



Government-Private Disparity in Relation to the Senior Secondary Student's Academic Achievement

KEYWORDS

academic achievement, senior secondary school students, private and government senior secondary schools.

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ABSTRACT School is the basic foundation of knowledge being imparted to a child. It gives an opportunity to children to acquire knowledge on various fields of education, such as people, literature, history, mathematics, politics, and other numerous subjects. They shape the students and helps in bringing about all round development of the students. The modern world has made the role of schools even more significant. The success of schools depends on the quality education or quality output. The study was carried out to compare quality output i.e., the academic achievement of private and government senior secondary schools students of Kulgam district of Jammu and Kashmir state. The sample of 200 senior secondary school students was selected using stratified random sampling technique from each educational zone of Kulgam district. Aggregate pass marks percentage of those students of 11th and 12th classes was collected by giving them information blank. The collected data was analyzed by using mean, standard deviation and t- test. After analyzing the data it was revealed that there is a significant mean difference between private and government senior secondary school student's academic achievement.

Introduction

The word achievement means something that has been done or achieved through effort and academic means 'of schools or education'. Thus academic achievement means achievement in education or we may say that it is the performance of students in the schools. It indicates how much an individual is able to understand the lessons he has been taught and how much skills he acquired that has been given. Academic Achievement is the learning outcome of education, the extent to which students have achieved their educational goals. Academic Achievement is commonly measured by examination or continuous assessment. Academic achievement is the excellence in all academic disciplines.

A. Biswas and J.C. Agarwal (1997, P-7) define academic achievement as the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests.

Academic achievement of the senior secondary school students in Kashmir is measured by the examination conducted by Jammu and Kashmir board of school education (JKBOSE). The marks gained by the students in this examination is of vital importance as they play a major role in selection of subjects in coming studies and ultimately for higher education and for professional and vocational courses. That is reason of most importance, the result of this examination is prime concern for the student and it further determines that how much a student will achieve in the later stages as it acts as the subject determiner for the students.

Standards from XI to XII are called as Senior Secondary School or Higher Secondary School or Junior college. Some states refer to Standards IX and X as High School, while XI and XII are termed as Intermediate. Other states refer to VI, VII, VIII, IX and X standards as Secondary school and XI and XII standards as Senior Secondary School or Higher Secondary School. Students from ages

14 to 18 study in this section. These schools are be affiliated to national boards/ Councils like Central Board of Secondary Education (CBSE), Council for the India School Certificate Examination (CISCE) or National Institute of Open Schooling (NIOS) or various state level boards. In Jammu and Kashmir the senior secondary schools are affiliated to Jammu and Kashmir Board of School Education (JKBOSE).

Need and Importance

Academic achievement is the prime concern of psychologists, educators, learners as well as parents. Achievement is of key importance at the senior Secondary level since it provides a base for higher studies which is inevitable for admissions of various medical and engineering professions. It is the academic achievement of a student that decides the selection of future subjects of study and that in turn decides the specialisation of a person and develop the interests of a person accordingly and determine the occupation of the person. The occupation of the person gives him the social status. Hence academic achievement is of utmost importance. So, academic achievement at this stage has to be scrutinised in order to have understanding of why there is differences in academic achievements. Keeping in mind the variations in academic achievement of students, the investigator got interest to study the academic achievement of government and private senior secondary school students.

Objectives

The objectives of the study are:-

- To study the academic achievement of government and private senior secondary school students.
- To compare government and private senior secondary school student's academic achievement.
- To compare government and private science senior secondary school student's academic achievement.
- To compare government and private arts senior secondary school student's academic achievement.

Hypotheses

The following hypotheses have been formulated for the present study:-

- Government and private senior secondary school students differ significantly on academic achievement.
- Government and private arts senior secondary school students differ significantly on academic achievement.
- Government and private science senior secondary school students differ significantly on academic achievement.

Population

All the private and government senior secondary school students of district Kulgam was the population of the present study.

Sample

The study was carried on a sample of 200 senior secondary school students, in which 100 were from government and 100 from private schools. Among the 100 government school students, 50 were science and 50 were arts students. Similarly among 100 of private were 50 arts and 50 science students. The sample was drawn by first selecting the schools from all the educational zones of district Kulgam randomly. From these schools the students were selected by using stratified random sampling technique.

Tools used

Academic Achievement of the senior secondary school students was collected by giving them self-constructed information blank in which they had to give the aggregate marks of 11th and 12th standards.

Method

Descriptive survey method was used by the investigator to collect the relevant information for research. Descriptive statistics are used to describe the main features of a collection of data in quantitative terms.

Analysis and interpretation of data

The data was analysed by using mean, standard deviation and t- test.

