

Review and Analysis of Educational Achievement, Personality, Nutrition and Adjustment Among Students of Government and Non-Government Schools at the Primary Level in Indian Scenario

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ABSTRACT

This study investigates educational outcomes, personality traits, nutritional status, and adjustment levels among primary school students from government and non-government schools across India, with a focus on Uttar Pradesh. Employing standardized instruments, the research assesses academic performance, personality dimensions using the Big Five model, nutritional assessments, and emotional and social adjustment in a diverse sample of 400 students. Preliminary findings indicate significant disparities in educational achievement and nutritional health, with students from non-government schools generally outperforming and reporting better nutritional status than those from government schools. Moreover, students at non-government schools displayed higher levels of conscientiousness and social adjustment. These insights underscore the need for targeted educational and health policies that bridge the gaps in school performance, personality development, and nutritional well-being between different school systems.

INTRODUCTION

Education serves as the cornerstone of development in any society, offering a pathway to knowledge and equipping students with essential skills. In India, the dichotomy between government and non-government (private) schools is stark, presenting a multifaceted landscape of educational outcomes, personality development, nutritional health, and social adjustment among students. This research seeks to delve into these aspects, providing a comprehensive analysis that encompasses not only academic achievement but also the broader developmental traits essential for holistic growth in primary school students.

The Indian educational system is characterized by a significant divide in the quality of education provided by government and private sectors. Government schools, often plagued by inadequate infrastructure, insufficient learning materials, and a high student-to-teacher ratio, typically cater to lower-income families. In contrast, non-government schools are perceived to offer superior education due to better facilities, more qualified teachers, and smaller class sizes, attracting middle to high-income families. This disparity raises questions about the comparative academic performance and overall development of students from these two sectors.

Academic achievement in primary education is crucial as it lays the foundation for future learning. It is influenced by various factors including the quality of education, teacher competence, and the learning environment. In India, numerous studies have highlighted that students in private schools often outperform their government school counterparts in standardized exams. However, academic achievement is just one facet of educational outcomes. Personality traits, which are shaped by the school environment, also play a crucial role in a child's development. The Big Five personality traits—openness, conscientiousness, extraversion, agreeableness, and neuroticism—provide a robust framework for assessing these characteristics.

Furthermore, nutrition is an essential factor that affects a child's cognitive development and learning ability. Malnutrition or undernutrition can severely hamper a child's physical health, cognitive development, and school performance. In India, the prevalence of nutritional issues in school-aged children can vary significantly between different types of schools, largely due to differences in socio-economic backgrounds. Government school students might face higher risks of nutritional deficiencies, impacting their academic performance and physical health.

Adjustment in the school environment is another critical aspect of a student's educational experience, encompassing emotional and social dimensions. Adjustment issues can adversely affect academic performance and lead to long-term educational disengagement. Emotional adjustment focuses on a child's ability to cope with emotional challenges and stress within the school environment, while social adjustment pertains to how well students interact with peers and teachers, a key factor in their overall school experience.

This study employs a comprehensive approach to explore these varied dimensions across government and non-government schools in Uttar Pradesh, a region that provides a microcosm of the broader national educational challenges and disparities. A sample of 400 students provides a substantial data set for analysis, ensuring that the findings are robust and reflective of broader trends.

The methodology involves standardized assessment instruments to measure academic achievement and personality traits based on the Big Five model. Additionally, nutritional assessments are conducted to understand the health status of the students, and standardized questionnaires are used to evaluate their emotional and social adjustment. This multi-faceted approach allows for an integrated view of the students' educational and developmental status, providing insights that could inform policy and educational strategies.

Preliminary results indicate notable differences in educational attainment, with students from non-government schools generally achieving higher academic results than their government school counterparts. These findings are in line with the general perceptions of educational quality in different school sectors in India. In terms of personality traits, the data suggests that students in non-government schools exhibit higher levels of conscientiousness and social adjustment. This could be attributed to the more structured environments and better student-teacher interactions found in private schools.

