

Academic achievement of education subject among high secondary level students in nadia district, West Bengal

Subrata Bachhar

Asst. Prof, Dept. of Education, Surendranath College for Women, Calcutta, West Bengal, India

Abstract

The present paper aimed at measuring the Academic Achievement of Education subject of High secondary level students in Nadia district at Kalyani block. A survey of 62 sample from rural and urban (rural-30 & urban- 32) were conducted. One principle variable- 'Academic Achievement of Education subject' was considered. Researcher collected academic score of Education subject from the XI and XII classes. Mean and SD as Descriptive Statistics, and 't' test as Inferential Statistics were employed to find the significance of difference among the gender towards the Academic Achievement of Education subject'. Finally found the significant difference from four null hypotheses. And also found that the Academic Achievement (Education subject) of urban students were significantly higher than rural students.

Keywords: academic achievement, education subject, high secondary level.

Introduction

There is an increasing demand of Education subject as a separate discipline worldwide.

The role of the European missionaries cannot be denied for the introduction of modern education in India. They became active during the period 1813 to 1857 for the expansion and popularization of English language. In the later period, after independence during 1919, Calcutta University Commission or Sadler Commission came into being. This commission played an important role by separating inter-mediate classes from the degree college and forming inter-mediate college independently. In this college, Education was created as an independent discipline. Apart from this, independently Department of Education was also established in Universities. Education was proposed as a compulsory subject in inter-mediate and graduation examination. Later, Kothari Commission (1964-66) proposed Education as a subject of social science.

Today, Education is considered as an important subject not only in Universities, colleges, schools, but also in the various professional teacher-training courses like- B.Ed, D.Ed degree course.

Therefore, it is imperative to find out the academic achievement of students, who are opting the subject – Education. This enquiry drives the researcher to select the problem –

“Academic Achievement of Education subject at High secondary level in Nadia District, West Bengal, India”.

Review of related literature

Zebun Nisa Khan in her study “Scholastic Achievement of Higher Secondary Students in Science Stream” tried to Investigate prognostic value of certain cognitive, non-cognitive and demographic variables, which are listed: Cognitive variables: Intelligence (verbal and nonverbal) and Creativity; Non-Cognitive variables: Personality and Achievement Motivation; Demographic variables: Socio-economic status.

Factor analyze the inter-correlation matrix of different predictor variables and the criterion of success i.e. Achievement in science at the Higher Secondary level. For this research, Researcher used survey method and collected 400 samples (200 boys and 200 girls) applying multistage sampling method. Researcher selected Mehrotra's Mixed Type Group Test of Intelligence, Creativity Test based on Guilford's Structure of Intellect Model, Personality Inventory, Bhargava's Achievement Motivation Test and Socio-economic status Scale by Srivastava. And finally Researcher found that - High achieving Boys are impulsive, suspicious, shy, fickle-minded, conservative, and dominant and belong to low socio-economic status. High achieving girls are stable, trusting, venturesome, persevering, experimenting, and submissive and belong to high socio-economic status.

Ritu Chandra and Dr. (Prof.) Sheikh Azimmudin study on the “Influence of Intelligence and Gender on Academic Achievement of Secondary School Students of Lucknow City”. In this Research, Researcher finds out the influence of gender on academic achievement of secondary school students and the influence of intelligence on academic achievement of secondary school students. For this research, Researcher used survey method and collected 614 samples (Male 358, Female 256) applying multistage sampling method. Researcher selected G.C.Ahuja Group Test of Intelligence for assessment of Intelligence by Dr. G.C.Ahuja (2008) and Socio-economic Status scale for assessment of (SES) Socio-economic status by Dr. Meenakshi (2004) were used as a tool. Finally the result of the study shows that the High IQ child will score better than the Low IQ child. Low IQ child will be a slow learner. A child with high IQ is fast learner. He will understand, grasp and learn the concepts in a better way. Academic performance needs intelligence.

Hafiz Muhammad Waqas Rafiq and four others study on “Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan”. In this Research, Researcher find out the extent of parental involvement in academic activities of their children studying in

secondary level classes and the extent of academic achievement of children studying in secondary level classes. Researcher used survey method and collected 375 samples applying multistage sampling method. Researcher selected a Questionnaire tool and finally Researcher found that - of the respondents whose parents were moderately involved in their academic activities, their relative majority (48.6%) also moderately performed academically. It led to conclude that higher and moderate level of parental involvement in their children’s academic activities correspondingly contributed in higher and moderate level of academic activities of their children respectively. Hence the analysis of data and chi-square test upheld the research hypothesis that: More the parental involvement in their children’s academic activities, the higher the level of academic achievement of children.

