



ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS – A RESEARCH ANALYSIS

Dr. Ashokkumar B. Surapur
Assistant Professor , Department Of Education ,
Akkamahadevi Women's University ,
Vijayapura, Karnataka State, India.



ABSTRACT :

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life.

KEYWORDS : *process of developing , specific society , continues throughout life.*

INTRODUCTION

It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement.

There is no one single country in the world that has attained gender equality. Countries themselves commit themselves to see full development of both girls and boys for accelerated national development but also as a right to its entire citizen. Gender issues and views relating to academic performance has evolved over time. School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio-economic status, etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, as scholars, may set his goal as the attainment of the highest grade in the class.

In our society Academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence Academic achievement occupies a very important place in education as well as in the learning process.

CONCEPT OF ACADEMIC ACHIEVEMENT:

Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training.

REVIEW OF RELATED LITERATURE:

Younger, Warrington and Williams (1999) records that gender interactions in classroom are different, with girls having more academic interactions with teachers while boys dominated in student to

student relationships. And more importantly, that when teachers thought that they treated both genders equally, students' group discussions revealed that girls dominated the teacher student interactions.

Sunnetha and Mayurk (2001) found no significant difference in the performance of second year students in university,

Liu and Wang (2005) found that female students were more likely to seek and receive help from staff. Among the blind in Kenya, girls were found to have higher self esteem and performed better than boys.

Takunyaci (2012) observed in their study that there were no statistically significant differences between students' gender and scores of attitudes towards mathematics lessons, anxieties towards mathematics lessons and self-efficacy beliefs. But there were statistically significant differences between students' types of school. Students' grades were also found to positively correlate to scores of attitudes towards mathematics lessons, anxieties towards mathematics lessons and self-efficacy beliefs. The difference in gender exists in the way boys and girls respond to different classroom activities and learning experiences.

STATEMENT OF THE PROBLEM:

Academic Achievement of Secondary School Students – A Research Analysis.

OBJECTIVES OF THE STUDY:

1. To study the Academic Achievement of Secondary school students.
2. To study the Academic Achievement of Urban and rural School Students.
3. To study the Academic Achievement of Government, Aided and Private school students.

Variables:

Independent Variables:

Gender, Location, Management of the school.

Dependent Variable:

Academic Achievement

Research Hypothesis:

1. There is significant difference between Academic Achievement of boys and girl of secondary schools.
2. There is significant difference between Academic achievement of Urban and Rural secondary school students'
3. There is significant difference between Academic achievement of Government, Aided, and Unaided secondary School students.

Null Hypothesis:

1. There is no significant difference between Academic achievement of boys and girls
2. There is no significant difference between Academic achievement of Urban and rural secondary school students'.
3. There is no significant difference between academic achievement of Government, Aided, and Unaided secondary school students.

METHOD OF THE STUDY:

The study population constitutes the secondary school boys and girl students. Altogether 600 Students were selected from 9th standard of vijayapura district. Stratified random sampling technique was adopted. 300 boys' students and 300 Girl students were selected. The 7th and 8th standard Academic

achievement scores of all the subjects in total of students were collected from the selected schools by requesting to the Head of the intuition i.e Headmaster/Headmistress They were assured that the result sheet is utilized for the sake of the research only. The average of two year academic results was calculated and finalized result sheet was used for comparison of academic achievement of students.

STATISTICAL TECHNIQUE USED:

The Descriptive and Differential statistics was used to analyze the Tabulated data

Table - 1: Results of t test between boys and girls students of secondary schools with respect to academic achievement.

Gender	Mean	SD	SE	t-value	p-value	Signi.
Boys	73.46	7.78	0.45	-3.9544	0.0001	<0.05, S
Girls	76.07	8.44	0.49			

Interpretation:

The results of the table-1, clearly shows that, a significant difference was observed between boys and girls students of secondary schools with respect to academic achievement ($t=-3.9544$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students of secondary schools have significant higher academic achievement as compared to boy students of secondary schools. The mean and SD of academic achievement of boys and girls students of secondary schools is also presented in the following figure.

