



Comparison of Students' Academic Achievement between Public and Private Schools at Secondary Level.

Umbreen Iqbal, Muhammad Sami-ur-Rahman, Rizwana Tahir and Rab Nawaz

Department of Education, The University of Agriculture Faisalabad, (Sub Campus Burwala Vehari), Pakistan.

ARTICLE INFO

Article history:

Received: 03 November 2017;

Received in revised form:
01 December 2017;

Accepted: 9 December 2017;

Keywords

Students,
Class size,
Parents,
Achievement,
Schools.

ABSTRACT

Teachers are the back bone of society. Public and private schools are directly related with student achievements. A good school uses different strategies for student achievement. If the teachers are competent and teach students in better way, then they can achieve their goals in every field of life. This paper attempts to study the comparison of students' achievement between public and private schools. This study shows that students' achievement is based on quality education. Some factors affect the students achievement such as parent background, involvement of parents, low income, environment of a school and physical facilities. In this way this study shows that what influence the academic difference of public and private schools on students achievement. The result shows that parents have an important role in student study. Class size also impact on students achievement. This study will be descriptive in nature therefore descriptive survey method of research will be used. The population of this study will comprise of all the secondary school students of district Vehari. The sample of twenty secondary (private & public) schools will be selected from tehsil Vehari. Out of 1000 students 280 will be selected by using simple random technique. Questionnaire will be used to collect data from respondents. The collected data will be analyzed statistically by using (SPSS) software.

© 2017 Elixir All rights reserved.

1. Introduction

Student academic and learning performance is precious through common factor as well as age, teaching staff and schools also. The school is the foundation of the instruction framework. The training framework is showing signs of improvement step by step Pakistan, and schools assume an essential part in its advancement. In Pakistan's training framework is partition into two educational systems. Here we think about understudy accomplishment amongst private and public schools. The primary contrast between the two educational systems inquire about has to know. The fundamental distinction is the physical offices of schools, school, teach, organization and staff foundation. Here we have substitute academic accomplishment and parental foundation. The fiscally solid guardians pick the best schools for their kids. Parent inclusion influences understudy accomplishment. How that assumes a positive part in the achievement of the understudy's selection of schools for guardians that depicts this exploration. The larger part of guardians, better in tuition based schools need to send their youngsters to non-public schools since state funded schools. Schools assume an imperative part in improving understudy accomplishment. A decent school understudies utilize diverse methodologies for development.

Jeynes (2002) discussed that home condition is an essential socialization operator and influence a youngster's enthusiasm for school and wishes for what's to come. A child financial status parental instructive level proficient status, pay level and by joining the most ordinarily accepted.

Kim (2002) probed that study examining the connection between child rearing style and youngsters school

accomplishment have on numerous occasions demonstrated that kids have better school results if their folks are extra regarded. Legal child rearing style is clear through guardians who increment and keep close enjoying associations with their kids still as in the meantime give that supervision and administer and bargain mental freedom to them. By method for responsibility her folks demonstrate their youngsters, kids to class issues and parts of confidence which move would like to examine with grown-ups and school get to.

Sentamu (2003) contended that schools control educational process coordinated all question comparative teacher and showing learning and at last estimate of the all. He strongly affects the academic accomplishment of schools and understudies concurred that the guideline of educational appearance. He went to the best schools and the primary cause is that these schools are usually especially rich in assets and offices, incredible school understudies are relied upon to perform well.

Lisa et al. (2003) demonstrated that parental financial setting can have conceivable embellishments on the educational accomplishment of kids in school. At all control the improvement condition of children would perhaps influence their training or nature to it. Parental status is one of such factors.

Beavis A. (2004) presumes that family foundation had impact on student's accomplishment. He additionally watched that family professional status assumed a crucial part to choose the schools. Those families having high level status selected the private and low level families chose the public schools.

Twenty to Thirty percent individuals chose government funded schools and others chose non-public schools.

This hole demonstrated the high and low level of families. Guardians picked tuition based schools due to having most elevated amount of training.

Epple, D.et.al(2004) Stratification, which, in this report, implies making classes of students as indicated by their financial foundations, can on time unequal educational outcomes, results and can challenge social attachment. Students who go to schools that approach more assets and offer a steady learning condition will probably perform superior to anything students who go to schools with neither of these points of interest. How children perform in school can greatly affect their prospects in life later on. This report inspects whether those nations that figure out how to have low levels of financial stratification in their education frameworks and then expand value and social unity can in the meantime have effective that is, high performing training frameworks also.

Crosne et al.(2004) saw that school rights, offices and simple entry of assets in school is an imperative segment of the school. Private schools are better support, little sizes, pleasant that students from Govt schools in Punjab Pakistan are provided that the laptops by the Punjab Government, so that the students could act together with the whole world and know about the latest developments and innovations. Genuine control motivated staff and appropriate to utilization of assets perform superior to anything state funded schools. These further resources assets and facilities found in private schools increase academic performance and educational capacity of their understudies. It is additionally extremely pleasant that students from Govt schools in Punjab Pakistan are given that the laptop by the Punjab Government, so that the students could act together with the entire world and think about the most latest improvements and advancements.

1.2 General Objective

Comparison of students' academic achievement between public and private schools at secondary level.

1.2.1 Specific Objectives

- To identify the role of school selection in students' achievement.
- To identify how the parental background (income, education) influence on student's achievement.
- To find out the main differences between two schools systems.
- To find out the differences in achievement between private and public school.

1.3 Significance of Study

Student academic and learning execution is influenced by basic variable including age, showing workforce and schools too. Schools are the foundation of training framework. Pakistan is enhancing its instruction framework step by step, and school assumes an indispensable part to its encouraging. Pakistan instruction framework is separated in two educational systems. Here we analyze the understudies' accomplishment amongst private and state funded schools. A necessity of this investigation is to discover the primary distinction between two educational systems. The primary distinction of the school is physical offices, staff of school, teach, organization and foundation. Here we additionally understudy scholarly accomplishment and guardian's foundation. Educated guardians give careful consideration on their tyke's examinations. Parent's association influences understudy's accomplishment. This examination portrays the

how the parent's choice of schools assumes a positive part in understudy's accomplishment. Schools assume an indispensable part to improve the understudy's accomplishment. A decent school utilizes distinctive techniques to demonstrate the understudies better.

1.4 Review of Literature

Students academic and learning completing is influenced by normal element including womanliness, age, showing personnel and schools moreover. Monetarily solid guardians select better schools for their youngsters. Parent's association influences understudy's accomplishment. This investigation depicts the how the parent's determination of schools assumes a positive part in understudy's accomplishment. Greater part of guardians need to send their kids in tuition based school, since non-public schools have better offices then state funded schools. Schools assume an imperative part to improve the understudy's accomplishment. A decent school utilizes diverse techniques to demonstrate the understudies better.

Graetz(1995) proposed that understudy instructive achievement reliant on economic wellbeing of understudy's folks in the general public. He additionally saw that parent's salary or societal position emphatically influences the understudy's accomplishment.

Singh et al.(1995) examined the way parental contribution is characterized in different examinations. He additionally recognized four segments of parental inclusion, to be specific: parental yearnings for kids' instruction (guardians' desires and desires for the tyke's proceeding with training), parent-youngster correspondence about school; home-structure (the level of teach applied by the guardians), and parental investment in school related exercises.

Sputa (1995) tested that few examinations have shown that there are some family attributes guardians' instructive level, guardians' financial status, family measure, family structure, the place of the kids inside the family, which can mediate as indicators of academic accomplishment. Children from bring down pay, less instructed, single parent and huge families perform less well in school than those from higher salary, better-taught.

Deslandes et.al (1997) uncovered that the nature of guardians and home foundation of an understudy goes far to anticipate the quality. Poor parental care with net insufficiency of normal needs of a child, for the most part submit poor academic accomplishment of the kid, Similarly, great child rearing bolstered by concrete financial home foundation could upgrade academic accomplishment of the student. This further predicts scholastic accomplishment where the kid is appropriately directed in the selection of his/her courses and job that matches his mental capacity, scheme and capacity.

Glasgow et.al (1997) reported that positive effect of definitive child rearing style on scholarly accomplishment. These examinations have demonstrated that parental definitiveness is related with higher scholarly accomplishments and he additionally watched that legitimate child rearing encourages school accomplishment. The experimental consequences of Steinberg and partners uncovered that legitimate child rearing and parental association in tutoring are decidedly related with teenagers' school achievement, while parental support to succeed is adversely corresponded with young people's school accomplishment.

Hoover-Dempsey & Sandler (1997) expand inclusion taking after declines in life requests, upgrades involved with

educators and other school work force, and increments in solicitations and chances to wind up noticeably included. In this way, looking at inside families examples of security and change in contribution may more completely catch kids' instructive encounters than diagnostic techniques that disregard these elements.

Shines (1999) demonstrated that schools condition likewise solid affected on understudy execution. A large portion of the educators are working in poor schools or schools having no fundamental offices. Understudies demonstrated low execution when the instructors have low desires from them, in this way it prompts poor execution by the understudies.

Deslandes et.al (1999) assessed that Parental contribution measurements were turned out to be more grounded indicators of school accomplishment than some family socio-statistic qualities. Among the particular parts of parental inclusion affecting school results, child rearing style and guardians' desires and yearnings turned out to be the most vital factors. In their investigation of 25 examines, has reliably exhibited the significance of parental contribution in encouraging scholarly accomplishment of students. A large portion of the looked into writing has reliably exhibited the significance of parental contribution in encouraging scholastic accomplishment of kids. Parental inclusion measurements were turned out to be more grounded indicators of school accomplishment than some family socio-statistic qualities. Among the particular parts of parental association affecting school results, child rearing style and parent's desires and goals turned out to be the most imperative factors.

Demo (2000) demonstrated that guardians are more cognizant about the school decision for their youngsters. He contends that understudies' states of mind and accomplishments are critical. He gathers the outcomes and demonstrates that the reasonable holes in demeanors and accomplishment between understudies who go to various sorts of schools reflect concealed contrasts amongst understudies and furthermore demonstrates that how much the school segment impact. Schools assume a key part to upgrade the understudy's accomplishment. A decent school utilizes the distinctive procedures to demonstrate the understudy's accomplishment better. The investigation found that low-pay understudies of government funded schools for the most part did also scholastically and continuing pointers as their companions from non-public schools, and the other one is family foundation attributes were measured. The examination confirmed that choices by guardians about tuition based schools enhance the better scholarly planning of their kids.

Maccoby (2000) endeavored to exhibit the directing impact of family factors on school accomplishment. A few examinations demonstrated that the connection between parental measurements and kids school accomplishment can be summed up through different financial levels and family structures, which recommends that family attributes don't have a directing part in this relationship.

McKay(2000).Moreover, examine proposes that guardians' impression of the school atmosphere are identified with understudies' scholarly results. There is a connection between positive parental view of school atmosphere and more prominent parental association in the school.

