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Comparison of academic achievement between students of private and government school student

Vaibhav Rana and Aruna Sirohi

Abstract

In view of the enhanced academic motivation and critical thinking among the students of Private schools the author attempted to compare the difference in academic achievement among the students of Government and private schools of Meerut district. A total of 600 students were selected, which comprised of 300 students from Government schools and 300 from Private schools. The sample comprised of both the gender. The samples were selected through systematic sampling and the last year's academic result was collected from the analysis. The findings have revealed that boys of Private schools were academically better and differed significantly to that of Government school students whereas, mean academic performance of private school girls were better than girls of Government schools but did not differ significantly. Thus the study concluded that beside academic motivation and critical thinking the other factors like duration of study and effort put by the students may also play a significant role.

Keywords: Government, private, academic achievement

Introduction

Learning is a lifelong experience and it continues from cradle to death. However, when formal education is discussed it starts with schooling. At home the education is facilitated to some extent by the parents and family but in school it takes a much more structured form. In India there are various forms of school among which the government and the private sector schools hold larger slice of the pie. Even among the government and private schools the educational board managing the curriculum varies to a larger extent. Since every curriculum has its own philosophy of teaching the learning outcomes among children also varies. Further it is often argued that private schools are better in terms of infrastructure and facilities which might impact the rate of learning (Kansal, Baliga, Mallapur, and Katti, 2015) ^[1] and such beliefs often led the parents to put their ward into private schools. But, to a major extent the teacher appointed by government schools are better as they need to fulfill all the government led appointment criterion where as private schools are not bound to an larger extent.

Sometimes researchers feel that behind every achievement the role of motivation plays an extremely important role and thus the Kumar & Yadav (2015) ^[2] has studied the status of academic motivation among the students of Private and government schools. A total of 100 students, which included 50 students from each school setup were selected. Further the sample consisted students of both the gender. The findings revealed that in both the gender the students of Private school had a significant edge over the students of government school. Eventually, studies by Sherafat & Murthy (2016) ^[3] have revealed that students of Private school possess better critical thinking than the students of Government schools.

Thus, a necessity was felt to examine and compare the academic achievement of the students of Government and Private school.

Research Questions

1. Are Boys of Private Schools better in terms of academic achievement than the students of Government schools?
2. Are Girls of Private Schools better in terms of academic achievement than the students of Government schools?

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Objective

1. To compare the academic achievement of Government and Private school Boys.
2. To compare the academic achievement of Government and Private school Girls.

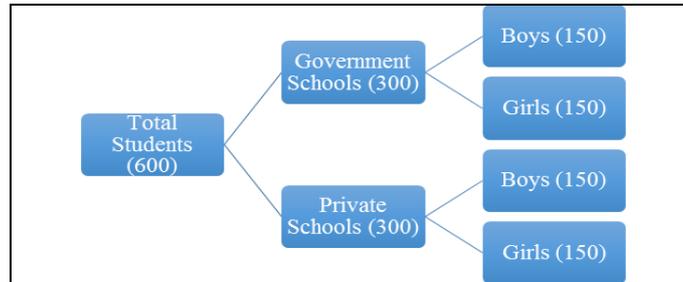
Hypothesis

1. There will be significant difference in mean academic achievement between students of Government and private school Boys.
2. There will be significant difference in mean academic achievement between students of Government and

private school Girls.

Method

The subjects were selected through a multistage random sampling. In first level two higher secondary schools were randomly selected from the Meerut district. Then the required numbers of students were randomly selected (Systematic sampling method) from the registered list of Standard IX. A total of 600 students were selected in which 300 (150 male & 150 female) students belong to Government school and 300 (150 male & 150 female) students from Private schools.



Last year’s academic record was collected from the school record and was stored in a password protected computer for further analysis. Since the groups were independent student t-test was employed and hypothesis was tested at 0.05 level of significance.

Findings

Independent t-test has certain assumption which needs to be fulfilled before proceeding further. If assumptions are not fulfilled then the validity of the findings gets reduced. Even though t-tests are considered very robust, (least affected by

violation of assumptions) the findings for such cases should be interpreted carefully. The major assumptions are and its tests are mentioned below:

- The another assumption of Outlier was tested through Box-Plot Test
- The assumption of Normality was tested through Saprio-Wilk’s Test
- The Homogeneity of Variance was tested through Levene’s Test