K. Premalakshmi in her study “*STUDY HABITS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS*” to find out the level of Study Habits of Higher Secondary Students and the relationship between study habits and academic achievement of higher secondary students. For this research, Researcher used survey method and collected 525 samples applying multistage sampling method. Researcher selected personal Data sheet and a Questionnaire tool and finally Researcher found that - the variable Study Habits is contributing for the Academic Achievement.

Deepa Franky and S.Chamundeswari study on “*Psycho-social correlates of academic achievement of students*”, in this Research, Researcher find out the adjustment pattern And socio-economic status influences the academic achievement of students? Researcher used survey method and collected 96 samples applying multistage sampling method. Researcher selected the Questionnaires tool, namely, Adjustment Pattern Inventory (Bhattacharya and others, 1967) and Vasanthi s Adaptation of Kuppuswami s Socio-Economic Scale (Vasanthi, 1991) and finally Researcher found that - that though adjustment pattern and socio-economic status are significantly positively correlated with each other, adjustment pattern does not correlate significantly with academic achievement. On the other hand, socioeconomic status and academic achievement are positively correlated with each other significantly.

1.3 Objectives

- To compare the Academic Achievement of Education subject between male students and female students of High secondary level.
- To compare the Academic Achievement of Education subject between rural students and urban students of High secondary level.

1.4 Null Hypothesis

HO.1 There exist no significant mean difference in the Academic Achievement of Education subject between rural male students and rural female students of High secondary school.

HO.2 There exist no significant mean difference in the Academic Achievement of Education subject between urban male students and urban female students of High secondary school.

HO.3 There exist no significant mean difference in the Academic Achievement of Education subject between urban

male students and rural male students of High secondary school.

HO.4 There exist no significant mean difference in the Academic Achievement of Education subject between urban female students and rural female students of High secondary school.

Ho.5 There exist no significant mean difference in the Academic Achievement of Education subject between urban male students and rural female students of High secondary school.

HO.6 There exist no significant mean difference in the Academic Achievement of Education subject between urban female students and rural male students of High secondary school.

HO.7 There exist no significant mean difference in the Academic Achievement of Education subject between rural students and urban students of High secondary school.

1.5 Methodology

To conduct the present research successfully the researcher has employed the descriptive research method and its approach is Quantitative for measuring the Academic Achievement of Education subject of High secondary level learners.

1.5.1 Variables

The Academic Achievement of Education subject among High secondary level learners was considered as the variable in this study.

1.5.2 Population

It is a case Study. The research has selected the population From Nadia district at Kalyani Block. So, all The High secondary Level students of rural and urban area in Nadia at Kalyani Block are selected as population.

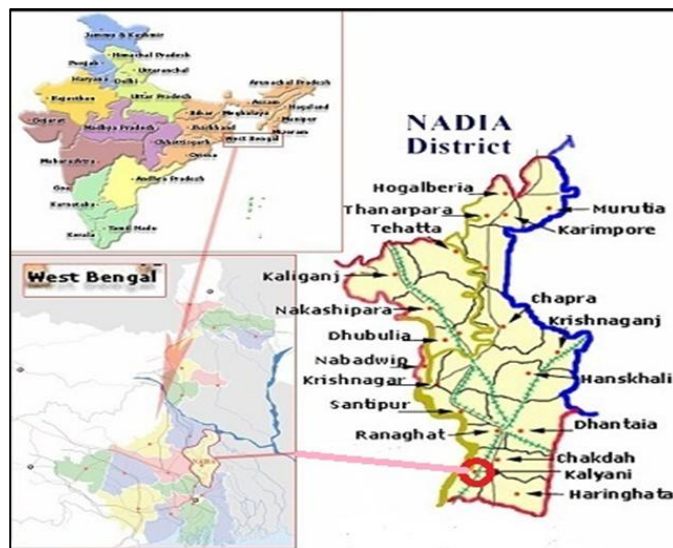


Fig 1

1.5.3 Sample: Total 62 sample has taken for the present study where 30 student of rural (14 boys & 16 girls) and 32 student of urban (15 boys & 17 girls) from the high secondary level school. In this research, Snow ball sampling method was used for the data collection.

