

## Comparative study of schools under government and private management with respect to achievement at secondary stage of education in the District of Lucknow

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### Abstract

The study proposes and confirms a set of independent variables (Gender and School Type) and its effect on dependent variable is academic achievement. The sample size is 343 secondary school students. The tool used are the Personal Information questionnaire and Academic Achievement score obtained from school record card. The data was analyzed using computation of means and standard deviation, computation of standard error and use of t-test for measuring the significant of the difference between the means. The achievement level of student was found very low in both Private and Government schools. The private school boys of class IX performed significantly well the academic achievement than their counterparts in Govt. schools in all subject, similarly the private school girls outscored the girls of Government school in the entire subject.

**Keywords:** Academic Achievement, Gender and School Type

### 1. Introduction

Education being one of the most important factors responsible to shape the personality of an individual has manifold functions. It is the potent source for material and human development. Especially "Secondary Education" is an indispensable passport to life "up on which the quality of further education and life depends. In a modern world based on science & technology. It is secondary education which is being considered as the minimum level of attainment for the survival of the people. It leads to the several level jobs and pre job training course and self - employment.

Achievement implies to the net results of an individual's effort over a period of time. In case of academic achievement, it is a combination of knowledge and skills which a child acquires on going through a process of formal institution. Academic achievement is also related to objectives of syllabus content to be covered during a full term. The aim of teaching Civics for example, is to, "make better citizens". (Deale, R.N. 1975) <sup>[25]</sup>. in language also it is possible to measure the achievement at the end of the session. While examining academic achievement of pupils in various subjects, examinations also help to assess and interpret and to present a balanced view point after necessary discussion. Academic achievement is also assessed through oral tests and assignments given for practices. Examination is a combination of several discriminating attainment tests; the purpose is to discriminate across the whole of the ability range (Deale, R.N. 1975) <sup>[25]</sup>.

Academic achievement is closely related to opportunities is closely related to opportunities of motivation in teaching-learning process. The motivating factors could be desire for recognition, need for security or even a person's adventurous spirit to be having new experience (Schwartz. *et al*, 1962) <sup>[13]</sup>. The sense of competition and pressure from Job market are also important factors related to academic achievement. The school management, facilities available in school and home

and teacher equality are also influence academic achievement. The emphasis on the quality of education particularly secondary education has been substantiated by the volumes of research all over the world and the fact that these skills, values, beliefs developed at the secondary grades are most significant critical success factor-both in education and latter in life. This being the reason, quality of education is receiving a priority by the hands of parents and other stake holders. In order to meet the increased demand of quality education, the private institutions came into existence at large scale. The expansion of private educational institutions is the result of increased demand and aspirations of parents for quality education. This situation in India is not different. "Private educational institutions have come up in India in response to growing educational requirements of the pupil, expressed in terms of the desire for good quality education.

### Conceptual Frame Work

India, at present, is on the fast track of globalization and privatization. The decade of nineties have experienced the liberalization of the most areas of economic activity like energy generation, consumer goods, entertainment, aviation, infrastructure, highways, banking and insurance, communication and so many areas of activity have been opened for global market. A shift from Government sector to private sector is gaining momentum day by day. More and more Government sector companies and undertakings are given to private sector. Day in and day out the disinvestments process is at supersonic speed. In such a global economic trend set education cannot remain unaffected, when the quality of education in government sector is already considered not up to mark. So, in the field of education also, private sector seems to flourish due to its quality as perceived by most of the parents. Thus, "the present wide spread ideological shift towards privatization in education seems as a return towards earlier centre of gravity rather that a

completely new phenomenon". (Bray Mark, 1998) [23]. Education is a service organization and the service a particular school provides depends upon the inbuilt system of the school, which means the availability of various facilities and the way of its functioning. But on schools both in private and Government sector are very poor in infrastructure, manpower facilities and in the curricular and co-curricular programmes with some exception in favor of private schools. In the present competitive world, we on the whole in India and particularly in the U.P. state are lagging behind in educational development. The state could not succeed in providing infrastructural and man power facilities and other requisites for retaining the children in schools. Besides, the schools that are functioning seems to be inadequate as per the expectations of parents. This situation resulted in the mushroom growth of private schools in the recent years. The private affair of education is not a new idea for the people in the State. Private Education was an orderly affair in the ancient and pre-independence periods.

