



A COMPARATIVE STUDY ON THE ACADEMIC ACHIEVEMENTS BETWEEN THE STUDENTS OF PRIVATE AND GOVERNMENT HIGH SCHOOLS WITHIN IMPHAL EAST DISTRICT (MANIPUR)

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Abstract

The main objective of the formal system of education in India is to achieve more academic achievement by the students in the public examination result as Indian schooling system is mainly examination based education. So, general people like to send their wards to the schools, where more academic achievement is found. Because, the student having high division with high percentage of marks has a lot of opportunity at the time of admission, training and vocation purposes. To improve the academic achievement is the need of the hour. It is due to some factors affecting like input, process, and output. The overall academic improvement in an institution leads more and high achievement in the public examination. The present study is trying to check the position of academic achievement at government and private high schools in the state as a whole. Specially, the article tries to study and to find out the reasons of the different academic achievements of students between the government and private high schools in the district of Imphal East of Manipur State during 2009-2011. Moreover, the article also tries to find out some of the suggestive measures for the improvement of high school education in the said district on the basis of (a) findings of the study and (b) the opinion given by the principals of the reputed institutions.

Keywords: *academic achievement, type of schools, and Khurai Assembly Constituency.*

In today's 21st century, various changes from the socio-economic, political, cultural, science and technology, etc. have brought about large impacts on the educational system. With the view of the modern educational system, today, education in India as well as in our state, have virtually segregated into public and private educational systems. And there are mushrooming up of Private and Public Secondary Schools, in the past ten years. But the academic achievement and performance of Private and Govt. School students, has been widening a gap. Factors like inadequate infrastructure, facilities and lack of trained teacher, geographic location, demography of places, transport and communication etc. has been drastically brought difference in the academic performance between public and private schools in our state. Modern system of education demands a comprehensive education i.e. scholastic and non-scholastic area of children. The academic achievement at the High Secondary Level plays an important role in determining the career of the students, ultimately in the overall development of the society and state, at large. It is of utmost importance to study the current status of the academic achievements of Manipur as it plays the foundation to the growth and development of the state as well. Though, on a brighter side, the overall academic performance has been on the rise in Manipur. But, along with it, there has also been a widening gap between the percentage of academic achievements amongst the student of the private schools and the public schools. This needs to be studied and addressed, so as to rectify the various factors that have been behind this cause. And at a time, when the National and the state, together, are focusing on the educational sector through various schemes, it is worth studying if the past factors have been addressed to successfully. If it has been, there ought to be a change in the academic performance of public schools vis-a-vis the academic performance of private schools, with respect to

the past performance. The following researches support the study.

Canadian Council on learning (2009) : *Impact of Homework on Academic Achievement, Main objectives:* The research addresses the question, 'Is there an academic benefit to homework for students enrolled in the K-12 school system, *Major findings:* (i) Moderate evidence that home work which engages students in active learning (rather than rote repetition) increases achievement; (ii) Credible evidence that students in classes that assign more homework, (iii) Perform modestly to moderately better than those in classes that assign less, though no causal link could be established; (iv) Evidence that effort spent on homework is a stronger correlate of achievement than time spent on homework; (v) Inconclusive evidence that involving parents in homework helps achievement, but no evidence that they impede it.

Julia Dille (2009): *The School based Health Interventions and Academic Achievement. Objectives:* What is the relationship between a student's health and academic achievement? Are they competing priorities? Or do healthy students really learn better?, *Major findings:* (i) Data from Washington show a clear relationship between increasing numbers of health risks and increasing academic risk. (ii) The data from Washington are similar to national data findings. (iv) They do not have longitudinal information to tell whether the health risks discussed in their report precede achievement risk. In some cases, they may see a synergistic relationship; potentially, challenges in school may lead to unhealthy choices which compound school challenges. These studies suggested that health risks do precede achievement risks, or that health interventions address some common underlying condition that benefits both health and achievement outcomes.

