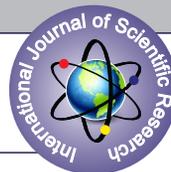


## ACADEMIC ACHIEVEMENT OF 8TH GRADE LEARNERS IN LOWER SUBANSIRI DISTRICT OF ARUNACHAL PRADESH: A STUDY OF TRIBAL AND NON-TRIBAL LEARNERS



### Education

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### ABSTRACT

Academic achievement represents performance outcomes of learners which indicates the extent to which he/she has accomplished specific goals by focusing on activities in instructional environment. In the present study the researcher intended to find out the academic achievement of 8th grade learners. For this purpose, researcher has drawn the sample of 300 students from the respective area, by using random sampling technique and descriptive survey method. The result showed that there is significant difference between the academic achievement of tribal and non-tribal female learners. Moreover, the mean scores of non-tribal female were higher than the mean scores of tribal female. Hence, the non-tribal female performed better than the tribal female learners.

### KEYWORDS

Academic achievement, Tribal and Non-Tribal, 8th grade learners.

#### Introduction:

The term 'Academic' is something that relates or belongs to the school or an institution for the study of higher learning. 'Achievement' on the other hand, is the act of achieving or performing a successful performance: accomplishment. In educational sense, Academic achievement is the outcome of education of any field, the extent to which a student, teacher, or an institution has achieved their educational goals. **Michael and Karnes (1950)** believes that the term achievement means "relative accomplishment in a specific area." **Stagner (1962)** has defined the achievement as a "degree of proficiency or progress made by the pupils in the mastery of school subjects." The main concern of educational efforts is to see that the learners achieves quality. Quality control, quality improvement and quality management of achievement has increasingly gained the attention of researchers in education. Besides, the achievement score of a student indicates towards the future success of the individual. It is widely accepted now as the function of cognitive and non-cognitive aspects of human behavior. Indeed, academic achievement affects all levels of educational process. The present system of education in our country and the success of educational system evaluates through the performance and the achievements of the pupils in the examination. Achievement is the extent of which proficiency is obtained in a particular school subject. Achievement has an impact of career of pupils. That is why the formal education has emphasized on academic achievement right from the beginning. A school has its own systematic hierarchy, which is largely based on achievement and performance rather than quality, school performs the functions of selection and differentiation among students on the basis of this scholastic and other attainments and opens out avenues for advancement again primarily in terms of achievements. Moreover, examination is an important device by which attempt is to measure the standard of achievement of the pupils. Besides, being the criteria of promotion into the next class, academic achievement is the index of all future success. Therefore, all the processes related to providing of academic achievements should be in a fair manner in every academic institution.

#### Review of related literature:

**Mehra (1986)** reported that the six variables viz. Verbal intelligence, Motivation of learning, Scientific knowledge, Aptitude, Numerical ability, Scenic liking for teachers of science and Interest in medicine were significant predictors of achievement of student in general science. Another study by **Wentzel (1991)** found that there was correlation between students' social responsibility and academic achievement and this is instrumental in the acquisition of knowledge and the development of cognitive abilities. In a study by **Ali (2001)** it is reported that children with educated parents who are engaged in white collar occupation, particularly the professions are better prepared for school than the children of uneducated parents or parents in blue collar occupation. This advantage comes from the fact that educated parents are oriented to the culture that is adapted to the world of formal education. **Devi (2009)** on her study relating to relationship between problem-solving ability and academic achievement of secondary school students found that there is no significant difference in problem

solving ability of boys and girls and students studying in private and government schools. A positive relationship is found between the problem solving ability and academic achievement of ninth grade students.

#### Objectives of the study:

1. To study the academic achievements of 8th grade learners in Lower Subansiri district of Arunachal Pradesh with respect to Race.
2. To study the academic achievement of Tribal and Non-Tribal Male learners in Lower Subansiri district of Arunachal Pradesh.
3. To study the academic achievement of Tribal and Non-Tribal Female learners in Lower Subansiri district of Arunachal Pradesh.

#### Hypotheses of the study:

1. There is no significant difference between the academic achievements of 8th grade learners in Lower Subansiri district of Arunachal Pradesh with respect to Race.
2. There is no significant difference between the academic achievements of Tribal and Non-Tribal Male learners in Lower Subansiri district in Arunachal Pradesh.
3. There is no significant difference between the academic achievements of Tribal and Non-tribal Female learners in Lower Subansiri district in Arunachal Pradesh.

