

Comparison Between the Academic Performance of Public and Private Schools' Male Students on the Basis of Regularity, Discipline, Punctuality and Environment at Secondary School Level in District Lakki Marwat

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Abstract

It is essential to maintain regularity, discipline, punctuality and proper environment within the school to show better academic achievement at Secondary School level. The main objective of the study was to determine comparison between the academic performance of Public and Private Schools' male students on the basis of regularity, discipline, punctuality and environment at Secondary School level in District Lakki Marwat. The population of the study consisted of all male students at Secondary school level in District Lakki Marwat. Simple random sample technique was used for taking data from respondents. The population was divided into two strata i.e. rural and urban. Two hundred respondents were taken as sample from 10 Boys Secondary Schools in District Lakki Marwat in which 100 respondents were selected from each stratum respectively. Data was collected by using five points Likert scale of options 'Strongly Disagree (SDA)', 'Disagree (DA)', 'Undecided (UD)', 'Agree (A)' and 'Strongly Agree (SA)' carrying values 5,4,3,2 and 1 respectively. The collected data was analyzed through Mean score by using SPSS (version 16.0). The study was delimited to Secondary Schools male students only. Major findings and results of the research study showed that Private Schools' male students' show better academic performance than Public Schools' students. For better improvement, some recommendations were also given.

Keywords: Academic Performance, Public as well as Private Schools' Students, Regularity, Discipline, Punctuality and School Environment.

INTRODUCTION

Students, who attend their schools regularly, get better academic grades as compared to the students who don't and all the regular students accept responsibilities given to them by their parents as well as by their teachers (Brocato, 1989). It is very difficult for the teacher to maintain discipline in the classroom but it is highly essential and effective technique in the hand of a teacher in order to develop his students as well as the institution (Lewis, 2001). Discipline is easily attained by self-regulation of students (Swinson & Cording, 2002). Discipline secures students' obedience with adult demands and is very helpful to motivate students' behavior (Kohn, 1996). Only punctual students are regular in attending their classes and outdoor activities (Sultana & Rashid, 2013).

Regular attendance, punctuality and students' success are positively associated (Ali, 2007). Students always show maximum level of academic achievement because of punctuality (Breezes, Markey and Woll, 2010). A student who does not accept school environment at all, cannot learn and is totally unaware of the skills and techniques to pass the course (Ahrentzen and Evans, 1984). Those students, who are not interested in creating positive school environment, are always late for their classes and such types of students are also disruptive and poor learners (Boman and Enmarker, 2004). Students' absenteeism and their lack of motivation are all due to unsatisfactory environment in their schools (Cohen and Trostle, 1990).

REVIEW OF RELATED LITERATURE

(Bolz, 1983) investigated that students, who regularly develop their good attendance at their schools, always enhance their learning capabilities. (Chen, 2008) pointed out that regular students are more competent than irregular students. (Odell, 1923) described that regular students may show better academic performance as well as overall development while irregular students mostly miss their classes due to which they are passive learners and such types of students always show poor academic scores. (Lewis, 2001) asserted that according to the recent research studies, there are numbers of strategies to maintain discipline in the classroom such as humiliation, punishment, shouting and showing aggression in the class for the sake of improving classroom management and students' discipline. (Weinstein & Mignano, 1993) illustrated that it's quite essential for teachers to maintain discipline for achieving timely educational goals and it is associated with proper command and control in the form of punishment or regulation. (Sonn, 2002) described that Respect for authority figures, a set of consequences and a system of rewards and punishment are the three pillars which form basis for discipline.

