

## ACADEMIC ACHIEVEMENTS OF THE SECONDARY SCHOOL STUDENTS

**Pandya Disha Prashant**

Principal, Parivar Vidhyalaya (Gujarati Medium), Vadodara, Gujarat

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### Abstract

*Education is not only essential for the all round development of an individual but also it is essential for the all round development of the country. Behaviorally, education consists of teaching-learning process which is measured in the terms of the achievement of the students. From the various research works, some factors were revealed which affects the achievement of the students. These are Socio-economic status of the students, Religion, Gender, physical health of the students, Classroom climate, Type of school, Climate of home, intelligent quotient, mental health etc. In the present study the researcher wants to study the relationship between the variables and academic achievements of the students.*

**Keywords:** *achievement, academic achievement, secondary school, secondary school students*

Education has a vital Place in the life of human being. It is not only essential for the all round development of an individual but also it is essential for the all round development of the country. Behaviorally, education consists of teaching-learning process performed in the school which reveals the whole innate potentials. Practically, the work done by the school is measured in the terms of the achievement of the students. Now, this is the burning question that why the achievement of the students are not equal after studying in the same school by the same teacher and in spite of getting similar facility. To answer this question, it can be said that the education given in the school is not only the determinant of the achievement of the students but also there are some other factors which affects the achievement of the students. From the various research works, some factors were revealed which affects the achievement of the students. These are Socio-economic status of the students, Religion, Gender, physical health of the students, Classroom climate, Type of school, Climate of home, intelligent quotient, mental health etc. In the present study the researcher considered the group of those factors. It means Researcher studied that how all these factors affect them collectively. In the present study the researcher wants to study the relationship between the academic achievements of the students. Now days, it is a well known fact that the achievement is not the only outcome of the practices done in the schools by the teachers and students. It is being affected by the several factors like-Socio-economic status, gender, intelligence, caste, religion, value, educational background, home environment, mental health and physical health etc.

A lot of study has been conducted by the researchers which concluded that academic achievement does not depends only on the practices taken place in the school. For instance Segel (1949) concluded that there is a significant correlation between the socio-economic status and the achievement of the students. Campbell (1962) concluded that the climate of the home effect the achievement of the students. Singh (1952) concluded from his study that the cast and the educational background of the parents effect the achievement of the students. Perkin (1951) concluded that the group oriented classroom climate is better for the learning. Connor (1980) concluded that where there is a classroom climate there is a lot of opportunities to the students for increasing their academic achievement.

### **Objectives of the Study**

To study the effect of gender on the academic achievements of the students of the secondary school; To study the effect of type of the school on the academic achievements of the students of the secondary school; To study the effect of type of the family on the academic achievements of the students of the secondary school; To study the effect of achievement on the academic achievements of the students of the secondary school

### **Variables of the Study**

In the present study, the academic achievements are the dependent variable whereas the Gender, Type of school, Type of family is the independent variable.

### **Hypothesis of the Study**

Ho<sub>1</sub> : There will be no significant difference of mean score of academic achievements of boys and girls students of the secondary school; Ho<sub>2</sub> : There will be no significant difference of mean score of academic achievements of the secondary students of studying in granted and non granted school; Ho<sub>3</sub> : There will be no significant difference of mean score of academic achievements of the secondary school students of living in nuclear and joint family; Ho<sub>4</sub> : There will be no significant difference between the mean scores of academic achievements of the secondary students of belonging to the low and high achiever group.

Limitations of the Study: This study is delimited to English medium secondary schools of Gujarat Board.

### **Research Design**

In the present study, the population consists of students studying in secondary school. The multistage sampling technique was used to select 120 students of the secondary school of Ahmedabad city as the sample subject from the given populations. The survey method was used to collect the data. In the present study, a self-made tool based on the academic achievement of the students will be used. This tool is applied on the students of the secondary school of the Ahmadabad city as a sample subject therefore this test being most applicable and eventually latest the same test shall be applied to the said sample. In the present study, the first semester exam papers will be used as achievement test. As exam papers are most authentic, trust worthy and latest, they will be applied to the said sample.

