



Difference of Education Quality and Work Condition in Public and Private Management Institutions in Haryana

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Abstract

Management field of study is regarded as elitist considering the fact that it draws in young people who are typically inspired by the advantages associated with. The number of institutions offering management education that is typically referred to as "business schools," is increasing exponentially in India, especially in higher education. Well-renowned educationalists have quoted that education is tied to one's future and work. Society's top priorities need to be education quality. Quality should be the buzz word in the education industry like in every other service industry. The purpose of the current article is to assess the perceived quality of education in Indian higher education institutions by its faculty. The researcher will address the idea of education quality in higher education and a comparison between public and private institutions in Haryana. This paper shed light on how the faculty is impacted by the current situation in their respective institutions. The paper depicted the gap in education quality and working conditions in the different types of institutions. A large sample of 409 faculties in the B-Schools was studied to reach the conclusion of gap. The outcome provided solutions to these issues through this study.

Keywords: Working Condition, Education Quality, Private, Faculty, T-test

Introduction

India is known to be a hub of education since the ancient times. The modern education system is, however, when compared to the developed nations is not considered to be as efficient. One of the courses that has emerged in past few decades as the need of the hour for the corporate world is Management Studies. The new era of consumerism and emerging competition has developed a need of people that can manage various aspects of a business. The technical knowhow of production is not the only thing that matters any more. This is the reason that there are new positions being developed and creating demand for management graduates. This steep rise in demand is the reason for the escalating the supply of education in management stream.



In the past few decades, the rise in the amount of institutions providing education in management escalated in an unimaginative manner. The nationwide demand for the management education was result of the consumerism produced by the companies entering the nation. This attracted the private players to enter the education industry and extract some profits out of the new venture. The prominently established education institutes also started the courses in management at

graduation and post graduation levels (Sheikh, 2017). The supply at a point of time exceeded the demand of the institutions. This made the MBA degree an aspirational degree in no time. The degree holders passing out from various institutions differed in terms of carrying knowledge to a huge extent. Since the supply of the institutions offering the degree was in such a huge number that the expectations in the market for a MBA graduate raised a minimum standard. This inhibited culture in corporate made the degree as aspirational which was not serving the real purpose but was defying the quality education substance involved (Singal, 2019).

The monetization of education is like a slow poison to the noble cause of education. The formula of reducing the cost and increasing the profit margin when applied in turn gave rise to poor work condition for the faculty. One of the major accountability of costing in a management institute falls in the bracket of teachers. The staff hired by these institutions is at a price less than industry standards and minute in front of government scales (Gupta, 2020). The working conditions in the private institutions are mostly chaotic in comparison to what the government institutions offer. The pay packages take a huge hit when compared and the work load standards if compared have a great gap. The notion of good working condition for the faculty in the institutions which are costlier for the students to afford is also a myth (Mukhopadhyay & Sarangapani, 2018).

There has been a long standing interest of interlocutor in the topic. It has been a base for debate for decades. For the frivolous reason of spending mindset, the consumer behavior of whatever is costlier must be better is a notion that a lot of enthusiast of education carries. On the contrary, this belief is been thrashed whenever it has risen up to end result. The issue of educational quality in Indian management institutions is one that merits our undivided attention and is of no small significance. In fact, it is hard to overestimate the significance of high-quality education for the advancement of any society, but this is especially true for India, a huge and varied country with possibilities as well as obstacles (Tilak & Tilak, 2018).

It is crucial to recognize right away that India's educational system has historically been fraught with problems. Despite the many things we have accomplished as a country, our educational system has long struggled with a lack of funding, outdated facilities, and a shortage of qualified teachers. As a result, a large number of our higher education institutions have been unable to give our students the sort of education they require to compete in a fast



evolving global market. This is more obvious than everywhere else in the realm of management education. Due in part to the rising need for qualified workers in the business sector, India's number of management institutes has increased tremendously in recent years. The requirements necessary to produce graduates who are actually prepared to lead and flourish in today's complicated business world are not met by all of these schools, though many of them fall short in this regard (Gupta, 2021).

