

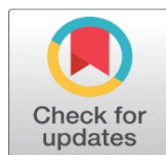
A STUDY ON ACADEMIC ACHIEVEMENT OF THE CLASS X STUDENTS OF KARBI ANGLONG DISTRICT

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ABSTRACT

The present study was conducted in Karbi Anglong district of Assam with a view to find out the levels of academic achievement of Class X students and also to compare between the academic achievements of the students studying in government and private schools. Descriptive survey method of research was followed and data were collected through questionnaire from a sample of 400 Class X students. Stratified random sampling technique was applied. Statistical techniques like percentage, mean, median, mode, standard deviation, t-test and graphical representations were used for data analysis. Results of the study indicated that levels of academic achievement of the participants was in the category of third division and a significant mean difference was found between the Class X students studying in government and private schools in respect of their academic achievement.

Keywords: Secondary School, Academic Achievement, Government, Private Etc

1. INTRODUCTION

Academic achievement refers to a successful accomplishment or performance in particular subject area. Academic Achievement plays a significant role in learning process. It describes academic outcomes that indicate the extent to which a student has achieved their learning or educational goals. Performance outcome that reflects how well a person has achieved specific goals that were the focus of activities in instructional environment like school, college or university, is called academic achievement. It is related to cognitive outcome or academic performance of a learner which he has learned in a particular session. Academic achievement occupies a central position in education and is regarded as the primary incentive for individual progress. It is the distinct responsibility of educational institutions to foster comprehensive scholastic development in students. This enables students to comprehend the hierarchy rooted in academic achievement, which is most desirable outcome of school life. All school activities centre on students' scholastic achievement. Administrators, educators, curriculum planners, teachers and students collaborate to facilitate a teaching-learning process aimed at academic excellence. Academic achievement serves as an indicators of students' performance,

teachers' efforts, and the relevance of the curriculum and educational objectives (Devi, 2019). According to Aggarwal and Bhusan (1967), "Scholastic achievement is the achievement of the individual student in the subject in which he is interested and possesses the capacity of making his best performance to the best of his potentialities" (Yomgam, 2009).

Academic achievement is predominantly assessed through exam or ongoing evaluation, while various tests are arranged for measuring achievement in other domain. Academic achievement refers to the extent of student's learning within a specific time frame, while academic success denotes the individual instances of accomplishment that cumulatively contribute to their overall academic achievement. Academic achievement reflects a student's mastery of knowledge, skills, and competencies within their chosen field of study. Attaining a high level of academic success will provide the child with a feeling of accomplishment. It can aid the child in cultivating crucial life skills, fostering a strong work ethic, motivating them to established goal, and creating a constructive learning atmosphere, all of which contribute to their personal growth and development.

2. LITERATURE REVIEW

There are a number of empirical studies related to the present research work that was carried on to investigate the academic achievement of the Secondary School students of Karbi Anglong district of Assam. Some of such studies have been highlighted below.

Bhagabati, N. & Panyang, B. (2015) studied on academic achievement of Karbi students in H.S.L.C Examination with respects to their family, socio-economic variables in Karbi Anglong District of Assam. The study was based on descriptive survey method and it revealed that there was negative significant relationship between family demography and academic achievement and a positive significant relationship between education, occupation, income level of family and academic achievement of Karbi students in H.S.L.C Examination.

Baruah, R. K. (2016) conducted a comparative study of academic achievement in science of secondary school students in Lakhimpur and Karbi Anglong District. Results of the study indicated that a significant difference was found in the achievement of both urban and rural students and private and government school students in science subject of Lakhimpur and Karbi Anglong District. But no significant difference was found in achievement in science subject of male and female students of Lakhimpur and Karbi Anglong District.

Das, K. (2016) carried on a study on the development of Secondary Education in Sixth Scheduled areas of Assam with special reference to Karbi Anglong district with a view to study the development of Secondary Education in Karbi Anglong district. The investigator used survey and documentary analysis method. Major findings of the study indicated that frequent bandh by insurgent group, attendance problem in school due to poor communication etc. are the barriers in the progress of Secondary Education in Karbi Anglong District of Assam.

Saikia, P. (2017) conducted a comparative study on Academic performance of rural and urban secondary students with special reference to Lakhimpur District Assam. It was observed that 49% of the rural and 64% of the urban students have low level academic performance. 37% of the rural and 25% of the urban students have the average level and 14% of the rural and 11% of the urban students have the high level of academic performance. From this data it is observed that highest number rural and urban students have low level of academic performance.