BARUA, A.P. (1989): *Causes of Failure in Higher Secondary Leaving Certificate Examination Independent Study. Assam : State*



Council of Educational Research and Training. Major Findings: (1) Various teacher factors that cause failure in the HSLC examination included inadequate number of teachers, a large number of teachers who did not teach incentives, inadequate school inspection, and attaching more importance to private tuitions. (2) Various students' factors included no specific time for study at home irregular attendance, getting promotion with grace marks, and various sources of distraction in studies. (3) The parent's factor included their negligence towards their children once they were admitted to schools and

Satyanandam, B.D. (1969): *A Study of Socio-Economic Status and Academic Achievement Government College of Education Kurnool*. The findings : (i) The children of graduate parents performed far better than the children of matriculate parents. (ii) The children of upper economic strata and lower economic strata differed very significantly. (iii) The upper and middle economic groups differed significantly. (iv) The middle and the lower economic groups did not differ significantly. However, the middle economic group was better than the lower economic group and (v) Sex had no bearing upon the achievement level.

As it has been commonly observed in the past, there still exist a clear demarcation between the academic performance of the students of public schools and private schools at the High School Level. Since the academic performance at this level is considered to be the initial frontier to the career that a student is likely to choose in the future, their academic achievement at the High School level is of outmost significance to them and the society as well. This has been the scenarios in the past, but today when the state as well as the central govt. has been earnestly putting in effort towards the education with various educational schemes and reforms; it is worth revisiting and re-examining if public schools has managed to narrow down the widening gap of academic achievement when compared to that of the private schools, or thus the rift still exist despite of all the efforts put in by the government. And also, if the past factor still continue to exist. Therefore, the study tried to find out the actual difference on the academic achievement between government and private at the High School Leaving Certificate Examination of Manipur (2009-2011) within Khurai Assembly Constituency of Imphal East District, Manipur. The study also found out the factors and remedial measures for the improvement of academic achievement of the students at HSLC examination.

In the present study, Academic Achievement means the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential based on examination result at HSLC; Student means those boys and girls who appeared in Class X at the High School Leaving Certificate Examination, Manipur; Private High Schools means High Schools, which are under management of the private individuals without the support of Government; Government high Schools means High Schools, which are

under management of the Government and Khurai Assembly Constituency means a constituency in the Imphal East District of Manipur.

The present study was limited only to the High/Higher Schools in the Khurai Assembly Constituency of Imphal East District, Manipur. Only areas of High School Leaving Certificate Examination results of Government and Private Schools within Khurai Assembly Constituency of Imphal East District, Manipur were concerned. That study was confined to a period of 3 (three) years (2009- 2011) of the Academic Achievement of the students in the High School Leaving Certificate Examination of Manipur within the Khurai Assembly Constituency of Imphal East District, Manipur.

Objectives

To compare the academic achievements of the students of HSLC Examination in Manipur in regards to the pass and fail % in the following areas: (i) overall and (ii) sex wise (2009 to 2011).

To compare the overall academic achievements of the students of Private and Government Schools at HSLC Examination within Imphal East District (Khurai Assembly Constituency) during 2009 to 2011.

To compare the academic achievements of the boys and girls students of the Schools at HSLC Examination within Khurai Assembly Constituency during 2009 to 2011.

To compare the School wise academic achievement at the High School Leaving Certificate Examination in Manipur within Khurai Assembly Constituency of Imphal East District during 2009 to 2011.

To find out the related problems and their suggestive measures for more academic achievement.

Hypotheses

There are significant differences between the academic achievements of the students of HSLC Examination in Manipur in regards to the pass and fail % in the following areas: (i) overall and (ii) sex wise (2009 to 2011).

There is a significant difference between the overall academic achievements of the students of private and government at HSLC Examination within Imphal East District (Khurai Assembly Constituency) during 2009 to 2011.

There is a significant difference in the academic achievement at the H.S.L.C. Examination of Manipur between the boys and the girls within Imphal East District (Khurai Assembly Constituency) during 2009 to 2011.

There is a significant difference between the School-wise academic achievement at HSLC Examination within Imphal East District (Khurai Assembly Constituency) during 2009 to 2011.

