

## Comparative study of schools under government and private management with respect to school resources, socio economic status and teacher pupil ratio 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 (School Type, School Resources, SES and Teacher Pupil Ratio) 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 school resources and academic achievement was significantly related to each other the better school resources lead towards higher scores in academic achievement. The private school comparatively high Social Economic Status than the Govt. schools. The teacher-pupil ratio in Govt. school was very high in comparison with private schools. The low teacher-pupil ratio was positively correlated with academic achievement.

**Keywords:** School Type, School Resources, Socio Economic Status and Teacher Pupil Ratio

### 1. Introduction

Secondary education is more valuable and immense importance in a county with a large number of villages and rural population because of its terminal and transactional nature and rapid urbanization it is a platform to foster and to develop economic and societal growth. The strategic importance of the secondary education stage is well organized in the most of the development countries. Many developed countries have made and efforts to provide free and compulsory education up to the age of 16. According to the sixth All India Educational Survey (NCERT-1995) in India, secondary and senior secondary levels of education have grown at an unequal pace from 25.85% to 52.11% during 1986 to 1993. This has influenced the demands for tertiary and higher education. In the present scenario secondary education should not be viewed as an extension of secondary education rather, it should be perceived as the preparation of adolescent as a better human resource, capable of contributing to economic, social and national development. 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). 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, examination also help to assess 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 (Deals, R.N. 1975).

Educational achievement of children in any society is governed by such factors as social, philosophy, educational objectives, tools and techniques used for imparting knowledge, learning experiences and modalities of assessment. It is therefore, been shared time and again that education should be related to life, needs and aspirations of people. Academic achievement is closely related to opportunities of motivation in teaching-learning process, the motivation 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) 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 quality are also influence academic achievement. Since, there is variation is all such factors in every society, there is variation is achievement levels of students too. However, the source of variation in learner achievement is different in development and developing countries. Studies have repeatedly show that home background is more important predictor to explain variation in learner achievement in developed countries and school factors are more significant in explaining learner achievement in developing countries (Simomons and Alexandra, 1978: Fuller, 1986, Lockhead and Verspoor, 1991,; Kulkarni, 1970: Shukhla, 1974: Govinda and Varghese, 1993: Bashir 1994: Heyneman and Loxley 1983) <sup>[10, 1, 2, 11]</sup>.

## Conceptual Frame Work

Secondary education is of paramount significance for individual as well as for national development. As such, it is an area of major concern in India. Though secondary education, at present, is a priority sector of education. This sector has remained neglected in educational research. Out of 1800 research abstracts, only 54 were found to be carried on secondary education. The areas that were researched upon include, History, drop-outs, pupil achievement, evaluation, teacher training etc. But the School resources in relation to other variables like SES, Expenditure and Achievement have not been extensively researched upon in India especially taking into considerations the involvement to private sector in secondary education. A good number of empirical studies in developed countries were conducted on school resources (Wilson Kathryn, 1996; Magdalena Mok and Marcellin, 1997; Heyneman and Loxly, 1983; Richard David, 1992; Jere. R. Behrman *et al* 1997: etc.)<sup>[11, 9, 3]</sup> In India a few studies on resources at secondary stage were also conducted. (Varghese, N.V. 1994; Govinda and Varghese, 1994; Sajitha Bashir, 1994; Kingdon, 1994; Ramaswamy, 1988; Singh and Sexena, 1995; Satvir Singh, 1996 etc.)<sup>[1, 2, 19, 20]</sup>.

## 2. Objectives

The present paper is aimed at achieving the following objectives:

1. To compare the school resources of government and private school.
2. To compare the SES between student of government and private schools.
3. To compare the teacher-pupil ratio between government and private schools.

## 3. Hypotheses

1. There is no significant difference between school resources of Government and Private Schools.
2. There is no significant difference between socio economic status of Government and Private Schools.
3. There is no significant difference between Teacher-pupil ratio of Government and Private Schools.

## 4. Tools used

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

1. Personal Information questionnaire prepared by Investigator.
2. School information questionnaire prepared by Dr. Ali Imam.
3. 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.