We simply need to consider the numerous difficulties our nation is currently facing to realize the value of great education in management institutes. The concerns facing India are numerous and intricate, ranging from the necessity of expanding our economy and creating employment to the necessity of tackling social and environmental issues. We want leaders who are not merely

competent and talented but also moral, sympathetic, and capable of critical and creative thought in order to address these problems. This is exactly what can be offered through high-quality management education. We can produce a generation of leaders who are equipped to tackle the most important issues confronting our country by providing our students with the skills, knowledge, and values they need to thrive in the corporate world. Our management institutions can generate graduates who are not just skilled but also empathetic, inventive, and socially responsible; thanks to challenging coursework, practical experience, and exposure to other viewpoints (Kachroo & Singh, 2019).

Naturally, achieving this goal will call for a concerted effort from all parties involved. Our government must support education and make sure that our educational institutions have the funding they require to deliver high-quality instruction. To establish collaborations that will provide our students the hands-on experience, they need to thrive in the corporate world and our business community must collaborate closely with our management schools. Additionally, our educators must be dedicated to the highest standards of both teaching and research as well as flexible enough to meet shifting societal and economic demands (Kumari, 2020).



Literature review

Business schools (B-schools) in India's faculty members' working circumstances have long been a source of worry. Teachers of varied student groups at B-schools must manage big class numbers, conduct research, and handle administrative duties, among other difficult tasks. Concerns about job stability, pay, and hours of labour may make these difficulties worse. The present situation of the working circumstances for faculty members in Indian business schools is examined in this literature study (Ravi, 2018).

Due to the frequency of short-term contracts and the scarcity of tenure-track posts, faculty members in B-schools in India have historically experienced employment uncertainty. Only 15% of faculty members in Indian B-schools hold permanent positions, according to a study by the All India Council for Technical Education (Sharma & Bhatia, 2018). The quality of education pupils get might suffer as a result of the faculty members' high levels of stress and worry brought on by their lack of job security.

Another important concern for faculty members in Indian B-schools is compensation. The remuneration of faculty members in Indian B-schools are much lower than those of their counterparts in Western nations, according to research by the Indian Institute of Management Bangalore (Mukherjee & Deo, 2016). Due to this, it may be challenging for business schools to recruit and keep top talent, and faculty members may start looking for work elsewhere. Long work hours is a possibility for faculty members at Indian B-schools; some of them have reported working up to 80 hours a week (Sharma & Bhatia, 2018). High levels of stress and burnout may result from this, which may have a negative effect on the standard of instruction given to pupils.

The use of student assessments for performance reviews may provide another challenge for professors at Indian B-schools. The quality of instruction delivered by faculty members may not be adequately reflected by student assessments due to prejudice (Bashir & Mattoo, 2020). The employment stability and pay of faculty members may suffer as a result, which may result in unjust assessments.

The caliber of the faculty is one of the major determinants of the caliber of education provided in B-schools. In India, private B-schools are reported to have a greater proportion of doctoral- holding faculty members than do government B-schools (Krishnan & Agrawal, 2019). Additionally, private B-schools might have a larger number of visiting faculty members and industry experts who bring a real-world perspective to the classroom. Government B-schools, on the other hand, could have teachers that have greater experience and have been in the classroom for longer.

The teaching methodology employed by the faculty is another element that affects the standard of education provided in B-schools. With an emphasis on case studies, simulations,



and projects, private B-schools in India may employ a more hands-on and immersive method of instruction (Sabagh, Hall & Saroyan, 2018). Private B-schools in India may have a more diversified student population than government B-schools do, with a greater percentage of students coming from various areas and social backgrounds (Krishnan & Agrawal, 2019). This variety can broaden students' perspectives and enhance the learning environment. Government B-schools, on the other hand, could have a more uniform student body.

Research Methodology

This study paper's goal is to examine the variations in faculty working conditions between private and public institutions in India. To analyse the data and evaluate if there are statistically significant differences between the two types of institutions, the study used t-test. The research approach employed for this study is described in this section.

Research Approach

Data were gathered for this study using a cross-sectional methodology, which required doing so at a particular moment in time. A systematic questionnaire was distributed to faculty members from private and public colleges in India in order to collect the data. The questionnaire's closed- ended and open-ended questions were created to extract data regarding the faculty members' working circumstances.

Research Question

There exist an eminent gap in the students coming out from the private institutions in the state and the students passing out from the government universities. Despite the infrastructure and facilities, the students from the government setup have always cracked higher packages and the companies have inclined to hire from the government setup and offer higher packages as well. From the perspective of the faculties, the addressing of the difference in working condition and education quality in the two setups is aimed to be analyzed in this research.

