

**PERCEPTIONS OF HEADMASTERS ON EDUCATIONAL PRACTICES IN
SELECTED GOVERNMENT AND PRIVATE ELEMENTARY SCHOOLS**
(A CASE STUDY OF PRAKASAM, VIZIANAGARAM AND KURNOOL DISTRICTS IN ANDHRA
PRADESH)

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Abstract:

Elementary schools are an important stage in the individual development and the goal of elementary schools is to enable students to acquire basic knowledge. In an effective school, the headmasters must play an essential role in developing the school environment through his attitude and speeches, the headmaster is a role model for all schoolmates. The main issue concerning this study can be stated “perceptions of headmasters on educational practices in selected government and private elementary schools”. The purpose of this study is to examine the perceptions of school headmasters on various aspects that are central to the overall development of the school. All their opinions and knowledge gathered are brought together. In the study conclusions and suggestions, examine the strong communication for school development by elementary school headmasters.

Key words:Elementary Education, Knowledge, School Environment, Development

Introduction:

Education has been recognized as a fundamental key and is seen as a human resource development process in knowledge, skills and abilities are honed to achieve a wide range of goals. The success of democracy, planned programs, community engagement, use of physical and human resources, national integration, cultural emancipation, etc., they are influenced by the education of the masses. Education is a nation-building activity and teachers are seen not only as pillars of the education system but also as nation-builders.

Elementary School education:

Education in India is primarily provided by public schools and private schools. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children aged 6 to 14. The primary education in India is divided into two parts, namely lower primary (Class-I-IV) and upper primary (Middle school, Class V-VIII). The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education. The approximate ratio of public schools to private schools in

India is 7:5. India has made progress in increasing the attainment rate of primary education. In 2011, approximately 75 per cent of the population, aged between 7 and 10 years, was literate. The gross enrolment ratio in schools is far below the national average in Andhra Pradesh. While the national GEP is 99.21 per cent in primary schools, it is 84.48 per cent in Andhra Pradesh.

Headmaster:

The headmaster's primary role in elementary education is to act as an instructional leader. At the same time, he/she has to ensure that the core mission of the school-effective teaching and learning with effective instructions, it is likely that pupil perform better academically. Headmaster of the school be considered as the solar orbit round whom all the teacher planets revolve. In fact, as a head of the administration in the school, he may be compared to a head of a state. Headmaster holds the key position in the school. He is the hub of the school activity. He draws the whole plan of the school, execute the plan, distribute work and co-ordinates the activities. He ensures smooth functioning and harmonious development of the whole school programme.

Objective of the study:

1. To study the perceptions of Headmasters towards Educational Practices viz., Administrative policies and procedures, school facilities, school environment, functions of SMC, Assessment Practices, Teaching Learning Process adopting in the Government and Private school in Imparting quality education to Children at Elementary Level on various aspects in Andhra Pradesh.

Hypotheses:

1. The government school headmasters have high knowledge and awareness on various issues in elementary school education than private school headmasters.
2. The rural and urban school headmasters have no different opinions on awareness of elementary school education in Andhra Pradesh.

Methodology and data collection:

The present research study was undertaken by the researcher as exploratory in nature. The present study was based on primary and secondary data. The primary data was collected from the field and secondary data was collected from various books, journals, government documents and so on. The stratified random sample technique was used to pick up the total sample respondents and random sampling method was also used for the purpose of the present study. The questionnaire was administered among the headmasters of elementary schools working in government and private elementary schools in Prakasam, Vizianagaram and Kurnool districts in Andhra Pradesh. The actual selection of the Mandals were made by first arranged alphabetically. The researcher has collected the list of schools from the selective mandals and selected 150 schools were covered from rural and urban areas from each district. The total sample size was 450 headmasters and it was divided among three districts i.e. Prakasam, Vizianagaram and Kurnool. After the collection of data, was entered in SPSS programme to analyze the results with various statistical measures

such as Means, Standard Deviations, ‘t’ – Value and Analysis of Variance (ANOVA) have been calculated and presented in this paper. The following table shows the selection of the sample.