**2. Objectives**

The present paper is aimed at achieving the following objectives:

1. To compare the academic achievement of private and government schools.
2. To compare the academic achievement of boys of class IX of private and government schools.
3. To compare the academic achievement between girls of private and government schools.
4. To compare the academic achievement between boys and girls of class IX in private school.
5. To compare the academic achievement between boys and girls of class IX in government school.

**3. Hypotheses**

1. There is no significant difference between academic achievement of Government and Private schools.
2. There is no significant difference between academic achievement of boys of class IX in government and Private schools.
3. There is no significant difference between academic achievement of girls of Government and Private schools.
4. There is no significant difference between academic achievement of boys and girls of class IX in Private schools.
5. There is no significant difference academic achievement

of boys and girl of class IX in Government schools.

**4. Tools used**

The tools employed for collection of the data mentioned above included the following:

- i) Personal Information questionnaire prepared by Investigator.
- ii) Academic Achievement score obtained from school record card.

**5. Methodology**

The research was conducted in Lucknow (U.P). The researcher selected the sample mainly from the city, Lucknow, U.P India. Simple random sampling methodology was used. Only secondary schools were selected for the study. The sample size was limited to 343 students. The study was conducted taking different variable which contribute towards Academic Achievement but only gender, school type are selected. In the study 199 male and 144 female students were administered and taking into consideration.

**6. Following statistical techniques were used for analyzing the data**

1. Computation of means and standard deviation.
2. Computation of standard error.
3. Use of t-test for measuring the significant of the difference between the means.

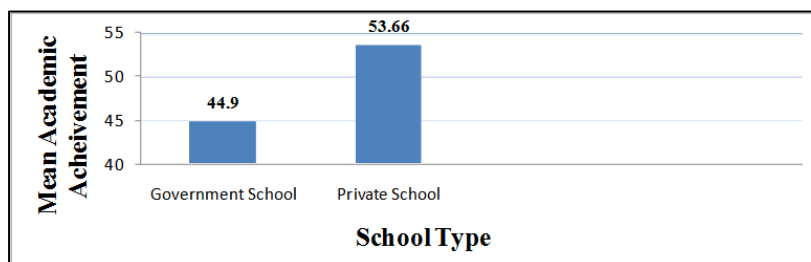
**7. Results and Analysis**

**7.1 Comparison between Academic Achievement of Private and Government Schools**

The total numbers of Government and private school students were 199 and 144 respectively as indicated by the table-1 out of 100 scores. The mean academic achievement scores of Government schools students is 44.99 and SD=10.20. In case of private schools student's, the mean academic achievement score is 53.66 and SD=13.01. The statistically calculated t-value is 6.90 which are significant at 0.01 levels with 341 df. The result clearly indicates that there is significant difference between mean academic achievement scores of government and private secondary schools students. Thus the first hypothesis stating that Government and private school student do not differ significantly on academic achievement scores is rejected. The graphical presentation of mean achievement score of both Government and private school is given in figure 1.

**Table 1:** Comparison between academic achievement of private and Government schools

School Type	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Government School	199	44.99	10.202	6.907	sig. at 0.01 level
Private School	144	53.66	13.014		



**Fig 1**

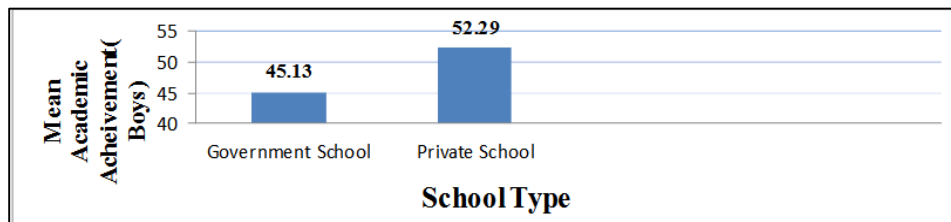
**7.2 Comparison between academic achievement of boys of class IX of private and Government schools**

The total numbers of boys of class IX private and government schools were 165 and 118 respectively as indicated by the table-2 out of 100 scores, the mean academic achievement scores of Government school boys is 45.13 and standard deviation is 9.632. In case of private schools boys students, the mean academic achievement score is 52.29 and standard

deviation = 11.53. The statistically calculated t-value is 5.67 which are significant at 0.01 levels with 281 DF. The result clearly indicates that there is significant difference between mean academic achievement scores of Government and private schools boys students differ significantly on academic achievement score is rejected. The graphically presentation of mean score of both Government and private schools boys students is given in figure 2.

