

GENDER ANALYSIS OF ACADEMIC STUDENTS AMONG HIGH SCHOOL OF EAST CHAMPARAN OF BIHAR

ABHA KUMARI, Research Scholar
Department of Home Science
B.R.A. Bihar University, Muzaffarpur

INTRODUCTION

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours. There are several other factors also which influence the academic achievement of student like study habit, self-concept socio-economic status, intelligence etc.

Study habits

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. The study habits are influenced by attitudes, personality traits, levels of aspirations, teaching methods adopted and material they are to learn. So, it is the effort of teachers to develop good study habits among students. At this age students are quite matured. They are able to know what is good and what is bad. They can avoid bad things and invite good things with the help of teachers.

Finding of Study

- ✚ Majority of boys and girls belonged to the category of excellent academic achievement and significant association was found between academic achievement with boys and girls.
- ✚ There was no difference between boys' and girls' academic achievement.
- ✚ The socio economic status of the family had significant influence on the academic achievement of the boys and girls.
- ✚ There was significant difference of boys and girls between rural and urban students with respect to academic achievement.

Scope and importance of Study

Study habits, self concept and socio-economic status play a very important role in bringing about the better academic achievement. The Study could bring to light the importance of self-concept and study habits which are the major contributors of academic achievement.

Conclusion

Study on "Gender analysis of academic students among high school of East Champaran of Bihar" was undertaken during 2014-15. The study was carried out in two schools each of rural and urban areas of East Champaran District and Motihari town. One hundred and fifty (75) students from each of the schools were selected of the 75 students 25 each were selected from 8th, 9th and 10th Class. The total sample for the Study was 300 students.

In order to know the academic achievement level of the students the average of the final exam grades of two previous consecutive years were considered. To measure the self concept, self concept scale developed by Singh and Singh (1988) was used. To analyze the study habits of students, study habit inventory developed by Patel (1976) was used with modification. The scale consists of seven dimensions they are: 1. Home environment and planning of work, (2) Reading and note taking habits, (3) Planning of subjects, (4) Habits of concentration, (5) Preparation for examination, (6) General habits and attitudes, and 7. School environment. To know the difference between study habits and self concept of boys and girls of rural and urban students, the t-test was used. ANOVA was used for the class-wise comparison. X^2 was used to know the association between independent and dependent variables. Pearson's correlation method was carried out to know the relationship between independent and dependent variables.

Reference:

1. V.R., 1983, A study of reading ability in relation to certain cognitive and non-cognitive factors. Asian J. Psy, Edu. 11(3): 41-44.
2. AICRP (CD), 2002, Socio-economic status scale, Uni. Agric. Sci., Dharwad.
3. Ansbacher, M.L. and Ansbacher, R., 1956, The individual psychology of Alfred Adler New York: Basic Books.
4. Archana, 1998, Intelligence as a function of religion, gender and socio-economic status, Indian Psy. Rev., 50(3): 153-157.
5. Bloom, B. 1980, All our children learning, New York: Mc Graw Hill.