Table-1
Selection of the sample respondents

S. No	Name of the District	No of Schools	Head Masters	Percent
1	Prakasam	150	150	33.33
2	Vizianagaram	150	150	33.33
3	Kurnool	150	150	33.33
	Total	450	450	100.00

Perceptions of Head Masters towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh:

The educational objectives of countries, while differing from the social and cultural traditions as well as from the political institutions of each country, can in general be aimed at full national education and the formation of human capacities necessary for the rapid development of the state. Public schools are administered and funded by local, state or national authorities, while private schools are fully or partially funded by student fees and run by a private entity. Private schools are largely independent of government intervention. The present table was reflected about perceptions of headmasters towards educational practices.

Table-2

Perceptions of Head Masters towards Educational Practices of Government and Private schools in imparting Quality Education to Children in Andhra Pradesh

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Awareness	450	18	90	67.21	74.68	10.09
Managerial Aspect	450	9	45	34.58	76.83	5.02
Student Managed Aspect	450	8	40	30.45	76.12	5.23
Staff Managed Aspect	450	3	15	11.48	76.52	2.02
Overall Perceptions	450	38	190	143.71	75.64	19.65

Sources: Data collected from field

Table-2 shows that the Headmasters were expressed high perceptions with respect to the areas viz., Awareness, Managerial Aspect, Student Related Aspect, Staff Managed Aspect and Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Prakasam, Vizianagaram, Kurnoolin Andhra Pradesh. The mean and mean percentages are found to be 67.21, 34.58, 30.45, 11.48 and 143.71 which are 74.68%, 76.83%, 76.12%, 76.52% and 75.64% of their Total score respectively.

Perceptions of Government and Private school Head Masters towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh:

Most of the public institutions are controlled by politicians and most public schools do not have the necessary infrastructure, while in private schools there is choice and flexibility. Students and teachers develop close relationships and provide differentiated learning to effectively challenge each student, focusing on all children for their future with a complete infrastructure. In this connection the following table shows that the perceptions of government and private school headmasters on various awareness aspects.

Table-3

Perceptions of Government and Private school Head Masters towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Awareness	Government	300	68.74	8.12	2.59**	0.00
	Private	150	65.16	10.06		
Managerial Aspect	Government	300	35.99	4.21	2.07*	0.04
	Private	150	33.17	5.59		
Student Managed Aspect	Government	300	31.96	3.89	2.34*	0.01
	Private	150	29.12	5.13		
Staff Managed Aspect	Government	300	11.93	1.84	2.27*	0.02
	Private	150	10.17	2.31		
Overall Perceptions	Government	300	144.41	17.66	2.12*	0.04
	Private	150	141.91	19.63		

Sources: Data collected from field **Significant at 0.01 and *Significant at 0.05 level

Table-3 revealed that the mean perceptual score of Headmaster category respondents towards Awareness Aspect, the mean perceptual score for Government school Headmasters was 68.74, whereas for the Private school Headmasters category it was 65.16. The Standard Deviations for Government and Private school Headmaster category respondents were 8.12 and 10.06 respectively. The t – value was 2.59 and the p-value was 0.00 which was statistically significant at 0.01 level. It shows that, there is a significant difference between the perceptions of Government and Private school Headmasters and Government school Headmasters perceived high towards Awareness Aspect than that of Private school Headmaster category respondents.

With regard to Managerial Aspect, the mean perceptual score for Government school Headmasters was 33.17, whereas for the Private school Headmasters category it was 31.96. The Standard Deviations for Government and Private school Headmaster category respondents were 4.21 and 5.59 respectively. The t – value was 2.07 and the p -value was 0.04 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school Headmasters and Government school Headmasters perceived high towards Managerial Aspect than that of Private school Headmaster category respondents.

With regard to Student Managed Aspect, the mean perceptual score for Government school Headmasters was 31.96, whereas for the Private school Headmasters category it was 29.12. The Standard Deviations for Government and Private school Headmaster category respondents were 3.89 and 5.13 respectively. The t – value was 2.34 and the p -value was 0.01 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school Headmasters and Government school Headmasters perceived high towards Student Managed Aspect than that of Private school Headmaster category respondents.

With regard to Staff Managed Aspect, the mean perceptual score for Government school Headmasters was 11.93, whereas for the Private school Headmasters category it was 10.17. The Standard Deviations for Government and Private school Headmaster category respondents were 1.84 and 2.31 respectively. The t – value was 2.27 and the p -value was 0.02 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school Headmasters and Government school Headmasters perceived high towards Staff Managed Aspect than that of Private school Headmaster category respondents.