The nutritional assessments reveal disparities in health status, with government school students more likely to suffer from nutritional deficiencies. This aspect is particularly concerning as it directly impacts cognitive functions and learning capabilities. Addressing nutritional needs is thus integral to improving educational outcomes.

In conclusion, this study highlights significant disparities in educational outcomes, personality development, nutritional health, and social adjustment between students from different school types. The insights garnered call for a reevaluation of educational policies and interventions aimed at reducing these gaps. By focusing on academic, developmental, and health-related factors, stakeholders can better address the needs of all students, fostering environments that support comprehensive development and learning. This research not only adds to the academic discourse but also serves as a critical tool for policymakers and educational leaders aiming to improve the quality and equity of education in India.

An individual's future is greatly shaped by their education, which affects not just their academic performance but also their personal growth and social adjustment. Government and non-government schools in India differ significantly from one another, especially when it comes to facilities, teaching quality, and the availability of resources. One of the most populous states in India, Uttar Pradesh, offers a varied educational environment with both government and non-government schools being attended by pupils from all socioeconomic backgrounds.

The purpose of this study is to examine the levels of adjustment, personality characteristics, and academic success among primary school kids in both sectors. While personality qualities may be understood through the Big Five personality dimensions (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness), educational attainment is normally measured by standardised exams or school examinations. Emotional and social aspects of adjustment play a significant role in mental health by affecting students' ability to manage both academic and non-academic stressors.

A number of studies comparing government and non-government schools in India have looked at a variety of factors, including academic performance, the calibre of instruction, and facilities (Mehta, 2015). Less research has been done on the connection between personal growth and the kind of school. Sharma (2018) drew attention to the disparities in academic achievement, pointing out that non-government schools frequently have superior teacher-to-student ratios and greater resources. Bhatnagar (2019) shown that the school environment has a substantial impact on personality qualities like extraversion and conscientiousness in terms of personality development.

In the Indian setting, adjustment levels have not received as much research, especially in social circumstances. But according to Agarwal's (2020) research on social adjustment in schools, children attending non-government schools often have stronger social skills as they are accustomed to more engaging learning environments and extracurricular activities.

RESEARCH METHODOLOGY

400 children, 200 from government and 200 from non-government schools, were chosen from various districts in Uttar Pradesh, such as Kanpur, Lucknow, and Varanasi, to make up the sample. Using stratified random sampling, the sample was chosen to guarantee representation from a range of socioeconomic backgrounds.

Instruments for Gathering Data

- **Educational Achievement:** To assess academic achievement, a standardised academic exam including topics like language, science, and mathematics was given.
- **Personality Assessment:** Five dimensions of personality characteristics were measured using the Big Five Inventory (BFI).
- **Adjustment Levels:** The emotional and social adjustment of students was evaluated using the standardised Adjustment Inventory for School Students (AISS).

Information Analysis Analyses of the data were conducted using both inferential (t-tests) and descriptive (mean, standard deviation) statistics to compare the two student groups' levels of adjustment, personality characteristics, and academic success. To effectively illustrate the differences, tables were made.

Data Analysis The data was analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (t-tests, ANOVA) to compare educational achievement, personality traits, and adjustment levels across the two groups of students. Tables were created to present the differences clearly.

RESULTS AND DISCUSSION

Academic Performance The findings show a substantial disparity in academic performance between pupils attending government and non-government schools. The mean scores of the pupils from both kinds of schools are shown in Table 1.

India has a varied educational system that serves students from a range of socioeconomic backgrounds through both government-run and private non-government institutions. While non-government schools frequently provide improved facilities, stronger infrastructure, and more curricular options, government schools are typically more accessible to children from low-income households. Students from these two types of schools have differed in terms of their social adjustment, personality development, and academic performance, especially in elementary school.

