



## Impact Of Gender And Locality on Academic Achievement of Secondary School Students in Social Studies

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### ABSTRACT

*The objective of this study is to investigate the relationship between gender and locality on academic achievement of secondary school students. A sample of 120 boys and girls was collected from rural and urban schools in Puttur mandal, Chittoor dist, A.p. The collected data was statistically analyzed; for this purpose 't' test was calculated. Based on the findings of the study revealed that gender and locality has significant influence on academic achievement of 7th class students in social studies.*

**Keywords:** 1) Gender and locality 2) Academic achievement 3) 't' test

### Introduction:

Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990).

Education is a perennial process and a research is necessitated to explore the various aspects in academic achievement. It is more so in the ever changing academic patterns. A study is enertable in the spheres of the influence of environment, parents education and their academic back ground in the rural and urban areas and the gender effect. The back ground of children effects and promotes and influences the patterns of academic achievement. If a scientific study is endeavored on these factors, it certainly helps to achieve and promote academic standards and weed out the draw backs.

School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others.

Thus a child who seem himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process.

### Review of Related Literature:

The review of literature shows that the boys are found to better achievers than girls Aruna (1981). where as Farquhan (1963) observed no significant relationship between academic achievement and sex of XI grade high school students. Manchala (2007) also found that sex has significant influence on the scholastic Achievement of B.Ed students and also Pavithran and Ferore (1965) found that there is no marked difference between boys and girls in the Achievement of IX class pupils both are more or less on the same levels of Achievement. Vasantha Ramkumar (1969) found that there

existence significant differences in the Achievement of boys and girls, and Chandran and Lim (2010) concluded that cognitive ability, gender, pre-maturity and social factors contribute to poor academic achievement during the early school years.

Gakhar and Asema (2004) found that X class rural students significantly achieved better in their annual previous examination than the urban students and also Jaganadham (1983) found that the pupils from urban areas had better achievements than rural pupils. where as Narayana Koteswara and Ramachandra Reddy (1998) showed that there is significant influence of locality on the reading achievement of high school achievements. pupils in residential school performed better than pupils in rural and urban, among these groups, pupils from rural areas were the lowest in their achievements. Padhmanabhan (1966) found that there was significant deference between the achievement of urban boys and girls of X class.

Ponda (2002) revealed that V class rural students had shown better performance in all the school subjects when compared to their urban and tribal classmates Sundaram (1989) studied urban and rural difference in achievement and achievement related factors such as self concepts, manifest anxiety, study habits, intelligence, adjustments problems and achievement motivation among college students the results revealed that there was significant difference between urban and rural students in their self concept. The rural students had higher self concepts than urban students. But there was no significant difference between urban and rural students with respect to study habits.

From the above observations, it is clear that there is clear cut evidence about the role of the gender and locality of academic achievement and hence sex and locality has been included as one of the variables in the present study. Academic achievement of the students. Hence there is need to study the role of gender and sex on the academic achievement of 7th class students.

### Statement of the problem:

This study therefore sought to find out the impact of gender and locality on academic achievement of secondary school students in social studies.

**Need for the study:** Scholastic achievement continues to be one of the most important variables held in academic circles. Hence the research related to the area of academic achievement is an ever growing concern of the researchers, educa-

tionalists and administrators. Achievement is influenced by several factors like personality, Motivation, Opportunities, Socio – Economic status and also Self – concept and academic ability and to lesser extent, students activity were positively associated with student achievement (Thomas Robert), The achievement in Social Studies particularly 7th class level has been chosen in view of the fact as Social Studies is a compulsory subject of study up to X class. Hence it is felt that there is a need to find out the influence of gender and locality on the achievement in Social Studies at VII class level.

In view of the above, an attempt has been made in the study to find out the Impact of Gender and Locality on Academic Achievement of 7th class students in Social Studies. To be specific objectives of the study are as follows

**Objectives of the study:**

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1. To study the impact of gender on academic achievement of secondary school students.
2. To study the impact of locality on academic achievement of secondary school students.

**Hypotheses of the study:**

Keeping in view of above objectives the following hypothesis were formulated.

1. There is no significant impact of gender on academic achievement of secondary school students.
2. There is no significant impact of locality on academic achievement of secondary school students.

**Sample of the study:**

The sample of the present study consisted of 120 boys and girls from rural and urban schools in and around puttur in Chittoor District of Andhra Pradesh ,in the age group of 12-13 years. For selecting the sample the Technique of sample randomization was employed for the details of the sample are given in Table.1

**Table 1 :**  
**Distribution of Subjects in Gender and Locality**

S.NO	GENDER	LOCALITY		TOTAL
		RURAL	URBAN	
1	Boys	42	26	68
2	Girls	32	20	52
3	Total	74	46	120

**Statistical analysis:**

The obtained data were subjected to statistical analysis such as mean, standard deviation and 't' test to test the hypothesis.

**Results and Discussion:**

**TABLE-2**

**Difference between Boys and Girls in Academic Achievement**

Group	Mean	SD	't' value
Boys	55.70	15.57	**
Girls	68.09	14.54	4.48

\*\* significant at 0.01 level

The results in the table 2 shows that the difference between Boys and Girls with regard to Academic Achievement. There is difference in the mean of the two groups and 't' is significant at 0.01 level.Hence it is concluded that sex has significant influence on academic achievement. Therefore, the hypothesis that there is no significant difference between Boys and Girls with regard to Academic Achievement is rejected as warranted by the results

**TABLE-3**

**Difference between Rural and Urban Students in Academic Achievement**

Groups	Mean	SD	't' value
Rural	56.65	18.33	2.61*
Urban	63.82	14.27	

\*\*Significant at 0.05 level

The results in the table 3 shows that the difference between rural and urban students with regard Academic Achievement. There is a difference in the mean of the two groups and 't' is significant at 0.05 level. Hence it is concluded that locality has significant influence on academic achievement. Therefore the hypothesis that there is no significant difference between Rural and Urban students with regard to Academic Achievement is rejected as warranted by the results

**Summary and Findings:-**

**It is evident from the stastical study that:**

1. There is significant difference between Boys and Girls with regard to their Academic Achievement.
2. There is significant difference between Rural and Urbans with regard to their Academic Achievement.

The present study was combined to gender and locality only. The study was a lot of limitation and several constraints such as socio economic background of students, type of schools, caste, parents education and other factors that were not taken into consideration. The research may probe into these factors in the future, covering the related variables also.

The standers of education can be clearly seen more in the urban areas rather than rural areas because of enlightened environment.

The standers of education differs from girls studends to boys studends are active resourceful and sincere in their efforts when compare to the boys students where these characteristics are lagging behind them.

It is suggested that keeping in view of the factors mentioned above care and interest may be taken in respect of parents background and education economic background and their motivation. It is also suggested that proper steps may be taken in appointment of specialized teachers and reorientation programmes and overall supervision of the government inspecting officers. The role of parent teacher association in the rural areas should neither neglected nor ignored. Teaching of third language English should be given emphasis in the light of modern trends and its due impact in the present day world.

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