

Comparative Study of Educational Achievement of Students of Funded and Self-Funded Secondary Schools of Mathura District

Rajesh Kumar Singh, Ravikant and Dr. Dayal Sandhu

Abstract--- After careful editing, systematic classification and systematic correct tabulation of the arrangements, it is necessary that they are presented as achievements of the work so that the research leads to completion as well as in the context of the research work. It also seems necessary to describe the limitations that the researcher has realized.

For the research work presented, the researcher has selected 100 students from funded secondary schools and 140 students from self-funded secondary schools.

Analysis technique has been used in the presented research. Analysis technique has the name of statistical calculation methods under which compilation, organization, explanation of statistical data is explained.

Keywords--- Educational Achievement, Secondary Schools, Funded Schools and Self-finance Schools.

I. INTRODUCTION

At present time education has become so universal that money has also become necessary for its arrangement like for any other work. Education is the emphatical means of socialization that made a man cultured. The foundation of society is also education. The right to education is universal human right and education is an important means for achieving other human rights.

Education is a planned and purposeful process through which efforts are made to bring about changes in the thinking of future citizens of the country to enable them to lead a successful life. From this point of view it can be said that the social and national development of citizens of the country is dependent only on its system of education. As per education commission 1964-66 it is true that India's fate is being created in the schools. In this world of science and craftsmanship education provides and creates the level of well-being and safety of the people. The success and ability of our students will depend on the education, which is aimed at raising the standards of our living.

School is a short form of society. A person can develop his personality only by staying in the society. Education is considered as the soul of society. It leads to the development of civilization, culture, code of conduct and nature. Only education can liberate man from the darkness of ignorance. Its aim is to make all round development of child and man. The educational achievements has an important place in the current socio-economic environment as low educational achievement is a hindrance in the development of the nation and society and shows wastage of national

Rajesh Kumar Singh, Assistant Professor, Faculty of Education, GLA University, Mathura (U.P.), India.
Ravikant, Research Scholar, Faculty of Education, GLA University, Mathura (U.P.), India.
Dr. Dayal Sandhu, Assistant Professor, Faculty of Education, GLA University, Mathura (U.P.), India.

resources. As per Education Commission (1964-1966) page number 242 – it states that the problem of low educational achievements in the education world is a matter of importance for the development of any developing nation. If any developing nation suffers from this problem then it cannot remain indifferent to this problem.

Justification of the Study

Which elements directly and indirectly affect educational achievement? Knowing this is definitely a matter of research on which a lot of research work has been done. There have been successes in motivating a number of intellectual and personality-related factors that positively or negatively affect academic achievement, but the financial side of the school which is the more important factor that did not highlight academic achievement in any way has gone. The results of the study will illuminate the facts about the financial impact in educational achievement and will help the administrative authorities in their functioning, which will have a positive impact on the academic achievement of the students.

Selection the Area and Tools

Considering the limited and available resources for the study, the researcher selected the schools located in Mathura. These schools include both boys and girls and both funded and self-funded schools. In the study process these schools have been selected by random method. The measurement of the level of funded and self-funded secondary schools is ensured by the educational outcomes of the high school. In the context of the current study, all the students of class 10, who have appeared in the board examination of session 2015-16 from each selected number, have been selected as judges. Which includes both boy and girl.

Objectives

- To study the educational achievement of class 10th students of funded secondary schools.
- To study the educational achievement of class 10th students of self-funded secondary schools.
- To make comparative study of the educational achievement of students of funded and self-financed secondary schools.

Hypothesis

- There is not a significant difference in the academic achievement of class 10 students of funded secondary schools.
- There is no significant difference in the academic achievement of the students of class 10 of self-funded secondary schools.
- There is not a significant difference in the academic achievement of class 10 students of funded and self-financed secondary schools.
- There is no difference in the academic achievement of class 10 students of self-funded secondary schools on the basis of art and science class.
- There is a significant difference in the academic achievement of students of science class of class 10 in funded and self-funded secondary schools.

- There is a significant difference in the educational achievement of the students of art class of class 10 in funded and self-financed secondary schools.

Hypothesis Testing

Table 1

<i>Sn.</i>	<i>Group</i>	<i>No. of students</i>	<i>Mean</i>	<i>S.D.</i>	<i>df</i>	<i>t</i>	<i>Significant at 0.05 level</i>
1	Boys	53	45.47	25.96	98	1.10	Not significant
2	Girls	47	40.21	21.67			

A comparative study of the data mentioned in the above table shows that the mean and standard deviation of the funded students is 45.47 and 25.96 respectively and the mean and standard deviation of the girls is 40.21 and 21.67 respectively. The T-value for academic achievement among the students was 1.10, which is not meaningful at the 0.05 level. Hence hypothesis "There is not a significant difference in the academic achievement of class 10 students of funded secondary schools." is accepted.