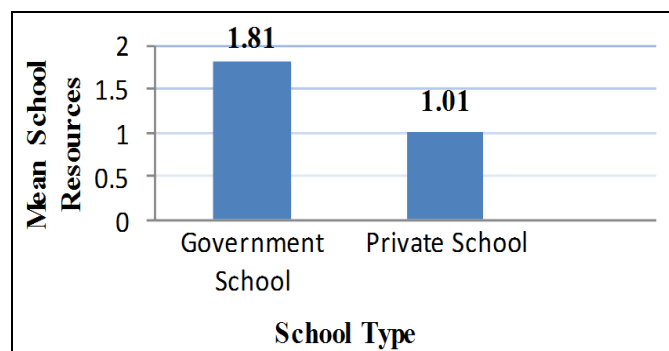
## 7. Results and Analysis

### 7.1 Comparison between school resources of Government and private schools

The total number of government and private schools students were 199 and 144 respectively as indicated by the table-1, the mean of the school resources of government schools is 1.81 and SD=0.390. In case of private schools, the mean school resources is 1.01 and SD=.177. The statistically calculated t-value is 23.841 which is significant at 0.01 level with 341df. The results clearly indicates that there is significant difference between mean school resources of government and private secondary schools. Thus the 6<sup>th</sup> hypotheses stating that government and private schools do not differ significantly on school resources are rejected. The graphical presentation is given by the figure 1.

**Table 1:** Comparison between school resources of Government and private schools

School Type	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Government School	199	1.81	0.390	23.841	Sig. at 0.01
Private School	144	1.01	0.177		



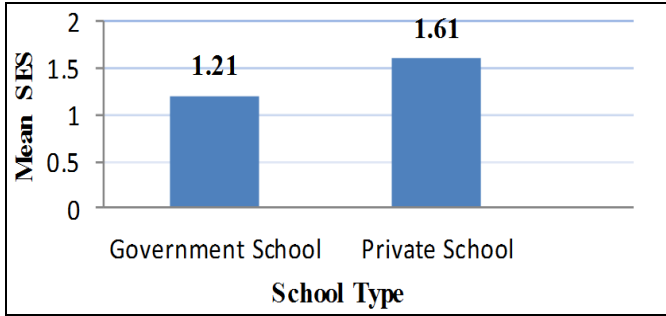
**Fig 1**

### 7. 2 Comparison between SES of students of Government and private schools

The total numbers of government and private schools students were 199 and 144 respectively as indicated by the table-2. The mean SES (socio economic status) of government schools students is 1.21 and SD=0.405. In case of private schools students, the mean SES score is 1.61 and SD=0.489. The statistically calculated t-value is 8.367 which is significant at 0.01 level with 341df. The result clearly indicates that there is significant difference between mean SES of government and private secondary school students. Thus the 7<sup>th</sup> hypothesis stating that government and private schools student do not differ significantly on academic achievement score is rejected. The graphical presentation is given by the figure 2.

**Table 2:** Comparison between SES of students of Government and private schools

School Type	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Government School	199	1.21	0.405	8.367	Sig. at 0.01
Private School	144	1.61	0.489		



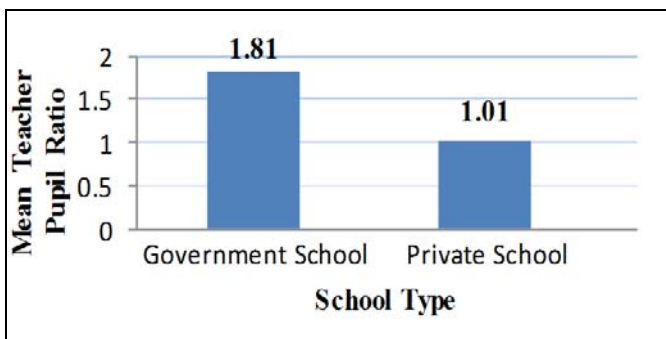
**Fig 2**

**7.3 Comparison between teacher -pupil ratio of government and private schools**

The total numbers of government and private schools students were 199 and 144 respectively as indicated by the table-3. The mean of teacher-pupil ratio of government school is 1.81 and SD=0.390. In case of private school the mean of teacher-pupil ratio is 1.01 and SD=0.177. The statistically calculated t-value is 23.841 which is significant at 0.01 level with 341df. The result clearly shows that there is significant difference between mean of teacher pupil ratio of government and private secondary schools. Thus the 8<sup>th</sup> hypotheses stating that government and private schools do not differ significantly on teacher pupil ratio score is rejected. The graphical presentation of mean score of both government and private schools is given by the figure 3.