Ajila (2000) while different investigations have established that distinctions in understudy's financial

foundation clarify a portion of the varieties in understudy scholarly accomplishment trust that class estimate is the most critical determinant of understudy scholastic accomplishment others trust it is educators' capacity and instructors' experience which are factors for educators' qualities. These factors incorporate normal educator compensation, the rate of instructors who are completely credentialed, and the rate of instructors with less than two years of experience. One would expect that schools with a higher rate of completely credentialed instructors would have higher understudy scholastic accomplishment, as these educators ought to be better prepared to instruct understudies. What's more, one could likewise expect that schools

2. Research Methodology

This chapter deals with the process of study. It mostly includes population, sampling, and progress of research tool, justification of research tool, data collection and statistical study of data. This chapter explains the practical details used to implement the study. Specially, presented here are the common perspective and situation of the study, a summary of the participants, a report of the instruments and procedures used in data collection, and a clarification of data analysis plan for each research question. The study was descriptive in nature. Descriptive research is concerned with the settings or relations that succeed, practices that exist, accustomed beliefs, views, or attitudes, processes that are going on effects that are being felt, or trends and inclinations that are developing. At times, descriptive research concerned with how what is or what exists is related to some preceding event that has pressure or affected a present condition or event.

In this study, survey method was used for collecting data through questionnaire. A survey has several characteristics and several claimed attractions, typically it is used to scan a wide field of issues, population, programs etc. In order to measure or describe any generalized features.

3.1 Population

A population consists of all the subjects one wants to study. It comprises all the possible cases (persons, objects, events) that constitute a known whole (Donald, 2013). This study was delimited to TahsilVehari. The population of the study consisted of all the secondary school of TahsilVehari.

3.2 Sample

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 2007). When dealing with people, it can be defined as a set of respondents (students) selected from a larger population for the purpose of a survey and Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.

Table3.1

Vehari					
Type of school	Gender	Class	Location		Total
			Urban	Rural	
Public	Boys	10 th	35	35	70
	Girls	10 th	35	35	70
Private	Boys	10 th	35	35	70
	Girls	10 th	35	35	70
Total			140	140	280

The sample will be made up of 20schools. 10 schools selected from each. Keeping in view the objectives of the study along with various aspects of the topic questionnaire for students will be developed. Student population will one thousand and the sample made up 280 students. The 14 students will be selected from each school.

The questionnaire will consist of 40 items. The researcher was used simple random sampling technique for data collection.

3.3 Development of Research Tools

After an extensive review of related literature, a questionnaire was self-developed for investigating comparison of student’s academic achievement between public and private schools at secondary level. Part I contained demographic information such as location. Part II consisted of 40 close ended questions. Students’ academic stress questionnaire (SASQ) was prepared by the researcher, it was used by researcher for collecting data about independent variable. For close ended questions, three-point Likert scale (from agree,medium and disagree).

3.3.1 Reliability and Validation of the Questionnaire

The questionnaire was improved in the light of experts’ opinions and pilot testing. The value of Cronbach alpha was 0.850, which shows high level of reliability of the scale (questionnaire).

3.4 Data Collection

Vehari. Two hundred eighty (280) questionnaires were distributed in total and 280 were returned.

So the return rate was 100%.

3.4.1 Scoring

The numerical values assigned to different responses on the scale are as follows

- Agree = 1
- Medium = 2
- Disagree = 3

After collection of data through questionnaires, it was entered into a sheet using Statistical Package for Social Sciences.

4. Data Analysis

After the collection of data, data was analyzed. Statistical package for social sciences was used for analysis of data. Find out the frequencies, Percentage and Mean score value. Factor analysis was also conducted to analyze different factors of stress. For the analysis of impacts of demographic T-test and independent sample were adopted. The result of paired T-test was tested on the basis of significance level of 0.05.

Table 4.1. Your parents select your school.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
	Respondent opinion	204	72.9	63	22.5	13	4.6	280	

Table No. 4.1 shows that 72.9% respondents agreed that your parents select your school. 22.5% respondents disagreed and 4.6% medium. The mean score value is 1.32. So that majority of respondents respond that your parents select your school out of 280 respondents.

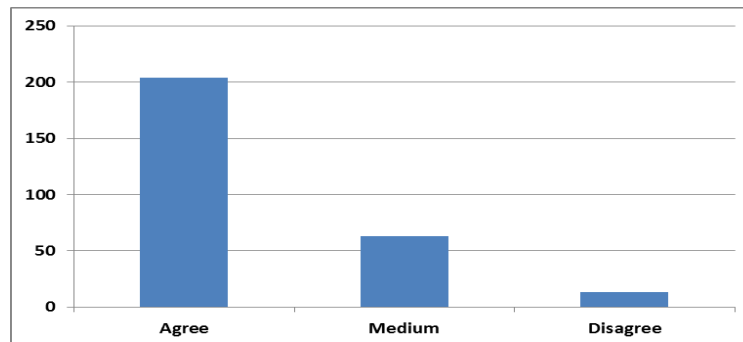


Table4.2. You are agree to read this school.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
	Respondent opinion	243	86.8	29	10.4	8	2.9	280	

Table No. 4.2 shows that 86.8% respondents agreed that you are agree to read this school.10.4% respondents medium and 2.9% respondent disagreed. The mean score value is 1.16. So that majority of respondents respond that you are agree to read this school out of 280 respondents.

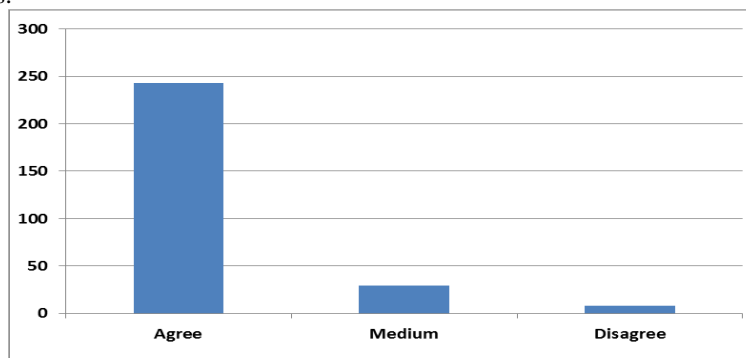


Table 4.3. Environment of this school is better.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	177	63.2	101	36.1	2	.7	280	100.0	1.38

Table No. 4.3 shows that 63.2% respondents agreed that your parents select your school. .7% respondents disagreed and 36.1% respondent’s medium. The mean score value is 1.38. So that majority of respondents respond that environment of this school is better out of 280 respondents.

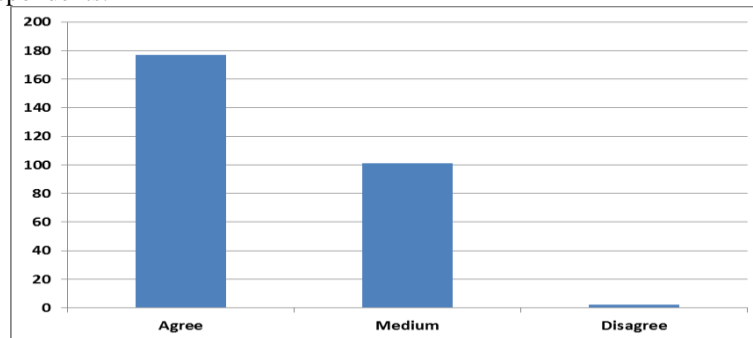


Table4.4. Provide better learning environment.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	258	92.1	18	6.4	4	1.4	280	100.0	1.09

Table No. 4.4 shows that 92.1% respondents agreed that your parents select your school. 1.4% respondents disagreed and 4.6% respondent’s medium. The mean score value is 1.09. So that majority of respondents respond that provide better learning environment out of 280 respondents.

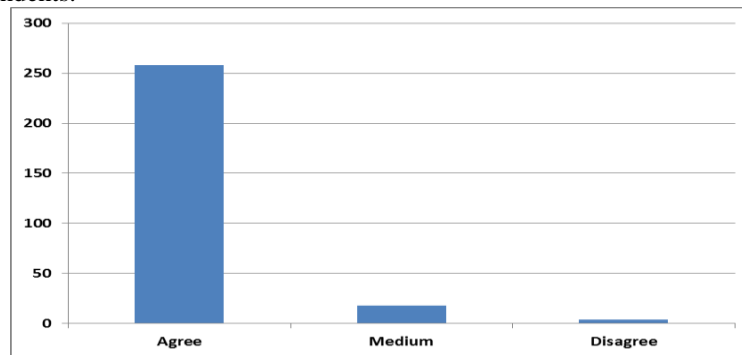


Table4.5. Focus and encourage you for your abilities.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	216	77.1	53	18.9	11	3.9	280	100.0	1.27

Table No. 4.5 shows that 77.1% respondents agreed that focus and encourage you for your abilities.3.9% respondents disagreed and 18.9% respondent’s medium. The mean score value is 1.27. So that majority of respondents respond that focus and encourage you for your abilities out of 280 respondents.

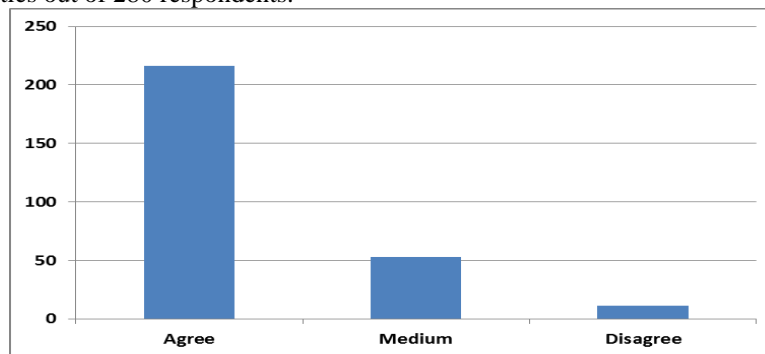


Table4.6. You are bounded just school books.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	155	55.4	87	31.1	38	13.6	280	100.0	1.58

Table No. 4.6 shows that 55.4% respondents agreed that you are bounded just school books. 13.6% respondents disagreed and 31% respondent’s medium. The mean score value is 1.58. So that majority of respondents respond that you are bounded just school books. out of 280 respondents.

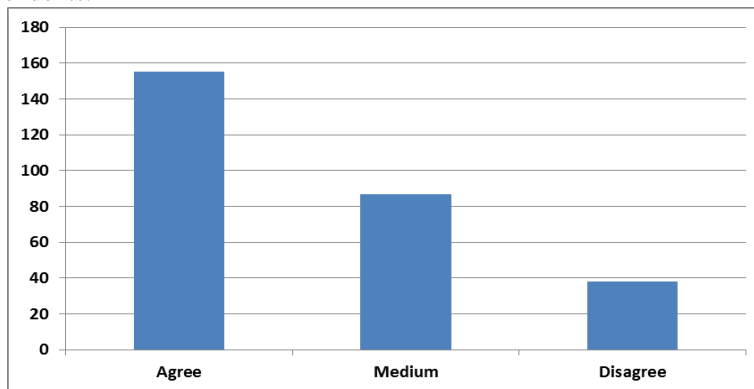


Table4.7. Co-curricular activities also held in your schools.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
Respondent opinion	176	62.9	72	25.7	32	11.4	280	100.0	1.49

Table No. 4.7 shows that 62.9% respondents agreed that co-curricular activities also held in your schools. 11.4% respondents disagreed and 25.7% respondent’s medium. The mean score value is 1.49. So that majority of respondent’s co-curricular activities also held in your schools out of 280 respondents.