Research Design

The investigator selected 3 (Three) Schools out of four Government High schools and 3 (three) Private High Schools out of six schools through random sampling technique



respectively. The government high schools were Khurai sajour leikai high school, Lamphel High School, and Top Dusara High School, whereas private high schools were Bal Vidya Mandir, Kongpal, Young Pioneers' English School, and North Eastern English School. Examination results of the HSLC in Manipur (2009-2011) was the tool in order to find out the differences on the academic achievements of the students of Private and Government High Schools within the state and Imphal East District (Khurai Assembly Constituency). For the proper interpretation and analysis of the collected

data in view of the hypothesis of the study, the Percentage and Graphs were used.

Analysis and Interpretation

The analysis and interpretation of results have been presented under the five hypothesis:

Hypothesis-1 : To compare the academic achievements of the students of hslc examination of manipur in regards to the pass and fail % in the following areas: (1) overall (2) sex wise (2009 to 2011).

Table 1 – Comparative statement of the hslc examination results of manipur for the years 2009 to 2011

Yr	No of candidates enrolled			No of candidates appeared			No of candidates passed			Sex-wise pass %		Overall pass %
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
2009	14041	13935	27976	13888	13796	27684	8699	6989	15688	55.45	44.54	56.66 %
2010	14264	13290	27554	14093	13188	27281	9338	7239	16577	56.33	43.66	60.76 %
2011	18819	16756	35575	18458	16485	34943	13869	10856	24725	56.09	43.90	70.75 %

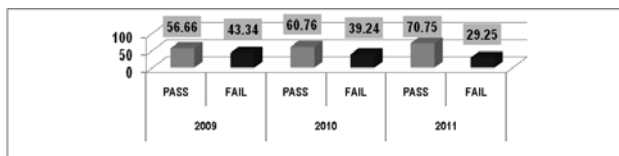


Figure 1 – Comparative statement of the hslc examination results of manipur (2009 to 2011)

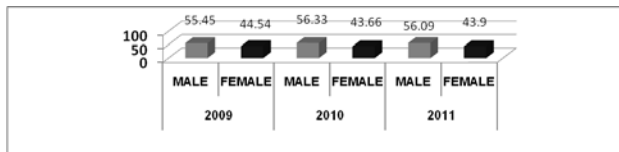


Figure 2 – Sex wise comparative statement of the hslc examination results of manipur (2009 to 2011).

Table No: 1, figure No: 1 and 2 shown above reveals the academic Achievement of students at HSLC examination in Manipur state context in the following ways:

The highest enrollment of male and female students is found in 2011, whereas lowest enrollment of male and female students is found in 2010.

The highest number of male and female appeared students is found in 2011, whereas lowest is found in 2010.

The highest number of appeared of male and female students are found in 2011, whereas lowest male and female is found in 2009 and 2010.

The highest number of passed out of male and female students are found in 2011, whereas lowest passed out male and female is found in 2009.

The highest number of overall passed out students is found in 2011, whereas lowest over all passed out is found in 2009.

It is therefore, the First hypothesis of the present study that was constructed for testing “There are significant differences between the academic achievements of the students of HSLC Examination of Manipur in regards to the pass and fail % in the following areas: (i) overall and (ii) sex wise (2009 to 2011)” is accepted.

Hypothesis-2 : To compare the overall academic achievement of the students of private and government schools at hslc examination within imphal east district (2009-11).

Table 2 – The academic achievement of students of government and private high schools within khurai a/c (2009 to 2011).

Year	No of candidates appeared			No of candidates passed			Pass percentage		Overall pass %
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	
2009	28	68	96	4	53	57	14.28	77.94	59.37
2010	23	69	92	4	45	49	17.39	65.21	53.26
2011	27	69	96	8	46	54	29.62	66.66	56.25

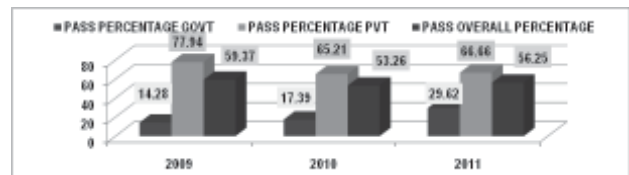


Figure 3 – The academic achievement of students of government and private high schools within khurai assembly constituency during 2009 to 2011.

