

A Study of Academic Achievement in Relation to Gender and Schooling

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ABSTRACT

Academic results that show how well a student has met their learning objectives are referred to as academic achievement. Achievement is defined as an endeavour that is accomplished through hard work (Simpson & Weiner, 1989). School is the most significant place where they first come into contact with the working world. Schools play a crucial role in the development of many aspects, such as intellectual, emotional, moral, social, etc. The present research paper is an attempt to study of academic Achievement in relation to gender and types of school. The study was conducted with 200 students (100 male and 100 female) from government and private schools (situated at Varanasi city) with aged 13-18 years, who were studying in classes VII to XII. The findings showed a significant difference between government and private schools on the measure of academic achievement.

Keywords: *Academic achievement, Types of School, Gender, Government school, Private school*

Achievement is defined as an endeavour that is accomplished via hard work. (Simpson & Weiner, 1989). Academic success is predicted by intrapersonal aspects such as intrinsic motivation, parental involvement and institutional (e.g., types of school, quality of school) factors. Academic success is significant in and of itself because it indicates a healthy adolescent transition and because it paves the way for subsequent educational and professional prospects. Academic achievement can be used as a strategy for improving living conditions, social change, and the quantity and quality of human resources available to a country. It acts as a national standard for intellectual equality across borders. An individual's worth can also be determined by their academic performance. Academic success pertains to the degree to which a person fulfils or surpasses educational standards within a particular setting. It is a complex idea that encompasses diverse forms of accomplishment in educational settings, frequently assessed through various methods. The Education system emphasises academic achievement among college students, and the students also place significant emphasis on their performance in academics.

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Academic achievement is a broad concept that extends beyond grades and test scores. It is an illustration of an individual's performance in an educational environment, encompassing a variety of traits and outcomes. Some of the most important characteristics of academic success are, Acquiring knowledge pertains to the breadth and profundity of understanding within specific domains. demonstrating a thorough comprehension of the key concepts, being able to use knowledge to solve problems, and being aware of the links across numerous subject areas.

Skill development includes developing a variety of abilities necessary for successful learning and academic achievement. Research and information literacy abilities, self-management and organising abilities, critical thinking and problem-solving abilities, and written and oral communication abilities. Personal growth refers to the cultivation of favourable attitudes, actions, and traits that support both lifetime learning and academic achievement. An insatiable curiosity, a passion for learning, drive and tenacity, self-assurance and a good self-image, intrinsic motivation, and the desire to better oneself. Engagement and participation refers to a person's active participation and effort in their educational process. Attending courses on a regular basis, finishing assignments, participating fully in debates and activities, asking questions and getting explanation, and taking the initiative to learn material outside of the curriculum.

Resilience and adaptability: These terms describe the ability to bounce back from setbacks, overcome challenges, and adjust to new learning environments. The capacity to learn from mistakes, adapt to different teaching methods, remain strong in the face of academic disappointments, effectively manage time, and juggle several obligations. Particular context: Academic achievement differs widely depending on the learner, the educational system, and the cultural context. Success criteria and expectations might change based on several factors. One country may have different expectations for a student who excels in science than another. Individual learning styles and aptitudes also have an impact on how achievement is defined and evaluated. Dynamic and evolving: Academic achievement is ever-changing. It's a continuous process that evolves as a learner moves along in their academic career. Different skills and qualities may be required for different academic phases, and a person's development may change throughout time.

For every person, school is the most significant place where they first come into contact with the working world. Schools play a crucial role in students' growth and have an impact on their motivation to learn. The development of many conceptions and abilities—intellectual, moral, social, etc. necessary for public competency is the primary focus. The most important thing for any schools is students' academic progress and success. There could be disastrous repercussions if the emotional and affective domain is ignored as an essential and vital role for communities and schools. Combining the academic (cognitive), behavioral (activity), and affective (emotional) components is necessary to handle the complex issues facing education. Developing into responsible, emotionally secure adults is necessary for both teachers and students to meet the challenges that face public education. Enhancing personal accountability and emotional intelligence is essential to complementing behavioral and academic gains.

Kaya (2021) conducted a study with 54,426 participants in 81 independent samples 2021. The study's findings showed a modest but positive correlation between students' academic success and well-being. There was no significant difference in the mean effect size between the various academic fields and well-being domains.

