



## **A STUDY OF ACADEMIC ACHIEVEMENT OF CLASS IX STUDENTS OF TINSUKIA DISTRICT OF ASSAM IN RELATION TO THEIR GENDER, HABITATION AND TYPES OF MANAGEMENT OF THE SCHOOLS**

**Lokman Ali,**

Assistant Professor, Dept. of Education, Doomdooma College, Dist-Tinsukia,

Assam & Teacher Fellow, Dept. of Education, Dibrugarh University, Dibrugarh, Assam

**Neeta Kalita Barua,**

HOD of Education, Dibrugarh University, Dibrugarh, Assam

### ***Abstract***

*In the present study an attempt has been made to study the level of academic achievement as well as to find out the difference in academic achievements of the Class IX students of Tinsukia district of Assam in relation to their gender, habitation and types of management of the schools. The sample consisted of 600 Class IX students selected through stratified random sampling technique from 20 co-educational Secondary Schools. The sample was stratified on the basis of gender, habitation and types of management of the schools. The aggregate percentage of marks obtained by the Class IX students in their annual examination of 2012 was used as the indices of their academic achievement. The data were analyzed with help of both descriptive and inferential statistics. The findings of the study reveal that the levels of academic achievement of the Class IX students of Tinsukia district are in third division category. The study revealed no significant difference in academic achievement of the students in relation to their gender and habitation except the types of management of the schools.*

### **1.0 INTRODUCTION:**

Academic achievement implies the degree or level of success attained in some specific tasks, especially school performance. Hence, academic or scholastic achievement bears the meaning “the attained ability to perform school tasks, which can be general or specific to a given subject matter”. Success of an individual largely depends upon their academic achievements. The term ‘achievement’ refers to the degree or the level of success attained in some specific school tasks especially scholastic performance. Good (1959, p. 489) defined achievement as the accomplishment or proficiency of performance in a given skill or body of knowledge. On

the other hand, the word 'academic' implies connected with education, especially at college or university level (Longman Dictionary, 1998, p.6). The term is derived from the word 'academy' which refers to a place of study or training in a special field or a society or institutions of distinguished scholars, artists, or scientists. Academic achievement is the learning outcome brought in the child after a course is completed. Trow (1960, p. 449) defined 'academic achievement' as attained ability or degree of competence in school work usually as measured by standardized tests expressed in age or grade units based on norms devised from a wide sample of pupils performance.' The direct evidence of academic achievement is actual performance of the individual in a particular course or subject.

Several research findings indicate that pupils differ in their academic achievements due to individual differences in intelligence, aptitude, interest, values, attitudes, habits and other personality characteristics. Hence, it is a big challenge for educators, curriculum designers, school administrators, and teachers to organize learning experiences for pupils to satisfy their diversified abilities, interests, attitudes, values, beliefs and other personality traits. In the present study an effort has been made to understand the levels of academic achievement of the students studying in ninth grade who are considered to be the builders of a nation.

**2.0 TITLE OF THE STUDY:** The research problem undertaken for the present investigation is entitled '*Academic Achievement of the Class IX Students of Tinsukia District of Assam in Relation to Their Gender, Habitation and Types of Management of the Schools*'.

**3.0 SIGNIFICANCE OF THE STUDY:** Children spend most of their growing years in classrooms. Consequently, the main goal of teachers is to obtain maximum achievement from each student. At the end of each academic year, it is the student's academic achievement that determines whether they will progress to the next grade or not. The role of academic achievement in the educational system in particular and in the development of a nation in general is assuming greater proportions. Academic achievement plays a very significant and vital role in accomplishment of the ideas of harmonious development of a child. In the rapidly changing world and with the growing advancement in science and technology, the place of education has become so crucial that every parent today sets high goal to educate their children. Good academic record speaks for the individual. At the time of admission, for entrance, to any kind of jobs, for scholarships, for further studies and so on, the academic record is considered to be the main testimonial. It portrays the individual. An individual is a mere organism without any academic worth. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. That's why; academic achievement occupies a very significant place in education as well as in learning process. Hence, the significance of the present study arises from the need to understand the levels of academic achievement of the students studying at the secondary stage. In the present study an attempt was made to understand the academic achievement of Class IX students of Tinsukia district. The study will have a practical value for teachers, administrators, supervisors and the students themselves.

**4.0 OBJECTIVES OF THE STUDY:** The study was conducted with the following objectives in view:

- 4.1 To study the levels of academic achievement of the Class IX students of Tinsukia district.
- 4.2 To compare the academic achievement of male and female Class IX students of Tinsukia district.
- 4.3 To compare the academic achievement of the Class IX students studying in urban and rural schools of Tinsukia district.
- 4.4 To compare the academic achievement of the Class IX students studying in provincialised and private schools of Tinsukia district.

