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A Study on Academic Achievement of Residential and Non-residential secondary school students in relation to Locality

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Abstract

The present study intends to Study on Academic Achievement of Residential and Non-residential secondary school students in relation to Locality. Investigator studied Dharwad district Residential and Non-residential secondary school students' Academic achievement and Adjustment. The sample of the study consists of 500 Residential and Non-residential secondary school X standard students of Dharwad district. Investigator used Descriptive Survey method for the present study. Investigator prepared and used Academic achievement test. Investigator visited the Residential and Non-residential secondary schools of Dharwad district and collected data from the students. The descriptive and differential statistics is used for the analysis of collected data. The results of the study reveal that the Mean and SD of the non-residential rural secondary school students have significant higher academic achievement (79.79 ± 6.53) as compared to residential rural secondary school students (77.67 ± 6.75) and the non-residential urban secondary school students have significant higher academic achievement (79.79 ± 6.53) as compared to residential urban secondary school students (77.67 ± 6.75).

Keywords: Academic, Descriptive Survey, sample datas, standard deviation

1. Introduction

Education is the integral part of an every individual that process of developing the capacities and potentials of the individuals with the help of good teachers and their proficiency in teaching we can achieve in literacy, develop in academic achievement and quality education. The teachers should accept and adopt new techniques, methods and approaches in their teaching definitely it will help to academic achievement of the students. Academic achievement occupies a very help important place in education as well as in the learning process. In considered as a key criterion to judge ones total potentialities and capacities. Academic achievement is influenced by personality, Motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of students like, social status, personality, adjustment,

socioeconomic status, and study habits, self-concept, intelligence etc. in this Adjustment is very influenced on Academic achievement.[1-5]

1.2. Academic Achievement

Academic performance or "academic achievement" is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

1.3 Academic performance

It means the knowledge and skills that students have mastered in a subject or a course. It is a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators. Through students' performance in the assessment items such as essays, tests, viva, and examinations, students' performance are determined in ranking as to the educational standards that they have reached — pass, credit, distinction, high distinction and so on.

2. Need of the study

The study of adjustment has provided educational psychologists with emotional, social and educationally cognitive processes involved in learning and what differentiates successful students from their less successful peers. It also holds several implications for instructional interventions such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning. As students become more capacity adjustment, skills, abilities they gain confidence and become more independent as learners. Independence leads to ownership as students realize needs they can pursue their own intellectual needs and discover a world.

From the above discussion, the relevance of Academic achievement and Adjustment seems to be very clear, as it seems to be one of the predictors of successes in one's life career. Keeping the relevance of achievement in mind, a very relevant question arises. What are the various determinants that may most likely affect Academic achievement and Adjustment either negatively or positively? So keeping this the investigator selected this topic for the study. [6-11]

3. Objective of the study

1. To study the Academic Achievement of Residential and Non-residential secondary school students in relation to locality (Rural and Urban)

4. Hypothesis of the study

1. No significant difference between residential and non-residential rural secondary school students with academic achievement

2. No significant difference between residential and non-residential urban secondary school students with academic achievement

5. Design of the Study

Investigator used the Descriptive Survey method for collecting the data of 500 X standard Residential and Non-residential students from secondary schools of Dharwad district. Investigator used the Random Sampling Technique for the selection of 500 samples in the present study. Residential and Non-residential secondary schools X standard students' who were belonging to the rural and urban Schools of Dharwad district.

6. Data analysis and results

After the data had been collected, it was processed and tabulated using Software. The data collected on Academic achievement of X standard Residential and Non-residential students from secondary schools.

1. **Null Hypothesis (H₀):** No significant difference between residential and non-residential rural secondary school students with academic achievement scores
2. **Alternative Hypothesis (H₁):** Significant difference between residential and non-residential rural secondary school students with academic achievement. [10-14]

The result of the below table, the calculated value of t test is 2.5230 and the critical value of t with 248 degrees of freedom at significance level of 5 percent is 1.9600. It clearly shows that, the calculated value of t test i.e. 2.5230 is greater than 1.9600. Therefore, the H₀ is rejected and H₁ is accepted. It means that, the residential and non-residential rural secondary school students have different academic achievement scores. It concluded that, the non-residential rural secondary school students have significant higher academic achievement (79.79 ± 6.53) as compared to residential rural secondary school students (77.67 ± 6.75). The mean and SD scores of academic achievement of residential and non-residential rural secondary school students are also highlighted in the following figure.

Table1. Number, Mean, Standard deviation, degrees of freedom value and p-value between residential and non-residential rural secondary school students with academic achievement scores.

Groups	n	Mean	SD	df	t -value	P-value
Residential -Rural	125	77.67	6.75	248	2.5230	0.0123,S
Non-residential -Rural	125	79.79	6.53			

