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A study on academic achievement of high school students of Tiruvallur district

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Abstract

In the present study the academic achievement of the high school students were assessed through (X standard students), the board examination total marks (2015) by the investigator. For conducting the study, stratified random sampling technique has been used in the selection of the sample of as many as 400 high school students. Findings reveal that academic achievement level of high school students are average. It was also found that there is significant difference in academic achievement scores with regard to gender, locality of students and nature of school and there is no significant difference in academic achievement scores with regard to type of school management.

Keywords: Academic achievement, High school students.

Introduction

Academic achievement has become an important index of Childs future in this highly competitive world and a most important indicator of learning and understanding in all system of education. As in view of Trow (1960), academic achievement as the attained degree (or) ability of competence in school tasks usually measured by standardized tests and expressed in terms of marks (or) grades based on norms. The three vital inducing factors of academic achievement are

1. In Determination
2. Hard Work
3. Team Effort

1. Academic achievement-determination a valuable factor

In a student's life, the high academic achievement leads to greater opening of opportunity in all endeavors. So it is always behind that

High Academic Achievement	→	Improved Educational and Employment Opportunities
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So the students have to determine their goals and work to reach them.

2. Academic achievement only through hard work

As rightly said by Julien Smith, The Flinch "Success works as a cycle-growth and construction, balancing and unbalancing-all while encountering hurdles that get higher and higher over time". So hard work is required for every individual-students to overcome the hurdles they face to taste the sweet of achievement.

3. Team effort leads academic achievement

In achievement of a students, in their academic stream, his/her parents, teachers, school and home environment as team induces and communicates the idea that we succeed together. As cited as success of the message Together Everyone Achieves more (which has convenient acronym, TEAM), the team's effort leads to academic achievement of a child/student.

Thus

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Determination + Hard work + Team effort = the way of achievement

Academic achievement is an important goal of a education process as well as every individual is expected to perform in all cultures. The success or failure of a student is measured in terms of academic achievement. Good academic record to a certain extent predicts future of the child. Today at the time of admission, for entrance in job, for scholarship, for future studies, good academic record is the only yardstick. Whatever one's interest, attitude may be, one cannot underestimate the importance of academic record. It also help the teacher to know whether teaching methods are effective or not and helps them in bringing improvement accordingly.

3. Gender (Male / Female), Nature of School (Boys / Co-education / Girls), Type of School (Private / Aided / Government) and Locality of the Student (Urban / Rural)

Hypotheses of the Study

The following were the hypotheses framed from the formulated objectives

1. The level of academic achievement of high school students with regard to entire is low
2. There is no significant difference between the academic achievement scores of high students with regard to gender and locality of students.
3. There is no significant difference between the academic achievement scores of high students with regard to nature of school and type of school.

Methodology

The normative survey method has been adopted in this study. To assess the academic achievement of the high subjects whose academic achievement falls below M-1 were regarded as low-academic achievement while subjects whose scores were above M+1 were classified as high-academic achievement.

The mean score for entire sample on academic achievement is 382.49 and standard deviation 59.79. As per the above procedure the high school students whose score are 38.249 and above are classified as high level academic

Thus assessment of academic achievement helps both the students and teachers to know where they stand. Thus academic achievement is a vital one in academic life of a student

Objective of the Study

The following are the objectives formulated for the present study.

1. To find out the level of academic achievement of high school students with regard to entire sample.
2. To find out whether there is any significant difference in the academic achievement of high school students with regard to the sub samples such as school students (X standard students), the board examination total marks (2015) is taken into account by the investigator.

Sample of the Study

The stratified random sampling technique has been used in the selection was used to collect the data from a sample of 400 high school students in Tiruvallur District in Tamilnadu State.

Scoring Procedure

In order to assess the academic achievement the entire sample is divided into three groups namely, high academic achievement, average-academic achievement and low-academic achievement groups, the investigator assumed normality of distribution of academic achievement scores and followed the procedure of using sigma (σ) distance.

