

## Gender Analysis of Academic Achievement among the High School Students of Urban Srinagar and Rural Bandipora Districts

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### ABSTRACT

*Education is the processes of developing the capacities and potentials of the individual so as to prepare that individual to be successful in his/her society. A lot of time and effort of the schools are used for helping students to achieve better in their scholastic activities. The importance of scholastic and academic achievement has raised important questions for educational researcher. What factors promote achievement in students? How far do the different factors contribute towards academic achievement?*

**KEYWORDS:** Gender Analysis, Academic Achievement, High School Students, Urban Srinagar and Rural Bandipora Districts.

### Introduction:

Education is the processes of developing the capacities and potentials of the individual so as to prepare that individual to be successful in his/her society. A lot of time and effort of the schools are used for helping students to achieve better in their scholastic activities. The importance of scholastic and academic achievement has raised important questions for educational researcher. What factors promote achievement in students? How far do the different factors contribute towards academic achievement?

There are several factors which influence the academic achievement of student like study habits, self-concept and socio-economic status which researcher go to study how these factors academic achievements of the students.

### Operational Definitions:

- ✓ Study Habits; it is a planned programme of subject matter mastery. It refers to the activities carried out by learners during the learning process of improving learning.

- ✓ Self –concept; as a child grows and develops, he learns not only about himself and his place and relationship with others. A person’s self-concept is the fundamental core of his/her entire personality and determines the quality of behaviour. It can be predicted that the poor self-concept implying lack of confidence, in facing and mastering the environment will accomplish his performance in school in sum; the self-concept does appear to be related to school adjustment.
- ✓ Socio-economic; socio-economic status plays an important role in the life of a person. The status opens the ways for his progress, intelligences, attitude, aptitudes and even interests are patterns by socio-economic background of the individual. The socio-economic status plays rewards and punishment both to be a person. Socio-economic refers to the position that an individual and family occupies with reference to prevailing average standards.
- ✓ Gender;- now the gender discrimination are not so marked in today’s world, thus the present study is an attempt to find out the gender difference if any, on the factor affecting academic achievements.
- ✓ Locale; the educators and the general public believe that students from rural or smaller area receive an education that is inferior to that of students from metropolitan or urban schools. Until recently, there has been little empirical evidence to the challenges this view point. Thus the present study is an attempt to find out the difference between the rural and urban students if any have, on the factors affecting academic achievements.
- ✓ Academic achievements; (Crow & Crow) “academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been imparted to him.” Academic achievements have become an index of child’s future in this highly competitive world. Academic achievement has been one of the most important goals of the educational processes.

#### **Objectives:**

1. To analysis the study habits of boys and girls studying in 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standards.
2. To study the self-concept of boys and girls in 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standards.
3. To know the influence of study habits, self-concept and socio-economic on academic achievements.
4. To compare the rural urban students on study habits, self-concept economic status and academic achievements.

#### **Hypothesis:**

1. There is significant association between study habits of girls and academic achievements
2. Thereis significant relation between study habits and academic achievements.
3. There is significant association between self-concept and academic achievements among the boys and girls.
4. There is significant association between socio-economic status and academic achievements among the boys and girls.
5. There is significant association between socio-economic status and academic achievements between the rural/urban students.
6. There is significant association between academic achievements with boys and girls.

#### **Methodology:**

A study on “Gender analysis of academic achievements among high school students” was carried out in Srinagar city and rural Bandipora district of Kashmir valley. The material and method used for data collection are as below:

**Universe:** Two districts were selected for the present study namely district Srinagar and district Bandipora in the Kashmir valley.