With regard to Overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual score for Government school Headmasters was 144.41, whereas for the Private school Headmasters category it was 141.91. The Standard Deviations for Government and Private school Headmaster category respondents were 17.66 and 19.63 respectively. The t – value was 2.12 and the p -value was 0.04 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Government and Private school Headmasters and Government school Headmasters perceived high towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of Private school Headmaster category respondents.

Perceptions of rural and urban area school Head Masters towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh:

Awareness of right to education Act among prospective teachers helps them to develop the same among their students. In this connection, the following table shows that the perceptions of the headmasters in rural and urban areas on different awareness aspects.

Table-4

Perceptions of rural and urban area school Head Masters towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Awareness	Rural	252	68.36	9.34	1.98*	0.05
	Urban	198	66.09	10.90		
Managerial Aspect	Rural	252	34.71	4.00	2.19*	0.03
	Urban	198	33.17	5.04		
Student Managed Aspect	Rural	252	30.52	5.15	0.26 ^{NS}	0.79
	Urban	198	30.39	5.30		
Staff Managed Aspect	Rural	252	11.63	1.85	1.99*	0.05
	Urban	198	10.36	2.13		
Overall Perceptions	Rural	252	144.22	17.09	2.08*	0.04
	Urban	198	142.51	19.34		

Sources: Data collected from field

**Significant at 0.01 and *Significant at 0.05 level and NS : Not Significant

Table-4 revealed that, the mean perceptual score of Headmaster category respondents towards Awareness Aspect, the mean perceptual score for rural area Headmasters was 68.36, whereas for the Urban area Headmasters category it was 66.09. The Standard Deviations for Rural and Urban area Headmaster category respondents were 9.34 and 10.90 respectively. The t – value was 1.98 and the p-value was 0.05 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Rural and Urban area Headmasters and Rural area Headmasters perceived high towards Awareness Aspect than that of Urban area category Headmasters.

With regard to Managerial Aspect, the mean perceptual score for rural area Headmasters was 34.71, whereas for the Urban area Headmasters category it was 33.17. The Standard Deviations for Rural and Urban area Headmaster category respondents were 4.00 and 5.04 respectively. The t – value was 2.19 and the p-value was 0.03 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Rural and Urban area Headmasters and Rural area Headmasters perceived high towards Managerial Aspect than that of Urban area category Headmasters.

With regard to Student Managed Aspect, the mean perceptual score for rural area Headmasters was 30.52, whereas for the Urban area Headmasters category it was 30.39. The Standard Deviations for Rural and Urban area Headmaster category respondents were 5.15 and 5.30 respectively. The t – value was 0.26 and the p-value was 0.79 which was statistically not significant at any level. It shows that, there is no significant difference between the perceptions of Rural and Urban area Headmasters and they perceived similar opinion towards Student Managed Aspect.

With regard to Staff Managed Aspect, the mean perceptual score for rural area Headmasters was 11.63, whereas for the Urban area Headmasters category it was 10.36. The Standard Deviations for Rural and Urban area Headmaster category respondents were 1.85 and 2.13 respectively. The t – value was 1.99 and the p-value was 0.05 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Rural and Urban area Headmasters and Rural area Headmasters perceived high towards Staff Managed Aspect than that of Urban area category Headmasters.

With regard to overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual score for rural area Headmasters was 144.22, whereas for the Urban area Headmasters category it was 142.51. The Standard Deviations for Rural and Urban area Headmaster category respondents were 17.09 and 19.34 respectively. The t – value was 2.08 and the p-value was 0.04 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Rural and Urban area Headmasters and Rural area Headmasters perceived high towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of Urban area category Headmasters.

Perceptions of Head Masters based on their availability of facilities towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh:

Private schools try to provide first-class facilities for the general development of children and charge high fees to do so. They will collect tuition fee for maintenance in schools, while public schools are affordable and provide the minimum infrastructure needed to meet basic needs. However, private schools do not accept students from the weak economic group. The right to education is the freedom of all and public schools provide education for all children without prejudice. The following table reflects the perceptions of headmasters on availability of facilities in government and private schools.

