



## A STUDY ON THE ACADEMIC SKILLS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN TIRUNELVELI DISTRICT

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### ABSTRACT :

*This research article focuses the relationship between the academic skills of higher secondary students and their academic achievement. The investigator adopted survey method for collecting the data. The investigator prepared and validated a scale to measure academic skills of higher secondary students. For measuring the academic achievement, the half-yearly marks of the students were considered. All the higher secondary students studying standards XI and XII in the higher secondary schools in Tirunelveli District formed the population of the study. From the population, the investigator has chosen 1130 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test, 'F' test and Pearson's Product Moment Correlation. The findings showed that the academic skills of higher secondary students are significantly correlated with their academic achievement.*

**KEYWORDS :** Academic Skills, Academic Achievement.

### INTRODUCTION

Students of the present era are at the crossroads, where in which, the explosion of technology and job based skills abandons life oriented education. There is transformation of knowledge and increasing inability to assimilate it. Hence, there is a need for a change in the education system to improve the capability of the individuals to deal with technological changes in the society. A healthy system of education should ensure psychosocial development of the students.

The extent to which a child will be able to acquire the necessary skills to interact successfully with his surroundings is mainly determined by two factors viz., heredity and environmental conditions. Genetic endowment provides a range of development to the child. Position of a child in the given range is determined by opportunities and exposure given to him. Enriched environment compels the child to remain at the lowest level of the range. It has been observed that despite the rich heritage, children from deprived background (deprived of love, care, concern also) fail to actualize their potential to the highest possible level. Family plays a very vital role as an agent of providing a secure and stimulating environment where a child can acquire as well as practice necessary skills required for harmonious development.



### ACADEMIC SKILLS

Academic skills are the skills necessary to do well in an educational setting. They include reading, writing, math, research, computer, and study skills. Academic skills are necessary for being successful in school, and in many cases, in a professional career. Basic academic skills, such as reading, writing and math, are the cornerstone for a complete education. Knowing these

three skills allows a student to study history, science, advanced math, literature, and all other subjects. This area of skills is essential for further academic success, allowing students to better learn the material presented to them, as well as giving them the opportunity to learn new things on their own.

Being computer savvy is the most recent necessary academic skills. Computers are used for almost everything, including work and learning. In order to compete in the global marketplace, students need to be able to use computers, especially popular software and the Internet. Computer skills are essential for studying, research, and writing, as well as for communication.

Preparing for tests and other assessments is a large part of what academic skills were designed to do. Knowing how to take good notes, study skills, organization, and time management are all important for students. Being able to effectively prepare for tests through studying requires that the student's notes are neatly organized, legible, and that they make sense to the student. The use of flashcards, memorization tricks, and being able to evaluate and improve studying methods after the test are important as well.

Another important set of academic skills relates to test taking. Knowing how to prepare for the test, such as getting enough sleep the night before and eating a good breakfast, as well as knowing methods for better test taking, such as answering easy questions first, can have a huge affect on a student's test scores. Knowing test taking strategies can also help a student to overcome test anxiety.

Academic skills are important for a student's success in school, but the same can also be used in work environments. These are skills that, once they have been learnt, can be beneficial to someone throughout the course of his/her lifetime. Time management, organization, and many other academic skills are beneficial in school, work, and in the rest of a person's life. Learning these skills early, especially good study habits, can lead to success years after graduation.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Education develops the learners' abilities, values, skills, attitudes etc. Education is not a passive learning but it is an interactive process. A learner should be open to accommodate all that help to build up his character. Students need to train their mind. They require certain skills especially meant for their academic development. They have to manage their learning for successful living. This cannot be developed merely by textual learning but by practical experience and training. In this respect, the schools have emerged to train the students not only in academics but also in other allied programmes. They should be given both factual knowledge and practical skills.

Skill-based education is the important at the higher secondary level. It offers employable skills. Moreover, the students are considered as the most productive members of the society. Most of them are unable to use their academic skills in the right way due to certain factors. In the present day context, a number of students engage in non-academic activities having the hand shaken with the anti-social elements that create personality misbehaviour. This threatens the society.

It is quite obvious that no system of education has come forward to initiate a separate programme regarding the skill-oriented development among the students. In this regard, academic skills of a student play a significant role to improve their academic performance by clarifying their doubts in their studies, while conveying their difficulties to their teachers and peer group members. Hence, the investigator has planned this study.

### **DEFINITIONS OF THE TERMS**

#### **Academic skills**

Academic skills are the skills necessary to do well in an educational setting. It include reading, writing, math, research, computer, and study skills.

#### **Academic Achievement**

Academic achievement refers to the performance shown by the students in the tests conducted in the school. Here, it refers to the half-yearly marks of the students.

### Higher Secondary Students

By this, the investigator means that the students studying standards XI and XII in the higher secondary schools in Tirunelveli District.

### OBJECTIVES

1. To find the level of academic skills and academic achievement of higher secondary students.
2. To find the significant difference in the academic skills and academic achievement of higher secondary students with regard to gender, locality of school, type of school and religion.
3. To find the significant relationship between the academic skills of higher secondary students and their academic achievement.

