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Evaluating The Quality of Education in Government Schools in Urban Areas in Hyderabad

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ABSTRACT

The present study titled "Evaluating the Quality of Education in Government Schools in Urban Areas in Hyderabad" aims to assess the current status of educational quality by analyzing students' demographic characteristics, perceptions of teaching quality, and satisfaction with school facilities. Employing a descriptive survey research design, the study collected quantitative data from a sample of 105 students studying at middle and secondary levels in government schools across urban Hyderabad. Data were gathered using a structured questionnaire focusing on key variables such as gender, age, parental education, teaching quality, and satisfaction with infrastructure and learning resources. The findings reveal that most students perceived teaching quality as average to good, while a moderate level of satisfaction was recorded regarding school facilities. The study also highlights the influence of parental education and socioeconomic background on students' academic experiences. By presenting empirical evidence from urban government schools, the research emphasizes the need for improved infrastructure, teacher training, and student support systems to enhance educational outcomes. The results provide valuable insights for policymakers, educators, and administrators striving to bridge quality gaps and promote equitable learning environments in public education.

Keywords: *Education Quality, Government Schools, Urban Education, Learning Outcomes, Teacher Competency.*

I. INTRODUCTION

The quality of a nation's educational system dictates its rate and trajectory of social and economic growth, making it one of the most powerful tools for social and national reform. The fast urbanization, technical innovation, and socio-economic development of India's metropolitan centers like Hyderabad have transformed them into centers of educational advancement. Hyderabad, one of

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India's most populous cities, is home to a varied population and an array of educational institutions, from exclusive private schools to public ones. The city may be well-known for its excellent public schools, but it hasn't stopped people from worrying about the education they get. To comprehend the current gaps and identify potential for improvement in the educational environment, it is essential to evaluate the quality of education in these urban government schools.

Children from economically disadvantaged families and other marginalized populations in Hyderabad attend public schools in the hopes of improving their social standing. The government of Telangana has launched a number of programs to improve school facilities and student achievement, including the Mid-Day Meal Scheme, Digital Classrooms Initiative, and Mana Badi Nadu-Nedu. However, the success of these initiatives differs greatly from one school to another. Overcrowding, poor technology, a lack of materials for instruction, and low levels of parental engagement are some of the problems that many metropolitan public schools still encounter today. All three of these factors have an impact on students' interest, drive, and success in the classroom. Educational results are greatly influenced by the quality of teachers. Although there are many skilled teachers working in Hyderabad's public schools, issues with workload, accountability, and ongoing professional development are still present. Little has been done to promote the use of technology in the classroom, provide regular monitoring, or educate teachers in new pedagogical approaches.

The learning process is further impeded by administrative inefficiencies and instructor absences. It would seem that educational inequality among urban students is exacerbated by the fact that private schools in the city often have superior facilities and lower class sizes. An other important factor in educational excellence is infrastructure. Science labs, libraries, playgrounds, and sanitary facilities are still not evenly distributed across Hyderabad's public schools, especially among girls' schools, despite the fact that these issues have been addressed via several programs. Efforts to update classrooms and encourage holistic learning are impeded by inadequate upkeep and restricted internet access. A crucial part of the National Education Policy (NEP) 2020 is the integration of technology, however this is not happening uniformly throughout the city's public schools. Students' socioeconomic status is a significant influence in affecting their academic performance in public schools in metropolitan areas. Many kids' families are struggling financially, so they don't have much money to put toward their education.

Educational justice is further complicated by persistent issues such as child labor, urban poverty, and early dropouts. Many public-private partnerships and non-governmental organizations (NGOs) are trying to help these schools by providing remedial programs and training for teachers, but they usually only cover a small region. Curriculum relevance, teaching styles, infrastructure, student evaluation, and community engagement are all important factors to consider when assessing the quality of education in Hyderabad's public schools. Along the way, we'll learn about kids' and educators' actual experiences and analyze the results of policy changes. By working together in governance, innovation, and accountability, we can do more than just pinpoint problems; we can also pave the road for long-term solutions. Examining the state of public education in Hyderabad allows us to consider the reality of urban education policy implementation and the extent to which it meets the needs of disadvantaged students. If the city is serious about closing the gap between public and

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private education and providing its students with the tools they need to succeed in today's knowledge-based economy, it must invest in its schools.