Table-5

Significant difference between the perceptions of Head Masters based on their availability of facilities towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh

Area	Facilities	N	Mean	Std. Dev.	t-value	p-value
Awareness	Available	378	67.46	10.10	1.98*	0.05
	Not Available	72	65.93	9.99		
Managerial Aspect	Available	378	34.66	4.89	0.83 ^{NS}	0.41
	Not Available	72	34.13	5.66		
Student Managed Aspect	Available	378	30.53	5.20	0.77 ^{NS}	0.44
	Not Available	72	30.01	5.41		
Staff Managed Aspect	Available	378	11.94	1.95	2.01*	0.04
	Not Available	72	10.24	2.34		
Overall Perceptions	Available	378	144.19	19.63	2.08*	0.04
	Not Available	72	141.21	19.71		

Sources: Data collected from field

**Significant at 0.01 and *Significant at 0.05 level and NS : Not Significant

Table-5 observed that, the mean perceptual score of Headmaster category respondents based on their availability of facilities towards Awareness Aspect, the mean perceptual score for Headmasters who are having availability of facilities in their schools was 67.46, whereas for the Headmasters who are not having availability of facilities in their schools was 65.93. The Standard Deviations for Headmaster category respondents who are having and not having availability of facilities were 10.10 and 9.99 respectively. The t – value was 1.98 and the p-value was 0.05 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Headmasters based on their availability of facilities and the Headmasters who were having facilities perceived high towards Awareness Aspect than that of Headmasters who were not having facilities in their schools.

With regard to Managerial Aspect, the mean perceptual score for Headmasters who are having availability of facilities in their schools was 34.66, whereas for the Headmasters who are not having availability of facilities in their schools was 34.13. The Standard Deviations for Headmaster category respondents who are having and not having availability of facilities were 4.89 and 5.66 respectively. The t – value was 0.83 and the p-value was 0.41 which was statistically not significant at any level. It shows that, there is no significant difference between the perceptions of Headmasters based on their availability of facilities and they perceived similar opinion towards Managerial Aspect.

With regard to Student Managed Aspect, the mean perceptual score for Headmasters who are having

availability of facilities in their schools was 30.53, whereas for the Headmasters who are not having availability of facilities in their schools was 30.01. The Standard Deviations for Headmaster category respondents who are having and not having availability of facilities were 5.20 and 5.41 respectively. The t – value was 0.77 and the p -value was 0.44 which was statistically not significant at any level. It shows that, there is no significant difference between the perceptions of Headmasters based on their availability of facilities and they perceived similar opinion towards Student Managed Aspect.

With regard to Staff Managed Aspect, the mean perceptual score for Headmasters who are having availability of facilities in their schools was 11.94, whereas for the Headmasters who are not having availability of facilities in their schools was 10.24. The Standard Deviations for Headmaster category respondents who are having and not having availability of facilities were 1.95 and 2.34 respectively. The t – value was 2.01 and the p -value was 0.04 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Headmasters based on their availability of facilities and the Headmasters who were having facilities perceived high towards Staff Managed Aspect than that of Headmasters who were not having facilities in their schools.

With regard to overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual score for Headmasters who are having availability of facilities in their schools was 144.19, whereas for the Headmasters who are not having availability of facilities in their schools was 141.21. The Standard Deviations for Headmaster category respondents who are having and not having availability of facilities were 19.63 and 19.71 respectively. The t – value was 2.08 and the p -value was 0.04 which was statistically significant at 0.05 level. It shows that, there is a significant difference between the perceptions of Headmasters based on their availability of facilities and the Headmasters who were having facilities perceived high towards overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of Headmasters who were not having facilities in their schools.

Perceptions of Headmasters based on their district towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh:

Assessment studies have expanded to focus on school as a unit of analysis, although an increasing number have turned their attention to headmasters as the primary unit of interest. The following table shows that the perceptions of headmasters based on their district towards educational practices of government and private schools in imparting quality education to children.

