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A COMPARATIVE STUDY OF SCHOLASTIC ACHIEVEMENT OF STUDENTS STUDYING IN DIFFERENT TYPE OF SCHOOLS IN HANUMANGARH DISTRICT OF RAJASTHAN

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Abstract

Scholastic achievement is an important aspect of school education, as it reflects students' academic progress, understanding of subject matter, and ability to acquire and apply knowledge. The academic performance of students is influenced by several factors, including teaching methods, school environment, availability of learning resources, family background, and individual learning abilities. Since schools differ in their management, educational facilities, and teaching-learning practices, it is important to examine whether students studying in different types of schools demonstrate differences in scholastic achievement. The present study focuses on a comparative examination of the scholastic achievement of students studying in different types of schools in Hanumangarh District of Rajasthan. The district provides a relevant setting for such an investigation because it includes government and privately managed schools serving students from diverse educational and socioeconomic backgrounds. The study is intended to contribute to a better understanding of academic performance across different school settings.The significance of scholastic achievement has also been emphasised in various educational policies and curriculum frameworks in India. The National Education Policy (NEP) 2020 highlights the importance of conceptual understanding, critical thinking, competency-based learning, and the practical application of knowledge. Similarly, initiatives such as Samagra Shiksha aim to improve the quality of school education and promote better learning outcomes. In this context, a comparative study of scholastic achievement may provide useful insights into educational practices and the academic experiences of students. The findings may help teachers, school administrators, and educational planners identify areas requiring attention and consider appropriate measures for improving the quality of school education.

Keywords: *Scholastic Achievement, Government Schools, Private Schools, Comparative Study, National Education Policy 2020, NCF, Samagra Shiksha Abhiyan.*

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1. INTRODUCTION

Education is a continuous process that contributes to the intellectual and personal development of individuals. It plays an important role in preparing children for the challenges of life and enabling them to participate meaningfully in society. Schools serve as formal institutions where students acquire knowledge, develop essential abilities, and build the foundations for further learning. Among the various aspects of school education, scholastic achievement holds a significant position because it reflects students' progress in academic learning and their ability to understand and apply the knowledge gained through classroom instruction.

Scholastic achievement is commonly associated with students' performance in different school subjects, as assessed through examinations, tests, assignments, and other academic activities. However, it should not be understood merely in terms of marks or grades. Meaningful academic achievement also involves conceptual understanding, logical reasoning, critical thinking, problem-solving, and the ability to apply knowledge in different situations. The purpose of education is therefore not limited to preparing students for examinations; it also involves developing the intellectual abilities required for lifelong learning.

In the present knowledge-driven society, the importance of scholastic achievement has increased considerably. Rapid technological developments, the expansion of information, and changing social and economic conditions have created a need for learners who can think independently, understand complex ideas, and apply their knowledge effectively. Schools consequently have an important responsibility to provide learning experiences that enable students to develop these abilities. The quality of the teaching-learning process, the competence of teachers, students' motivation, and the availability of suitable educational resources may all contribute to the achievement of these objectives.

The academic performance of students is not determined by a single factor. It develops through the interaction of individual abilities, family circumstances, teaching practices, and the educational environment. Parental support, socioeconomic background, previous learning experiences, classroom interaction, and access to learning materials may influence the progress of learners. Differences in these conditions may also contribute to variations in scholastic achievement among students studying in different schools. Understanding these variations is important for identifying areas in which educational practices can be improved.

In India, school education is provided through different management systems, particularly government and privately managed schools. Both have an important role in educating children and contributing to the development of society. However, schools may differ in their infrastructure, availability of teaching resources, classroom practices, administrative arrangements, and learning environments. The extent of these differences varies from one institution to another. It is therefore necessary to examine scholastic achievement across different types of schools rather than assume that students belonging to one category necessarily perform better than those belonging to another.