Kapur, R. (2018) found that parental and home environmental factors contribute a major part. Positive factors like pleasant home environment, education of parents, small family size etc. influence positively and negative factors like poverty, illiteracy, lack of resources etc. influence negatively. School factors like professionalism of teachers, extra co-curricular activities, technology, laboratory and library facility etc., influence in academic performance of secondary students.

Ali, L. (2022) conducted a study on self-concept and academic achievement of class VIII students of Tinsukia district. The study used descriptive survey method. It was found that there is a positive correlation between self-concept and academic achievement score. This study also indicated that there is a significant difference between academic achievement of the male and female students.

Statement of the Problem: Academic achievement is crucial in secondary education as it broadens future career opportunities for students and prepares them to be responsible citizens in their communities and nation. Several studies reveal that in Karbi Anglong district academic achievement of secondary school students are very poor in comparison to the other district of Assam. This is the reason why the researcher selected this topic to investigate the levels of academic

achievement of the Class X students of the district. The topic was entitled as "*A Study on Academic Achievement of the Class X Students of Karbi Anglong District, Assam*".

Significance of the Study: The study provides an insight into the academic achievement level of class X students in the Karbi Anglong District of Assam. By comparing the academic performance of students from the government and private schools, the researcher will highlight disparities and potential factors contributing to these differences. The findings will be valuable for educators, policymakers in formulating in targeted strategies to enhance educational outcomes and ensure equitable learning opportunities across different types of school.

2.1. OBJECTIVES OF THE STUDY

- 1) To study the level of academic achievement of class X students of Karbi Anglong district of Assam.
- 2) To compare the academic achievement of class X students of Government and Private Schools of Karbi Anglong district of Assam.

2.2. RESEARCH QUESTION AND HYPOTHESIS

- 1) What are the levels of academic achievement of class X students of Karbi Anglong district of Assam?
- 2) There is no significant difference between academic achievement of class X students of Government and Private schools of Karbi Anglong district of Assam

2.3. OPERATIONAL DEFINITIONS OF TERMS AND CONCEPTS

Secondary School: The term 'Secondary School' refers to the schools having classes IX to XII. But, in context of the present study, the word was used to mean all those schools having only Classes IX to XII in Karbi Anglong district of Assam.

Academic Achievement: In context of the present study, the word academic achievement refers to the aggregate percentage of scores obtained by the Class X students in their last Annual Examination on the different subjects like- General English, General Science, Social Science, Mathematics etc.

Government Schools. The term government school refers to all the Secondary Schools of Karbi Anglong district of Assam which is run by the Govt. of Assam. All the Provincialised schools were also included under this category.

Private Schools. The word private schools were used in this study to mean all the Secondary Schools in Karbi Anglong district of Assam which were run by the private agencies.

Delimitations of the Study: The study will be delimited in the following aspects:

- 1) The study will be limited to 4 blocks of Karbi Anglong district namely Bokajan, Howraghat, Lumbajong and Samelangso block.
- 2) The study will be restricted to the Provincialised and private schools.
- 3) The study will be limited to the class 10 students

3. METHODOLOGY

The descriptive survey method of research was chosen to conduct the current study. Both quantitative and qualitative approaches were used for data analysis in the present study.

3.1. POPULATION

Population comprised of all the 10427 Class X students studying 266 Secondary Schools of Karbi Anglong district of Assam. Out of these 266 schools, 85 were government/Provincialised and 181 were private Secondary Schools and 5013 students were male and 5414 students were female. (Source: Information collected from the Office of the Inspector of Schools, Karbi Anglong District).

3.2. SAMPLE

A total sample of 400 Class X students of Karbi Anglong district were selected from 20 co-educational Secondary Schools by adopting stratified random sampling technique. Out of these 200 students were male and 200 students were female. The number of government and private schools were also 10 respectively. Table 1 includes the sampled Secondary Schools of the study.

