



A Comparative Study of the Academic Achievement of Government and Private Secondary School in the High School Leaving Certificate (HSLC) Examination

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Abstract: The present study is a Comparative Study of the Academic Achievement of Government and Private Secondary School. It analyses the students' High School Leaving Certificate (HSLC) result between the private and government schools from the year 2020. Two schools were randomly selected. Data were analyzed using simple mean percent, SD and t-test. Result analysis has been done on the basis of private and government schools; boys and girls; subject wise and gender based subject wise.

Index Terms: High School Leaving Certificate (HSLC), Secondary School, Academic Achievement

I. INTRODUCTION

Result analysis report is a valuable report that can support instructional planning and positively impact the student performance. It provides a breakdown of students result by result. For example, it displays the student performance in various subjects, their weakness and their strong subjects. It also identifies below performance level subject and provides guidance, accelerate and deepening for the subject.

The present study analyses the students' High School Leaving Certificate result between the private and government schools from the year 2020. Two schools were randomly selected. Data were analyzed using simple mean percent, SD and t-test. Result analysis has been done on the basis of private and government schools; boys and girls; subject wise and gender based subject wise.

II. RATIONALE

Comparative studies are investigations to analyse and assess a phenomena and/or facts among other fields, subjects, and/or objects to identify similarities and/or differences using quantitative and qualitative methodologies. It is a common believe that, there is a big gap between performance of students of private and government school H.S.L.C examination result. Despite of possible efforts unfortunately the poor condition

of schools in respect to infrastructure, resources still prevails. There is need to re-introspect and ask ourselves as to why there is slow enrolment and poor performance in government schools, why there are so many bogus and proxy teachers, why teachers go on agitation due to non-release of salary, why there is so many conflicts and divisions amongst different groups and associations within the department. The study therefore sought to find out if there is any difference in pupils' academic attainment between private and government schools H.S.L.C. result.

III. OBJECTIVES

1. To compare the H.S.L.C. examination result of Government and Private Secondary School in relation to their gender.
2. To compare the H.S.L.C. examination result Government and Private Secondary School in relation to the management.
3. To compare the H.S.L.C examination of Government and Private Secondary School students in English subject.
4. To compare the H.S.L.C examination of Government and Private Secondary School students in Mathematics subject.
5. To compare the H.S.L.C examination Government and Private Secondary School students in MIL subject.
6. To compare the H.S.L.C examination Government and Private Secondary School students in Science subject.
7. To compare the H.S.L.C examination Government and Private Secondary School students in SS subject.
8. To compare the H.S.L.C examination results of boys and girls students in English subject.
9. To compare the H.S.L.C examination results of boys and girls in MIL subject.
10. To compare the H.S.L.C examination results of boys and girls in Maths subject.
11. To compare the H.S.L.C examination results of boys and girls in Science subject.
12. To compare the H.S.L.C examination results of boys and girls in SS subject.

IV. METHODOLOGY

The present study employs the descriptive method of research. Based on the various objectives, data from appropriate sources were collected. Descriptive method involves the organisation, tabulation, depiction and description of the data collected. The present study tries to

find out and describe the achievement of secondary school students and compare their achievement in individual subject in relation to the gender and location of the school.

4.1 Research method

The design adopted for the study- H.S.L.C result from 2020 for result analysis.

4.2 Population:

The population for this study is made up of students in both private and government secondary schools of Aizawl District. H.S.L.C result from 2020 for Result analysis

4.3 Sample:

A sample consisted of 58 students (34 from Govt. Pianghleia High School and 24 from Fair Haven Higher Secondary School).

4.4 Data analysis:

Matriculation marks were obtained and noted down from the school records. Data were analyzed with the help of Mean, Standard Deviation and t-Test.

ANALYSIS AND INTERPRETATION

Objective No. 1. To compare the H.S.L.C. examination result of Government and Private Secondary School in relation to their gender.

Table.1

SL. NO	GENDER	N	MEAN	SD	df	t-value	Level of Significance
1	Female	30	241.23	71.53	58	0.26	Not significant
2	Male	30	236.5	68.75			

From the above figure and table, the mean score of male and female showed that girls are performing better than boys. However, the t-test(0.26) shows that there is no significant difference in results of boys and girls. Therefore, the hypothesis, “There is no significant difference in the H.S.L.C. examination result of Government and Private Secondary School in relation to their gender” is accepted.

