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Dr. Ashwani Kumar
Department of Physical
Education, NNPG, College,
Nawabganj Gonda, Uttar
Pradesh, India

Mamta Singh Rathour
Department of Physical
Education, SRMV, Gonda, Uttar
Pradesh, India

Corresponding Author:
Dr. Ashwani Kumar
Department of Physical
Education, NNPG, College,
Nawabganj Gonda, Uttar
Pradesh, India

Comparative study of academic achievement of higher secondary student's of Uttar Pradesh state in India

Dr. Ashwani Kumar and Mamta Singh Rathour

Abstract

The main objective of the study was to compare the Academic Achievement of Higher Secondary Students of Uttar Pradesh State in India. The data was collected from the Higher Secondary Student's studying in the Higher Secondary Schools of Uttar Pradesh State. The data of the present study was collected from 700 students selected at stratified random sampling basis from 70 higher secondary school's (10 students from each school) of 35 districts of U.P, selecting two schools from each district at random basis. Academic format for collecting academic achievement of the subjects, as included in the openionnaire. For this purpose, the marks achieved by the individuals in their Class-Xth SSC examination were taken as their academic achievement. In order to obtain the scores on academic achievement of the subjects, the marks obtained by them in the annual examination taken by SSC for class tenth were collected from their Mark sheets issued by SSC Board. Mean, S.D. and 't' test methods were used for statistical analysis. Conclusion: The Obtained critical ratio indicates insignificant difference between two categories of academic achievement of students belonging to good and poor.

Keywords: Academic achievement & higher secondary students

Introduction

Education is process by which the individual is shaped to fit into the society and which maintain and advances the social order. It is a systematic process designed to make man more rational, mature and knowledgeable. The academic achievement is greatly known as the academic performance attained during the previous year in terms of the total marks obtained. The academic achievement is very important aspect and dimension, which require special attention to the student of various classes. The attachment of academic achievement is also lesson as the academic evaluation or assessment of the academic proficiency. The term of "Academic Achievement" is also defined by following some educationist, educational profession experts and researches of various educational areas. According to Chaplin (1968)^[8], defined on the dictionary of psychology as "Educational or academic achievement as specified level of attainment or proficiency in academic work as evaluated by teacher by standardized tests or by combination of both". In border sense, it may be explained as, "All changes is the academic level of students is the academic achievement". In the present investigation academic achievement has operationally defined as the marks obtained by the senior secondary students in their previous year examination. The knowledge attained or skills developed in school subject, usually designed by the test scores, or by marks assigned by teachers or by both.

James Coleman: In his study on the Adolescent Subculture and Respective Course. He Found That Basketball Players Who Were Highly Proficient In There Chosen Sports Were Also Above The Average Of Their Fellow Students In Academic Performance.

Mc Millen: observed a partial correlation of .26 between physical fitness and academic achievement holding 1.Q constant in his study of high school girls. The above abstract of review reveals that there seems to be low positive correlation between academic achievement and physical fitness and this hold true even when the 1.Q of the subject is kept constant. There is also low positive correlation between Academic Achievement and Intelligence. However no such study seems to have been undertaken in India to develop insight into the role and importance of physical fitness and physical education.

Objective of the Study

- The main objective of the study was to compare the Academic Achievement of Higher Secondary Student's of Uttar Pradesh State.

Design of the Study

Data was collected from the Higher Secondary Student's studying in the Higher Secondary Schools of Uttar Pradesh State. The data of the present study was collected from 700 students selected at stratified random sampling basis from 70 higher secondary school's (10 students from each school) of 35 districts of U.P, selecting two schools from each district at

random basis. Academic format for collecting academic achievement of the subjects, as included in the openionnaire. For this purpose, the marks achieved by the individuals in their Class-Xth SSC examination were taken as their academic achievement. In order to obtain the scores on academic achievement of the subjects, the marks obtained by them in the annual examination taken by SSC for class tenth were collected from their Mark sheets issued by SSC Board. Mean, S.D. and 't' test methods were used for statistical analysis.

