

Comparative Study on the Academic Achievement of Arts and Science Students in Manipur, India.

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Abstract

The present paper attempts to study the comparative Academic Achievement between the Arts and Science students in Manipur. Descriptive survey method was employed in the study. In the present study, 7 Government Higher Secondary Schools which offer both Science and Arts streams in Imphal East and Imphal West District of Manipur were selected by using simple random sampling technique. The collection of Examination Result Data from the Roll wise result report of Council of Higher Secondary Education, Manipur for the past 5 consecutive years was used as the major tools of the study. The study highlighted that there exists significance difference in the Academic Achievement in both the Arts and Science streams and girls performed better than the boys in all the streams.

Keywords

Academic achievement, High achievers, Medium achievers, Low achievers

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1. Introduction

Education is an ever widening concept. Ever since the dawn of the civilization man-directly has been trying to educate himself in order to meet with the changing demands of life. In fact, he has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time, education become an essential virtue for man becomes man through the process of education. Education is an important human activity. It was born with birth of the human race and shall continue to function as long as the human race lives. In modern times, the pattern and problems of life and society have grown more complex and complicated and

the value and importance of education had increase accordingly so much so that in many countries attendance at school has become compulsory education is considered indispensable for all kinds of social progress. The goals and purpose of education have been differently conceived by different people some seek to develop a sound mind in a sound body, other stress knowledge and information, some would like to make education completely academic and devoted to the culture of the intellect, while others insist on giving it a practical bias by equipping young people with vocational and ability. Education is growth and development. It is process in which and by which the knowledge, character, and behaviour of the young are shaped and moulded. Education is both a process and a product. It means to process of during acting, behaving, changing and it means is obvious that education is a continuing process and its practices and programmes have to be constantly reconstructed in the light of our growing knowledge of the learner and of the social environment. That is why procedures like memory drills, cramming, uniform curricula, harsh disciplinary measures and to much emphasis on subject matter and becoming rare today and there is greater stress on freedom self-activity, experience, projects, interest and the like. Thus, methods and procedures in education are being constantly revised and reconstructed. And evaluation is an integral part of education and serves to check the performance of both teachers and children. Evaluation includes both academic and non-academic attainments. It includes all the changes that take place during the development of a balanced personality and measures the qualities of head, hand, health and heart of an individual. These changes included the changes in attitudes, appreciation and understanding as well as acquisition of knowledge and skills. Evaluation is for more comprehensive than the existing system of examination. It becomes a significant aspect of educational process. It helps in evolving better curriculum and better methods of teaching. It is a procedure for improving the product, the process and even the goals themselves.

Examination system is a major sub-system of any system of education. It has a very important role to play in education. It is an important aspect of school administration also. Examinations are regarded now-a-days as worldwide problem concerning not only pupils, teachers, school administrators but also parents, public men, reformers and rulers. The Secondary Education Commission thinks that the examinations provide a goal and a stimulus to the pupils and to the teachers also. The external examination gives him standard common for all teachers and therefore universal and uniform in character. External Examinations are those which are conducted by the external agencies like Boards of Education, Directorates of Education, Universities etc.

Higher Secondary School assumes great significances students for the first time more towards diversification. By the time, students start developing their own thinking. So, Higher Secondary Education is the back bone of any educational system. It is the terminal stage for those who enter the world of work after this stage. For the rest, it is a preparatory stage of higher education. Higher Secondary stage is the stage of maximum challenge. Whether after completing 12 years of schooling, the students would be able to get consent of their parents. It causes anxiety and stress which may avoid by careful planning and strategies for designing courses suited to their future requirements. Normally, only a small percentage of student population reaches the tertiary stage. The quality of these people depends on the foundation laid in early years especially at the higher secondary stage. Students at this stage must be full equipped with basic knowledge, skills, aptitude and entrepreneurship so

that they can qualify for self-employment as well. The Higher Secondary stage of education has got its own significance. It is a feeder stage to most of the professional courses. This is a terminal stage of Education for those students where should be able to enter the world of work. At this stage, we need to understand the achievement of students who opt for science and arts streams. This achievement can be obtained from main or final examination of class XII conducted at Council of Higher Secondary Education, Manipur (COHSEM). The examination (COHSEM) has a great importance in student life, which helps to find out the achievement of the students. This study may be of great value to the educational planner, policy in higher education, thereby helps to provide feedback.

