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A Study of Scholastic Achievement of Senior Secondary School Students

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Abstract: ***This study explores the scholastic achievement of senior secondary school students. The simple random sampling technique was used to draw the sample of 200 students of Allahabad. Data has been collected from the result of previous year Board examination. The major findings of the study were (i)There is no significant difference between students of working and non-working mothers on the measure of scholastic achievement. Students of non-working mothers are having higher scholastic achievement than students of working mothers. (ii) There is no significant difference between students belonging to urban and rural background on the measure of scholastic achievement. Students belonging to urban background are having higher scholastic achievement than students belonging to rural background.(iii) There is no significant difference between male and female students on the measure of scholastic achievement. Female students are having higher scholastic achievement than male students.***

Keywords: Scholastic Achievement, working and non-working mothers, urban background

1. Introduction

The Academy of Scholastic Achievement first opened its doors in the fall of 1978 in the basement of a Catholic church in West Garfield Park. The staff comprised 8 full-time teachers and administrators and the student roster was 85. One year later, the school's roof collapsed in the Chicago blizzard of 1979. The Academy found temporary shelter at Mars Hill Baptist Church in Austin, before relocating to the historic Hamlin House building in West Garfield Park. Around this time, the Academy successfully petitioned the Chicago Board of Education to occupy a phased out public elementary school. Louis Armstrong Elementary School in Austin, was home to Academy of Scholastic Achievement (ASA) until the Chicago Public Schools (CPS) reclaimed the property in 1992. That year the Academy relocated to its current site at 4651 W. Madison Street; Academy of Scholastic Achievement has remained at this location ever since. Today, the Academy serves nearly 200 students and has a full-time staff of 26. The school offers academic, extra-curricular and social-emotional programs. The 9,000-square foot building features six classrooms, several administrative offices, and a multi-purpose room that also serves as a conference room, cafeteria, and classroom. The school has a 25-seat computer room and two mobile computer labs with 24 laptops. In partnership with the Chicago Public Schools, Academy of Scholastic Achievement offers a program of breakfast and lunch. To complement instruction, Academy of Scholastic Achievement offers a host of academic programs that enable students to gain performance skills and social skills, civic participation, perseverance, logical and critical thinking. Scholastic Achievement helps in the improvement of every student for educational success and helps in preparing the latest test materials to students for the great level of scholastic success. Academy of Scholastic Achievement honestly thinks that knowledge and a higher education are more important than money. It is the faithful measure of enduring, advantageous change in our future communities. Academy of Scholastic Achievement give assistance and share effective practices to the students who are bound to the college. Scholastic Achievement helps in providing different types of learning materials to the college students who are bound to the college and could not afford them. Funds of these study materials get a part of every sale.

2. Review of Related Literature

Alkhateeb, Mohammad (2001) studied to explore the gender difference in Mathematics scholastic achievement of students in the last grade of high school and changes in these differences over a 10 year period in United Arab Emirates. A random sample of 2000 students, 1000 males and 1000 females for each of 10 academic years, was taken from Ministry of Education records and achievement results for males and females were compared. Finding indicated no significant overall differences. In the last 6 years, females scored higher, although effect sizes were small.

Bookman, T. (1996) studied academic adjustment in relation to scholastic achievement of secondary school pupils by taking a sample of 545 senior secondary school students and found that academic adjust was significantly related to the scholastic performance. The scholastic performance and locality were unrelated. There was no difference among the students from urban and rural localities with regard to scholastic performance.

Chaudhary, P.C and Muni, K. (1995) carried out a study on the role of parental support in children need satisfaction and scholastic achievement. The sample consisted of fifty children from 7th grade of equal number of boys and girls. Family effectiveness and need satisfaction inventory and academic marks were used as measures in this study. They reported that parental support had positive effect on their children scholastic achievement.

Gawande, E.N. (1988) studied the relationship between achievement motivation and scholastic achievement of higher secondary students of Class XI. It was found that the correlation between achievement-motivation and scholastic achievement of urban students was at higher level than that of rural students. There was no significant difference in the coefficient of correlation of achievement motivation and

scholastic achievement of non-backward and backward students. The mean difference in the scores of scholastic achievement in boys and girls was not significant.

Hassanbeigi, A. et al (2011) conducted a study on the relationship between various study skills and academic performance of university students and found that the study skills scores of students with GPA of 15 and above (out of 20) were statistically higher than those students with GPA of less than 15 in all of the seven skills (time management and procrastination, concentration and memory, study aids and note-taking, test strategies and test anxiety, organizing and processing information, motivation and attitude, and reading and selecting the main idea).