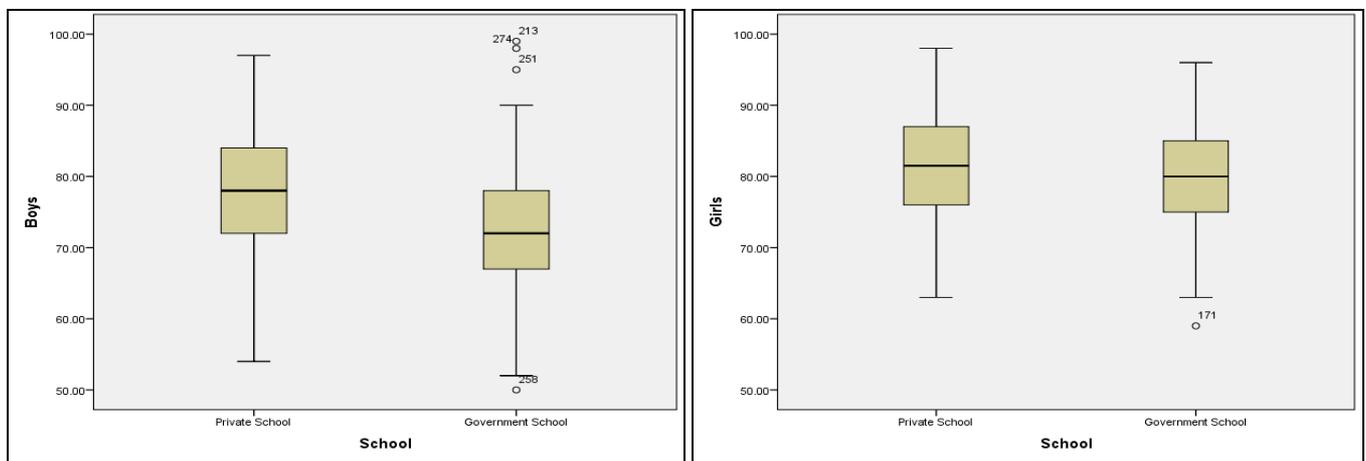


Fig 1: Box Plot test showing outliers

It is clear from the graph that none of the group had any significant outliers. Though the data of Governmental school

boys holds some outliers but they were not significant enough.

Table 1: Saprio-Wilk’s Test to check normality of data

School		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Boys	Private School	.061	150	.200*	.985	150	.108
	Government School	.048	150	.200*	.990	150	.350
Girls	Private School	.052	150	.200*	.988	150	.228
	Government School	.046	150	.200*	.991	150	.489

The data is said to be normal if the Shapiro-Wilk test output is not significant. From table 1 it is evident that the data of all

the groups not significant as the obtained sig. values are more than 0.05. Hence, the data for all the groups are normal.

Table 2: Descriptive analysis of Academic Achievement of Government and Private School Students

	Boys		Girls	
	Private School	Government School	Private School	Government School
Mean	77.26	72.26	80.97	79.97
Median	78.00	72.00	81.50	80.00
Variance	78.89	77.75	62.59	54.87
Std. Deviation	8.88	8.82	7.91	7.41
Minimum	54.00	50.00	63.00	59.00
Maximum	97.00	99.00	98.00	96.00
Range	43.00	49.00	35.00	37.00
Skewness	-0.33	0.23	-0.09	0.03
Kurtosis	-0.27	0.33	-0.43	-0.20

It is evident from table-2 that mean academic score of Private school student is higher than that of Government school student which emphasis that the boys of Private schools are academically stronger than boys of Government school students. The skewness value of Private school boys is negative which implies that majority of the students have more academic score than average. Further, it is also evident that mean academic score of Private school student is higher than that of Government school student which emphasis that the Girls of Private schools are academically stronger than Girls of Government school students. The skewness value of Private school boys is negative which implies that majority of the students have more academic score than average

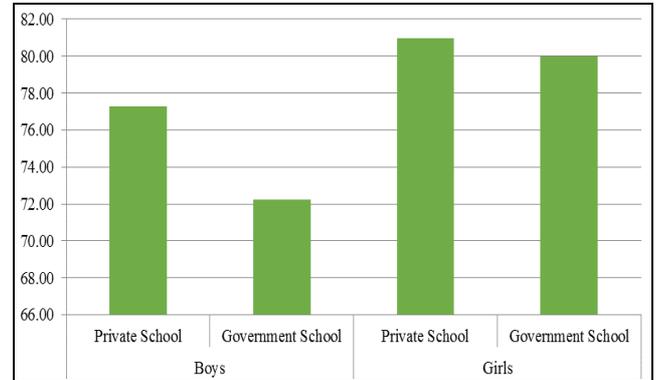


Fig 2: Mean Academic Achievement of Government and Private school Students

Table 2: Comparison of Mean Academic Achievement between government and private school Students

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Boys	.195	.659	4.893	298	.000
Girls	.844	.359	1.130	298	.259

Table 2 reveals that Levene's Test for Equality of Variances is not significant at 0.05 level of significance as the obtained p-value is more than 0.05 for both the gender. This implies that homogeneity of variance does exist between the two groups. Further, it is also evident that the mean difference in Academic Achievement between Boys of Government and Private school students is significant at 0.05 level of significance as the obtained p-value (0.000) is less than 0.05. However, the mean difference in Academic Achievement between Girls of Government and Private school students is not significant at 0.05 level of significance as the obtained p-value (0.259) is more than 0.05. Hence, the null hypothesis for Boys is rejected at 0.05 level of significance where as the researcher failed to reject the null hypothesis at 0.05 level of significance.

Discussion of Findings, Conclusion and Recommendation

In the light of the present study it has been found that boys of Private schools were academically better and differed significantly to that of Government school students whereas, mean academic performance of private school girls were better than girls of Government schools but did not differed significantly. This can be attributed to the fact that in private schools the curriculum goals are chased in a serious manner. Sometimes, better faculties are hired by the private schools in order to attain high academic success. Along with this it has been normally observed that girls have high concentration power and are more competitive and studious than males. Thus in case of girls the difference was not found to be significant. The findings are supported by Kumar & Yadav (2015) [2], Sherafat & Murthy (2016) [3], Singh (2014) [4, 5] &

Adeyemi (2014) [4, 5]. Thus under the limitations of the present study the study concluded that beside academic motivation and critical thinking the other factors like duration of study and effort put by the students may also play a significant role.

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