Educational policies and curriculum frameworks in India have also emphasised the need to improve the quality of learning and strengthen academic outcomes. The National Curriculum

Framework (NCF) 2005 highlighted the importance of relating classroom knowledge to children's experiences and promoting meaningful learning. The National Education Policy (NEP) 2020 advocates a shift from rote learning to conceptual understanding, critical thinking, and competency-based education. The National Curriculum Framework for School Education (NCF-SE) 2023 also provides guidance for strengthening curriculum implementation and developing relevant competencies among students. These policy initiatives underline the importance of creating learning environments in which students can understand concepts and use their knowledge effectively.

Similarly, Samagra Shiksha, an integrated programme for school education, seeks to improve access, equity, and the overall quality of education. Its emphasis on strengthening educational facilities, supporting teachers, and improving learning outcomes reflects the continuing importance of academic development in the Indian school system. However, the effectiveness of educational initiatives may depend on their implementation and the circumstances of individual schools. Examining students' scholastic achievement in different educational settings can therefore contribute to a better understanding of academic outcomes.

In this context, Hanumangarh District of Rajasthan provides a relevant environment for studying scholastic achievement among students attending different type of schools. The district includes government and privately managed schools for students from varied social, economic, and educational backgrounds. Schools in the district may also differ in their geographical location, educational resources, and institutional practices. A comparative examination of students' scholastic achievement can help identify similarities and differences in academic performance across these school settings.

The present study, entitled *"A Comparative Study of Scholastic Achievement of Students Studying in Different Type of Schools in Hanumangarh District of Rajasthan,"* is concerned with examining scholastic achievement in the context of different types of schools. By focusing on academic performance, the study seeks to contribute to a clearer understanding of students' scholastic achievement in the district. Such an investigation may also provide useful information for teachers, school management, and educational planners who are concerned with improving the teaching-learning process and ensuring better academic outcome for students.

2. EDUCATIONAL CONTEXT OF HANUMANGARH DISTRICT

Hanumangarh District, situated in the northern part of Rajasthan, provides an excellent geographical setting for the present study. The district has both rural and urban educational institutions and includes government as well as privately managed schools. Students attending these institutions may come from different family, social, and economic backgrounds. The schools may also vary in their educational resources, management practices, teaching methods, and learning environments.

School education in India has undergone several changes through government initiatives aimed at expanding access to education and improving its quality. Programmes such as the District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), and the subsequent Samagra Shiksha initiative have contributed to national efforts to strengthen school education.

These initiatives have focused on areas such as educational access, infrastructure, equity, and the improvement of learning outcomes.

Despite such efforts, it remains important to examine how students perform academically in different school settings. Differences in school facilities, teaching-learning practices, and the support available to students may be associated with variations in scholastic achievement. At the same time, family background, students' individual abilities, and other circumstances must also be considered when interpreting academic performance.

Hanumangarh District therefore offers a meaningful context for a comparative investigation of scholastic achievement. Studying students from different types of schools within the district may help develop a better understanding of their academic performance and provide locally relevant insights for improving school education.

3. NEED AND JUSTIFICATION OF THE STUDY

Scholastic achievement is an important concern for students, teachers, parents, school administration and educational policymakers. Academic performance not only reflects students' progress in school subjects but also provides information about their understanding of concepts and the effectiveness of the teaching-learning process. For this reason, examining scholastic achievement is essential for identifying educational needs and developing suitable strategies to improve learning outcomes.

Although all schools aim to provide quality education, the conditions under which teaching and learning take place may differ considerably. Government and private schools may vary in their available resources, classroom environments, teaching practices, and administrative arrangements. Such differences make it necessary to investigate whether students studying in different types of schools demonstrate variations in scholastic achievement. A systematic comparison can help move the discussion beyond general assumptions and provide a clearer understanding based on the evidence collected.

At the same time, school management alone cannot explain every difference in academic performance. Students' family backgrounds, parental support, previous academic experiences, motivation, and access to learning resources may also be relevant. Teachers' professional competence, classroom interaction, and the methods used to assess learning may further contribute to students' academic progress. A comparative study can help draw attention to these interconnected aspects and encourage a more informed understanding of scholastic achievement.