2. Statement of The Problem

Comparative study of the Academic Achievement of Arts and Science Students in Manipur, India.

3. Objectives

1. To find out the Academic Achievement of the students in Arts and Science streams.
2. To find out the Academic Achievement of Boys and Girls in Arts and Science streams.
3. To compare the Academic Achievement of Boys and Girls, intra and inter schools of Arts and Science students.
4. To make inter and intra schools comparison of the Academic Achievement in Arts and Science streams.
5. To suggest appropriate remedial measures.

4. Hypotheses

1. There exists difference in the Academic Achievement of Arts and Science students.
2. There exists difference in the Academic Achievement of Boys and Girls in Arts and Science streams.
3. There exists difference in the Academic Achievement of Boys and Girls, inter and intra schools in both streams.
4. There exists difference in the Academic Achievement of inter and intra schools in both streams.

5. Methodology

For the present study, the Descriptive-survey method is employed.

6. Sample

In the study, the investigator choose all the students of 7 schools who had appeared in the Higher Secondary Examination in both Arts and Science streams by using simple random sampling technique.

7. Tools Used

The collection of Examination Result data from the Result Reports of Council of Higher Secondary Education, Manipur is the major tool used in the present study.

8. Statistical Technique Used

In the study, the investigator adopted the Mean percentage as the statistical technique.

9. Analysis And Interpretation

Table – 1
Academic achievement of the Students in Arts and Science stream for the five consecutive years.

Stream	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
Science	4710	2349	890 (18.89)	1379(29.27)	80(1.69)	49.85
Arts	3200	1573	339(10.59)	987(30.84)	247(7.71)	49.14

Table – 1 shows that 4710 students appeared in science, 2349 students with an overall of 49.85 percent. Out of these, 890 (18.89 percent) are high achievers. 1379 (29.27 percent) are Medium achievers and 80 (1.69) are low achievers.

Similarly in Arts, 3200 students appeared, out of these 1578 students passed with an overall of 49.14 percent. Out of these 339 (10.59 percent) are High achievers, 987 (30.84 percent) are Medium and 247 (7.71 percent) are low achievers.

So, the hypothesis is accepted that is there exists significant difference in the Academic Achievement of Arts and Science streams.

Table – 2
Academic achievement of Boy and Girl Students in Science stream.

Streams	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
Boys	2547	1172	335(13.15)	789(30.97)	48(1.88)	46
Girls	2217	1177	555(25.03)	590(26.61)	32(1.44)	53.08
TOTAL	4764	2349	890	1379	70	

Form the above Table – 2, in Science, 2547 boy students were appeared. Out of these, 1172 students passed the examination with an overall of 46% out of these 335 (13.15%) are high achievers, 789 (30.97%) are medium achievers and 48 (1.88%) are low achievers.

Similarly, 2217 girl students were appeared. Out of these, 1177 girl students passed with an overall 53.08%. Out of these 555 (25.03%) were high achievers, 590 (26.61%) were medium achievers and 32 (1.44%) were low achievers.

So, it can be interpreted that in science stream girl students are having better Academic Achievement than boy students.

Table – 3
Academic achievement of Boy and Girl students in Arts stream.

Streams	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
Boys	1217	665	96(7.88)	416(34.18)	153(12.57)	54.63
Girls	1799	908	243(13.50)	571(31.73)	94(5.22)	50.45
TOTAL	3016	1573	339	987	247	

From the above Table – 3, in Arts stream, 1217 boy students appeared. Out of these 665 students passed the examination with an overall of 54.63%. Out of these 96 (7.88%) are high achievers, 416(34.18%) are medium achievers and 153 (12.57%) are low achievers.

Similarly, 1799 girl students appeared the examination. Out of these 908 students passed with an overall of 50.46% out of 243 (13.50%) are high achievers, 571 (31.73%) are medium and 94 (5.22%) are low achievers.