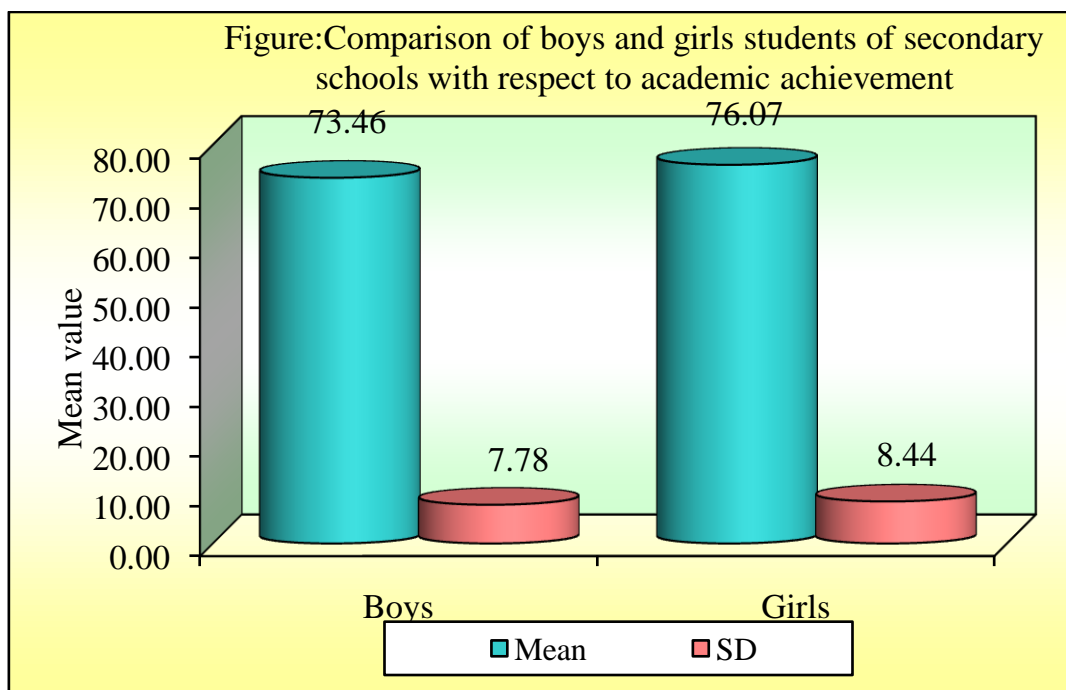


Table 2: Mean and SD of academic achievement of students of urban and rural secondary schools

Summary	Urban	Rural	Total
N	302	302	604
Mean	75.53	73.99	74.76
SD	8.40	7.96	8.22

Interpretation:

The Table-2 represents the Mean and SD of academic achievement of students of urban and rural secondary schools. The total mean academic achievement scores is 74.76 ± 8.22 , in which, the students of rural secondary schools (73.99 ± 7.96) have smaller academic achievement as compared to students of urban secondary schools (75.53 ± 8.40).

Table-3: Mean and SD of academic achievement of students of government, aided and unaided secondary schools.

Summary	Government	Aided	Unaided	Total
N	160	200	244	604
Mean	72.45	75.43	75.74	74.76
SD	6.54	8.55	8.65	8.22

Interpretation:

Table-3 represents the Mean and SD of academic achievement of students of government, aided and unaided secondary schools. The total mean academic achievement scores is 74.76 ± 8.22 , in which, the students of unaided secondary schools (75.74 ± 8.65) have higher academic achievement as compared to students of aided secondary schools (75.43 ± 8.55) and students of government secondary schools (72.45 ± 6.54).

EDUCATIONAL IMPLICATIONS:

The study revealed to interpret following educational implications.

