ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The present study was aimed to study the academic performance of higher secondary students and to find out the significant difference if any between the sub-samples with regard to gender, locality and socio-economic status. In the present study the investigator adopted survey method to collect the data. To identify the students' academic performance marks were collected form school records. The Purposive sampling technique was adopted to select the subjects for the present study and about 613 higher secondary students studying in different schools studying in Salem District in Tamil Nadu, India were included as sample to collect the data. The collected data was subjected to differential analysis.The findings of the study revealed that the level of academic performance of higher secondary students is at average level. It is also found that there is a significant difference between the higher secondary students in their academic performance with regard to gender, locality and socio-economic status.

Key Words: academic performance, gender, locality, socio-economic status.

1. INTRODUCTION

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.Factors influencing high academic achievement include: attendance to lectures, early revision, prioritization of learning needs, deep learning, learning in small groups, mind mapping, learning in skills lab, learning with patients, learning from mistakes, time management, and family support.Academic performance is the outcome of students' effort in examinations. Students' academic performance is determined by a number of factors (Eze et al. 2016). Academic performance is measured by the average marks of the students.

2. LITERATURE REVIEW

Oluwafemi et al. (2021) conducted a meta-analysis about the effects of smart phone addiction on learning. A total of 44 studies included (45 effect sizes) in the analysis consist of 147,943 students from 16 countries The overall result and moderator analyses were organized and presented around the research questions to provide coherence of the presentation. In all reported analyses, negative correlation (r) indicates a negative relationship between smartphone addiction and learning. That is, smartphone addiction has negative consequences on students' academic performance.

Walsh (2009) conducted a qualitative analysis to explore the behavioural changes and addiction of young mobile users in Australia. He proposed that teenagers are too much connected to their mobile phones that they show up the symptoms of behavioural addiction towards mobile phone.

Devis et al. (2009) studied the pattern of usage of new technology among school students. They conduced that boys spend more time on using mobile phone than girls do. Also, adolescents consume more time on using mobile phones on weekend than on casual week days.

Prezza (2004) claimed that mobile phone usage among adolescents was almost independent of type of class, gender and socio-economic status. Many studies prove excessive usage of mobile phone just as an abuse or a necessity of the time.

Rice and Katz (2003) revealed that mobile phone usage is associated with income, work status, and marital status of the potential users. But few studies proved a non-significant relationship among gender of the mobile phone users and its usage.

3. OBJECTIVES

1) To study the level of academic performance of higher secondary students.

2) To study the level of academic performance of higher secondary students based on

a. Gender

b. Locality

c. Socio-Economic status

3) To find out the significant difference if any between male and female higher secondary students in their academic performance.
4) To find out the significant difference if any between rural and urban higher secondary students in their academic performance.
5) To find out the significant difference if any among the higher secondary students who belong to low, average and high socio-economic status in their academic performance.

4. HYPOTHESES
1) There is no significant difference between male and female higher secondary students in their academic performance.
2) There is no significant difference between rural and urban higher secondary students in their academic performance.
3) There is no significant difference among the higher secondary students who belong to low, average and high socio-economic status in their academic performance.

5. METHOD OF STUDY

In the present study the investigator adopted survey method to collect the data. To identify the students addicted to mobile phone the Mobile Phone addiction Scale constructed and standardized by Min Kwon et al. (2013) was used by the investigator. The Purposive sampling technique was adopted to select the subjects for the present study and about 613 higher secondary students studying in different schoolsstudying in Salem District in Tamil Nadu, India were included as sample to collect the data. The collected data was subjected to differential analysis. This study is confined to only the higher secondary school students.

6. ANALYSIS AND INTERPRETATION

Table – 1

Mean and standard deviation for the total sub-samples of the study

Dimension	Sub-variables	Frequency	Mean	Standard Deviation
Entire sample		**613**	**59.81**	**13.197**
Gender	Male	317	62.915	12.593
	Female	296	56.490	13.038
Locality	Rural	398	62.196	12.056
	Urban	215	55.399	14.080
Socio-Economic status	Low	173	58.292	14.655
	Medium	334	62.310	11.687
	High	106	54.425	13.307

Level of Academic Performance of Higher Secondary Students.

One of the major objectives of the study is to find out the level of academic performance of the higher secondary students. For this purpose the mean and standard deviation for academic performance scores for the total sample and it sub-variables were calculated and given in table - 1.

Variable	S. No	Method	Mean	S.D	Score	Group
Achievement	1.	Mean + SD	59.81 + 13.197		Above 67	High Level
	2.	In between Scores			40 - 67	Average
	3.	Mean - SD	59.81 - 13.197		Below 40	Low level

Based on the traditional method of M±σ the low, average and high academic performance levels were categorized as tabulated above. Accordingly, higher secondary students below 40 are considered as low academic performance, 40-67 are considered as average academic performance and above 67 are considered as high academic performance. Hence, the mean value falls under the average category, it is inferred that higher secondary students are having average level of academic performance.

