



EFFECT OF ACADEMIC ACHIEVEMENT OF RESIDENTIAL SCHOOL STUDENTS WITH RESPECT TO FEW SELECTED VARIABLES

Dr Thimmaraju.T

Guest Faculty

Department of Education

Bangalore University

Bangalore 560056, Karnataka.

Abstract: Education is a comprehensive process that aims to develop a person's personality and prepare them for the challenges of life, enabling them to contribute to the advancement of society. The need to conduct a study on the academic achievement of residential school students is driven by several significant factors. Residential schools provide a unique educational setting where students not only receive academic education but also live away from their families. The objectives were To find whether there is any significant difference in the Academic Achievement of residential school boys and girls and residential school students belonging to urban and rural locality. The population of present study included all the students' studying 6th, 7th, 8th and 9th standards in residential schools of Mulabagal Taluk, Kolar District. The researcher selected a sample of 240 students by using a stratified random sampling technique over locality. T-test was the statistical technique used to analyze the data. Findings revealed that There is a significant difference in the Academic Achievement of residential school boys and girls." The residential school girls (M=77.113) had better achievement in academic than boys (M=68.655). There is no significant difference in the Academic Achievement of residential school students from urban and rural locality." It was concluded that the urban and rural residential school students had a similar type of achievement in academic.

Index Terms – Academic Achievement, Residential Schools, Variables

I. Background of the study:

Education plays a vital role in all aspects of society, including scientific, cultural and social domains. It not only influences our culture and behavior but also contributes to the progress of our nation. Education is a comprehensive process that aims to develop a person's personality and prepare them for the challenges of life, enabling them to contribute to the advancement of society. It encompasses the intellectual growth of individuals, making them civilized, refined and cultured. Education is considered the means to achieve a civilized and socialized society. It is a systematic process through which individuals acquire knowledge, skills, experiences and a positive attitude towards life. Education involves the deliberate transmission of accumulated knowledge, skills and values from one generation to the next. Education and academic achievement are closely intertwined. Education provides individuals with the knowledge, skills and tools necessary to succeed academically and thrive in various aspects of life. Academic achievement, on the other hand, is the measure of an individual's performance and accomplishments in an educational setting. Education plays a critical role in shaping academic achievement. It equips individuals with knowledge, skills and personal qualities that contribute to their

academic success. Academic achievement, in turn, opens doors to further educational and career opportunities, laying the foundation for personal growth, lifelong learning and overall success.

IMPORTANCE OF ACADEMIC ACHIEVEMENT:

Academic achievement holds significant importance in various aspects of an individual's life and society as a whole:

- **Career Opportunities:** High academic achievement opens doors to better career opportunities and higher earning potential. Many professions and industries require a certain level of educational attainment.
- **Contributions to Society:** Well-educated individuals are better positioned to make positive contributions to society. They can drive innovation, address societal challenges, and engage in community development.
- **Self-esteem and Confidence:** Success in academics boosts self-esteem and confidence. It instills a sense of accomplishment and motivation to set and achieve higher goals.
- **Social Mobility:** Academic achievement can be a path way to social mobility, allowing individuals from diverse backgrounds to improve their life circumstances and access better opportunities.

FACTORS AFFECTING ACADEMIC ACHIEVEMENT:

- **Socioeconomic Status:** Socioeconomic status is a significant determinant of academic achievement. Research by Sirin (2005) found a strong association between family income, parental education, and a student's academic success. Students from more affluent backgrounds tend to perform better academically due to access to resources and a supportive environment.
- **Parental Involvement:** The involvement of parents in a child's education plays a crucial role in academic achievement. Epstein's model of parental involvement (1986) highlights the importance of collaborative relationships between parents, teachers, and students in enhancing academic success.
- **Motivation and Self-regulation:** Motivation and self-regulation skills are vital for academic achievement. Self-determination theory (Deci & Ryan, 1985) emphasizes the role of intrinsic motivation in academic success.

NEED FOR THE STUDY:

The need to conduct a study on the academic achievement of residential school students is driven by several significant factors. Residential schools provide a unique educational setting where students not only receive academic education but also live away from their families. While numerous studies have explored the relationship between family environment and academic achievement in traditional day schools, there is a relative scarcity of research focusing on residential schools. The lack of specific research in this context highlights the need for a dedicated study to address the unique challenges and opportunities presented by residential schools. Understanding the impact of the family environment in residential schools can have a positive influence on the educational outcomes of students in these institutions. This research can help identify areas where family support and interventions can enhance academic achievement and overall well-being. Findings from such a study can have policy implications. Policymakers can use. The results to develop targeted strategies and support systems to improve the educational experiences and outcomes of students in residential schools. The present study focus on effect of academic achievement of residential schools with respect to few selected background variables.

Objectives of the study:

- To find whether there is any significant difference in the Academic Achievement of residential school boys and girls.
- To find whether there is any significant difference in the Academic Achievement of residential school students belonging to urban and rural locality.

II. Review of Related Literature:

Kumar (2023) analyzed the study on academic achievement of higher secondary school students in relation to their family relationship. The study was conducted on 140 higher secondary school students from different institutions of Pulwama district of J & K, India. The participants included 70 boys and 70 girls from various institutions. Appropriate sample technique was used to select the sample. Family Relationship Inventory (FRI) developed by Sherry and Sinha (2011) was used to study the family relationship and marks scored in the previous class were used to assess the academic achievement.