(Breezes, Markey and Woll, 2010) described that only punctual students can properly manage their educational activities properly on time; students cannot attend their classes regularly and cannot manage their

time properly without punctuality. (Lauby, 2009) asserted that punctuality is very important for students' personal, academic and social development. (Sultana & Rashid, 2013) found that a student's success is directly related to his punctuality and attendance. R described that a punctual student can fruitfully perform his school tasks properly on time as compared to the student who isn't punctual. (Oghuvwu, 2008) investigated that a punctual student looks very healthy, fit, strong, trustworthy and beautiful.(Breezes, Markey and Woll, 2010) asserted that both teachers and parents are responsible to assist their students in enhancing punctuality in their growing age.(Deemer, 2004) explained that students can show better academic performance only in optimistic, safe and favorable environment in their schools. (MacAulay, 1990) asserted that only fruitful and safe environment can provide students learning opportunities. (Suleman and Hussain, 2014) pointed out that students perform well in an optimistic classroom atmosphere and an environment in which they feel secure while on the other hand the ratio of dropout rate may also increase when there is no proper educational and learning environment in the school.

RESEARCH METHODOLOGY

Design of the Study

The study was descriptive in nature.

Population of the Study

The population of the study consisted of all male students at Secondary School level in district Lakki Marwat.

Sampling

Simple random sample technique was used for taking data from respondents.

Sample Size

The total numbers of respondents taken as samples from the population were 200 in which 100 respondents were taken from Public Schools and 100 respondents from Private Schools respectively. John Curry formula was used to determine the Size of the sample.

Sample Size Rule of Thumb

10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000 +	1%

Source: Curry, J. (1984). Professor of Educational Research, North Texas State University; Sample Size Rule of Thumb; Populations and Sampling, 7-4.

DATA COLLECTION

The researcher completed the research task with zeal and zest for which he studied different books, journals, magazines, newspapers, and internet related to his research study etc. The researcher also conducted various seminars with educationists regarding the academic performance of Public and Private Schools' male students on the basis of regularity, discipline, punctuality and environment at Secondary School level in District Lakki Marwat and also compared the level and standard of their performance. The researcher personally collected data from the respondents.

DATA COLLECTION INSTRUMENT

Research data was collected through questionnaire.

MEASUREMENT SCALE

The researcher used five points Likert scale of options Strongly Disagree (SDA), Disagree (DA), Undecided (UD), Agree (A), Strongly Agree (SA) carrying values 5,4,3,2 and 1 as shown below:

Version	Strongly Disagree (SDA)	Disagree (DA)	Undecided (UD)	Agree (A)	Strongly Agree (SA)
Numerical Values	5	4	3	2	1

PILOT STUDY

For the purpose of validity; the questionnaires were administered to 10 research experts and their suggestions were sought and for reliability, the questionnaires were given to 30 respondents.

DATA ANALYSIS

Data was analyzed through SPSS (Version 16.0) by using Frequency, Percentage and Mean. The academic performances of those students were found better whose Mean values were greater or higher.

RESULTS

Table: Respondents' Responses regarding the Academic Performance of Public and Private Schools' Male Students on the Basis of Regularity, Discipline, Punctuality and Environment at Secondary School Level in District Lakki Marwat (n=200)

S. #	Statement	School Type	STUDENTS' RESPONSES					Total	Statistics Mean Values
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
1	I regularly attend my school due to which I always get better academic achievement.	Public	54(54%)	26(26%)	9(9%)	7(7%)	4(4%)	100(50%)	1.81
		Private	10(10%)	15(15%)	14(14%)	29(29%)	32(32%)	100(50%)	3.58
		Total	64 (32%)	41(20.5%)	23(11.5%)	36(18%)	36(18%)	200(100%)	
2	I strictly follow discipline due to which I show better academic score.	Public	65(65%)	30(30%)	5(5%)	Zero	Zero	100(50%)	1.40
		Private	7(7%)	15(15%)	20(20%)	30(30%)	28(28%)	100(50%)	3.57
		Total	72(36%)	45(22.5%)	25(12.5%)	30(15%)	28(14%)	200(100%)	
3	I attend my school with full punctuality due to which I get brilliant academic grades.	Public	50(50%)	42(42%)	06(6%)	2(2%)	Zero	100(50%)	1.60
		Private	6(6%)	19(19%)	19(19%)	23(23%)	33(33%)	100(50%)	3.58
		Total	56(28%)	61(30.5%)	25(12.5%)	25(12.5%)	33(16.5%)	200(100%)	
4	I always show better academic performance on the basis of the best environment in my school.	Public	45(45%)	42(42%)	7(7%)	4(4%)	2(2%)	100(50%)	1.76
		Private	9(9%)	13(13%)	13(13%)	29(29%)	36(36%)	100(50%)	3.70
		Total	54(27%)	55(27.5%)	20(10%)	33(16.5%)	38(19%)	200(100%)	