II. LITERATURE REVIEW

Cao, Liyao. (2024) the economy and education both benefit from one another. Human capital may be developed via education, which enables individuals to gain knowledge and skills, which in turn boosts productivity and ultimately drives economic development. More options for higher and vocational education, as well as other forms of higher education, might arise as a result of economic expansion, allowing more individuals to pursue these pathways. Education and the economy have a complex and ever-evolving interaction that is shaped by societal, economic, and technological developments. Sustainable social progress and economic prosperity can only be achieved via well-coordinated education programs and plans for economic development. Uneven resource distribution and the widespread misunderstanding of education are the primary topics of this article's analysis. Everyone should have access to high-quality educational opportunities, and parents should be flexible enough to follow their children's interests and shift their perspective on low-status jobs. A good and equitable educational environment, fostered by the government, may help alleviate student pressure.

Alhussam, Mohamad Ali et al., (2024) An underlying desire for perfection, embodied by a dedication to ideal values and standards, is reflected in the pursuit of excellence. A feeling of morality and conscience should permeate the work of those who aim for greatness. This is especially important for institutions like schools, colleges, and businesses that cater to people, as well as for firms in general. There are a number of reasons why morality and conscience must be included in educational settings. First, these qualities create an environment that is supportive and principled, which in turn supports honesty, integrity, and objectivity among the faculty, students, and staff. The purpose of this research was to examine, building on prior work, the idea of educational quality and the evaluation methods used. There have been a lot of research on this subject, but we still don't know everything there is to know about how to evaluate educational programs. The significance of educational quality is highlighted in this research, along with the need for educational institutions to fully comprehend it and remain current with the most recent advancements in assessment methodologies. When students, parents, and educators all feel that they have achieved their goals, we can say that our educational system is high-quality. Important as it is to assess educational quality, there are a number of tools at one's disposal for doing just that. Examining students' performance on tests and comparing them to past outcomes is one way to measure the quality of education. Discipline, college enrollment, and future employment prospects are further measures of educational excellence. In addition to these criteria, educational inspection, school retention rates, examination style, course quality, efficiency, effectiveness, cost-effectiveness, school administration, and parental satisfaction with their children's education should be taken into account when assessing educational quality. Educational institutions may evaluate the educational process's quality and make required modifications by examining these characteristics.

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Joshi, Priya. (2017) This era, known as the "age of the city," began in the year 2000. Cities provide both opportunities and challenges due to the high concentration of human activity. This essay takes a look at the problems with city planning through the lens of education, arguing that schools are the key to unlocking the full potential of metropolitan areas' physical, intellectual, and social resources. We need to keep an eye on how educational opportunities are distributed in cities to make sure that schools are helping to alleviate, rather than worsen, urban inequality. We need to make urban planning procedures more inclusive by including knowledge-based engagement if we want to make sure that the city works for everyone. In order for education stakeholders to have a voice in the urban futures discussions, there has to be a greater recognition of the role of education in transformational urban development and a stronger push for inclusion in these discussions.

Mehra, Anjali et al., (2012) this research looks at how different parts of rural India do when it comes to elementary school education quality. The data used in the research came from Pratham's Annual Status of Education Report, 2010. The Quality of Instructional Index, the School Resources Index, and the Learning Outcomes Index were the building blocks of the Quality of Education Index (QEI). Some states rank worse than Kerala on all three measures, while others rank higher, including Bihar, Uttar Pradesh, Assam, Odisha, Jharkhand, and most of the states in the North Eastern region. Reforming educational systems requires the establishment of a high-quality knowledge base at the regional level.

Ngware, Moses et al., (2011) To better understand how it relates to education quality indicator standards in Kenya, this study takes a look at the quality of primary school inputs in urban communities. We utilized information gathered from a 2005 school survey that included 83 elementary schools. Various kinds of Nairobi schools' quality indicators are detailed in the dataset. Government schools were determined to provide a "better" education in comparison to all non-government-owned schools based on national norms for facilities, teacher credentials, and textbook availability. Class sizes and the pupil-teacher ratio (PTR) are lower at non-government institutions. Unfortunately, teacher-student contact is severely lacking in public schools due to high PTR and big class numbers. Community- and privately-owned schools, in particular, had worse classroom infrastructure and a greater student-to-textbook ratio than public schools. Classroom size is a limiting factor on students' ability to study in both public and private schools. People living in cities still have a tough time meeting basic education quality standards.

