Asian Resonance

A Comparative Study of Academic Achievement of The Students of Different Boards Belonging to Single and Dual Parent Families

Abstract

This study is undertaken to assess the academic achievement of the students of different boards of the age group of 14 to 17 years from single and dual parent families.Marksheets of the students used as a tool to analyse academic achievement or academic performance. The study comprised sample of 300 students of different boards in Lucknow city of Uttar Pradesh.

Key Words: Academic achievement, Single Parent, Dual Parent.

Introduction

Academic achievement refers to the extent to which an individual has fulfilled his or her academic goals. It may take a short period or even a very long duration to achieve the desired educational goals. There are many factors that are influential in the case of academic achievement. Some factors lye within the individual such as level of motivation, confidence, self-determination, self-control and caliber. On the other hand there are some factors that surround a person externally like type of education, extra-curricular activities, interest in subjects, ability to finance and support of friends, family and teachers. The influence of home environment on students' academic achievement at the individual level is still prevalent, but less strong in much of the literature. There is an awareness of the importance of the home environment or family structure on a student's academic achievement. This is because the family background and context of a child affect his reaction to life situations and his level of performance. Although the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is.

As we know that through these three boards namely U.P. Board, CBSE Board and ICSE Board students get Education. The three boards have been running together in the state for more than Fifty Five years; the oldest being the U.P. Board. Though running together, the three boards have their own characteristics thereby resulting in differences. Here if we talk about the marking of two boards ICSE and CBSE, there is not much difference. The marking is not tough in both the boards. On the other hand, U.P. Board is considered to be the toughest and the oldest of all but since the last three years; U.P. Board is also giving good marks as compared to the students of ICSE and CBSE Board. Except this the Environment in which the student comes from can greatly influence his performance in school. The state of the home may affect individuals since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of academic achievement. Since no nation can rise above the level of education of her citizens.

Need of the Study

This study can be helpful to know the Academic achievement of the students from different boards belonging single and dual parent families.

Statement of the problem

A comparative study of Academic achievement of the students of different boards belonging to single and dual parent families.

Usha Kandari
Research Scholar,
Dept. of Education,
Babu Banarasi Das
University, Lucknow,
U.P., India

Roli Rai
Associate Professor,
Dept. of Education,
Babu Banarasi Das
University, Lucknow,
U.P., India

Asian Resonance

Review of Literature

Chetri (2014) investigated a study of self–concept and achievement motivation of adolescents and their relationship with academic performance. The stratified random sampling procedure was adopted for the investigation. The instruments used for the predicting variables are the Children's Self-Concept Scale of Ahluwalia (1986) and Achievement Motivation Scale of Bhargava (1994) was used for the study. It was found that, non significant difference was observed in the self concept of the student in gender, locale and management variation; non significant difference in achievement motivation with regard to gender and locale variation; significant difference in the academic achievement of the students with regard to locale and management variation; and also the significant relationship between the achievement motivation and academic achievement was found

Sikhwari (2014) analyzed a study of the relationship between motivation, self-concept and academic achievement of students at a university in Limpopo Province, South Africa. The study utilized a quantitative cross-sectional survey design. A self-constructed questionnaire was used to collect the data. The sample consisted of 193 (83 males and 110 females) students selected randomly from the class lists in each of the four Schools. Simple random sampling was used. Based on the results, the relationship between achievement motivation and academic achievement was found; the male students were significantly less motivated than their counterparts.

Kumar and Yadav (2015) compared the study of academic achievement motivation of senior secondary students. Random sampling technique was used for the selection of sampling cases. Total 100 students (50 students from private school, 25 girls and 25 boys and 50 students from government school, 25 girls and 25 boys) were selected for this study. Academic Achievement Motivation Test (AAMT) constructed by Dr. T.R. Sharma tool was used to collect the data. Mean, S.D. and t-test were used to analyse the data. It was found that, Girls students had more academic achievement motivation than boys at senior secondary level; and Private school students had more academic achievement motivation than government school students at senior secondary level.

