



## STUDY AND DEVELOPMENT IN ENHANCING THE AWARDS FOR STUDENTS IN PRIVATE AND GOVERNMENT HIGH SCHOOLS WITHIN WARANGAL EAST DISTRICT (HYDERABAD)

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### Abstract

*The fundamental goal of India's formal education system is to improve students' academic success in public examination results, since the Indian educational system is mostly centred on examinations. As a result, parents choose to send their children to schools with higher academic accomplishment. Because a student with a high grade point average and a high percentage of marks has a lot of options when it comes to entrance, training, and vocation. The necessity of the hour is to boost academic attainment. It's because of certain influencing elements, such as intake, process, and result. An institution's overall academic growth leads to more and higher accomplishment in public examinations. The purpose of this research is to examine the state's overall academic accomplishment in both public and private high schools. Specifically, the essay aims to investigate and determine the causes for the disparities in student academic success between government and private high schools in Warangal East, Hyderabad State, between 2009 and 2011. Furthermore, based on (a) the results of the research and (b) the opinions of the principals of reputable institutions, the article seeks to uncover some suggestion methods for the development of high school education in the mentioned district.*

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



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Various developments in the socioeconomic, political, cultural, science and technology, and other areas have had significant effects on the educational system in the twenty-first century. With the advent of the contemporary educational system, India's and our state's educational systems have essentially separated into public and private systems. In the last 10 years, there has been a proliferation of private and public secondary schools. However, the difference

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between private and public school pupils' academic attainment and performance has been expanding. Inadequate infrastructure, facilities, and a shortage of qualified teachers, as well as geographic location, demographics of locations, transportation, and communication, have all contributed to a significant disparity in academic performance between public and private schools in our state. A comprehensive education, including both academic and non-scholastic areas, is required in today's educational system. Academic accomplishment at the high secondary level is critical in defining students' future careers, and eventually in the general growth of society and state. Studying the present situation of Hyderabad's academic accomplishments is important since it serves as the basis for the state's growth and development. On the plus side, Hyderabad's general academic performance has improved recently. However, the difference between the proportion of students at private and public schools who excel academically is expanding. This has to be investigated and handled in order to correct the different elements that have contributed to this problem. And, at a time when the federal government and states are collaborating to concentrate on the educational sector via different initiatives, it's important investigating whether the historical issues have been properly handled. If this is the case, there should be a shift in public school academic performance in comparison to private school academic performance.

The study is backed up by the following studies.

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 Dilley (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 Hyderabad (2009-2011) within Khurai Assembly Constituency of Warangal East District, Hyderabad. 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, Hyderabad; 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 Warangal East District of Hyderabad.

The present study was limited only to the High/Higher Schools in the Khurai Assembly Constituency of Warangal East District, Hyderabad. Only areas of High School Leaving Certificate Examination results of Government and Private Schools within Khurai Assembly Constituency of Warangal East District, Hyderabad 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 Hyderabad within the Khurai Assembly Constituency of Warangal East District, Hyderabad.

### **Objectives**

To compare the academic achievements of the students of HSLC Examination in Hyderabad 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 Warangal 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 Hyderabad within Khurai Assembly Constituency of Warangal 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 Hyderabad 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 Warangal 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 Hyderabad between the boys and the girls within Warangal East District (Khurai Assembly Constituency) during 2009 to 2011.

There is a significant difference between the School-wise academic achievement at HSLC Examination within Warangal 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 sajan 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 Hyderabad (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 Warangal 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.

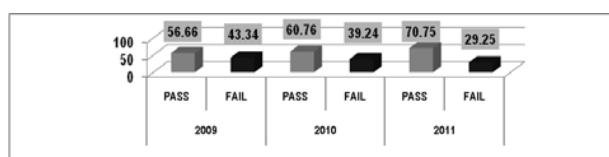
## **Analysis and Interpretation**

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

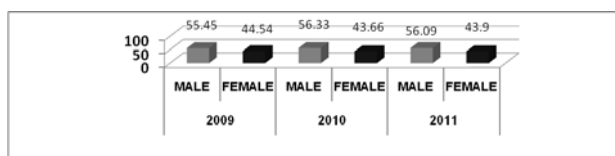
Hypothesis-1 : To compare the academic achievements of the students of hslc examination of Hyderabad in regards to the pass and fail % in the following areas: (1) overall (2) sex wise (2009 to 2011).

