

A Comparative Study of Academic Achievement of Urban and Rural Area Students of Secondary Level Schools

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ABSTRACT: The present study has been designed to investigate the difference in the academic achievement of urban and rural area students of secondary level. The study was conducted over the sample of 300 students (150 urban and 150 rural) of class 10th of different schools of Hoshangabad (MP). Annual high school examination marks were used to measure students' academic achievement. Results indicate that no significant difference has been found in the academic achievement between the urban and rural area boys/students of secondary level while a significant difference found in the academic achievement between the urban and rural area girls of secondary level.

Key Words: Academic Achievement, Urban, Rural Area, Secondary Level.

The main objective of education is to make the overall development of the personality of the students, and to make them a successful citizen. The success of the students' future life primarily depends on their academic achievement. The probability of succeeding in the present-day competitive era depends on the knowledge acquired by the individual and the knowledge acquired is expressed in marks and grades. If the student performs better in his results/marksheet, then it is

easier for him to get admission in the best institutions for higher education, whereby he looks for a better future. Therefore, it is not possible to ignore educational achievement at the present time. Various factors play an important role in determining educational attainment. Family environment, intelligence, and heredity. It has also been proved by various research studies that environment and intelligence play an important and vital role in the factors affecting educational achievement. If students get a positive environment, then they are more likely to achieve better academic achievement. Indeed, their intelligence plays a crucial role in determining educational achievement and leads them to the path of success in life.

Due to the important role of educational achievement of students in determining their future, comparative study of academic achievement of urban and rural students seems to be very necessary and timely. Some researchers have also been done in the past related to the research presented like **Kumar, Rajeev (2003)** conducted a study on children's curiosity, intelligence and scholastic achievement. The major findings of the studies are - the distribution of curiosity, intelligence and scholastic achievement scores were found almost normal. The correlation between curiosity and scholastic achievement were significant. No significant difference was found in the scholastic achievement of the students of rural and urban background. **Mokashi, M.V., Yadav, V.S. and Khadi, P.B. (2012)** conducted a study on gender difference on anxiety and academic achievement among selected residential high school children. Results revealed that residential children were high in their anxiety and also in their academic achievement. Boys were significantly having higher anxiety while girls were higher in academic achievement. Results also reported no significant difference has been found between both boys and girls of VIII, IX and X

standards on their anxiety, while there was a significant difference is found on their academic achievement. **Chakraborty, Sreshtha and Chaliha, Asomi(2016)** conducted a study on test anxiety and academic achievement: A study on class – X students of the Borboruah Block of Dibrugarh District, Assam. The study revealed that the respondents have low academic achievement in reference to their first board examination besides; the study also revealed that the respondents are not much affected nor are a victim of test anxiety. No significant correlation found between test anxiety and academic achievement of class – X students of the Borboruah Block of Dibrugarh District. **Kumar, K. Suresh (2016)** conducted a study on academic achievement in relation to their anxiety and depression among high school. The result revealed that there is no significant mean difference found in the academic achievement, anxiety and depression among high school students of Vellore District with regards to gender. Significant mean difference found in the academic achievement among high school students of Vellore District with regards to locality (urban and rural) and academic achievement of urban students is better than rural students. **Joseph, P.P. and Sahu, Rakesh (2017)** conducted a study on comparative Study of Mental Health and Academic Achievement of Adolescent Girls of Co-Educational School Girl and Girls Schools of Rural Area. Finding of the study reveals that there is no significant difference found in Academic Achievement. And it is also found that Mental Health is positively correlated to the academic Achievement. **Numan, Ammara and Hasan, Syeda Salma(2017)** conducted a study on effect of study habits on test anxiety and academic achievement of undergraduate students. The findings revealed that students having effective study habits experience low level of test anxiety and perform better academically than

students having ineffective study habits.

Objectives of the Study: -To compare the academic achievement between the urban and rural area students of secondary level.