Kumari and Chamundeswari (2015) investigated the relationship between achievement motivation, study habits and academic achievement at the secondary level. Survey method was used to select a sample of 457 students at the secondary level. Achievement Motivation Scale (Beena, 1986) was used to measure students' achievement by motivation, Study Habits Inventory (Gopal Rao, 1974) to test the students study habits and Academic Achievement Test results as academic achievement of the students. Based on the findings, the relationship between academic achievement and achievement motivation and study habits was found. Also, the results revealed the significant difference was found between boys and girls and the difference based on the types of school management

Singh, Govil and Rani (2015) conducted the study on the relationship between certain demographic factors namely, gender, residential place, religion, parent's educational level with the types of learning styles. The sample comprised 300 secondary school students selected among the students of Aligarh District. The Learning Style Inventory of Jaffery Barsh was used to collect data. The visual learning style was found to be the most preferred. Based on the results, it was found that there was no significant influence of gender, residential place, religion and the father's education level on the learning styles. It was also found that the mother's education level had an influence on the learning styles of the students.

Singh. P., (2015), the present study shows the relationship between self-concept and anxiety of higher secondary school students. A sample of 800 students was chosen from different schools of Varanasi division. Using simple statistical tools such as correlation of co-efficient and t-test was used to find out the relationship between self-concept and anxiety and to understand the nature of self-concept. The study concludes that high levels of anxiety adversely affected a student's self-concept and usually the student's of the region have high self-concept and it is not affected by location, gender and stream of the study.

Kumar and Yadav (2015) measured the level of academic achievement motivation possessed by senior secondary students with regard to their gender and type of educational institutions. Data has been collected from 100 secondary school students by using academic achievement motivation tests. As compared to boys, girls are found to possess a high level of academic achievement and motivation.

Hassan, Jami, Aqeel (2016) examined the role of truancy in academic self-concept, self esteem and academic achievement between the truant and punctual students. 200 students were taken for the sample through purposive sample technique. Out of 200 samples, 100 were truant and 100 were punctual. Results revealed that academic achievement was more in punctual students than truant. Moreover, self-concept is positively correlated with self-esteem in both truant and punctual students. Further, the study revealed that truancy and punctuality played no role for self-esteem in predicting academic self-concept.

Giofrè, et al. (2017) investigated the joint role of cognitive and non-cognitive factors in predicting academic achievement. They took sixth and eighth grade Italian students as a sample for the study. The results revealed that intelligence as the best predictor of achievement in the cognitive factors. In case of non-cognitive factors, academic self-esteem was effective. It has an indirect effect on academic achievement.

Santhanam (2019) studied academic achievement in relation to the school and home environment of ninth grade students. A sample of 377 secondary school students was selected through random sampling technique for the study. Descriptive analysis was applied to analyse the data. Results revealed that school environment is positively correlated with academic achievement of ninth class students. Further, the findings revealed that home environment is positively low correlated with academic achievement of ninth grade students.

Objective of the study

1. To know the difference between Academic achievement of the student from UP and CBSE board.
2. To know the difference between Academic achievement of the student from CBSE and ICSE board.
3. To know the difference between Academic achievement of the student from UP and ICSE board.

Hypotheses of the study

1. There is no significant difference between the students from UP and CBSC boards in reference to their Academic achievement.
2. There is no significant difference between the students from CBSE and ICSE boards in reference to their Academic achievement.
3. There is no significant difference between the students from UP and ICSE boards in reference to their Academic achievement.

Variables

Academic achievement, Different boards

Scope of the study

Scope of the study is related to Academic Achievement of the students of different boards from single and dual parent families.

Delimitation of the study

1. 300 students, 100 from UP board, 100 from CBSE board and 100 from ICSE board were taken as a sample.
2. Students of the age group of 14 to 17 years from both the families single and dual parent have taken from Lucknow district,UP.

Methodology of the Study

For the collection of data from the students,descriptive Survey method was used by the Researcher

Sample and sampling Technique

300 students; 100 from UP board, 100 from CBSE board and 100 from ICSE board were taken as a sample.Purposive Sampling Technique and Random Sampling Technique has been applied.

Tools Used

Final year mark sheets of the students have been taken as a tool to analyse student's Academic achievement.

Statistical analysis

Mean,sd and t-test.

Data analysis and discussion

The collected data were analysed with descriptive and inferential techniques and interpreted.

Hypothesis 1   There is no significant difference between the boards UP and CBSC students in reference to their Academic achievement.

