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ACADEMIC ACHIEVEMENT IN RURAL AND URBAN SECONDARY SCHOOLS OF KAMRUP DISTRICT

L. R. SAIKIA, MANJU CHUTIA

Professor and former Head, Dept. of Education, Gauhati University.
Lecturer, DIET, Nalbari, Assam.

Abstract:

Schools play a pivotal role in shaping the life of an individual as well as in bringing about socio-economic and cultural changes and progress of society. The modern time and changing situation has made the role of school even more significant. The success of any educational institution largely depends upon the quality education that is provided by the institution to the students. Inequalities between Rural and Urban areas are not new. They have always existed. In the present times it has become a vital problem of the society. Though the world has become a small village in this Era of Globalization this type of disparities still exist in our society. Present study tried to trace out the rural urban disparity of the academic achievement of the students in secondary schools of Kamrup district.

KEYWORDS-

Rural-urban disparity, Academic achievement, secondary schools, Kamrup district.

INTRODUCTION

The word 'achievement' means 'performing successfully or things have done successfully, especially with effort and skill', and 'academic' means 'of schools and education'. Thus 'academic achievement' refers to educational performance of the students studying in schools. It indicates how far they are successful in acquiring knowledge, understanding and skills in different subjects imparted to them in the schools. (Hazarika, M. 1998)

A. Biswas and J.C. Agarwal (197, p-7) define academic achievement as the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests.

Academic achievement of most of the secondary schools of Assam is measured finally by a public examination called High School Leaving Certificate (HSLC) Examination. This examination is conducted by the Board of Secondary Education, Assam (SEBA) after the completion of class X. This examination is considered for academic achievement of the student as this is the first Board Exam or the external examination. The HSLC examination is considered as one of the most important public examination in a student's life, because the result of this examination plays a major role in selection of subjects for further studies and ultimately for higher education and for professional courses. That is why the result of this examination becomes a prime concern for the pupil.

Present study tried to explore the academic achievement of the students and its rural urban disparity in Assamese medium secondary schools of Kamrup district.

REVIEW OF RELATED LITERATURE

Pandey, J. (1985) conducted a study on “Quality of schools of some of the district of UP and its comparison with the urban schools”. One of the major finding was that the academic performance is found higher in urban areas than the rural areas.

Barcinas, J.D.T. (1991) carried out his study on job satisfaction and academic achievement and the major finding was that the academic performance is more satisfactory in urban areas than the rural areas.

P.K. Malhotra (1993) conducted a study on “A comparative study of secondary schools in rural and urban areas of Punjab with special reference to the academic achievement”. and the major finding was that academic achievement in urban schools was found to be better than the rural schools.

Azia, N (1996) carried out a study “Academic achievement of rural secondary schools of Tanzania” with the main objectives and the major findings of the study was that academic achievement in the urban schools is higher than the rural schools.

NEED AND JUSTIFICATION OF THE STUDY

The present study has been justified on the ground that no such exploratory work has been done giving emphasis on rural-urban disparity of academic achievement of the students in Assamese medium secondary schools.

STATEMENT OF THE PROBLEM

In view of the justification the present study entitled as “Academic achievement in rural and urban secondary schools of Kamrup district”.

OBJECTIVE OF THE STUDY

- 1.To make a comparative study between the rural and the urban of Kamrup district in respect of the academic achievement of the students.
- 2.To find out whether there exist significant difference between the rural and the urban secondary schools of Kamrup district in respect of the academic achievement of the students.

Hypotheses

H1 The Academic Achievement of the students in urban secondary schools of Kamrup district is higher than the rural schools.

H2 There exist no significant difference between the rural and the urban secondary schools of Kamrup district in respect of the Academic Achievement of the students.

RESEARCH DESIGN:

Methods used

Present study falls under 'Descriptive survey method'.

Population and Sample

The population of the present study comprises all the Assamese medium secondary schools of Kamrup district that is 466, however the sample has been confined to 100 schools. Sample schools were selected by using stratified random sampling where 50 schools belonging to rural areas and another 50 schools belonging to urban areas.

Tools Used

In this study data collection has been facilitated with the help of the following research tools –

- 1.A 'Data Gathering Schedule' prepared by the investigator to collect different school related data.
- 3.Interview

Statistical techniques used

For the quantitative analysis of the data the following statistical techniques were applied

1. Tables
2. Frequencies
3. Pie diagram
4. ANOVA

DELIMITATION OF THE STUDY

1. The first delimitation of the study is that it only covers one district of Assam that is Kamrup district.
2. The present study restricts to the Assamese medium secondary schools of the district.
3. HSLC examination result is considered as the index for academic achievement of the students.

ANALYSIS AND INTERPRETATION OF DATA

Objective no. 1: To make a comparative study between the rural and the urban secondary schools of Kamrup district in respect of the academic achievement of the students.