### METHOD AND PROCEDURE

The investigator adopted survey method for the present study. The investigator prepared and validated a scale to measure academic skills of higher secondary students. For measuring the academic achievement, the half-yearly marks of the students were considered. All the higher secondary students in the higher secondary schools in Tirunelveli District formed the population of the present study. From the population, the investigator has chosen 1130 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test, 'F' test and Pearson's Product Moment Correlation.

### ANALYSIS AND FINDINGS

#### Null Hypothesis – 1

The level of academic skills and academic achievement of higher secondary students are not high.

**Table - 1: Level of Academic Skills and Academic Achievement of Higher Secondary Students**

Variables	Low		Moderate		High	
	N	%	N	%	N	%
Academic Skills	178	15.75	726	64.25	226	20.00
Academic Achievement	223	19.74	695	61.50	212	18.76

It is inferred from the above table that 15.75%, 64.25% and 20.00% of higher secondary students are low, moderate and high respectively in their academic skills.

19.74%, 61.50% and 18.76% of higher secondary students are low, moderate and high respectively in their academic achievement.

#### Null Hypothesis – 2

There is no significant difference between male and female higher secondary students in their academic skills and academic achievement.

**Table - 2: Difference in the Academic Skills and Academic Achievement of Higher Secondary Students with regard to Gender**

Variables	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Academic Skills	Male	603	73.07	7.10	0.56	1.96	NS
	Female	527	73.30	6.49			
Academic Achievement	Male	603	872.88	152.31	1.56	1.96	NS
	Female	527	887.29	156.53			

It is inferred from the above table that the calculated 't' value is less than the table value at 5% level of significance, the null hypothesis is accepted. Hence, there is no significant difference between the male and female higher secondary students in their academic skills and academic achievement.

### Null Hypothesis – 3

There is no significant difference between the higher secondary students studying in rural and urban schools in their academic skills and academic achievement.

**Table - 3: Difference in the Academic Skills and Academic Achievement of Higher Secondary Students with regard to Locality of School**

Variables	Locality of School	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Academic Skills	Rural	611	73.27	6.79	0.55	1.96	NS
	Urban	519	73.04	6.87			
Academic Achievement	Rural	611	868.91	154.49	2.53	1.96	S
	Urban	519	892.19	153.47			

It is inferred from the above table that the calculated 't' value is less than the table value at 5% level of significance, the null hypothesis is accepted in the case of academic skills. Hence, there is no significant difference between the rural and urban school students in their academic skill. But, the calculated 't' value is higher than the table value at 5% level of significance, the null hypothesis is rejected in the case of academic achievement. Hence, there is significant difference between the rural and urban school students in their academic achievement. The urban school students have better academic achievement.

### Null Hypothesis – 4

There is no significant difference among the higher secondary students studying in government schools, aided schools and matriculation schools in their academic skills and academic achievement.

**Table - 4: Difference in the Academic Skills and Academic Achievement of Higher Secondary Students with regard to Type of School**

Life Skills	Type of School	Mean	SSb	SSw	Calculated 'F' Value	Table Value	Remark
Academic Skills	Government	73.45	91.91	52432.04	0.99	2.99	NS
	Aided	73.25					
	Matriculation	72.69					
Academic Achievement	Government	878.75	52315.81	26859055.59	1.10	2.99	NS
	Aided	874.02					
	Matriculation	891.11					

(df = 2, 1127)

It is inferred from the above table that the calculated 'F' values are less than the table value at 5% level of significance, the null hypothesis is accepted. Hence, there is no significant difference among the students studying in government, aided and matriculation schools in their academic skills and academic achievement.

**Null Hypothesis – 5**

There is no significant difference among the higher secondary students belonging to Hinduism, Christianity and Islam religions in their Academic Skills and Academic Achievement.

**Table - 5: Difference in the Academic Skills and Academic Achievement of Higher Secondary Students with regard to Religion**

Variables	Religion	Mean	SSb	SSw	Calculated 'F' Value	Table Value	Remark
Academic Skills	Hindu	73.61	725.14	51798.81	7.89	2.99	S
	Christian	71.86					
	Muslim	71.46					
Academic Achievement	Hindu	896.79	1194632.17	25716739.22	26.18	2.99	S
	Christian	835.43					
	Muslim	797.98					

It is inferred from the above table that the calculated 'F' values are greater than the table value at 5% level of significance (df = 2, 1127), the null hypothesis is rejected. Hence, there is significant difference among the students belonging to Hindu, Christian and Muslim religions in their academic skills and academic achievement. The Hindu students have better academic skills and academic achievement.

**Null Hypothesis – 6**

There is no significant relationship between academic skills of higher secondary students and their academic achievement.

**Table - 6: Relationship between Academic Skills of Higher Secondary Students and their Academic Achievement**

	N	Calculated 'r' Value	Table Value	Remark
Academic Skills vs. Academic Achievement	1130	0.334	0.062	S

It is inferred from the above table that the calculated 'r' value is greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, there is significant relationship between academic skills of higher secondary students and their academic achievement.

**CONCLUSION**

It is concluded that the academic skills of higher secondary students is significantly correlated with their academic achievement. The urban school students have better academic achievement. The Hindu students have better academic skills and academic achievement. So, the investigator opines that necessary steps may be taken for improving the academic skills of the higher secondary students for making their academic achievement in a better one.

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