

A comparative study of Academic Achievement among Central and State Board Senior Secondary School Students

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Abstract

Achievement is the end-product of all educational endeavours. This study investigated the difference in academic achievement of JKBOSE and CBSE senior secondary school students. The population of the study consisted of all JKBOSE and CBSE senior secondary school students of Bandipora district of Jammu and Kashmir. Sample of the study comprised of 192 senior secondary school students of Bandipora district of Jammu and Kashmir selected through stratified random sampling technique. The previous year's annual examination marks of 12th grade students were used to measure their academic achievement. Findings of the study revealed a significant difference between JKBOSE and CBSE senior secondary school students. The students belonging to CBSE schools were found to have higher academic achievement than JKBOSE senior secondary school students. Further, male students of CBSE schools were found to have better academic achievement as compared to the male students of JKBOSE senior secondary schools. However, no significant difference was found between female students of JKBOSE and CBSE senior secondary school students.

Key Words: Academic Achievement, JKBOSE, C.B.S.E and Senior Secondary School Students

Introduction

Achievement is the end-product of all educational endeavours. Academic achievement refers to the extent to which an individual has fulfilled his or her goals. Biswas and J.C. Agarwal (1997, P-7) define academic achievement as the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests. The world is becoming more and more competitive. Quality of performance has become a 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 in 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 academic endeavours. Academic achievement is the prime concern of psychologists, educators, learners as well as parents. Achievement is of key importance at the senior Secondary level since it provides a base for higher studies which is inevitable for admissions to various medical and engineering professions. It is the academic achievement of a student that decides the selection of future subjects of study and that in turn decides the specialisation of a person and develop the interests of a person accordingly and determine the occupation of the person. The occupation of the person gives him the social status. Hence academic achievement is of utmost importance. So, academic achievement at this stage has to be scrutinised in order to have understanding of why there is differences in academic achievements. Keeping in mind the variations in academic achievement of students, the investigator got interest to study the academic achievement of JKBOSE and CBSE senior secondary school students.

Review of Literature

Susheela (2017) investigated academic achievement and psychological well-being of secondary school students in relation to their self-efficacy and emotional intelligence. A sample of 500 students (average age 15) was drawn for the study. The findings revealed a positive and significant relationship between academic achievement and self-efficacy, academic achievement, and various dimensions of self-efficacy (academic, social, and emotional). Self-efficacy beliefs were found to be better for boys in comparison to girls. However, girls were found to have better academic self-efficacy than boys. Kumar and Mishra (2016) analysed the correlation between emotional maturity and academic achievement in adolescent students. By applying suitable statistical techniques, the researcher discovered that emotional maturity had a significant and positive correlation with the academic achievement of adolescents. The researcher further reported that boys and girls differ in academic achievement and emotional maturity. Baldev (2015) examined the academic achievement of secondary school students in relation to self-efficacy, adjustments, and locus of control. The investigator used self-efficacy scale (Mathur & Bhatnagar, 2012), Adjustment inventory (Sinha & Singh, 2007), Locus of control inventory by Vohra (1992), and class X annual exam results. A significant positive relationship was found between academic achievement and self-efficacy, adjustment, and locus of control of secondary

school students. Farooq (2011) investigated the variables influencing the academic performance of secondary school students. The researcher analysed various significant factors believed to influence the academic achievement of students. The study sample consisted of 600 ninth-grade students from a major metropolitan area in Pakistan. The ANOVA and t-test were used to determine the influence of various factors on the academic performance of students. The study found that socioeconomic status and parental education have a significant impact on students' overall performance as well as their performance in Mathematics and English. The high and middle SES levels had a greater impact on academic performance than the low SES level. In addition, it was discovered that girls performed better than boys. Yousefi et al. (2010) conducted a study to find out the impact of family income on test anxiety and academic achievement among Iranian high school students. Respondents of the study were 400 high school students, of whom 200 were male and 200 were female. The Test Anxiety Inventory and their GPA from the previous year were used to assess their level of test anxiety and academic achievement, respectively. The statistical treatment of the study was done by using ANOVA to identify the significant difference between family income, test anxiety, and academic achievement. The findings of the research showed that family income significantly affected the academic achievement and test anxiety of students. Gautam and Swati (2008) conducted a study to evaluate the academic achievement of 220 high school students in relation to their aspiration and anxiety levels. The primary aim of the study was to explore the association between aspiration and academic achievement among high school students. The researcher discovered that the level of aspiration had a major impact on the anxiety and academic performance of high school students.