In order to achieve the objectives set for the present study, the data collected and analyzed has been tabulated as under

Table: 1

Showing significance of mean difference between private and government students on academic achievement

GROUP	N	MEAN	STANDARD DEVIATION	t- VALUE	LEVEL OF SIGNIFICANCE
Private students	100	75.12	12.0	7.14	significance at 0.05 level
Government students	100	62.41	13.2		

Table 1 shows the mean comparison of government and private senior secondary students on Academic achievement. The above table reveals that the two groups differ significantly on Academic Achievement as the calculated t-value (7.14) is greater than tabulated t-value (1.97) at 0.05 level of significance. The mean difference favors the private students which confirm that private higher secondary students are higher on Academic Achievement. It further indicates that private senior secondary students have excelled in academics. It further states that the difference between two groups is not due to the chance error. There-

fore the hypotheses no.1 which reads as "Government and private senior secondary school students differ significantly on academic achievement." stands accepted.

Table: 2

Showing significance of mean difference between private arts and government arts students on academic achievement

GROUP	N	MEAN	STANDARD DEVIATION	t- VALUE	LEVEL OF SIGNIFICANCE
Private arts students	50	70.25	6.2	7.17	significance at 0.05 level
Government arts students	50	60.72	7.1		

Table 3 shows the mean comparison of government and private senior secondary arts students on Academic achievement. The above table reveals that the two groups differ significantly on Academic Achievement as the calculated t-value (7.17) is greater than tabulated t-value (1.98) at 0.05 level of significance. The mean difference favors the private arts students which confirm that private higher secondary students are higher on Academic Achievement. It further indicates that private senior secondary arts students have excelled in academics. It further states that the difference between two groups is not due to the chance error. Therefore the hypotheses no.2 which reads as "Government and private arts senior secondary school students differ significantly on academic achievement." stands accepted.

Table: 3

Showing significance of mean difference between private science and government science students on academic achievement

GROUP	N	MEAN	STANDARD DEVIATION	t- VALUE	LEVEL OF SIGNIFICANCE
Private science students	50	79.99	13.2	6.18	significance at 0.05 level
Government science students	50	64.10	12.5		

Table 3 shows the mean comparison of government and private senior secondary science students on Academic achievement. The above table reveals that the two groups differ significantly on Academic Achievement as the calculated t-value (6.18) is greater than tabulated t-value (1.98) at 0.05 level of significance. The mean difference favors the private students which confirm that private higher secondary science students are higher on Academic Achievement. It further indicates that private senior secondary science students have excelled in academics. It further states that the difference between two groups is not due to the chance error. Therefore the hypotheses no.3 which reads as "Government and private science senior secondary school students differ significantly on academic achievement" stands accepted.

Findings of the study

- The study reveals that the academic achievement of the senior secondary school students studying in private district Kulgam higher secondary schools is found to be higher than the government higher secondary schools. This finding is similar with one of the findings of Pandey, J.(1985), Barcinas, J. D.T. (1991), Malhotra, P. K. (1993).
- The study further reveals that the arts students of private senior secondary schools in Kulgam district have higher academic achievement than their counter parts studying in government higher secondary schools.
- It has been revealed through the analysis of the data that the science students of private senior secondary schools of district Kulgam have higher academic achievements than the students reading in government senior secondary schools.

academic performance of the students who are reading in government schools. There may be various reasons besides the above reasons as per the investigator's opinion that must be explored in order to have our future precious resource very much capable and talented as the future of the new generation coming might be demanding professional accuracy in every type of job for which there may be millions waiting for the post and every country may be willing to have their citizens on that posts and India has to think in terms of that scenario which is very close to us. If those drawbacks can be removed and necessary action can be taken, this type of disparity can be reduced very easily.

Conclusion and Discussion

The study reveals that the academic achievements of private senior secondary school students in total as well as stream wise is better than the government senior secondary schools of Kulgam district. This is the commonly found problems with government schools during these days and people prefer to send their wards to private schools instead of heavy expenditures. In results of senior secondary examinations in 2013 declared by JKBOSE , a number of private senior secondary schools are found where the pass percentage was 100% on the other hand some government senior secondary schools are found with zero pass percentage (0%). The government is taking steps in order to have good results of the institutes that are maintained by them, but instead of such measures no difference is being observed on the ground level. The cause behind this disparity might be the attitude of government teachers who are teaching in government schools. They may be thinking that no one can expel them if the results are not good. On the other hand the teachers in private schools may be thinking that if their results are not good they will be expelled out or they may be thinking that their schools may not work or may not exist if their results are not good. The other reason might be that the maximum posts are vacant in government schools where para- teachers are being engaged on academic arrangement, getting low salary as compared to their counter parts who are permanent. This might be compelling the para- teachers to carry their jobs easily and may result in poor academic achievements of students. The guardians of the government school students may be of less conscious and serious about the education of their wards, which may be the cause of low

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