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Academic achievement of secondary school students in relation to background characteristics

Ranjana Kumari and Mukta Garg

Abstract

The purpose of this research was to assess background characteristics of the students of secondary school and its relation to academic performance. A representative sample of 120 students of grade nine to twelve from senior secondary schools with boys and girls in ratio of 1:1 was randomly selected from two senior secondary schools of Kanpur Nagar. The background characteristics data was collected through self-prepared questionnaire and academic achievement of adolescents was assessed from the latest grade sheet collected from the school. The collected information was analyzed through frequency, percentage, chi square. The study revealed that academic achievement of boys was better than girls. Chi square value indicates there was significant association between background characteristics like gender, age, family income according to level of academic achievement while non-significant association was found between mother's education and father's education according to level of academic achievement.

Keywords: Academic achievements, background characteristics

Introduction

Every child possesses the capacity to succeed in school and in life. Appropriate assistance and support from parents energize children to develop their full potentialities. Parents as the first and best teachers of children make every possible effort for the evolutionary fitness of their offspring. In the present achievement-oriented world, academic achievement is considered as the most important index of child's development. The important decisions of life for further education or entering into jobs are based upon academic achievement basically at secondary level. The environment decorated by parents for treating children has an everlasting effect on children's academic as well as entire life. Parents' support, ambition and expectations towards children provide them power to overcome any obstacles in the way of achievement. Parental encouragement and supportive home environment shown positive influence on educational achievement and adjustment of the African-Black students (Codjoe, 2007) [3].

Different types of families are influencing in different way on children's academic achievement. Each family's socio-economic status and their family member's education and back ground are different, Family climate and facilities provided for children influence the academic achievement. Achievement is a vital factor for every organism living in this world. Academic achievement plays an important role in the attainment of ideal and harmonious development of the child.

Academic achievement depends upon a number of factors which in turn determines the failure and the success of the students. Psychologists have consistently proved that the proper development of the child is impossible without a good family climate or home environment. Despite parent and teachers working together for the holistic development and in particular academic performance. This study therefore, was set out to examine the relationship between student's background characteristics and academic performance in selected secondary schools in Kanpur Nagar of Uttar Pradesh.

Objectives

- To assess the background characteristics and academic achievement of selected secondary school students
- To assess the relationship between background characteristics and academic achievement of selected students.

Methodology

Two schools of Kanpur Nagar namely Ram Lala Inter College, Rawatpur & Mahila Inter College, Tilak Nagar were randomly selected for the research work. A sample of 120 students in which 60 girls and 60 boys' students of secondary classes were randomly selected from these two schools. The background data was collected through self-prepared

questionnaire and academic achievement of adolescents was assessed from the latest grade sheet collected from the school. The collected information was tabulated and analyzed through frequency, percentage, chi square.

Result and Discussion

Table 1: Distribution of the respondents' academic achievement according to their gender

Gender \ Academic Achievement	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Above Average	18	30	2	3.3	20	16.7
Average	26	43.3	21	35	47	39.2
Below Average	16	26.7	37	61.7	53	44.2
Grand Total	60	100	60	100	120	100

The chi-square statistic is 21.6527*. The p-value is .00002. The result is significant at $p < .01$.

Table 2: Distribution of the respondents 'academic achievement according to their Age

Academic Achievement \ Age	14-16 Years		16-18 Years		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Above Average	17	27	3	5.3	20	16.7
Average	27	42.9	20	35.1	47	39.2
Below Average	19	30.2	34	59.6	53	44.2
Grand Total	63	100	57	100	120	100

The chi-square statistic is 14.8249. The p-value is .000604. The result is significant at $p < .01$.