The importance of improving academic learning is also reflected in contemporary educational reforms. NEP 2020 emphasises conceptual understanding, competency development, critical thinking, and the application of knowledge rather than an excessive dependence on rote memorisation. These priorities require schools to provide meaningful learning experiences and adopt teaching practices that respond to students' educational needs. Similarly, initiatives such as Samagra Shiksha seek to strengthen the quality and effectiveness of school education. Examining scholastic achievement across different types of schools can contribute to discussions about the progress and continuing challenges of these educational efforts.

The need for the present study arises from the importance of understanding academic performance within the specific educational context of Hanumangarh District. Although general discussions about government and private schools are common, conclusions about their relative academic performance should be based on systematic investigation rather than assumptions. A district-level comparison can provide evidence about the scholastic achievement of the students included in the study and help identify areas that may require further attention.

The study may be useful to teachers in reflecting on teaching practices, to school administrators in reviewing educational arrangements, and to educational planners in understanding local academic needs. Its findings may also provide a basis for further research into the factors associated with scholastic achievement. The results should, however, be interpreted in relation to the sample, methods, and variables included in the investigation.

Thus, the present study is justified by the need to examine scholastic achievement among students studying in different types of schools in Hanumangarh District of Rajasthan. By providing a comparative perspective on academic performance, the study may contribute to a better understanding of school education in the district and support efforts to improve students' learning outcomes.

4. STATEMENT OF THE PROBLEM

The problem selected for the present investigation is stated as follows:

"A Comparative Study of Scholastic Achievement of Students Studying in Different Type of Schools in Hanumangarh District of Rajasthan."

Objectives of the Study

The present study has been undertaken to compare the scholastic achievement of students studying in different types of schools in Hanumangarh District of Rajasthan. The following objectives have been formulated to guide the investigation:

1. To compare the scholastic achievement of students studying in government and private schools.
2. To compare the scholastic achievement of boys studying in government and private schools.
3. To compare the scholastic achievement of girls studying in government and private schools.
4. To obtain the opinions of parents, head teachers, and teachers regarding the academic performance of students studying in government and private schools.
5. To identify the shortcomings and difficulties affecting the scholastic achievement of students studying in government and private schools.
6. To suggest measures for improving the scholastic achievement of students studying in government and private schools.

Hypotheses of the Study

In order to study the given problem, the following hypotheses have been taken into consideration.

1. (Ho) There is no significant difference in scholastic achievement of government and private school students.
2. (H_1) There is significant difference in scholastic achievement of government and private school students.
3. (Ho) There is no significant difference in scholastic achievement of boy students of government and private school students.
4. (H_1) There is significant difference in scholastic achievement of boy students of government and private school students.
5. (Ho) There is no significant difference in scholastic achievement of girl students of government and private school students.
6. (H_1) There is significant difference in scholastic achievement of girl students of government and private school students.

Delimitation of the Study

The present study was delimited to selected schools of Hanumangarh district of Rajasthan.

- The study included 24 schools, out of which 12 schools were selected from Hanumangarh block and 12 schools from Sangaria block.
- The study was limited to students studying in classes IX and XI.
- A sample of 960 students including 480 boys and 480 girls was selected for the study.
- The study considered only government and private schools located in urban and rural areas of the district.
- The analysis of data was conducted using mean, standard deviation and t-test.

Method, Tools, Techniques and Suggestions

The present study employed the survey method to compare the scholastic achievement of students studying in different types of schools in Hanumangarh District of Rajasthan. The investigator developed the necessary tools for collecting relevant information, including questionnaires, rating scales, and interview schedules. Observations of different aspects of the school environment were also undertaken wherever relevant to the study. The collected data were analysed using descriptive statistical techniques, including mean and standard deviation (SD), along with the *t*-test to examine differences in the scholastic achievement of students studying in government and private schools.

On the basis of the analysis and interpretation of the findings, suitable suggestions were formulated to improve students' scholastic achievement. These suggestions may help teachers, school administrators, and educational planners identify areas requiring improvement and adopt appropriate measures to strengthen teaching-learning practices, enhance the use of educational resources, and provide a supportive learning environment. The recommendations are intended to contribute to improving academic performance and promoting better learning outcomes among students studying in different types of schools.