Analysis and Interpretation of the Data

Table 1: Comparison of Academic Achievement of Higher Secondary Students of Uttar Pradesh

Students	Category	N	Mean	S.D.	S.E.D.	't'	Level of Significance
Boys	Good	121	242.61	49.097	6.504	0.125	INS.
	Poor	113	241.80	50.282			
Girls	Good	93	235.48	43.749	7.351	.152	INS.
	Poor	63	236.60	45.927			
Urban Boys	Good	84	240.62	50.684	7.351	.152	INS.
	Poor	29	238.00	43.056			
Urban Girls	Good	102	236.78	46.785	5.986	.404	INS.
	Poor	119	239.20	41.348			
Rural Boys	Good	112	241.12	48.112	7.669	.864	INS.
	Poor	89	247.74	58.268			
Rural Girls	Good	128	234.98	45.785	9.294	.770	INS.
	Poor	31	242.13	46.585			

Discussion

Table No-I displays comparison between academic achievement of students belonging to good and poor categories. Also the influence of academic achievement of two groups has been presented in this table. Table displays significant critical ratio of total academic achievement, which should be 1.96 and 2.58 at .05 level and .01 level of

significance respectively. It shows that the obtained critical ratio is insignificant at .05 level. This indicates that students belonging to good and poor academic achievement categories do not differ significantly. The comparison of academic achievement of higher secondary students of Uttar Pradesh in respect of good and poor is depicted in bar diagram (Fig. No. I).

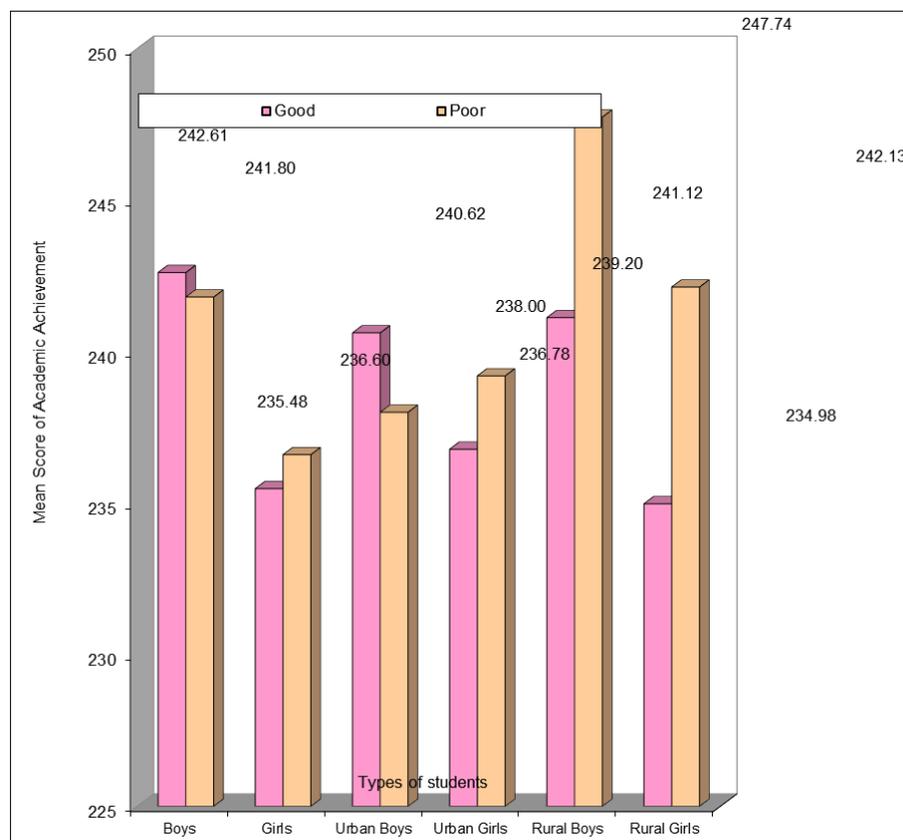


Fig 1: Graph showing comparison of mean scores of academic achievement of students in respect to good and poor categories.

Table 2: Comparison of Academic Achievement of Higher Secondary Students of Uttar Pradesh

Students	Category	N	Mean	S.D.	S.E.D.	't'	Level of Significance
Boys	Good	121	242.61	49.097	4.852	1.020	INS.
	Average	494	237.66	46.383			
Girls	Good	93	235.48	43.749	4.899	.850	INS.
	Average	572	239.65	47.968			
Urban Boys	Good	84	240.62	50.684	5.804	.315	INS
	Average	615	238.79	47.142			
Urban Girls	Good	102	236.78	46.785	5.034	.493	INS.
	Average	307	239.27	48.563			
Rural Boys	Good	112	241.12	48.112	4.893	.777	INS.
	Average	327	237.32	45.328			
Rural Girls	Good	128	234.98	45.785	4.447	1.032	INS.
	Average	569	239.56	47.676			

Discussion

Table No-II displays comparison between academic achievement of students belonging to good and average physical fitness categories. Influences of academic achievement of two groups have been presented in the same table.