**Sample:** the sample for the study was 600 students. Out of all 300 were drawn from Urban Srinagar city/district and 300 were from rural Bandipora district. Two schools were selected randomly from each district. Furthermore each school 150 students, with 50 students in each class i.e. 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> were randomly selected. Out of total sample there were 325 boys and 275 girl students. The study was conducted in two English medium schools from each district. The distribution of student’s class, sex and locale wise are present in tabular wise below;

Table 1  
Profile of respondents

locale	Urban			Rural		
	Class 8 <sup>th</sup>	Class 9 <sup>th</sup>	Class 10 <sup>th</sup>	Class 8 <sup>th</sup>	Class 9 <sup>th</sup>	Class 10 <sup>th</sup>
Boys	57	67	52	49	50	50
Girls	43	33	48	51	50	50
Total	100	100	100	100	100	100

Table 2  
Demographic profile of respondents:

Characteristics	Category	Boys (N=325)		Girls (N=275)		Total (N=600)	
		N	%	N	%	N	%
Age	13	99	30.5	101	36.7	200	33.33
	14	114	35.1	86	31.3	200	33.33
	15	112	34.5	88	32	200	33.33
Class	8th	106	32.6	94	34.2	200	33.33
	9th	117	36	83	30.2	200	33.33
	10th	102	31.4	98	35.6	200	33.33
Ordinal position	First born	126	38.8	129	46.9	255	42.5
	Second born	122	37.5	85	30.9	207	34.5
	Third born	77	23.7	61	22.2	138	23
Area	Rural	149	45.8	151	54.9	300	50
	Urban	176	54.2	124	45.1	300	50
Type of family	Nuclear	245	75.4	206	74.9	451	75.2
	Joint	80	24.6	69	25.1	149	24.8
Family size	1-4 small	164	50.5	131	47.6	295	49.2
	5-8 medium	131	40.3	106	38.5	237	39.5
	>9 large	30	9.2	38	13.8	68	11.3

Table 3  
Demographic characteristics of families of respondents:

Characteristics	Category	Boys (N=325)		Girls (N=275)		Total (N=600)	
		N	%	N	%	N	%
Father's education	Illiterate	45	13.8	41	14.9	86	14.3
	Primary	66	20.3	60	21.8	126	21
	High School	35	10.8	41	14.9	76	12.7
	12th	39	12	30	10.9	69	11.5
	college	82	25.2	64	23.3	146	24.3
	P.G	58	17.8	39	14.2	97	16.2
Mother's edu.	Illiterate	71	21.8	67	24.4	138	23
	Primary	70	21.5	60	21.8	130	21.7
	High School	56	17.2	45	16.4	101	16.8
	12th	44	13.5	33	12	77	12.8
	college	66	20.3	50	18.2	116	19.3
	P.G	18	5.5	20	7.3	39	6.3
Occupation of father	Unemployment	8	2.5	1	0.4	1	0.2
	Labourer	64	19.7	62	22.5	126	21
	caste Occupation	12	3.7	8	2.9	20	3.3
	Small Bussiness	74	22.8	88	32	162	27
	Bussiness	86	26.5	65	23.6	151	25.2
	Professional	81	24.9	50	18.2	131	21.8
Occupation of Mother's	House wife	217	66.8	161	59.5	378	63
	Labourer	66	20.3	69	24.7	134	22.3
	caste Occupation	2	0.6	1	0.4	3	0.5
	Government job	40	12.3	45	16.4	85	14.2
Father's Income	Low	169	52	156	56.7	325	54.2
	Medium	86	26.5	78	28.4	164	27.3
	High	63	19.4	36	13.1	99	16.5
Mother's Income	Low	76	23.4	78	28.4	154	25.7
	Medium	23	7.1	24	8.7	47	7.8
	High	14	4.3	12	4.4	26	4.3

**Research Design:** The adaptability of the proposed research design with respect to the type of study, variables under consideration, size of sample and phenomena to be studied, the ex-post facto design was selected as an appropriate research design.

**Tools used for data collection:**

1. Self-concept scale developed by Singh and Singh
2. Study habit inventory developed by Patel
3. Socio-economic status scale developed by AICRP-CD.

**Variables:**

Independent variables;

- ✓ Study habits,
- ✓ Self-Concept,
- ✓ Socio-economic status.