Objective No. 2: To compare the H.S.L.C. examination result of Government and Private Secondary School in relation to the management.

SL. NO	MANAGEMENT	N	MEAN	SD	df	t-value	Level of Significance
1	Government	34	206.53	68.61	55	5.3	Significant
2	Private	24	284.54	42.86			

From the above table it was witnessed that the mean score of private school students is higher than the mean score of government school students. The calculated t-value (5.3) was bigger than the critical table value. Hence, the hypothesis, "There is no significant difference in the H.S.L.C. examination result of Government and Private Secondary School in relation to the management." is rejected.

Objective No. 3: To compare the H.S.L.C examination of Government and Private Secondary School students in English subject.

SL. NO	MANAGEMENT	N	MEAN	SD	df	t-value	Level of Significance
1	Government	35	38.14	14.50	57	2.97	Significant
2	Private	25	48.16	11.58			

The results of the above analysis, shows that, the result of private school students is better than the result of government school in English subject. The mean score 48.16 is higher than the mean score of government school which is 38.14. The calculated t-value (2,97) also shows that there is significant difference between the result. Therefore, the hypothesis "There is no significant difference in the H.S.L.C examination of Government and Private Secondary School students in English subject." is rejected.

Objective No. 4: To compare the H.S.L.C examination of Government and Private Secondary School students in Mathematics subject.

SL. NO	MANAGEMENT	N	MEAN	SD	df	t-value	Level of Significance
1	Government	35	48.14	15.22	56	6.5	Significant
2	Private	25	68.52	8.93			

The above table reveals that, the mean score of private school students in mathematics is much higher than the mean score of government school. The t-test score(6.5) value also depicts that there is significant difference between the results of the students.

Therefore, the hypothesis, "There is no significant difference in the H.S.L.C examination of Government and Private Secondary School students in Mathematics subject." is rejected.

Objective No. 5: To compare the H.S.L.C examination result of Government and Private Secondary School students in MIL subject.

SL. NO	MANAGEMENT	N	MEAN	SD	df	t-value	Level of Significance
1	Government	35	38.69	14.49	55	2.49	Significant at 0.05
2	Private	25	45.92	7.84			

The mean score of the result of private school students is 45.92 is higher than the mean score of government school which is 38.69. It is evident that private school students did better than government school students in MIL subject. The calculated table value 2.49 is significant at 0.05 level. Hence, the hypothesis "There is no significant difference in the H.S.L.C examination of Government and Private Secondary School students in MIL subject." is rejected.

Objective No. 6: To compare the H.S.L.C examination result of Government and Private Secondary School students in Science subject.

SL. NO	MANAGEMENT	N	MEAN	SD	df	t-value	Level of Significance
1	Government	35	38.54	13.36	56	4.78	Significant
2	Private	25	54.04	11.61			

As seen from above, the mean score of private school students (mean=54.04) is higher than the mean score of government school (mean=38.54). The result of private schools' students is better than the result of government school students. The calculated t-value which is 4.78 indicated that there is significant difference between the results. Therefore, the hypothesis "There is no significant difference in the H.S.L.C examination of Govt. Piangleia High School and Fair Haven Higher Secondary School students in Science subject." is rejected.

Objective No. 7: To compare the H.S.L.C examination result of Government and Private Secondary School students in SS subject.

SL. NO	MANAGEMENT	N	MEAN	SD	df	t-value	Level of Significance
1	Government	35	44.17	16.24	58	5.97	Significant
2	Private	25	65.88	11.9			

Analysis of the data in the above table shows that, the result of social science subject is better in private school than the result of government school. The mean score of private school (mean=65.88) is higher than the mean score in government school (mean=44.17). Therefore, we can say that there is significant difference between the results of government and private school. Hence, the hypothesis that, "There is no significant difference in the H.S.L.C examination of Government and Private Secondary School students in SS subject." is rejected.

Objective No. 8: To compare the H.S.L.C examination results of boys and girls students in English subject.

