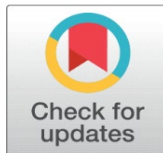


A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT OF PRIVATE AND GOVERNMENT SENIOR SCHOOL STUDENT IN MEERUT DISTRICT

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ABSTRACT

The present learns to scrutinize differences in academic achievement in village and city students at school. Educational success plays a pivotal role in whole formation of a child. In India academic achievement is considered important to get admission in good school. Future success in career also plays an essential role in getting in the right place with right people. When we talk about the school in government and private setting their journey to academic achievement is considered different. In this world of self-sufficiency everyone is racing to get there whether it is a village schoolboy/ girl or a city boy/girl in this journey faces their own difficulty. The study was conducted on 300 samples (150 government and 150 private) of class 11 in the Meerut District. The result indicates inconsequential variation has been found in the scholastic success between pastoral and build-up schoolboy students in senior secondary school. It has been about the same in the educational achievement between rustic and town schoolgirl student.

Keywords: Academic Achievement, Private, Government, Senior Secondary School Student

1. INTRODUCTION

From many years a child academic achievement in middle class family is considered a road to good life. In present day parents are putting their kids in expensive schools to achieve academic excellence for student. The schools are also working hard to achieve the objective of a student's overall development. In this era of competition, the marks and grades are the proof of their academic success. A good result or mark sheet also plays a vital role in getting a child his desired stream and college in higher education. The academic accomplishment in their stream will lead them to a better job with good payslip. The guardian plays a crucial role in guiding the child to get academically successful. The success follows the child either as a part of heredity or the household environment is made positive so that the child can walk on that road of success.

Due to area setting there can be variation in the academic success of two students. For example, two boys one living in private area with best education facilities and educated parents and other boy living in government area with parents less educated and not very good school facilities. The one living in sub private area being his parents educated and best of education facilities performs very well in academic achievement. Due to receiving a better counselling, he gets a good job for future endeavours.

But the one living in government area due to his parents not being well educated and less facilities the scholastic achievement of that student is poor. It has often seen that due a poor infrastructure in the Navodaya Vidyalaya. Students working and doing household work, looking after their younger sibling. Non availability of good teacher in the school leads to poor guidance. Whereas in private areas the school infrastructure is good, and parents play an equal role in the students' progress compared to the difficulties faced by the government area students.

2. OBJECTIVES

- 1) To study pedagogical success in private and government upper secondary school students in Meerut District.
- 2) To examine academic achievement of male student's private upper secondary school.
- 3) To study academic achievement of female student's private upper secondary school.
- 4) To study academic achievement of male students' government senior secondary school.
- 5) To study academic achievement of female students' government senior secondary school.

3. REVIEW

3.1. ACADEMIC ACHIEVEMENT

- 1) Priyanka Rani (2022) the present study academic achievement has been studied and compared with the meta cognitive skill, parental encouragement and educational resilience of government and private school teachers.
- 2) Manoj Kumar (2022) the present research explores the predictors of digital pedagogical competence among 11th and 12th schoolteachers, therefore perceived / techno pedagogical competency scale was constructed and standardized by the investigator and was used to determine the perceived/ techno pedagogical competence of teachers.
- 3) Rohtash (2021) the finding indicates that there is no notable correlation between locus of control and academic achievement. It can be stated that academic achievement and locus of control of students are not correlation with each other.
- 4) Komaldeep Kaur (2021) in this study, the over whelming majority of the mothers were homemakers and their participation in work force was limited. Their lack of exposure, lack of education reflected in the way they monitored and motivated their children.
- 5) Reena Devi (2019) In the present study it has being found there is no important and negative correlation educational performance vs. education stress of senior secondary school student, Positive and essential bonds was learned between academic scholar and mental health of upper secondary school student.
- 6) Vijay Kumar (2018) the present study reveals academic performance and the high rate of parental encouragement educational achievement and level of self-concept.
- 7) Mili Rashmi (2017) in the present study it has being found that support that girl high rank than boys in pedagogical motivation.
- 8) S. Venkata Ramana (2017) the finding of research is among all the B.Ed. Students. There is an important optimistic positive correlation in the middle self-confidence and frame of mind towards teaching profession, self - confidence and emotional intelligence, self-confidence and academic achievement, attitude towards teaching profession and emotional intelligence.
- 9) Nasa Gunjan (2015) the statistical data of the study reveals some of the following main findings in general, in respected of ambitious and its relationship with educational competence, conceptually it brings out behaviors and success secondary school students.
- 10) Srinivasulu.K (2011) the present analysis revealed that there is little positive correlation between ambition and academic achievement of intoxication science students and there is very small negative correlation between educational enthusiasm and academic achievement of non-brewed science students.

4. HYPOTHESIS

The following null hypotheses were tested:

- 1) Male and female upper secondary school no significant difference in the academic achievement.
- 2) Private and government upper secondary school no significant difference in academic achievement.

5. FINDING

In the present research we have compared the education scholars of the non- government and farming boys and girls in Meerut District Indian schools. The sample studied is of 300 students 150 private (75 girls +75 boys) and 150 government (75 girls +75 boys). We have used the observation method to achieve the objective of the research. We have taken students of 10th Class to achieve the goal. To achieve an accurate result, we have taken a macro sample of 300 students. The research has been done to develop a better curriculum for students of all backgrounds and capacity. So that there is maximum number student to educational success in their exam. Having a close look at the Indian society and the importance of academic performance in a middle-class family this research has taken place.