One of the most populated states in India, Uttar Pradesh, offers a great lot of both government and non-government schools, which makes it a perfect place to do comparative research. A child's development of core reading, numeracy, and social interaction abilities occurs throughout the crucial primary school years. Additionally, this is the time when characteristics like extraversion, conscientiousness, and emotional stability start to emerge. At this point, emotional and social adjustment is critical because it impacts a child's capacity to engage with peers and manage both academic and nonacademic difficulties.

This study's main goal is to compare elementary school pupils from government and non-government schools in terms of academic success, personality characteristics, and adjustment. Fewer research have looked at the interaction between personality characteristics and social adjustment and academic success in relation to school type. These elements are crucial to comprehending how kids develop holistically in various learning settings.

Important Research Questions:

1. Is there a discernible difference in academic performance between pupils attending government and private schools?
2. Are there notable differences in personality features between pupils attending government and non-government schools?
3. Are pupils from these two kinds of schools significantly different in their emotional and social adjustment?

Conjectures:

- H1: Students attending government and non-government schools differ significantly in their academic performance.
- H2: Students attending government and non-government schools differ significantly in their personality characteristics.
- H3: Students attending government and non-government schools differ significantly in their emotional adjustment.
- H4: Students attending government and non-government schools differ significantly in their social adjustment.

The study's findings will shed light on Uttar Pradesh's educational system and recommend possible areas for intervention to enhance students' overall development in both kinds of schools.

The findings of the comparison of academic performance, personality characteristics, and adjustment of pupils attending government and non-government schools are shown in this section. To compare the means of the two groups, the data is analysed using t-tests, and hypothesis testing is done to verify the significance of the results.

The pupils' academic performance was evaluated by the administration of a standardised exam. The mean scores and standard deviations for pupils attending government and non-government schools are shown in Table 1.

Table 1: Educational Achievement Scores

School Type	Mean Score	Standard Deviation	t-value	p-value
Government Schools	62	10.5	5.45	0.0001
Non-Government Schools	78	9.8		

Table 2: Personality Traits (Big Five Dimensions)

Personality Trait	Government Schools Mean	Non-Government Schools Mean	t- value	p- value
Extraversion	3.2	4.1	4.00	0.0002
Agreeableness	3.7	4.2	2.45	0.01
Conscientiousness	3.5	4.5	5.22	0.0001
Neuroticism (reverse scored)	2.5	2.2	1.65	0.11
Openness	3.8	4.0	1.25	0.20

The main conclusions are outlined in these tables, which also offer statistical support for the study's tested assumptions.

The study's findings show notable variations in academic performance, personality qualities, and adaptability between pupils attending government and non-government schools. Pupils attending non-government schools have superior academic performance along with elevated levels of extraversion, conscientiousness, and social and emotional maturity. These results are in line with previous research that indicates non-government schools offer an atmosphere that is favourable to both academic achievement and personal growth because of their superior facilities and resources.

The notable variations in adjustment levels emphasise even more how school surroundings influence a child's social and emotional development. Students may benefit from the interactive and extracurricular activities offered in non-government schools by strengthening their social skills and improving their ability to handle emotional difficulties. On the other hand, government schools could find it difficult to offer the same degree of assistance for personal growth due to their smaller budgets and higher student-teacher ratios.

CONCLUSION

This research compares academic achievement, personality qualities, and adaptability between pupils attending government and non-government schools in Uttar Pradesh. According to the research, non-government schools offer a setting that supports not just academic success but also the growth of important personality qualities and improved adjusting abilities. The findings highlight the necessity of implementing interventions in government schools, including better facilities, individualised instruction, and extracurricular activities, in order to promote students' overall development. According to this comparative research, pupils at Uttar Pradesh's non-government schools do better than those in

government schools in terms of academic accomplishment, personality qualities, and adjustment levels. The notable differences seen in social adjustment and conscientiousness indicate that non-government schools offer a more conducive atmosphere for individual growth. These findings, which emphasise the need for initiatives to raise the calibre of government schools, especially in the areas of student assistance and personality development, have significant ramifications for educational policy.

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