

Research Paper

Academic Achievement of Primary School Students in Geography in relation to Gender, Socio-Economic Status



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Introduction :

The basic needs like food, clothes and shelter are catered by other professions, but society looks at the teaching profession as the one which satisfies the material and cultural needs. All educationists of the world have admitted that education is an all round development of personality. This is a very pious profession which takes care of students head, heart and hands. The teacher should have many qualities like handling the students according to their psychology and skills necessary effective teaching.

Academic achievement assumes primary importance in the context of an education system aimed at progressive scholastic development of the child and human resources development of the micro level. The scientific rearing and education of a child is monitored on the basis of his academic achievement. Academic achievement is the core of the wider term i.e. educational growth. The importance of academic achievement in one's life cannot be over emphasized research and despite varied definition about the aim of education the academic development of the child continues to be the primary and most important goal of education.

In life for a student in particular has become highlyly competitive. Today there is no place for mediocre student. There is limited room at the top that too only for the best. Almost all the attractive course like, agriculture, science, engineering ect. have competitive tests and the basic subjects to complete these examination is Geography. In this context the role of socio-economic status cannot be denied as it has a great effect of personality, learning and development of the individual and his academic achievement.

Statement of Problem : Academic achievement of primary students in relation to Gender Socio-economic status.

Objective : 1) To study the academic achieve-

ment of the students at std VI th level.

2) To study the difference in the achievement of boys and girls.

3) To study the impact of socio-economic status of parents on the academic achievement of their wards at std. VI th students.

4) To study the academic achievement of students studying in Z.P. school & private school.

Hypothesis :- 1) There is no significant difference in the achievement of boys & girls.

2) There will be significant difference in the achievement of students belonging to high and low socio-economic status.

3) There is no significant difference in the academic achievement of students studying in Z.P. schools & private schools.

Method : The survey method will be used in the present study.

Sample :- The sample size of the present study is 300 students of VI th class. Which includes 150 boys & 150 girls students. Out of students are taken from private school. Similarly 75 boys are taken from Z.P. school & 75 boys are taken from private school of Akola District in Maharashtra State.

Tools : Standardised achievement test prepared by Dr. A.K. Singh & Dr. Mrs. Sen Gupta.

The Socio economic status prepared by Kuppuswami

Analysis of Data :-

Hypothesis: There is no significant difference in the achievement of boys and girls.

Table : 1 Academic achievement of boys and girls (Private School)

Gender	N	Mean	Standard Derivation	t' ration	Level of Significance.
Boys	75	77.90	15.70	0.75	0.05
Girls	75	83.80	18.10		

Conclusion : Since calculated value is 0.75 while tabulate value is 1.98 at diff 148 at 0.05 level of significance. Therefore there is no significant difference between the achievement of boys and girls.

Table - 2 Academic Achivement of boys and girls (Z.P.Schhols)

Gender	N	Mean	Standard Derivation	t' ration	Level of Significance.
Boys	75	20.14	13.60	0.509	0.05
Girls	75	22.21	14.75		

Conlusion : Calculated value is 0.509 while tabulated value is 1.98. If 148 at 0.05 level of significance. There fore there is no significant difference between the achievement of boys and girls

Hence hypothesis is accepted the 't' ratio of boys and girls of private & Z.P. schools was calculated separately and in both the cases it was found that there is no significance between the achievement of boys and girls.

Hypothesis 2: There will be significant difference in the achievement of students belonging to high and low socio-economic status.

Table No. 3 Achievement of students belonging to high & low socio economic status.

Variables	N	M	SD	t' ration	Level of Significance.
High Socio-economic status	150	82.17	9.42	9.407	0.01
Low socio-economic status	150	22.60	12.40		

Conclusion : Here calculated value of 9.407 whole tabulated value is 2.59 at df = 0.01 at level of significance. There fore there will be significant difference in the achievement of students belong-

ing to high and low socio-economic status i.e. the students belonging to rich families get higher marks shile the students belonging to poor families get less mark. It proves that socio-economic status influence academic achivement directly. Hence hypothesis is accepted.

Hypothesis 3 : There is no significant difference in the academic achivement of students studying in

Variables	N	M	SD	t' ration	Level of Significance.
Private School	150	82.17	9.42	9.407	0.01
Z.P. School	150	22.60	12.40		

Z.P. school & private school.

Table No. 4 Academic achievement of students in Z.P. school and private school

Conclusion : Since calculated value is 9.407 while tabulated value is 2.59 at df = 0.01 at level of significance. There fore there is significant difference between the achievement or of private school and Z.P. School students, hence hypothesis 3 is rejected.

Finding : 1) There is no significant difference between the achievement of boys and gilrs in private school.

2) There is no significant difference between the achivement of boys and girls in Z.P. School.

3) Students belonging to rich families get higher marks of students belonging poor families get less marks. i.e. socio-economic status enfluence academic achievement directly.

4) There is significant difference between the achievement of private school and Z.P. school student.

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