SL. NO	GENDER	N	MEAN	SD	df	t-value	Level of Significance
1	Girls	30	41.63	13.63	58	0.37	Not Significant
2	Boys	30	43	14.87			

The above mean score of boys(mean=56.44) is higher than the mean score of girls(mean=52.47) which shows that boys did better in English subject than girls. The calculated table value (0.37) however, shows that there is no significant difference between boys and girls in English subject. Hence, the hypothesis "There is no significant difference in the H.S.L.C examination results of boys and girls students in English subject." is accepted.

Objective No. 9: To compare the H.S.L.C examination results of boys and girls in MIL subject.

SL. NO	GENDER	N	MEAN	SD	df	t-value	Level of Significance
1	Girls	30	43	13.15	58	0.8	Not Significant
2	Boys	30	40.4	12.12			

It is obvious from the result that, the mean score of girls(mean=43) is higher than boys(mean=40.4), which shows that girls did better in MIL subjects than boys. It is also evident from the calculated t-value 0.8, that there is no significant difference between boys and girls results in MIL subject. Therefore, the hypothesis "There is no significant difference in the H.S.L.C examination results of boys and girls in MIL subject." is accepted.

Objective No. 10: To compare the H.S.L.C examination results of boys and girls in Maths subject.

SL. NO	GENDER	N	MEAN	SD	df	t-value	Level of Significance
1	Girls	30	57.9	16.83	58	0.59	Not Significant
2	Boys	30	55.37	16.11			

As seen from the above table and figure, the mean score of girls(57.9) is little higher than boys(55.37), which signifies that girls are better in Maths than boys. However, the t-value 0.59 shows that there is no significant difference between boys and girls in Maths. Therefore, the hypothesis, "There is no significant difference in the H.S.L.C examination results of boys and girls in Maths subject." is accepted.

Objective No. 11: To compare the H.S.L.C examination results of boys and girls in Science subject.

SL. NO	GENDER	N	MEAN	SD	df	t-value	Level of Significance
1	Girls	30	44.7	14.73	58	0.56	Not Significant
2	Boys	30	45.3	14.98			

The above results, shows that, boys have better result than girls in science subject. Since the mean score of boys is 45.3 is better than the mean score of girls which is 44.7. However, the calculated table value is 0.56 which is lower than the critical value. Therefore, the calculated t-value shows that there is no significant difference between boys and girls in science subjects. Hence the hypothesis, "There is no significant difference in the H.S.L.C examination results of boys and girls in Science subject." is accepted.

Objective No. 12: To compare the H.S.L.C examination results of boys and girls in SS subject.

SL. NO	GENDER	N	MEAN	SD	df	t-value	Level of Significance
1	Girls	30	54	18.64	58	0.33	Not Significant
2	Boys	30	52.43	17.74			

Since the mean score of girls (mean=54), is higher than the mean score of boys(mean=52.43). The result shows that girls have a better result than boys in social science subject. However, from the calculated t-value 0.33 indicates that there is not much difference between boys and girls results in social science subject. Therefore, the hypothesis “There is no significant difference in the H.S.L.C examination results of boys and girls in SS subject.” is accepted.

Conclusions :

The results obtained from the above shows that the students from the Private school have performed better than the students from the Government school. The subjects undertaken for study clearly highlights those students from Private school have done much better than their counterparts. The result reveals that there is very little difference between boys and girls, whereas girls have better mean score than boys overall. Girls have done better than boys in subjects like maths, MIL and S.S, whereas boys have done better in English and Science subjects.

It is, however, hoped that the government schools could be improved and be brought back to glory and be made equal contributor with the private ones to build nation. It is a serious matter of concern about teachers’ regularity, attendance and putting proxy teacher in government secondary schools. As teacher is an important entity in the whole system of transition, it is urgent to maintain regular attainment of concerned teacher with full devotion and the government need to ensure it at any cost else future of students will remain uncertain along with society. However, the private schools may be said to have excelled in such areas as: efficient instructional encounter in the classroom as a result of frequent and thorough supervision, dynamic school administration, frequent class assignments, prompt payment of teachers’ salaries and allowances, mutual parent-school relationship, positive student-teacher interactions.

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