Table 2

<i>Sn.</i>	<i>Group</i>	<i>No. of students</i>	<i>Mean</i>	<i>S.D.</i>	<i>df</i>	<i>t</i>	<i>Significant at 0.05 level</i>
1	Boys	73	41.50	19.40	138	0.98	Not significant
2	Girls	67	52.38	22.75			

A comparative study of the data mentioned in the above table shows that the mean and standard deviation of self-financed students is 41.50 and 19.40 respectively, and the mean and standard deviation of girls is 52.38 and 22.75 respectively. The T-value for academic achievement among students was 0.98 which is not meaningful at 0.05 level. Therefore, the hypothesis that there is no meaningful difference in the academic achievement of the students of class 10 of self-funded secondary schools is accepted.

Table 3

<i>Sn.</i>	<i>Group</i>	<i>No. of students</i>	<i>Mean</i>	<i>S.D.</i>	<i>df</i>	<i>t</i>	<i>Significant at 0.05 level</i>
1	Funded students	100	43.20	33.91	238	0.089	Not significant
2	Self-financed students	140	42.86	20.84			

A comparative study of the data mentioned in the above table shows that the mean and standard deviation of students from funded secondary schools is 43.2 and 33.91 respectively, the mean and standard deviation of students from self-funded secondary schools, the mean and standard deviation of students from 42.86 and 20.84 has been received. The t-value for academic achievement among students is 0.082, which is not meaningful at the 0.05 level. The hypothesis that there is no meaningful difference in the achievement of students of class 10 in funded and self-financed secondary schools is accepted.

Table 4

<i>Sn.</i>	<i>Group</i>	<i>No. of students</i>	<i>Mean</i>	<i>S.D.</i>	<i>df</i>	<i>t</i>	<i>Significant at 0.05 level</i>
1	Science	90	52.00	19.78	138	3.18	Significant
2	Arts	50	43.20	24.85			

A comparative study of the data mentioned in the above table shows that the mean and standard deviation of self-funded students in science class was 52 and 19.78 respectively and the mean and standard deviation of arts class was 43.20 and 24.85 respectively. The t-value among students is 3.18, which is significant at the 0.05 level. Therefore, there is no difference in the achievement of students of class 10 students of the hypothesis funded

secondary schools on the basis of art and science class.

Table 5

<i>Sn.</i>	<i>Group</i>	<i>No. of students</i>	<i>Mean</i>	<i>S.D.</i>	<i>df</i>	<i>t</i>	<i>Significant at 0.05 level</i>
1	Funded Schools	60	59.67	20.78	148	2.24	Significant
2	Self-financed Schools	90	52	19.78			

A comparative study of the data mentioned in the above table shows that the mean and standard deviation of funded students were 59.67 and 20.78 respectively and the mean and standard deviation of self-funded students was 52 and 19.78 respectively. The mean t-value is 2.24, which is significant at the 0.05 level. Therefore, there is a significant difference in the educational achievement of students of science class of class 10 of hypothesis funded and self-financed secondary schools.

Table 6

<i>Sn.</i>	<i>Group</i>	<i>No. of students</i>	<i>Mean</i>	<i>S.D.</i>	<i>df</i>	<i>t</i>	<i>Significant at 0.05 level</i>
1	Funded Arts class	40	64.00	24.54	88	2.25	Significant
2	Self-financed Arts class	50	43.20	24.85			

A comparative study of the data mentioned in the above table shows that the mean and standard deviation of funded students was 64 and 21.54 respectively and the mean and standard deviation of self-funded students was 43.20 and 24.85 respectively. The mean T-value is 2.45, which is up to 0.05 level, so the hypothesis is funded and self-funded. There is a significant difference in the educational achievement of the students of art class of class 10 of funded secondary schools.

II. CONCLUSION

After testing the research presented, the researcher has obtained the results of the study which shows that scores of self-funded schools are less than the scores of funded schools. It is well known that finance is a factor that affects the entire educational environment. it happens. The financial support given by the government to the schools, including financial aid, has an impact on educational achievement as revealed by the study results. To raise the level of true achievement it is necessary that self-financed secondary schools are controlled by the same educational administration as the funded schools.