Table-1

Type of Board	Number of students	Mean	S.D.	D f	t-value	Significance
UP	100	72.41	9.710	198	.259	Not Significant
CBSE	100	34.08	12.996			

In Table-1,Mean and SD of 100 students from UP board is 72.41 and 9.710.and Mean and SD of 100 students from CBSE board is 34.08 and 12.996.The t-value between the students of UP and CBSE board is .259 at 198 degree of freedom at .05 level of significance. Here the vale is less than 1.96 at .05 level of significance. Thus the finding reveals that, there is no significant difference between students from UP and CBSE board in reference to their academic achievement.

Hypothesi-2   There is no significant difference between the boards CBSE and ICSE students in reference to their Academic achievement.

Table-2

Type of Board	Number of students	Mean	S.D.	D f	t-value	Significance
CBSE	100	71.99	12.996	198	-.522	Not Significant
ICSE	100	72.91	11.888			

In Table-2,Mean and SD of 100 students from CBSE board is 71.99 and 12.996 and Mean and SD of 100 students from ICSE board is 72.91 and 11.888.The t-value between the students of CBSE and ICSE board is -.522 at 198 degree of freedom at .05 level of significance. Here the vale is less than 1.96 at .05 level of significance. Thus the finding reveals that, there is no significant difference between students from CBSE and ICSE board in reference to their academic achievement.

Hypothesis-3   There is no significant difference between the boards UP and ICSE students in reference to their Academic achievement.

Table-3

Type of Boards	Number of students	Mean	S.D.	D f	t value	Significance
UP	100	72.41	9.710	198	-.326	Not Significant
ICSE	100	72.91	11.888			

In Table-3,Mean and SD of 100 students from UP board is 72.41 and 9.710.and Mean and SD of 100 students from ICSE board is 72.9 and 11888.The t-value between the students of UP and ICSE board is -.326 at 198 degree of freedom at .05 level of significance. Here the vale is less than 1.96 at .05 level of significance. Thus the finding reveals that, there is no significant difference between students from UP and CBSE board in reference to their academic achievement.

Findings of the study   After analysing data no difference has been found between the students of different boards from single and dual parent families regarding Academic achievement.

Asian Resonance

Educational Implication

This study will be helpful to the Teachers, Parents and students also. This study can be helpful to fill up the gap between the boards, and will help to benefited to the students equally regarding their academic achievement.

Conclusion

The children of single parent families tend to perform really very well in their education and achieve their academic goals. It is not justiciable to think that children with single parent upbringing do not perform well. Every child is born with the same mental capabilities that are just needed to be brushed up. In this study, this has been shown through the aspect of academic achievement.

References

1. Chetri, S.(2014). "Self –Concept and Achievement Motivation of Adolescents and their Relationship with Academic Achievement." International Journal of Advancements in Research and Technology, 3(5): 236-253.
2. Sikhwari, T. D. (2014). "A Study of the Relationship between Motivation, Self Concept and Academic Achievement of Students at a University in Limpopo Province, South Africa." International Journal of Education Sciences, 6(1): 19-25.
3. Kumar, A. and Yadav, D.(2015) "A Comparative Study of Academic Achievement Motivation of Senior Secondary Students." Bhartiyam International Journal of Education and Research 4(3): 33-39.
4. Kumari,S. V. R.& Chamundeswari, S. (2015). "Achievement Motivation, Study Habits and Academic Achievement of Students at the Secondary Level." International Journal of Emerging Research in Management and Technology, 4(10): 7-13
5. Singh, L,. Govil, P. and Rani, R. (2015). "Learning Style Preferences among Secondary School Students." International Journal of Recent Scientific Research.6 (5): 3924-3928. http://www.recentscientific.com
6. Hassan, A., Jami, H., & Aqeel, M. (2016). Academic self-concept, self-esteem, and academic achievement among truant and punctual students. Pakistan Journal of Psychological Research, 31(1). Pakistan Journal of Psychological Research, 31(1).
7. Giofrè, D., Borella, E., & Mammarella, I. C. (2017). The relationship between intelligence, working memory, academic self-esteem, and academic achievement. Journal of Cognitive Psychology, 29(6), 731-747. doi:10.1080/20445911.2017.1310110
8. Santhanam, K. (2019). A Study of academic achievement of ix standard students in relation to their school home environment and home environment. International journal of Pedagogical studies, 7(1)