### **Planning of Data Collection**

After selecting appropriate tool, methodology and the sample and seeking the permission from the school, the researcher shall go to school on the decided date and time and shall administer the test as required and as per the instruction; similarly the test shall be administered in the other schools on all the samples and thus the data would be collected.

### **Planning of Data Analysis**

After the data collection, researcher shall conduct the scoring of the tools and shall score each of the tool as per the key, this data would be called as raw data. The raw data being not sufficient to provide the information as required. The raw data shall be grouped as per the requirement and then the statistical techniques as mean, standard deviation and t-test shall be used for the analysis and hence the interpretation, since the data obtained will be on the internal scale normally distributed and the variance being homogeneous. From 120 numbers of students shall be collected.

Distribution scores of Problems of students test and score of achievement: In the present study, the researcher has taken the percentage of the students of their first term examination in which the researcher divided percentage into two groups that are 'high achiever', and 'low achiever'. The students who has 60% or above 60% would be considered in the High achiever group and the students who have below 60% would be considered in the Low achiever group. Thus, this set of score can be interpreted as following:

- High achiever --- 60% or above 60%
- Low achiever --- below 60%

Achievement of the students on the basis of the marks acquired on their first term examination:

Scores of problem of students test	Achievement score
Number of high scorer students = 76	High achiever = 60% or above 60%
Number of low scorer students = 53	Low achiever = Below 60%

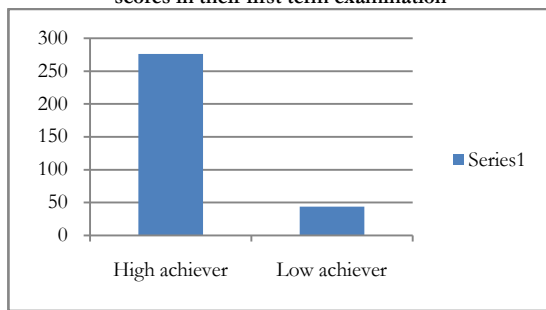
The table shows that the numbers of students who belong to the High achiever group on the basis of their score in their first term examination are 76, which means all these students who belong to the High achiever group has either has 60% or above 60% in their first term examination.

The number of students who belong to the Low achiever group on the basis of their score in their first term examination are 44, which means all these students who belong to the Low achiever group has below 60% in their first term examination.

Most of the students belong to the High achiever group on the basis of their achievement in first term examination. And very less number of students belongs to the Low achiever group on the basis of their achievement in first term examination.

### 1.13 Data Analyses and Interpretation

**Graph 1** Graph showing the category of the students prepared by the researcher on the basis of the scores in their first term examination



H<sub>01</sub>: There will be no significant difference of mean score of academic achievement of boys and girls students of the secondary school.

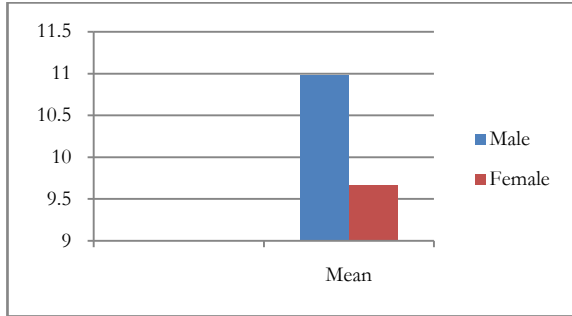
**Table 1 Academic Achievements of boys and girls studying in the secondary school**

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	Boys	120	10.98	7.58	1.67	Non Significant
2	Girls	120	9.66	6.73		

From the table no 4.1 it is evident that the  $t_{cal} = 1.67$  is less than  $t_{0.05} = 1.96$  Which indicate that the t value is not significant at 0.05 level of significance hence the hypothesis that, there will be no significant difference of mean score of academic achievement of boys and girls of Xth standard students will not be rejected at 0.05 level of significance, It means that There is no significant difference of mean score of

academic achievement of boys and girls of Xth standard students. It means boys and girls students of standard Xth having similar academic achievement Gender does not play any role in it.