Table-6

Perceptions of Headmasters based on their district towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh:

Area	District	N	Mean	Std. Dev.	F-value	p-value
Awareness	Prakasam	150	71.95	10.06	10.99**	0.00
	Vizianagaram	150	66.16	8.29		
	Kurnool	150	63.53	9.97		
Managerial Aspect	Prakasam	150	36.53	4.55	14.77**	0.00
	Vizianagaram	150	34.55	5.59		
	Kurnool	150	32.65	4.05		
Student Managed Aspect	Prakasam	150	33.01	3.94	12.31**	0.00
	Vizianagaram	150	30.42	5.13		
	Kurnool	150	27.91	5.24		
Staff Managed Aspect	Prakasam	150	12.05	1.99	9.29**	0.00
	Vizianagaram	150	11.17	2.31		
	Kurnool	150	11.21	1.57		
Overall Perceptions	Prakasam	150	153.53	15.87	18.34**	0.00
	Vizianagaram	150	142.31	19.63		
	Kurnool	150	135.29	18.88		

Sources: Data collected from field

**Significant at 0.01 level

Table-6 observed that, the mean perceptual score of Headmaster category respondents based on their district towards Awareness Aspect. The mean perceptual scores of headmasters working in Prakasam district was 71.95, and it is for Vizianagaram district was 66.16, whereas it is for the headmasters working in Kurnool district was 63.53. The Standard Deviations for headmasters working Prakasam, Vizianagaram and Kurnool districts were 10.06, 8.29 and 9.97 respectively. The 'F'-value was 10.99 and the p-value was 0.01, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of headmasters based on their district and headmasters working in Prakasam district perceived high towards Awareness aspect than that of headmasters working in Vizianagaram and Kurnool districts.

With regard to Managerial Aspect, the mean perceptual score of Headmaster category respondents based on their district, the mean perceptual scores of headmasters working in Prakasam district was 36.53, and it is for Vizianagaram district was 34.55, whereas it is for the headmasters working in Kurnool district was 32.65. The Standard Deviations for headmasters working Prakasam, Vizianagaram and Kurnool districts

were 4.55, 5.59 and 4.05 respectively. The 'F'-value was 14.77 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of headmasters based on their district and headmasters working in Prakasam district perceived high towards Managerial Aspect than that of headmasters working in Vizianagaram and Kurnool districts.

With regard to Student Managed Aspect, the mean perceptual score of Headmaster category respondents based on their district, the mean perceptual scores of headmasters working in Prakasam district was 33.01, and it is for Vizianagaram district was 30.42, whereas it is for the headmasters working in Kurnool district was 27.91.. The Standard Deviations for headmasters working Prakasam, Vizianagaram and Kurnool districts were 3.94, 5.13 and 5.24 respectively. The 'F'-value was 12.31 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of headmasters based on their district and headmasters working in Prakasam district perceived high towards Student Managed Aspect than that of headmasters working in Vizianagaram and Kurnool districts.

With regard to Staff Managed Aspect, the mean perceptual score of Headmaster category respondents based on their district, the mean perceptual scores of headmasters working in Prakasam district was 12.05, and it is for Vizianagaram district was 11.17, whereas it is for the headmasters working in Kurnool district was 11.21. The Standard Deviations for headmasters working Prakasam, Vizianagaram and Kurnool districts were 1.99, 2.31 and 1.57 respectively. The 'F'-value was 9.29 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of headmasters based on their district and headmasters working in Prakasam district perceived high towards Staff Managed Aspect than that of headmasters working in Vizianagaram and Kurnool districts.

With regard to overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh, the mean perceptual scores of headmasters working in Prakasam district was 153.53, and it is for Vizianagaram district was 142.31, whereas it is for the headmasters working in Kurnool district was 135.29. The Standard Deviations for headmasters working Prakasam, Vizianagaram and Kurnool districts were 15.87, 19.63 and 18.88 respectively. The 'F'-value was 18.34 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference among the perceptions of headmasters based on their district and headmasters working in Prakasam district perceived high towards overall perceptions towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of headmasters working in Vizianagaram and Kurnool districts.

Finding of the study:

1. The study was conducted on school headmasters' perceptions on awareness, managerial aspect, student related aspect, staff managed aspects towards educational practices of government and private schools in

imparting quality education to children in Prakasam, Vizianagaram, Kurnool in Andhra Pradesh.

