



Academic Performance of the Male and Female Secondary School Students of Karbi Anglong District, Assam

Ms. Madhuchanda Das^{1*}, Dr. Lokman Ali², Prof. D. S. Harnewal³

^{1*}Research Scholar, Dept. of Education, Arunachal University of Studies, Namsai, Arunachal Pradesh

²Assistant Professor, Dept. of Education, Doomdooma College, Rupaisiding, Dist. Tinsukia, Assam

³Vice-Chancellor, Arunachal University of Studies, Namsai, Arunachal Pradesh

Citation: Ms. Madhuchanda Das, et.al (2024). Academic Performance of the Male and Female Secondary School Students of Karbi Anglong District, Assam, *Educational Administration: Theory and Practice*, 30(11) 1354- 1358
Doi: 10.53555/kuey.v30i11.9442

ARTICLE INFO

ABSTRACT

The present study was conducted with the prime intention of comparing the academic performance of the Secondary School Students of KarbiAnglongdistrict of Assam. Descriptive survey method was used for conducting the study. Sample comprised a total of 400 Class X students collected from 20 Secondary Schools of Karbianglong District of Assam through simple random sampling technique. Result of the study indicted a significant mean difference between academic performance of the male and female Secondary School students of KarbiAnglong district of Assam. Performance of female students were foundto some extent higher than the male students.

Keywords: Academic Performance, Secondary School, Gender, etc.

1.0 Introduction

Academic performance refers to how well a student performs in their educational activities. It reflects a student's ability to meet learning objectives, understand material and apply knowledge and skills in various subjects. Academic performance is a key concept within the education system, as it encompasses multiple dimensions. It now incorporates both cognitive and non-cognitive elements of personality. The effectiveness of the education system is significantly influenced by students' performance. In today's education system, academic performance holds a crucial role in shaping students' career. It is now regarded as a primary focus for students, teachers and parents. The development of a country is closely linked to the achievement of its students (Rabha,2020).Academic performance is a complex concept, and how it is measured depends on the indicators used to assess it.It refers to the assessment of a student's proficiency across various academic subjects. Teachers and school administrators commonly use classroom accomplishments, graduation rates, and standardized test scores to measure student academic achievement(Sarkar,2023).

Various factors like- gender, types of school management, learning environment, teacher-student relationship, study habits, parental involvement, peer influence, motivation, health and well-being, stress and anxiety, socio-economic factors, school resources etc.,are some factors that can influence on academic performance of a student. In the present study gender has been taken as one of the variables that might have influence of academic performance of the students.

1.1 Literature Review

Kaushal (2017) Studied on the relationship on the locus of control academic stress and academic performance of secondary school students. The major objective of this study, an effort is made to examine two intervening factors, academic stress and locus of control, which are considered to influence students' academic performance. For this study, a representative sample of 910 students (593 male and 317 female), including 515 from rural schools and 395 from urban schools, was selected from class X in twelve Bengali medium schools affiliated with the West Bengal Secondary Education Board, located in Kolkata and three neighboring districts. Questionnaire tool is used for data collection of this study. The Survey results of this study found that there is statically significant difference in mean score of academic performance of secondary school students on the basis of their gender and locality of schools. A statistically significant mean difference was also observed among different level of gender and locality of school of the criterion of Academic Performance.

Sarker(2023) studied on effect of technological practices on the academic performance of secondary school stage pupil teachers and their attitude towards technological practices in Meghalaya. The main objectives of the study are To find out the status of technological practices in Secondary Teacher Education Institutions in Meghalaya, To find out the overall mean scores on effect use of technological practices in Secondary Teacher Education Institutions among secondary school stage pupil teachers', and to find out the difference between the mean scores on effect of use of technological practices among the secondary stage pupil-teachers' in Meghalaya with respect to a. Locality, gender and stream etc. Questionnaire and attitude scale were used as a tool for data collection. 280 pupil teachers were randomly selected as a sample for this study which is 60 % of total population from Shilong, Tura, Umiam, Borapani, Rongkhong district of Meghalaya. Both descriptive and inferential statistical techniques, three-way analysis of variance (ANOVA) used for this study. The result of this study found that the secondary school pupil teacher use technology for learning, with those in urban schools using it slightly more than their rural counterparts. Both male and female pupil teachers were found to use technology equally, and students studying social science tend to use technology more than those studying science.

