



Research Article

LOCALE AND SEX AS DETERMINANTS OF ACADEMIC PERFORMANCE

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ABSTRACT

The present study aimed to see the effect of locale and sex on Academic performance, For this purpose 945 students of 10th standard studying in different Government schools of Rajnandgaon district of Chhattisgarh State were randomly selected. In the present study the sample were selected from rural and urban locale. To measure the academic achievement of the student, the overall marks obtained by the student in different subjects (viz-Hindi, English, Mathematics, Science, and Social Science) in annual examination is used. The dependent variable of the study is academic achievement and independent variables were locale and sex. The ANOVAs analysis reveals that locale and sex Play significant role to determine Academic achievement of the students.

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INTRODUCTION

Achievement is one of the main factors in assessing the quality of education in a society. Identifying the factors that affect students' learning and, thus, achievement continues to be an important objective of study of educators of different countries Goods (1973) has defined academic achievement as a knowledge attain or skill develop in the school subject usually designate by test score or by mark assign by teachers or by both. In a study investigated by Parveen *et. al.* (2013) "Achievement is the end product of all educational endeavors. Academic achievement of pupils refers to the knowledge attained and skills developed in school subjects. Academic achievement means the student's achievement in the academic subjects in context to their knowledge or competence in school tasks measured by standardized tests and expressed in grades based on pupil's performance. Academic achievement is of paramount importance. Variables such as personality characteristics of the learners, the organizational climate of the school, curriculum planning, teaching learning setup, variables arising out of home, influence achievement in different degree. Each of them is actually a cluster of variables which individually or on interaction with others have their influence on achievement" The world is changing very fast and the "modern society expects each one to be a high achiever" (Daulta, 2008,). However, "success is considered history of high expectations to provide challenge and inspiration necessary to push the individual to highest level of

performance" (Ozturkand Debelak, 2005,) and whatever the obstacles are, each one is encouraged to succeed and considered important by society members.

Factors Affecting Academic Achievement

Academic achievement is the most significant topic in the field of educational research. Numerous studies have been carried out to bring various factors that influence academic achievement which have been hypothesized and researched upon. Investigators have come out with varied results, sometimes complementing and sometimes contradicting each other

Locale is a demographic variable consider under the category of social variable in this study. People inhabit in different parts of the world and lead various types of lives. Their lifestyle change across the various region of this world and so do their thought processes. people all over the world have been divided into two distinct group is, classified as rural or urban depending on the density of human created structure and resident people in a particular area . Researchers found that locale have a direct impact on their way of living. Boylan and Mcswan (1978); Obe (1984); Edington and Martellaro (1984); Blackwell and McLaughlin(1999); Roscigno and Crowley (2001); Owoeye (2002); kshreersagar (2008); Usha (2007); Shrivastava (2009) Roscigno and Crowley (2001) reported that the academic performance of rural children typically lags behind that of urban children. Howley (2002) reported that there is no difference between rural and urban education. Owoeye (2002) found that there was a significant difference

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between academic performance of students in rural and urban area in public examinations. Nagaraju, Sumanlatha, and Reddy,(2003) reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas. Singh and Singh (2007) studied the impact of caste, gender and habitat on achievement in Mathematics at upper primary school level with the objective to study the impact of caste, gender and habitat on achievement by taking a sample of 200 students of eighth class and found that boys were better than girls on achievement in Mathematics and students of urban areas were better in achievement than the students of rural areas. Rajendran *et al.* (2007) studied that rural students inferior to urban students in their achievement scores in chemistry at college level and found that there was no significant difference among the achievement of boys as well as girls in the post test of chemistry; locality of students (urban/rural) had no influence on the achievement scores of students at college level. Usha (2007) revealed that urban pupils were found superior to rural pupils in their achievement. Bamman and. Ksheersagar (2008) found that achievement of the pupils from urban areas were better than the achievement of pupils from rural areas. Joshi and Srivastava (2009) reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas. Wobmann (2010), reported no significant differences in the outcomes of students attending rural and urban schools in Argentina. Sing (2012) studied academic achievement of IXth class students of district Solan of Himachal Pradesh in relation to their area of residence and self-concept and found no significant difference in the academic achievement of students at different levels of their self-concept. Alokhan *et al.*, (2013) studied about rural and urban differential in student's academic performance among secondary school students in Ondo State, Nigeria and his study revealed that there is no significant difference in the academic performance of students from rural environment. It can be concluded from the result that, all else equal, rural students do not suffer disadvantage in their academic performance simply as the result of their residence in rural areas or their attendance at rural schools. It was recommended; among others that rural deficit model should be further examined as educators take a new and more objective look at the performance of the many different types of rural students. Also, parents and students should not feel that they must attend metropolitan schools in order to achieve success. The present study has been undertaken with a view to test the hypothesis that the academic achievement of the student would be influenced by their parental education sex. Institution therefore, the aim of the present study is to examine the affect of above factor on academic achievement.

