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Study of academic achievement of secondary school students of Magadh region (Bihar) in relation to their location of schools and medium of instructions

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Abstract
The present study examined the effect of gender, location of school and medium of instructions on the academic achievement of secondary school students in Magadh region of Bihar. The samples selected through random sampling method including 1000 students (533 urban and 467 rural students). The data collected were analyzed using SPSS package. The results of the study showed that gender had no significant effect on the academic achievement of secondary school students in Magadh region of Bihar. Further the result showed that location of school and medium of instructions had no significant effect on the academic achievement of secondary school students in Magadh region of Bihar.

Keywords: Gender, Academic Achievement, Location of School, Medium of Instructions and Secondary School Students

1. Introduction
Academic scores have become the destiny charters for Indian students. Almost every adolescent student bears the heavy baggage of the expectations of parents and teachers. Thus, exploring the predictors of academic success has always been on the agenda of both educational and child Psychologists'. Social Psychologists and sociologists consider achievement in school as a consequence of the interplay of multifarious social factors. Admittedly, academic or scholastic achievement is a complex phenomenon and requires different approaches to understanding and interpretation. It is the function of many cognitive and non-cognitive aspects of personality. Garrison and Force (1959) [4], Hallahan and Kauffman (1978) [7] and Chauhan (1979) [1] have proposed three basic factors which facilitate emotional disturbance among adolescents. These factors are biological disorders and diseases, pathological family relationship and undesirable experience in school. Also a positive relationship between social adjustment and school attainment has long been known (Dishion, 1990, Feschbach & Feschbach, 1987; Green, Forehand, Beck & Vosk, 1980) [2, 3, 5]. School is an institution which contributes to the total educational and socialization process directed to the development of personality of an adolescent (Greenbaum, 1974) [6]. School has two types of responsibilities, to remove these situations/factors/functions which produce maladjustment in students and to detect undesirable behavior of students and to correct them. Secondary school students' adjustment is a phenomenon that is of great concern to educationists as well as health practitioners. Educationists need to know what they can do to help their students adjust and benefit from school (Mizelle, 1999) [10]. Health practitioners on the other hand are concerned about the well-being of students (Knyazev *et al*., 2002). School adjustment is a broad construct which consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behavior. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades (Kiuru, *et al*. 2009) [8]. Poor school adjustment leads to low academic achievement, behavioural problem, discordant educational aspiration and even school dropout (Vasalampi *et al*. 2009: Raju & Rahamtula 2007) [12, 11].

2. Results and Analysis
Data analysis is performed on computer with SPSS 17 software package. When data was analyzed to make a comparative study of the academic achievement on basis of location of schools (Table 1) the result shows a significant difference between academic achievement of urban and rural schools (df=998, t=2.23).

Table 1: Comparison of academic achievement score on the basis of location of schools

Location	N	Mean	SD	df	t-test	Sig./not sig.
Urban	533	58.77	12.23	998	2.23*	Sig. at 0.05 level
Rural	467	60.54	12.87			

Table- 1 presents the mean academic achievement score of urban and rural secondary school students. Total number of urban and rural secondary school students is 1000. The mean academic achievement score of urban secondary school students is 58.77 and SD is 12.23 whereas the mean academic achievement score of rural secondary school students is 60.54 and SD is12.87. The statistically calculated t-value is 2.23 with degree of freedom 998 which is significant at 0.05 level of significance. Then the result indicates that the hypothesis states that "there is no significant difference between the academic achievement of urban and rural class IX students" is rejected. It states that the academic achievement of rural class IX students is better than that of the urban class IX students in Magadh region of Bihar.

Table 2: Comparison of Self Esteem Score, School Adjustment Score on the basis of Location of schools

Variables	Urban (533)		Rural (467)		t-value
	Mean	SD	Mean	SD	
SE	159.83	16.49	161.88	16.36	1.964*
SA	14.16	5.03	13.37	4.74	2.54**

Table-2 presents the mean scores of self-esteem and school adjustment of secondary school students on the basis of location. The mean score of self-esteem of urban students is 159.83 and SD is 16.49 whereas the mean score of self-esteem of rural students is 161.88 and SD is 16.36. The calculated t-value of Self Esteem is 1.964 which is significant at 0.05 level of significance. This means self-esteem of rural students is higher than the self-esteem of urban students of Magadh region of Bihar.

The mean score of school adjustment of urban students is 14.16 and SD is 5.03 whereas the mean score of school adjustment of rural students is 13.37 and SD is 4.74. The calculated t-value of school adjustment is 2.54 which is significant at 0.01 level of significance. This means that urban students have better school adjustment than rural students of Magadh region of Bihar.

Table 3: Comparison of academic achievement score on the basis Medium of Instructions

Medium of Instructions	N	Mean	SD	df	t-test	Sig./not sig.
English	388	58.92	12.36	998	1.349	Not sig.
Hindi	612	60.02	12.67			

Table -3 presents the mean academic achievement score of English medium and Hindi medium students. Total number of English medium and Hindi medium students is 1000. The mean academic achievement scores of English medium students are 58.92 and Hindi medium students are 60.02. The SD of English medium students is 12.36 and SD of Hindi medium students is 12.67. The statistically calculated t-value is 1.349 with degree of freedom 998 which is not significant. It indicates that the hypothesis which states that "there is no significant difference between the academic achievement of English and Hindi medium class IX students" is accepted. It clearly states that English and Hindi medium students are equally good in their academic achievement at secondary stage in Magadh region of Bihar.

Table 4: Comparison of Self Esteem Score, School Adjustment Score on the basis Medium of Instructions

Variables	English (388)		Hindi (612)		t-value
	Mean	SD	Mean	SD	
SE	160.19	16.41	161.17	16.48	0.925
SA	14.09	5.02	13.60	4.83	1.537

Table-8 presents the mean scores of self-esteem and school adjustment of secondary school students on the basis of medium of instruction. The mean score of self-esteem of English medium students is 160.19 and SD is 16.41 whereas the mean score of self-esteem of Hindi medium students is 161.17 and SD is 16.48. The calculated t-value of Self Esteem is 0.925 which is not significant at 0.05 level of significance. This means that English and Hindi medium students have same Self Esteem in Magadh region of Bihar.

The mean score of school adjustment of English medium students is 14.09 and SD is 5.02 whereas the mean score of school adjustment of Hindi medium students is 13.60 and SD is 4.83. The calculated t-value of school adjustment is 1.537 which is not significant at any level of significance. This means that English and Hindi medium students have equal school adjustment in Magadh region of Bihar.

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