Major Findings

On the basis of the analysis of data, the following major findings were obtained:

1. The mean score of government school students on scholastic achievement in academic performance is 7.504, whereas the mean score of private school students is 7.808. Value of Standard deviation of government school and private school students also got 1.06 and 0.96 respectively. The calculated t-value is 4.76, which is higher than table value of 1.96 at 0.05 level. This indicates that the difference between the two groups is statistically significant at 0.05 level with 958 degree of freedom. Since the mean score of private school students is higher than that of government school students, it may be concluded that private school students performed better in academic performance of scholastic achievement.

2. It is evident from Table 4.2 that the mean score of government school students on Scholastic Achievement in study habits and skills is 7.06, whereas the mean score of private school students is 7.45. Value of Standard deviation of government school and private school students also got 1.09 and 1.37 respectively. The calculated t-value is 4.92, which is higher than table value of 1.96 at 0.05 level. This indicates that the difference between the two groups is statistically significant at 0.05 level with 958 degree of freedom. Since the mean score of private school students is higher than that of government school students, it may be concluded that private school students performed better in study habits and skills of scholastic achievement.

3. The mean score of government school students on Scholastic Achievement in school engagement & environment i.e. learning behaviour is 7.06, whereas the mean score of private school students is 7.45. Value of Standard deviation of government school and private school students also got 1.21 and 0.90 respectively. The calculated t-value is 4.92, which is higher than table value of 1.96 at 0.05 level. This indicates that the difference between the two groups is statistically significant at 0.05 level with 958 degree of freedom. Since the mean score of private school students is higher than that of government school students, it may be concluded that private school students performed better in school engagement & environment of scholastic achievement.

4. The mean score of government school students on scholastic achievement is 22.25, whereas the mean score of private school students is 23.27. Value of Standard deviation of government school and private school students also got 2.21 and 2.19 respectively. The calculated t-value is 7.11, which is higher than table value of 1.96 at 0.05 level. This indicates that the difference between the two groups is statistically significant at 0.05 level with 958 degree of freedom. Since the mean score of private school students is higher than that of government school students, it may be concluded that private school students performed better in the scholastic achievement.

5. The mean score of government school boy students on scholastic achievement- academic performance is 7.61, whereas the mean score of private school students is 7.82. Value of Standard deviation of government school and private school boy students also got 0.96 and 0.94 respectively. The calculated t-value is 2.03, which is higher than table value of 1.96 at 0.05 level. This clearly shows that the difference between the two groups is statistically significant at 0.05 level with 474 degree of freedom. Since the mean score of private school students is higher than that of government school boy students, it helps us in concluding that private schools' boy students performed better in 'academic performance' of scholastic achievement.

6. The mean score of boy student of government schools on scholastic achievement in study habits and skills is 7.12, whereas the mean score of private school students' boy students is 7.43. Value of Standard deviation of boy students of government school and private schools also got 1.04 and 1.48 respectively. The calculated t-value is 1.68, which is lower than table value of 1.96 at 0.05 level. This indicates that the difference between the two groups is statistically not significant at 0.05 level with 474 degree of freedom. Since the mean score of boy students of private schools is lower than that of government schools, it may be concluded that boy students of government schools performed better in study habits and skills of scholastic achievement.

7. The mean score of boy students of government schools on scholastic achievement in school engagement & environment i.e. learning behaviour is 7.32, whereas the mean score of boy students of private schools is 8.06. Value of Standard deviation of boy students of government school and private schools also got 1.31 and 0.76 respectively. The calculated t-value is 9.87, which is higher than table value of 1.96 at 0.05 level. This clearly shows that the difference between the two groups is statistically significant at 0.05 level with 474 degree of freedom. Since the mean score of boy students of private schools is higher than that of government schools, it may be concluded that boy students of private schools performed better in school engagement & environment of scholastic achievement.

8. The mean score of boy students of government schools on scholastic achievement is 22.09, whereas the mean score of boy students of private schools is 23.40. Value of Standard deviation of boy students of government school and private schools also got 2.23 and 2.04 respectively. The calculated t-value is 6.71, which is higher than table value at 0.05 level. This indicates that the difference between the two groups is statistically significant at 0.05 level with 474 degree of freedom. Since the mean score of boy students of private schools is higher than that of government schools, it may be concluded that boy students of private schools performed better in the scholastic achievement.