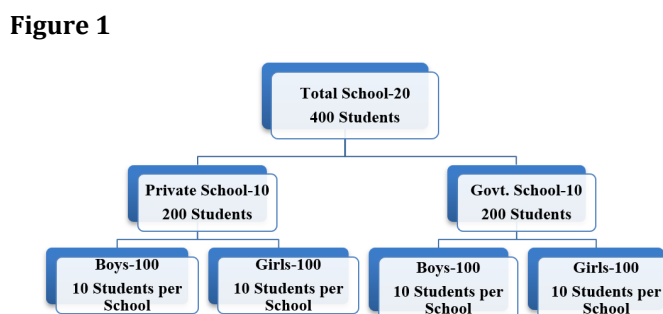
Table 1 List of Sampled Secondary Schools of Karbi Anglong District

Sl. No	Government Schools	Private Schools
1	Langhin Pamgaon Higher Secondary School	Langhin Baptist English High School
2	Dokmoka Higher Secondary School	Saint Xavier English High School
3	Phuloni higher Secondary School	Mount Sinai High School
4	Parakhowa High School	Church of Christ English School
5	Bakaliaghat Higher Secondary School	Rengbonghom Shevashram Sishu Vidya Niketon
6	Jeng Rongpi English High School	Pilgrim English Academy
7	Mohendijua High School	Nightingale English High School
8	Longnit High School	Oxford Model English High School
9	Hidipi English High School	St. Thomas High School, Hidipi
10	Dilai High School	Klirdap English High School

Source: Data collected through field study

The flow chart in figure 1 shows the sampled schools and students selected for the purpose of the present study.

Figure 1 Flow Chart of the Sample of the Present Study



3.3. TOOLS USED

A self-developed questionnaire for the Class X Students of Karbi Anglong district was prepared and used by the researcher for collecting data. A total of 21 items were included in the questionnaire on various issues like communication, management and administration, physical infrastructure, facilities available in schools, parents' education, family background and economic conditions of parents, engagement in house-hold activities etc.

The aggregate percentages of marks obtained by the Class X students of Karbi Anglong district in their previous Annual Examination (i.e., Class IX annual examination) of 2023 have been used as the measure of their academic achievement. This examination is uniformly conducted in the entire district by the district level examination board.

3.4. DATA COLLECTION

For the purpose of this study, data and relevant information were gathered from the month of September 2023 to January 2024. Both primary and secondary data were employed. By using a self-developed questionnaire, Class X

students provided primary data for the study. The secondary data were gathered from government statistics, books, journals, result gazettes, and the internet.

3.5. DATA ANALYSIS AND DISCUSSION

Through using several statistical approaches, the collected data were examined. Descriptive statistical techniques including mean, median, mode, standard deviation, skewness, and kurtosis were employed to investigate the levels of academic achievement of the Class X pupils of Karbi Anglong district. The t-test was used to analyze the academic performance of the sampled students in relation to their gender and the different school management types. When and as needed, graphical representations and the percentage of the scores were also used as shown below.

3.6. LEVELS OF ACADEMIC ACHIEVEMENT OF THE CLASS X STUDENTS OF KARBI ANGLONG DISTRICT

In the present study the aggregate percentages of marks (rounded off) obtained by the Class X students of Karbi Anglong district in their previous year annual examination (Class IX annual examination, 2023), were used as the index of their academic achievement. These scores were divided into six main categories of achievement viz., distinction (*scores ranges from 85 per cent and above*), star (*scores ranges from 75-84.99 per cent*), first division (*scores ranges from 60-74.99 per cent*), second division (*scores ranges from 45-59.99 per cent*), third division (*scores ranges from 30-44.99 per cent*), and fail (*scores ranges below 30 per cent*). The highest score obtained by the respondents on academic achievement was found to be 87 and the lowest score was 24.

Table2 shows the distribution of the Class X students of Karbi Anglong district on levels of academic achievement.

Table 2 Levels of Academic Achievement of the Class X Students of Karbi Anglong District

Sl. No.	Levels of Academic Achievement	Range of Scores	No. of Students	Percentage
1	Distinction	85 % and above	1	0.25%
2	Star Mark	75 % to 84.99 %	13	3.25%
3	1 st Division	60.00 % to 74.99 %	51	12.75%
4	2 nd Division	45.00% to 59.99 %	127	31.75%
5	3 rd Division	30.00 % to 44.99 %	172	43.00%
6	Fail	Below 30 %	36	9.00%
Total			N = 400	

