

## **A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOL STUDENTS ON THEIR ACADEMIC ACHIEVEMENT AND ACADEMIC ADJUSTMENT**

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### **ABSTRACT**

In the present study, the authors have attempted to understand whether the Government and Private school students of Ghaziabad District of Utter Pradesh differ on their Academic Achievement and Academic Adjustment. The study was conducted on the sample of 150 students of Ghaziabad District, using stratified random sampling technique. Results indicated that the Government and Private school students differ on their Academic Achievement and Academic Adjustment. Those students who were in Private schools had a better Academic Achievement and Academic Adjustment in favor of Government school students. It means the Academic Achievement and Academic Adjustment of private school students are better than government school students. It is being discussed that private institutions enjoy certain advantages against government institutions.

**KEYWORDS:** Government, School, Private School, Students, Academic Achievement, Academic Adjustment

### **INTRODUCTION**

Education is an activity by enabling learners to develop themselves into full fledged individuals. In this direction, educational planners and administrators work towards all round development of the intellectual abilities and personality of the individual learners. Ideally, enabling an individual to actualize their potentialities is the ultimate purpose of educational systems. The dual system of education ensures that government funded schools continue to operate in the present format with budgetary support from the Government. Private schools, however, exist without government support. So students admitted in the Private schools have to pay a heavy tuition fee, which is almost five times larger than the one paid by his/her counterpart in the government aided schools. Families of students in private schools choose to pay when a free public alternative is available. These differences can confound the effect of attending a private high school with a student (and/or family) attributes.

Educational researchers, educationists and psychologists, have attempted to identify major factors that affect the quality of education. There are different factors which influence educational processes and products and of them Academic Achievement and Academic Adjustment also find a prominent place. Perry (1988) investigated the effectiveness of private and public schools. A sample of the study was fifteen-year-old high school students, and they offered an interpretation of the differences between her/his private and public school experiences. Perry provided rich examples to support her main argument that, in her experience, public schools deny students, their identity as intellectual beings, and repress the intellectual development of minority students in particular.

### **Academic Achievement**

Academic achievement means a degree of proficiency attained by a student in his subject of studies. In other words, it is an actualization of the mental potentialities of the student through the process of learning. Academic achievement in its concrete form is measured in terms of the percentage of marks or divisions obtained by the students in their examination.

The test scores, marks or grades assigned to the students on the basis of their performance in the practice, teaching and examination of theory papers determine their comparative position with respect to attained skill or knowledge compared with other pupils and also with the adopted standard of the school. Academic achievement is related to academic performance. Academic achievement is the skill developed in teaching and knowledge obtained in learning subjects usually measured in the form of test scores. Thus, achievement is generally used in the sense of ability to do, capacity to do or tendency to do.

Academic achievement is affected by different personal and social factors. Personality factors may be pertaining to the self of an individual. Personal factors are cognitive factors, which include intelligence, motivation, creativity and learning capacity. Non-Cognitive factors are such as aptitude, level of aspiration, physical and mental health. The social factors include the academic stress level of the subject and his adjustment in a home environment, class environment, family environment and socioeconomic status. The effect may be positive or negative that is motivating or deteriorating the academic performance.

### **Academic Adjustment**

The adjustment has been described as a process of behavior by which humans and animals maintain equilibrium between their needs and demands and obstacles of their environment. For Skinner (1963) "adjustment means how well a person gets along with a situation." This suggests that the individual has to learn to direct his energies in ways that are gratifying both to himself and the society. In this way, the adjustment is a continuous process of maintaining harmony with the attributes of an individual and his environmental conditions which surround him. **Skinner (1963)** considers adjustment as a state of a person in which his needs are fully satisfied while maintaining a harmonious relationship with the sources of satisfaction emerging from his environment. **Poduska (1980)** states that adjustment is the ability to select appropriate and effective measures to meet the demands of the environment while maintaining a healthy attitude towards the circumstances.

### **REVIEW OF RELATED STUDIES**

Kansal, Baliga, Mallapur, and Katti (2015) assessed the school services in government and private schools of Belgaum. Results indicated private schools provided better services in comparison with government schools. Private schools get paid well. In terms of the functioning, private school system appears to function better and this is the view of the public. Elias and Kress (1994) discussed the relationship between academic adjustment and academic achievement. Findings indicated in Private Schools Facilitate students' academic adjustment and the middle school years are the time of increasing academic adjustment skills as well, students' academic achievement. Coughlin and Castilla (2014) estimated the effect of private secondary schooling on the average college trajectory of a student in the United States, examining college enrollment and degree attainment across the private and public sectors. Results indicated that private schooling has a significant and positive effect on college enrollment and degree attainment.

Soares, Guisande, Almeida, and Paramo (2009) clarified that if educational systems aim to increase academic success in higher education institutions, must focus on some kind of interventions directed towards learning strategies, study skills, and study habits. Rani (2013) conducted a study on 100 secondary school science students to find out the relationship between study habits and home environment of the science students studying in secondary school of Haryana.

