Academic Achievement of the Students of Parishadiya Prathmik Schools and Self-Financed Primary Schools: A Comparative Study

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Abstract

This paper examines my role as teacher/researcher in perpetuating or trying to eliminate academic achievement of the students from parishadiya prathmik schools and Self-finance primary schools. This descriptive study of a teacher /researcher interacting with students analyzes naturalistic data to answer the question, how dose a teacher/ researcher analyze the academic achievement of students at primary level? Analysis of the data indicated that students of self- financed schools showing more academic achievement than students of prishadiya prathmik schools.

Key word:- Academic Achievement, Parishadiya Prathmik Schools, Self-Finance Primary Schools, Population of The Study, Gram Sabha, B.S.A.

Introduction

The framers of the Indian Constitution thus resolved to build a new nation based on justice liberty, equality and fraternity. Accordingly the Directive Principles of State Policy embodied in Part IV of the Constitution directs that the state shall endeavor to provide free and compulsory education to all the children in the age group of 6-14 years. Since then, successive Five Years Plans have launched various programmes to achieve the target for universalization of elementary education. At the international level too, the United Nations has emphasized on more than one occasion the urgent need to provide education to all children in the age group of 6 to 14 years. The national Policy on Education 1986 as revised in 1992 has also assigned top priority to provide quality education to all children of 6 to 14 years of age. Over and above all these developments, the Government of India by enacting the 86th Constitutional Amendment Act has made education a fundamental right for all children between the age group of 6-14 years.

Decades have the passed since enforcement of Indian Constitution, but the country has not achieved the objective of free and compulsory primary education. To achieve the objective of free and compulsory primary education, state government opened primary schools in good numbers. Now generally, every village has a primary school. In case, if a village does not have a primary school, there must be a school within a range of one kilometer. Even then the nation is far behind the objective of free and compulsory primary education. To achieve this objective the Congress Government of India under the leadership of Mrs. Indira Gandhi included education in the concurrent List, instead of State List. Since then state and central government are jointly trying to achieve the objective of free and compulsory primary education. In 2002, N.D.A. government at the centre under the leadership of Atal Bihari Vajpayee tabled a bill in the parliament to include education in the list of Fundamental Rights. With the effort of state and central governments three World Bank Projects namely B.E.P., D.P.E.P. and Serva Siksha Abhiyan are functioning at primary level to realise objectives of free and compulsory primary education in the state of U.P.

The last decade of twentieth century is remembered in Indian history for beginning a new trend in the national life. It is the trend of open marketing, liberalization, globalization and privatization. These trends dominated the nation in general and individual in particular. Self-financed public schools are emerging in every city and town with leaps and bounds. In the name of global education they are attracting students even from the lower middle class. English medium schools are running in each *MOHALLA* and colony of city and town to cater to the needs of education of the lower class. In such circumstances government run schools known as

Parishadiya Prathmik Schools have become outdated. Their curriculum, method of teaching, teachers, etc. are not accepted by the masses. These government run schools are struggling for their survival.

On the contrary, primary schools run by self-financed management without any aid from the government are booming day by day. These unaided, self-financed primary schools have less qualified, underpaid teachers, have high fee structure. Even then, students are rushing to them. In Parishadiya Prathmik Schools books are free, no tuition fee is charged and also midday meal is given to students, even then students; show apathy to wards these schools.

Beside, many self-financing partners are providing primary education in cities. They have established parlor primary schools to cater educational needs of low socio-economic group. In the rural localities hardly two Parishadiya schools in a large village are seen except one or two self-financed primary schools parlor. They too are affecting a large fraction of children for their better education the researcher being a student of education and had some question mark regarding self-financed and Parishadiya Prathmik schools as when there are Parishadiya schools in adequate numbers why self-financed primary schools are being opened. Self-financed primary schools cater educational needs of a particular social group in their insignificant difference in quality of education of the two types of schools. In order to get empirical evidence, researcher decided to undertake a research study answering these questions.