Objectives of the study

1. To find out difference in academic achievement between state and central board senior secondary school students
2. To compare the academic achievement of male students of state and central board senior secondary schools.
3. To compare the academic achievement of female students of state and central board senior secondary schools

Hypotheses of the Study

1. There is no significant difference in academic achievement between state board and central board senior secondary school students
2. There is no significant difference in academic achievement between state board and central board male senior secondary school students
3. There is no significant difference in academic achievement between state board and central board female senior secondary school students

Need of the study

This study can be helpful to know the academic achievement of students of two different boards namely JKBOSE and C.B.S.E. It will help administrators in knowing the root cause of underachievement of students and suggest measures to overcome academic related issues.

Method

The present study is based on quantitative research design and descriptive survey method has been adopted in the present study.

Population

The target population of the present study consisted of all the state and central board Secondary school students of Bandipora district of Jammu and Kashmir.

Sample

The sample of the study comprised of 192 Jammu and Kashmir Board of School Education (JKBOSE) and Central Board of Secondary Education (CBSE) senior secondary school students. The sample was collected from JKBOSE and CBSE secondary schools of Bandipora district of Jammu and Kashmir through stratified random sampling technique.

Tools used

The final year marks sheets of the students have been taken as a tool to analyse student's academic achievement.

Analysis and Interpretation of Data

The data was analysed by using mean, standard deviation and t-test.

In order to achieve the objectives of the present study, the data collected and analysed has been tabulated as under

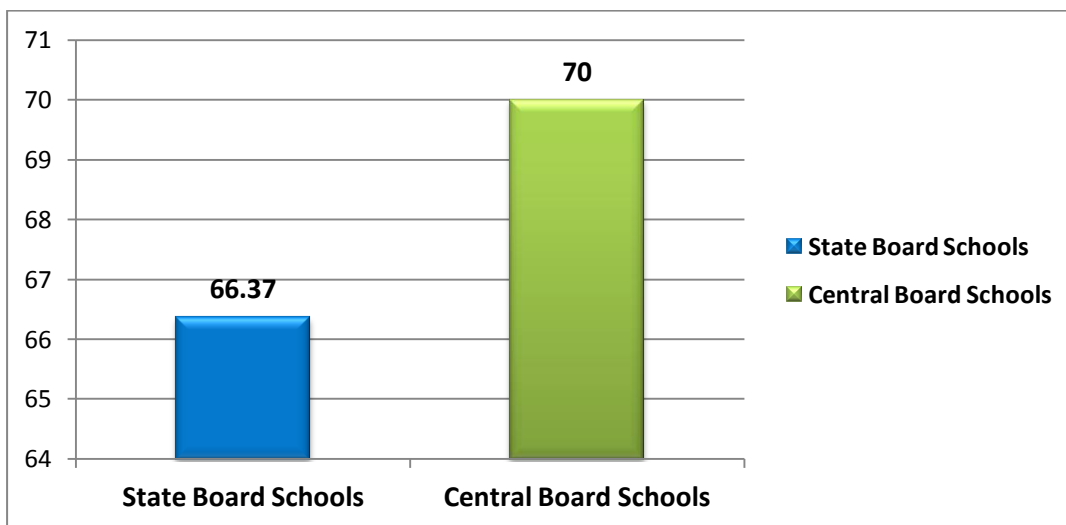
H1: There is no significant difference in Academic Achievement between State and Central board secondary school students

Table 1: Comparison of Academic Achievement between State and Central Board Senior Secondary School Students