Saikia (2017) conducted a comparative study on academic performance of rural and urban secondary students with special reference to Lakhimpur district, Assam. The major objective of this study is to compare the academic performance of rural and urban secondary school students and study observed that 49% of the rural and 64% of the urban students have low level academic performance. 37% of the rural and 25% of the urban students have the average level and 14% of the rural and 11% of the urban students have the high level of academic performance. From this data it is observed that highest number rural and urban students have low level of academic performance.

Kapur (2018) studied on factor influencing the students' academic performance in secondary school in India. The study found that parental and home environmental factors contribute a major part. Positive factors like pleasant home environment, education of parents, small family size etc. influence positively and negative factors like poverty, illiteracy, lack of resources etc. influence negatively. School factors like professionalism of teachers, extra co-curricular activities, technology, laboratory and library facility etc. Influence in academic performance of secondary students. Besides this study also found some other factors which are causes of low academic achievement like adequate planning, psychological factor, fear of examination, lack of motivation etc.

1.2 Statement of the Problem

Academic performance is a critical indicator of educational success, influencing future opportunities and social development. In secondary schools, performance disparities between male and female students have been a subject of debate and research across various regions. This study seeks to compare the academic performance of male and female students in secondary schools within Karbi Anglong district. It aims to identify whether significant gender differences exist, the factors contributing to such differences and their implications for education policy. This is the reason why the researcher selected this topic and entitled as, "Academic Performance of the Male and Female Secondary School Students of Karbi Anglong District, Assam".

1.3 Significance of the Study

This study is significant as it provides an insight into the academic performance of Secondary School students of Karbi Anglong District of Assam. By comparing the academic performance of male and female students from the government and private Secondary Schools, the researcher highlighted the disparities and potential factors contributing to these differences. The findings of the study may be considered as having implications for the teachers, educational administrators and policymakers in formulating targeted strategies to enhance educational outcomes of the male and female Secondary School students of Karbi Anglong district of Assam.

1.4 Objective of the Study

The prime objective of the study is to compare academic performance of the male and female Secondary Schools students of Karbi Anglong district of Assam.

1.5 Null-Hypothesis

There is no significant difference between academic performance of the male and female Secondary School students of Karbi Anglong district of Assam.

1.6 Operational Definitions of Terms and Concepts Used

1.6.1 Academic Performance: Academic performance refers to a student's success in their scholastic activities. In context of the present study, the term has been used to mean the aggregate percentage of scores obtained by the Class X students in their earlier Annual Exam.

1.6.2 Secondary School: The term 'Secondary School' refers to the schools having classes IX to XII. But, in the present study, the word was used to mean only those schools having classes IX and X.

1.7 Methodology

1.7.1 Method: Based on purpose and nature of the study the "Descriptive Survey" method of research was used to carry out the current study.

1.7.2 Population: Population of the present study comprised of all the Class X students studying in private and provincialized Secondary Schools in Karbianglong district of Assam. During the course of study, there were a total of 10427 students studying in 266 Secondary Schools in Karbianglong district. Out of these 10427 students, 5013 were male and 5414 students were female. (Source: Information collected from the Office of the Inspector of Schools, Karbianglong District). The variable wise distribution of population of the present study is shown in table1.

Table 1 Variable wise Distribution of Population of the Study

Variables		Total No.	Grand Total
Gender of Students	Male	5013	10427
	Female	5414	

7.7.3 Sample: Sample of the present study included a total of 400 Class X students of Karbianglong district selected from 20 co-educational Secondary Schools. Out of these 200 students were male and 200 students were female. The distribution of the sampled schools is shown in Table 2.