Statement of The Problem:

The study is stated as *"A Comparative Study of Academic Achievement of the Students of Parishadiya Prathmik Schools and Self-financed Primary Schools."*

Academic Achievement

The importance of intellectual ability in academic achievement cannot be defined, yet a large number of personality factors have been found to loom large in academic achievement.

Academic achievement in general, refers to the degree or level of success of proficiency, attained in some specific area, concerning scholastic or academic work. Academic or educational age, accomplishment quotient or achievement quotients are the most commonly used means to interpret the level of academic achievement of pupils in a specific given subject matter.

Good (1959) defines academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers. Trow (1956) defined academic achievement as the attained ability or degree of competence in school tasks, usually measured by standardized test scores and expressed in grades or units, based on norms, derived from a wide sampling of pupils' performance. Thus, academic achievement is the competence the students show in the school subjects in which they have received instruction.

Mehta (1969) explained that the word performance is a wider term includes both the academic and the co-curricular performance of an individual. Achievement is the learning outcome of a student. A level of achievement in the academic field of student is included in the performance of the individual. According to Christian (1980), the word performance generally indicates the learning outcome of the students. As a result of learning through different subjects, the learning outcome changes the behavior patterns of the students. Learning affects three major areas of students: (i) cognitive; (ii) affective, and (iii) psychomotor. According to him, learning does not reach the same level in all three domains at a time students may be at higher or lower level in any domain:

➢   Cognitive area is primarily concerned with the intellectual growth of the individual. Growth in the area includes the acquisition of basic intellectual skills, such as reading, ability to add and subtract, as well as learning of facts, concepts and generalization. Bloom (1956) contends that cognitive domain includes all those objectives which deal with the recall or recognition of knowledge and development of intellectual abilities and skills. The taxonomy of educational objectives in the cognitive domain contains six major classes: knowledge, comprehension, application, analysis, synthesis, and evaluation.

➢   Affective area deals with a student self-concept, personal growth and emotional development goals, such as ability peers. Consideration of the elderly of willingness to listen to other people's ideas, all fall within this domain.

➢ The psychomotor domain is primarily concerned with development of muscular skill and coordination (Bloom, 1956).

➢ Dyer (1960) said that academic achievement is the attained skills, ability or degree of competence in school tasks usually measured by standardized tests and expressed in age or grade units based on norms derived from a wide sample of pupil performance. Pressery, Robinson & Horrocks (1941) have defined achievement as status or level of persons learning and his ability to apply what he has learned.

There are two ideas that can be used to pin down the notion of academic achievement. The first idea is that academic achievement refers to the identifiable operations, a student is expected to perform on the materials of course, that is on the facts, theories, problems principles and points of views which he encounters while taking the course. The second idea is that academic achievement refers to the difference between the number and kinds of operations a student can and does perform at the beginning and at the end of a course. The emphasis on operations is supposed to suggest that, it is what the student actually does that counts. And the emphasis on differences between what the students actually does that counts. And the emphasis on differences between what a student does at the beginning of the course and what he does at the end of a course, call attention to the fact that academic achievement is a dynamic, not a static concept (Patel, 1987).

Objective of the Study:

The study was designed to Achieve following objectives:

(1) To Study how students of Parishadiya Prathmik Schools and Self-financed Primary Schools Compare with regard to Academic Achievement situated in urban locality.

(2) To Study how students of Parishadiya Prathmik Schools and Self-financed Primary Schools Compare with regard to Academic Achievement situated in rural locality.

(3) To compare female students of Parishadiya Prathmik Schools and Self-financed Primary Schools on Academic Achivement.

(4) To compare male students of Parishadiya Prathmik Schools and Self-financed Primary Schools on Academic Achivement.

Hypotheses of The Study:

Following hypotheses were formulated and tested in order to achieve these objectives of the study:

(1) There is no significant difference between students of Parishadiya Prathmik Schools and self-financed primary Schools on academic achievement.