**Table 2:** Comparison between academic achievement of boys of class IX private and Government schools

School Type	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Government School	165	45.13	9.632	5.672	sig. at 0.01 level
Private School	118	52.29	11.535		



**Fig 2**

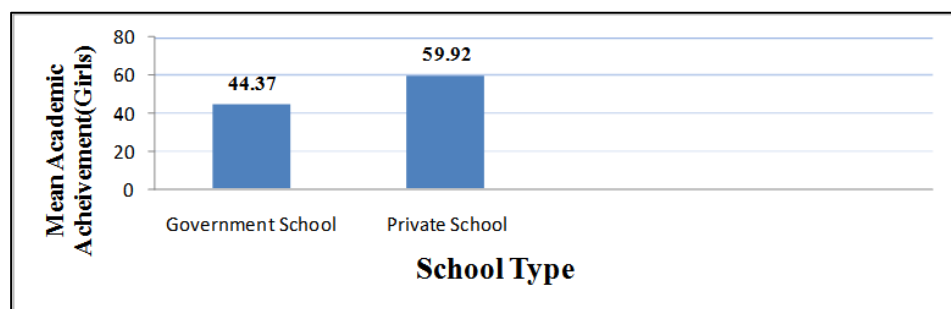
**7.3 Comparison between academic achievement of Government and private Girls students**

The total number of Girls in Government and private schools were 34 and 26 respectively as indicated by the table-3. A glance at the table-3 denotes that the mean academic achievement scores of girls of Government and Private schools were 44.37 and 59.92 respectively t-test was applied to know the significant difference of Government and private girls' students. The standard deviation was obtained 12.67

and 17.217 respectively. The calculated t-value was 4.019 which is found to be significant at 0.01 level with 341 df. This result clearly shows that there was significant difference between the mean academic achievement scores of Government and Private Girls students, thus the 3<sup>rd</sup> hypotheses stating that Government and private schools girls do not differ significantly on academic achievement score is rejected. Graphically presentation of mean scores of both government and private school girls as given below figure 3.

**Table 3:** Comparison between academic achievement of Government and Private girls students

School Type	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Government School	34	44.37	12.760	4.019	sig. at 0.01 level
Private School	26	59.92	17.217		



**Fig 3**

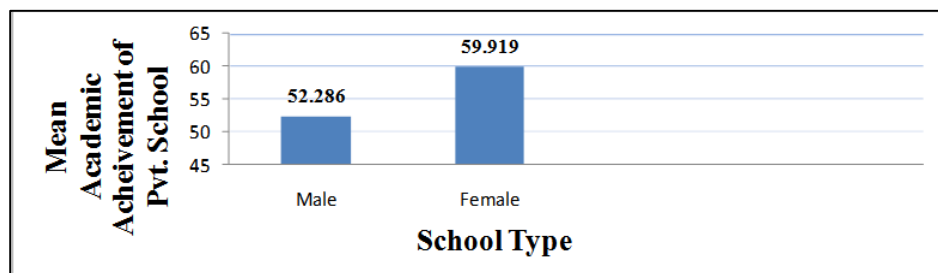
**7.4 Comparison between academic achievement of boys and girls of Class IX in Private schools**

For studying the relationship between academic achievement of boys and girls of class IX in private schools. It is clear from the table-4 that the number of boys and girls of class IX in private schools were 118 and 26 respectively. The mean academic achievement scores of boys and girls is 52.286 and 59.919 respectively their standard deviation are 11.535 and 17.216. The statistically calculated t-value is 2.77 which is

significant at 0.01 level with 341 df. The result clearly indicates that there is significant difference between mean academic achievement score of boys and girls of class IX in private schools. Thus the 4<sup>th</sup> hypotheses stating that boys and girls of private schools students do not differ significantly on academic achievement score is rejected. The graphical presentation of mean academic achievement of Private schools of boys and girls are given figure 4.