III. FUTURE SUGGESTIONS FOR THE RESEARCHER

- The present study can be replicated with a larger model and the environment on educational achievement of children with disabilities as well as the other four can be included.
- The study was completed through the survey method, but if it is done by experimental method in which the Nyadarsha group is divided into controlled variables and experimental variables, then it will progress in the validity of the study.
- In today's era of globalization, liberalization and privatization, a lot of opportunities are open for the development of differently abled children, who have 12% reservation in government jobs, free education, low interest government loans etc. Future researchers will get a new direction in society to do research on this type of program.

REFERENCES

- [1] A.G.M Misfar (2006). "Study of the influence of family factors on the different environment of students studying in high school" international dissertation abstracts, vol. 67 no. 08.
- [2] A. Jainik (2006), "Study of the impact of social background on educational achievement and motivation within the scope of college environment" *international dissertation abstracts*, vol. 67 no. 08.
- [3] West. J.W, "Research in education" Printing hall of India, New Delhi.
- [4] Bhattacharyya Shrinivas (2000), "Psychological Foundation of Education" *Atlantis publishers and distributors Mumbai*.
- [5] Bouch, M.V (1983-88), "A survey of research in education 4th survey centre of advanced study in education, M.S Union Baroda.
- [6] Chauhan, S.S (2000), "Advanced Educational Psychology" *Vikas publishing house*, New Delhi.
- [7] Garrett H.E (1970), "Statistics in Psychology and Education" *Blogman geese and company*, New York.
- [8] Good Carter V. (1954), "Method of Research" *Apthiten Century Hall New York*.
- [9] Harlok, Alijabaith (1967), "Developmental Psychology" *Delhi Publication*, New Delhi.
- [10] Kelly Anderson, (2006), "Study of the Relationship between students' intellectual ability and family Environment" *The Journal of Education Research*. Vol 100 No 05, Washington.
- [11] Karlingar F.N.(2002) "Foundation of behavioral Research" *Surjit Publication New Delhi*.
- [12] Kothari C.R (1992), "Research Methodology" *World Publication New Delhi*.
- [13] Millar G.T. Junior (1994), "Living in the Environment: Principles Connection and Solutions" *Astam Sanskaran Wadsworth Publishing Company California*.
- [14] Karlingar F.N (1973), "Foundation of Behavioural Research" *Second Sanskaran New York*.
- [15] Vaan Delen D.B (1956), "Role of Hypothesis in Education Research Education Administration and Supervision *New York McGraw-Hill Book Delhi*.
- [16] Sena, Hindeme Ulrich O., and Egounletipedro Marius. "Exploring EFL Teachers' Views on Intermediate Students' Pronunciation Difficulties in Beninese Secondary Schools: Case of the Littoral Region." *International Journal of Humanities and Social Sciences (IJHSS)* 6.4 (2017):31 – 46
- [17] Kishore, Billa Raja. "A Study on the Continuous and Comprehensive Evaluation (CCE) Process in Secondary Schools in Guntur District." *International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)* 6.1 (2018): 347-352.
- [18] Igbo, J.N., R.F.E.V. Ikechukwu, and O. Victoria. "Conception of collaborative learning in secondary schools: Relationship with self-efficacy belief and academic achievement." *International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)* 3.9 (2015): 65-78.
- [19] Llamas, Alicia V., and Ariel P. Tuazon. "School practices in parental involvement, its expected results & barriers in public secondary schools." *International Journal of Educational Science and Research (IJESR)* 6.1 (2016):59-78.
- [20] MASINDE, CATHERINE, JOSPHAT KWASIRA, and P. C. Kiprotich. "Assessment of Human Resource Management Practices on Employee Retention in Kenya, A Survey of Private Secondary Schools in Nakuru Town." *International Journal of Human Resource Management and Research (IJHRMR)* 4.6 (2014): 53-68.
- [21] Ugwoke, Samuel Chidume, Lambert K. Ejionueme, and Ifeyinwa O. Ezenwaji. "Factors Associated with Quality Administration among Principals of Secondary Schools in Enugu State, Nigeria." *International Journal of Educational Science and Research (IJESR)* 4.5 (2014):81-88
- [22] Izobo-Martins, O., O.A. Dare-Abel, and Kunle Ayo-Vaughan. "Infrastructure Conditions in Public Secondary Schools, Ogun State, Nigeria." *International Journal of Civil, Structural, Environmental and Infrastructure Engineering Research and Development (IJCSEIERD)* 4.5 (2014): 17-24.