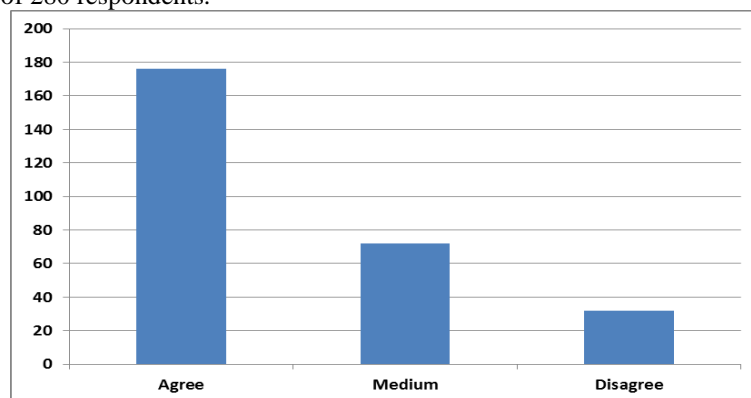


Table 4.8. Your teacher supports you for your personal skills.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
Respondent opinion	192	68.6	60	21.4	28	10.0	280	100.0	1.41

Table No. 4.8 shows that 68.6% respondents agreed that your teacher supports you for your personal skills. 10.0% respondents disagreed and 21.4% respondent’s medium. The mean score value is 1.41. So that majority of respondents respond that your teacher supports you for your personal skills out of 280 respondents.

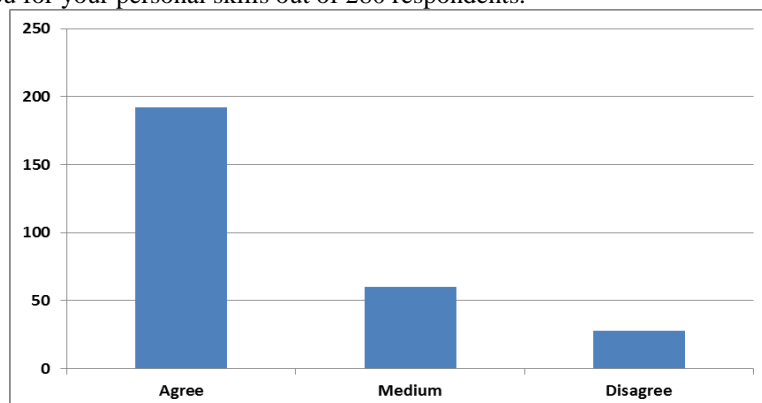


Table 4.9. Results of this school are better.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
Respondent opinion	214	76.4	59	21.1	7	2.5	280	100.0	1.26

Table No. 4.9 shows that 76.4% respondents agreed that Results of this school are better. 2.5% respondents disagreed and 21.1% respondent’s medium. The mean score value is 1.26. So that majority of respondents respond that results of this school are better. out of 280 respondents.

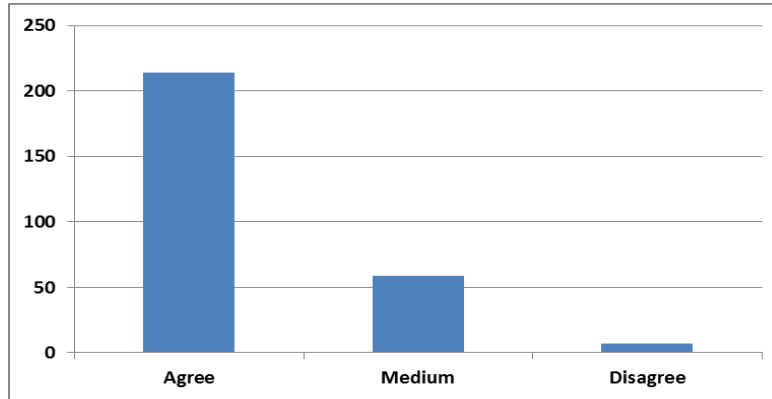


Table 4.10. Class size affects your studies.

Option Respondent opinion	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
	166	59.3	72	25.7	42	15.0	280	100.0	1.56

Table No. 4.10 shows that 59.3% respondents agreed that class size affects your studies. 15.0% respondents disagreed and 25.7% respondent’s medium. The mean score value is 1.56. So that majority of respondents respond that class size affects your studies. out of 280 respondents.

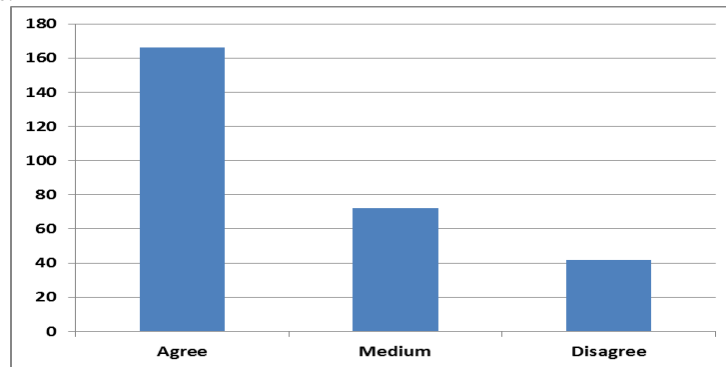


Table 4.11. Your parents help you in your studies.

Option Respondent opinion	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
	204	72.9	46	16.4	30	10.7	280	100.0	1.38

Table No. 4.11 shows that 72.9% respondents agreed that your parents help you in your studies. 10.7% respondents disagreed and 16.4% respondent’s medium. The mean score value is 1.38. So that majority of respondents respond that your parents help you in your studies out of 280 respondents.

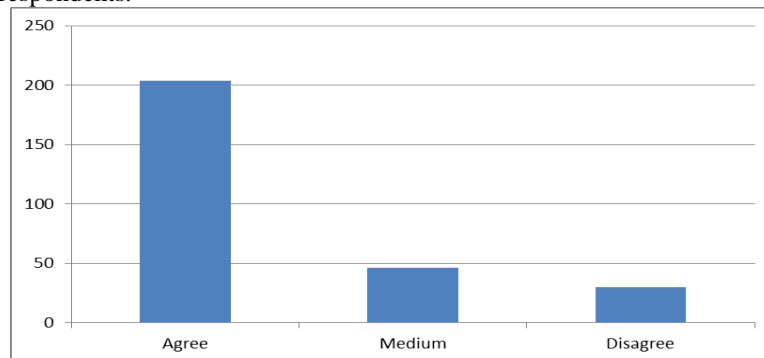


Table 4.12. Your parents attend parent’s meetings.

Option Respondent opinion	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
	134	47.9	77	27.5	69	24.6	280	100.0	1.77

Table No. 4.12 shows that 47.9% respondents agreed that your parents attend parent’s meetings. 24.6% respondents disagreed and 27.5% respondent’s medium. The mean score value is 1.77. So that majority of respondents respond that your parents attend parent’s meetings out of 280 respondents.

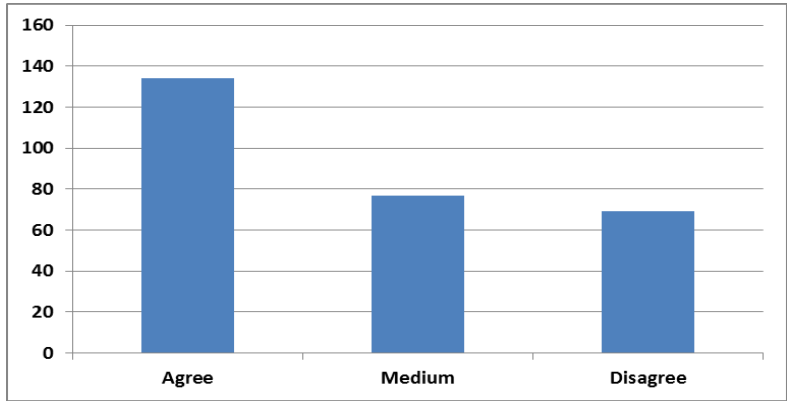


Table 4.13. Your parents help to doing homework.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.75
	130	46.4	90	32.1	60	21.4	280	100.0	

Table No. 4.13 shows that 46.4% respondents agreed that your parents help to doing homework. 21.4% respondents disagreed and 32.1% respondent's medium. The mean score value is 1.75. So that majority of respondents respond that your parents help to doing homework out of 280 respondents.

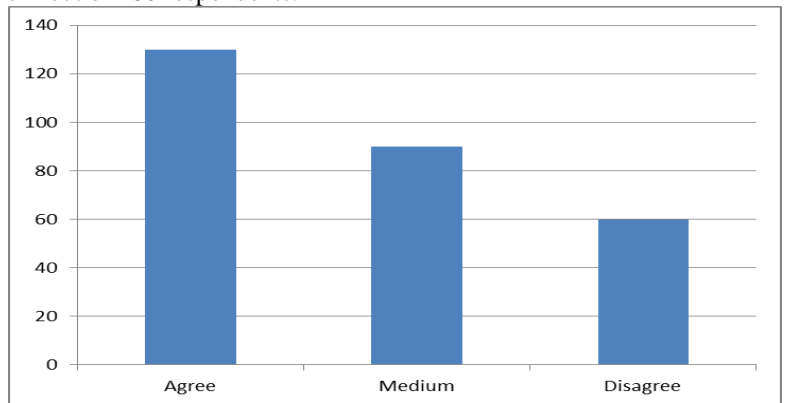


Table 4.14. Your parents motivate and encourage you in studies.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.25
	222	79.3	45	16.1	13	4.6	280	100.0	

Table No. 4.14 shows that 79.3% respondents agreed that your parents motivate and encourage you in studies. 4.6% respondents disagreed and 16.1% respondent's medium. The mean score value is 1.25. So that majority of respondents respond that your parents motivate and encourage you in studies. out of 280 respondents.

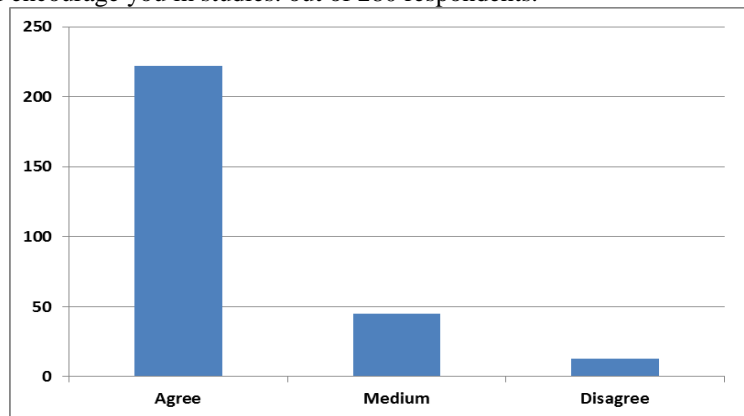


Table 4.15. Your parents trust on your personal skills.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.28
	219	78.2	44	15.7	17	6.1	280	100.0	

Table No. 4.15 shows that 78.2% respondents agreed that your parents select your school. 6.1% respondents disagreed and 15.7% respondent's medium. The mean score value is 1.28. So that majority of respondents respond that your parents motivate and encourage you in studies out of 280 respondents.