The subjects whose academic achievement falls between M-1 to M+1 are classified as with average-academic achievement. Those

achievement. The high school students, whose academic achievement scores range from 222.70 to 442.28, are classified as average level of academic achievement. The high school students, whose academic achievement scores are below 222.70, are classified as low level of academic achievement. The level of academic achievement scores given in below table

Academic Achievement Level of High School Students

Variable	S. No	Method	Mean	S.D	Score	Group
Academic Achievement	1.	Mean + SD	382.49+59.79	59.79	442 and above	High Level
	2.	In between Scores			223 to 441	Average
	3.	Mean - SD			222 and below	Low level

Analysis and Interpretation Data

The following statistical techniques have been used in the present study

- (i) Descriptive Analysis
- (ii) Differential Analysis

The analysis and interpretation are given the following tables

Hypothesis1

The level of academic achievement of high school students is low.

Table 1: Showing the Mean and Standard Deviation scores of academic achievement of high school students

Variable	Number	Mean	Standard Deviation
Academic achievement	400	382.49	59.79

The mean and standard deviation for academic achievement score of entire sample are 382.49 and 59.79 respectively, which indicates that the mean score lies between than the average value (223-441). Hence the hypothesis is rejected and it is concluded that the academic achievement of high school students of entire sample is average.

Hypothesis 2

There is no significant difference between the academic achievement scores of high school students with regard to gender and locality of students.

Table 2: Showing the Mean and Standard Deviation scores of academic achievement of high school students with regard to gender and locality of the students

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	200	368.18	64.23	4.29	Significant
	Female	200	394.26	56.94		
Locality of the Students	Urban	45	430.36	34.89	8.99	Significant
	Rural	355	374.99	61.94		

In order to find out whether there is any significant difference between male and female high school students, urban and rural high school students in respect of their academic achievement, 't' value is calculated. The 't' ratio found to be 4.29 and 8.99 at 0.05 level respectively and it is represented in table 2. The 't' values are higher than the table value. Hence the stated hypotheses is rejected. It is inferred that there is significant difference between male and

female high school students, between urban and rural high school students in respect of their academic achievement.

Hypothesis 3

There is no significant difference between the academic achievement scores of high students with regard to nature of school and type of school.

Table 3: Showing the Mean and Standard Deviation scores of academic achievement of high school students with regard to nature of school and type of school management

Variable	Nature of school	N	Mean	SD	'F' Value	Level of Significance at 0.05 level
Academic achievement	Boys	168	365.40	59.75	11.48	Significant
	Co-education	91	401.41	50.69		
	Girls	141	387.04	66.69		

Variable	Type of School Management	N	Mean	SD	'F' Value	Level of Significance at 0.05 level
Academic achievement	Government	134	378.04	61.33	2.98	Not Significant
	Aided	133	373.34	66.86		
	Private	133	391.38	56.48		

In order to find out whether there is any significant difference among high school students studying in different nature of school and different type of the school management in respect of their academic achievement; 'F' values are calculated. The 'F' ratio found to be 11.48 and 2.98 at 0.05 levels respectively and it is represented in table 3. On comparing with table value 'F' ratio of nature of school is greater and 'F' ratio of type of school management is lower than the table value. So it is inferred that there is significant difference among high school students academic achievement in respect of their nature of school and there is no significant difference among high school students academic achievement in respect of their type of school management.

operative and team learning and counseling (or) guidance programmes can be arranged to the high students.

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Findings of the Study

1. The academic achievement of high school students of entire sample is average.
2. There is significant difference between the academic achievement scores of high school students with regard to gender and locality of students.
3. There is significant difference among high school students academic achievement in respect of their nature of school.
4. There is no significant difference among high school students academic achievement in respect of their type of school management

Conclusion

The academic achievement of high school students is average. To further increase the level of academic achievement, special coaching classes, seminars, co-