Zhao and Zhao (2022) studied the impacts of family environment on adolescents' academic achievement: The role of peer interaction quality and educational expectation gap. The current study uses a two-wave longitudinal survey to explore the influence mechanism of the family environment on adolescents' academic achievement. The family environment is measured by parents and children's reports, including family atmosphere, parent-child interaction, and family rules, to reveal the mediating effect of adolescents' positive or negative peers between the family environment and academic achievement, and whether the gap between self and parental educational expectation plays a moderating effect. This study uses the data of the China Education Panel Study (CEPS); the survey samples include 9,449 eighth-grade students (Mean D 13.55 years, SD D 0.70), establishing a multilevel moderated mediating effect model. The results showed the family environment and peer interaction quality can positively predict adolescents' academic achievement. Using the KHB test, peer interaction quality plays a partial mediating role in the process of family environment positively affecting academic achievement, and the mediating ratio is 27.5%. The educational expectation gap moderates the effect of the family environment on academic achievement and also on peer interaction quality.

III. Research Methodology:

The population of present study included all the students' studying 6th, 7th, 8th and 9th standards in residential schools of Mulabagal Taluk, Kolar District. The researcher selected a sample of 240 students by using a stratified random sampling technique over locality. T-test was the statistical technique used to analyze the data.

IV. ANALYSIS AND INTERPRETATION OF THE DATA

HYPOTHESIS-1 : THERE IS NO SIGNIFICANT DIFFERENCE IN THE ACADEMIC ACHIEVEMENT OF RESIDENTIAL SCHOOL BOYS AND GIRLS.

TABLE-1; TABLE SHOWING THE NUMBER (N), MEAN, S.D. (STANDARD DEVIATION), 'T' VALUE AND LEVEL OF SIGNIFICANCE IN THE ACADEMIC ACHIEVEMENT SCORES OF RESIDENTIAL SCHOOL BOYS AND GIRLS.

Variable and Groups		N	Mean	S.D.	't' value	Level of Significance
Sex	Boys	120	68.655	15.180	5.17	Significant at 0.01 level
	Girls	120	77.113	9.538		

The above table-1 shows that the Academic Achievement of residential school boys and girls with the mean value are 68.655 and 77.113 respectively. The obtained 't' value is 5.17 which is greater than the table value of 2.60 at 0.01 levels (df=238) and thus it is significant at 0.01 level. Hence, the above stated null hypothesis-1 is rejected and in its place an alternative hypothesis has been formulated that is "there is a significant difference in the Academic Achievement of residential school boys and girls." The residential school girls (M=77.113) had better achievement in academic than boys (M=68.655).

HYPOTHESIS-2: THERE IS NO SIGNIFICANT DIFFERENCE IN THE ACADEMIC ACHIEVEMENT OF RESIDENTIAL SCHOOL STUDENTS FROM URBAN AND RURAL LOCALITY.

TABLE-2 ; TABLE SHOWING THE NUMBER (N), MEAN, S.D. (STANDARD DEVIATION), 't' VALUE AND LEVEL OF SIGNIFICANCE IN THE ACADEMIC ACHIEVEMENT SCORES OF RESIDENTIAL SCHOOL STUDENTS FROM URBAN AND RURAL LOCALITY.

Variable and Groups		N	Mean	S.D.	't' value	Level of Significance
Locality	Urban	120	72.174	13.979	0.83	Not significant @0.05 level
	Rural	120	73.594	12.691		

The above table-2 shows that the Academic Achievement of residential school students from urban and rural locality with the mean value are 72.174 and 73.594 respectively. The obtained 't' value is 0.83 which is less than the table value of 1.97 at 0.05 levels (df=238) and thus it is not significant even at 0.05 level. Hence, the above stated null hypothesis-2 is accepted that "there is no significant difference in the Academic Achievement of residential school students from urban and rural locality." It was concluded that the urban and rural residential school students had a similar type of achievement in academic.

V. Findings of the study:

- There is a significant difference in the Academic Achievement of residential school boys and girls." The residential school girls (M=77.113) had better achievement in academic than boys (M=68.655).
- There is no significant difference in the Academic Achievement of residential school students from urban and rural locality." It was concluded that the urban and rural residential school students had a similar type of achievement in academic.

VI. Discussions & Suggestions:

- **Parental Engagement and Support:** Encourage active parental involvement in their children's education. This can include attending parent-teacher meetings, monitoring homework and participating in school activities. Schools can provide resources and information to parents to help them support their children's learning at home.
- **Communication Channels:** Establish clear and open lines of communication between parents and teachers. Regular updates on students' progress, behavior, and areas that need improvement can help parents stay informed and engaged.
- **Family Education Workshops:** Organize workshops for parents on how to support their children's education effectively. These workshops can cover topics like study habits, effective communication, and how to create a conducive home environment for learning.
- **Access to Learning Resources:** Ensure that students have access to necessary learning resources at home. This includes books, a quiet study space and a computer or internet access for research and assignments.
- **Positive Reinforcement:** Encourage parents to provide positive reinforcement and praise for their children's academic efforts and achievements. This can motivate students to perform better and take

their studies seriously.

- **Balanced Schedules:** Emphasize the importance of a balanced daily routine that includes study time, recreational activities and family time. This can prevent burnout and ensure students are motivated and focused.
- **Stress Management:** Offer resources or workshops on conflict resolution and stress management within the family. Reducing conflicts at home can create a more conducive environment for learning.
- **Counseling Services:** Make counseling services available to students and their families to address any emotional or psychological barriers to academic success.
- **Regular Feedback:** Provide regular feedback to parents on their involvement in their children's education. Acknowledge and appreciate their efforts and encourage continuous improvement.
- **Continuous Training for Teachers:** Ensure that teachers are trained in fostering a supportive classroom environment and working collaboratively with parents. Teachers can also be trained in addressing diverse learning needs.

By implementing these suggestions, residential schools can create a more supportive and conducive family environment that positively influence students' academic achievement and overall development.

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