(2) There is no significant difference between Academic achievement of students of Parishadiya Prathmik schools and self-financed primary Schools situated in urban locality.

(3) There is no significant difference between Academic achievement students of Parishadiya Prathmik schools and self-financed primary Schools situated in rural locality.

(4) There is no significant difference between Academic achievement of female students of Parishadiya Prathmik schools and self-financed primary Schools.

(5) There is no significant difference between Academic achievement of male students of Parishadiya Prathmik Schools and self-financed primary Schools.

Population of the Study:

All students studying in Parishadiya Prathmik Schools and self-financed Primary Schools situated in Moradabad region will constituted the population of the study.

Number of Schools

S. No.	Name of District	No. of schools selected in sample				Total No. of School
		Parishadiya		Private		
		Urban	Rural	Urban	Rural	
1.	Moradabad	2	2	2	2	**8**
2.	Rampur	2	2	2	2	**8**
3.	Bijnor	2	2	2	2	**8**
4.	JP Nager	2	2	2	2	**8**
	Total	**8**	**8**	**8**	**8**	**32**

Number of Students

S. No.	Name of District	No. of students selected in sample				Total No. of Students
		Parishadiya		**Private**		
		Urban	**Rural**	**Urban**	**Rural**	

		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1.	Moradabad	14	14	14	14	14	14	14	14	**112**
2.	Bijnor	14	14	14	14	14	14	14	14	**112**
3.	Rampur	14	14	14	14	14	14	14	14	**112**
4.	JP Nagar	14	14	14	14	14	14	14	14	**112**
	Total	56	56	56	56	56	56	56	56	**448**

Sample of the Study

Four hundred forty eight students (448) of Parishadiya Prathmik Schools and self-financed Primary Schools were selected randomly as sample of the study.

Research Method

Experimental method of research was used in present study.

Tools to Be Used

Following tools were used to collect the data of the study:

(1) Academic Achievement tools used developed by researcher.

Statistical Technique

The researcher used statistical technique for analysing data of the study. This involved the application to the t-test of significance of difference between means of the study.

Analysis of Data and Results

This section presents the analysis of data collected and the results obtained. The analyses and results obtained have been presented hypothesis wise as follows.

Hypothesis – 1

This hypothesis was stated as "that, there is no significant difference between academic achievement in Hindi of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table – 1.1

Comparison on Academic Achievement in Hindi of the Students studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean on Academic Ach. Score	SED.	t-value	Significance level
1.	Parishadiya Prathmik School	224	24.49	7.14	1.45	Not Significant at 0.01 level
2.	Self-financed Primary Schools	224	25.49	7.50		

It is indicated from table-1.1 that mean on academic achievement in Hindi of Parishadiya Prathmik Schools are 24.49 and S.D. is 7.14 whereas mean of academic achievement in Hindi of Self-financed primary school is 25.49 and S.D. is 7.50. After calculation of significance of difference between two means the't' value was found to be to be 1.45. This value was not significant at 0.01 levels.

Hypothesis –1

This hypothesis was stated as "that, there is no significant difference between academic achievement in mathematics of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table – 1.2

Comparison on Academic Achievement in Mathematics of the students studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level

S.No.	Name of the Group	N	Mean	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School	224	23.86	8.13	3.49	Significant at 0.01 level
2.	Self-financed Primary Schools	224	26.82	9.73		

It is indicated from table -1.2 that mean of academic achievement in mathematics of Parishadiya Prathmik schools is 23.86 and S.D. is 8.13 whereas mean of academic achievement in mathematics of Self-financed primary school is 26.82 and S.D. is 9.73. After calculation of significance of difference between two means the't' value was found to be 3.49. This value was significant at 0.01 level. It is obvious from the table that academic achievement in mathematics of students studying in self-financed primary schools is superior to the students studying in Parishadiya Prathmik Schools. It also indicates that students of self-financed primary schools.