Kapoor, R. (1987) studied on relationship of scholastic achievement with adjustment, study habits, intelligence and socio-economic status at Junior high school level. It was found that better adjustment, study habits, high intelligence and socio-economic status were related with high scholastic achievement at Junior high school level. This study also showed that not only the mental abilities, but the other motivational factors may also be the responsible for scholastic achievement.

Mine, S. and Erdnic, L. (2008) in the study aimed to explore gender differences in Mathematics scholastic achievement as demonstrated by performance on Mathematics subsection of a nationwide high school entrance examination in Turkey. In this study, the cities in Turkey were separated into five groups according to their level of economic development. The analysis was based on 2647 students that were randomly from these five different groups of cities. Although results indicated a statistically significant difference in Mathematics scholastic achievement in favour of cities with the highest economic status, the size was quite small, which indicates the difference was not practically significant.

Nuthana, P. and Yenagi, G. (2009) investigated the relationship between study habits and academic achievement of the students. The sample for the study consisted 700 students. It was found that there is significant correlation between study habits and academic achievement of the students.

Rastogi, K.K. (1994) conducted a study to find out the relationship between study habits and academic performance of the students. The sample for the study consisted 600 students. Findings of the study revealed a positive correlation between study habit and academic achievement.

Singh, Alaukh (1979) studied on relationship of motivation with school performance and scholastic achievement. It was found that motivation has positive relationship with school performance and scholastic achievement. High and low achievement motivated students differ significantly on scholastic achievement score.

2.1 Significance of the Study

Scholastic Achievement is more concerned with cognitive and knowledge aspects. These can be measured by observing learner's actions in different learning situations. The intelligence or mental ability tests come under its category. Scholastic Achievement is the achievement of the students in Scholastic areas. Since the objective of the subject teaching can be find out only when the students grasp whatever has been taught and the outcome can be seen in the uniform examination. Therefore it is important to study the scholastic achievement of the students

2.2 Objectives of the Study

1) To study the difference between students of working and non-working mothers on the measure of scholastic achievement.
2) To study the difference between students belonging to urban and rural background on the measure of scholastic achievement.
3) To study the difference between male and female students on the measure of scholastic achievement.

2.3 Hypotheses of the Study

1) There is no significant difference between students of working and non-working mothers on the measure of scholastic achievement.
2) There is no significant difference between students belonging to urban and rural background on the measure of scholastic achievement.
3) There is no significant difference between male and female students on the measure of scholastic achievement.

Sample of the Study:
The sample was selected from the schools of Allahabad. The size of the sample was of 200 students (100 male and 100 female students) of class XI.

Tool of the Study:
Data has been collected by the investigator from the result of previous year Board examination.

Statistical Techniques Used:
For the analysis of data, investigator used Mean, S.D and t-test Statistics were used.

3. Analysis and Interpretation

For the analysis of the data, the data collected was tabulated

Objective 1: Significance of difference between the students of working and non-working mothers on the measure of scholastic achievement

Students whose mothers are	N	Mean	S.D	df	t-value	Level of significance
Working	56	80.65	7.99	198	4.16	0.05*
Non- Working	144	85.99	8.45			

*Significant at 0.05 level

Table 1: Showing significance of difference between the students of working and non-working mothers

It is quite clear from the table 1 that students of working and non-working mothers are differing significantly on the measure of scholastic achievement. The mean score of

students of working mothers is 80.65 while the mean score of students of non-working mothers is 85.99, whereas their S.D are 7.99 and 8.45 respectively. When the t-test was applied to find out the significance of difference between these two means, the value of t was found as 4.16 which is significant at 0.05 level of significance and 198 degree of freedom.

Since the mean score of students of non-working mothers is greater than students of working mothers. It means students of non-working mothers are having higher scholastic achievement than students of working mothers. Therefore the hypothesis stated 'there is no significant difference between students of working and non-working mothers on the measure of scholastic achievement' is rejected.