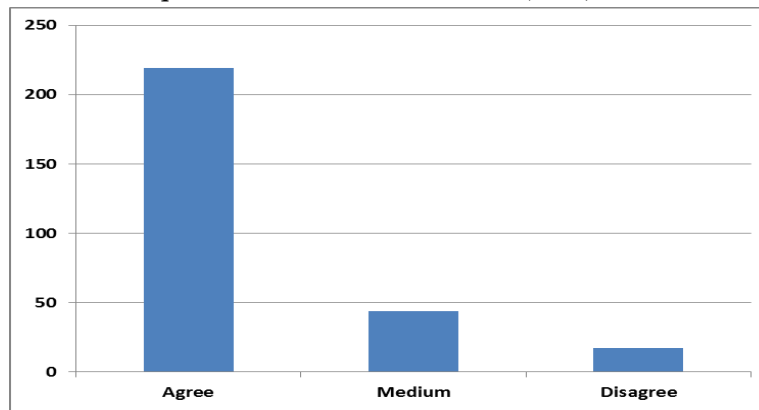


Table 4.16. Your parents give you learning environment.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
		226	80.7	37	13.2	17	6.1	280	

Table.No.4.16 shows that 80.7% respondents agreed that your parents give you learning environment. 6.1% respondents disagreed and 13.2% respondent's medium. The mean score value is 1.25. So that majority of respondents respond that your parents give you learning environment out of 280 respondents.

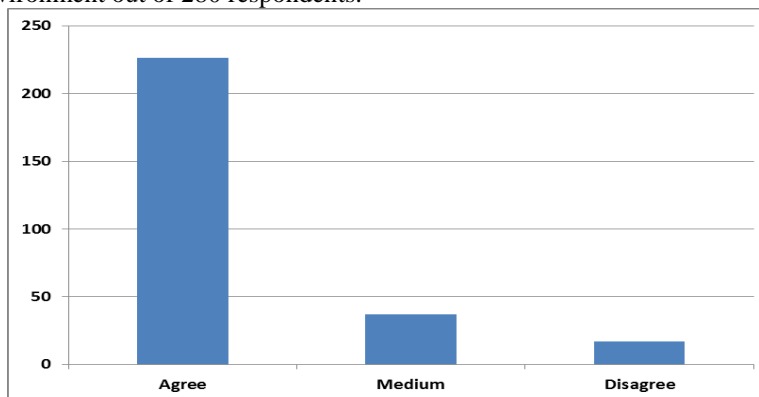


Table 4.17. Your parents involve in co-curricular activities with you.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
		119	42.5	76	27.1	85	30.4	280	

Table No. 4.17 shows that 42.5% respondents agreed that your parents involve in co-curricular activities with you. 30.4% respondents disagreed and 27.1% respondent's medium. The mean score value is 1.38. So that majority of respondents respond that your parents involve in co-curricular activities with you. out of 280 respondents.

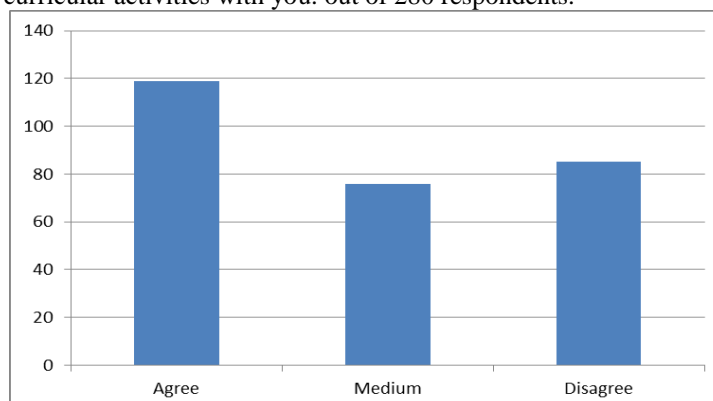


Table 4.18 Your parents give feedback to your teacher about your studies.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
		136	48.6	15	41.1	29	10.4	280	

Table No. 4.18 shows that 48.6% respondent agreed that your parents give feedback to your teacher about your studies. 10.4% respondents disagreed and 41.1% respondent's medium. The mean score value is 1.68. So that majority of respondents respond that your parents give feedback to your teacher about your studies out of 280 respondents.

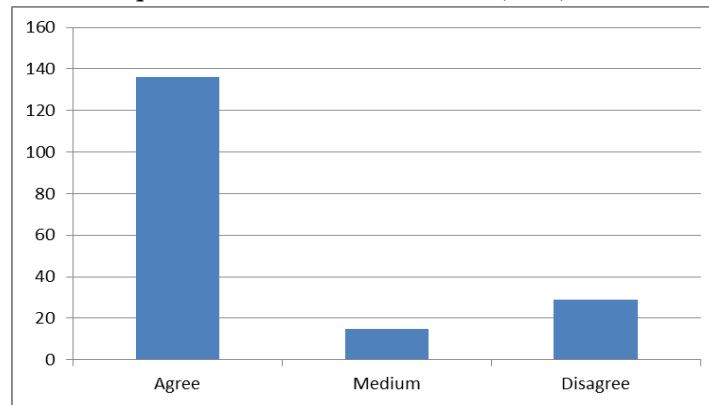


Table 4.19. Your parents encourage in your interest.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	185	66.1	78	27.9	17	6.1	280	100.0	1.62

Table No. 4.19 shows that 66.1% respondents agreed that your parents encourage in your interest. 6.1% respondents disagreed and 27.9% respondent's medium. The mean score value is 1.62. So that majority of respondents respond that your parents encourage in your interest out of 280 respondents.

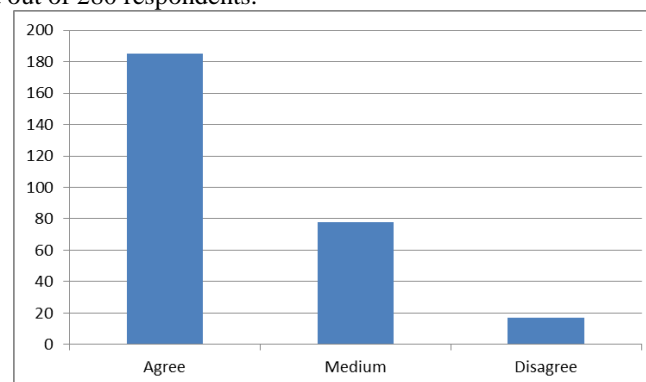


Table 4.20. Your parents connect with your teachers.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	182	65.0	78	25.4	27	9.6	280	100.0	1.40

Table No. 4.20 shows that 65.0% respondents agreed that your parents connect with your teachers. 9.6% respondents disagreed and 25.4% respondent's medium. The mean score value is 1.40. So that majority of respondents respond that your parents connect with your teachers out of 280 respondents.

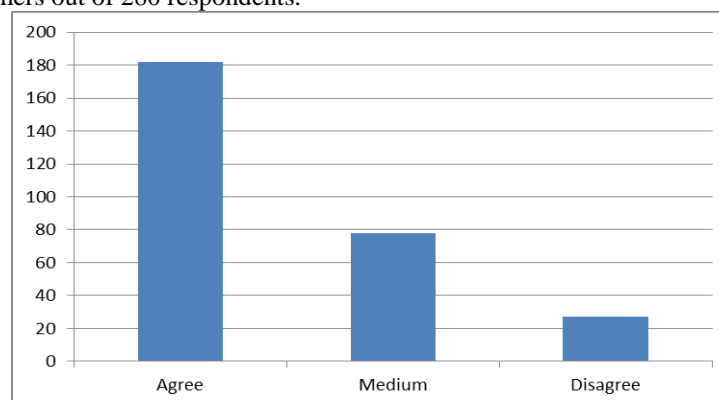


Table 4.21. Clean water provide in your school.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	180	64.1	70	25.4	30	10.4	280	100.0	1.45

Table No. 4.21 shows that 64.1% respondent agreed that clean water provide in your school. 10.4% respondents disagreed and 25.4% respondent's medium. The mean score value is 1.45. So that majority of respondents respond that clean water provide in your school out of 280 respondents.

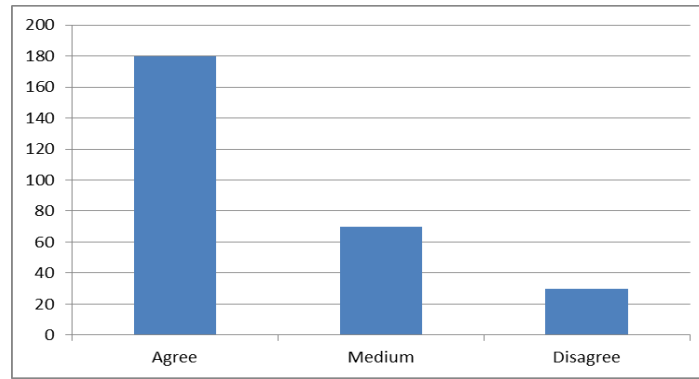


Table 4.22. Activity rooms have in your school.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	124	44.3	77	27.5	79	28.2	280	100.0	1.46

Table No.4.22 shows that 44.3% respondents agreed that activity rooms have in your school. 28.2% respondents disagreed and 27.5% respondent's medium. The mean score value is 1.46. So that majority of respondents respond that activity rooms have in your school out of 280 respondents.

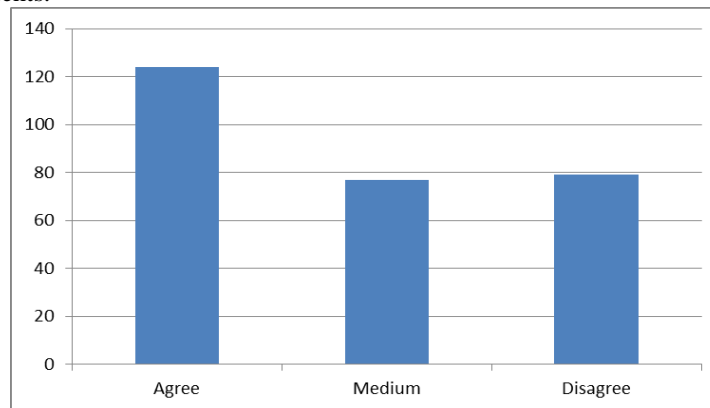


Table 4.23. Multimedia uses in your classroom.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	108	38.6	40	14.3	32	47.1	280	100.0	1.84

Table No. 4.23 shows that 38.6% respondents agreed that multimedia uses in your classroom. 47.1% respondents disagreed and 14.3% respondent's medium. The mean score value is 1.84. So that majority of respondents respond that multimedia uses in your classroom out of 280 respondents.