Research gap

There are numerous studies that have addressed the matter but in this study the aim is to research the comparison of two setups and the perspective of faculties experiencing the same will analyse and answer about the education quality delivered by them.

Sample



The participants were chosen for the study using a multistage judgment sampling approach. In the state of Haryana, 138 faculties from government and 271 faculties in private were chosen for a total of 409 sample size. Based on their availability and interest in taking part in the study, the faculties were chosen.

Data Collection

A self-administered questionnaire was given to the chosen faculties in order to collect the data. The purpose of the questionnaire was to collect data on a variety of workplace factors, including as workload, compensation, perks, student diversity, teaching pedagogy, infrastructure, faculty education, job security and many other factors were considered. Depending on the option of the respondents, the questionnaire was provided both online and offline.

Hypothesis

H01 – There is no significant impact of the type of institution whether government or private on working conditions of the faculty.

H02 – There is no significant impact of the type of institution whether government or private on education quality output.

Data Analysis and Interpretation

Group statistics of independent sample t-tests offers important insights into the variations between the two types of institutions in this research comparing the working conditions of government-funded and private B-schools in India. First, it is important to check that each group's sample size is adequate for the t-test. A greater sample size is more trustworthy in terms of producing precise results. And the sample size in this case is sufficiently large in making a predicament about the generalizing the result for this state. The mean score of the participants in each group gives a hint as to the primary trend of variation in the two shows that the work

conditions in the private is summarized to have a better rating than the government setup. The variability of the data determined by looking at each group's standard deviation shows that the variability among the government institution faculties regarding their notion of work condition is way higher than that of private institute's teachers. Table 1.1 clearly depicts the variation is higher and instable among government institute faculties and in comparison the private institute faculties are more stable.



Table 1.1 Group Statistics of Work Condition

	Ownership of B-School	N	Mean	Std. Deviation
WORK_CONDITION1	Government Funded	138	2.4420	1.12709
	Private	271	3.6015	1.09707
WORK_CONDITION2	Government Funded	138	2.4275	1.10002
	Private	271	3.7269	1.05373
WORK_CONDITION3	Government Funded	138	2.5942	1.26513
	Private	271	3.8598	1.01228
WORK_CONDITION4	Government Funded	138	2.5145	1.38414
	Private	271	3.8192	1.08208
WORK_CONDITION5	Government Funded	138	2.3188	1.15250
	Private	271	3.8303	1.10586
WORK_CONDITION6	Government Funded	138	2.5217	1.38405
	Private	271	3.7786	1.07964
WORK_CONDITION7	Government Funded	138	2.8768	1.20493
	Private	271	3.9077	.97124
WORK_CONDITION8	Government Funded	138	2.2536	1.13383
	Private	271	3.7011	1.11686
WORK_CONDITION9	Government Funded	138	1.5797	1.03099
	Private	271	3.1697	1.25638



Table 1.2 T- Independent Sample T-Test on Work Condition

Levene's Test for Equality of Variances							
F			Sig.	t	Df	Sig. (2-tailed)	Upper
WORK_CONDITION1	Equal variances assumed	.230	.631	- 10.013	407	.000	-.93182
	Equal variances not assumed			-9.925	269.278	.000	-.92945
WORK_CONDITION2	Equal variances assumed	.198	.657	- 11.617	407	.000	- 1.07953
	Equal variances not assumed			- 11.456	265.528	.000	- 1.07607
WORK_CONDITION3	Equal variances assumed	22.478	.000	- 10.963	407	.000	- 1.03864
	Equal variances not assumed			- 10.205	228.564	.000	- 1.02122
WORK_CONDITION4	Equal variances assumed	24.334	.000	-10.463	407	.000	-1.05958
	Equal variances not assumed			-9.670	224.509	.000	- 1.03882
WORK_CONDITION5	Equal variances assumed	2.409	.121	- 12.884	407	.000	- 1.28080
	Equal variances not assumed			- 12.711	265.919	.000	- 1.27731
WORK_CONDITION6	Equal variances assumed	22.260	.000	- 10.093	407	.000	- 1.01205
	Equal variances not assumed			-9.321	224.136	.000	-.99114
WORK_CONDITION7	Equal variances assumed	15.572	.000	-9.338	407	.000	-.81391
	Equal variances not assumed			-8.713	229.882	.000	-.79779
WORK_CONDITION8	Equal variances assumed	1.401	.237	- 12.330	407	.000	- 1.21670
	Equal variances not assumed			- 12.269	272.119	.000	- 1.21522
WORK_CONDITION9	Equal variances assumed	12.447	.000	- 12.827	407	.000	- 1.34636
	Equal variances not assumed			- 13.671	327.513	.000	- 1.36123



