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EXPLORING OF ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS IN SRI SATHYA SAI DISTRICT OF ANDHRA PRADESH STATE

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Abstract

The present study has been conducted "Exploring of academic achievement among high school students in Sri Sathya Sai District of Andhra Pradesh State". The sample for the investigation was drawn from High school students in Sri sathya sai District of Andhra Pradesh state. By using stratified random sampling technique. It comprises 1200 High school students.9th class students progress report has been collected from the schools. The study reveals that Boys and girls show similar academic achievement, with mean scores almost equal. Gender does not significantly affect academic performance.Academic achievement is fairly consistent across age groups. Age does not significantly influence students' performance.

Keywords: Academic Achievement, High School Students

Introduction:

Academic achievement refers to acquired knowledge or competencies developed in the academic subjects usually designated by the test results or by the marks awarded by the teacher or by both" (Good, 1959).

According to Tang and Thomas (1977), "achievement means performance in school or college in a standardized series of educational tests. The term is used more generally to desirable performance in the subjects of curriculum.

Objectives of the study:

To find out the academic achievement among high school students

1. To find out the academic achievement among high school students, due to variation in their gender

2. To find out the academic achievement among high school students, due to variation in their age

Hypothesis of the study

1. There may not be significant difference in the academic achievement among high school students due to variation in their Gender.

2. There may not be significant difference in the academic achievement among high school students due to variation in their age.

Methodology

The investigator has been used Descriptive survey method in this present Study.

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Sample

The sample for the investigation was drawn from the High school students from Sri sathya sai District of Andhra Pradesh, India. By using Stratified random sampling Techniques, It comprises1200 high school students.

Tool used

High school students progress reports

DISTRIBUTION OF SAMPLE

Sl. No	Name of the School	Location	Number	Total Number
1	Z.P.H.S Madakasira	Urban	Boys – 30 Girls – 30	60
2	Z.P.H.S Dharmavaram	Urban	Boys- 30 Girls – 30	60
3	Z.P.H.S Medapuram	Urban	Boys – 30 Girls – 30	60
4	Z.P.H.S Bathalapalli	Urban	Boys- 30 Girls – 30	60
5	Z.P.H.S C.K. Palli	Urban	Boys – 30 Girls – 30	60
6	Z.P.H.S Ramagiri	Urban	Boys – 30 Girls – 30	60
7	Z.P.H.S Bukkapatnam	Rural	Boys – 30 Girls – 30	60
8	Z.P.H.S C.K. Palli	Rural	Boys – 30 Girls – 30	60
9	Z.P.H.S Puttaparthi	Urban	Boys – 30 Girls – 30	60
10	Z.P.H.S Hindupur	Urban	Boys – 30 Girls – 30	60
11	Z.P.H.S Penukonda	Rural	Boys – 30 Girls – 30	60
12	Z.P.H.S Roddam	Rural	Boys – 30 Girls – 30	60
13	Z.P.H.S Kothacheruvu	Rural	Boys – 30 Girls – 30	60
14	Sri Nagarjuna English Medium School	Urban	Boys – 30 Girls – 30	60
15	Sri Vani Vidhya Nikethan	Urban	Boys – 30 Girls – 30	60
16	Sadhana English Medium School	Rural	Boys – 30 Girls – 30	60
17	Matha English Medium School	Rural	Boys – 30 Girls – 30	60