From the table, the mean and standard deviation of the total sample is found to be 59.81 and 13.197 respectively. The total sample of 613 higher secondary students are grouped as 3 sub-variables namely Gender, Locality and Socio-Economic status. While comparing the group means from table-1, the following interpretations were made:

1. **Gender:** Gender is grouped as male and female. The mean and standard deviation for male is 62.915 and 12.593 respectively. The mean and standard deviation for female is 56.490 and 13.038 respectively. Hence, the mean value falls under the average category, it is inferred that higher secondary students are having average level of academic performance with regard to their gender.

2. **Locality:** Locality is grouped as rural and urban. The mean and standard deviation for rural is 62.196 and 12.056 respectively. The mean and standard deviation for urban is 55.399 and

14.080 respectively. Hence, the mean value falls under the average category, it is inferred that higher secondary students are having average level of academic performance with regard to their Locality.

3. **Socio-Economic status:** Socio-Economic status is grouped as low, medium and high. The mean and standard deviation for low is 58.292 and 14.655 respectively. The mean and standard deviation for medium socio-economic status is 62.310 and 11.687 respectively. The mean and standard deviation for low socio-economic status is 54.425 and 13.307 respectively. Hence, the mean value falls under the average category, it is inferred that higher secondary students are having average level of academic performance with regard to their Socio-economic status.
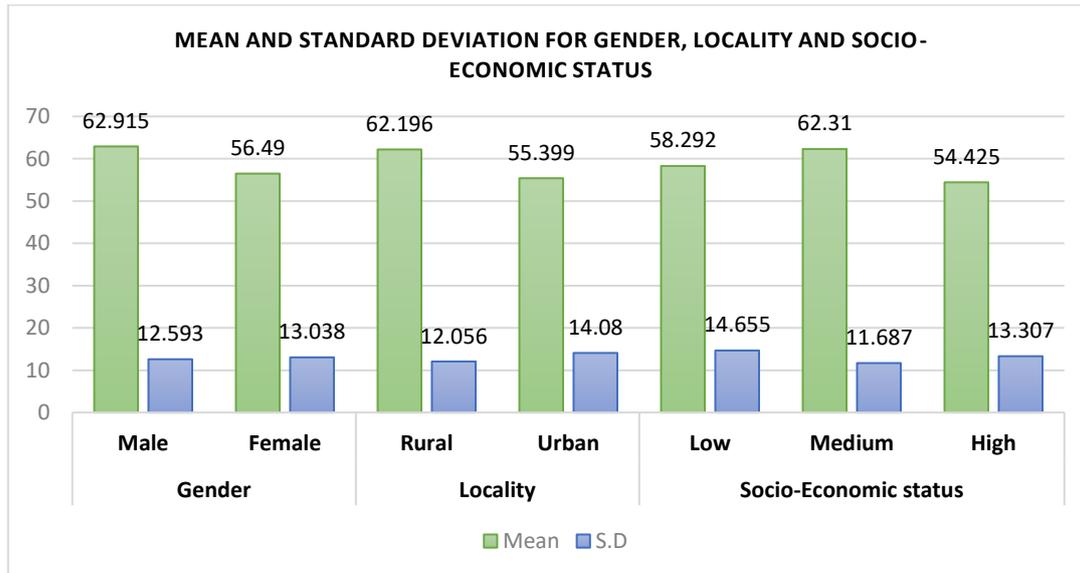

Figure -1 Bar graph showing the Mean and Standard Deviation for Gender, Locality and Socio-Economic Status

Hypothesis 1:

There is no significant difference between male and female higher secondary students in their academic performance.

Table -2

Table showing the calculated't' value for Gender and Locality

S. No	Sub samples	Dimension	N	Mean	Standard Deviation	t-value	Sig. (2-tailed)	LS
1.	Gender	Male	317	62.91	12.593	6.198	.000	S
		Female	296	56.49	13.038			
2	Locality	Rural	398	62.2	12.056	6.273	.000	S
		Urban	215	55.4	14.08			

Gender: It is evident from the table 4.6 that the computed t-value for the male and female (6.198) differ significantly in their academic performance. Hence the framed hypothesis 1 is rejected and it is concluded that there is a significant difference between male and female higher

secondary students in academic performance. Moreover, while comparing male and female means, it is observed that the female are comparatively low in their academic performance than their counterparts.

Hypothesis -2:

There is no significant difference between rural and urban higher secondary students in their academic performance.