Objectives

- To examine the role of locale on academic achievement of the students.
- To examine the role of sex on academic achievement of the students.

Hypothesis

There would be significant difference in academic achievement of the student with respect to locale.

There would be significant difference in academic achievement of the student with respect to sex.

Sample

Initially a larger number of students studying in class X of different state government higher secondary schools of Chhattisgarh region were randomly selected, out of which 947 subjects were retained as final sample. In the present study the sample were selected from two different locales i.e. rural and urban. The subjects were so selected that half of the subjects were taken from rural area and the remaining half from the urban area of Chhattisgarh state. The numbers of male and female was equal and were selected from different schools situated in rural and urban areas of Chhattisgarh. The age range of the subjects was 15-17 years. Measures-To assess academic achievement of the student, overall marks obtained by the student in different subjects, viz- Hindi, English, Mathematics, Science, and Social Science in class 10th board examination was used.

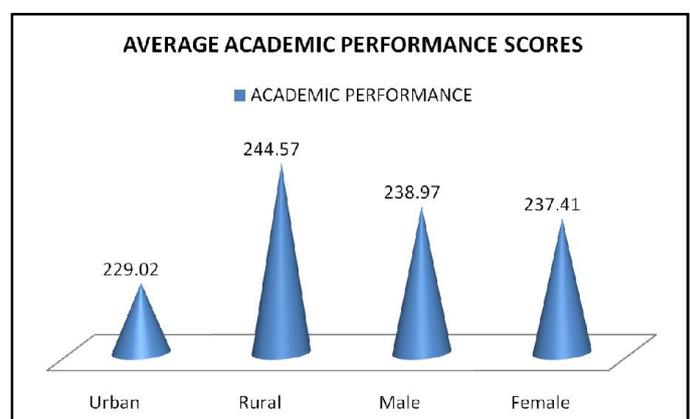
Design

The main purpose of the present study was to examine the role of locale and sex in academic achievement. To achieve this goal the subjects were taken from two different locale namely, rural and urban and sex (male and female).In this way 2x2 factorial design were computed in which locale (rural and urban) and sex (male and female) were considered as the independent variables and the academic performance, i.e., overall marks in various subjects (viz- Hindi, English, Mathematics, Science, and Social Science) obtained by the students, was considered as the dependent variable.

RESULTS

Table 1. Average academic performance scores for rural, urban, male, and female

Variable	Mean score	S.D.
Urban	229.02	66.05
Rural	244.57	63.91
Male	238.97	70.84
Female	237.41	59.0



It is observed from table 1 and figure 1 that average academic performance scores of students in rural area is higher than urban area while gender difference is negligible.