In the above-mentioned table 1.2 the independent sample t-test for the work condition of the faculties has been analyzed. A statistical test called the Levene's test is used in conjunction with

independent sample t-tests to verify the equality of variance between groups. The dependent variable's variance must be identical across all groups in order to satisfy Levene's test's null hypothesis. It is assumed that the variance of the dependent variable is identical for both groups in an independent sample t-test. Contraventions to this premise, however, may happen, under such circumstances the data in the row mentioning the equal variance not assumed will be interpreted. Levene's test should be used to check for uneven variances as a result. The table above shows that out of 9 there are 5 variables in the table that has unequal variance. The value of Levene's significance level is less than 0.05.

T-test is a measurement of the likelihood that the reported results were obtained by chance is the significance level. The threshold of significance is chosen at 0.05, which denotes a 5% likelihood that the reported results were obtained by chance, respectively. When analyzing and interpreting the differences in working conditions between government-funded and private B-schools in India, group statistics of independent sample t-tests can be a useful tool. This study will shed important light on the differences between the two types of institutions by examining its key metrics. In this t-test, the results imply the variation in the private and government funded institution work condition are extremely wide. The significance level in all the variables is lower than 0.05.

The null hypothesis H01 will be rejected as the p-value is less than the level of significance, proving that there is a meaningful difference between the groups.

Table 2.1 Group Statistics for Education Quality

	Ownership of B-School	N	Mean	Std. Deviation
Edu_Quality1	Government Funded	134	2.4030	1.21469
	Private	263	3.1141	1.27599
Edu_Quality2	Government Funded	134	2.4104	1.28737
	Private	263	3.0532	1.22202
Edu_Quality3	Government Funded	134	1.8209	1.24363
	Private	263	2.6996	1.31240
Edu_Quality4	Government Funded	134	2.0000	1.19523
	Private	263	2.6768	1.24104
Edu_Quality5	Government Funded	134	1.8358	1.11176
	Private	263	2.6654	1.25788
Edu_Quality6	Government Funded	134	2.5522	1.27183
	Private	263	2.8935	1.22165
Edu_Quality7	Government Funded	138	2.3841	1.19807



Private		271	3.3100	1.21711
Edu_Quality8	Government Funded	38	2.5725	1.41879
	Private	271	3.3690	1.23693
Edu_Quality9	Government Funded	138	2.2754	1.19468
	Private	271	3.2214	1.29202
Edu_Quality10	Government Funded	138	2.0870	1.13651
	Private	271	3.1919	1.32780

In this study comparing the working circumstances of government-funded and private B-schools in India, group statistics of educational quality in Table 2.1 are providing significant insights into differences between the two types of institutions. The first crucial factor that was examined was the reliability of each group's sample size in terms of delivering accurate results. In this instance, the sample size is big enough to raise concerns about generalizing the findings for this state. The average score of the participants in each group provides a clue as to the main trend of variance in the two and reveals that the private sector's education quality are generally rated higher than those of the government system. When the standard deviation of each group is considered, the data's variability is revealed to be significantly larger for the government institution faculty members than for the faculties at private institutions. In contrast to the private institute faculties, which are more stable, Table 2.1 clearly shows that variance is larger and more unstable among government institute faculties. The government faculties themselves tend to believe more on the fact that their institute is not providing a great education quality.

