

WP Does Private or Public School Promote Higher Academic Achievement? WP

Cayleigh Keenan and Amy Learmonth
William Paterson University

Introduction

- Harsh criticism of public education in some areas and the increase of private school accessibility internationally has initiated a debate over whether private or public high schools lead to higher student achievement in college.
- Cyrenne and Chan (2012) report that there was a significant private school effect in their data on student's college GPA and graduating from a private school raises a student's college GPA by 0.13 points.
- Mancebón and Muñiz (2008) found that the two types of schools were equally good on average
- Research has found that college GPA is not only affected by the type of high school the student graduated.
- College GPA is affected by demographic factors such as socioeconomic status or characteristics of where a student lives, the type of peers they are surrounded with in high school and in college, the education levels of their parents or guardians (Cohn, Cohn, Balch, and Bradley, 2004).



Methods

Participants

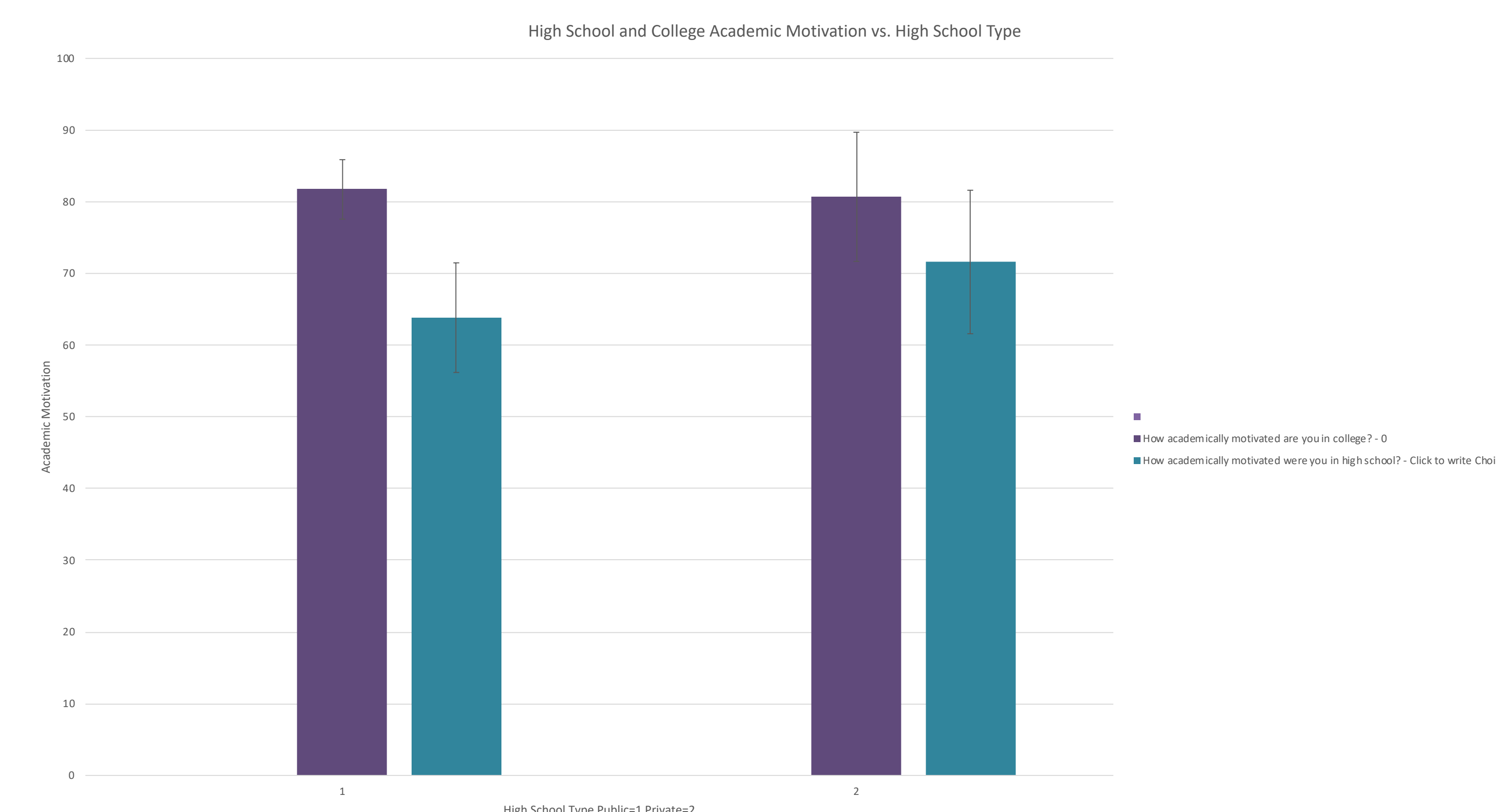
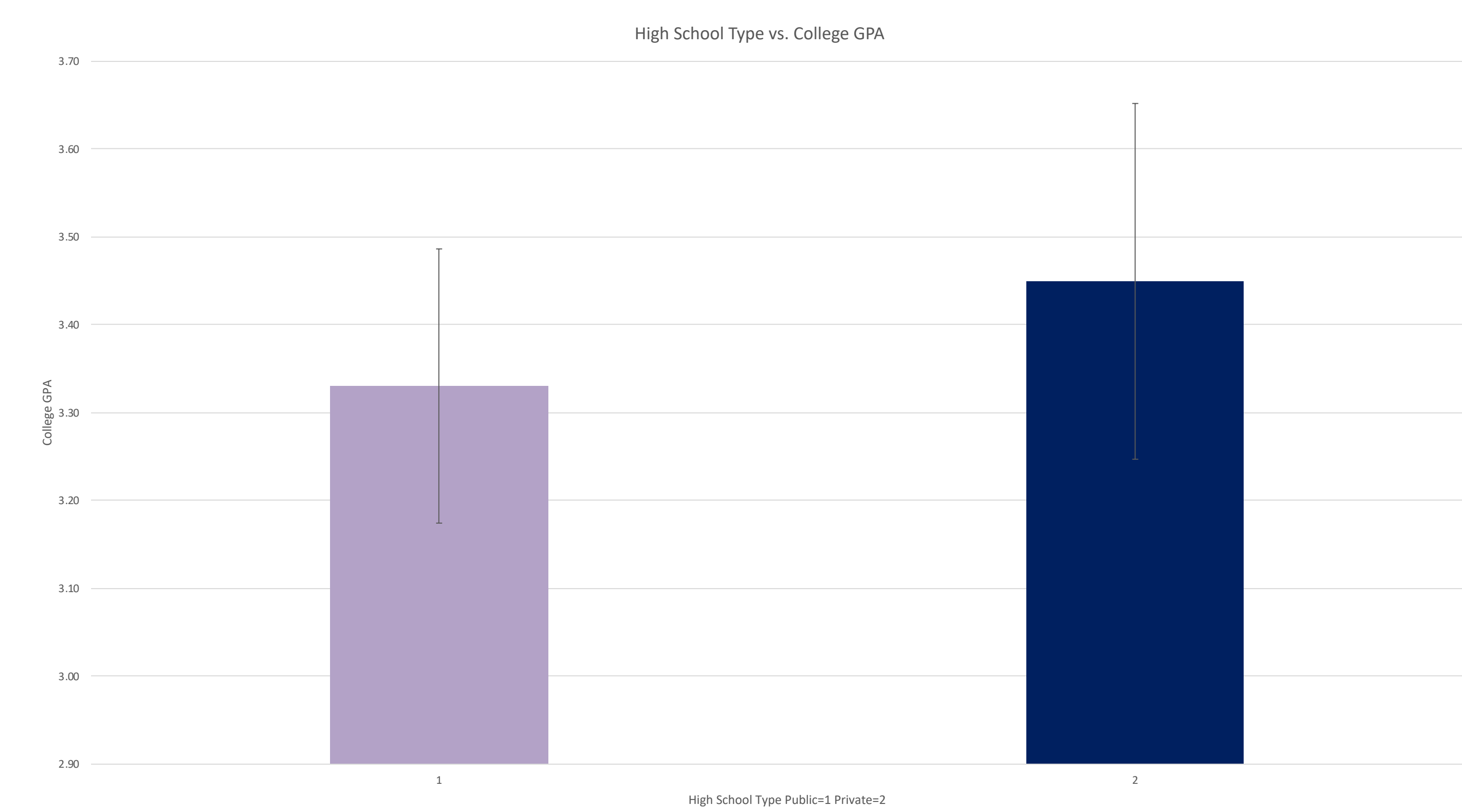
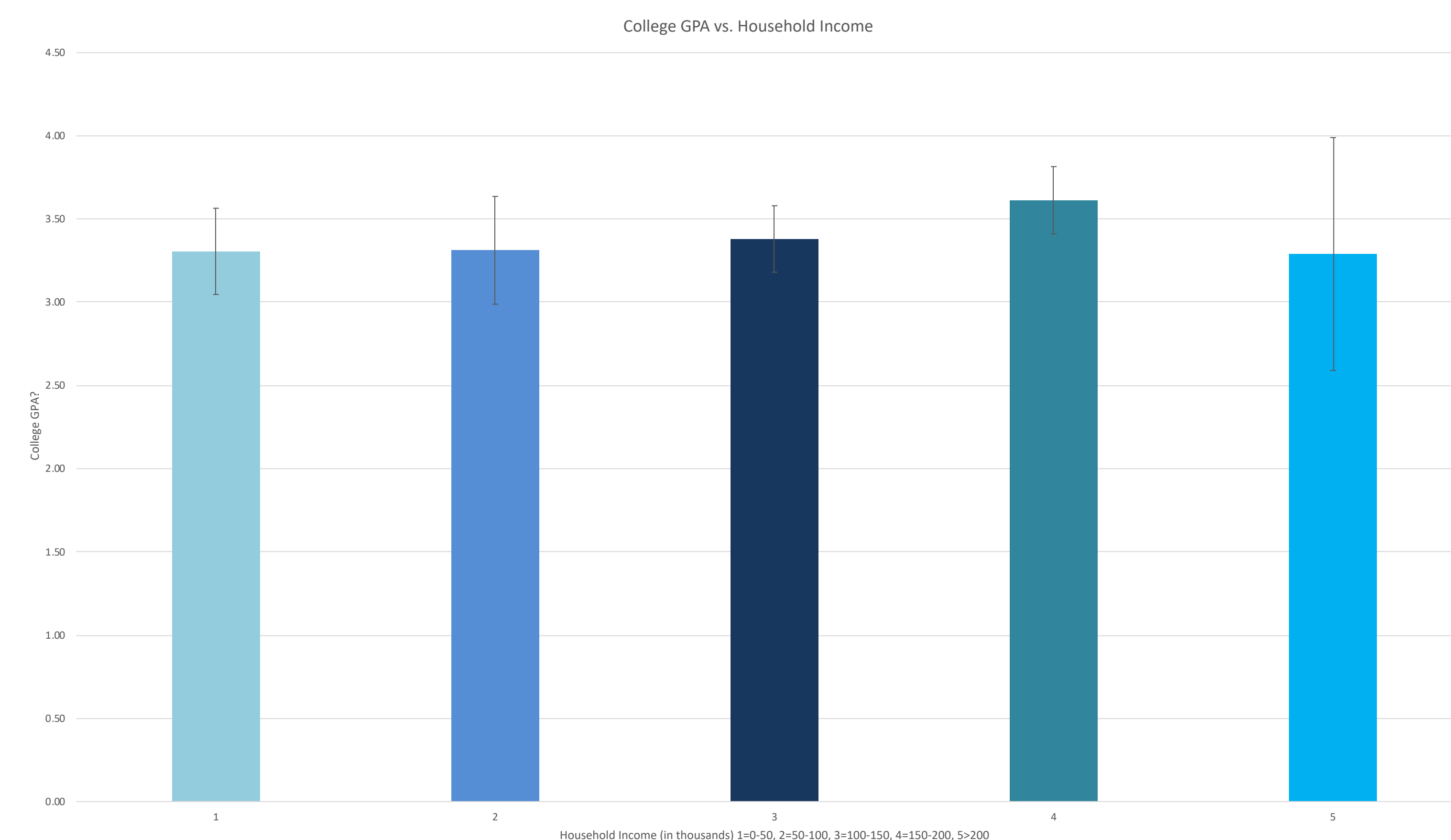
- The study consisted of 68 participants that are enrolled in the regional comprehensive university, William Paterson in New Jersey.
- There were 62 females, 5 males, and 1 participant who preferred not to share their gender while taking the survey.
- Out of the 68 participants, 25 of them graduated from a private high school while the other 43 graduated from public high school.