Source: Data collected through field study

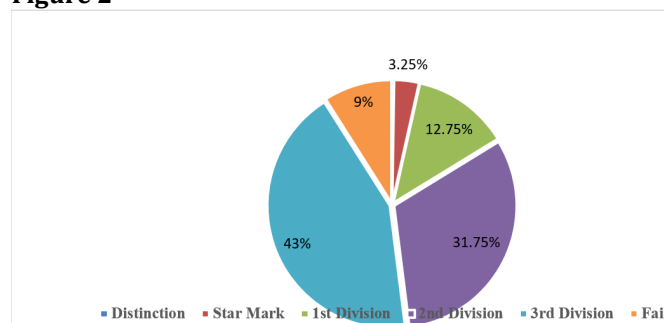
Table 2 reveals that highest number of the respondents i.e., 172 out of 400 (43.00%) were found to fall in the category of 'third division' academic achievement. Only one respondent (0.25%) fell in the 'distinction' category, and 36 (9.00%) respondents fell in the "failure" category of academic achievement. On the other hand, 13 (3.25 %) respondents fell in the 'star' and 51 (12.75%) in the 'first division' category. Again 127 (31.75%) respondents fell in the category of 'second division'.

On the basis of the above data, it can be concluded that the levels of academic achievement of the Class X students of Karbi Anglong district was in the category of *third division* as highest number of the respondent's i.e., 172 out of 400 (43.00%) scored between 30 to 44.99 per cent.

Figure 2 shows the distribution of the Class X students of Karbi Anglong district on their levels of academic achievement.

Figure 2 Distribution of the Class X Students of Karbi Anglong District on Levels of Academic Achievement

Figure 2



The variable-wise distribution of different measures on levels of academic achievement of the Class X students of Karbi Anglong district also shows a clear picture in this context which have been presented in table 4.2.

Table 3 Variable-wise Distribution of Different Measures on Levels of Academic Achievement of the Class X Students of Karbi Anglong District

Variables		Sample (N)	Mean (X)	Median (Mdn)	Standard Deviation (SD)	Skewness (sk)	Kurtosis (ku)
Types of Mngmt.	Govt. School	200	41.8	40	11.64	0.905	0.538
	Private School	200	48.315	45	13.41	0.522	0.408
Total		400	45.057	44	12.960	0.721	-0.060

Source: Data collected through field study

Table 3 reveals that the computed skewness indices of the academic achievement scores of all the variables are positive.

These positive indices of skewness (0.721) of all sample indicate that the distribution of academic achievement scores of the Class X students of Karbi Anglong district are skewed positively or to the right, i.e., the scores are massed at the low (or left) end of the scale and are spread out gradually towards the high or right end.

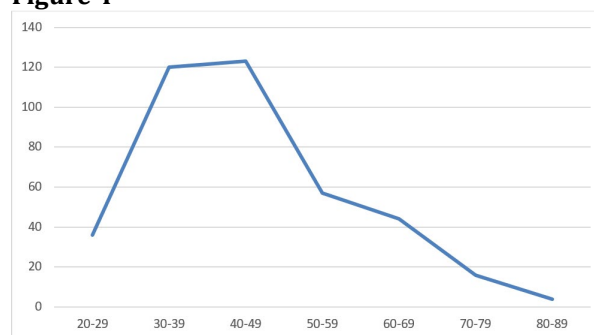
The computed indices of kurtosis (-0.060) of all the scores which is less than 0.263, indicate that the distribution of academic achievement scores is leptokurtic. Therefore, the scores are concentrated unevenly than the normal distribution and the shape of the curve is peaked than the normal one.

On the other hand, the computed negative indices of kurtosis in the distribution of the academic achievement scores also indicate that the distribution is leptokurtic. Therefore, the scores are mostly concentrated in same place or in some limited points than the normal distribution and the shape of the curves are more peaked than the normal one.

Figure 3 shows the frequency distribution on the levels of academic achievement of the Class X students of Karbi Anglong district.

Figure 3 Frequency Distribution on Levels of Academic Achievement of the Class X Students of Karbianglong District

Figure 4



The foregoing discussion makes it clear that the level of academic achievement of the Class X students of Karbi Anglong district in respect of their gender is almost the same. However, the academic achievements of the Class X students studying in private schools were found to be higher than their counter parts studying in government schools.

