

Full Length Research Paper

A Study of Achievement in Mathematics among Primary School Student in Relation to Types of Institution

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Abstract

Mathematics is a subject which is taught from elementary to highest level of learning achievement in mathematics refers to scholastics performance of student in mathematics. Descriptive survey method has been employed. In this study types of institution refers to government & private school students. 300 student of class VII from Patna district have been taken & out of which 150 form private & 150 students from government school have been taken as sample by stratified random sampling. To collect data an achievement test in mathematics developed by investigator has been used. Mean S.D & t value were calculated. The obtained t value between achievement in mathematics of government school student group and private school student group is 5.27 which significant of 0.01 level (df =118) of significance. In means that private school student group is significant superior in their achievement in mathematics in comparison to government school student group.

Keywords: Study, Achievement, Mathematics, Primary School, Institutions.

Introduction

Mathematics is a subject which is taught from elementary level to highest level of learning. Napoleon has rightly said that development of society is directly related to the development of mathematics in the society concerned. Achievement is degree of ability to perform on predetermined facts and concepts both quantitatively and qualitatively (Lindquist 1957). Achievement in mathematics refers to scholastic achievements of students in mathematics. Achievement, in mathematics influenced by several factors (Kushwaha 2014). A study to find the effect of institution on achievement of mathematics of students, and found that private school students perform better than their counterparts (Government School). Hooda & Devi 2017 stated that achievement in mathematics is affected by types of institution. In this study educational institution are divided into private & Government School.

Objectives

1. To compare the achievement in mathematics of Government & Private School student group.
2. To compare the high achiever in mathematics Government School group and high achiever in mathematics private school student group.
3. To compare the low achiever in mathematics government school students group & low achiever in mathematics private school student group.

Hypotheses

1. There is no significant difference in achievement in mathematics of private & Government school student group.
2. There is no significant difference in high achiever in mathematics private school student group and high achiever in mathematics government school student group.
3. There is no significant difference in low achiever in mathematics private school students group & low achiever in mathematics government school student group.

Methodology

Descriptive survey method has been employed.

Sample: 300 students have been taken from class VII of Patna district & out of 300 student 150 student from private school & 150 students from government school student have been taken as sample by satisfied random sample technique.

Tool used: An achievement test in mathematics developed by investigator has been used. It consists of total 25 questions in multiple choice based form, each question carry one marks & there is no provision of negative marking. There are four options for each question and out of four one is correct. A high degree of consistency was found.

Results

Table-1. Mean, S.D. and t-value between Achievement in Mathematics of Government and Private School Students

Category	Mean	SD	N	t-value	Level of Significance
Government Students group	12	5.02	150	5.27	0.01
Private School Students group	14.9	4.51	150		

The obtained t-value between Achievement in Mathematics of Government School student group and Private School students group is 5.27, which is significant at 0.01 level (df =118) of significance. Private School student group was found higher in mean value ($M_2=14.9$) in comparison to Government School Student group ($M_1=12$). It means Private School students group is significantly superior in their Achievement in Mathematics in comparison to Government School Students group.

Mean SD and t-value between Achievement in Mathematics of Government and Private School Students

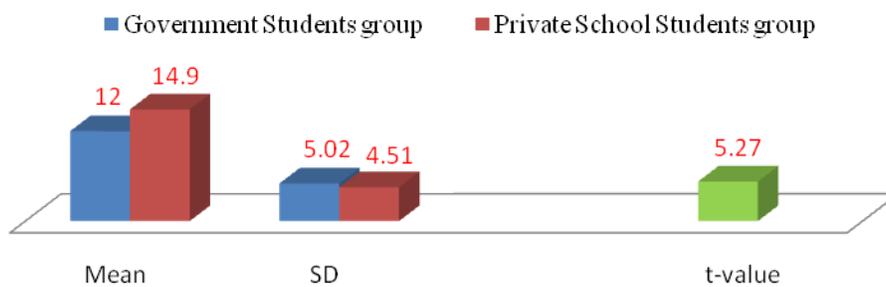


Fig 1. Mean SD and t-value between Achievement in Mathematics of Government and Private School Students

Table 2. Mean, S.D. and t-value between High Achiever in Mathematics Government School Students group and High Achiever in Mathematics private School Students group

Category	Mean	SD	N	t-value	Level of Significance
High Achiever in Mathematics Government School	16.5	3.57	60	4.71	0.01
High Achiever in Mathematics Private School	19.08	2.05	60		

The obtained t-value between High Achiever in Mathematics Government School student group and High Achiever in Mathematics Private School students is 4.71, which is significant at 0.01 level (df=118) of significance. High Achiever in mathematics Private School students group was found higher in mean value ($M_2=19.08$) in comparison to High Achiever in Mathematics Government school students group ($M_1=16.5$). It means High Private School students group is significantly superior in their Achievement in Mathematics in Comparison to High Government School Students group.

Table 3. Mean S.D. and t-value between Low Achiever in Mathematics Government School Students group and Low Achiever in Mathematics Private School Students group

Category	Mean	SD	N	t-value	Level of Significance
Low Achiever in Mathematics of Government School	7.33	1.81	60	7.51	0.01
Low Achiever in Mathematics of Private School	11.16	3.51	60		

The obtained t-value between Low Achiever in Mathematics Government School student group and Low Achiever in Mathematics Private School students is 7.51, which is significant at 0.01 level (df =118) of significance. Low Achiever in Mathematics Private School students group was found higher in mean ($M_2=11.16$) in comparison to Low Achiever in Mathematics Government School

students group ($M_1=7.33$). It means Low Private School Students group is significantly superior in their Achievement in Mathematic in comparison to Low Government School students group.

Conclusion

1. Private school student group is significantly superior in their achievement in mathematics in comparison to government school students group.
2. High achiever private school students group is significantly superior in their achievement in mathematics in comparison to high achiever government school student group.
3. Low achiever private school student group is significant superior in their achievement in mathematics in comparison to low achiever government school student group.

Educational implication

Achievement in mathematics is being influenced by types of institution. The finding raises question that way private school student group is superior in their achievement in mathematics in comparison to their counterparts.

References

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