Hypothesis –1

This hypothesis was stated as "that, there is no significant difference between academic achievement in social studies of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –1.3

Comparison on Academic Achievement in Social Studies of The students studying in Parishadiya Prathmik School And Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School	224	24.06	7.67	5.17	Significant at 0.01 level
2.	Self-financed Primary Schools	224	28.09	8.80		

It is indicated from table -1.3 that mean on academic achievement in social studies of Parishadiya Prathmik Schools is 24.06 and S.D. is 7.67 whereas mean of Academic Achievement in social studies of Self-financed primary school is 29.09 and S.D. is 8.80. After calculation of significance of difference between two means the't' value was found to be to be 5.17. This value was significant at 0.01 level. It is obvious from the table that academic achievement in social studies of students studying in self-financed primary schools is superior to the students studying in Parishadiya Prathmik Schools.

Hypothesis –1

This hypothesis was stated as "that, there is no significant difference between total academic achievement of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table – 1.4

Comparison on Total Academic Achievement of the students Studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School	224	72.41	17.60	4.75	Significant at 0.01 level
2.	Self-financed Primary Schools	224	80.40	17.99		

It is indicated from table-1.4 that mean on total academic achievement of Parishadiya Prathmik Schools is 72.41 and S.D. is 17.60 whereas mean of total academic achievement of self-financed primary school is 80.40 and S.D. is 17.99. After calculation of significance of difference between two means the 't' value was found to be to be 4.75. This value was significant at 0.01 levels. It is obvious from the table that total academic achievement of students studying in self-financed primary schools is superior to the students studying in Parishadiya Prathmik Schools.

Hypothesis –2

This hypothesis was stated as "that, there is no significant difference between academic schievement in Hindi of students of Parishadiya Prathmik schools and self-financed primary schools situated in urban localities". In order to test this hypothesis t-test of significance of difference. The following table presents the analysis of data and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table – 2.1

Comparison on Academic Achievement in Hindi of the students Studying in Urban Parishadiya Prathmik School and Urban Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Urban)	112	24.13	7.83	4.01	Significant at 0.01 level
2.	Self-financed Primary Schools (Urban)	112	28.17	7.22		

It is may be seen from table-2.1 that means on academic achievement score in Hindi of Parishadiya Prathmik Schools are 24.13 and S.D. is 7.83 whereas mean of academic achievement score in Hindi of Self-financed primary school is 28.17 and S.D. is 7.22. After calculation of significance of difference between two means the 't' value was calculated is to be 4.01. This value was significant at 0.01 level. It is obvious then that academic achievement in Hindi of students studying in urban self-financed primary schools is superior to their counterpart students studying in urban Parishadiya Prathmik Schools.

Hypothesis –2

This hypothesis was stated as "that, there is no significant difference between academic achievement in mathematics of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table – 2.2

Comparison on Academic Achievement in Mathematics of the students studying in Urban Parishadiya Prathmik School and Urban Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Urban)	112	24.06	9.06	6.89	Significant at 0.01 level
2.	Self-financed Primary Schools (Urban)	112	33.12	10.53		

It is may be seen from table-2.2 that mean on academic achievement score in mathematics of Parishadiya Prathmik Schools is 24.06 and S.D. is 9.06 whereas mean of academic achievement score in mathematics of Self-financed primary school is 33.12 and S.D. is 10.53. After calculation of significance of difference between two means the 't' value was calculated is come to be 6.89. This value was significant at 0.01 level. It is obvious from the table that academic achievement in mathematics of students studying in urban self-financed primary schools is superior to their counterpart students studying in urban Parishadiya Prathmik Schools.