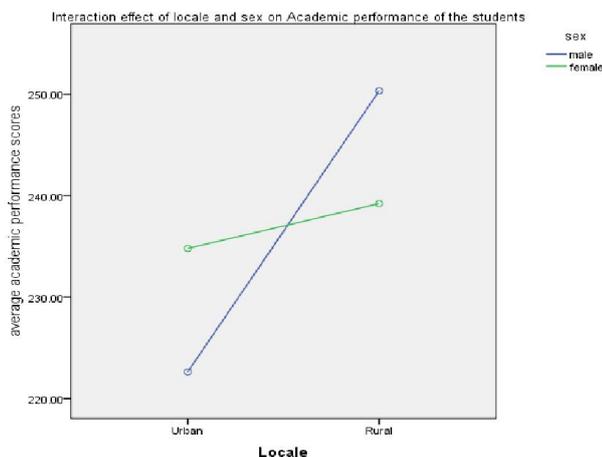
Summary of two-way analysis of variance

Dependent Variable: academic performance					
Source	I Sum of Squares	df	Mean Square	F	Sig.
Locale	59015.272	1	59015.272	14.149	.000
sex	63.887	1	63.887	.015	.902
Locale * sex	30992.743	1	30992.743	7.431	.007
Error	3937315.247	944	4170.885		
Total	5.779E7	948			
Corrected Total	4023945.515	947			

Academic performance and locale: The first problem of the study is to examine the role of locale in academic achievement. Students studying in rural School would differ in their academic achievement from those students who studying in urban schools. It was Hypothesis that student studying in rural school would exhibit higher academic achievement as compared to the student who studying in an urban School the significant F ratio indicates that the locale has the significant role in academic achievement of the student. The obtained results have confirmed the hypothesis.

Academic performance and Sex: The Second problem of the study is to examine the role of sex in academic achievement. It was Hypothesis that male student would show higher academic achievement than the female students. In order to examine the role of Sex, It is clear from the figure 1 that the average scores of Male and Female students are 238.97 and 237.41 respectively. When these difference of two groups were tested in 'F' test the obtained F – ratio was not found to be significant (F = .015). The insignificant F-ratio did not confirm the role of sex in academic achievements of the student. Thus the obtained results did not confirm the hypothesis.

Interaction Effect of locale and Sex: The greatest advantage we get from the analysis of variance technique is that it provides an opportunity to examine the interaction between two or more variables at a time. The interactional effect of Sex and locale with regard to the academic achievement of the student scores has been found (F = 5.455, P > 0.05, Table 1) significant. It can be said that these two factors i.e. sex and locale interact each other and has generated variance upon Academic achievement of the student. It is clear from the figure that in urban locale females were the top performance in their academic achievement and in rural locale trend was seen opposite in rural locale boys were the top performance in their academic achievement.



DISCUSSION

The study investigated the role of locale and sex to determine academic achievement of the students. Research findings showed that locale do have the significant role in academic performance. Locale was found to be significant and it shows that ruralness may enhance academic achievement, this finding does not supported the findings of earlier researches by Alokun, Funmilola Bosedo and Arijesuyo, Amos Emiloju (2013); Wobmann (2010). which found that there is no significant difference in the academic performance of students from rural and urban environment. This might be due to the educational awareness of people from rural area performing better than urban area. One of the reasons may be the sample of the present study as it was mentioned earlier that sample of the study was taken only from state government schools. In urban area every parent wants their ward should be educated from a reputed school. They have many options for their schooling, private schooling of children became as status symbol for parents. In such conditions in urban area only those parents belong to low socio economic status send their ward in government school. In contrast parents belong to rural area have no such options. Another problem of the present study was to see the role of sex in academic achievement. The insignificant F-ratio did not confirm the role of sex in academic achievements of the student. In order to investigate the interaction effect of locale and sex present study found significant interaction effect of locale and sex, in urban locale females were the top performance in their academic achievement and in rural locale trend was seen opposite. in rural locale boys were the top performance in their academic achievement this may be due to the social evils prevailing in rural locality i.e. gender discrimination, lack of motivation from parents, responsibilities of house hold work in early age, and mentality of early marriage girls performance was found to be poor as compared to boys performance in rural areas.

Conclusion

Present study investigated the role of locale and sex in academic performance of higher secondary school students. On the basis of above discussion it may be concluded that Locale and sex affect the academic performance of higher secondary school students.

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