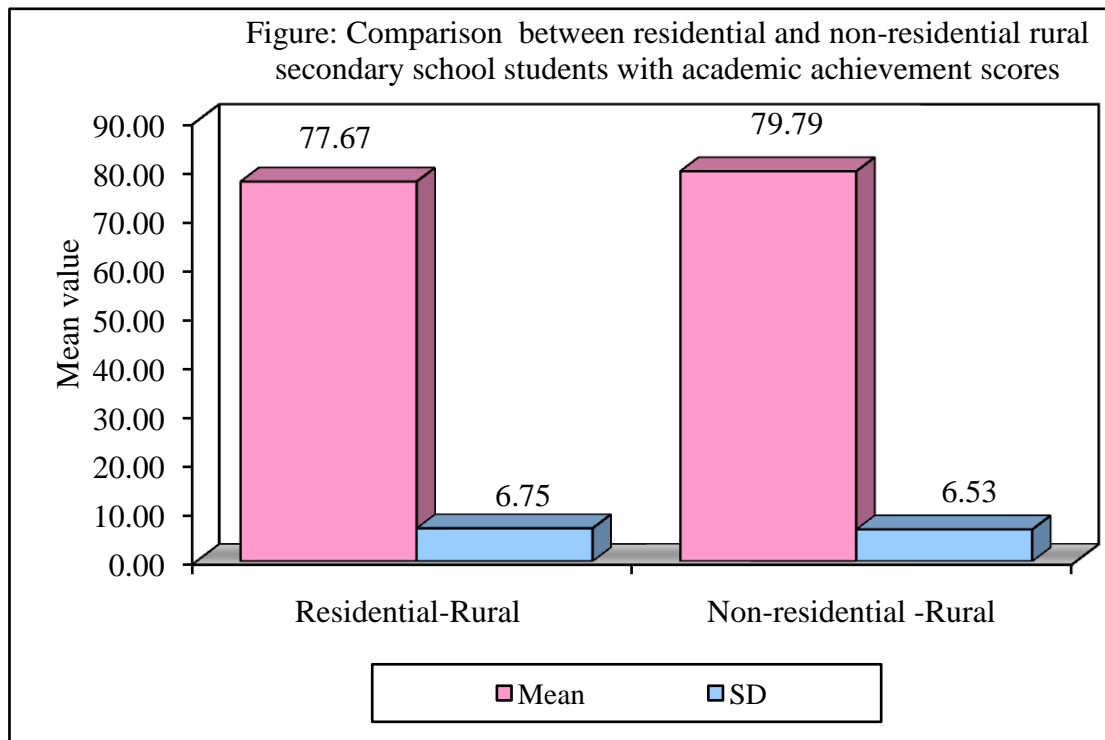


Fig.1. Comparison between residential and non-residential rural secondary school students with academic achievement scores.

- Null Hypothesis (H0):** No significant difference between residential and non-residential urban secondary school students with academic achievement
- Null Hypothesis (H1):** Significant difference between residential and non-residential urban secondary school students with academic achievement.

The result of the above table, the calculated value of t test is 3.6261 and the critical value of t with 248 degrees of freedom at significance level of 5 percent is 1.9600. It clearly shows that, the

calculated value of t test i.e. 3.6261 is greater than 1.9600. Therefore, the Ho is rejected and H1 is accepted. It means that, the residential and non-residential urban secondary school students have different academic achievement scores. It concluded that, the non-residential urban secondary school students have significant higher academic achievement (79.79±6.53) as compared to residential urban secondary school students (77.67±6.75). The mean and SD scores of academic achievement of residential and non-residential urban secondary school students are also highlighted in the following figure.

Table2. Mean. Standard deviation, degrees of freedom value and p-value between residential and non-residential urban secondary school students with academic achievement.

Groups	N	Mean	SD	df	t -value	P-value
Residential -Urban	125	78.93	6.39	248	3.6261	0.0003.S
Non-residential -Urban	125	81.74	5.88			

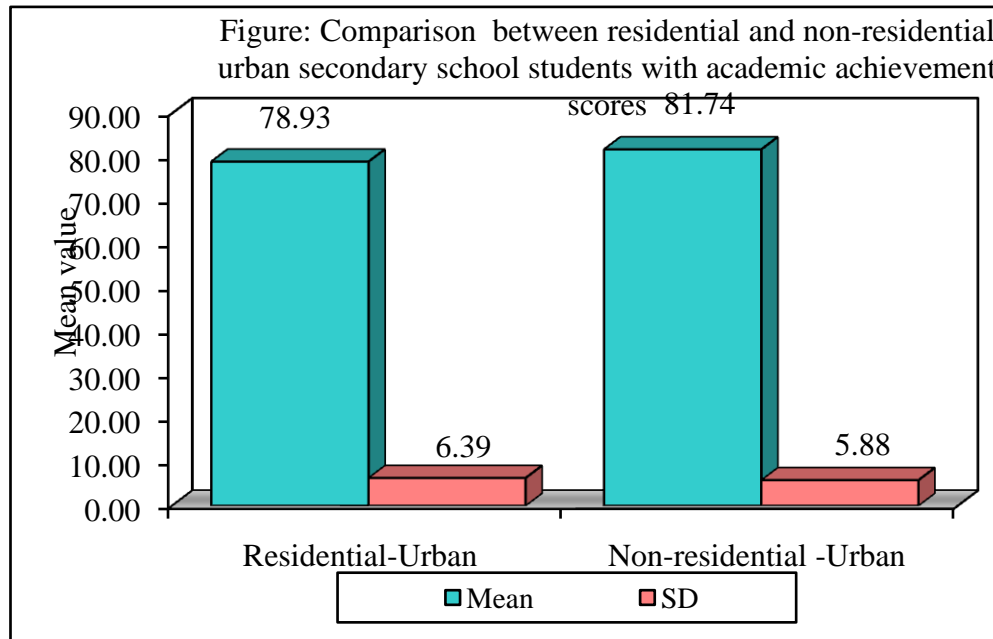


Figure2. Comparison between residential and non-residential urban secondary school students with academic achievement scores.

Conclusion

The non-residential rural secondary school students have significant higher academic achievements compared to residential rural secondary school students and the non-residential urban secondary school students have significant higher academic achievements compared to residential urban secondary school students. From this study, it is clear that, the teacher should give opportunities to their students to proper guidance to positive thinking and get feedback from the peers, which in turn help the students to improve their Academic achievement.

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