



INTERVENTION EFFECTS OF NGO AMONG MUNICIPAL AND LOW-INCOME PRIVATE AIDED SCHOOLS IN MUMBAI: EVIDENCE FROM A READING TEST

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ABSTRACT

This study conducted a Reading Comprehension test among two types of schools, municipal and low-income private, from the same geographical area. Four schools participated in the test, two municipal schools with and without NGO support, and two low-income private schools with and without NGO support. The test showed interaction effects for the types of schools and intervention of NGO.

Key words: NGO, reading, girls, interaction effects, intervention

Background

As compared with the numbers in municipal schools, there are more children attending Private English-medium schools (around 90% from SEC A to 37% from SEC E) (PRAJA, 2014). This suggests the existence of the popular belief among parents that private aided schools fare better than their municipal counterparts. Parents perhaps believe that children will learn more and hence fare better than the ones attending civic schools. Additionally, if intervention by a non-governmental organization (NGO) was provided at both these types of school private aided and municipal, it would be expected that the students in private aided schools would do better.

In this research, the intervention effects on girls reading abilities were tested in private aided and municipal schools.

Need of the study



Studies had been carried out at various levels for NGO intervention in schools in Mumbai. According to a report (ToI, 2013,) 22% of Class VII students could not read or write even the letters of the alphabet. More than half the children in municipal schools in Class V-VII could not read a story of Class II level. The status was similar among students of private aided schools. The report highlighted the research finding that private schools fared no better than municipal schools. A study of intervention among fourth graders in Philippines showed that a short 31-day program improved reading skills by 0.31 standard deviations (Abeberese, Kumler, & Linden, 2013). The effect diminished to 0.06 deviations later due to reduced emphasis on reading. Another study warned that NGO supported schools across nations also showed low reading intervention effects among early reading programs (Gove & Cvelich, 2011). A randomized controlled trial of an intervention program in Kenya in Class 2 and 3 students showed positive effects of 0.12 standard deviations in combined scores of English and math (Bold, Kimenyi, Mwabu, & Sandefur, 2012). However, schools randomly assigned to NGO implementation contributed 0.19 standard deviations increase of these effects. Although not strictly randomized, evidence from a study among students new to KIPP schools in America showed positive growth in Reading and Math (Clarke-Tuttle, Gleason, Knechtel, Nichols-Barrer, Booker, Chojnacki, Coen, & Goble, 2007). Over 3 years the middle schools showed an average cumulative impact of 0.21 standard deviation in Reading and 0.36 standard deviation in Math, roughly equivalent to an additional eight to eleven months of learning.

The present research review did not find such evidence of studies among the Class VIII or IX girl students in civic and private aided schools in Mumbai. The research aimed to study the effects of intervention in these types of schools.

Title of the study

Intervention effects of NGO among Municipal and low-income private aided schools in Mumbai: Evidence from a Reading Test.

Aim of the study

To study the interaction effects of NGO support and school type with respect to reading comprehension

Objectives of the study

The Reading Comprehension Test was conducted with the following specific objectives:

1. To compare the Reading Comprehension scores among girls from MCGM schools and Private school.

2. To contrast the Reading Comprehension scores among girls from schools with NGO and schools without NGO.
3. To determine if there is interaction effects in Reading Comprehension scores for school type and support.

Hypotheses:

The hypotheses for the Reading Comprehension test were:

1. There is no significant difference in Reading Comprehension scores among girls from municipal school and Private school.
2. There is no significant difference in Reading Comprehension scores among girls from schools with NGO and schools without NGO.
3. There is no interaction effect in Reading Comprehension scores between school type and support.

Methodology of the study

The present study dealt with the effects of NGO support in Municipal schools and low-income private schools. These schools had been receiving NGO support from lower grades, i.e. Class I onwards. The control groups were the schools that do not have NGO support till the time of going to test. A reading comprehension test by Daniel and Dwick was administered among the girls in Class IX in these schools.