**5.0 RESEARCH QUESTION AND HYPOTHESES OF THE STUDY:** On the basis of the review of related literature, and keeping in view the above objectives the following research question and null hypotheses were formulated for testing:

- 5.1 What are the levels of academic achievement of the Class IX students of Tinsukia district?
- 5.2 There is no significant difference between academic achievement of male and female Class IX students of Tinsukia district.
- 5.3 There is no significant difference between academic achievement of the Class IX students studying in urban and rural schools of Tinsukia district.
- 5.4 There is no significant difference between academic achievement of the Class IX students studying in provincialised and private schools of Tinsukia district.

**6.0 OPERATIONAL DEFINITION OF TERMS AND CONCEPTS:**

6.1 **Academic Achievement:** In the context of the present study, the term academic achievement is used to mean only the scholastic achievement of the students. This scholastic achievement is taken as the aggregate percentage of marks obtained by the Class IX students of Tinsukia district in their Annual Examination of 2012.

6.2 **Secondary School:** Secondary Schools provide instruction to the students of Class IX to XII. In the present study, the term Secondary School is used to mean all those schools within Tinsukia District which have Secondary Education Classes at least from Class IX to X. Since the target population sample have been drawn from Class IX, hence those schools which do not have the Higher Secondary sections within its fold have also been taken up as the sample of this study.

6.3 **Gender:** Dictionary meaning of the term 'gender' is the fact of being male or female. In present study the term 'gender' is used to mean the male and female students (boys and girls) studying in Class IX.

6.4 **Habitation:** It means the act of living in a place. In the context of the present study, the term is used to mean the students studying in Class IX in Secondary Schools of urban and rural areas of Tinsukia district.

6.5 **Types of Management:** The word management means to run, to handle, or to control an organization. In the context of the present study the term 'management' is used to mean the



provincialised Secondary Schools managed by the State Department of Education, and the private Secondary Schools managed by the private body of Tinsukia district.

**7.0 DELIMITATIONS OF THE STUDY:** Keeping in view the purpose, scope and constraints of time, the study was limited and delimited in terms of the following aspects-

- (i) The sample for the present study was drawn from Class IX students of Tinsukia district of Assam.
- (ii) The study was confined to the academic year 2012-13.
- (iii) The study was confined to the variables of gender, habitation and types of management of the schools.

## **8.0 METHODS AND PROCEDURES:**

**8.1 Design of the Study:** In the present study considering the nature of the data the 'Descriptive Survey' method was adopted.

**8.2 Population:** The population of the present study involved all the 24,713(12,379 male and 12,334 female) Class IX students studying in 277 Secondary Schools of Tinsukia district of Assam in the year 2012.

**8.3 Sample:** The study involved a total sample of 600 Class IX students of Tinsukia district studying in the year 2012. This sample was selected from 20 co-educational Secondary Schools affiliated to Board of Secondary Education, Assam (SEBA) by adopting the stratified random sampling technique. The sample was stratified on the basis of gender, habitation and types of management of the schools.

**8.4 Tool Used:** The aggregate percentages of marks obtained by the Class IX students (round off) of Tinsukia district in their Annual Examination of 2012 conducted by the District Level Class IX Examination Board have been used as the measure of their academic achievement. These marks were collected by the investigator from the school record books with due permission of the school authority.

**8.5 Statistical Techniques Used:** The data collected were analyzed with the help of different statistical techniques. Some data were also represented graphically. Mean (X), Median (Mdn), Mode, Standard Deviation (SD), Skewness (sk), and Kurtosis (ku) were used to find out the levels of academic achievement of the students. The t-test was used to study the difference between academic achievements of the Class IX students of Tinsukia district in relation to their gender, habitation and types of management of the schools.

## **9.0 RESULTS AND DISCUSSION:**

**9.1 Levels of Academic Achievement of the Class IX Students of Tinsukia District:** The result of the study regarding levels of academic achievement of the Class IX students of Tinsukia district have been presented in the following heading.

**9.1.1 Distribution of the Class IX Students of Tinsukia District on Levels of Academic Achievement:** The aggregate percentages of marks (round off) obtained by the Class IX students of Tinsukia district in their annual examination of 2012 were divided equally into six main categories, *viz*; Distinction (scores ranges from 85 per cent and above), Star (scores ranges from 75-84 per cent), First Division (scores ranges from 60-74 per cent), Second Division (scores ranges from 45-59 per cent), Third Division (scores ranges from 30-44 per cent), and Fail (scores ranges below 30 per cent. The distribution of the Class IX students of Tinsukia district on levels of academic achievement has been presented in table 1.