The average pass percentage of the Students in High School Leaving Certificate Examination (HSLC) in five consecutive years (2003 to 2007) is considered as Academic Achievement score of the Students (AAS) in a particular school. The investigator grouped the collected data for Academic Achievement into two groups- Rural and Urban and then the Mean and the Standard Deviation were calculated for each group which is shown in Table 1

Table-1
Mean, Standard Deviation of the Academic Achievement scores of the students in
Rural and the Urban secondary schools of Kamrup district

Location	N	Mean	Standard Deviation
Rural	50	79.16	9.83
Urban	50	83.62	11.79
Total	100	81.39	11.03

Figure-1

Academic Achievement scores of the students in Rural and the Urban secondary schools of Kamrup district

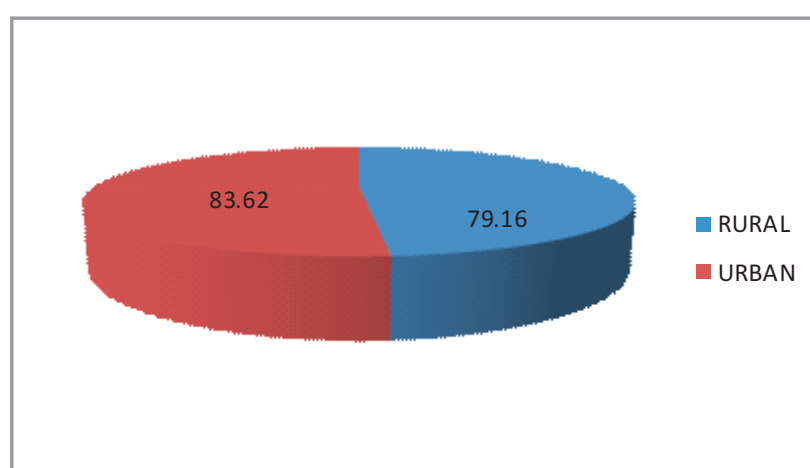


Table-1 and Figure-1 shows that the Academic Achievement of the Students in Urban secondary schools is better than the Rural schools.

Objective no. 2 To find out whether there exist significant difference between the rural and the urban secondary schools of Kamrup district in respect of the academic achievement of the students

To study the significance of difference between the Academic Achievement of the Students in Rural and the Urban schools ANOVA test is applied and the result is shown in Table-2

Table-2

ANOVA Table of Academic Achievement of the Students in the Rural and the Urban secondary schools

		Some of square	df	Mean Square	F	Sig
AA(Location)	Between groups(combined)	497.29	1	497.29	4.22	.043*
	Within groups	11540.50	98	117.76		
	Total	12037.79	99			

*=Significant at 0.05 level

Table-2 indicates that the 'F' ratio of mean difference between the Rural and Urban schools in respect of the Academic Achievement of the Students is 4.22, which is significant at 0.05 level. This establishes the fact that there exists significant difference between the Academic Achievement of the Students in Rural and the Urban secondary.

FINDINGS OF THE STUDY

The study reveals that the Academic Achievement of the Students in Urban secondary schools of Kamrup district is found to be higher than the rural areas. This finding is similar with one of the findings of Pandey, J. (1985), Barcinas, J. D. T. (1991), Azia, N. (1996), Malhotra, P. K. (1993).

There exists significant difference between the Rural and the Urban secondary schools in respect of the Academic Achievement of the Students.

SUGGESTIONS

- 1) Efforts should be made to improve the infrastructure facilities in the rural schools
- 2) Necessary efforts from concerned management committees are required to introduce special schemes for the rural schools.
- 3) The post lying vacant in the rural schools should be filled up immediately with efficient and diligent teachers.
- 4) Innovative approaches should be adopted in teaching learning methods
- 5) Effective training for teachers should be arranged.
- 6) New schemes like mobile teaching group, Exchange of teachers and students, exposure tour of the teachers and the students etc should be arranged.
- 7) Arrangement to be made at the institutional level for job enrichment, job variation among the teachers in academic and related activities to break the monotony of work and to bring innovation. Schools like Assam Jatiya Bidyalay, Noonmati; Shankardev Vidya Niketan, Bishnupath, have such provisions for the teachers.

CONCLUSION

Present study reveals that Academic Achievement of the Students in Urban Assamese medium secondary schools is better than the Rural schools and the difference between these two in respect of Academic Achievement of the students is also found significant. This is the commonly found problem everywhere in these days. In the HSLC results of 2011 declared by SEBA, a number of Rural schools are found where the pass percentage is zero (0%). The Honourable Education Minister of the Assam took necessary steps for such failure just immediately after the declaration of the Result. The cause behind this disparity might be the shortage of teachers in Rural secondary schools, as most of the secondary school teachers' posts are lying vacant in Rural schools. The teacher-student ratio is also very high in Rural Schools. In comparison to the Private and the Urban school there is lack of intensive care in Rural schools. The guardians of the Rural school students are also less conscious and serious about education of their children, which may also result in the poor Academic performance of the students in Rural secondary schools. Poverty and profession of agriculture may also indirectly impact on education in the Rural Secondary schools.

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