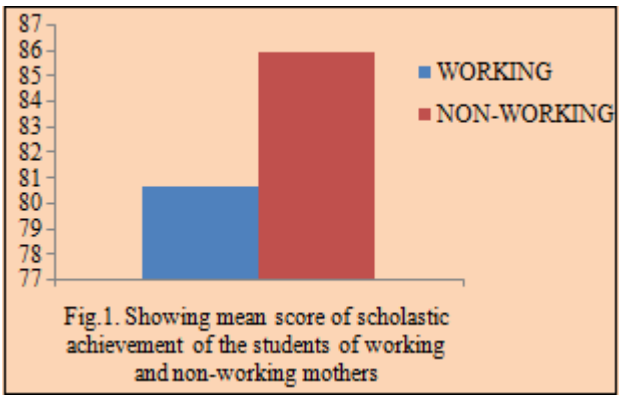

Fig.1. Showing mean score of scholastic achievement of the students of working and non-working mothers

Objective 2: Significance of difference between the students belonging to urban and rural background on the measure of scholastic achievement

Locality	N	Mean	S.D	df	t-value	Level of significance
Urban	105	80.22	10.86	198	2.46	0.05*
Rural	95	78.58	10.46			

*Significant at 0.05 level

Table 2: Showing significance of difference between the students belonging to urban and rural background

It is quite clear from the table 2 that students belonging to urban and rural background are differing significantly on the measure of scholastic achievement. The mean score of students belonging to urban background is 80.22 while the mean score of studentsbelonging to rural background is 78.58, whereas their S.D are 10.86 and 10.46 respectively. When the t-test was applied to find out the significance of difference between these two means, the value of t was found as 2.46 which is significant at 0.05 level of significance and 198 degree of freedom.

Since the mean score of students belonging to urban background is greater than students belonging to rural background. It means students belonging to urban background are having higher scholastic achievement than students belonging to rural background. Therefore the hypothesis stated 'there is no significant difference between students belonging to urban and rural background on the measure of scholastic achievement' is rejected.

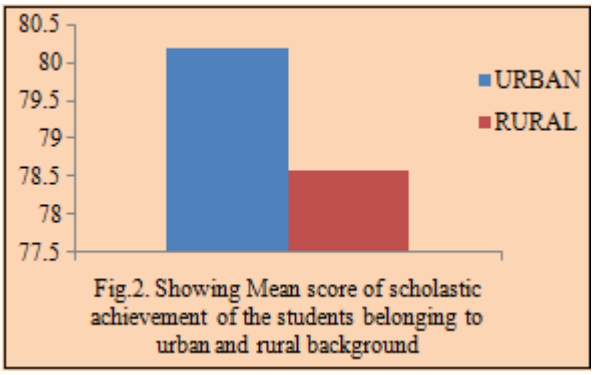

Fig.2. Showing Mean score of scholastic achievement of the students belonging to urban and rural background

Objective 3: Significance of difference between male and female students on the measure of scholastic achievement

Table 3: Showing significance of difference between male and female students

Gender	N	Mean	S.D	df	t-value	Level of significance
Male	100	76.61	9.54	198	2.79	0.05*
Female	100	86.62	8.46			

It is quite clear from the table 3 that male and female students are differing significantly on the measure of scholastic achievement. The mean score of female students is 86.62 while the mean score of male studentsis 76.61, whereas their S.D are 9.54 and 8.46 respectively. When the t-test was applied to find out the significance of difference between these two means, the value of t was found as 2.79 which is significant at 0.05 level of significance and 198 degree of freedom.

Since the mean score of female students is greater than male students. It means female students are having higher scholastic achievement than male students. Therefore the hypothesis stated 'there is no significant difference between male and female students on the measure of scholastic achievement' is rejected.

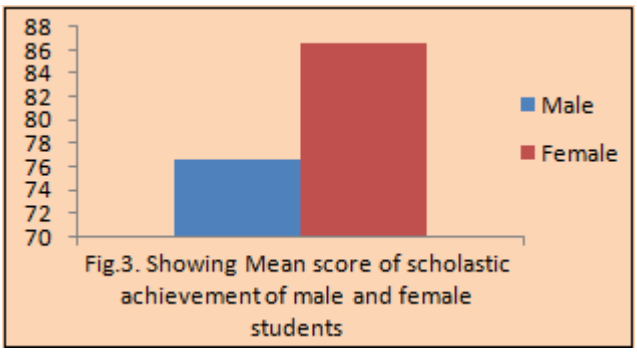

Fig.3. Showing Mean score of scholastic achievement of male and female students

4. Conclusions

1) There is no significant difference between students of working and non-working mothers on the measure of scholastic achievement. Students of non-working mothers are having higher scholastic achievement than students of working mothers.
2) There is no significant difference between students belonging to urban and rural background on the measure of scholastic achievement. Students belonging to urban background are having higher scholastic achievement than students belonging to rural background.

3) There is no significant difference between male and female students on the measure of scholastic achievement.Female students are having higher scholastic achievement than male students.

5. Implications

The present study explores the achievement of the students. The study will help in finding the weak students in the achievement. On the basis of the results of the study diagnosisof problems of the students in study can be done in reference of working and non-working mothers,urban and rural background and gender. Accordingly remedial teaching can be provided.

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