Interpretation: Table No. 2 and figure no: 3 shown above reveals in the following:

In 2009, the overall academic achievement of Govt. Schools is at 04 (14.28%), whereas the overall academic achievement of Pvt. Schools is at 53 (77.94%).

In 2010, the overall academic achievement of Govt. Schools is at 04 (17.39%), whereas the overall academic achievement of Pvt. Schools is at 45 (65.21%).

In 2011, the overall academic achievement of Govt. Schools is at 08 (29.62%), whereas the overall academic achievement of Pvt. Schools is at 46 (66.66%).

It can be concluded that the second hypothesis “There is a significant difference between the overall academic achievements of the students of Private and Government Schools at the High School Leaving Certificate Examination within Imphal East District, during 2009 to 2011.” is accepted.



Hypothesis 3 – To compare the academic achievements of the boys and girls students of the schools at hslc examination within khurai assembly constituency (2009 to 2011).

Table 3 – Showing the academic achievement of the boys and girl students of the high schools at the hslc examination of the high schools within khurai assembly constituency during 2009 to 2011.

Year	No of candidates appeared			No of candidates passed			Sexwise pass p.c.		Overall pass P.c.
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
2009	45	51	96	28	29	57	62.22	56.86	59.37
2010	49	43	92	32	17	49	65.3	39.53	53.26
2011	38	58	96	24	30	54	63.15	51.72	56.25

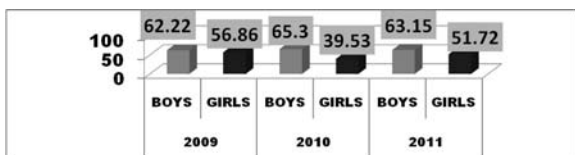


Figure 4 – Showing the academic achievement of the boys and girl students of the high schools at the hslc examination of the high schools within khurai assembly constituency during 2009 to 2011.

Interpretation: Table no 3 and figure No: 4 indicate the sex-wise academic achievement of students of HSLC examination in Khurai A/C in the following ways :

The pass percentage of boys was higher than that of the pass percentage of girl students in all the three years.

The highest percentage of male candidates was passed in the year 2010 with 65.3% while the lowest was in the year 2009 with 62.22%.

The highest percentage of female candidates passed was in the year 2009 with 56.86% while the lowest was in 2010 with 39.53%. The highest overall pass percentage was in the year 2009 with 59.37%.

The overall pass percentage of male candidates is 63.55% whereas the overall pass percentage of female candidates is 49.37% during 2009 to 2011 in Khurai Assembly Constituency. It is therefore, the 3rd hypothesis that “There is a significant difference in the academic achievement at the HSLC Examination of Manipur between the boys and the girls within Khurai Assembly Constituency of Imphal East District, during 2009 to 2011” is accepted.

Hypothesis 4 – To compare the school-wise academic achievement at the hslc examination of manipur within khurai assembly constituency during 2009 to 2011.

Table 4 – Showing the school wise academic achievement of class x students of government high schools during 2009 to 2011.

YEAR	LAMPHEL HIGH SCHOOL			TOP DUSARA HIGH SCHOOL			KHURAI SAJOR HIGH SCHOOL				
	APPEARED	APPEARED	P.C.	APPEARED	PASSED	P.C.	APPEARED	PASSED	P.C.		
2009	11	11	16.66	11	02	18.18	11	01	9.09		
2010	06	06	22.22	08	02	25	06	00	00.00		
2011	08	08	71.42	12	02	16.66	08	01	12.50		
Overall %			36.77	Overall %			19.94	Overall %			07.20

Table 5 – Showing the school wise academic achievement of class x students of private high schools during 2009 to 2011.