As per Alwyn Pinto article states that the research has been done in a systematic way, objective-wise presentation of the major empirical findings. The result is analyzed in terms of its statistical importance, contextual interpretation, and potential educational implications. The insights drawn from these findings are not just academic in nature—they have practical utility for educators, school leaders, curriculum developers, and policymakers who aim to promote holistic student development in diverse and evolving educational environments.

This part, therefore, not only consolidates the core findings of our study but also serves as a lens through which educational challenges can be reframed, and student-centric strategies can be envisioned. By unpacking each objective in depth, this summary aspires to focus the real-world relevance of academic research in framing equitable, emotionally supportive, and achievement-oriented learning ecosystems.

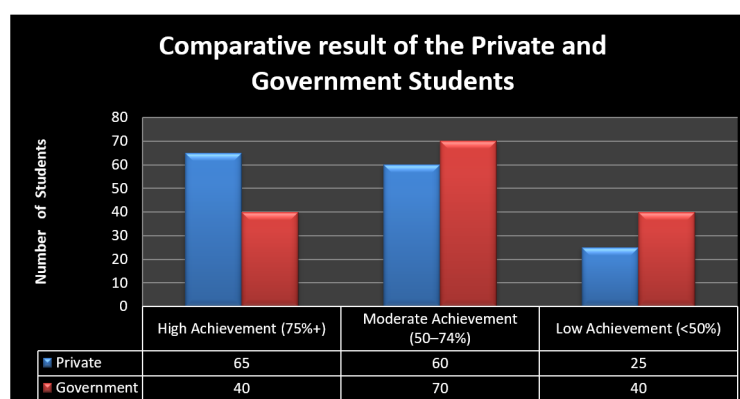
6. RESULT

Table 1 Comparative Result of the Private and Government Students

Area	No. of Students	High Achievement (75%+)	Moderate Achievement (50-74%)	Low Achievement (<50%)	Average % Score
Private	150	65 (43.3%)	60 (40.0%)	25 (16.7%)	68%
Government	150	40 (26.7%)	70 (46.7%)	40 (26.6%)	59%
Total	300	105 (35.0%)	130 (43.3%)	65 (21.7%)	—

The result from the above table it has the percentage of students in private area performing and achieving at three level high achievement (75 %+), Moderate achievement (50-74%) and low achievement (less than 50%) in 150 students. It also shows the percentage of agricultural 150 students at difference performance level. The result clearly shows that the private student performs well than government in academic achievement.

Figure 1



Here's the comparison of academic achievement for 300 students:

- 1) **Distribution of Achievement Levels:** Private students show a higher proportion of high achievers, while government students have more in the moderate and low categories.
- 2) **Average Score Comparison:** Private students (68%) perform better on average than government students (59%).

Table 2

Group	N	Mean Score	SD
Private- Boys	75	73.2	8.6
Private-Girls	75	77.4	7.8
Government-Boys	75	66.1	9.3
Government- Girls	75	70.2	8.5

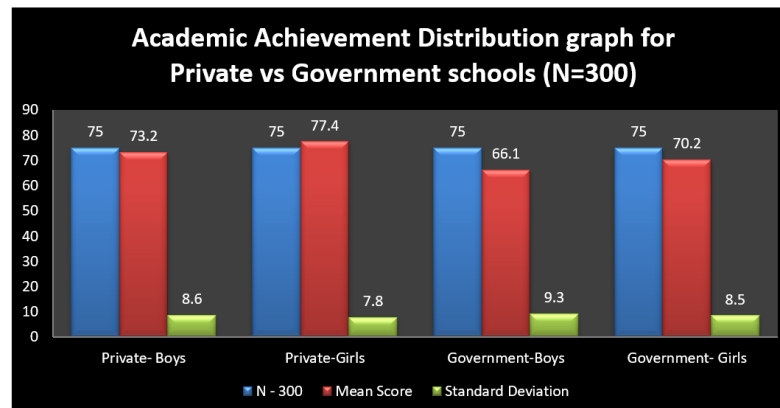
Comparative Study: Academic Achievement of Private & Government Boys and Girls

Distribution of Students (N = 300)

We can divide 300 students equally into 4 groups (for fairness):

- Private-Boys = 75
- Private-Girls = 75
- Government-Boys = 75
- Government-Girls = 75

Figure 2



6.1. ANALYSIS

- 1) Private vs. Government:
 - Private students (Boys 73.2, Girls 77.4) perform better than government students (Boys 66.1, Girls 70.2).
- 2) Boys vs. Girls:
 - Girls score higher than boys in both private and government areas.
 - Private girls show the highest performance (77.4).
 - Government boys show the lowest performance (66.1).
- 3) Achievement Order:
 - Private-Girls > Private-Boys > Government-Girls > Government-Boys

7. CONCLUSION

In the present study there has been found no statistically insignificant in the educational achievement of build-up and village students in Meerut District. It has seen that due to the rich background and facility available as resource for

them which make it far easier for a private student to achieve academic success. Whereas the government student due to his limitations is not able to achieve that well academically. When we see in case of girls vs. boys, girls perform better both in private as well as government irrespective of their facilities or limitation. This research will play an indispensable role in the education system to design a curriculum for students to have an excelling academic performance in their studies for future growth.

CONFLICT OF INTERESTS

None.

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