Hypothesis –2 This hypothesis was stated as "that, there is no significant difference between academic achievement in social studies of students of Parishadiya Prathmik schools and self-financed primary

schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –2.3
Comparison on Academic Achievement in Social Studies of the students studying in Urban Parishadiya Prathmik School and Urban Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Urban)	112	23.84	8.90	4.16	Significant at 0.01 level
2.	Self-financed Primary Schools (Urban)	112	28.87	9.17		

It is indicated from table-2.3 that mean on academic achievement score in social studies of Parishadiya Prathmik Schools is 23.84 and S.D. 8.90 whereas mean of academic achievement score in social studies of self-financed primary school is 28.87 and S.D. 9.17. After calculation of significance of difference between two means the't' value was found to be 4.16. This value was significant at 0.01 level. It is obvious from the table that academic achievement in social studies of students studying in urban self-financed primary schools is superior to their counterpart students studying in urban Parishadiya Prathmik Schools.

Hypothesis –2
This hypothesis was stated as "that, there is no significant difference between total academic achievement of students of Parishadiya Pathmark schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –2.4
Comparison on Total Academic Achievement of the students studying in Urban Parishadiya Prathmik School and Urban Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Total Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Urban)	112	72.04	20.89	6.57	Significant at 0.01 level
2.	Self-financed Primary Schools (Urban)	112	91.15	20.40		

It is may be seen from table-2.4 that mean on total academic achievement score of Parishadiya Prathmik Schools is 72.04 and S.D. is 20.89 whereas mean of total academic achievement score of Self-financed primary school is 91.15 and S.D. is 20.40. After calculation of significance of difference between two means the't' value was calculated come to then be 6.57. This value was significant at 0.01 level. It is obvious from the table that total academic achievement of students studying in urban self-financed primary schools is superior to the students studying in urban Parishadiya Prathmik Schools.

Hypothesis –3 This hypothesis was stated as "that, there is no significant difference between academic achievement in Hindi of students of Parishadiya Prathmik schools and self-financed primary schools" situated in rural areas. In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –3.1
Comparison on Academic Achievement in Hindi of the students studying in Rural Parishadiya Prathmik School and Rural Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic	S.D.	t-value	Significance level

S.No.	Name of the Group	N	achievement Score		t-value	Significance level
1.	Parishadiya Prathmik School (Rural)	112	24.84	6.40	2.46	Not Significant at 0.01 level
2.	Self-financed Primary Schools (Rural)	112	26.86	5.86		

It is may be seen from table-3.1 that mean on academic achievement score in Hindi of Parishadiya Prathmik Schools is 24.84 and S.D. is 6.40 whereas mean of academic achievement score in Hindi of self-financed primary school is 28.86 and S.D. is 5.86. After calculation of significance of difference between two means the 't' value was found to be 2.46. This value was not significant at 0.01level. It means precisely students of Parishadiya Prathmik Schools and self-financed primary schools do not differ significantly in their Hindi.

Hypothesis –3

This hypothesis was stated as "that, there is no significant difference between academic achievement in mathematics of students of Parishadiya Prathmik schools and self-financed primary schools" situated in rural areas. In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table – 3.2
Comparison on Academic Achievement in Mathematics of the Students Studying in Rural Parishadiya Prathmik School and Rural Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Rural)	112	23.66	7.11	4.12	Significant at 0.01 level
2.	Self-financed Primary Schools (Rural)	112	27.97	8.48		

It is indicated from table-3.2 that mean on academic achievement score in mathematics of Parishadiya Prathmik Schools is 23.66 and S.D. is 7.11 whereas mean of academic achievement score in mathematics of self-financed primary school is 27.97 and S.D. is 8.48. After calculation of significance of difference between two means the 't' value was found to be 4.12. This value was significant at 0.01level. It is obvious from the table that academic achievement in mathematics of students studying in rural self-financed primary schools is superior to the students of Parishadiya Prathmik Schools.