Dependent variables;

- ✓ Academic achievement
- ✓ Age
- ✓ Locale
- ✓ Gender
- ✓ Size of family
- ✓ Education of parents

**Discussion:**

Table 4  
**Distribution boy's and girl's on study habits**

Stdu Habits	Boys		Girls		sig
	F	%	F	%	
Poor	126	38.8	106	38.5	0.31
Average	153	47.1	134	48.7	
Good	46	14.2	35	12.7	
Total	325	100	275	100	

The above table shows that 14.20% of boys and 12.7% of girls had good study habits, while as, 47.10% of boys and 48.70% of girls had average study habits, whereas, 38.80% of boys and 38.50% of girls had poor study habits. The association between boys and girls on study habits found to be non-significant ( $\chi^2 = 0.31$ ).

Table 5  
**Class wise comparison of the study habits:**

Study habits	8th (n=200)		9th (n=200)		10th (n=200)		F
	Mean	SD	Mean	SD	Mean	SD	
Planing of work	18.6	3.15	18.47	3.05	17.24	3.25	11.31
Read & Note taking habit	33.42	4.44	32.1	4.65	32.34	4.12	5.116
Planning of subjects	15.5	2.4	15.1	2.5	15.16	2.4	1.557
Preparation for Examination	16.92	3.22	17.73	3.17	17.75	3.28	4.364
General habits & attitude	22.21	3.03	23.71	3.87	24.74	3.57	26.306
Habits of concentration	12.88	3.33	14.47	3.44	13.92	3.37	11.472
Study habits	147.47	14.92	144.11	13.77	142.01	13.36	7.699

Note: p<0.05 level

The class wise comparison of study habits is tabled above. It was observed that all the three class had differed significantly on overall study habits as the F-value 7.699 was significant at 5 per cent of probability. It was noted that 8<sup>th</sup> class students had significant better study habits as compared to 9<sup>th</sup> and 10<sup>th</sup> class students. The score are 147.47, 144.11 and 142.01 respectively.

Table 6

**Association of study habits of boys and girls with academic achievements:**

Academic achievement		Poor	Average	Good	Frequency
Excellent	Boys	68 (34.9)	97(49.7)	30(15.4)	195
	Girls	47(32.2)	73(50.0)	26(17.8)	146
Good	Boys	43(43.9)	41(41.9)	14(14.3)	99
	Girls	39(41.1)	52(54.7)	4(4.2)	95
Satisfactors	Boys	8(38.1)	12(57.1)	1(4.8)	21
	Girls	19 (59.4)	9(28.1)	4(12.5)	32
Poor	Boys	7 (63.3)	3(27.3)	1(9.1)	11
	Girls	1 (50.0)		1(50.0)	2
Total	Boys	126 (38.8)	153(47.1)	46(14.2)	325
	Girls	106 (38.5)	134(48.7)	35(12.7)	275
Chi-square	Boys	7.13*			
	Girls	20.43**			

Note: Figures in parenthesis indicated percentage, p<0.01level, {<sup>\*</sup>N/s (<sub>x</sub><sup>2</sup>=7.13) (<sub>x</sub><sup>2</sup>=20.43)}

The above tabled data showed that there was no significant association between study habits and academic achievements among the boys while as, there was found a significant association between study habits and academic achievements among the girls.

Table 7

**Distribution of boys and girls on self-concept:**

Self-concept	Boys		Girls		X <sup>2</sup>
	Frequency	%	Frequency	%	
Low	30	9.2	21	32.7	0.54*
Medium	96	29.5	85	29.5	
High	199	61.2	169	37.8	
Total	325	100	275	275	

\*p<0.05level,

The above table revolves round that 61.2 per cent of boys and 37.8 per cent of girls had developed high self-concept, which had also high in frequency and in per cent among both boys and girls, while as 29.5 per cent of boys and girls both had developed medium self-concept. Low self-concept was found in 9.2 per cent of boys and 32.7 per cent of girls. The association of gender on self-concept was significant at 5 per cent of level. It may be due to difference in thinking, decision making, and relations with parents, teachers and friends might have contributed to difference in self-concept.