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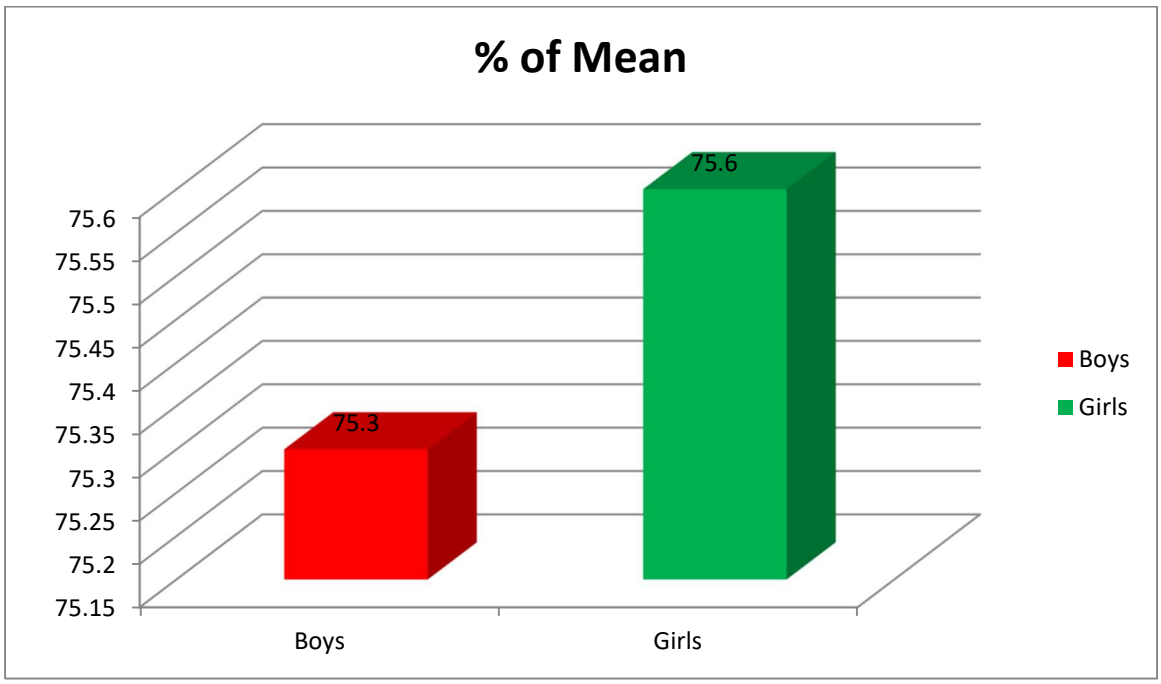
18	Sri Valmiki High School	Rural	Boys – 30 Girls – 30	60
19	Amar Vidhyala Mandir	Rural	Boys – 30 Girls – 30	60
20	Matha Vidhya Mandir	Rural	Boys – 30 Girls – 30	60
			Total	1200

Students' Academic Achievement–Gender wise

Gender	N	Mean	SD	% of mean	S. Ed	't' value
Boys	600	75.30	10.70	75.30%	0.60	0.41^{NS}
Girls	600	75.60	10.20	75.60%		

Graph

Students' Academic Achievement–Gender wise



The data shows the academic achievement scores of 600 male and 600 female students. The mean score for males is 75.30 with a standard deviation of 10.70, while the mean for females is 75.60 with a standard deviation of 10.20. The percentage of mean is 75.30% for males and 75.60% for females, indicating that both genders have similar academic achievement levels.

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The calculated t-value is 0.41, with a standard error (S. Ed) of 0.60. Since the t-value is not significant (NS), the statistical test suggests that the difference between male and female academic achievement scores is not meaningful. Both groups show almost identical performance in terms of academic achievement.

The findings indicate that gender has no significant impact on academic achievement among the students in this study. Both male and female students have similar mean scores, suggesting that academic performance is consistent across genders. This outcome may reflect the increased focus on gender equality in education, where both boys and girls receive equal access to educational resources, teacher support, and learning opportunities. Additionally, social changes, parental encouragement, and school policies promoting inclusivity may contribute to this balanced academic performance. In today's educational system, gender stereotypes related to academic capabilities are gradually diminishing, allowing both male and female students to perform based on individual abilities rather than societal expectations.

Moreover, the similarity in scores could also be a result of curriculum standardization, co-educational settings, and equal participation in classroom activities, which encourage both genders to engage equally in academic tasks. This finding supports the idea that academic achievement is more influenced by personal effort, study habits, and cognitive abilities than by gender differences.

Hypothesis Testing:
The null hypothesis, which states that "there is no significant difference in academic achievement between male and female students," is accepted, as the calculated t-value (0.41) is not significant.

b)Age – wise:

Students' Academic Achievement–Age wise

Dependent variable	Independent variable	Categories	N	Mean	% of mean	Variance	F/t Values
ANOVA SUMMARY							
Academic Achievement	Age	Below 13 years	90	76.61	76.61%	84.53	0.65^{NS}
		13-14 years	320	74.94	74.94%	116.52	
		14-15 years	645	75.55	75.55%	109.90	
		Above 15 years	145	75.28	75.28%	110.92	
Source of Variance		SS	Df	MS			
Between Groups		215.2794239	3	71.75981			
Within Groups		131450.2797	1196	109.9083			
Total		131665.5592	1199				
		Post Hoc Analysis					
Academic Achievement	Age	Below 13 years	90	76.61	76.61%	84.53	t=1.66
		13-14 years	320	74.94	74.94%	116.52	
Academic Achievement	Age	Below 13 years	90	76.61	76.61%	84.5	t=1.02
		14-15 years	645	75.55	75.55%	109.90	