Year	NORTH EASTERN ENGLISH SCHOOL			BAL VIDYA MANDIR			YOUNG PIONEERS' ENGLISH SCHOOL				
	Appeared	Passed	%	Appeared	Passed	%	Appeared	Passed	%		
2009	24	21	87.5	34	29	85.29	10	03	30		
2010	36	27	75	31	17	54.83	2	01	50		
2011	33	29	87.87	29	16	55.17	7	01	14.28		
Overall %			83.46	Overall %			65.10	Overall %			03.43

Interpretation: Table No. 4 and 5 shown above indicate that the school-wise academic achievement of class X students of Government and private High Schools in the following ways:

All the overall academic achievement of students of three government high schools at HSLC examination is found differently at three government high schools in 2009, 2010 and 2011.

The Government schools, where highest academic achievement is found at the Lamphel High School at 36.77%, whereas the lowest academic achievement is found at the Khurai Sajor High School at 07.20%

All the overall academic achievement of students of three private high schools at HSLC examination is found different in 2009, 2010 and 2011.

The private schools, where highest academic achievement is found at the North Eastern High School at 83.46%, whereas the lowest academic achievement is found at the Young Pioneers' English High School at 03.43%

It is therefore, the 3rd hypothesis of the present study that was constructed for testing “There is a significant difference between the school-wise academic achievement at the High School Leaving Certificate Examination between Government and Private Schools during 2009 to 2011” is accepted as the academic achievements of the students of Government and Private Schools are quite different.



Main findings of the study

The First hypothesis that “There is a significant differences between the academic achievements of the students of HSLC Examination of Manipur in regards to the pass and fail % in the following areas: (i) overall and (ii) sex wise (2009 to 2011)” is accepted.

The second hypothesis that “There is a significant difference between the overall academic achievements of the students of Private and Government Schools at the High School Leaving Certificate Examination within Khurai Assembly Constituency of Imphal East District, during 2009 to 2011” is accepted.

The 3rd hypothesis that “There is a significant difference in the academic achievement at the HSLC Examination of Manipur between the boys and the girls within Khurai Assembly Constituency of Imphal East District, during 2009 to 2011” is accepted.

The 4th hypothesis that “There is a significant difference between the school-wise academic achievement at the High School Leaving Certificate Examination between Government and Private Schools during 2009 to 2011” is accepted.

The reasons for low academic achievement of Government Schools are:

Lack of supervision by Govt. authorities.

Lack of more dedicated teachers and lack of competition among students.

Lack of involvement of parents in the education of students.

Lack of professional qualifications among teachers.

Improper teaching methods, not systematic and regular. The teacher teaching is being provided is not at the national standard as the curriculum is not up-to-date yet.

Adequate transport facility is provided at a few government schools only.

The reasons for the better academic achievement of Private Schools are :

Teachers are devoted, dedicated, systematic, punctual, and regular.

There is a better interaction and cooperation among the students, teachers and school authorities.

There is a better infrastructure and good administration.

There is a good spirit of competition.

School authorities keep a strict supervision on the teachers and students.

There are regular tests and examinations conducted. Healthy appointment process of qualified teachers and selection of good students at the time of admission.

Adequate transport facility is provided at most of the private schools.

Suggestions for remedial measures

To maintain a good academic calendar through the year.

Frequent inspection of the school by the supervising authority. Well built infrastructure and equipments should be available as per RTE norms.

Regular attendance of teachers and students must be checked by biometric devices.

Full support and cooperation should be extended by the Government to the schools.

Common question pattern should be framed and followed in all schools.

To develop democratic academic environment in all schools.

Availability of modern teaching aids should be made at all schools.

The syllabus and standard of text books should be at the level of CBSE.

Effective training should be provided for all principals of the schools for efficient management system in the campus.

Periodical exams should be encouraged.

The teacher-students ratio should be 1:50.

Education should be free zone from political interference.

Education should be considered as essential service and freed from bandhs and strikes.

Modified Text books by SCERT should be made available in time at the market.

Co-curricular activities should be encouraged as the compulsory part of syllabus.

There should be Parent-Teacher association in every school.

Workshops, seminars and orientation programme should be conducted for the teachers before the new session.

Life skill training and counselling service should be provided at the schools.

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