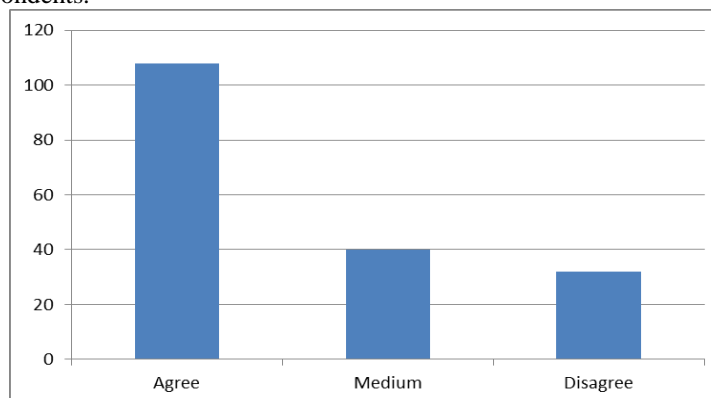


Table 4.24. your rooms are wide and airy.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	235	83.9	33	11.8	12	4.3	280	100.0	2.09

Table No. 4.24 shows that 83.9% respondents agreed that your rooms are wide and airy. 4.3% respondents disagreed and 11.8% respondent's medium. The mean score value is 2.09. So that majority of respondents respond that your rooms are wide and airy out of 280 respondents.

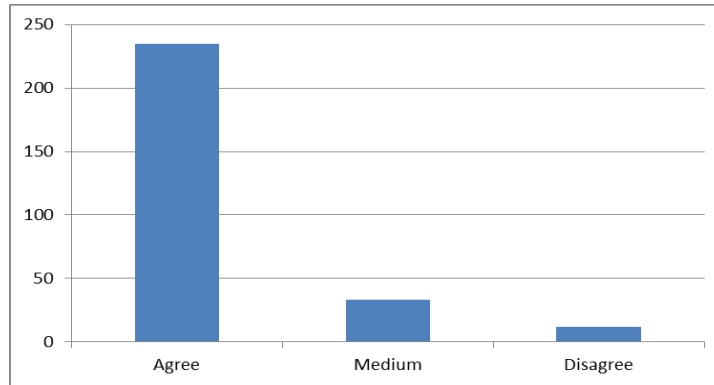


Table 4.25. Your school has proper electric system.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
Respondent opinion	236	84.3	33	11.8	11	3.9	280	100.0	1.20

Table No. 4.25 shows that 84.3% respondents agreed that your school has proper electric system. 3.9% respondents disagreed and 11.8% respondent's medium. The mean score value is 1.20. So that majority of respondents respond that your school has proper electric system out of 280 respondents.

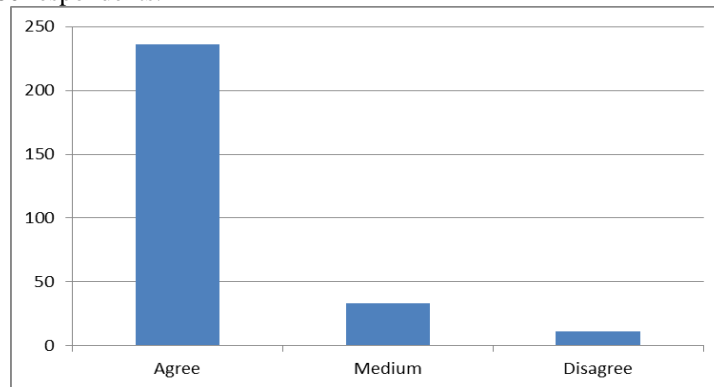


Table 4.26. Computer labs are available in your school.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
Respondent opinion	222	79.3	26	9.3	32	11.4	280	100.0	1.32

Table No. 4.26 shows that 79.3% respondents agreed that computer labs are available in your school. 11.4% respondents disagreed and 9.3% respondent's medium. The mean score value is 1.32. So that majority of respondents respond that computer labs are available in your school out of 280 respondents.

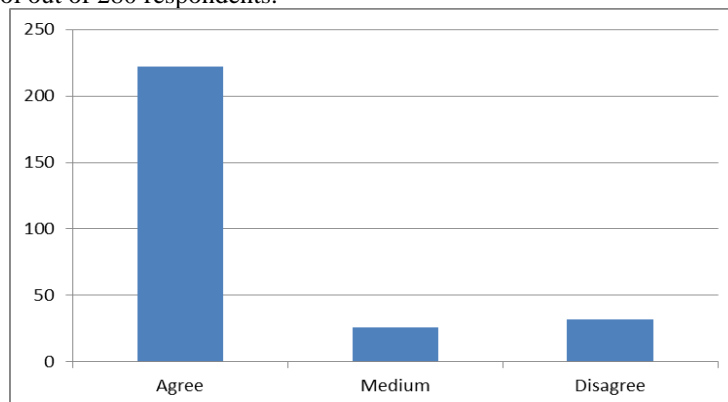


Table 4.27. Laboratories are available in your school.

Option	Agree		Medium		Disagree		Total		Mean score
	F	%	F	%	F	%	F	%	
Respondent opinion	215	76.8	33	11.8	32	11.4	280	100.0	1.35

Table No. 4.27 shows that 76.8% respondents agreed that laboratories are available in your school. 11.4% respondents disagreed and 11.8% respondent's medium. The mean score value is 1.35. So that majority of respondents respond that laboratories are available in your school out of 280 respondents.

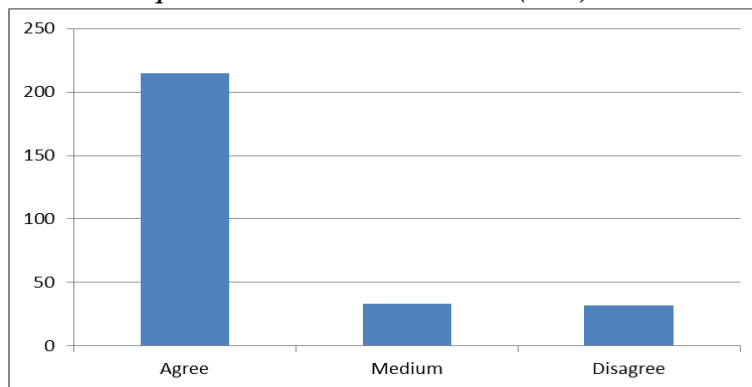


Table 4.28. Provide full security in your school.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.25
	219	78.2	51	18.2	10	3.1	280	100.0	

Table No. 4.28 shows that 78.2% respondents agreed that provide full security in your school. 3.1% respondents disagreed and 18.2% respondent’s medium. The mean score value is 1.25. So that majority of respondents respond that provide full security in your school out of 280 respondents.

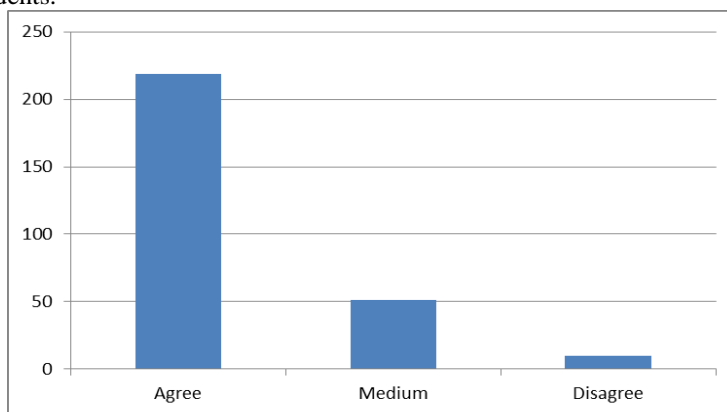


Table 4.29. Sports and games held in your school.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.76
	138	49.3	72	25.7	70	25.0	280	100.0	

Table No. 4.29 shows that 49.3% respondents agreed that sports and games held in your school. 25.0% respondents disagreed and 25.7% respondent’s medium. The mean score value is 1.76. So that majority of respondents respond that sports and games held in your school out of 280 respondents.

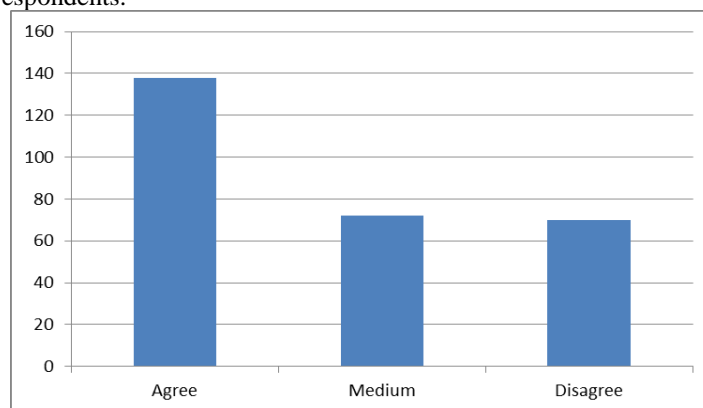


Table 4.30. Your teachers are fully trained in their subject.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.15
	246	87.9	26	9.3	8	2.9	280	100.0	

Table No. 4.30 shows that 87.9% respondents agreed that your parents select your school. 2.9% respondents disagreed and 9.3% respondent’s medium. The mean score value is 1.32. So that majority of respondents respond that your parents select your school out of 280 respondents.

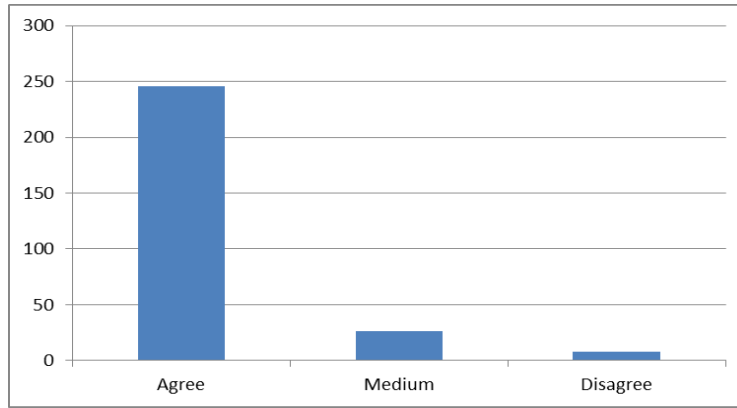


Table 4.31. Teachers are help you in your missing work.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
		224	80.0	41	14.6	15	5.4	280	

Table No. 4.31 shows that 80.0% respondents agreed that teachers help you in your missing work. 5.4% respondents disagreed and 14.6% respondent’s medium. The mean score value is 1.25. So that majority of respondents respond that teachers help you in your missing work out of 280 respondents.