**Table 4:** Comparison between academic achievement of boys and girls of class IX in Private Schools

Gender	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Boys	118	52.286	11.535	2.770	sig. at 0.01 level
Girls	26	59.919	17.216		



**Fig 4**

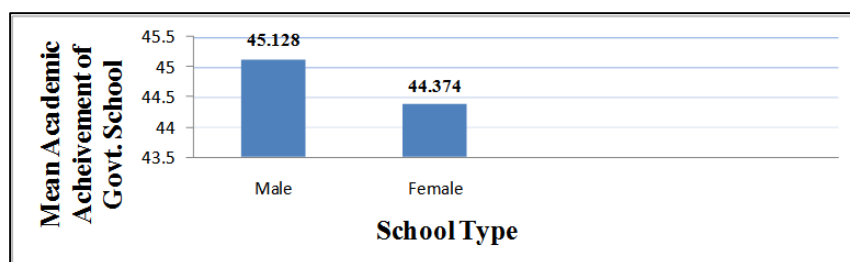
**7.5 Comparison between academic achievement of boys and girls of class IX in Government school**

The total numbers of boys and girls of class IX in Government schools were 165 and 34 respectively as indicated by the table-5, the mean academic achievement scores of boys and girls of class IX in government schools students are 45.128 and 44.374 respectively and their standard deviation are 9.633 and 12.760. The statistically

calculated t-value is 0.392 which is not significant at 0.01 level with 341 df. The result clearly indicates that there is not significant difference between mean academic achievement of boys and girls of class IX in Government school. Thus the 5<sup>th</sup> hypotheses stating that boys and girls of class IX in Government school student differ significantly on academic achievement score is accepted. The Graphical presentation is given by the figure 5.

**Table 5:** Academic achievement between boys and girls of class IX in Govt. school

Gender	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Boys	165	45.128	9.633	0.392	Not Sig.
Girls	34	44.374	12.760		



**Fig 5**

**8. Discussion**

There was significant difference in math achievement score between boy's ad girls in the present study. The finding of this study is supported by Brancholt, Goodraw & conney (1994) [3], Ewers & Wood (1992) [4]; Skaalvik, (1990) [14]; Hilton & Berglund (1974) [9]. Awartani and Gray (1989) [1] reported significant differences between male and female students in math achievement. Ma. (1995) [11] studied a sample of high school seniors, based on algebra and geometry achievement. He found gender differences in government schools but male significantly outperformed females in private schools. Gender differences in achievement, especially math, have not been consistent and continue to be a much debated topic (leader, 1992) [10]. Gender differences and the findings on gender differences in academic achievement are not newly emerged fact. Long research history in this area has demonstrated that male advantage in academic achievement is a universal phenomenon (Beaton *et al.*, 1996; Mullis *et al.*, 2000) [2, 12]. Researchers have shown that boys tend to score higher than girls on problems that

include spatial representation, measurement, proportions as well as complex problems; whereas girls tend to score higher on computations, simple problems and graph reading (Beaton *et al.* 1996) [2] According to some research findings, the gender gap in academic achievement increase during middle school and becomes more disturbing at the upper secondary level (Fennema *et al.* (1996); Fennema, (1985) [5]. Friedma (1989) [6] noted that until age 10 either no differences between genders or favoring girls are observed. He observed that 9th grade boys out performed girls, finally, other studies (Fox, Brody & Tobin, 1980) [8] emphasized high math achievement being dominated by males.

**9. Finding and conclusion of the study**

1. The achievement level of student was found very low in both Private and Govt. schools. The private school students on average obtained 53.66% in class IX. The mean achievement score of Govt. school students was estimated as 44.99 in IX, thus in both the type of schools

the obtained mean score of students had remained very low.

2. The private school boys of class IX performed significantly well the academic achievement than their counterparts in Govt. schools in all subject, similarly the private school girls outscored the girls of Govt. school in the entire subject.
3. The boys and girls did not differ significantly with each other in academic achievement in Govt. schools however the boys and girl differ significantly with each other in academic achievement in private schools.

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