1.5.4 Statistical procedure: For this present study, Mean, SD (Descriptive stat.) and t test, (Inferential stat.) were employed and also 0.05 level of Significance was used to test the hypotheses. Data was taken according to two different strata, like class XI students, class XII students.

1.6 Analysis and Interpretation:

The mean and SD of the scores of the students is shown in table-A.

Table-A: Scores of the students in the Academic Achievement of Education subject.

Group	Sample No.	Mean	S.D
Rural Students Male	14	47.36	15.49
Rural Students Female	16	45.56	10.099
Total Male + Female (Rural):	30	46.4	12.69
Urban Students Male	15	67.8	10.19
Urban Students Female	17	66.47	8.938
Total Male + Female (Urban):	32	67.09	9.416

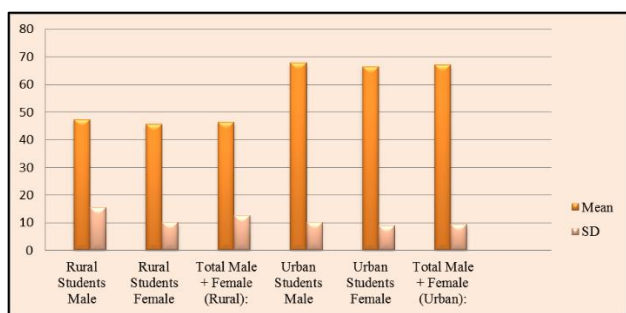


Fig 1: Graphical representation of statistical data

For this study researcher used different descriptive and inferential statistics after collecting data. Then he confirmed the assumptions regarding using parametric test. After that the collected data were analyzed by applying t-test.

Table 1: Academic Achievement of Education subject between rural male students and rural female students.

Group	N	Mean	S.D	Total df	t-value
Rural Male	14	47.36	15.49	28	4.84*
Rural Female	16	45.56	10.099		

In case of the 1st null hypothesis, the value of t is 4.84. This value is significant here. The null hypothesis is, therefore, rejected. The conclusion is: There is significant difference between rural male students and rural female students in the Academic Achievement of Education subject.

Table 2: Academic Achievement of Education subject between urban male students and urban female students.

Group	N	Mean	S.D	Total df	t-value
Urban Male	15	67.8	10.19	30	0.39
Urban Female	17	66.47	8.938		

In case of the 2nd null hypothesis the value of t is 0.39. This value is not significant here. Therefore, the 2nd null hypothesis is acceptable. The conclusion is: There is no significant difference between urban male students and urban female students in the Academic Achievement of Education subject.

Table 3: Academic Achievement of Education subject between urban male students and rural male students.

Group	N	Mean	S.D	Total df	t-value
Urban Male	15	67.8	10.19	27	0.84
Rural Male	14	47.36	15.49		

In case of the 3rd null hypothesis the value of t is 0.84. This value is not significant here. Therefore, the 3rd null hypothesis is acceptable. The conclusion is: There is no significant difference between urban male students and rural male students in the Academic Achievement of Education subject.

Table 4: Academic Achievement of Education subject between urban female students and rural female students

Group	N	Mean	S.D	Total df	t-value
Urban Female	17	66.47	8.938	31	1.89
Rural Female	16	45.56	10.099		

In case of the 4th null hypothesis, the value of t is 1.89. This value is not significant here. Therefore, the 4th null hypothesis is acceptable. The conclusion is: There is no significant difference between urban female students and rural female students in the Academic Achievement of Education subject.

Table 5: Academic Achievement of Education subject between urban male students and rural female students.

Group	N	Mean	S.D	Total df	t-value
Urban Male	15	67.8	10.19	29	6.09*
Rural Female	16	45.56	10.099		

In case of the 5th null hypothesis, the value of t is 6.09. This value is significant here. The null hypothesis is, therefore, rejected. The conclusion is: There is significant difference between urban male students and rural female students in the Academic Achievement of Education subject.

Table 6: Academic Achievement of Education subject between urban female students and rural male students.

Group	N	Mean	S.D	Total df	t-value
Urban Female	17	66.47	8.938	29	4.09*
Rural Male	14	47.36	15.49		

In case of the 6th null hypothesis, the value of t is 4.09. This value is significant here. The null hypothesis is, therefore, rejected. The conclusion is: There is significant difference between urban female students and rural male students in the Academic Achievement of Education subject.

