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ACADEMIC ACHIEVEMENT OF 8TH GRADE LEARNERS OF YACHULI BLOCK SCHOOLS IN LOWER SUBANSIRI DISTRICT OF ARUNACHAL PRADESH

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ABSTRACT

In the present study the researchers intended to find out the academic achievements of 8th grade students. For this purpose, sample of 300 students from the respective area, by using random sampling technique and descriptive survey method were employed. The findings showed that no significant difference between the academic achievement of urban and rural male. There is a negligible difference between the mean scores of two categories though the urban female students performed better than the rural female students as mean scores of urban female students were higher than the rural female students.

INTRODUCTION

Academic achievement or academic performance is the outcome of education – the extent to which a student, teacher, or an institution has achieved their educational goals. It is a term used in school when a student does well in academics. They achieve or do well in their studies. Stagner (1962) has defined the achievement as a "degree of proficiency or progress made by the pupils in the mastery of school subjects." Academic achievement is the key factor of educational development. The main concern of educational efforts is to see that the learner achieves quality. Quality control, quality improvement and quality management of achievement has increasingly gained the attention of researchers in education. Besides, the achievement score of a student indicates towards the future success of the individual. It is widely accepted now as the function of cognitive and non-cognitive aspects of human behavior. Indeed, academic achievement affects all the levels of educational process. The present system of education in our country and the success of educational system evaluates through the performance and the achievements of the pupils in

the examination. Achievement is the extent of which proficiency is obtained in a particular school subject. Achievement has an impact of career of pupils. Moreover, the formal education has emphasized on academic achievement right from the beginning. Besides, school has its own systematic hierarchy, which is largely based on achievement and performance rather than quality. School performs the functions of selection and differentiation among students on the basis of this scholastic and other attainments and opens out avenues for advancement again primarily in terms of achievements. Thereof, examination becomes an important device by which attempt is to measure the standard of achievement of the pupils. Besides, being the criteria of promotion into the next class, academic achievement is the index of all future success.

Review of Related Literature

Some of the related studies that were reviewed by the researchers for the present study are stated as under:

Mehra (1986) reported that the six variables viz. Verbal intelligence, Motivation of learning, Scientific knowledge, Aptitude, Numerical ability, Scenic liking for teachers of science and Interest in medicine were significant predicators of achievement of student in general science. Another study by **Wentzel (1991)** found that there was correlation between students' social responsibility and academic achievement and this is instrumental in the acquisition of knowledge and the development of cognitive abilities. In a study by **Ali (2001)** it is reported that children with educated parents who are engaged in white collar occupation, particularly the professions are better prepared for school than the children of uneducated parents or parents in blue collar occupation. This advantage comes from the fact that educated parents are oriented to the culture that is adapted to the world of formal education. **Devi (2009)**on her study relating to relationship between problem-solving ability and academic achievement of secondary school students found that there is no significant difference in problem solving ability of boys and girls and students studying in private and government schools. A positive relationship is found between the problem solving ability and academic achievement of ninth grade students.

Hypotheses of the study

- There is no significant difference between the academic achievements of 8th grade learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh with respect to Gender.
- There is no significant difference between the academic achievements of 8th grade learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh with respect to Settlement.
- There is no significant difference between the academic achievements of Urban and Rural Male learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh.
- There is no significant difference between the academic achievements of Urban and Rural Female learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh.

Delimitation of the study: The study was delimited to:

- Yachuli block of Lower Subansiri district of Arunachal Pradesh

Table 1. Showing the mean score, standard deviation, df and t- value of academic achievement of male and female learners

Academic achievement	Gender	N	Mean	S.D.	df	t-value	Remarks
	Male	138	41.095	10.363	298	0.055	Not Significant at 0.05 Level
	Female	162	41.165	11.480			

Table 2. Showing the mean score, standard deviation, df and t- value of academic achievement of rural and urban learners

Academic Achievement	Settlement	N	Mean	S.D.	df	t-value	Remarks
	Urban	212	42.12	12.02	298	2.79	Significant at 0.05 Level
	Rural	88	38.76	8.18			

Table 3. Showing the mean score, standard deviation, df and t- value of Urban and Rural Male of 8th grade learners in Yachuli block of Lower Subansiri district in Arunachal Pradesh