3.7. COMPARISON BETWEEN ACADEMIC ACHIEVEMENT OF THE CLASS X STUDENTS STUDYING IN GOVERNMENT AND PRIVATE SCHOOLS OF KARBI ANGLONG DISTRICT

In order to compare academic achievement of Class the X students studying in Government and Private Secondary schools of Karbi Anglong district, the 't' test was used. Table 4.3 shows the comparison of academic achievement of the Class X students studying in Government and Private Secondary Schools of Karbi Anglong district.

Table 4 Academic Achievement of the Class X Students Studying in Govt. & Private Schools of Karbi Anglong District

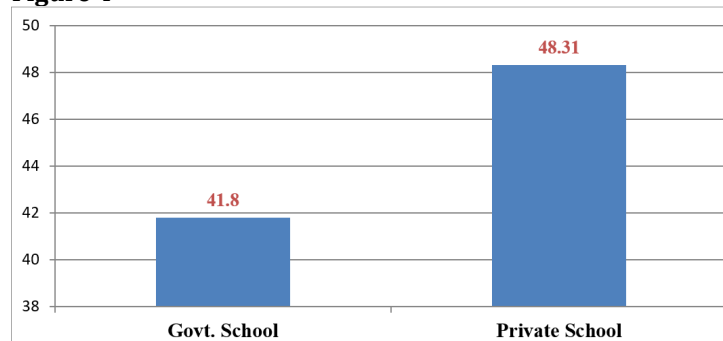
Types of Management	N	Mean	SD	df	t-value	Significance
Govt. School	200	41.8	11.64	398	5.17	Significant at .05 Level
Private School	200	48.315	13.41			

Source: Data collected through field study

Data presented in table 4 indicates that the calculated value of 't' was found to be 5.17 with 398 degrees of freedom which is significant at .05 level of significance. This means there is a significant mean difference between academic achievements of the Class X students studying in Government and Private Secondary Schools of Karbi Anglong district.

Figure 4 demonstrates mean difference between academic achievement of the Class X students studying in Government and Private Schools of Karbi Anglong district.

Figure 4 Frequency Distribution of the Class X Students of Karbianglong District on Levels of Academic Achievement

Figure 4


MAJOR FINDINGS

- 1) It was found that the level of academic achievement of class X students in Karbi Anglong district is below average.
- 2) The academic achievement of class X students in Karbi Anglong district of Assam was predominantly in the third division, with the highest number of respondents that is 172 out of 400, scoring between 30 to 44.99 percent.
- 3) It was also found that only one respondent that is 0.25% fell in the 'distinction' category, On the other hand, 13 respondents that is 3.25 % fell in the 'star' and 12.75% in the 'first division' category.
- 4) It was found that there is a significant mean difference between academic achievements of the Class X students studying in Government and Private Secondary Schools of Karbi Anglong district.

SUGGESTIONS

- 1) Students with low academic achievement levels should receive special guidance and counseling services by school authorities, parents and care takers.
- 2) The school authority should implement individualized learning plans for students who need extra help.
- 3) School authority should provide additional tutoring or remedial classes to students along with mentoring facilities.
- 4) School authority should increase communication with parents about their child's progress and how they can support learning at home.
- 5) Provide professional development for teachers on effective teaching strategies, classroom management and student engagement.
- 6) Create a supportive and conducive learning environment in classrooms, and ensure that classrooms are equipped with necessary resources and material.

4. CONCLUSION

Keeping in view the major findings of the present study, it is concluded that the level of academic achievement of secondary school students of Karbi Anglong is very deplorable. The academic performance of class X students in this district is largely concentrated in the third division, with only 0.25% achieving distinction and 12% achieving first division. Additionally, there is a significant mean difference in academic achievement between students attending government and private secondary schools.

Academic achievement occupies a central position in education and is regarded as the primary incentive for individual progress. With good academic result, a student can shape their life well. We know that every child is not the

same and their interest, intelligence, socio-economic status, financial condition of family, parental educational qualification etc. are not also same, which are greatly influence in the academic achievement of a student. But by conducting thorough assessments, providing targeted teacher training schools can better meet the diverse needs of their students. Individualized support, increased parental involvement, regular monitoring and feedback, along with enhanced support services, help in identifying and addressing challenges promptly.

Ultimately, the collaboration of teachers, parents, school authority and the community is essential in creating an environment where every student has the opportunity to succeed. Implementing these above mention suggestions collectively will lead to improved academic outcomes and better prepare students for future challenges.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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