#### Delimitation of the study: The study was delimited to:

1. Lower Subansiri district of Arunachal Pradesh.
2. Academic achievement of 8th grade learners.
3. Race variable.
4. Academic session 2012-13.

#### Methodology:

The investigator used Descriptive Survey method of educational research by keeping in view the objective of the study.

#### Sample:

The sample of the present study is drawn from 7 (out of 19) schools in Yachuli block which form 37% of the total population. The total number of 300 8th grade students (session of 2012-13) were selected as a sample by using random sampling technique.

#### Tools used:

The tools used by the investigator in this study are the marks obtained by the students in final exam.

#### Statistical Analysis:

In order to analyze the results of the study, Mean, Standard deviation and, t-test were employed by the researcher.

#### Analysis and Interpretation:

**For the Objective 1** To study the academic achievements of 8th grade learners in Lower Subansiri district of Arunachal Pradesh with respect to Race.

**Table 1: Showing the mean score, standard deviation, df and t-value of academic achievement of Tribal and Non-Tribal learners.**

Academic Achievement	RACE	N	MEAN	S.D.	df	t-value	REMARKS
	Tribal	220	40.93	11.31	298	0.541	Not Significant at 0.05 Level
	Non-Tribal	80	41.68	10.46			

**Interpretation:** The computed t-value is 0.541 which is less than the table value of 1.97 at 0.05 level of significance. Hence the null hypothesis is accepted. Thus, there is no significant difference between the academic achievements of 8<sup>th</sup> grade learners in Yachuli block of Lower Subansiri district of Arunachal Pradesh with respect to Race variable.

For the Objective 2 To study the academic achievement of Tribal and Non-Tribal Male learners in Lower Subansiri district of Arunachal Pradesh

**Table 2: Showing the mean score, standard deviation, df and t-value of academic achievement of Tribal and Non-Tribal Male learners.**

Academic Achievement	CATEGORY	N	MEAN	S.D.	df	t-value	REMARKS
	Tribal Male	103	42.00	11.25	298	2.14	Significant at 0.05 Level
	Non-tribal Male	35	38.43	7.33			

**Interpretation:** The calculated t-value 2.14 is more than the t criterion value 1.97 at 0.05 level of confidence for 298 df and falls in the rejection level. Hence, we reject the null hypothesis. Therefore, we conclude that there is a significant difference between the academic achievements of Tribal and Non-Tribal Male learners.

For the Objective 3 To study the academic achievement of Tribal and Non-Tribal Female learners in Lower Subansiri district of Arunachal Pradesh.

**Table 3: Showing the mean score, standard deviation, df and t-value Tribal and Non-tribal Female learners in Lower Subansiri district in Arunachal Pradesh.**

Academic Achievement	CATEGORY	N	MEAN	S.D.	df	t-value	REMARKS
	Tribal Female	117	39.99	11.20	298	2.09	Significant at 0.05 Level of Significance
	Non-Tribal Female	45	44.22	11.61			

**Interpretation:** The computed t-value 2.09 is significant at 0.05 level of confidence. Therefore, the null hypothesis is rejected. There is a significant difference between the academic achievement of tribal and non-tribal female learners. The mean scores of non-tribal female is higher than the mean scores of tribal female. Hence, the non-tribal female performed better than the tribal female learners.

### Discussion and Conclusion:

The academic achievement represents the performance outcomes indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Thereof the study focused on the academic achievements of the 8<sup>th</sup> grade students in Lower Subansiri district of Arunachal Pradesh. The result showed that the computed t-value of 0.541 was less than the table value of 1.97 at 0.05 level of confidence. Hence the null hypothesis was accepted. Thus, there is no significant difference between the academic achievements of 8<sup>th</sup> grade learners in Yachuli block of Lower Subansiri district of Arunachal Pradesh with respect to Race variable. Again, for the case of tribal and non-tribal male, the calculated t-value 2.14 was more than the t criterion value 1.97 at 0.05 level of confidence for 298 df and falls in the rejection level. Hence, the null hypothesis was rejected. It was therefore concluded that there is a significant difference between the academic achievement of Tribal and Non-Tribal Male learners. The computed t-value 2.09 for the case of tribal

and non-tribal female was significant at 0.05 level of confidence. Therefore, the null hypothesis was rejected and that there is significant difference between the academic achievement of tribal and non-tribal female learners. Moreover, the mean scores of non-tribal female were higher than the mean scores of tribal female. Hence, the non-tribal female performed better than the tribal female learners. The important reasons for good academic results could be aptitude and dedication from the teacher's side and sincerity and all rounded development of students.

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