Hypothesis –3

This hypothesis was stated as "that, there is no significant difference between academic achievement in social studies of students of Parishadiya Prathmik schools and self-financed primary schools" situated in rural areas. In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –3.3
Commparison on Academic Achievement in Social Studies of the Students studying in Rural Parishadiya Prathmik School and Rural Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Rural)	112	24.28	6.24	3.07	Significant at 0.01 level
2.	Self-financed Primary Schools (Rural)	112	27.31	8.38		

It is indicated from table-3.3 that mean on academic achievement score in social studies of Parishadiya Prathmik Schools is 24.28 and S.D. is 6.24 whereas mean of academic achievement score in social studies of self-financed primary school is 27.31 and S.D. is 8.38. After calculation of significance

of difference between two means the 't' value was found to be 3.07. This value was significant at 0.01level. It is obvious from the table that academic achievement in social studies of students studying in rural self-financed primary schools is superior to the students of Parishadiya Prathmik Schools.

Hypothesis –3

This hypothesis was stated as "that, there is no significant difference between total academic achievement of students of Parishadiya Prathmik schools and self-financed primary schools" situated in rural areas. In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –3.4
Comparison on Total Academic Achievement of the students studying in Rural Parishadiya Prathmik School and Rural Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Total Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Rural)	112	72.78	13.62	4.82	Significant at 0.01 level
2.	Self-financed Primary Schools (Rural)	112	82.14	15.40		

It is indicated from table-3.4 that mean on total academic achievement score of Parishadiya Prathmik Schools is 72.78 and S.D. is 13.62 whereas mean of total academic achievement score of self-financed primary school is 82.14 and S.D. is 15.40. After calculation of significance of difference between two means the 't' value was found to be 4.82. This value was significant at 0.01level. It is obvious from the table that total academic achievement of students studying in rural self-financed primary schools is superior to rural Parishadiya Prathmik Schools.

Hypothesis –4

This hypothesis was stated as "that, there is no significant difference between academic achievement in Hindi of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –4.1
Comparison on Academic Achievement in Hindi of Female Students studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Female)	112	24.41	7.70	3.09	Significant at 0.01 level
2.	Self-financed Primary Schools (Female)	112	27.34	6.44		

It is indicated from table-4.1 that mean on academic achievement score in Hindi of Parishadiya Prathmik Schools is 24.41 and S.D. is 7.70 whereas mean of academic achievement score in Hindi of self-financed primary school is 27.34 and S.D. is 6.44. After calculation of significance difference of between two means the 't' value was found to be 3.09. This value was significant at 0.01level. It is obvious from the table that academic achievement in Hindi of girl's students studying in self-financed primary schools is superior to female students of Parishadiya Prathmik Schools.

Hypothesis –4

This hypothesis was stated as "that, there is no significant difference between academic achievement in mathematics of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table

presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –4.2

Comparison on Academic Achievement in Mathematics of Female students studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Female)	112	24.54	8.87	4.23	Significant at 0.01 level
2.	Self-financed Primary Schools (Female)	112	29.44	8.43		

It is indicated from table-4.2 that mean on academic achievement score in mathematics of Parishadiya Prathmik Schools is 24.54 and S.D. is 8.87 whereas mean of academic achievement score in mathematics of self-financed primary school is 29.44 and S.D. is 8.43. After calculation of significance of difference between two means the't' value was found to be 4.23. This value was significant at 0.01level. It is obvious from the table that academic achievement in mathematics of girl students studying in self-financed primary schools is superior to female students of Parishadiya Prathmik Schools.

Hypothesis –4

This hypothesis was stated as "that, there is no significant difference between academic achievement in social studies of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table–4.3

Comparison on Academic Achievement in Social Studies of the Girl's students studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Female)	112	23.94	8.42	4.38	Significant at 0.01 level
2.	Self-financed Primary Schools (Female)	112	29.17	9.42		

It is indicated from table-4.3 that mean on academic achievement score in social studies of Parishadiya Prathmik Schools is 23.94 and S.D. 8.42 whereas mean of academic achievement score in social studies of self-financed primary school is 29.17 and S.D. 9.42. After calculation of significance of difference between two means the 't' value was found to be 4.38. This value was significant at 0.01level. It is obvious from the table that academic achievement in social studies of girl students studying in self-financed primary schools is superior to female students of Parishadiya Prathmik Schools.