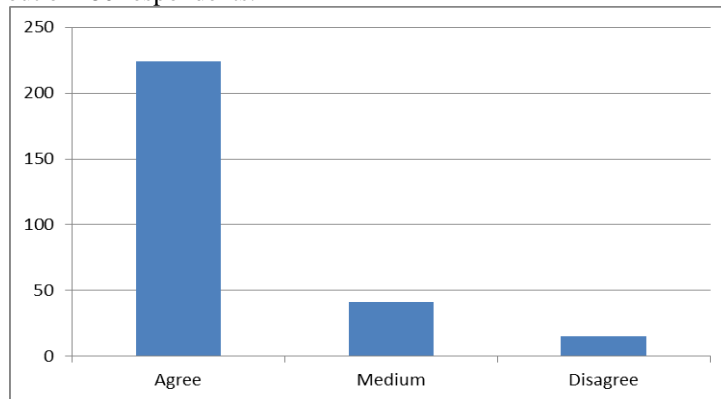


Table 4.32. Your teacher checks your homework daily.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
		208	74.3	55	19.6	17	17.1	280	

Table No. 4.32 shows that 74.3% respondents agreed that your teacher checks your homework daily. 17.1% respondents disagreed and 19.6% respondent’s medium. The mean score value is 1.32. So that majority of respondents respond that your teacher checks your homework daily out of 280 respondents.

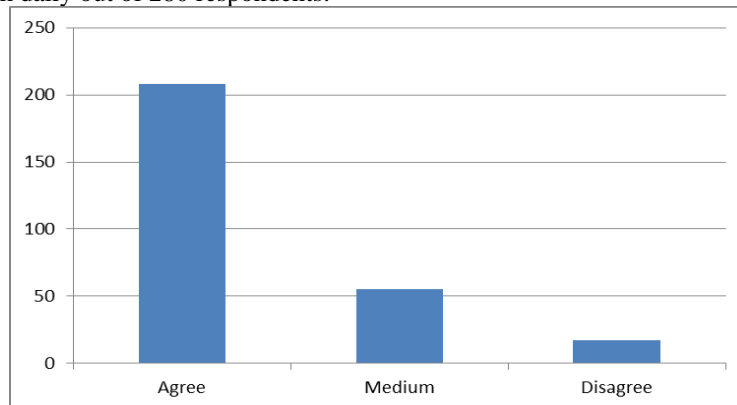


Table 4.33. Your teacher held parent’s teacher meeting.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
		258	92.1	18	6.4	4	1.4	280	

Table No. 4.33 shows that 92.1% respondents agreed that your teacher held parent teacher’s meeting. 1.4% respondent disagreed 6.4% respondent’s medium. The mean score value is 1.64. So that majority of respondents respond that your teacher held parent’s teacher meeting out of 280 respondents.

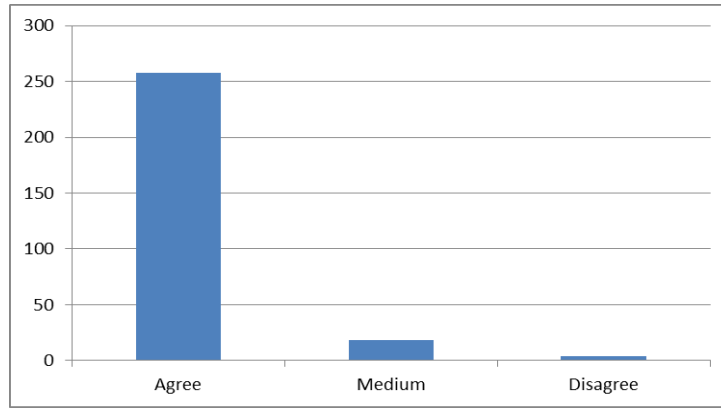


Table 4.34. You have a teacher for all subjects.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	210	75.0	26	9.3	44	15.7	280	100.0	1.41

Table No. 4.34 shows that 75.0% respondents agreed that you have a teacher for all subjects. 15.7% respondents disagreed and 9.3% respondent's medium. The mean score value is 1.41. So that majority of respondents respond that you have a teacher for all subjects out of 280 respondents.

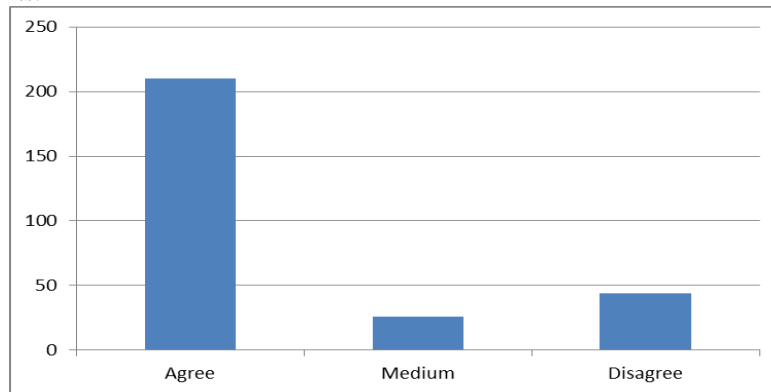


Table 4.35. Your principals check your class.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	224	80.1	41	14.6	13	4.6	280	100.0	1.24

Table No. 4.35 shows that 80.1% respondents agreed that your principals check your class. 4.6% respondents disagreed and 14.6% respondent's medium. The mean score value is 1.24. So that majority of respondents respond that your principal checks your class out of 280 respondents.

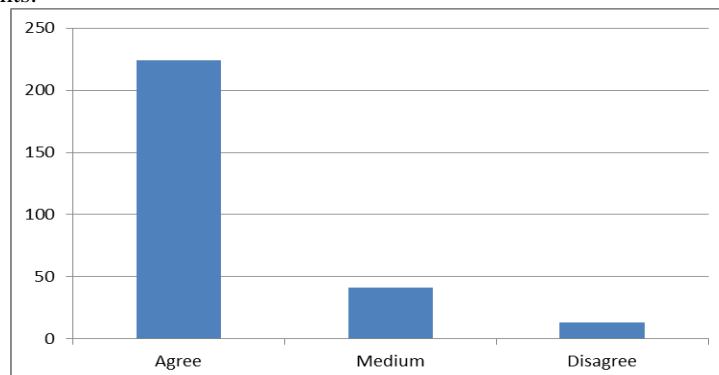


Table 4.36. Your teacher gives you feedback on your notebooks.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	
	218	77.9	49	17.5	13	4.6	280	100.0	1.27

Table No. 4.36 shows that 77.9% respondents agreed that your teacher give you feedback on your notebooks. 4.6% respondents disagreed and 17.5% respondent's medium. The mean score value is 1.27. So that majority of respondents respond that your teacher gives you feedback on your notebooks out of 280 respondents.

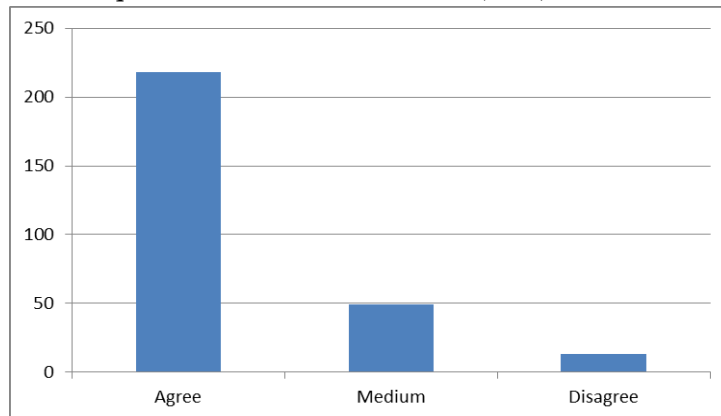


Table 4.37. Your teacher gives full attention on weak students.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.21
	231	82.5	40	14.3	9	3.2	280	100.0	

Table No. 4.37 shows that 82.5% respondents agreed that your teacher given full attention on weak students. 3.2% respondents disagreed and 14.3% respondent’s medium. The mean score value is 1.21. So that majority of respondents respond that your teacher gives full attention on weak students out of 280 respondents.

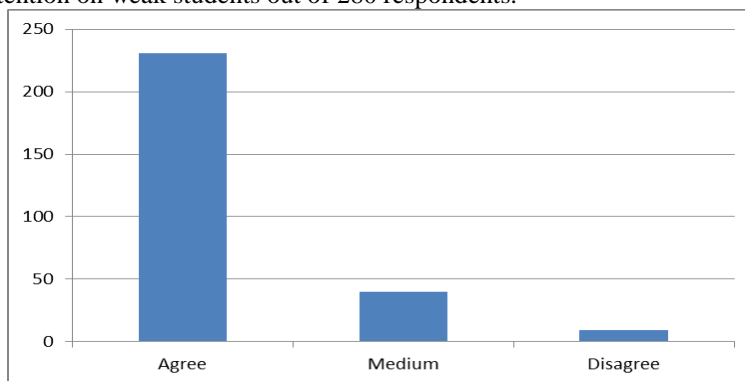


Table 4.38. Teacher uses Av-aids in classroom.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.55
	173	61.8	59	21.1	48	17.1	280	100.0	

Table No. 4.38 shows that 61.8% respondents agreed that teacher uses Av-aids in classroom. 17.1% respondents disagreed and 21.1% respondent’s medium. The mean score value is 1.55. So that majority of respondents respond that teacher uses Av-aids in classroom out of 280 respondents.

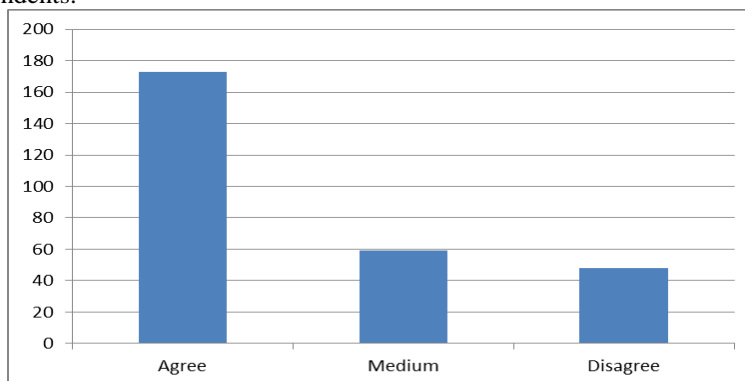


Table 4.39. Your teacher wears neat and clean dress.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.25
	229	81.8	31	11.1	20	7.1	280	100.0	

Table No. 4.39 shows that 81.8% respondents agreed that your teacher wears neat and clean dress. 7.1% respondents disagreed and 11.1% respondent’s medium. The mean score value is 1.25. So that majority of respondents respond that your teacher wears neat and clean dress out of 280 respondents.