Table displays significant critical ratio of total academic achievement, which should be 1.96 and 2.58 at .05 level and .01 level of significance respectively. Table II reveals that the

obtained critical ratio is insignificant at .05 levels. This indicates that students belonging to good and average academic achievement categories do not differ significantly. Though the difference in means of two groups is in favor of students belonging to good academic achievement category. The comparison of academic achievement of higher secondary students of Uttar Pradesh in respect of good and average is depicted graphically in Fig. No. II.

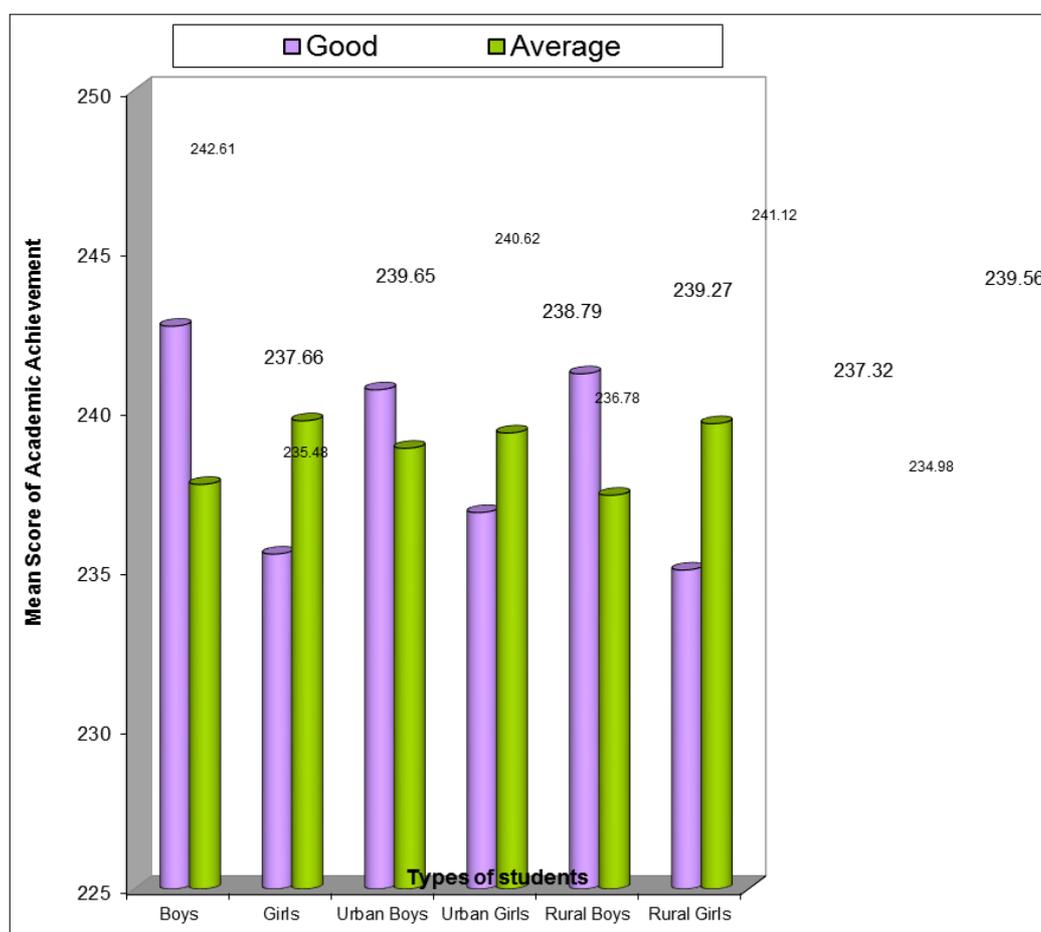


Fig 2: Graph showing comparison of mean scores of academic achievement of students in respect to good and average categories

Conclusion

After statistical analysis the following conclusions were drawn:-

- It can be said that observed difference could have arisen due to chance errors. There is no significant difference in sample means. The obtained critical ratio indicates insignificant difference between two categories of academic achievement of students belonging of good and

average.

- It can be said that observed difference could have arisen due to chance errors. There is no significant difference in sample means. The obtained critical ratio indicates insignificant difference between two categories of academic achievement of students belonging to good and poor.

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