the government-aided schools of Sainamain, Rupandehi.

d) Number of Students at five Schools of Rupandehi

Sainamaina Secondary School has 610 students from grade one to twelve. Janakalyan Secondary School got 809 students in two different sectors from class one to twelve. Similarly, Parroha Secondary School has got 996 students. Durga Bhawani Secondary School has 462 students from grade one to twelve. Paschim Parroha Secondary School has got 475 students encompassing from level one to ten.

Table 4: Number of Students

S.No.	Name of the School	Full Marks	Obtained Marks	Percentage
1	Sainamaina Secondary School	5	5	100
2	Janakalyan Secondary School	5	5	100
3	Parroha Secondary School	5	5	100
4	Durga Bhawani Secondary School	5	3	60
5	Paschim Parroha Secondary School	5	4	80

(Field Survey 2019)

In the Terai region, the average students required from grade one to twelve is six hundred that is to say one class needs 50 students. Sainamaina Secondary School, Janakalyan Secondary School, and Parroha Secondary School got full marks whereas Durga Bhawani Secondary School got only 3 out of 5, and Paschim Parroha Secondary School got 4 out of 5. The number of students is satisfactory in three schools whereas the rest two schools need to increase the students.

e) The Disparity between Investment and Achievement at Five Schools of Rupandehi.

The ratio of funding is plausible in most of the schools. However, the academic level is very low. None of the schools crossed fifty percent marks. The gulf between endowment and success has generated blunt criticism from the public. Without knowing, the situation people have not become negative about schools. The average rate of return can partially satisfy the people. For increasing the level of return, there has to be obligation from the major stakeholders. The rate of return at the ratio of funding is the communal demand.

Table 5: The Disparity between Investment and Achievement

S.No.	Name of the School	Obtained percentage in Investment	Obtained Percentage in Achievement	Difference
1	Sainamaina Secondary School	76	48.87	27.13
2	Janakalyan Secondary School	75.28	46.65	28.63
3	Parroha Secondary School	67.88	40	27.88
4	Durga Bhawani Secondary School	58	48.87	9.13
5	Paschim Parroha Secondary School	58	35.55	22.45

(Field Survey 2019)

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The table indicates the difference in the funding and attainment level of schools. Sainamaina Secondary School has 27.13 percentage of disparity. There has not been the academic success as per the endowments. Janakalyan Secondary School has got the highest level of gap. The funding is 75.28 percentages whereas the achievement is only 46.65. The disparity is 28.63 percentage. Similarly, Parroha Secondary School has 27.88 percentage difference. Durga Bhawani Secondary School has the minimum gap between funding and academic success. The difference is of only 9.13 percentage. Paschim Parroha Secondary School has 22.45 percent difference. The table presents the grim picture of Secondary level public education. All the schools failed to meet the level of academic excellence as much as the school has invested.

The gap between endowment and achievement demotivates the investor. Then the school education system degenerates. De Simone and Werner (2012, p. 514) recommend certain actions to be taken to bridge the gap between funding and attainment. Rate of return is very little in comparison to the funding.

1. Prepare a written policy statement on equal employment opportunity
2. Designate an affirmative action officer
3. Publicize an affirmative action policy statement
4. Analyze the surrounding labor market to determine if its current labor force is representative.
5. If a projected group is weak in any area within an organization, develop goals and timetables.
6. Establish an internal auditing and reporting system of its program and activities
7. Develop support for affirmative action both inside and outside the company.

Without considering the most important factors of investment policy, the investor does not invest. The credibility becomes low when most of the significant factors are not valued during the implementation phase. The investor has to consider the significant factors during the implementation phase.

Good schools do not have many gaps between funding and achievement. Be are 1989 as cited in Be are and Slaughter (1993, p.73) discusses the features of a good school, "as having clear educational aims, which apply to the behaviors of staff no less than to students. Good schools target learning outcomes. An attitude of success permeates the whole school. Good schools are relentlessly on the search for a better way of doing things". Students and guardians develop positive thinking about good schools. Consequently, local, regional, provincial, and national people develop positive attitude about such schools.

V. Findings

Till now, the ministry of education of Nepal and its wings have presented views about education highlighting the static picture. Reformation in the structure of the school education does not guarantee quality. Along with this, cultural agenda has lost its tempo that in turn degenerates into a moral outline. We need an urgent change in education because people bluntly criticize school- activities, syllabus, curriculum and teachers. The main reason of the criticism is the disparity between sponsorships and achievement. Guardians and students have felt that the rate of return at school education is very low. The disparity in five schools ranges from 9.13 percent to 28.63 percentage. School education has to be analyzed showing in the line of economic benefit. Once, the stakeholders do not get benefit, they bluntly criticize. Clear vision having a sense of direction is the call of the time to minimize the gap.

VI. Conclusion

The state of return on the costs of schooling is less satisfactory than general expectation. Lack of high or average rates of return to endowment in schooling needs a debate for explanation and justification. Once the rate of return becomes low, the social faith in education deteriorates. The disparity between funding and rates of return generates dissatisfaction in public. Hence, community begins to suspect for the grant. The defective relationship between investment and academic success generates multiple questions about the need for endowment. The concentration of the stakeholders has to be on teaching, and learning. Teacher's value task to the students and they regularly involve in academic activities like learning. In every assessment, they focus on the change on achievement level. Every school has to conduct tests for students, and the test of the school to find out the challenges and plan for the better performance. Students do not have to have hesitation in expressing their skill and curiosity so that they constantly play with ideas. Once students do not have hesitation even to make mistakes, they are psychologically ready to learn.

VII. Recommendations

The educational institution becomes successful when investment, processing, and achievement have got internal harmony. All the five schools studied so far do have a low rate of return in comparison to the investment. The average rate of return needs improvement for which teaching-learning activities play important role. In the same way, professional development and policy level intervention need to introduce. Followings are the recommendations.

1. Classroom activities need improvement through certain objective evaluation techniques.
2. Reward policy for principal and teachers need implementation.

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3. Management committee has to make at least one agenda in every meeting about quality improvement.
4. Regular subject-based training for teachers.
5. Role model school of teachers and management committee with checklist
6. Result analysis and implementation plan of every subject with academic level of students.
7. Teachers have to research related to the weaknesses/ lapses in teaching and learning. Examples: Drop out, repetition, absent and result analysis.
8. Guardian awareness program is the basic requirement to maximize regularity and minimize dropout.
9. Past three year's achievement level of schools needs analysis every year from the local Municipality and then implementation of reward policy.
10. Food and shelter support policy has to be made for the students who do not have parents.

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