Table 7

**Class wise comparison of the self-concept:**

self-concept								
8th		9th		10th		Total		F-Vale
Mean	SD	Mean	SD	Mean	SD	Mean	SD	
91.43	8.61	89.96	8	88.63	7.33	90	8.06	6.16

The analysis from the above table that all the three groups differed significant on the self-concept as the F-vale of 6.16 was found to be significant at 1 per cent level of probability. The table also shows that all the three classes (i.e. 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>) different differed significantly on self-concept; it has been found that 8<sup>th</sup> standard students displayed higher level of self-concept than 9<sup>th</sup> and 10<sup>th</sup> standard students. The mean score were 91.43, 89.96 and 88.63 while SD scores were 8.61, 8, and 7.33 among the three groups 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> respectively. The self-concept of students develops under the continuous influence of the teacher, school, family, friends and social-environment. These factors may affect the development of self-concept in later stage because of examination tension.

Table 8

**Association of self-concept of boys and girls with academic achievements:**

Academic achievement		Poor	Average	Good	Frequency
Excellent	Boys	12 (40)	50(52.1)	133(66.8)	195
	Girls	42(42.9)	32(37.6)	105(62.1)	146
Good	Boys	10(33.3)	38(39.6)	50(25.11)	98
	Girls	5(23.8)	36(42.4)	54(32.0)	95
Satisfactors	Boys	5(16.7)	6(6.3)	10(5.0)	21
	Girls	7(33.3)	17(20.0)	9(4.70)	32
Poor	Boys	3 (10.0)	2(2.1)	6(3.0)	11
	Girls			2(1.2)	2
Total	Boys	30 (100.0)	96(100.0)	199(100.0)	325
	Girls	21(100.0)	85(100.0)	169(100.0)	275
Chi-square	Boys	19.07**			
	Girls	31.14 **			

Note: parenthesis indicate percentage, \*\* p< 0.01level.

The 199 boys and 169 girls had good self-concept, while as 96 boys and 85 girls had average self-concept, and 30 boys and 21 girls had poor self-concept out of 325 and 275 boys and girls respectively.

The association of self-concept of boys and girls with academic achievement was significant (19.07 and 31.14 p<0.01 level respectively). The students with high self-concept are confident about their abilities, to accomplish their goals, have possesses high academic competence, have a clear sense of self and are independent. These qualities might have influenced the boys and girls have influenced the boys and girls to attain better academic performance.

Table 9

**Association of socio-economic status of boys and girls with academic achievements**

Socio-economic status	Academic achievement	Poor	Average	Good	Frequency	Total boys & girls
Excellent	Boys	71(49.0)	110(67.9)	14(77.8)	195	314
	Girls	57(43.5)	89(59.5)	20(71.4)	146	
Good	Boys	54(37.2)	41(25.3)	3(16.7)	98	193
	Girls	64(48.9)	28(24.1)	3(10.7)	95	
Satisfactors	Boys	12(8.3)	8(4.8)	1(5.6)	21	53
	Girls	8(6.1)	19(16.4)	5(17.9)	32	
Poor	Boys	8(5.5)	3(1.9)		11	13
	Girls	2(1.5)			2	
Total	Boys	145	162	18	325	600
	Girls	131	116	28	275	
Chi-square	Boys	29.75**				
	Girls	15.36*				

Note: parenthesis indicate percentage, [\*\* p< 0.01level] [\*p<0.05level.]

The above table revealed that was significant association between socio-economic status and academic achievement among the boys and girls at 1 per cent level. This can be explained that good socio-economic status is a facilitating factor of academic achievement. The scores were 77.80 per cent of boys and 71.40 per cent of girls with good socio-economic status and 67.90per cent of boys and 59.50 per cent of girl with average socio-economic status while as, 49.00 per cent of boys and 43.50 per cent of girls with low/ poor socio-economic status. The association level of socio-economic status and academic achievements of boys and girls had significant association (29.75 and 15.36 at p<0.01 level and p<0.05 level respectively).