Table 2.2 T- Independent Sample T-Test of Work Condition

Levene's Test for Equality of Variances						
F		Sig.	t	df	Sig. (2-tailed)	
Edu_Quality1	Equal variances assumed	.009	.924	-5.335	395	.000
	Equal variances not assumed			-5.422	279.711	.000
Edu_Quality2	Equal variances assumed	6.051	.014	-4.867	395	.000
	Equal variances not assumed			-4.785	255.783	.000
Edu_Quality3	Equal variances assumed	1.647	.200	-6.420	395	.000
	Equal variances not assumed			-6.533	280.851	.000
Edu_Quality4	Equal variances assumed	1.111	.293	-5.202	395	.000



Equal variances not assumed				-5.266	276.844	.000
Edu_Quality5	Equal variances assumed	3.644	.057	-6.456	395	.000
	Equal variances not assumed			-6.720	298.594	.000
Edu_Quality6	Equal variances assumed	1.198	.274	-2.596	395	.010
	Equal variances not assumed			-2.562	258.445	.011
Edu_Quality7	Equal variances assumed	.001	.978	-7.313	407	.000
	Equal variances not assumed			-7.350	279.646	.000
Edu_Quality8	Equal variances assumed	9.862	.002	-5.855	407	.000
	Equal variances not assumed			-5.600	244.955	.000
Edu_Quality9	Equal variances assumed	.392	.532	-7.179	407	.000
	Equal variances not assumed			-7.364	295.585	.000
Edu_Quality10	Equal variances assumed	4.905	.027	-8.341	407	.000
	Equal variances not assumed			-8.772	316.138	.000

In the above-mentioned table 2.2, the independent sample t-test for the education quality of the faculties have been analyzed. A statistical test called the Levene's test is used in conjunction with independent sample t-tests to verify the equality of variance between groups. The dependent variable's variance must be identical across all groups in order to satisfy Levene's test's null hypothesis. It is assumed that the variance of the dependent variable is identical for both groups in an independent sample t-test. Contraventions to this premise, however, may happen, under such circumstances the data in the row mentioning the equal variance not assumed will be interpreted. Levene's test should be used to check for uneven variances as a result. The table above shows that out of 10 there are 3 variables in the table that has unequal variance. The value of Levene's significance level is less than 0.05.

T-test is a measurement of the likelihood that the reported results were obtained by chance is the significance level. The threshold of significance is chosen at 0.05, which denotes a 5% likelihood that the reported results were obtained by chance, respectively. When analyzing and interpreting the differences in education quality between government-funded and private B-schools in India, group statistics of independent sample t-tests can be a useful tool. This study will shed important light on the differences between the two types of institutions by examining its key metrics. In this t-test the results imply the variation in the private and



government funded institution education quality are extremely wide. The significance level in all the variables is lower than 0.05.

The null hypothesis H02 will be rejected as the p-value is less than the level of significance, proving that there is a meaningful difference between the groups.

Findings and Conclusion

The working circumstances and educational standards of faculty at government-funded and private B-schools in India can be significantly different, it can be inferred from the group statistics of independent sample t-tests. Levene's test was employed in the study's t-tests to confirm that the variance between the groups was equal. In both instances, the null hypothesis was rejected, demonstrating a significant distinction between the two categories of institutions. The mean score of the participants in each group revealed that private B-school faculties received higher ratings for working conditions than their government-funded institution equivalents. Additionally, the government-funded institution's standard deviation was noticeably higher, indicating that their perception of working conditions varied more widely. This research implies that private B-schools may provide their faculty with a more stable and beneficial working environment.

The t-test findings also revealed a substantial difference between government-funded and private B-schools in terms of educational quality. With uneven variance detected in three out of ten variables, the Levene's test showed that there was a significant discrepancy in educational quality between the two types of institutions. All of the variables' significance levels were lower than 0.05, which demonstrated a substantial difference between the two groups. According to this result, private business schools may provide a higher-quality education than institutions that are supported by the government. Overall, this study's findings indicate that private business schools may provide higher-quality instruction and better working circumstances than government-funded institutions. The findings show a notable disparity between the two groups, with private institutions surpassing their government-funded counterparts in both categories. The findings of this study may have significant ramifications for politicians and educational organizations aiming to raise the standard of instruction and working conditions in Indian B-schools.

It is crucial to understand that this study has limitations. The study was carried out in a certain area of Haryana, and the sample size was constrained. Therefore, it's possible that the results don't accurately reflect the nation as whole or other areas. Further study is required to examine the underlying causes of the differences seen in this study and to generalize these findings to other contexts.

In conclusion, this study offers crucial insights into the variations in working circumstances and educational quality between government-funded and private B-schools in India.



According to the research, private business schools may provide a more stable and pleasant working environment for their faculty members as well as higher-quality instruction than institutions supported by the government. For governments and educational organizations aiming to raise the standard of instruction and working conditions in B-schools in India, these findings may have significant ramifications.

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