Variable	Groups	N	Mean	S.D.	Df	t-value	Sig.
Academic Achievement	State	95	66.37	7.616	190	3.079**	.002
	Central	97	70.00	8.679			

**Significant at the 0.01 level

Figure 1: Showing Mean Scores of Academic Achievement of State and Central Board Senior Secondary School Students



In order to compare the academic achievement among state board and central board secondary school students, an independent sample t-test was applied. The calculated t-value was found to be $t = 3.079$, which is significant at the 0.01 level of confidence. The result presented in Table 1 indicates a significant difference in academic achievement between state (mean = 66.37, SD = 7.616) and central (mean = 70.00, SD = 8.679) secondary school students. The mean scores of academic achievement of central board secondary school students were found to be higher as compared to state board secondary school students. Therefore, the null hypothesis (H1), “There is no significant difference in academic achievement between state and central board senior secondary school students,” is rejected.

The justification for the study may be that central board schools have better infrastructure as compared to state board schools. The students of central board schools have access to smart classrooms, libraries, and interactive sessions with resource personnel.

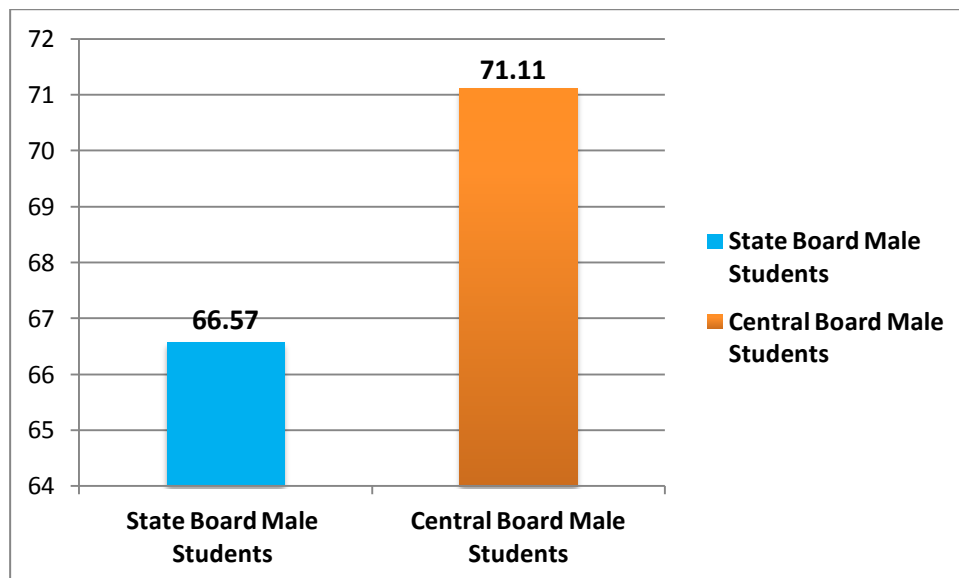
H2: There is no significant difference in Academic Achievement between State Male and Central Male senior secondary School Students

Table 2: Comparison of Academic Achievement between State Male and Central Male Senior Secondary School Students

Variable	Groups	N	Mean	S.D.	Df	t-value	Sig.
Academic Achievement	State Male	46	66.57	8.492	97	2.680**	.009
	Central Male	53	71.11	8.361			

** .Significant at the 0.01 level

Figure 2: Showing Mean difference of Academic Achievement among Male students of State and Central Board Schools



In order to find out difference in academic achievement between state board male and central board male secondary school students, an independent sample t-test was used. The calculated t-value ($t = 2.680$) was found to be significant at the 0.01 level. The result revealed that central board male secondary school students (Mean = 71.11, S.D. = 8.361) were found to have higher academic achievement than state board male secondary school students (Mean =

66.57, S.D. =8.492. Therefore, the null hypothesis, “There is no significant difference in academic achievement between state board male and central board male senior secondary school students” is rejected.