**Graph 2 Graph of the mean score of academic achievement students of the secondary school**



$H_{02}$ : There will be no significant difference of mean score of academic achievement of students of the secondary school studying in granted and non granted school.

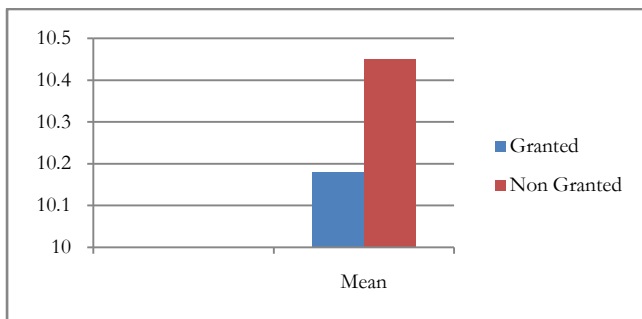
**Table 2 Academic achievement of students of the secondary school studying in granted and non granted school.**

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	Granted School	120	10.18	6.65	0.33	Non Significant
2	Non Granted School	120	10.45	7.70		

From the table no 4.2 it is evident that the  $t_{cal}=0.33$  is less than  $t_{0.05}=1.96$  at 0.05 level which indicates that the t-value is Non significance. The hypothesis will not be rejected at 0.05 level of Non significance hence the hypothesis that There will be no significant difference of mean score of academic achievement of students of Xth standard studying in granted and non granted school will not be rejected at 0.05 level of significance.

It means that there is no significant difference of mean score of academic achievement of students of Xth standard studying in granted and non granted school.

**Graph 3 Graph of the mean score of academic achievement of students of studying in granted and non-granted the secondary school**



$H_{03}$ : There will be no significant difference of mean score of academic achievement of student's the secondary school living in nuclear and joint family.

**Table 3 Academic achievement of students of the secondary school living in nuclear and joint family**

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	Nuclear family	61	10.55	6.79	1.21	Not Significant
2	Joint family	59	9.52	7.48		

From the table no 4.3 it is evident that the  $t_{cal} = 1.21$  is less than  $t_{0.05} = 1.96$  Which indicate that the t value is not significant at 0.05 level of significance hence the hypothesis that There will be no significant difference between the mean score of academic achievement of students of X<sup>th</sup> standard belonging to the nuclear and joint family will not be rejected at 0.05 level of significance.

It means that there is no significant difference between the mean score of academic achievement of students of X<sup>th</sup> standard belonging to the nuclear and joint family, students of standard X<sup>th</sup> belonging to nuclear and joint family faces similar academic achievement Types of family do not put any effect on the academic achievements of students.

**Graph 3 Graph of the mean score of academic achievement of students of the secondary school living in nuclear and joint family**

H<sub>04</sub> : There will be no significant difference between the mean scores of academic achievement of students of the secondary school belonging to the low and high achiever group

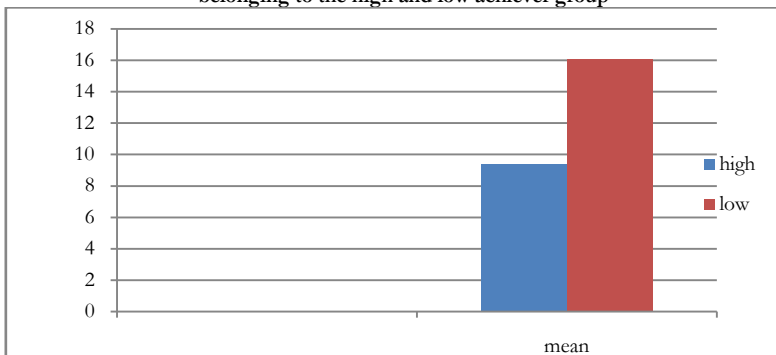
**Table 4 Academic achievement of secondary students belonging to the low and high achiever group**