Table2 List of Sampled Secondary Schools of Karbi Anglong District

Sl. No	Provincialized Schools	Private Schools
01	LanghinPamgaon H. S. School	Langhin Baptist English High School
02	Dokmoka Higher Secondary School	Saint Xavier English High School
03	Phuloni higher Secondary School	Mount Sinai High School
04	Parakhowa High School	Chruch of Christ English School
05	Bakaliaghat Higher Secondary School	RengbonghomShevashram Sishu Vidya Niketon
06	Jeng Rongpi English High School	Pilgrim English Academy
07	Mohendijua High School	Nightingale English High School
08	Longnit High School	Oxford Model English High School
09	Hidipi English High School	St.Thomas High School, Hidipi
10	Dilai High School	Klirdap English High School

The students' sample was selected by adopting the simple random sampling technique. The lottery method was followed for randomization.

1.7.4 Tools Used: The researcher employed the following instruments and methods in the current study to gather data and relevant information's:

1.7.4.1 Annual Examination Scores of the Class X Students of Karbianglong district, used as an index of academic performance of the respondents.

1.7.4.2 A Semi-structured Interview Schedule for the Class X students of Karbianglong district to elicit information about the academic performance related problems faced by them in schools and home.

1.7.5 Procedure of Data Collection: For the study, both primary and secondary data were collected. The investigator collected the aggregate percentage of marks obtained by the sampled students in their earlier examination (Class IX Annual Examination) from the school record book with due permission of the respective school authorities. The headmasters were assured that the examination results of their schools and any other information collected by the researcher, would be kept confidential and would only be used for the research purposes. The investigator also conducted face-to-face interview with the sampled students to collect some required information related to their academic achievement. Three male and three female students from each school was selected for the purpose of the interview.

1.9 Data Analysis& Discussion

The current research work was carried with an intention to compare the academic performance of the male and female Secondary School students of Karbi Anglong district of Assam. In order to achieve this objective, the data collected were analyzed with the help of inferential statistical technique known as 't' test. Table 1 demonstrates the mean difference between academic performance of the male and female Secondary School students of Karbi Anglong district of Assam.

Table 1 Academic Performance of the Male & Female Secondary School Students of Karbi Anglong District of Assam

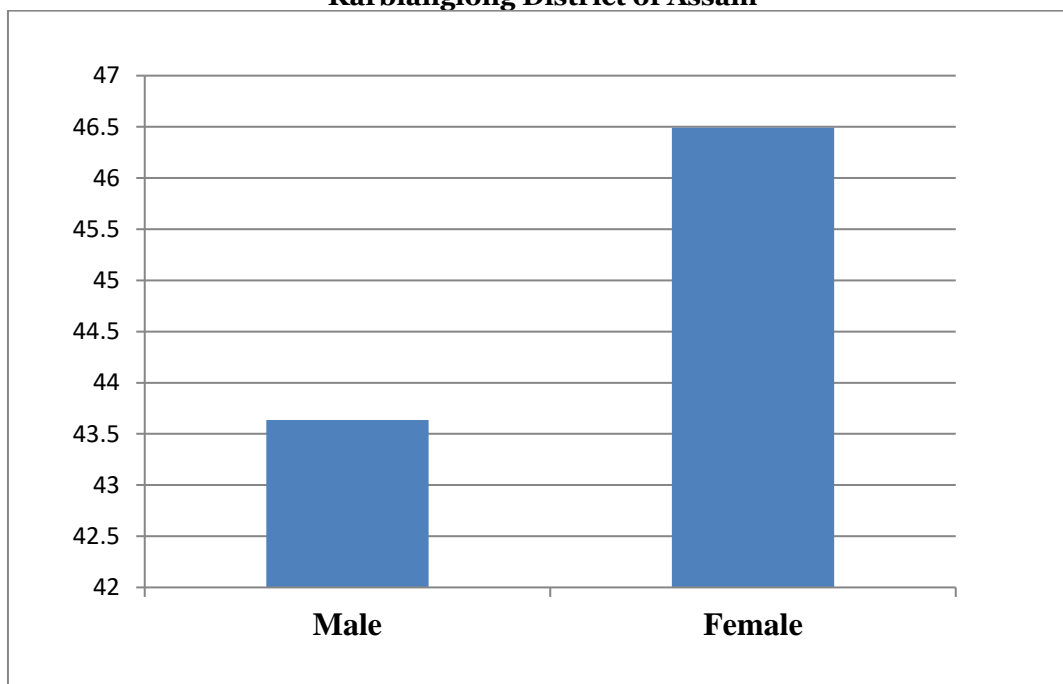
Gender	N	Mean	SD	df	t	Significance
Male	200	43.635	12.964	398	2.22	Significant at .05 level
Female	200	46.49	12.835			