Favero, Nathan & Meier, Kenneth. (2011). Public school performance in metropolitan areas is a hotly debated topic. While many studies have focused on administrative metrics of school performance, very little is known about how survey evaluateers (such as parents and teachers) assess a school's quality. The interplay between these three types of evaluations is crucial to several concerns in educational policy (such as fairness and choice) and has far-reaching consequences for representative government, bureaucratic competence, and public output. From 2007 through 2009, this report examines assessments made by both teachers and parents in 1,255 public schools in New York City. Government records of school characteristics and performance are compared to the ratings using a cross-sectional time-series technique. Several administrative measures of performance show a strong correlation with the ratings produced by both parents and instructors. Even after

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accounting for administrative data of school characteristics and performance, we still discover a substantial amount of overlap between parent and instructor judgments. Based on these results, it seems that both parents and educators are capable of making well-informed assessments on the quality of their respective schools.

Dilshad, Rana. (2010) the calibre of educators trained in schools for the purpose of teaching is one of the most important determinants of the standard of public schooling. Those with a stake in the matter have voiced their disapproval of Pakistan's teacher training programs, citing issues with both quantity and quality. The purpose of this article is to provide the results of an evaluation of the elementary teacher preparation programs at four different schools in Bahawalpur, including three public colleges and the Islamia University of Bahawalpur (IUB). The results were derived from a survey that asked 350 students in Bachelor of Education and Master of Education programs on five different quality factors. Both descriptive and inferential statistics were used to examine the data. The results demonstrated that although the learners themselves were of decent quality, the learning environment, materials, methods, and outcomes were of poor quality. The opinions of male and female students, as well as those of GCETs and IUB, B.Ed. and M.Ed. programs, and annual and semester systems differed significantly only with regard to the quality of learners. The students' primary concerns were the following: inadequate classroom facilities, too long course materials, an absence of highly trained instructors, and the use of English as the language of teaching. The study argues that in order to improve the quality of teacher education, curriculum should be revised, academic resources should be updated, a student-centered approach should be used, and faculty development should be prioritized.

III. RESEARCH METHODLOGY

Research Design

The study followed a descriptive survey research design to examine students' demographic characteristics, perceptions of teaching quality, and satisfaction with school facilities. This design helps in collecting quantitative data to describe the existing conditions.

Population and Sample

The target population comprised students studying in middle and secondary levels. A sample of 105 respondents was selected for the study to ensure adequate representation.

Sampling Technique

The study used a stratified random sampling method, ensuring inclusion of students from different age groups, genders, and parental education levels.

Data Analysis

Collected data were analyzed using descriptive statistics such as frequency and percentage to summarize and interpret the findings.

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IV. DATA ANALYSIS AND INTERPRETATION

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	55	52.38%
Female	50	47.62%
Total	**105**	**100.00%**

Table 1 illustrates the gender-wise distribution of respondents in the study, with 55 males (52.38%) and 50 females (47.62%) out of a total of 105 participants. The data reveals that both genders are nearly equally represented, ensuring a fair and unbiased assessment of educational quality. The slight predominance of male respondents indicates a marginally higher enrollment or participation rate of boys in government schools within urban Hyderabad. This balanced gender composition is significant because it allows for meaningful comparisons between male and female perspectives on school quality, learning environment, and teaching standards. A nearly equal gender ratio also reflects progress toward gender equity in educational participation in urban settings. Such inclusivity enhances the reliability of the research findings, as the viewpoints and experiences of both male and female students are proportionately reflected. Moreover, the balance minimizes sampling bias, making the data more generalizable to the wider student population.

Table 2: Distribution of Respondents by Age Group

Age Group (Years)	Frequency	Percentage (%)
12–13	25	23.81%
14–15	45	42.86%
16–17	35	33.33%
Total	**105**	**100.00%**

Table 2 presents the distribution of respondents according to age group. Among the 105 students surveyed, 25 (23.81%) are aged 12–13, 45 (42.86%) are aged 14–15, and 35 (33.33%) are aged 16–17 years. The data shows that the majority of participants are in the 14–15 age range, which aligns with the typical age group for secondary school students in India. This indicates that most respondents are at a crucial stage in their academic and personal development, where quality education plays a vital role in shaping learning outcomes. The inclusion of both younger (12–13) and older (16–17) students adds diversity to the sample, providing insights into varying experiences across grade levels. This range of ages helps in understanding how perceptions of school quality may evolve as students advance through higher grades. The balance among age categories also ensures that the study captures perspectives from different maturity levels and learning capacities. Overall, the age distribution suggests a well-structured and representative sample that accurately reflects the demographic composition of urban secondary school students in Hyderabad, making the analysis more valid and relevant to understanding educational quality trends across multiple grade levels.