Table 10  
**Distribution of rural urban students on study habits:**

Study Habits	Rural		Urban		$\chi^2$ n=600
	F	%	F	%	
Poor	88	29.3	144	48	22.74**
Average	162	54	125	41.7	
Good	50	16.7	31	10	
Total	300	100	300	100	

Note: p, 0.01level.

The above table shows that 16.70 per cent of rural students and 10.00 per cent of urban students had good study habits. There number was 50 and 31 students out of 600 students respectively. 54.00 per cent and 41.70 per cent of students had average study habits while as 29.30 per cent and 48.00 per cent had poor study habits among the 300 boys and 300 girls respectively.

The above table also showed that association between study habits with rural/urban students was significant at 1 per cent level. Rural students were having better study habits compared to urban students. The association was found to be significant on the level of study habits and rural/urban students (22.74,  $p < 0.01$  level).

Table 11  
**Distribution of rural/urban students on self-concept:**

Self-concept	Rural		Urban		$\chi^2$ n=600
	F	%	F	%	
Poor	21	7	30	10	5.71*
Average	81	27	100	33.33	
Good	198	66	170	56.7	
Total	300	100	300	100	

Note: p, 0.05level.

The table indicated that 66.00 per cent of rural and 56.70 per cent of urban students had high/good self-concept while as 37 per cent and 33.33 per cent of rural/urban students and medium self-concept; whereas, 7 per cent and 10 per cent had poor self-concept. The association between self-concept of rural and urban students were different significantly (5.71,  $p < 0.05$  level).

The rural students were having high self-concept than urban. The rural students might be having positive self-concept, they may be good at decision making, socially acceptable and keep harmonious relationship with the parents, teachers, and friends. This may be the reason for self-concept in rural students than urban students.

Table 11  
**Comparison of rural and urban students on self-concept:**

Self-concept				
Rural		Urban		t-value
Mean	SD	Mean	SD	
92.14	7.94	87.87	7.63	6.71**

Note: p, 0.01level.

It is study from the above that rural and urban students different significantly on self-concept as the t-value of 6.71 is found to be significant at 1 per cent level. Moreover, the mean scores showed that rural students had better self-concept 92.14 as compared that of urban students 87.87 with Standard deviation of 7.94 and 7.63 respectively.

Table 12

**Comparison of rural and urban students on academic achievement:**

Socio-economic status	Rural		Urban		$\chi^2$ n=600
	F	%	F	%	
Low	255	85	21	7	370.33**
Average	44	14.7	234	78	
Good	1	0.3	45	15	
Total	300	100	300	100	

Note: p, 0.01level.

The above table 12 shown that most of the rural students were in the category of low socio-economic status they were 255 in number and with the 85 percentage and 14.7 per cent of rural students had in average category whereas only 1 student in the high category. While as most of the urban students were in the category of average socio-economic status. They were 234 in number and 78 in in percentage. Whereas 15 per cent in high socio-economic category and 45 in number. While as, only 7 per cent were in the category of low socio-economic category and they were 21 in number. The association between the socio-economic statuses with rural/urban students was found to be significant. As the urban students' family was having better educated parents, occupation and consisted of medium/high income may be the reason for urban students to have better socio-economic status.

Table 13

**Comparison of rural and urban students on Socio-economic status:**

Rural	Socio-economis status	t-value
Mean	20.47	
SD	3.15	
Urban	Socio-economis status	28.66**
Mean	29.31	
SD	4.32	

Note: p, 0.01level.

The above table showed that rural and urban students had differed significantly on socio-economic status with t-value 28.66 at 1per cent level. The observed scores were mean was 20.47 and 29.31 and SD was 3.15 and 4.32 of rural and urban students respectively. It was observed from the mean score that urban students were having higher mean as compared to rural students. Education of parents and their occupation and higher family income might raise the socio-economic status among the urban students when compared to rural students.