2. The government school headmasters were high perceived towards awareness aspect, managerial aspect, student managed aspect, staff managed aspect and overall perception in the respect of Educational Practices and Quality Education to Children than that of private school headmasters in Andhra Pradesh. In this connection, the first hypotheses "*the government school headmasters have high knowledge and awareness on various issues in elementary school education than private school headmasters*" has fully accepted.

3. The rural headmasters perceived high towards awareness aspect, managerial aspect, staff managed aspect than that of urban area category headmasters. Whereas there is no significant difference between the perceptions of Rural and Urban area Headmasters and they perceived similar opinion towards Student Managed Aspect. While it shows that, there is a significant difference between the perceptions of Rural and Urban area Headmasters and Rural area Headmasters perceived high and overall perception high towards Educational Practices of Government and Private schools in Imparting Quality Education to Children in Andhra Pradesh than that of Urban area category Headmasters. The observation of second hypotheses *the rural and urban school headmasters have no different opinions on awareness of elementary school education in Andhra Pradesh* has partially accepted.

4. There is a significant difference between the perceptions of Headmasters based on their availability of facilities and the Headmasters who were having facilities perceived high and overall perception towards Awareness Aspect, Student Managed Aspect, Staff Managed aspect than that of Headmasters who were not having facilities in their schools. But there is no significant difference between the perceptions of Headmasters based on their availability of facilities and they perceived similar opinion towards Managerial Aspect.

5. There is a significant difference among the perceptions of headmasters based on their district and headmasters working in Prakasam district perceived high towards Awareness aspect, managerial aspect, student managed aspect, staff managed aspect and overall perception on educational practices of government and private schools in imparting quality education to children in Andhra Pradesh than that of headmasters working in Vizianagaram and Kurnool districts. The third hypotheses the Prakasam district headmasters have high knowledge on various

Conclusion:

The present study reveals significant findings regarding the educational practices in improving quality of children with special reference Prakasam, Vizianagaram and Kurnool. The perceptions of the Headmasters working in both government and private schools with regard to Awareness, Managerial Aspects, Student Related Aspects, Staff Managed Aspects and Overall aspects was high. On the whole, the key factors of elementary schools as perceived by the Headmasters were effective and positive. This implication indicates that, the role and functions of Headmasters assumes highest importance at school level for the quality enhancement. Hence, it is suggested that, the administrators and policy makers must take safety measures for

the enhancement of quality at school level by observing the areas into consideration for effective implementation both in Government and Private schools.

The better administrative behavior of the Headmasters reflects the better effectiveness of the school climate. From this study, it was noticed that, Prakasam district schools Headmasters perceived high towards the Awareness on syllabus taught in the classroom, scheduled of classes, textbooks used in classroom, community has a major role in providing friendly environment in schools which shows impact on quality education, teaching learning process, implementation of new evaluation methods for quality education, celebration of events and days of national importance, school timings, mid-day meals programme, holidays as per government regulations, uniform as per government rules. Whereas Awareness on Managerial Aspects like looking and thinking ahead about the welfare of the school and children, listening to new suggestions and allowing for discussion, taking appropriate decisions, maintain written documents and records, initiating plans for the best use of time in the school, maintain relations with education officer's identification of difficulty levels when pertaining activities and so on. Whereas awareness on Student managed related Aspects like initiating plans for the benefit of the students to be happy at the school level, plans in identifying the needs of the children, initiating plans in providing secure and conducive environment in the schools, plans for the creation of conducive environment in the classrooms to make the students participate, knowing each child by name and planning for knowing personal problems, plans for the maintenance of working environment at school level for the benefit of students, plans for health consciousness and social awareness among students through co-curricular activities and so on. While awareness on Staff Managed Aspects like discussions with the staff members on the policies and new interventions and trying for effective implementation for the benefit of the student and Overall aspects than that of Vizianagaram and Kurnool districts.

Suggestions:

For the better performance in the development of school administration the policy makers should take the following steps:

1. To provide frequent training programmes to all school headmasters irrespective of the government and private schools of the education on various aspects for the purpose of dynamic leadership in school administration.
2. To conduct examinations frequently to all headmasters on various aspects like awareness, student, staff management and school administration for the purpose of better performance in the development of the students.
3. To provide incentives to the headmasters irrespective of the government or private for the encouragement to do more performance in the school administration.

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