**Table 1 – Comparative statement of the hslc examination results of Hyderabad 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	55.4	44.54	56.66 %
2010	14264	13290	27554	14093	13188	27281	9338	7239	16577	56.3	43.66	60.76 %
2011	18819	16756	35575	18458	16485	34943	13869	10856	24725	56.0	43.90	70.75 %



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



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

Table No: 1, figure No: 1 and 2 shown above reveals the academic Achievement of students at HSLC examination in Hyderabad 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.

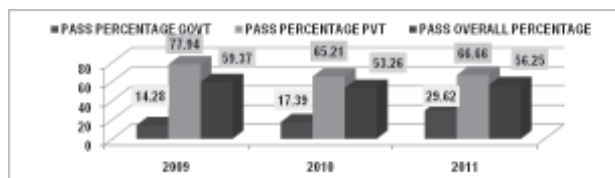
It is therefore, the First hypothesis of the present study that was constructed for testing “There are

significant differences between the academic achievements of the students of HSLC Examination of Hyderabad 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 Warangal 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%).

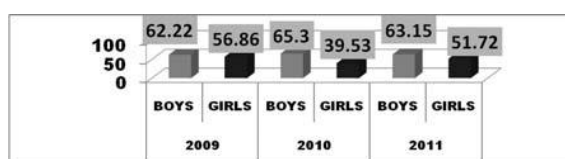
In 2011, the overall academic achievement of Govt. Schools is at 08 (29.62%), whereas the overall academic achievement of Pvt. Schools is at 46 (66.66%).

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 Warangal 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 Hyderabad between the boys and the girls within Khurai Assembly Constituency of Warangal East District, during 2009 to 2011” is accepted.

Hypothesis 4 – To compare the school-wise academic achievement at the hslc examination of Hyderabad 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	Passed	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 36.77%, whereas the lowest academic achievement is found at the Young Pioneers' English High School at 07.20%

It is therefore, the 3<sup>rd</sup> 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 is accepted: "There are substantial discrepancies in the academic performance of students in the HSLC Examination of Hyderabad in terms of the pass and fail percent in the following areas: I overall and (ii) sex wise (2009 to 2011)."

The second hypothesis, "There is a substantial difference in overall academic results of students of Private and Government Schools in the High School Leaving Certificate Examination within Khurai Assembly Constituency of Warangal East District, between 2009 and 2011," is accepted.

The third hypothesis, "There is a considerable disparity in academic success between boys and girls within Khurai Assembly Constituency of Warangal East District, between 2009 to 2011," is accepted.

The fourth hypothesis is accepted: "There is a considerable difference in school-level academic success in the High School Leaving Certificate Examination between Government and Private Schools from 2009 to 2011."

The following factors contribute to Government Schools' poor academic performance:

There is a lack of government oversight.

There aren't enough devoted professors, and there isn't enough competitiveness among pupils. Parents' lack of engagement in their children's education. Teachers' lack of professional credentials.

Ineffective teaching approaches, which are neither methodical or consistent. Because the curriculum is not up to date, the teacher instruction is not up to national standards.

Only a few of government schools have adequate transportation.

The following factors contribute to private schools' superior academic performance:

Teachers are focused, committed, methodical, punctual, and consistent.

Students, instructors, and school officials are interacting and cooperating more effectively.

The infrastructure is better, and the administration is more efficient. There is a healthy competitive spirit present.

Teachers and children are closely monitored by school officials.

There are exams and examinations done on a regular basis. At the time of admission, a healthy appointment procedure of skilled instructors is in place, as is the selection of excellent pupils.

The majority of private schools offer adequate transportation.

### **Suggestions for remedial measures**

Throughout the year, keep a healthy academic schedule.

The governing authority inspects the school on a regular basis.

Infrastructure and equipment that meet RTE standards should be available.

Biometric devices must be used to monitor the attendance of instructors and pupils on a regular basis.

The government should provide full support and cooperation to schools.

In all schools, a common question pattern should be formulated and followed.

All schools should strive to create a democratic learning environment.

At all schools, current teaching tools should be made available.

The curriculum and text book standards should be at the CBSE level.

All school administrators should get effective training in order to maintain an efficient management system on campus.

Exams should be conducted on a regular basis. The student-to-teacher ratio should be 1:50.

Political involvement should be avoided in education.

Education should be seen as a basic function that is not subject to bandhs or strikes.

SCERT-modified textbooks should be accessible on the market in a timely manner.

Co-curricular activities should be promoted as a required element of the curriculum.

Every school should have a Parent-Teacher Association.

Before the new session begins, instructors should attend workshops, seminars, and an orientation programme.

At the school level, life skills training and counselling should be available.

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