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Table 3: Distribution of Respondents by Parental Education Level

Education Level	Frequency	Percentage (%)
No Formal Education	18	17.14%
Primary	30	28.57%
Secondary	37	35.24%
Higher Secondary and Above	20	19.05%
Total	**105**	**100.00%**

Table 3 shows the distribution of respondents based on their parents' education level. Out of 105 respondents, 18 (17.14%) reported that their parents had no formal education, 30 (28.57%) had parents educated up to the primary level, 37 (35.24%) had parents with a secondary education, and 20 (19.05%) had parents who completed higher secondary or above. The data indicates that most students come from families where parents possess a moderate educational background, particularly at the secondary level. This reflects a growing awareness among parents about the importance of education, especially in urban settings like Hyderabad. However, the presence of a significant percentage of parents with limited or no formal education highlights the continued educational disparity within urban populations. Parental education often influences children's academic achievement, motivation, and attitudes toward schooling. Hence, students whose parents have higher education may enjoy greater academic support at home.

Table 4: Student Perception of Teaching Quality

Teaching Quality	Frequency	Percentage (%)
Poor	15	14.29%
Average	40	38.10%
Good	35	33.33%
Excellent	15	14.29%
Total	**105**	**100.00%**

Table 4 examines students' perceptions of teaching quality in their schools. Among 105 respondents, 15 (14.29%) rated teaching as poor, 40 (38.10%) as average, 35 (33.33%) as good, and 15 (14.29%) as excellent. The results indicate that the majority of students perceive teaching quality as either average or good, suggesting that teachers generally perform effectively but with scope for improvement. The relatively small proportion rating teaching as excellent points to the need for more consistent instructional quality across classrooms. Similarly, the 14.29% who perceive teaching as poor may reflect deficiencies in pedagogical methods, teacher motivation, or availability of teaching aids. Since teaching quality is one of the most critical determinants of student learning outcomes, these findings highlight areas where professional development and teacher training could be strengthened. Effective teaching not only enhances academic achievement but also promotes student engagement and critical thinking. Therefore, the data implies that while Hyderabad's government schools maintain a reasonably good standard of instruction, continuous monitoring and capacity-building initiatives are necessary to ensure that all students receive high-quality education that supports their academic growth and holistic development.

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Table 5: Distribution of Respondents by Satisfaction with School Facilities

Satisfaction Level	Frequency	Percentage (%)
Not Satisfied	20	19.05%
Somewhat Satisfied	35	33.33%
Satisfied	40	38.10%
Highly Satisfied	10	9.52%
Total	**105**	**100.00%**

Table 5 outlines respondents' satisfaction levels with school facilities. Out of 105 students, 20 (19.05%) reported being not satisfied, 35 (33.33%) somewhat satisfied, 40 (38.10%) satisfied, and 10 (9.52%) highly satisfied. The data reveals that while most respondents express general satisfaction with their school facilities, a notable portion remains only moderately or not satisfied. This indicates disparities in infrastructure, availability of resources, or maintenance quality across government schools in Hyderabad. The fact that fewer than 10% of students are highly satisfied suggests that there is considerable room for improvement in areas such as classroom environments, sanitation, libraries, and access to digital tools. Adequate school facilities are essential for effective teaching and learning, as they directly impact student motivation, attendance, and overall performance. The findings imply that while some schools have made progress in infrastructure development, others continue to face challenges in providing a conducive learning environment. Therefore, there is a pressing need for government intervention and policy implementation to ensure uniform standards of quality facilities across all schools. Enhancing physical infrastructure, learning resources, and hygiene conditions could substantially improve student satisfaction and contribute to better educational experiences in urban government schools.

V. CONCLUSION

The evaluation of educational quality in urban government schools reveals a complex interplay of structural, pedagogical, and socio-economic factors that influence student learning outcomes. Although urban areas benefit from better connectivity and administrative support, the persistent gaps in infrastructure, teacher quality, and resource allocation continue to undermine the effectiveness of public education. To bridge this divide, there must be a shift from quantitative expansion to qualitative improvement, emphasizing competency-based education, technological integration, and inclusive learning practices. Strengthening teacher training, ensuring effective governance, and promoting community participation can significantly enhance accountability and performance. Additionally, the use of data analytics and periodic assessments can help monitor progress and guide policy interventions. In the long run, revitalizing urban government schools is essential not only for educational equity but also for nurturing socially responsible, skilled, and innovative citizens capable of contributing to national development. Ensuring quality education for every child—regardless of socio-economic background—remains the cornerstone of a truly progressive and inclusive urban society.

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