**Table 3:** Comparison between teacher-pupil ratio of government and private schools

School Type	N	Mean (M)	Standard Deviation (S.D.)	t-Value	Level of Significance
Government School	199	1.81	0.390	23.841	Sig. at 0.01
Private School	144	1.01	0.177		



**Fig 3**

**8. Discussion**

The different types of schools, another important variable of the study a definite relationship has been found to exist between this variable and academic achievement of the students. Different type of schools, managed by different authority has different types of influences on performance of their students. In this way sample schools range from very good to poor in their performance. For instance a private school is running on the lines of public schools and has very high reputations. In this study students of Private schools have got highest score than the students of other types of schools. The students of private also achieved significantly higher achievement score than students of other types of schools but lesser than private schools, students of minority managed schools achieved significantly higher score than the students of the Govt. Schools. In these way students of private schools are high achiever and students of Govt. schools are low achiever. It is clear from the present study that in India Private schools are privately managed and high status English medium schools where high socio-economic background students are able to study. This shows high SES of school and high SES of students influence the achievement of the students. His is the reason that students of private schools were found to be academically competent than those of all the students of other types of schools. Godhead (1996) found that private reading over government schools. Similarly a study conducted by white (1992) found that the difference in achievement in private and government schools is trivial in size and highly uncertain. The reasons of the variations in the result of the students conducted in west and India may be because in the developed world both private and government schools operate with similar basic facilities available with them which is not true in case of India. The variations in the academic achievement of students in developed world is due to family background while as in development world including India, schools factors are largely responsible for variations in achievement level of students. Heynemen and Loxely (1983), it was concluded that the factors determining learner achievement in developed world are different from that in developing world. In was found that home environment factors are more important and reliable factors in predicting leaner's achievement in the developed world where as school factors continue to be important in predicting leaner's achievement in the developing world.

When data was analyzed to see the significant difference in achievement scores on the basis of resources of the schools, it is found that student of good resources schools achieved significantly more achievement score than the students of poor resources schools. It is clear that good resources schools have good building, playground facilities and other such facilities as compare to poor resources schools. Overall schools that had more resources had higher average parent education and were larger (on the basis of full time teachers) on average had higher mean advanced academic achievement (Schreiber, 2002) [18].

It has been found that teacher pupil-resources were related to the academic achievement. This can be explained as, when the teacher pupil ratio is low (small class), the performance is high and on the other hand, when the teacher pupil ratio is high (larger class) i.e., ratio of students with respect to teacher is high, the achievement of students is significantly low such findings corroborate with the results of Bastier sigitha (1994),

Padan (1988), Duraiswamy (1999) and Satvir and Sexena (1995). Angirist and Lavy (1999), Lee and Smith (1997), Monk (1987), Lee and Smith (1995), Jencks and Brown (1975), Krueger (1999) [14, 16, 7, 12].

## 9. Findings and Conclusion

1. The school resources and academic achievement was significantly related to each other the better school resources lead towards higher scores in academic achievement. In other words the level of academic achievement was very high where school resources were superior. The quality of schooling in private sector schools was found comparatively better than Govt. schools.
2. The private school clientele did come from comparatively high Social Economic Status group of society while the students reading Govt. schools belong to lower Social Economic status of society.
3. The teacher-pupil ratio in Govt. school was very high in comparison with private schools. The low teacher-pupil ratio was positively correlated with academic achievement. The Private school operated with comparatively low teacher-pupil ratio than Govt. schools. The Relation between the type of school and academic achievement of students was found positively. Private school students performed significantly better than government schools student in academic achievement.

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