**TABLE 1**  
**Distribution of the Class IX Students of Tinsukia District on Levels of Academic Achievement**

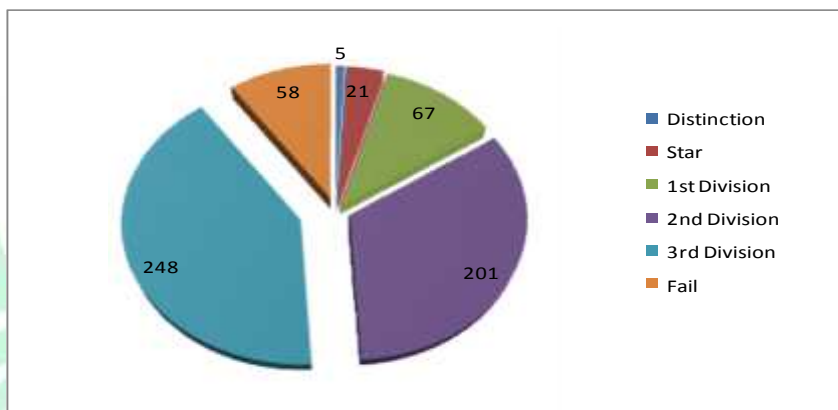
Sl. No.	Range of Raw Score (In Percentage)	Levels of Academic Achievement	No. of Students	%
1	85 & above	Distinction	5	0.83 %
2	75 to 84	Star	21	3.50 %
3	60 to 74	First Division	67	11.17 %
4	45 to 59	Second Division	201	33.50 %
5	30 to 44	Third Division	248	41.33 %
6	Below 30	Fail	48	9.67 %
7	Total		600	100 %

Table 1 reveals that most of the respondents (41.33 per cent, 248 out of 600 students) fell in the category of third division. Only five respondents (0.83 per cent) fell in the distinction category of academic achievement, forty eight (9.67 per cent) respondents' fell in the fail category of academic achievement. On the other hand, twenty one (3.50 per cent) respondents fell in the star and sixty seven (11.17 per cent) in

the first division category. Again 201 (33.50 per cent) respondents fell in the category of second division.

On the basis of the above discussion it can be concluded that the levels of academic achievement of the Class IX students of Tinsukia district falls in the category of third division as majority of the respondent's (41.33 per cent) scored between thirty and forty four per cent.

Figure 1 shows the distribution of the Class IX students of Tinsukia district on levels of academic achievement.



**FIG. 1: Distribution of the Class IX Students of Tinsukia District on Levels of Academic Achievement**

**9.1.2. Variable-Wise Distribution of Different Measures on Levels of Academic Achievement of the Class IX Students of Tinsukia District:** The variable-wise distribution of different measures on levels of academic achievement of the Class IX students of Tinsukia district also shows a clear picture in this context which have been presented in table 2.

**TABLE 2**

**Variable-wise Distribution of Different Measures on Levels of Academic Achievement of the Class IX Students of Tinsukia District**

Variables		Sample (N)	Mean (X)	Median (Mdn)	Standard Deviation (SD)	Skewness (sk)	Kurtosis (ku)
Gender	Male	300	45.56	43	13.94	0.72	0.49
	Female	300	46.48	45	13.93	0.53	0.35
Habitation	Urban	300	46.47	45	15.20	0.52	-0.02
	Rural	300	45.58	44	12.54	0.73	0.93
Types of	Prov.	300	40.1	40	10.92	0.39	0.53

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	Private	300	51.92	50	14.13	0.51	-0.12
Total		600	46.02	44	13.93	0.62	0.39

Table 2 reveals that the computed skewness indices of academic achievement scores of all the variables are positive. These positive indices of skewness indicate that the distribution of academic achievement scores of the Class IX students of Tinsukia district are skewed positively or to the right i. e. the scores are massed at the low (or left) end of the scale, and are spread out gradually towards the high or right end.

The computed greater than .263 kurtosis indices indicate that the distribution of academic achievement scores is platykurtic. Therefore, the scores are scattered more evenly than the normal distribution and the shape of the curve is flatter than the normal one. On the other hand, the computed negative indices of kurtosis in the distribution of the academic achievement scores indicate that the distribution is leptokurtic. Therefore, the scores are mostly concentrated in same place or in some limited points than the normal distribution and the shape of the curve are more peaked than the normal one.