Hypothesis –4 This hypothesis was stated as "that, there is no significant difference between total academic achievement of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –4.4

Comparison on total Academic Achievement of Female Students studying in Parishadiya Prathmik School and Private Self-financed Primary Schools

S. No.	Name of the Group	N	Mean of Total Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Female)	112	72.89	19.62	5.06	Significant at 0.01 level

| 2. | Self-financed Primary Schools (Female) | 112 | 85.95 | 18.98 | | |

It is indicated from table-4.4 that mean on total academic achievement score of Parishadiya Prathmik Schools is 72.89 and S.D. is 19.62 whereas mean of total academic achievement score of self-financed primary school is 85.95 and S.D. is 18.98. After calculation of significance of difference between two means the 't' value was found to be 5.06. This value was significant at 0.01level. It is obvious from the table that total academic achievement of female students studying in self-financed primary schools is superior to female students of Parishadiya Prathmik Schools.

Hypothesis–5

This hypothesis was stated as "that, there is no significant difference between academic achievement in Hindi of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –5.1
Comparison on Academic Achievement in Hindi of Male Students Studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Male)	112	24.56	6.58	3.50	Significant at 0.01 level
2.	Self-financed Primary Schools (Male)	112	27.69	6.77		

It is indicated from table-5.1 that mean on academic achievement score in HINDI of Parishadiya Prathmik Schools is 24.56 and S.D. is 6.58 whereas mean of academic achievement score in HINDI of self-financed primary school is 27.69 and S.D is 6.77. After calculation of significance of difference between two means the't' value was found to be 3.50. This value was significant at 0.01level. It is obvious from the table that academic achievement in Hindi of male' students studying in self-financed primary schools is superior to the male' students studying in Parishadiya Prathmik Schools.

Hypothesis –5

This hypothesis was stated as "that, there is no significant difference between academic achievement in mathematics of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –5.2
Comparison on Academic Achievement in Mathematics of Male Students studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Male)	112	23.13	7.28	6.80	Significant at 0.01 level
2.	Self-financed Primary Schools (Male)	112	31.65	11.08		

It is indicated from table-5.2 that mean on academic achievement score in mathematics of Parishadiya Prathmik Schools is 23.13 and S.D. is 7.28 whereas mean of academic achievement score in mathematics of self-financed primary school is 31.65 and S.D. is 11.08. After calculation of significance of difference between two means the't' value was found to be 6.80. This value was significant at 0.01 level. It is obvious from the table that academic achievement in mathematics of male students studying in self-financed primary schools is superior to male students studying in Parishadiya Prathmik Schools.

Hypothesis –5

This hypothesis was stated as "that, there is no significant difference between academic achievement in social studies of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –5.3

Comparison on Academic Achievement in Social Studies of Male students studying in Parishadiya Prathmik School and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Male)	112	24.18	6.88	2.77	Significant at 0.01 level
2.	Self-financed Primary Schools (Male)	112	26.94	7.98		

It is indicated from table-5.3 that mean on academic achievement score in social studies of Parishadiya Prathmik Schools is 24.18. And S.D.is 6.88 whereas mean of academic achievement score in social studies of self-financed primary school is 26.94 and S.D. is 7.98. After calculation of significance of difference between two means the't' value was found to be 2.77. This value was significant at 0.01level. It is obvious from the table that academic achievement in social studies of boy students studying in self-financed primary schools is superior to male' students of Parishadiya Prathmik Schools.

Hypothesis –5

This hypothesis was stated as "that, there is no significant difference between total academic achievement of students of Parishadiya Prathmik schools and self-financed primary schools". In order to test this hypothesis t-test of significance of difference between means was applied. The following table presents the needed statistical values and the t- value, etc'. For evaluating each hypothesis .o1 level of significant was used.