Source: Data collected through field study

Data presented in table 1 shows that the calculated value of 't' was found to be 2.22 which is significant at .05 level of significance. Hence, the null-hypothesis that "There is no significant difference between academic performance of the male and female Secondary School students of Karbi Anglong district of Assam" has been rejected. This implies that there is a significant mean difference between academic performance of the male and female Secondary School students of Karbi Anglong district of Assam. The mean values also indicate that academic performance of the female respondents of Karbi Anglong district of Assam were slightly higher than the mean values of male respondents. This might be due to the reason that female students were found more regular in their classes, disciplined and career oriented. Further, parents did not have any discrimination in providing educational facilities to their girl's children against the boys.

Figure 1 shows the mean difference between academic achievement of the male and female Class X students studying in Secondary Schools of Karbi Anglong district.

Figure 1 Academic Performance of the Male & Female Secondary School Students of Karbi Anglong District of Assam



1.10 Conclusion

Academic performance is one of the most important indicators of student's success in their future life. Their gain, knowledge and achievement are measured based on their performance in scholastic areas. Result of the present study reveals that male and female Secondary School students of Karbi Anglong district of Assam differs significantly on their academic performance. Female students were found to some extent higher in respect of their academic performance compared to their male counterparts. This result of high academic performance by the female students than the male ones might be due to the reason of numerous government welfare policies for girls' students like scholarships, free admission, free books, etc. During the course of

interview with the teachers, parents and the female students themselves it was also revealed that there is a huge attitudinal change among the parents and students regarding girls' education. Parents did not discriminate among their boys' and girls' children in providing educational facilities. In tribal communities of Karbi Anglong district of Assam the female students were found more punctual in class, studious and free from household activities. These might be some reasons why female Secondary Schools students of Karbi Anglong district of Assam better performed than the male students. This also indicates a significant indication of societal upliftment, gender justice and upliftment of the women folk.

Reference

1. De, Kushal. (2017). The relationship among locus of control academic stress and academic performance of Secondary school students. Shodhganga. <http://hdl.handle.net/10603/353702>
2. Kapur, R. (2018, April). Factors Influencing the Students Academic Performance in Secondary Schools in India. Research Gate. <https://www.researchgate.net>3248..>
3. Rabha, B. (2020). Emotional intelligence self-confidence and academic performance of higher secondary school students of kamrup district, Shodhganga. <http://hdl.handle.net/10603/336452>
4. Sarker, R. (2023). Effect of technological practices on the academic performance of secondary school stage pupil teachers and their attitude towards technological practices in Meghalaya, Shodhganga. <http://hdl.handle.net/10603/577181>
5. Saikia, P. (2017, July 15). A Comparative study on Academic Performance on Rural and Urban Secondary Students with Special Reference to Lakhimpur District of Assam. International Education and Research Journal (IERJ), 3(7). <https://ierj.in/journal/index.php/ierj/article/view/1238>
6. Taloh, Tasi. (2016). Elementary Education in Arunachal Pradesh. Balaji Publications, Delhi-93.