### **Research Questions**

The researchers have raised the following research questions in the study.

- Do Government and Private School Students differ in their academic achievement?
- Do Government and Private School Students differ in their academic adjustment?

In order to answer the above research questions, the following objectives have been developed.

### **OBJECTIVES**

- To study whether the Government and Private School Students differ in their academic achievement.
- To study whether the Government and Private School Students differ in their academic adjustment.

### **HYPOTHESES**

In order to achieve the above objectives, the following hypotheses were formulated and tested.

H1) There is no significant difference between the students of Government and Private schools on the basis of their academic achievement.

H2) There is no significant difference between the students of Government and Private schools on the basis of their academic adjustment.

### **Variables of the Study**

Dependent Variables- Academic achievement and Academic adjustment.

Independent Variables- Students of Government and Private Schools.

### **METHOD AND SAMPLE**

The descriptive survey method was used in the study. The population of the study comprised Secondary school students of Ghaziabad District of Uttar Pradesh. The sample of the study has been drawn by using a stratified random sampling method. The final sample of this study comprised 150 students studying in Government and Private Schools. The sampling frame developed is as follows, which is based on the target student population.

### **TOOL USED**

- To measure the Academic adjustment level of students, the investigator selected and used Bell's Adjustment Inventory as developed by R.K. Ojha. The inventory measures four parts of adjustment, Home, Health, Social and Emotional
- To measure the Academic Achievement of students, their annual examination marks were collected from the office of their schools. The result card showing the tabulated annual examination's marks.

## RESULTS AND DISCUSSIONS

In order to test the 1<sup>st</sup> and 2<sup>nd</sup> hypothesis t test was used to compare the performance of the students of Government and Private schools on their academic achievement and academic adjustment.

**Table 1: H1) There is no Significant Difference between the Students of Government and Private Schools on the Bases of Their Academic Achievement**

Variable	Sample	N	Mean	S.D	t-Value	Significant Level (0.05/0.01)
Academic achievement	Government School students	75	38.17	10.53	2.00	Significant
	Private School students	75	39.26	9.72		

The calculated values of 't' for the academic achievement of Government and Private school students were 2.00. Which indicates that the government and private school students differ statistically significantly at 0.05 levels on their academic achievement. Therefore, the null hypothesis is rejected. Since the mean scores of private school students are greater than the government school students. It means the academic achievement of private school students is statistically significantly better than the government school students.

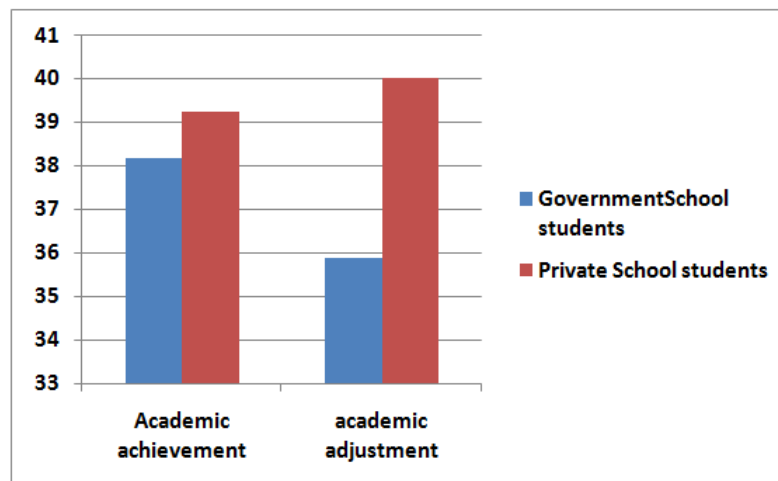
**Table 2: H2) There is No Significant Difference between the Students of Government and Private Schools on the Bases of Their Academic Adjustment**

Variable	Sample	N	Mean	S.D	t-Value	Significant Level (0.05/0.01)
Academic adjustment	Government School students	75	35.87	7.20	2.42	Significant
	Private School students	75	40.04	9.20		

The calculated values of 't' for Academic adjustment of Government and Private School students were 2.42. Which indicates that the government and private school students differ statistically significantly at 0.05 levels on their academic adjustment. Therefore, the null hypothesis is rejected. Since the mean scores of private school students are greater than the government school students. It indicates that government school students and private school students differ significantly in favor of the private school students. It means the academic adjustment of private school students is statistically significantly better than the government school students.

## CONCLUSIONS AND IMPLICATIONS

The results of this study demonstrate Government and Private school students differ on academic achievement and academic adjustment. Private school students have higher academic achievement and academic adjustment than the government school students. It implies that there is a need on the part of the government setting to work towards developing abilities of academic achievement among its students so that they can perform better. The educational processes must adequately address the need for developing abilities to improve the academic achievement and academic adjustment in general and particular among its learners. Perhaps this is the most neglected area which needs more attention. Private school students also, have better academic adjustment as compared to government school students.



**Graph 1: Comparative Study of Government and Private School Students on Their Academic Achievement and Academic Adjustment**

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