Table –5.4

Comparison on total Academic Achievement of Male students studying in Parishadiya PrathmikSchool and Self-financed Primary Schools

S.No.	Name of the Group	N	Mean of Total Academic Ach. Score	S.D.	t-value	Significance level
1.	Parishadiya Prathmik School (Male)	112	71.88	15.47	6.38	Significant at 0.01 level
2.	Self-financed Primary Schools (Male)	112	86.28	18.20		

It is indicated from table-5.4 that mean on total academic achievement score of Parishadiya Prathmik Schools is 71.88 and S.D. is 15.47 whereas mean of total academic achievement score of self-financed primary school is 86.28 and S.D. is 18.20. After calculation of significance of difference of between two means the't' value was found to be 6.38. This value was significant at 0.01 level. It is obvious from the table that total academic achievement of male students studying in self-financed primary schools is superior to male schools of Parishadiya Prathmik Schools.

Implications of Findings

A look at all these findings immediately reveals that students of self-financed primary schools weather they are boys or girls living in urban areas or rural areas and even when all taken together are superior to their counterparts in Parishadiya Prathmik School students on academic achievement. An inference may be drawn from this that instruction imparted in self-financed primary schools is perhaps more effective in comparison to that imparted in Parishadiya Prathmik Schools. A question arises 'what makes it so', why the Parishadiya schools are less effective when compared to self-financed schools. This has implications for administrative bodies concerned with the management of the

Parishadiya Prathmik Schools. May be the teachers in these schools are not competent. May be they are lacking commitment and do not take their responsibility seriously. If so, some action seems needed to ensure that they become more serious and sensitive in this regard. Strategies may have to be developed so as to achieve this objective.

This has implications for the supervisors too. The BSA has the responsibility to look into the situation and find out the factors and constraints that stand in the way of quality teaching in these schools. They have to analyse the situation in self-financed primary schools which makes them superior and make efforts to apply those approaches and techniques of self-financed schools to practices in Parishadiya Prathmik Schools. May be, the reason of self-financed Schools being superior is strict control and supervision. If so, the BSA$_s$ have to learn and implement more effective methods of supervision. School supervision is a highly technical job and the administrators concerned with the management of Parishadiya Prathmik Schools have to learn and use all those techniques which are helpful in improving the quality of instruction. Strengthening the supervision and improving the quality of instruction of Parishadiya Prathmik Schools seems to be the core implication of the findings of this study. For this purpose, a few suggestions are given as follows.

The BSA$_s$ should provide democratic professional leadership in Parishadiya Prathmik Schools. They should study the situation in these schools and make efforts on improving teaching-learning situation, improving competence of teachers and human relations in the schools.

The findings have implications also, for GRAM SABHA and local bodies responsible for the proper functioning of the schools in the villages. They need to be sensitized to the quality of education at the ground level necessary for ensuring better future for the children of the village. They need to pay attention to what is happening in these schools with regard to teaching–learning. They should find out the factors and conditions that adversely affect the quality of teaching-learning. They should frequently check the regularity of student's attendance, teacher's presence in the school and class teaching. If any lapse, they should bring that to the notice of the BSA and other supervisory staff and see that proper suitable action is taken. This responsibility they must bear. The proper academic and motivating learning environment in these schools should be the first priority.

Teacher's competence unavoidably should be considered the key factor in improving the level of students learning. It is the academic and professional competence of the teacher that is reflected in the academic achievement of students. Looking from this point of view the findings of this study have implications for teachers also. This has to be checked whether they need any upgrading of their knowledge and skills. If so, arrangements may be made for their further training. The government and the administration of primary education may arrange for them refresher courses, workshops, seminars, etc. through which not only their academic worth is promoted, but their professional involvement and commitment are also promoted. This is a psychological fact that the students of any school at any level cannot be of high quality unless the teachers are of high quality. The poor attainments of students of Parishadiya Prathmik Schools, therefore, needs to be understood in terms of the functioning of their teachers and the seriousness of management and supervision which seem to be less effective as compared to those of self–financed primary schools, a fact which has universally emerged to be true irrespective of rural-urban and boys–girls schools.

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