1. Parents should motivate their children towards learning Environment. Boys should be encouraged to read and write Exercises.
2. Parents should look over their children's' attitude should not be diverted towards Co-curricular activities.
3. Guidance and counseling cell at the school should be opened to guide the children oftenly in their studies.
4. Teachers as when situation arises should take right step to guide the children with reference to behavioral disorders and conduct meeting with their parents.
5. Teachers should make use of various methods, teaching tact and techniques to make students to better adjustment in every aspect.

REFERENCES:

- Ashokkumar B. Surapur. (2013). *An Interaction Effect of Interest in Science, Study Habits School Adjustment, on Academic Achievement in Science Among Secondary School Students*. Review of Literature International recognition Multi disciplinary Research Journal solapur.Issue-8,Volume-2, March-, Pp NO-1-10.
- Amuuller A. and Dolton P. (2007). *Pupil – teacher gender interactions effects on the scholastic outcomes in England and the USA*. A discussion paper 06- 060 <ftp://ftp.zew.de/pub/zew-docs/dp/dp06060.pdf>.
- Ansbacher, M.L. & Ansbacher,R. (1956). *The individual Psychology of Alfred Adler*. New York: Basic Books.
- Best J.(1981). *Research in Education* (4th Edn). Prentice Hall.U.S.A
- Bong, M.(2004).*Academic motivation in SE, task value, achievement goal orientations, and attributional beliefs*. The Journal of Educational Research, 97(6),287-298.<http://dx.doi.org/10.3200/JOER.97.6.287-298>.

- Blyth, D.A., & foster-clark, f.S.(1987). *Gender differences in perceived intimacy with different members of adolescents' social networks*. Sex roles, 17,689- 719.
- Field, T.M., Lang, C., Yando, R., & bendell, D. (1995). *Adolescents' intimacy with parents and friends*. *Adoloscence*, 30(117), 133-140.
- Gneezy U and Rustichini (2002) *Gender and completion at young age*. Mimeo Minnesota University.
- Kutnick P, Jules V, and Layne (1997). *Gender and School Achievement in CarribeanEducation*, Report number 21, London DFID.
- Lynskey, M., and Hall, W.(2000), *The effects of adolescent cannabis use on educational attainment: A review*, *Addiction*, 95(11),1621-1630.
- Noble C. and Wendy B.(2000) *Getting it right for boys and girls*. Rutledge, London.
- Olorundare A.(2011). *Correlates of Poor Academic Performance of Secondary School Students in the Science in Nigeria*. University of Illorine, Nigreia.
- Sharma R.A. " *Fundamental of Educational Psychology*" V.Rakheja Publiation, Meerut (U.P.) (2009)
- Suneetha B. and Mayurk K. (2001). *A study of age and gender differences on the factors affecting high academic achievement: Journal of community guidance and research vol. 18 pp 197-208*.
- Tamochattopadhyay T. (2007). *Single sex schools for girls and gender equality in education: Advocacy brief*, Bangkok UNESCO.
- Were C, Indoshi F and Yalo J (2010). *Gender difference in self concept and academic achievement among visually impaired pupils in Kenya: A research paper in Education research Vol18 pp 246-252*.

WEBIOGRAPHY:

www.gcu.edu.pk
 www.egoboosterbooksfiles.wordpress.com
 www.Maxwellsci.com
 www.jree.psu.edu
 www.europeanjournal/scientificreserach.com
 -www.roseproject.no
 Shodhgamna.inflibnet.ac.in
 www.iea.nl
 www.academicjournals.org.
 www.eurojournals.com
 http://www.yorku.ca/cdc//sp/index.htm
 http://www.ferrum.edu/arc.ontheweb.htm
 http://slc.berkeley.edu/general/index.htm
 http://www.ucc.vt.edu/stdysk.stdyhelp.html
 http://www.eric.ed.gov
 http://www.eric.ed.gov.
 www.darmouth.edu/acksills.success/index.htm

**Dr. Ashokkumar B. Surapur**

Assistant Professor , Department Of Education , Akkamahadevi Women's University , Vijayapura, Karnataka State, India.