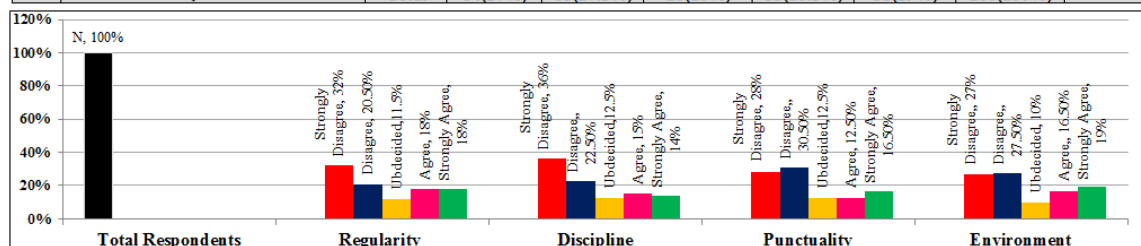


Figure: Respondents' Responses regarding the Academic Performance of Public and Private Schools' Male Students on the Basis of Regularity, Discipline, Punctuality and Environment

Data was taken from 200(100%) respondents. Among them, 100(50%) respondents were selected from the Public Schools and 100(50%) respondents were taken from Private Schools at Secondary level in District Lakki Marwat, Khyber Pakhtunkwa, Pakistan. The response of Public Schools' students was quite different from Private Schools students regarding the academic performance on the basis of regularity, discipline, punctuality and environment at Secondary School level in District Lakki Marwat.

Out of 50% students taken from Public High Schools. 54% respondents strongly disagree, 26% disagree, 9% undecided, 7% agree while 4% strongly agree with the statement that students show better academic achievement at Secondary level. In the same way, out of 50% respondents selected from Private Secondary Schools, 10% respondents strongly disagree, 15% disagree, 14% undecided, 29% agree and 32% strongly agree with the statement students get better academic score due to regular school attendance. The Mean value of Private Schools' students regarding regular attendance was 3.58 while the Mean value of Public Schools' students was 1.81. Those schools' students were found better academically on the basis of regular attendance whose Mean values were greater. Therefore, Private Schools' students showed better academic performance due to greater Mean value as compared to Public Schools' students.

Those students of Public Schools who believed that students get better academic grades because of discipline were: 65% strongly disagree, 30% disagree and 5% undecided according to the scale while the students who were found strongly disagree were 7%, (15%, disagree), (20%, undecided), (30%, agree) and (28%, strongly agree) that student students get better academic grades on the basis of maintaining discipline. The Mean value of Private Schools' students regarding discipline was 3.57 while the Mean value of Public Schools' students was 1.40. Those schools' students were found better academically on the basis of discipline whose Mean values were greater or higher. Therefore, Private Schools' students showed better academic performance due to greater Mean value as compared to Public Schools' students.

Out of 100 Public Schools' students, 50% respondents strongly disagree, 42% disagree, 6% undecided and 2% strongly agree with the statement that students get better academic score because of punctuality while 6% respondents strongly disagree, 19% disagree, 19% undecided, 23% agree and 33% strongly agree with the statement that punctuality plays a vital role in the better academic achievement of students. The Mean value of Private Schools' students regarding punctuality was 3.58 while the Mean value of Public Schools' students was 1.60. Those schools' students were found better academically on the basis of punctuality whose Mean values were greater or higher. Therefore, Private Schools' students showed better academic performance due to greater Mean value as compared to Public Schools' students.

