

# Academic Achievement of High School Students

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## Abstract

*The objectives of this study is to find out High school students' Academic Achievement. Half yearly marks secured by the High School students (IX standard) were taken as the Academic Achievement score. The present study was conducted with 945 High School Students studying in Godda, Giridih and Deoghar districts of Jharkhand, Bhagalpur and Jammui districts of Bihar State. The sample was selected by using Simple Random Sampling Technique. The Academic Achievement of entire sample of students of High Schools is moderate.*

**Key words:** Academic Achievement, High School, students

## Introduction

Education is the process by which a person becomes an individual and a person becomes a personality. Every person is different and possesses some potential that is not shared by others in a particular industry. Education encompasses more than just the time spent in a school, college, or other educational institution. It refers to the changes a person has made to his or her behavior, viewpoint, and culture as a result of their education at a particular time. As a result, the main objective of any educational process is to bring out the best in every person in some respects.

## Academic Achievement

The degree to which a person has met specific objectives that were the focus of activities in educational environments, such as school, college, and university, is referred to as academic achievement (Steinmayr et.al 2014). Numerous studies have examined the connection between academic success and other psychological factors. (Lucia Herrera et al. 2020).

Henry E. Garrett (2007) defined achievement as "actual performance" and noted that it was frequently employed in educational contexts in reference to grades or test results. According to Baron and Bernard and Bernard, "the concept of achievement contains the

interactions of three components, namely aptitude for learning, readiness for learning, and opportunity for learning" .

The home environment of a child has a bigger influence on their academic success than the actual school, according to Bloom's findings. How well students perform academically is influenced by a variety of factors, including class grades, commute time to and from school, parental involvement in their children's education, family size, knowledge of other family members, extracurricular activities, school facilities, homework, class tests, composition assignments, attitudes of the students toward school life, the nature of school discipline, attendance, extracurricular activities, sports, and other factors. Student variables, teacher variables, subject/curriculum variables, social variables, educational variables, organizational variables, administrative variables, and so forth are some broad categories for the factors that affect a student's academic success.

### **Objectives of the Study**

To find out High school students' Academic Achievement.

To find out whether there is any significant difference in High school students' Academic Achievement based on selected demographic variables.

### **Hypothesis of the Study**

There is no significant difference in High school students' Spiritual Intelligence based on selected demographic variables.

### **Method of Study**

The present investigation was undertaken by using Normative Survey Method. The survey method gathers data from a large number of cases at a particular time.

### **Tools used in the Study**

Half yearly marks secured by the High School students (IX standard) were taken as the Academic Achievement score.

### **Sample of the Study**

The present study was conducted with 945 High School Students studying in Godda, Giridih and Deoghar districts of Jharkhand, Bhagalpur and Jammui districts of Bihar State. The sample was selected by using Simple Random Sampling Technique.

### **Major findings of the Study**

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation:

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## Descriptive Analysis

The Academic Achievement scale has been administered to 945 students of High Schools. The data were collected from them. The mean and standard deviation were calculated for the entire sample and its sub-samples and are given in Table No. 1

**Table No. 1**

**The Mean and Standard Deviation of Academic Achievement scores of students of High Schools**

Sample and its sub-samples		N	Mean	SD
Entire sample		945	58.06	8.421
Gender	Male	406	57.57	8.562
	Female	539	58.43	8.301
Locality	Rural	495	57.75	8.762
	Urban	450	58.40	8.024
Type of School	Govt. school	502	58.24	8.443
	Private school	443	57.85	8.401

The Academic Achievement of entire sample of students of High Schools is moderate (M=58.06).

The mean value for the sub sample of:

- ✓ Gender of students of High Schools indicates that female students are having high level of Academic Achievement than male students.
- ✓ Locality of students of High Schools indicates that urban students are having high level of Academic Achievement than rural students.
- ✓ Institutional type of students of High Schools indicates that Govt. school students are having high level of Academic Achievement than Private school students.

## Differential Analysis- Academic Achievement Scores

### Null hypothesis

There is no significant difference between Male and Female students of High Schools related to their Academic Achievement.

In order to test the formulated Null hypothesis 't' value is calculated.

**Table No. 2**

**Difference between Mean Academic Achievement scores of students of High Schools  
related to their**

Sub-Samples	N	Mean	Standard Deviation	t-value	State of Significance
Male	406	57.57	8.562	1.559	Not significant
Female	539	58.43	8.301		

As the 't' value is not significant at 0.05 level , the formulated null hypothesis is accepted and it is inferred that there is no significant difference between the male and female students of High Schools related to their Academic Achievement.

**Null hypothesis**

There is no significant difference between Rural and Urban students of High Schools related to their Academic Achievement.

In order to test the formulated Null hypothesis 't' value is calculated.

**Table No. 3**  
**Difference between Mean Academic Achievement scores of students of High Schools  
related to their Locality**

Sub-Samples	N	Mean	Standard Deviation	t-value	State of Significance
Rural	495	57.75	8.762	1.187	Not significant
Urban	450	58.40	8.024		

As the 't' value is not significant at 0.05 level, the formulated null hypothesis is accepted and it is inferred that there is no significant difference between Rural and Urban students of High Schools related to their Academic Achievement.

**Null hypothesis**

There is no significant difference between Government and Private High School students related to their Academic Achievement.

In order to test the formulated Null hypothesis 't' value is calculated.

**Table No. 4**  
**Difference between Mean Academic Achievement scores of students of High Schools  
related to their Type of Institution**

Sub-Samples	N	Mean	Standard Deviation	t-value	State of Significance
Govt.	502	58.24	8.443	0.703	

Private	443	57.85	8.401		Not significant
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As the 't' value is not significant at 0.05 level , the formulated null hypothesis is accepted and it is inferred that there is no significant difference between the Government and Private High School students related to their Academic Achievement.

### **Conclusion**

The findings of the present study shadows that the Academic Achievement of entire sample of students of High Schools is moderate. There is no significant difference between the male and female students of High Schools related to their Academic Achievement. There is no significant difference between Rural and Urban students of High Schools related to their Academic Achievement. Further, there is no significant difference between the Government and Private High School students related to their Academic Achievement.

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