Table 14

**Distribution of boys and girls on academic achievement:**

Academic achivement	Boys (n=325)		Girls (n=275)	
	Frequency	%	Frequency	%
Excellent	195	60	146	53.1
Good	98	30.2	95	34.5
Satisfactors	21	6.5	32	11.6
Poor	11	3.4	2	0.7
Total	325	100	275	100
$\chi^2$	11.51**			

Note: p, 0.01level.

The above tabled data showed that 60 per cent of boys and 53.10 per cent of girls were having excellent academic achievement whereas 30.20 per cent of boys and 34.50 per cent of girls and good academic achievement. While 6.5 per cent of boys and 11.60 per cent of girls had satisfactory academic achievements. However, 3.40 per cent of boys and 0.70 per cent of girls had poor academic achievements. The above data also showed that association between levels of academic achievements with boys and girls found to be significant at 1 per cent level.



Table 15  
**Comparison of boys and girls on academic achievements:**

Boys (n=325)	Academic achievements	t-value
Mean	74.941	
SD	11.913	
Girls (n=275)	Academic achievements	
Mean	73.74	
SD	11.228	

Note: #= not significant.

The above table showed that boys and girls did not differ significantly on academic achievements. The observation of the scores revealed that boys and girls had almost similar academic achievements. The mean scores were 74.941 boys and 73.740 girls with standard deviation 11.913 and 11.228 respectively. Comparison of t-value of boys and girls on academic achievements was found to be non-significant; it may be because of modern and competitive education which provides equal opportunities to the both boys and girls.

Table 16  
**Comparison of rural and Urban on academic achievements:**

Rural	Academic achievements	t-value
Mean	72.37	
SD	11.22	
Urban	Academic achievements	
Mean	76.4	
SD	11.66	

Note: \*\*p< 0.01level.

The table number 16 reveals that rural and urban students differ significantly on academic achievements as t-value (t=4.31 p<0.01 level). The mean scores were 72.37 and 76.4 with standard deviation 11.22 and 11.66 respectively.

The table also showed that the comparison of rural/urban students on academic achievements was differed significantly at 1per cent level. The urban student performance was better compared to rural students. The urban group of students will have highly educated parents, with smart job and smart income. The urban students have also coaching facilities which naturally enhancing and boost the performance in achievements. While as rural students lack such facilities. This might be the reason that rural students did not better in academic achievements.

### **Conclusion:**

The findings of the study were in the following headings:

#### **Study habits:**

There was no association between boys and girls on study habits. Boys and girls did not differ significantly on overall study habits. 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> students differed significantly on study habits. The mean of overall study habits of the 8<sup>th</sup> standard was higher compared to 9<sup>th</sup> and 10<sup>th</sup> students. There was significant association between study habits of girls and academic achievements and there was significant relation between study habits and academic achievements.

The study found significant association between study habits and rural/urban students. They also differed significantly on overall study habits.

#### **Self-concept:**

There was significant association between boys and girls and also did not differ significantly on self-concept. Mean self-concept of 8<sup>th</sup> standard students was higher compared to 9<sup>th</sup> and 10<sup>th</sup> standard students. There was significant association between self-concept and academic achievements among the boys and girls. There was positive and significant relation between self-concept and academic achievement.

The significant relationship was found between rural and urban students with self-concept. About 50 per cent of rural students had high self-concept while as only 22 per cent urban students had high self-concept.

There was significant relationships found between rural/urban student.

#### **Socio-economic status:**

Almost all and equal percentage of boys and girls were found to belong to low and medium socio-economic status, while as meagre amount of percentage of boys and girls belonged to high economic profile/status.

There was significant association between socio-economic status and academic achievements among the boys and girls.

The study found significant association between socio-economic status and overall development. Rural/urban groups had significant difference on socio-economic status. Urban student was found significantly better socio-economic as compared to rural students.

**Academic achievements:**

A number of boys and girls belonged to the category of excellent academic achievements and significant association was found between academic achievements with boys and girls. There was no difference between boys and girls academic achievements. The socio-economic status of the family had significant influence on the academic achievements of the boys and girls.

There was significant difference of boys and girls between rural and urban students with respect to academic achievements.

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