**9.2 Difference between the Academic Achievements of Male and Female Class IX Students of Tinsukia District:** In order to find out the difference between academic achievements of the male and female Class IX students of Tinsukia district the following null hypothesis was formulated.

**Null Hypothesis:** *“There is no significant difference between the academic achievements of male and female Class IX students of Tinsukia district”* To test this null hypothesis the ‘t’ value was computed. Table 3 shows the difference between the academic achievements of male and female Class IX students of Tinsukia district.

**TABLE 3**  
**Significance of Difference between Mean Scores of Academic Achievements of the Male and Female Class IX Students of Tinsukia District**

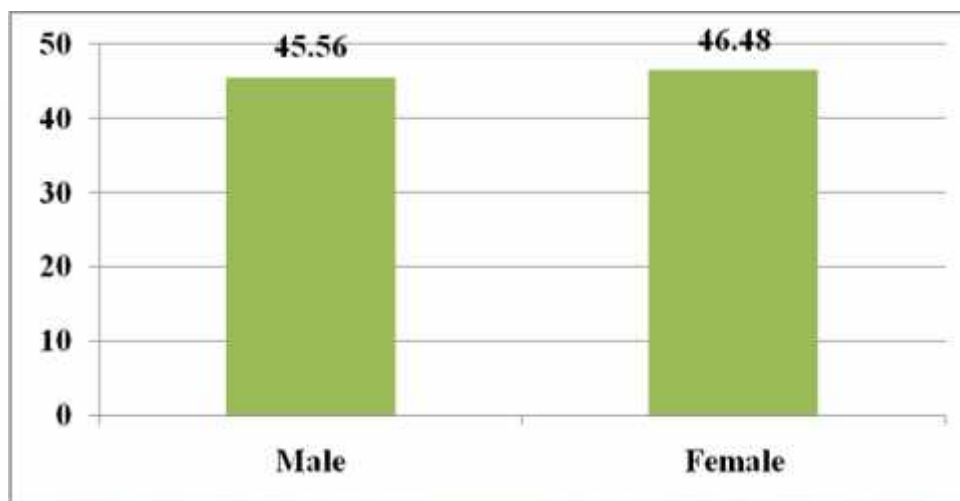
Gender	N	Mean (X)	SD	df	‘t’ value	Significance
Male	300	45.56	13.94	498	0.81	Not Significant
Female	300	46.48	13.93			

Table 3 reveals that the computed value of ‘t’ was found to be 0.81 which is less than the critical value of ‘t’ (1.96) with 598 degrees of freedom to be significant at 0.05 level of significance. Hence, it is not significant. This indicates that there is no significant difference



between the academic achievements scores of the male and female Class IX students of Tinsukia district. For this reason, the null hypothesis that “*There is no significant difference between the academic achievements of the male and female Class IX students of Tinsukia district*” may be accepted. It implies that the findings of the sample studied help in arriving at the conclusion that there is no significant difference between the academic achievements of male and female Class IX students of Tinsukia district.

Figure 2 shows the mean difference between academic achievements of male and female Class IX students of Tinsukia district.



**FIG. 2: Mean Difference between Academic Achievements of Male and Female Class IX Students of Tinsukia District**

**9.3 Difference between Academic Achievements of the Class IX Students Studying in Urban and Rural Schools of Tinsukia District:** In order to examine the difference between academic achievements of the Class IX students studying in urban and rural schools of Tinsukia district the following null hypothesis was formulated-

**Null Hypothesis:** “*There is no significant difference between academic achievements of the Class IX students studying in urban and rural schools of Tinsukia district*” To test this null hypothesis the ‘t’ value was computed. Table 4 shows the difference between academic achievements of the Class IX students studying in urban and rural schools of Tinsukia district.

**TABLE 4**

**Significance of Difference between Mean Scores of Academic Achievements of the Class IX Students Studying in Urban and Rural Schools of Tinsukia District**

Habitation	N	Mean(X)	SD	df	‘t’ Value	Significance



Rural	300	45.58	12.54	598	0.78	Not Significant
Urban	300	46.47	15.20			

Table 4 reveals that the computed value of ‘t’ was found to be 0.78 which is much less than the critical value of ‘t’ (1.96 ) with 598 degrees of freedom to be significant at 0.05 level of significance. Hence, it is not significant. Therefore, the null hypothesis that, “*There is no significant difference between the academic achievements of Class IX students studying in urban and rural schools of Tinsukia district*” may be accepted. So, it can be concluded that Class IX students studying in rural and urban schools of Tinsukia district have no significant difference in respect to their academic achievements is concerned.

Figure 3 shows the mean difference between academic achievements of the Class IX students studying in urban and rural schools of Tinsukia district.