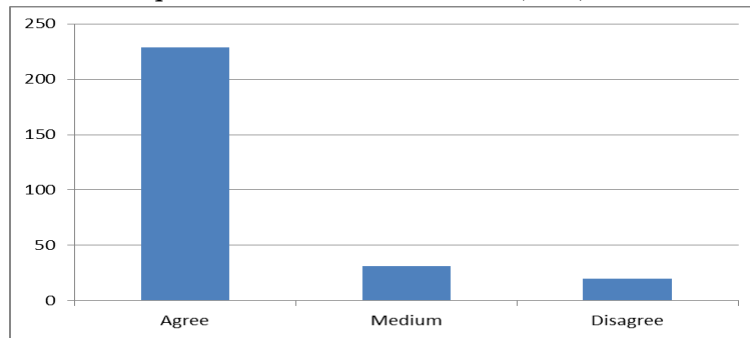
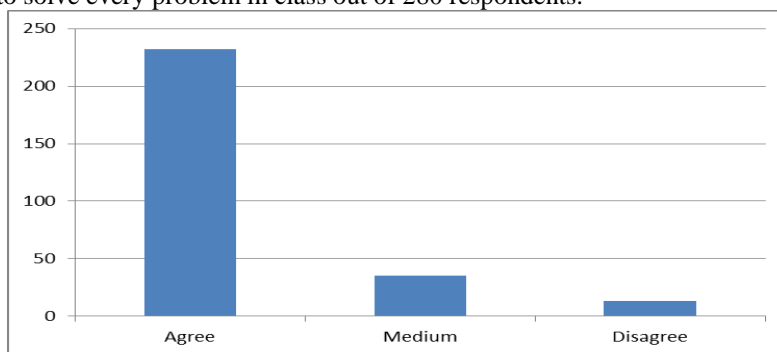


Table 4.40. Your teacher helps you to solve every problem in class.

Option	Agree		Medium		Disagree		Total		Mean score
Respondent opinion	F	%	F	%	F	%	F	%	1.22
	232	82.9	35	12.5	13	4.6	280	100.0	

Table No. 4.40 shows that 82.9% respondents agreed that your teacher helps you to solve every problem in class. 4.6% respondents disagreed and 12.5% respondent's medium. The mean score value is 1.22. So that majority of respondents respond that your teacher helps you to solve every problem in class out of 280 respondents.



Factor Analysis

Table 4.41. Factor 1: School Selection.

S.No	Statement	Agree		Medium		Disagree		Mean Score
		F	%	F	%	F	%	
1	Your parents select your school.	204	72.9	63	22.5	13	4.6	1.32
2	You are agreed to read this school.	243	86.8	29	10.4	8	2.9	1.16
3	Environment of this school is better.	177	63.2	101	36.1	2	.7	1.38
4	Provide better learning environment.	258	92.1	18	6.4	4	1.4	1.09
5	Focus and encourage you for your abilities.	216	77.1	53	18.9	11	3.9	1.25
6	You are bounded just school books.	155	55.4	87	31.1	38	13.6	1.58
7	Co-curricular activities also held in your schools.	176	62.9	72	25.7	32	11.4	1.49
8	Your teacher supports you for your personal skills.	192	68.6	60	21.4	28	10.0	1.41
9	Results of this school are better.	214	76.4	59	21.1	7	2.5	1.26
10	Class size affects your studies.	166	59.3	72	25.7	42	15.0	1.56
Accumulative Mean		4.60						

Table 4.41 illustrates that your parents select your school 72.9% respondents agreed that my parents select my school. 86.8% students agreed that your parents select your school. 86.6% respondents agreed that you are agreed to read this school. 63.2% students agreed that environment of this school is better. 77.1% respondents agreed that provide better learning environment. 55.4% students agreed that focus and encourage you for your abilities my teacher show his/her socio-economic status that effect on our learning. 68.6% I feel that I am not be able to understand some teachers' teaching methods and I feel that my teachers treat me with respect in classroom and out of classroom. The accumulative mean score value is 4.60.

Table No.4.42. Factor 2: Parental Background.

S.No	Statement	Agree		Medium		Disagree		Mean Score
		F	%	F	%	F	%	
1	Your parents help you in your studies.	204	72.9	46	16.4	30	10.7	1.38
2	Your parents attend parents meetings.	134	45.9	77	27.5	69	24.6	1.77
3	Your parents help to doing homework.	130	46.4	90	32.1	60	21.4	1.75
4	Your parents motivate and encourage you in studies.	222	79.3	45	16.1	13	4.6	1.25
5	Your parents trust on your personal skills.	219	78.2	44	15.7	17	6.1	1.28
6	Your parents give you learning environment.	226	80.7	37	13.2	17	6.1	1.25
7	Your parents involve in co-curricular activities with you.	119	42.5	76	27.1	85	30.4	1.38
8	Your parents give feedback to your teacher about your studies.	136	48.6	15	41.1	29	10.4	1.68
9	Your parents encourage in your interest.	185	66.1	78	47.9	17	6.1	1.62
10	Your parents connect with your teachers.	182	65.0	78	25.4	27	9.6	1.40
Accumulative Mean		4.60						

Table 4.42 illustrates that the parents background impact on the student's academic performance. 72.9% respondents agreed that your parents help you in your studies. 45.9% students agreed that my parents attend parent's meetings. 79.3% students agreed that my parents motivate and encourage you in studies and also give encouragement and personal attention in classroom and I have no opportunity to meet teachers in free time for learning purpose. 80.7% respondents agreed that my class teachers often fail to clarify the objectives of the lesson during class teaching. 98.4% students agreed that my parents involve in co-curricular activities with me. 42.5% respondents agreed my parents give feedback to your teacher about your studies teachers listen their ideas that effect on my learning and gape in communication between teacher and parents. 66.1% students agreed that my parents encourage in your interest. 65.0% students agreed that parents background effect on students learning. The accumulative mean score value is 4.60.

Table No.4.43. Factor 3: Main Differences.

S.No	Statement	Agree		Medium		Disagree		Mean Score
		F	%	F	%	F	%	
1	Clean water provide in your school.	180	64.1	70	25.4	30	10.4	1.45
2	Activity rooms have in your school.	124	44.3	77	27.5	79	28.2	1.46
3	Multimedia uses in your classroom.	108	38.6	40	14.3	32	47.1	1.84
4	your rooms are wide and airy.	235	83.9	33	11.8	12	4.3	2.09
5	Your school has proper electric system.	236	84.3	33	11.8	11	3.9	1.20
6	Computer labs are available in your school.	222	79.3	26	9.3	32	11.4	1.32
7	Laboratories are available in your school.	215	76.8	33	11.8	32	11.4	1.35
8	Provide full security in your school.	219	78.2	51	18.2	10	3.1	1.25
9	Sports and games held in your school.	138	49.3	72	25.7	70	25.0	1.76
10	Your teachers are fully trained in their subject.	246	87.9	26	9.3	8	2.9	1.15
Accumulative Mean		4.60						

Table 4.43 illustrates that the main difference in public and private schools impact on the student's academic performance. 64.1% respondents agreed that clean water provide in our school. 44.3% students agreed that activity rooms have in my school my teachers give encouragement and personal attention in classroom. 38.6% respondents agreed that multimedia uses in your classroom and my class teachers often fail to clarify the objectives of the lesson during class teaching. 84.4% students agreed that my school has proper electric system. 98.6% respondents agreed laboratories are available in our school my teachers do not listen my ideas that effect on my learning. 87.9% agreed that our teachers are fully trained in their subject and students agreed that my teachers can make a one to one conversation with all students in classroom. The accumulative mean score value is 4.60.

Table No.4.44. Factor 4: Difference Academic Achievement.

S.No	Statement	Agree		Medium		Disagree		Mean Score
		F	%	F	%	F	%	
1	Teachers help you in your missing work.	224	80.0	41	14.6	15	5.4	1.25
2	Your teacher checks your homework daily.	208	74.3	55	19.6	17	17.1	1.32
3	Your teacher held parents teacher meeting.	258	92.1	18	6.4	4	1.4	1.64
4	You have a teacher for all subjects.	210	75.0	26	9.3	44	15.7	1.41
5	Your principals check your class.	224	18.1	41	14.6	13	4.6	1.24
6	Your teacher gives you feedback on your notebooks.	218	77.9	49	17.5	13	4.6	1.27
7	Your teacher gives full attention on weak students.	231	82.5	40	14.3	9	3.2	1.21
8	Teacher uses Av-aids in classroom.	173	61.8	59	21.1	48	17.1	1.55
9	Your teacher wears neat and clean dress.	229	81.8	31	11.1	20	7.1	1.25
10	Your teacher help you to solve every problem in class .	232	82.9	35	12.5	13	4.6	1.22
Accumulative Mean		4.60						

Table 4.44 illustrates that the differences of academic achievement impact on the student's academic performance. 80.0% respondents agreed that my teachers are fully trained in their subject. 82.5% students agreed that my teacher gives full attention on weak students and others give more punishment in class on the weakness of students and my teachers provided feedback properly. 82.9% students agreed that my teacher help you to solve every problem in class and give encouragement and personal attention in classroom. 61.8% respondents agreed that my teacher uses Av-aids in classroom. Then the other teachers often fail to clarify the objectives of the lesson during class teaching. 98.4% students agreed that my teachers give me a number of exercises and tests. 81.8% respondents agreed my teacher wears neat and clean dress. The accumulative mean score value is 4.60

Table 4.45. Location wise effects of school selection, parental background, main difference and difference achievement.

Factor	Location	N	Mean	t	df	P-value
School Selection	Rural	140	1.34	-.932	278	.806
	Urban	140	1.36		277.187	
Parental Background	Rural	140	1.48	-.955	278	.864
	Urban	140	1.52		278.000	
Main Difference	Rural	140	1.48	0.818	278	.037
	Urban	140	1.45		273.575	
Difference Achievement	Rural	140	1.33	-.508	278	.427
	Urban	140	1.35		269.398	

Table 4.45 shows that Independent sample T-Test was tested the Location wise effects of school selection, parental background, main difference and difference achievement of students. The result of this table shows that significant difference was noticed between rural and urban students' achievement.

Table 4.46. School type wise effects of school selection, parental background, main difference and difference achievement.

Factor	School Type	N	Mean	t	d.f	P-value
School Selection	Private	140	1.29	-3.187	278	.373
	Public	140	1.41		277.437	
Parental Background	Private	140	1.53	1.389	278	.566
	Public	140	1.48		276.546	
Main Difference	Private	140	1.44	-0.958	278	.067
	Public	140	1.48		274.093	
Difference Achievement	Private	140	1.41	3.627	278	.038
	Public	140	1.27		256.566	

Table 4.46 shows that Independent sample T-Test was to find out the School type wise effects of school selection, parental background, main difference and difference achievement of students. The result of this table shows that significant difference was noticed between private and public school students' achievement.