Locality of Student: It is evident from the table-1, that the computed t-value for rural and urban (6.273) differ significantly in their academic performance. Hence the framed hypothesis 2 is rejected and it is concluded that there is a significant difference between rural and urban higher secondary students in academic performance. Moreover, while comparing these two means, it is observed that the higher secondary students from rural areas are relatively higher in their academic performance than those from urban areas.

Hypothesis 3:

There is no significant difference among the higher secondary students who belong to low, average and high socio-economic status in their academic performance.

Table – 3:

ANOVA Table – "F" value for the academic performance of higher secondary students

Sub samples	Level of variations	Sum of squares	df	Means squares	F value	Sig.	LS
Socio-Economic status	Between Groups	5560.343	2	2780.172	16.788	.000	S
	Within groups	101018	610	165.603			

It is evident from the table that the computed "F" values is significant at 0.05 level (610, df 2). It is also inferred from the above analysis that there is a significant difference among the low, average and high level of socio-economic status. Hence, the framed null hypothesis is rejected and it is concluded that there is a significant difference in thesocio-economic status of higher secondary students. Moreover, while comparing means, it is observed that the higher secondary students who belong to average socio-economic status are relatively higher in their academic performance than those who belong to low and high socio-economic status.

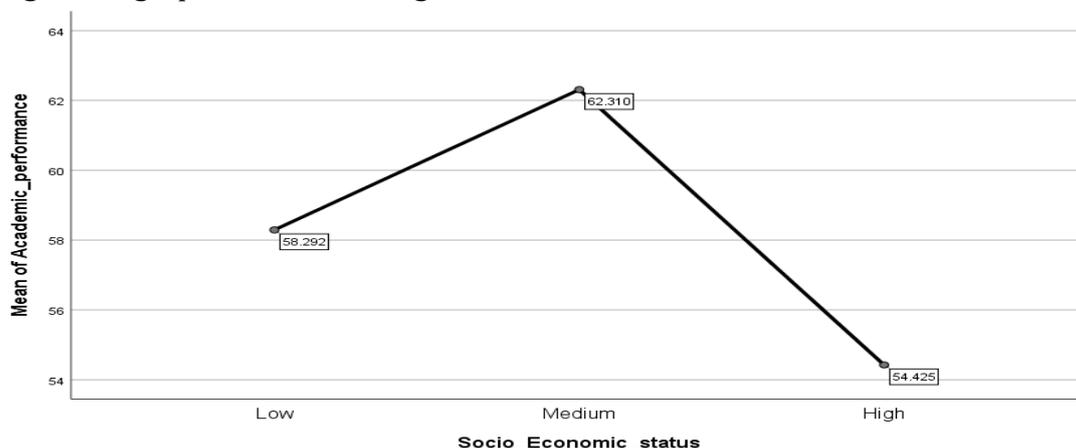The flowing linear graphs shows that significant difference in the sub-variables.

Figure 2 Linear graph of socio-economic status with respect to mean of the academic performance

The above linear graph shows that the significant difference (F=16.788) in the socio-economic status (Low, Medium and High) with respect to mean of the academic performance of the higher secondary school students.

7. FINDINGS OF THE STUDY

1. Higher secondary student are having average level of academic performance.
2. Higher secondary student are having average level of academic performance with regard to gender.
3. Higher secondary student are having average level of academic performance with regard to locality.
4. Higher secondary student are having average level of academic performance with regard to Socio-economic status.
5. There is a significant difference between male and female higher secondary students in their academic performance.
6. While comparing male and female means, it is observed that the female are comparatively low in their academic performance than their counterparts.
7. There is a significant difference between rural and urban higher secondary students in their academic performance.
8. While comparing these two means, it is observed that the higher secondary students from rural areas are relatively higher in their academic performance than those from urban areas.
9. There is a significant difference among the higher secondary students who belong to low, average and high socio-economic status in academic performance.
10. While comparing means, it is observed that the higher secondary students who belong to average socio-economic status are relatively higher in their academic performance than those who belong to low and high socio-economic status.

8. CONCLUSION

11. In the present study, it was found that academic performance of higher secondary students is at average level. It is also found that the academic performance of the higher secondary students is at average level for the subsamples namely gender, locality and socio-economic status. Academic performance of the higher secondary students should be improved by implementing various teaching strategies. female are comparatively low in their academic performance than their counterparts which shows that male students are achieving more than female studentsSo female students should be given special care by their teachers and parents to improve their academic performance to a better level. Higher secondary students from rural areas are relatively higher in their academic performance than those from urban areas. This may be due to less care taken by the parents in urban areas. And so, steps should be taken to improve the academic performance of urban higher secondary students.This study revealed that academic performance of male, students from rural area and average socio-economic status is comparatively higher than other groups considered in this study.

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