9. The mean score of girl students studying in government school on scholastic achievement in academic performance is 7.40, whereas the mean score of students studying in private school is 7.78. Value of Standard deviation of government school and private school girl students also got 1.06 and 0.95 respectively. The calculated t-value is 4.47, which is higher than standard value at 0.05 level. This clearly shows that the difference between the two groups is statistically significant at 0.05 level with 482 degree of freedom. Since the mean score of private school students is higher than that of government school girl students, hence we arrive at the conclusion that private schools' girl students performed better in academic performance of scholastic achievement.

10. The mean score of girl students studying in government schools on scholastic achievement in study habits and skills is 7.00, whereas the mean score of private school students' girl students is 6.61. Value of Standard deviation of girl students studying in government school and private schools got 1.13 and 1.25 respectively. The calculated t-value is 5.55, which is more than table value at 0.05 level. This indicates that the difference between the two groups is statistically significant at 0.05 level with 482 degree of freedom. Since the mean score of girl students of

private schools is higher than government schools, it may be concluded that girl students of private schools performed better in study habits and skills of scholastic achievement.

11. The mean score of girl students of government schools on scholastic achievement in school engagement & environment i.e. learning behaviour is 7.97, whereas the mean score of girl students of private schools is 7.73. Value of Standard deviation of girl students studying in government school and private schools is 1.02 and 1.11 respectively. The calculated t-value is 3.05, which is higher than standard value at 0.05 level. This clearly shows that the difference between the two groups is statistically significant at 0.05 level with 482 degree of freedom. Since the mean score of girl students of private schools is lower than government schools, it may be concluded that girl students of private schools performed better in school engagement & environment of scholastic achievement.

12. The mean score of girl students studying in government schools on scholastic achievement is 22.45, whereas the mean score of girl students studying in private schools is 23.16. Value of Standard deviation of girl students of government school and private schools is 2.18 and 2.35 respectively. The calculated t-value is 3.48, which is higher than table value at 0.05 level. This indicates that the difference between the two groups is statistically significant at 0.05 level with 482 degree of freedom. Since the mean score of girl students of private schools is higher than that of government schools, it may be concluded that girl students of private schools performed better in the scholastic achievement.

Implications of the study

- **Quality Teaching**-There is a need to enhance the quality of teaching-learning processes in government schools. The study indicates that structured lesson planning, regular assessment, and feedback mechanisms- more prevalent in private schools - significantly contribute to better scholastic outcomes.
- **Pedagogy**- Government schools should adopt activity-based and learner-centered pedagogy, along with continuous and comprehensive evaluation practices. Teacher training programs should be strengthened to equip educators with modern instructional strategies like digital tools.
- **Infrastructural improvements** are essential for proper scholastic development. The findings highlight that private schools often provide better facilities such as well-equipped classrooms, libraries and laboratories. Government schools should be supported with adequate funding to develop similar resources. Availability of learning materials can significantly enhance student's engagement and performance.
- **Parental involvement** and community engagement play a crucial role in student's academic achievement. The study indicates that private school students often benefit from greater parental support and monitoring. Government schools should initiate regular parent-teacher meetings, awareness programs, and community outreach initiatives to foster a supportive learning environment at home.

- **The role of school leadership** is critical in bridging the gap between different types of schools. Effective leadership can ensure proper implementation of policies, optimal utilization of resources, and creation of a positive school climate.
- **Training programs for school heads** should focus on instructional leadership, management skills, and innovation in education. Encouraging collaborative practices among teachers and recognizing achievements can further enhance institutional effectiveness.
- **Policy-level interventions** are necessary to ensure equity in educational opportunities. The findings underscore the importance of targeted government schemes aimed at improving the quality of education in government schools. Monitoring and evaluation mechanisms should be strengthened to ensure accountability and continuous improvement.
- **Partnerships and teacher exchange programs** between government and private institutions can also be explored for sharing best practices and resources.
- **Guidance for Future Research-** The study provides a foundation for further research on factors affecting co-scholastic achievement in different educational settings and regions.

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