**FIG. 3: Difference between Academic Achievements of the Class IX Students Studying in Urban and Rural Schools of Tinsukia District**

**9.4 Difference between Academic Achievements of the Class IX Students Studying in Provincialised and Private Schools of Tinsukia District:** In order to study the difference between academic achievements of the Class IX students studying provincialised and private schools of Tinsukia district, the following null hypothesis was formulated-

**Null Hypothesis:** “*There is no significant difference between academic achievements of the Class IX students studying in provincialised and private schools of Tinsukia district.* To test this null hypothesis the ‘t’ value was computed. Table 5 shows the significance of the difference between means of academic achievements of the Class IX students studying in urban and rural schools of Tinsukia district.

**TABLE 5**

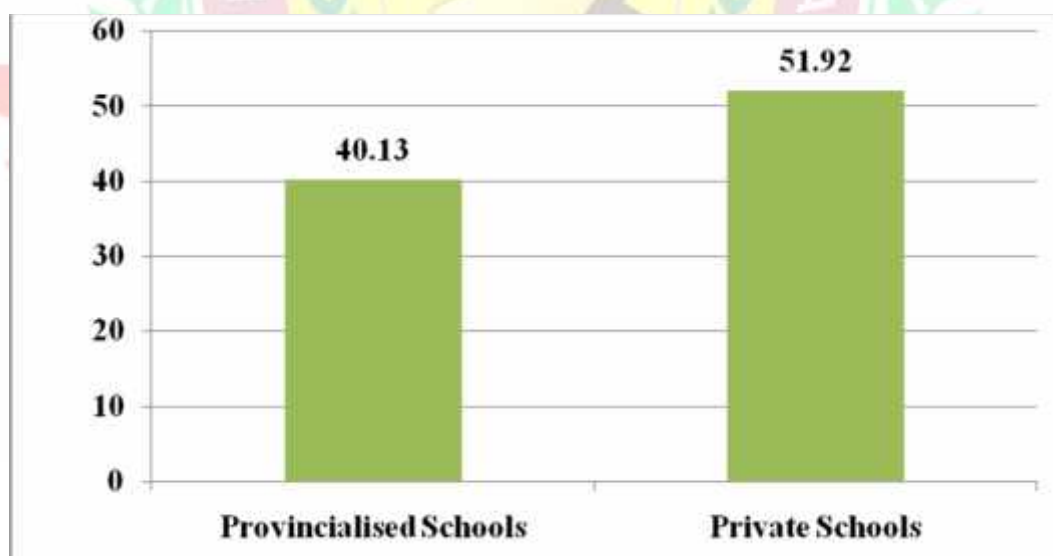
**Significance of Difference between Means of Academic Achievements of the Class IX Students Studying in Provincialised and**

### Private Schools of Tinsukia District

Types of Management	N	Mean (X)	SD	df	't' Value	Significance
Provincialised	300	40.13	10.92	598	11.44	Significant at 0.01 Level
Private	300	51.92	14.13			

Table 5 reveals that the computed value of 't' was found to be 11.44 which is much greater than the critical value of 't' (2.58) with 598 degrees of freedom to be significant at 0.01 level of significance. Hence, it is significant at 0.01 level. Therefore, the null hypothesis that "There is no significant difference between academic achievements of the Class IX students studying in provincialised and private schools of Tinsukia district" may be rejected. So, it may be concluded from this finding of the study that there is a significant difference between academic achievements of the Class IX students studying in provincialised and private schools of Tinsukia district.

Figure 4 shows the mean difference between academic achievements of the Class IX students studying in provincialised and private schools of Tinsukia district.



**FIG. 4: Mean Difference between Academic Achievements of the Class IX Students studying in Provincialised and Private Schools of Tinsukia District**

#### 10.0 MAJOR FINDINGS OF THE STUDY:

-Majority of the Class IX students of Tinsukia district belonged to the third division category of academic achievement.

-There was no significant difference between academic achievement of male and female Class IX students of Tinsukia district.

-There was no significant difference between the Class IX students studying in rural and urban schools with respect to their academic achievement.

-There was a significant difference between academic achievement of the Class IX students studying in provincialised and private schools of Tinsukia district.

### **11.0 CONCLUSION:**

The present study it was found that majority of students belonged to the category of third division academic achievement. The study also revealed that there is no significant difference between academic achievements of the male and female Class IX students and the Class IX students studying in urban and rural schools of Tinsukia district. But, the study revealed a significant difference between the academic achievements of Class IX students studying in provincialised and private schools of Tinsukia district. Therefore, the government should provide more facilities to the provincialised schools to enhance their academic achievement.

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