Hypothesis of the Study: - There will be no significant difference in the academic achievement between the urban and rural area students of secondary level.

Tools of the study: - in order to know the academic achievement of student's annual high school marks award list (session 2016-17) has been used to collect the data.

Sample of the study- In the selection of sample by the researcher, full care was taken that with the saving of time, more accurate knowledge is obtained about the macro and it should be appropriate and above all in practical study. For this, a total of 300 students i.e. 150 urban (75 boys + 75 girls) and 150 rural (75 boys + 75 girls) of class 10th were selected.

Research Methodology - In present research, the researcher has done comparative study of academic achievement between the urban and rural areas class 10th students of secondary level. The researcher has used the survey method to achieve the objectives set for this study. A total of 300 students i.e. 150 urban (75 boys + 75 girls) and 150 rural (75 boys + 75 girls) of class 10th were selected by simple random sampling method. These selected students' academic achievement measured by annual high school marks award list (session 2016-17) has been used to collect the data. A master sheet was prepared based on the score. Those data were analyzed through various statistical methods based on the scores entered in the master sheet.

Analysis of the Results: -

Table No. – 01

Comparative results of the academic achievement between the urban and rural area boys of secondary level

Group	Strength	Mean	S.D.	'CR' value	'p' value
Urban Boys	75	362.09	99.06	0.39	> 0.05
Rural Boys	75	368.04	89.35		

df = 148

Table value at 0.05 level of significant = 1.98

From the results Shown in the above table it is clear that the academic achievement mean score of urban area boys of secondary level is 362.09 and rural area boys of secondary level is 368.04, table shows that the computed mean difference is 5.95 and it is not significant because its 'CR' value obtained is 0.39, which is less than the table value 1.98 at 0.05 level of significance on degree of freedom 148, so from the statistical point of view this value is not significant.

Therefore, based on above result, it can be concluded that no significant difference is found in the academic achievement between the urban and rural area boys of secondary level.

Table No. – 02

Comparative results of the academic achievement between the urban and rural area girls of secondary level

Group	Strength	Mean	S.D.	'CR' value	'p' value
Urban Girls	75	407.72	85.25	2.73	< 0.01
Rural Girls	75	370.08	83.68		

df = 148

Table value at 0.01 level of significant = 2.61

From the results Shown in the above table it is clear that the academic achievement mean score of urban area girls of secondary level is 407.72 and rural area girls of secondary level is 370.08, table shows that the computed mean difference is 37.64 and it is significant because its 'CR' value obtained is 2.73, which is more than the table value 2.61 at 0.01 level of significance on degree of freedom 148, so from the statistical point of view this value is significant.

Therefore, based on above result, it can be concluded that a significant difference has been found in the academic achievement between the urban and rural area girls of secondary level and the academic achievement of urban area girls is found to be better than the rural area girls.

Table No. – 03

Comparative results of the academic achievement between the urban and rural area students of secondary level

Group	Strength	Mean	S.D.	'CR' value	'p' value
Urban Boys	150	384.91	95.19	1.51	> 0.05
Rural Boys	150	369.06	86.57		

df = 298

Table value at 0.05 level of significant = 1.97

From the results Shown in the above table it is clear that the academic achievement mean score of urban area students of secondary level is 384.91 and rural area students of secondary level is 369.06, table shows that the computed mean difference is 15.85 and it is not significant because its 'CR' value obtained is 1.51, which is less than the table value 1.97 at 0.05 level of significance on degree of freedom 298, so from the statistical point of view this value is not significant.

Therefore, based on above result, it can be concluded that no significant difference found in the academic achievement between the urban and rural area students of secondary level.

Conclusion: - No significant difference has been found in the academic achievement between the urban and rural area boys/students of secondary level while a significant difference is found in the academic achievement between the urban and rural area girls of secondary level and the academic achievement of urban area girls is better than the rural area girls.

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