Sr. No.	Variables	Sample size	Mean	S.D.	t-value	Inferences
1	High achiever group	67	9.40	6.17	4.32	Significant
2	Low achiever group	53	16.06	10.01		

From the table no 4.4 it is evident that the  $t_{cal} = 4.32$  is greater than  $t_{0.05} = 1.96$ , Which indicates that the t-value is significant at 0.05 level of significance hence the hypothesis that “There will be no significant difference between the mean scores of academic achievement of students belonging to the low and high achiever group of X<sup>th</sup> will be rejected at 0.05 level.

It means that “There is a significant difference between the mean scores of academic achievement of students belonging to the low and high achiever group of X<sup>th</sup> standard. The mean of High achiever group is 9.40 and the mean of Low achiever is 16.06, It means the students of standard X<sup>th</sup> belonging to low achiever group has more academic achievement in comparison to the students belonging to high achiever group.

**Graph 4 Graph of the mean score of academic achievement of students of the secondary school belonging to the high and low achiever group**



**Findings of the study:**

The major findings of the study objective wise are as follows:

1. There is no significant difference of mean score of academic achievements of boys and girls of the secondary school students. It means gender does not put its effect on the academic achievements of the secondary school students.
2. There will be no significant difference of mean score of academic achievements of students of the secondary school students studying in granted and non granted school. It means that Type of school does not put much effect on the academic achievements of students of the secondary school students.
3. There is no significant difference of mean score of academic achievements of students of the secondary school students living in nuclear and joint family .It means the secondary school students belonging to nuclear and joint family having similar academic achievements. Types of family do not put any effect on the academic achievements of students.
4. There is a significant difference between the mean scores of academic achievements of students belonging to the low and high achiever group of the secondary school students. It means that students belonging to low achiever group having more academic achievements in comparison to the students belonging to high achiever group. The level of problems of the students puts an effect on the achievement of the secondary school students.

**Suggestions of the Study**

1. The students studying in the granted and non granted schools are having academic achievements in different extent. So, in order to maximize academic achievements of the students studying in the non granted schools and to provide them the competitive environment of study, the government must give grant to those schools.
2. The government or local bodies must pay the attention on the balanced development of the different parts of the city or country so that the students studying in the different parts of the country may have academic achievements in the same extent. This balanced development may also contribute in the overall development of the country.
3. On the basis of the study of the having academic achievements of the secondary school students the researcher has observed the students the secondary school students having more academic achievements, thus to increase more achievement when the schools provide proper counseling to the students, diagnostic test and evaluation test.

**Conclusion**

In the present chapter, the researcher has presented the brief summary of the study, findings of the study, suggestions of the study and new areas for further research on the basis of present research study. Researcher has collected the data by using appropriate tool and analyzed and interpreted the data by using appropriate statistical techniques.

The researcher has selected a problem and stated the objectives and formulated the hypotheses in the first chapter. The researcher reviewed the related literatures and past researches to select specified method, methodology of the study and statistical

methods in the second chapter. The researcher has selected 120 samples of the secondary school students. The researcher has used Self made tool, checked by experts, for data collection. The researcher has collected the data by considering the variables like Gender, Type of the school, and Type of the family and Academic Achievement of the students. These all were independent variables. After finishing the data collection procedure, the raw data was analyzed and interpreted by using statistical methods- mean, S.D and 't' tests. On the basis of analysis and interpretation of the data, the researcher has presented findings, suggestions and new areas for further research.

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