

A survey: Gender and age affects academic achievement of senior secondary school students

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Abstract

The purpose of this study was to found out the effect of age and gender on the academic achievement of senior secondary school students. For this purpose, 500 subjects (male and female) from senior secondary schools situated in Hissar, Sirsa, Gurgaon and Kurukshetra were selected randomly. Previous class scores were taken to analyze the academic achievement of the senior secondary school students. Finding of the study indicates that girls are more intended in study than comparison to boys. It was also found that different age groups have no difference in the academic achievement of students. It is also suggested that in today's competitive world there is a great need to develop effective skills in students through education which will help them to improve the academic achievement of the students.

Keywords: Gender, age affects academic, senior secondary school students

1. Introduction

Students are most essential asset for any educational institute. Without student school and colleges are not worth full. The proper development of any country is directly linked with student academic performance. The students' performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country, also responsible for the country's economic and social development (Ali *et al.* 2009) ^[1]. The world is becoming more and more competitive due to revolutionary changes and full of challenges for children's. Parent's desire that their children climb the ladder of performance as high level as possible. Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviours and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Desire of a high level of achievement puts a lot of pressure on students, teachers, institutions and the educational system itself in general. A lot of time and efforts of the schools are utilised in helping students to achieve better in their scholastic endeavours.

Academic achievement or academic performance refers to the outcome of education -the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best tested or which aspects are most important-procedural knowledge such as skills or declarative knowledge such as facts. Students studying in same class are having different academic achievement. Some students have ability to learn fast and achieve higher in scores, but some are underachievers and slow learners.

According to Secondary Education Commission (1952-53), the underachievers need great help or remedial education and guidance to overcome their difficulties and achieve up to the

maximum of their potential. To plan remedial education and guidance programme for underachievers one must know about the factors related to their possible contribution towards underachievement.

1.1 Factors that affect student's academic achievement are

- Age differences and gender
- Participation in extracurricular activities
- The support and availability of the parents, their financial situation and standard of living.
- The geographical location of the educational institution.
- The language of instruction also affects students' academic achievement.
- The diversity of student profiles in the same class
- The grouping together, students with different abilities also have a great effect on students' academic achievement.

There have been many studies conducted to find out the effect of various demographic variables on student achievement. This study seemed specifically at age and gender.

Grissom (2004) ^[7] in his study found the negative relationship between age and achievement remains constant over Coley (2001) studied gender differences within ethnic groups of varying ages and finding showed more similarities than differences. On most measures, gender differences did not vary much from one ethnic group to another. The findings of Coley's (2001) revealed, females scored higher than males in reading and writing across all ethnic and age groups. Also found that there was no gender gap for any group of 8th and 12th graders in math achievement. The other groups demonstrated no gender difference in social studies achievement. Satapathy (2002) ^[15] investigated academic performance of 79 visually impaired, 80 hearing impaired and 111 non-impaired male and female adolescents in grade VIII and X following on curriculum was investigated Research revealed that the impaired groups performed significantly better than non-impaired, while visually impaired were the best performers. Keith, *et al.* (2006) ^[10] founded a positive relationship between age and academic performance.

However, Kaur, *et al.* (2010) ^[9] in their study found that age does not significantly contribute to academic performance of university students in distance learning. In related studies, Tuttle (2004) ^[16] found that students' academic performance correlates with locality of residence and household income. Researches on the influence of parent's education on academic achievement, Acharya and Joshi (2009) ^[2] found that parents' education can affect the achievement motivation in academic area. Yousefi (2010) ^[17] found a positive relationship between family income and academic achievement of high school students. Nasir (2012) ^[11] investigated the relationship of demographic characteristics on academic achievement. He included location of residence household income and parents' education in the study. He found out that there existed a significant correlation between academic achievement and demographic characteristics. In nutshell, more research has been conducted on age and gender differences in academic achievement and having different findings. This study was conducted to know the effect of students' age and gender on their academic achievement.

1.2 Research Objective

The objective of the present study is to analyze the effect of age and gender on academic achievement of the senior secondary school students.

1.3 Research Hypothesis

H₀₁: There exists no significant difference in the academic achievement of senior secondary school students with respect to gender.

H₀₂: There exists no significant difference in the academic achievement of senior secondary school students with respect to age.

2. Research Methodology

Descriptive Survey Method was adopted for the present study. For the collection of the data the researcher surveyed the different schools located in the Haryana state from urban/rural as well as private/government secondary school students and administered different tools. In the present study the researcher used simple random sampling technique to select a sample of 500 students from a large finite population as per the state-wise geographical balance. Responses' were collected through previous class scores of the students.

2.1 Data Analysis and Interpretation

Table 1: H₀₁: Academic achievement of senior secondary school students with respect to gender

Gender	Sample Size	Mean	S.D.	T-value	Sign.
Male	251	79.61	59.83	5.65	0.05
Female	249	83.52	59.61		

Source: Survey df=498 *Significant at 5 percent level

Table 1 analyze the comparison of academic achievement of senior secondary school students with regards to the Gender wise i.e. Male and Female. In comparison to mean score, respondent are belongs to male i.e. 61.94 with S.D. 35.60 and mean value of the Female is 57.61 with S.D. 28.41. Application of t-test, results shows that t-value is 2.88 and p-

value 0.05, it is found that there is significant difference in Male and Female. Therefore, the null hypothesis "There exists no significant difference in academic achievement of senior secondary school students with respect to gender" partially rejected. It shows that girls are more intended (aware) in study than comparison to boys.

Table 2: H₀₂: Profile of Senior Secondary school students with respect to total academic achievement

Age Groups	Mean	Variance
14	78.38	79.10
15	78.27	68.35
16	78.00	87.79
17	79.62	77.39
18	74.33	52.33

Source: Survey

Table 3: ANOVA result of total academic achievement among senior secondary school students belonging to Age

Source	df	Mean Value	F-value	Sign. Value
Between Groups	4	38.00	0.49	0.74
Within groups	495	77.27		

Source: Survey

Table 2 shows that Profile of Senior Secondary school students with respect to total academic achievement. Above table shows that 17 year age group school students i.e. agree with the statements having Mean value=79.62 and Variance=77.39, followed by 14 year age group school students i.e. agree with the statements having Mean value =78.38 and Variance= 79.10,15 year age group school students i.e. agree with the statements having Mean value =78.27 and Variance=68.35, 16 year age group school students i.e. agree with the statements Mean value =78.00 and Variance= 77.39 and rest of 18 year age group students are agree with the statements Mean value =74.33 and Variance =52.33 with respect to total academic achievement.

Table 3 express the ANOVA result of total academic achievement among senior secondary school students belonging to age. F-value is 0.49 and p value is 0.74 more than 0.05. Therefore, there is no significant difference among senior secondary school students with regards to total academic achievement and hypothesis is accepted.

3. Conclusion

From the above results it is clear that adolescent period is a crucial stage where students face many difficulties and not getting more interest in study. Thus there is a need to develop effective skills in students through best education facilities. This will help the students to go-ahead, act responsibly and to understand their abilities or capabilities that are hidden in each & every student and also helpful to increase the academic achievement of the students, especially of boys. The above finding shows that girls are more intended (aware) in study than comparison to boys. According to different age groups it was found no difference in the academic achievement of students. It is because in this adolescent period students have many worries and conflicts about their life. That's why students are not getting involved in study seriously and they gain fewer score in academic. So there is a great need to improve the learning skills at senior secondary school students.

4. References

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