Those Public Schools' students who strongly disagree that students show better academic scores due to the best and fruitful school environment were 45%, 42% disagree, 7% undecided, 4% agree while 2% strongly agree that students get better academic grades due to better school environment. Among the Private Schools' students, 9% strongly disagree, 13% disagree, 13% undecided, 29% agree while 36% respondents strongly agree with the statement that students show better academic grades due to better school environment. The Mean value of Private Schools' students regarding environment was 3.70 while the Mean value of Public Schools' students was 1.76. Those schools' students were found better academically on the basis of

environment whose Mean values were greater or higher. Therefore, Private Schools' students showed better academic performance due to greater Mean value as compared to Public Schools' students.

Out of total, 200(100%) respondents of both Public and Private Schools students, 32% strongly disagree, 20.5% disagree, 11.5% undecided, 18% agree and 18% strongly agree with the statement that students show better academic grades due to regular attendance; those students who consider discipline better for better academic achievement were: 36% strongly disagree, 22.5% disagree, 12.5% undecided, 15% agree and 14% strongly agree and those students who thought that students get better academic score on the basis of punctuality were: 28% strongly disagree, 30.5% disagree, 12.5% undecided, 12.5% agree while 16.5% strongly agree and the ratio of those students who asserted that students show better academic grades due to the best school environment were: 27% strongly disagree, 27.5% disagree, 10% undecided, 16.5% agree while 19% strongly agree respectively.

As a whole the Mean values in the above table indicate that the students of Private Schools showed better academic scores on the basis of proper regularity, discipline, punctuality and better school environment as compared to the Public School students in District Lakki Marwat, Khyber Pakhtunkhwa, Pakistan because the Mean Values of Private Schools' students were higher than Public Schools' students.

DISCUSSION

The results of the study show that students get better academic grades due to their regular attendance, maintenance of discipline, punctuality and better school environment. The responses of the respondents and statistical analysis clearly show that the Private Schools' students show better academic performance as compared to Public Schools' students; and also that Private Schools' students regularly attend their schools; they properly follow and maintain discipline in their schools; they are mostly punctual and they fully avail better school environment while the Public Schools' students show no regularity; they do not follow discipline in their schools; they are not punctual and their school' environment is also not satisfactory due to which they show poor academic grades as compared to Public Schools' students in District Lakki Marwat, Khyber Pakhtunkhwa, Pakistan.

CONCLUSIONS

In the light of discussion, it is concluded that the Private Schools' students get better academic score as compared to Public Schools' students in District Lakki Marwat because Private Schools' students are more regular, well-disciplined, punctual than Public Schools' students; and Private Schools' students utilize their learning opportunities in the best learning environment rather than Public Schools' students.

RECOMMENDATIONS

The following suggestions were made on the basis of discussion and conclusions by keeping in view the objectives of the study:

1. The Education Department particularly ADO Lakki Marwat may lay emphases on headmasters and HOD and teachers to maintain students' regularity in Public Schools in order to improve students' academic performance.
2. The Govt. of Khyber Pakhtunkhwa may instruct all officers pertaining education department to strictly follow and maintain discipline in Public Schools of Lakki Marwat in order to develop the educational and academic standard of Public Schools' students in district Lakki Marwat, Khyber Pakhtunkhwa, Pakistan.
3. Education Department in Khyber Pakhtunkhwa may give power and full opportunities to those educationists and education employees who are more punctual and regular so that quality education and improvement may take place at Public Schools level.
4. All the headmasters and teachers of Public Schools may be given proper trainings and counsels to create the best learning environment in their schools for students to enhance the standard of students at all angles particularly their academic standard.

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