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A comparative study on sports achievement level of government and private secondary schools

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Abstract

In today's 21st century, various changes from the socioeconomic, political, cultural, science and technology, etc. Have brought about large impacts on the educational system. With the view of the modern educational system, today, education in India as well as in our state, have virtually segregated into public and private educational systems. And there are mushrooming up of Private and Public Secondary Schools, in the past ten years. But the sports achievement of Private and Govt. School students has been widening a gap. Factors like inadequate infrastructure, facilities and lack of trained physical teacher, geographic location, demography of places, transport and communication etc. has been drastically brought difference in the sports achievement between public and private schools in our state. Modern system of education demands a comprehensive education i.e. scholastic and non-scholastic area of children. Sports achievement is the value of rewards and special excellence and status which have been found consistent with the purpose of competitive sports. Sports is distinct in the sense that excellence, status and prestige are largely available in competitive sports. The basis of excellence and status are thought to be present in the trait, need for achievement. To achieve the purpose of the study necessary data was collected from Government and Private schools. In the 19 schools were from Government, 13 schools were from and total number of the schools 32. The subjects selected were from Moodbidri, Mangalore Dist during the 2018-19. The investigator constructed a Secondary Schools sports participation level with standard procedure for assessment of Sports achievement level in schools. The test included 32 schools from Moodbidri Mangalore Dist. Data was analyzed using the SPSS 20.0 statistical package. Firstly, descriptive tests including mean and standard deviation were calculated to determine the nature of the data. This helped in eliciting association of achievement level of secondary schools achiever performance. For the data analysis is carried out by using SPSS package. We compute the descriptive statistics i.e arithmetic mean and Standard deviation for the achievements of private school and government school. Arithmetic mean for the government school is 5.92 and for private school is 10.18. Since the A.M for the achievements of private school is higher than that of government school, we conclude that private sector is the better achiever.

Keywords: Sports, achievement, performance, school level.

Introduction

Sports achievement is the value of rewards and special excellence and status which have been found consistent with the purpose of competitive sports. Sports is distinct in the sense that excellence, status and prestige are largely available in competitive sports. The basis of excellence and status are thought to be present in the trait, need for achievement. With growing population, the government sector is feeling difficulties in provision of free and less costly education to all the citizens (Ali *et al.*, 2010). Therefore, to accomplish the educational requirements of the growing population, the private sector is contributing to a great extent. The private schools are not financed by the state but are fully owned by a person or an organization and they take monthly, per semester or annual fee. The owners of these private institutions pay annual registration fee to the government. With the growing competitions among the private and government schools, there arises the question of quality education that caters the needs of the students. The private schools offer more co-curricular activities to the students than the government schools (Karim *et al.*, 2011) [2].

Participation in co-curricular activities (CCAs) enhances student's abilities as they are reinforced by their own success (Simons-Morton *et al.*, 1999). These activities are now much emphasized by educationists because of the availability of full time professional teachers,

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school rooms, time, equipment and materials (Mukesh, 2013). Two types CCAs i.e., physical (games, athletics and physical training) and literary (debates, drama speeches) are valued in our educational institutions (Bashir and Hussain, 2012). However, the CCAs are sub-divided in to literary, physical development, aesthetic and cultural, civic, social welfare, leisure and excursion (Gajjar, 2014) ^[1].

Private schools offering primary education have grown at a rapid rate in India. According to recent estimates, 25% of all enrolment in primary education in India is in private schools (SRI, 2005; DISE 2006-07). Attendance in these schools is not limited to the non-poor or children in urban areas. A large number of children belonging to poor households study in private schools which charge low fees; nearly 30% of villages in India have access to a private school within the village itself (Kremer and Muralidharan, 2006; De *et al.* 2002) ^[3].

The government, and especially the parents are very much concerned with the quality and volume of learning acquired by their children, wards and citizens as this is related to the quality and quantity of the contribution which the individual can make to his immediate family, community and the nation as a whole. (Thorndike, 1931).

Materials and Methods

Selection of subjects

To achieve the purpose of the study necessary data was collected from Government and Private schools. In the 19 schools were from Government, 13 schools were from and total number of the schools 32. The subjects selected were

from Moodbidri, Mangalore Dist during the 2018-19.

Selection of test items

Assessment of Sports achievement level

The investigator constructed a Secondary Schools sports participation level with standard procedure for assessment of Sports achievement level in schools. The test included 32 schools from Moodbidri Mangalore Dist.