So, it can be interpreted that in Arts stream girl students are having better Academic Achievement than boy students.

Table – 4
Academic achievement for inter School, intra stream comparison among the Girls’ Schools in Science stream.

Name of the Institution	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
T.G. Higher Secondary School	1043	828	501 (48.03)	326 (31.25)	01 (0.09)	79.37
Ibotonsana Girls’ Higher Secondary School	796	184	19 (2.38)	157 (19.72)	08 (1.00)	23.1
Ananda Singh Higher Secondary School	213	82	20 (9.38)	57 (17.32)	05 (2.34)	29.04
Model Higher Secondary School	165	71	04 (2.42)	43 (26.06)	24 (14.54)	43.02

From the above Table – 4, it can be interpreted that among the Girls’ school in Science stream, Tamphasana Girls’ Higher Secondary School has better academic achievement with an overall of 79.37% as compared with others, whereas Ibotonsana Girls’ Higher Secondary School achieved minimum pass percentage of 23.1% respectively.

Table – 5
Academic achievement for the inter School intra stream comparison among the boys’ Schools in Science stream

Name of the Institution	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
Churachand Higher Secondary School	576	414	206 (34.56)	205 (34.39)	03 (0.50)	69.45
Johnstone Higher Secondary School	1169	506	98 (8.38)	391 (33.44)	17 (1.45)	43.27
Ram Lal Paul Higher Secondary School	267	94	09 (3.37)	77 (28.83)	08 (2.99)	35.19
Ananda Singh Higher Secondary School	329	101	21 (6.38)	78 (23.70)	02 (0.60)	30.68
Model Higher Secondary School	186	87	01 (0.53)	38 (9.67)	18 (9.67)	30.63

Form the above Table – 5, it can be interpreted that among the Boys’ school in science stream, Churachand Higher Secondary School has better academic achievement with an overall of 69.45% as compared with others, while the Model Higher secondary School secured lowest with an overall of 30.63 respectively.

Table – 6**Academic achievement for inter School intra stream comparison among the Girls' Schools in Arts Stream.**

Name of the Institution	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
T.G. Higher Secondary School	884	620	214 (24.20)	379 (42.87)	27 (3.05)	70.12
Ibotonsana Girls' Higher Secondary School	616	188	23 (3.73)	132 (21.42)	33 (5.35)	30.5
Ananda Singh Higher Secondary School	227	90	06 (2.64)	53 (23.34)	31 (13.65)	39.63
Model Higher Secondary School	52	10	0 (0.00)	07 (13.46)	03 (5.76)	19.22

From the above Table – 6, it can be interpreted that among the Girls' schools in Arts stream, Tamphasana Girls' Higher Secondary School has better academic performance with an overall of 70.12% as compared with others. And Model Higher Secondary School has minimum overall pass percentage of 19.22% respectively.

Table – 7**Academic achievement for inter School intra stream comparison among the Boys' Schools in Arts Stream**

Name of the Institution	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
Churachand Higher Secondary School	344	222	61 (17.73)	135 (39.24)	26 (7.55)	64.52
Johnstone Higher Secondary School	682	267	31 (4.54)	159 (23.31)	77 (11.29)	39.14
Ram Lal Paul Higher Secondary School	126	40	2 (1.58)	27 (21.42)	11 (8.73)	31.73
Ananda Singh Higher Secondary School	235	124	02 (0.85)	89 (37.87)	33 (14.04)	52.76
Model Higher Secondary School	34	12	0 (0.00)	06 (17.64)	06 (17.64)	35.28

The above Table – 7 shows that among the boys’ schools in Arts stream, Churachand Higher Secondary School has better academic achievement with an overall of 64.52% as compared with others. And RamLal Paul Higher Secondary School with minimum overall pass percentage of 31.73%.

So, the hypothesis is accepted that there exists difference in the Academic Achievement of Boys’ and Girls’ inter and intra schools in both streams.

Table – 8
Academic achievements for inter School intra Stream comparison for Science Stream.