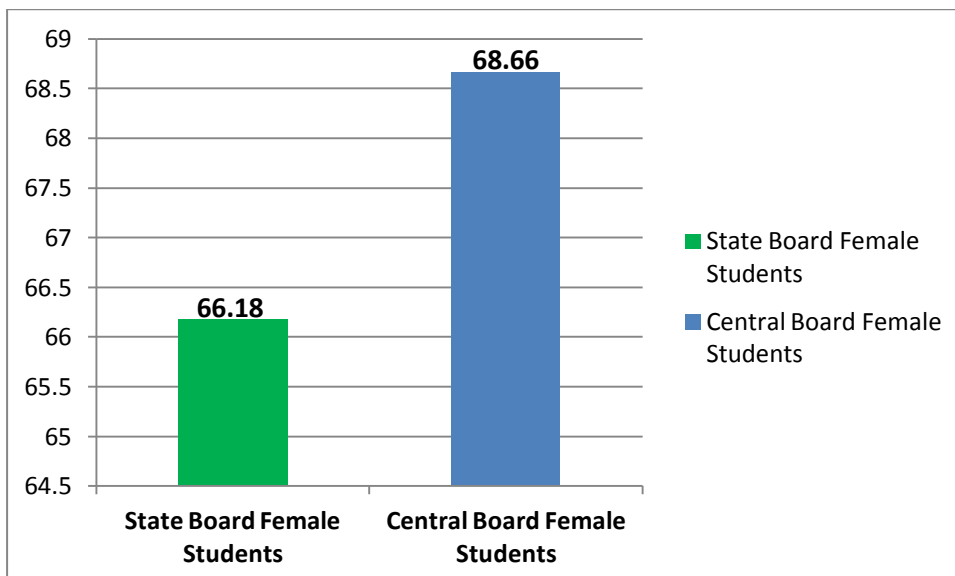
H3: There is no significant difference in Academic Achievement between State Female and Central Female Secondary School Students

Table 3: Comparison of Academic Achievement between State Female and Central Female Senior Secondary School Students

Variable	Groups	N	Mean	S.D.	Df	t-value	Sig.
Academic Achievement	State Female	49	66.18	6.775	91	1.512	.134 ^{NS}
	Central Female	44	68.66	8.960			

NS. Not Significant

Figure 3: Showing mean difference of Academic Achievement among Female Students of State and Central Board Senior Secondary Schools



The examination of the table 3 demonstrates that state board female (Mean= 66.18, S.D. =6.775) and central board female (Mean= 68.66, S.D. = 8.960) secondary school students were not found to differ significantly in academic achievement. The calculated t-value

(1.512) is less than the tabulated value (1.97) at 0.05 level of confidence, which depicts that state board female and central board female secondary school students did not differ in academic achievement. Therefore, the null hypothesis “There is no significant difference in academic achievement between state board female and central board female senior secondary school students” is accepted.

Findings of the Study

1. A significant difference was discovered in academic achievement among state and central board senior secondary school students. The students of central board schools were found to have higher academic achievement as compared to the students of state board schools.
2. The study further revealed that male students of C.B.S.E. senior secondary schools had higher academic achievement than their counterparts studying in JKBOSE secondary schools.
3. No significant difference was found between female students of state and central board schools.

Conclusion and Discussion

The findings of the study revealed that the academic achievement of students studying in C.B.S.E. senior secondary schools had higher academic achievement than their counterparts studying in JKBOSE senior secondary schools. Similarly, male students of CBSE schools were found to have higher academic achievement as compared to the male students of JKBOSE. The cause behind this disparity might be the facilities available in different schools. C.B.S.E. senior secondary schools have better infrastructure and smart classrooms. The teachers in central board schools continuously evaluate their students by conducting weekly tests. On the other hand, secondary schools affiliated with JKBOSE are lagging behind due to poor infrastructure and less access to smart classrooms. Therefore, it is recommended that teachers of state board schools continuously evaluate their students in order to improve their academic achievement. Moreover, infrastructure should be improved in senior secondary schools affiliated with Jammu and Kashmir Board of School Education (JKBOSE).

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