5. SUMMARY, FINDINGS, CONCLUSIONS

5.1 Summary

➤ The current study is entitled "Comparison of student's academic achievement between public and private schools at secondary level". The important reason of this study was to explore the public and private schools impact on the students' academic performance. Most of the students are facing this problem during study or exams. School selection is the main role in student's academic performance. It can be caused by parental background. Its study was focus on the main differences impact on the student's academic performance. Parent background in academic school can have both positive and negative significances if not well managed. Academic performance is the educational aim that is achieved by a student, teacher or institution achieves over a specific time. Academic performance depends on the school, teacher and staff management. Some of times academic differences of teacher are better for students learning but some time it is harmful for the students of academic achievements. In current study research tool (questionnaire) used to collect data. After literature review research tool was developed to measure the stress and impact of stress on secondary school students. Comparison of have several dimensions like school selection create the confused on students for learning, parents background has negative effect on students because their parent is responsible for their future, the academic stress like test, final exam homework and school activities have also impact on student's academic performance. Well academic performance of their friends and their family members create the stress on academic performance of them. The objectives of the study were to:

- To identify the role of school selection in students achievement.
- To identify how the parental background (income, education) influence on students achievement.
- To find out the main differences between two schools systems.
- To find out the differences in achievement between private and public school.

The sample will be made up of 20 schools. 10 schools selected from each. Keeping in view the objectives of the study along with various aspects of the topic questionnaire for students will be developed. Student population will one thousand and the sample made up 280 students. The 14 students will be selected from each school. The questionnaire will consist of 40 items. Three points Likert scale used in this research. After collected data, the data were analyzed by using Statistical Package for Social Science (SPSS) version 20. The data was quantitative.

5.2 Discussion & Findings

It is obvious from the results presented above, that pupils in the private primary schools performed better than their counterparts in the public schools, lending credence to earlier study reported (Braun, Jenkins & Grigg, 2006, Lubienski & Lubienski, 2006). This of course could be attributed to a number of factors. Evidence showed that while both types of schools may be said to be at par in terms of quality of staff, conditions of school buildings and provision of instructional materials, the private school may be said to be better off in several other areas. (Cobbold, T. 2015 Caroline, M., Hoxby. 2002) which concluded that public schools are better staffed and had better instructional materials than the private schools. However, the private schools may be said to have excelled in such areas as competent instructional encounter in the classroom as a result of frequent and thorough supervision, dynamic school administration, parent-school relationship, and the maintenance of the standard teacher-pupil ratio among others all of which stimulate effective learning in the children. Pedrosa, (2006) reported that there is a significant difference between public and private school students' achievement. It is evident that gender factor has no influence on the performance of the students. It is important to note that both public and private school female students have higher mean scores. This is contrary to the popular opinion among researchers that the male students are better than the female students in science achievement. The result of data analysis revealed that students in private Secondary Schools in performed better in Basic than their counterparts in public schools. A total credit pass of 60.0 and 40.0 percent respectively were obtained by students in private and public schools respectively. The overall result had indicated that private schools do better than public schools in terms of their student's performance in Basic. This result agrees with Adeyemi, (2014) that private schools spend substantial amount of money to provide instructional materials for teaching and learning processes hence they perform better than public schools. The finding also agrees with Brewer, D. (2009) that private schools allow for minimal bureaucracy in administration and more time in teaching and learning hence private school achieve good result than their public counterpart. The result obtained also revealed that students in private Secondary schools in rural areas performed better than their public counterpart. The result obtained also revealed that students in private Secondary schools in rural areas performed better than those in public secondary schools in rural areas this is because majority 55% had credit pass in private schools whereas few 35% had credit pass in rural public schools. Generally, students in rural areas had low performance when compared to those in urban schools.

The low level of students performances in rural public schools might perhaps be attributes Frenette, (2015) that private schools in rural areas perform better. The result of the analysis had shown that male students in both public and private secondary schools in outperformed their female counterparts. The result revealed a credit pass of 46.44% and 44.82% male and female students respectively.

On the basis of data analysis, the following findings were made:

72.9% respondent agreed that our parents select your school.86.8% respondent agreed that we are agreed to read this school.63.2% respondent agreed that environment of this school is better. 92.1% respondent agreed that provide better learning environment.77.1% respondent agreed that focused and encourage us of our abilities.55.4% respondent agreed that you are bounded just school books.62.9% respondent agreed that co-curricular activities also held in your schools.68.6% respondent agreed that your teacher supports you for your personal skills.76.4% respondent agreed that results of this school are better.59.3% respondent agreed that class size affects your studies.72.9% respondent agreed that our parents help you in your studies.45.9% respondent agreed that our parents attend parents meetings.46.4% respondent agreed that our parents help to doing home work.79.3% respondent agreed that our parents motivate and encourage you in studies.78.2% respondent agreed that our parents trust on your personal skills.80.7% respondent agreed that our parents give you learning environment.42.5% respondent agreed that our parents involve in co-curricular activities with you.48.6% respondent agreed that our parents give feedback to your teacher about your studies.66.1% respondent agreed that our parents encourage in your interest.65.0% respondent agreed that our parents connect with your teachers.64.1% respondent agreed that clean water provide in your school.44.3% respondent agreed that activity rooms have in your school.38.6% respondent agreed that multimedia uses in your classroom.83.9% respondent agreed that our rooms are wide and airy.84.3% respondent agreed that our school has proper electric system.79.3% respondent agreed that computer labs are available in your school.76.8% respondent agreed that laboratories are available in your school.78.2% respondent agreed that provide full security in your school.49.3% respondent agreed that sports and games held in your school.87.9% respondent agreed that our teachers are fully trained in their subject.80.0% respondent agreed that teachers help you in your missing work.74.3% respondent agreed that our teacher checks your homework daily.92.1% respondent agreed that our teacher held parent’s teacher meeting.75.0% respondent agreed that you have a teacher for all subjects.18.1% respondent agreed that our principals check your class.77.9% respondent agreed that our teacher gives you feedback on your notebooks.82.5% respondent agreed that our teacher gives full attention on weak students.61.8% respondent agreed that teacher uses Av-aids in classroom.81.8% respondent agreed that our teacher wears neat and clean dress.82.9% respondent agreed that our teacher helps you to solve every problem in class.

5.3 Conclusions

On the basis of data analysis, the following conclusions were made:

Majority of the teachers give punishment in a classroom on the weakness of students. Majority teachers provide feedback to the students properly. The teachers are given encouragement to the students and also personal attention in

the classroom. Teacher gives encouragement and personal attention in the classroom. Most of the teachers often fail to clarify the objective of the lesson during class teaching. They have not a good method for teaching that provides stress to students. The majority of teachers are given a number of exercise and tests to the students. Most of the teachers do not understand teaching content properly during their lecture. The teachers do not listen, students, ideas that effect on their learning abilities. Most of the respondents respond that the gap of communication between teachers and student affects their learning. Most of the teacher makes a healthy environment for a conversation with all students in the classroom. Parent’s socio economic status also effect on the students learning. Most of the students respond that they have no opportunity to meet their teacher in free time for learning purposes in public schools. The students feel that they have not been able to understand few teacher methodology of teaching due to lack of teacher training. Most of the students respond that they feel that their teachers treat them with respect in the classroom and out of the classroom.

Most of the students respond that parent’s education is very important for student future. The majority of respondents respond that educated parents provide them all educational material on time and help with their homework. The students respond that their parents communicate with teachers about them academic progress are very necessary. They get feedback and recognition for them works from teachers. The students respond that their course is too tough so they do not easily understand. They are worried about long duration of the class period. The majority of the respondents respond that they not knowing how to prepare the examinations. Most of the students are satisfied their area of study. The students respond that their class teacher assists them for tuition. Most of the respondents respond that their classroom environment not pleasant.

Private School	Public School
<ul style="list-style-type: none"> • Mostly have small class size • Lack accountability to the public • It is independent • Do not ignore curricular trends in education • Most have religion inclinations • Set no fund apart for teacher professional development • Set attraction to parents to show safe, neat and welcoming environment • Use up to date teaching methods 	<ul style="list-style-type: none"> • Mostly have big class size • Accountable to the public • It is dependent • Ignore recent curricular trends in education • Do not always hire certified teachers Hire certified teachers • Do not have religious inclinations • Set no fund apart for teacher professional development • Set no attraction beyond Government provision • Do not use up- to- date teaching.

Most of the students respond that they are not discussing their study weakness with their parents. The students do not show their emotions to their family. The majority of students respond that it is difficult for them to relax at home due to parent’s strictness in the study. They do not get enough pocket money for school break time and also school expenditures. The minority of student respond that their parent attends parent meeting in school regularly.A few students respond that their parent encourages them when they do their homework on time. Most of the students respond that their family and friend’s complaint that they do not spend time with them. The majority of respondent respond that they feel that the education is preparing them well for their future profession.

The students feel insecure because of too much competition in getting good grades and a good job. Most of the students respond that they are not clear about their responsibilities of their life and they have enough time and opportunities to prepare themselves for the future challenges.

5.4 Recommendations

The current research was considered to identify the comparison of student's academic achievement between public and private schools at secondary school level; school selection is the biggest price of success. Male and female students do not differ significantly in their academic scores. Results of this study show that the parent plays a vital role in student's academic achievement. To reduce factors that affect students' academic performance in secondary schools the concerned body has to work on this issue seriously. The parents should provide good learning material and enhance the learning skill in students. Parent and family have important role in student academic performance. Parents should provide all the needs of the school and also take check and balance of their children's. Parents attend parents meeting regularly. Parents encourage their children for home working. Secondary schools must break down any barriers that impeded parental involvement and work carefully to increase parental interaction at school and with their children's schoolwork. Schools can do this by creating a welcoming and inviting environment at the school for parents, providing opportunities for parents to collaborate with the school. In schools, the qualified, experienced, skilled teachers are the main input to guarantee the quality of education. But, teachers' competency, parent involvement in school, class size and school facilities were one of the challenges in schools to the learning process.

References

- Ajila, C., & Olutola, A. (2000). Impact of parents' socio-economic status on university students' academic performance, *Ife Journal of Educational Studies*, 7(1), 31-39.
- Demo, D. H., Cox, M. J. (2000). Families with young children: a review of research in *Journal of Family and Marriage*, 62 (4), 876 – 895.
- Deslandes, R., Royer E., Turcotte, D., and Bertrand R. (1997). School achievement at the secondary level: influence of parenting style and parent involvement in schooling.” *McGill Journal of Education*, vol. 32, pp. 191–208.
- Graetz, B. (1995), Socio-economic status in education research and policy in *Socio-economic Status and School Education DEET/ACER Canberra*.
- Glasgow K. L., Dornbusch, S. M., Troyer, L., Steinberg, L., Ritter, P. L. (1997). Parenting styles, adolescents' attributions and educational outcomes in nine heterogeneous high schools. *Child development*, 68, 507 – 529.
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research* doi:10.3102/00346543067001003
- Singh, K., Bickley, P.G., Keith, T.Z., Keith, P.B., Trivette, P., and Anderson, E. (1995). The effects of four components of parental involvement on eighth grade student achievement: structural analysis of NELS-88 data. *School Psychology Review*, 24, 2, 299- 317.
- Maccoby, E. E. (2000). Parenting and its effects on children: on reading and misreading behavior genetics. *Annual Review of Psychology*, vol. 51, 1 – 27.
- McKay, M. M., & Stone, S. (2000). Influences on urban parent involvement: Evidence from the national education longitudinal study. *School Social Work Journal*, 25(1), 16-39.