Table 3: Distribution of the respondents' academic achievement according to their mothers' education

Mothers Education \ Academic Achievement	Academic Achievement						Total	
	Above Average		Average		Below Average			
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Illiterate	1	5	8	17	16	30.2	25	20.8
Primary	3	15	17	36.2	12	22.6	32	26.7
Secondary	3	15	3	6.4	7	13.2	13	10.8
High School	7	35	14	29.8	11	20.8	32	26.7
Intermediate	3	15	3	6.4	5	9.4	11	9.2
Graduation and Above	3	15	2	4.3	2	3.8	7	5.8
Grand Total	20	100	47	100	53	100	120	100

The chi-square statistic is 15.349. The p-value is 0.119**. The result is non-significant at $p < .01$.

Table 4: Distribution of the respondents' academic achievement according to their fathers' education

Fathers' Education \ Academic Achievement	Academic Achievement						Total	
	Above Average		Average		Below Average			
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Illiterate	-		-		9	17	9	7.5
Primary	3	15	5	10.6	13	24.5	21	17.5
Secondary	1	5	12	25.5	11	20.8	24	20
High School	13	65	22	46.8	17	32.1	52	43.3
Intermediate	2	10	7	14.9	3	5.7	12	10
Graduation and Above	1	5	1	2.1	-	-	2	1.7
Grand Total	20	100	47	100	53	100	120	100

The chi-square statistic value cannot be calculated because some frequencies are zero

Table 5: Distribution of the respondents' academic achievement according to their mothers' occupation

Mothers' Occupation \ Academic Achievement	Academic Achievement						Total	
	Above Average		Average		Below Average			
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Homemaker/Housewife	19	95	46	97.9	47	88.7	112	93.3
Farming/Agriculture	-		1	2.1	1	1.9	2	1.7
Services/Self Employed	1	5	-		5	9.4	6	5
Grand Total	20	100	47	100	53	100	120	100

The chi-square statistic value cannot be calculated because some frequencies are zero

Table 6: Distribution of the respondents' academic achievement according to their fathers' occupation

Fathers Occupation Academic Achievement	Academic Achievement						Total	
	Above Average		Average		Below Average		Frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Labourer	1	5	7	14.9	6	11.3	14	11.7
Farming/Agriculture	2	10	3	6.4	1	1.9	6	5
Services/Self Employed	17	85	37	78.7	46	86.8	100	83.3
Grand Total	20	100	47	100	53	100	120	100

The chi-square statistic is 3.5966. p-value is .463341. Result is not significant at $p < .01$.

Table 7: Distribution of the respondents' academic achievement according to their Family income

Family Monthly income Academic Achievement	Academic Achievement						Total	
	Above Average		Average		Below Average		Frequency	%
	Frequency	%	Frequency	%	Frequency	%		
Up to Rs. 10000/-	6	30	29	61.7	37	69.8	72	60
Rs 10000 to Rs 20000/-	12	60	10	21.3	14	26.4	36	30
Rs 20000 and above	2	10	8	17	2	3.8	12	10
Grand Total	20	100	47	100	53	100	120	100

Chi-square statistic is 15.664. The p-value is .003505. The result is significant at $p < .01$.

Result and Discussion

According to analysis of results it was found that boy's academic achievement is relatively better than girls, it shows that more boys (43.3%) than girl (35%) were average performer. 30 percent of the boys were in above average category while only 3.3 percent girls were in above average, 61.7 percent of girls performed below average whereas 26 percent of boys were in this category. Based on the findings of study the most of mothers (79.2%) of respondents were literate, out of which equal number of mothers had received the education up to primary level (32%) and High school level (32%). According to the education of mothers, the academic level was above average (60%) for respondents whose mothers had education till high school while 60 percent of respondents, whose mothers were illiterate were found in below average category.

According to family income a bigger portion of respondents (60%) of above average academic achievement belonged to the category 10,0000 to 200000 Rs per month. Chi square value indicates there was significant association between background characteristics like gender, age, family income according to level of academic achievement and non-significant association was found between mother's education and father's education according to level of academic achievement. These finding are in support of Suleman *et al.*, (2012) [4], Chawla, (2012) [2], Chandra and Azimuddin (2013) [1]

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Conclusion

On the basis of findings, it is concluded that the background characteristics/variables of respondents do have an influence on their academic achievement but that is not the sole deciding factors for the same and that is limited.

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