Name of the Institution	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
Tamphasana Girls’ Higher Secondary School	1043	828	501 (48.03)	326 (31.26)	01 (0.09)	79.37
Churachand Higher Secondary School	596	414	206 (34.56)	205 (34.39)	03 (0.50)	69.45
Ibotonsana Girls’ Higher Secondary School	796	184	19 (2.38)	157 (19.72)	08 (1.0)	23.1
Johnstone Higher Secondary School	1169	506	98 (8.38)	391 (33.44)	17 (1.45)	43.27
Ram Lal Paul Higher Secondary School	267	94	09 (3.37)	77 (28.83)	08 (2.99)	35.19
Ananda Singh Higher Secondary School	542	183	41 (7.56)	135 (24.90)	07 (1.29)	33.75
Model Higher Secondary School	351	128	05 (1.42)	81 (23.07)	42 (11.96)	36.45

From the above Table – 8, it can be interpreted that among the Science stream, Tamphasana Girls’ Higher Secondary School had secured better academic achievement with an overall of 79.37% as compared with others. While Ibotonsana Higher Secondary School had a poor academic achievement with an overall of 23.1% respectively.

Table – 9
Academic achievement for inter School intra Stream comparison for Arts stream.

Name of the Institution	Total No. of students appeared	Total No. of students passed	Classification of pass percentage			Overall pass Percentage
			High Achievers	Medium Achievers	Low Achievers	
Tamphasana Girls' Higher Secondary School	884	620	214 (24.20)	379 (42.87)	27 (3.05)	70.12
Churachand Higher Secondary School	344	222	61 (17.73)	135 (39.24)	26 (7.55)	64.52
Ibotonsana Girls' Higher Secondary School	616	188	23 (3.73)	132 (21.42)	33 (5.35)	30.5
Johnstone Higher Secondary School	682	267	31 (4.54)	159 (23.31)	77 (11.29)	39.14
Ram Lal Paul Higher Secondary School	126	40	2 (1.58)	27 (30.73)	11 (13.85)	31.73
Ananda Singh Higher Secondary School	462	214	08 (1.73)	142 (30.73)	64 (13.85)	46.31
Model Higher Secondary School	86	22	0 (0.00)	13 (15.11)	09 (10.46)	25.57

From the above Table – 9, it can be interpreted that among the Arts stream Tamphasana Girls' Higher Secondary School has better academic achievement with an overall of 70.12% as compared with others, while Model Higher Secondary School has a poor academic achievement with an overall of 25.57% respectively.

So, the hypothesis is accepted. It reveals that there is a significant difference in the Academic Achievement of both the streams.

Discussion

Academic achievement is very essential to the scholastic academic achievement of the students at the end of an educational programme. The effectiveness of any educational system is gauged to the extent of pupils involved in the system achieved. It is considered as the unique responsibility of educational institutions. The results of achievement are of great use to pupils, parents, teachers, administrators, principals, employers and policy makers in various ways for making educational and vocational decisions for pupils. The achievement report should give a general picture of how the pupil is doing as well as the adequacy of his learning progress. This also indicate the pupils' strengths and weakness in learning, his interests and changing pattern of attitudes, values and personal social development. Not only to the pupils, but also gives a great values to the parents, teachers, administrators or principal and many other policy makers. Generally, it is concerned that the academic achievement is an it integral part of formal education.

Recommendations

1. Essential teaching aids for the secondary level should be provided to the teachers with top priority.
2. Avenues of newly adopted technologies and centre such as EMMRC should be set up which is very much relevant with all round development of the students.
3. As far as the methods of teaching are concerned, activity based method should be emphasized along with the lecture method both the science as well as in Arts stream.
4. For science subject, updating of latest discoveries, technologies and methods should be adopted.
5. The professional skills of the teachers may be steadily upgraded by regular teacher training programme of short duration within a short period of time.
6. Parent – Teachers Association should be set up in every school in order to have a forum where the problems of the students and the school could be solved.
7. Avenues of promotion and career advancement should be provided to give required incentives to the teachers for better works.
8. Teachers should be given residential accommodation facilities if required.
9. Government should take up initiative for the implementation of the latest technological method in teaching-learning process.
10. Seminars, workshop, orientation programme and other career counselling programme should be provided regularly for the advancement in the students' achievement.

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