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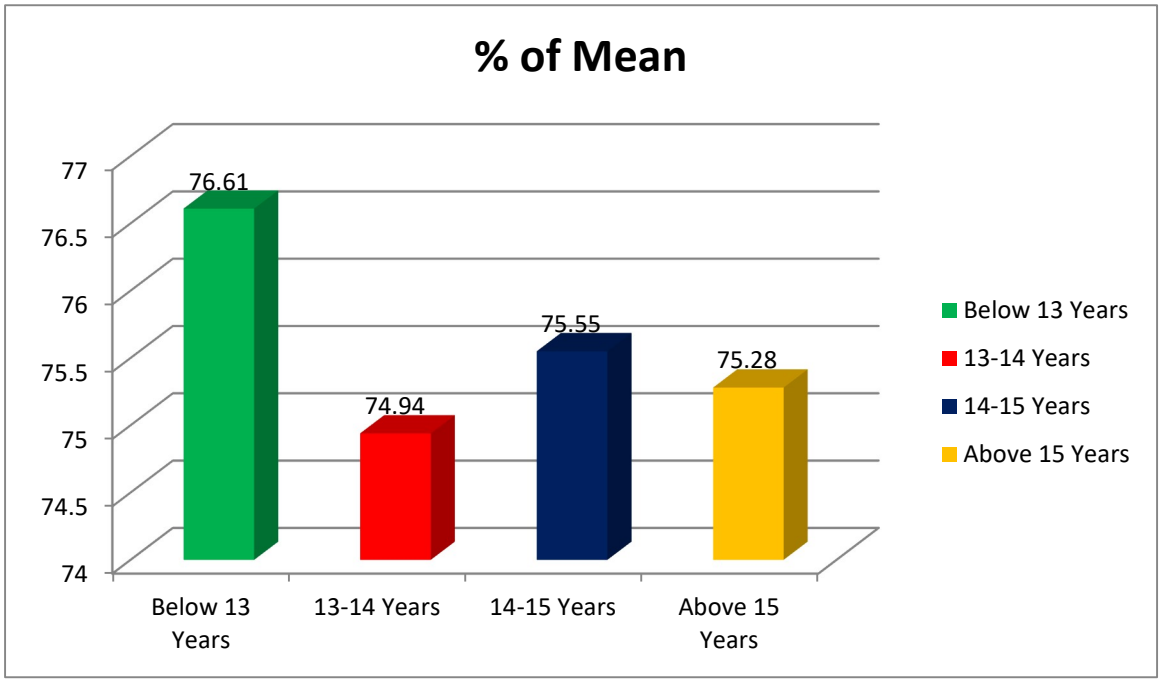
Academic Achievement	Age	Below 13 years	90	76.61	76.61%	84.5	t=1.00
		Above 15 years	145	75.28	75.28%	110.92	
Academic Achievement	Age	13-14 years	320	74.94	74.94%	116.52	t =1.02
		14-15 years	645	75.55	75.55%	109.90	
Academic Achievement	Age	13-14 years	320	74.94	74.94%	116.52	t=0.56
		Above 15 years	145	75.28	75.28%	110.92	
Academic Achievement	Age	14-15 years	645	75.55	75.55%	109.90	t=0.37
		Above 15 years	145	75.28	75.28%	110.92	

Graph

Students' Academic Achievement–Age wise



The table presents the academic achievement of students across different age groups. Students below 13 years have the highest mean academic achievement of 76.61 (76.61%) with a variance of 84.53. Students in the 13–14 years group have a mean score of 74.94 (74.94%) with a variance of 116.52. For students aged 14–15 years, the mean is 75.55 (75.55%) and the variance is 109.90. Students above 15 years have a mean of 75.28 (75.28%) with a variance of 110.92. Overall, the mean scores are very close, showing that academic achievement remains fairly consistent across age groups, with only slight variations.

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The summary shows a calculated F-value of 0.65, which is not significant at the 0.05 level (denoted by "NS"). The between-group mean square (MS) is 71.76, while the within-group mean square (MS) is 109.91, indicating that most of the variation in academic achievement exists within the groups, not between them. This suggests that age does not have a statistically significant effect on academic achievement in this sample.

The findings reveal that academic achievement is not significantly influenced by age among the students studied. Although students below 13 years show a slightly higher mean score, the difference is statistically insignificant. This could be due to the fact that students across age groups receive similar academic exposure, curriculum, and assessments, leading to uniform performance levels. Additionally, factors such as study habits, parental support, and teaching quality may play a more critical role than age in determining academic success.The similarity in academic achievement across age groups may also reflect consistent educational standards and assessments that do not heavily depend on the students' age but focus on their grade-level competencies.

Hypothesis Testing:

The null hypothesis that "there is no significant difference in academic achievement across different age groups" is accepted, since the calculated F-value (0.65) is not significant. This confirms that age does not significantly impact academic achievement in this study.

FINDINGS OF THE STUDY

1. Boys and girls show similar academic achievement, with mean scores almost equal. Gender does not significantly affect academic performance.
2. Academic achievement is fairly consistent across age groups. Age does not significantly influence students' performance.

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