Procedure

- The current study was designed to look at the effect of public or private high school on academic performance at a regional comprehensive state university.
- This study used an anonymous survey to gather data from William Paterson University students to keep the GPA section of the survey consistent throughout.
- The survey included thirteen questions, based off the literature search, about demographics and characteristics that may affect their college GPAs.
- The relationship of specific interest was public or private high school, with all the other variables included as potential confounds to be accounted for in the analyses.

Results

- There were no significant differences between the college GPAs of students who graduated from a public school and a private school.
- A significant increase was found in the changes in academic motivation from the students in high school to college regardless of their school type.
- Socioeconomic status, measured by household income, was found to have no significant effect on students' college GPAs



Discussion

- There were no differences between college GPA between public and private high school graduates
 - This result aligned with Mancebón and Muñiz's (2008) study, which suggested that private and public schools in Spain were equal in their levels of academic achievement.
 - Determining that graduation from a private or public school have equal effects on students' success in college is important because it can save parents thousands of dollars on a private school for their child that will not effect their academic success in college.
- The socioeconomic status of the students attending William Paterson University did not effect their college GPAs
- An increase in academic motivation from high school to college was found between students that graduated from both private and public high schools.
 - This result could stem from multiple factors such as students pay for their own schooling, and therefore, they are more motivated to do well.
 - Another option is students care more about what they are learning in college because they are choosing what they are studying and doing well could lead them to more job opportunities when they get to graduation.



References

- Cyrenne, P., & Chan, A. (2012). High school grades and university performance: A case study. *Economics of Education Review*, 31(5), 524–542. doi: 10.1016/j.econedurev.2012.03.005
- Mancebón, M. J., & Muñiz, M. A. (2008). Private versus public high schools in Spain: disentangling managerial and programme efficiencies. *Journal of the Operational Research Society*, 59(7), 892–901. doi: 10.1057/palgrave.jors.2602427