Table 7: Academic Achievement of Education subject between rural students and urban students.

Group	N	Mean	S.D	Total df	t-value
Rural (M + F)	30	46.4	12.69	60	7.25*
Urban (M + F)	32	67.09	9.416		

In case of the 7th null hypothesis, the value of t is 7.25. This value is significant here. The null hypothesis is, therefore, rejected. The conclusion is: There is significant difference

between rural students and urban students in the Academic Achievement of *Education* subject.

1.7 Findings

- Significant difference exists in the mean scores of the Academic Achievement of Education subject between rural male students and rural female students of High secondary school. Where in the mean scores of the Academic Achievement were significantly higher in case of rural male students.
- No significant difference was found in the mean scores of the Academic Achievement of Education subject between urban male students and urban female students of High secondary school. Where in the mean scores of the Academic Achievement were significantly higher in case of urban male students.
- No significant difference was found in the mean scores of the Academic Achievement of Education subject between urban male students and rural male students of High secondary school. Where in the mean scores of the Academic Achievement were significantly higher in case of urban male students.
- No significant difference was found in the mean scores of the Academic Achievement of Education subject between urban female students and rural female students of High secondary school. Where in the mean scores of the Academic Achievement were significantly higher in case of urban female.
- Significant difference exists in the mean scores of the Academic Achievement of Education subject between urban male students and rural female students of High secondary school. Where in the mean scores of the Academic Achievement were significantly higher in case of urban male students.
- Significant difference exists in the mean scores of the Academic Achievement of Education subject between urban female students and rural male students of High secondary school. Where in the mean scores of the Academic Achievement were significantly higher in case of urban female.
- Significant difference exists in the mean scores of the Academic Achievement of Education subject between rural students and urban students of High secondary school. Where in the mean scores of the Academic Achievement were significantly higher in case of urban students.

2. Conclusion

Present study provides to know the academic achievement of Education subject at High secondary level students. After finishing the statistical analysis Researcher has reached in the generalization. The final results indicate that there is significant difference in the academic achievement of high secondary level students. The overall finding shows that Significant difference exists in the Academic Achievement of *Education* subject between - the rural students and urban students, rural male students and rural female students, urban male students and rural female students, urban female students and rural male students. So these perspectives, the present study is significantly relevant in the current situation for the Education purpose.

3. References

1. Premalakshmi.K. Study Habit and Academic Achievement of Higher Secondary Students. Periyar University, Salem, 2012, 1(3). ISSN- 2278- 8808.
2. Nisa Khan Zebun. Scholastic Achievement of Higher Secondary Students in Science Stream. Science Publication, 2005; 1(2):84-87. ISSN- 1549- 3652.
3. Chandra Ritu &. (Prof.) Azimmudin Sheikh. Influence of Intelligence and Gender on Academic Achievement of Secondary School Students of Lucknow *City*". IOSR-JHSS, 2013. 17(5):09-14. ISSN- 2279- 0837.
4. Franky Deepa, Chamundeswari S. Psycho-social correlates of academic Achievement of students. Ins. J. Curr. Res. Aca. Rev; 2014, 2, 148-158. ISSN- 2347- 3215.
5. Chamundeswari S, Sridevi V. Kumari Archana Self-Concept, Study Habit and Academic Achievement of Students". IJHSSE, 2014, 1(10):47-55. ISSN- 2349- 0373.
6. Rafiq Hafiz MW, Fatima Tehsin, Saleem Muhammad, Ali Khan. M. Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan. IJHSS, Special Issue, USA. 2013, 3(8).
7. Atsiaya siahi E, Maiyo Julius K. Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India. International Journal of Educational Administration and Policy Studies, 2015; 7(7):134-141, Article Number: A18769055459, ISSN- 2141- 6656.
8. Ahmar Farkhanda, & Dr. Anwar Ehtesham. Socio Economic Status and its Relation to academic achievement of High secondary School students". IOSR-JHSS, 2013; 13(6):13-20. ISSN- 2279- 0837.
9. Verma Anju. A study of academic achievement among High school students in Relation to their study Habits". IMPACT: IJRHAL, 2016; 4(3):75-88. ISSN- 2347- 4564.