Procedure

The researcher along with a trained helper collected necessary data related to the present investigation in a same areas set up. The researcher personally visited thirty-two schools selected for the study that were scattered within Mangalore Dist of Karnataka State. The selected subjects of Secondary Schools Govt and Private schools were requested to assemble in a particular schools in charge for data collection. Objectives of the tests were made clear to the subjects at the outset. The researcher oriented the subjects regarding the procedure of all the schools sports achievement level collected. Honest responses were sought from the schools were timely clarified. The Descriptive Statistics collected on Sports Achievement Level of government schools was statistically treated and the results are presented in following tables.

Results & Discussion

Results pertaining to Mean and Standard Deviation on Sports Achievement Level of Government and Private Secondary Schools is given in Diagram 1.

Table 1: Details of the Descriptive statistics on Mean and Standard Deviation of Comparative Study on Sports Achievement Level of Government and Private Secondary Schools.

		N	Minimum	Maximum	Mean	Std. Deviation
Government Schools	Achievements	357	0	15	5.92	4.594
	Valid N (listwise)	357				
		N	Minimum	Maximum	Mean	Std. Deviation
Private Schools	Achievements	794	1	18	10.18	4.167
	Valid N (listwise)	794				
		N	Minimum	Maximum	Mean	Std. Deviation

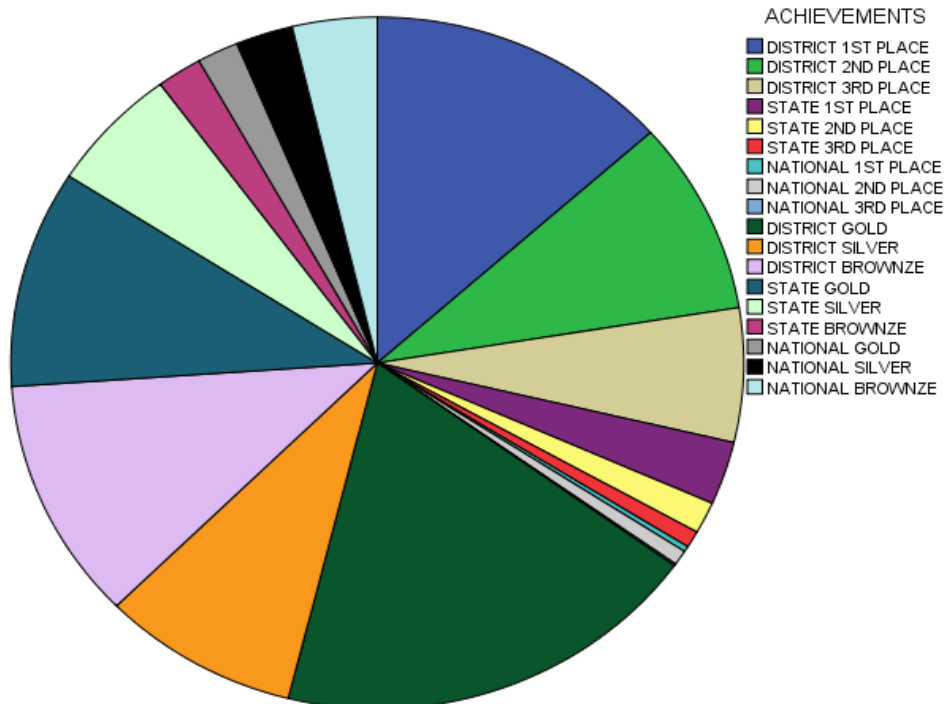


Fig 1: Details on Pie diagram for Achievements of Comparative Study on Sports Achievement Level of Government and Private Secondary Schools achievement.

Results pertaining to Pie diagram for on Sports Achievement Level of Government and Private Secondary Schools is given in Diagram 2.

In order to check the consistency we compute the standard deviation. Standard deviation for the private school is 4.167 and for the government school 4.594. Since the S.D for private sector is less than that of government sector, we say that private sector is more consistent in an achievements compare to that of government sector.

We have also used pie charts and bar diagrams to represent the data. These diagrams are also justifies our result. So according to our analysis private schools are better achievers than the government schools.

Conclusions

For the data analysis is carried out by using SPSS package. We compute the descriptive statistics i.e arithmetic mean and Standard deviation for the achievements of private school and government school.

Arithmetic mean for the government school is 5.92 and for private school is 10.18. Since the A.M for the achievements of private school is higher than that of government school, we conclude that private sector is the better achiever.

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