Academic Achievement	Category	N	Mean	S.D.	df	t-value	Remarks
	UrbanMale	88	42.17	12.06	298	1.89	Not Significant at 0.05 Level of Significance
	Rural Male	50	39.20	6.33			

Table 4. Showing the mean score, standard deviation, df and t- value of Urban and Rural Female of 8th grade learners in Yachuli block of Lower Subansiri district in Arunachal Pradesh

Academic Achievement	Category	N	Mean	S.D.	df	t-value	Remarks
	Urban Female	124	42.08	11.58	298	2.01	Significant at 0.05 Level
	Rural Female	38	38.18	10.06			

Objectives of the study

- To study the academic achievements of 8th grade learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh with respect to Gender.
- To study the academic achievements of 8th grade learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh with respect to Settlement.
- To study the academic achievement of Urban and Rural Male learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh.
- To study the academic achievement of Urban and Rural Female learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh.

- Academic achievement of 8th grade learners.
- Gender and Settlement variables.
- Academic session 2012-13.

MATERIALS AND METHODS

The investigators used descriptive survey method of educational research by keeping in view the objective of the study.

Sample

The sample of the present study was drawn from 7 (out of 19) schools in Yachuli block, Lower Subansiri district of Arunachal Pradesh which formed 37% of the total population. The total number of 300 8th grade students (session of 2012-

13) were selected as a sample by using random sampling technique.

Tools used: The tools used by the investigators in this study are the marks obtained by the students in their final exam.

Statistical Analysis: In order to analyze the results of the study, Mean, Standard deviation etc were used. For testing hypotheses, t-test was employed by the researchers.

Analysis and Interpretation: For the Objective 1 To study the academic achievements of 8th grade learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh with respect to Gender.

Interpretation: The computed t-value is 0.055 which is less than the table value of 1.97 at 0.05 level of significance. Hence the null hypothesis is accepted. Thus, there is no significant difference between the academic achievements of 8th grade learners in Yachuli block of Lower Subansiri district of Arunachal Pradesh with respect to Gender. For the Objective 3 To study the academic achievements of 8th grade learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh with respect to Settlement

Interpretation: The calculated t-value (2.79) is more than the t criterion value 1.97 & 2.60 at 0.05 & 0.01 levels of confidence respectively for 298 df and falls in the rejection level. Hence, we reject the null hypothesis. The calculated t-value is significant at 0.01 as well at 0.05 level of confidence. Therefore, we conclude that there is a significant difference between the academic achievement of Urban and Rural students. For the Objective 3 To study the academic achievement of Urban and Rural Male learners in Yachuli block schools of Lower Subansiri district in Arunachal Pradesh

Interpretation: The computed t-value is 1.89 which is not significant at any level. So, the hypothesis is accepted. There is no significant difference between the academic achievement of urban and rural male. There is a negligible difference between the mean scores of two categories.

Interpretation: The calculated value of t is more than the table value and hence we reject the null hypothesis. There is a significant difference between the academic achievement of urban and rural female students. The table 4 shows that urban female students performed better than the rural female students as mean scores of urban female students are higher than the rural female students.

DISCUSSION AND CONCLUSION

The academic achievement represents the performance outcomes indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

Thereof the study focused on the academic achievements of the 8th grade students of Yachuli block schools in Arunachal Pradesh. The computed t-value for variable 'gender' was 0.055 which was less than the table value of 1.97 at 0.05 level of confidence. Hence the null hypothesis was accepted for this case. Thus, there is no significant difference between the academic achievements of 8th grade learners in Yachuli block of Lower Subansiri district of Arunachal Pradesh with respect to Gender. The calculated t-value (2.79) for the case of settlement variable was more than the t criterion value 1.97 & 2.60 at 0.05 & 0.01 levels of confidence respectively for 298 df and falls in the rejection level. Hence, null hypothesis was rejected. Therefore, there is a significant difference between the academic achievement of Urban and Rural students. Again, for the case of comparison between rural and urban male, the computed t-value was 1.89 which was not significant at any level. So, the hypothesis was accepted. There is no significant difference between the academic achievement of urban and rural male. There is a negligible difference between the mean scores of two categories. Finally, the calculated value of t was more than the table value for the comparison between rural and urban female and hence we reject the null hypothesis. It showed that the urban female students performed better than the rural female students as mean scores of urban female students were higher than the mean scores of rural female learners.

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