Sample of the study

For this study, two Municipal schools with twenty girls each and two low-income schools with twenty girls each participated in the test. Girls were selected randomly from the classes. Total sample size – 80.

Delimitations of the study

The study is delimited only to the girls (Class IX) from these schools that participated in the study.

Tools used for data collection

Daniel and Dwick Reading Comprehension test, that is available free of any copyright restrictions, was used for the purpose of this study.

Data collection

The test was administered among the eighty girls in these four schools and scored accordingly.

Analysis of the data

The data was analysed using Two-Way Factorial Anova in SPSS.

Inferential Analysis

The following was the result of Two-Way ANOVA for school type low-income Private school and municipal school, and with and without support of NGO.

Table 1. Descriptive for TWO-WAY ANOVA

School type		N	Mean	Standard Deviation
MCGM school	with NGO	20	31.550	5.073
	without NGO	20	32.450	5.395
	total	40	32.000	5.189
Private school	with NGO	20	34.600	3.424
	without NGO	20	26.700	7.320
	total	40	30.650	6.915
Total	with NGO	20	33.075	4.543
	without NGO	20	29.575	6.983
	total	40	31.325	6.112

Table 2. Test of Between-Subject Effects

Dependent Variable: Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	668.650 ^a	3	222.883	7.420	.000
Intercept	78500.450	1	78500.450	2613.358	.000
School_Type	36.450	1	36.450	1.213	.274
Support	245.000	1	245.000	8.156	.006
School_Type * Support	387.200	1	387.200	12.890	.001
Error	2282.900	76	30.038		
Total	81452.000	80			
Corrected Total	2951.550	79			

a. R-Squared = 0.227 (Adjusted R-Squared = 0.196)



Testing of Hypotheses

Hypothesis 1

There is no significant difference in reading scores for type of school, low-income private school and MCGM school.

From the above table, it is evident that the F-value 1.213 is significant at 0.274 level. Hence, null hypothesis is not rejected. Thus, there is no significant difference in reading scores for type of school, low-income private and MCGM.

Hypothesis 2

There is no difference in reading scores for school with NGO support and school without NGO support.

From the above table, it is evident that the F-value 8.156 is significant at 0.006 level. Hence, null hypothesis is rejected. Thus, there is significant difference in reading scores for support, i.e. with or without NGO support.

Hypothesis 3

There is no difference in reading scores with interaction effects among types of schools and support of NGO.

From the above table, it is evident that the F-value 12.890 is significant at 0.001 level. Hence, null hypothesis is rejected. Thus, there is significant difference in reading scores with interaction effects among types of schools and support of NGO.

Interpretation

There were only interaction effects among types of schools and support of NGO. It was also seen that there was no significant difference among types of school but only for NGO support.

This lead to the interpretation that there is more than simply intervention factor that accounts for significant differences in reading abilities. NGOs also reported that in municipal school the girls drop out mid-year, especially in lower grades and go to their hometowns. They resume class after some gap and the process of acquiring skills begins all over again. Compared with this, in private aided schools, although from the same background and low-

income locality, school measures are strict about attendance. Parents do follow discipline rules and fewer ‘drop-and-resume’ activities are seen. This might account for interaction effects among types of schools and NGO intervention.

Conclusion

Parents in Mumbai send their wards to private schools with the hope that they will fare better. But the quality standards are no better in these low-income schools. But NGO intervention shows significant difference here. Comparing this with the performance of girls among municipal schools, there is not much difference for intervention. If the explanation given by NGO teachers is considered, then that would account for the results. As Farida Lambay (ToI, 2013), points out both types of educational institutions suffer from “quality control issues” that require immediate attention. She believes that poor performance in these schools could be explained by the belief among most parents that all education happens only in the classroom.

Unless certain deeper issues like the perception about education for girls and the quality of education are addressed, NGO intervention might work only in certain cases and not all.

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