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Another literature investigated a study of adjustment on academic achievement of high school students and the study conclude that adjustment and academic achievement cause significant difference between male and female students, government and private school students and rural and urban school students do not cause any significant difference between adjustment and academic achievement (Yellaiah, 2012).

Sex is a powerful determinant of human behavior, and research has shown that boys and girls differ greatly in terms of attitude, behavior, and academic success. Girls' accomplishment level was found to be greater than boys' in terms of both sex and academic achievement. According to Kolesnik (2009), girls consistently outperform boys in elementary and high school academic attainment. Significant shifts in the roles of sex have occurred throughout the last 20 years. This finding clearly calls for comprehensive investigation to determine if sex influences academic success in any way.

The development of child is influenced by various factors of school like size, population, age, type of school and most importantly its social culture. The present study was undertaken to study academic achievement of male and female students in relation to the different types of school environment (Government and private school).

Government Schools

These are also known as public schools. Since, the government provides nearly all of the money, their school fees are very low. The federal government, state governments, public sector enterprises, or independent groups that receive complete government funding oversee these schools. This group includes government-run schools, whether they be municipal, state, or federal. State rules are typically followed by public schools when determining their curriculum, methods of assessment, class sizes, etc. government-managed funds, budgets, and administrative assistance.

Private Schools

These schools are controlled by private bodies with little funding from the government or no funding at all from the government. These schools have their own management, policies and set of standards to follow. The private schools are of two types: Private Aided Schools: Schools run by private management but funded largely by government's 'grant-in-aid', are referred to as private aided schools or Semi-Government Schools. These are the schools which are partly funded by government and partly by private organizations. Private Unaided Schools: These schools are run by private management or individual and do not receive any grant or maintenance from any level of government.

Objectives of the study

To find out gender difference on Academic achievement among students.

To explore a significant difference among government and private school students.

METHODOLOGY

Sample

The present study was conducted with 200 students (100 male and 100 female) from government and private schools (situated at Varanasi city) with aged 13-18 years, who were studying in classes VII to XII. The Mean age of the students is 15.095. The sample was collected through Convenience Sampling method.

Tool & Procedure:

- **General demographic information:** To collect the data, there was used a questionnaire to record the general demographic information of the students. It contains the name, class, school name, school sector, gender, age, academic scores (scores received in previous class), birth order, parents occupation, size of family, and monthly income of the family.
- **Academic Achievement:** Academic achievement of the students would be considered as the average percentage of marks received by them in annual examination of previous year class which was conducted by their respective schools or boards. All the schools were having same affiliation and catered to the needs of low to high socio-economic status groups.

RESULT

The t-test table reveals students in private schools (M = 83.29, SD = 8.960) scored significantly higher on average than students of government schools (M = 78.03, SD = 11.90) and there was a statistically significant difference between government and private school students on academic achievement (t= -3.53, p<0.01).

Table 1: t-value of government and private sector schools on academic achievement.

Variable	Government (N=100)		Private (N=100)		t-value
	M	SD	M	SD	
Academic Achievement	78.03	11.90	83.29	8.96	-3.53**

**p< 0.01

The table 2 indicate that there is a statistically significant difference (t = 3.40, p < .01) between male (M = 74.18, SD = 12.21) and female (M = 81.88, SD = 10.35) students of government school while male and female students of private school are not significantly differ from each other on the academic achievement measure.

Table 2. t-value of female and male students of Govt & Pvt school students on academic achievement

		Male (N= 50)	Female (N = 50)	t- value
		Govt School	M	74.18
	SD	12.21	10.35	
Pvt School	M	81.64	84.94	1.86ns
	SD	8.76	8.93	

**p<0.01, ns= non-significant

The results of t-tests shows that there is a statistically significant difference (t = 3.70, p < .01) on the academic achievement scores of female students (M = 83.41, SD = 9.74) and male students (M = 77.61, SD = 11.22).

Table 3. t-value of female and male students on academic achievement.

Variable	Female (N=100)		Male (N=100)		t-value
	M	SD	M	SD	
Academic Achievement	83.41	9.74	77.51	11.22	3.70**

**p<0.01

Figure 1: Mean of female- male of Govt - Pvt school students on Academic achievement

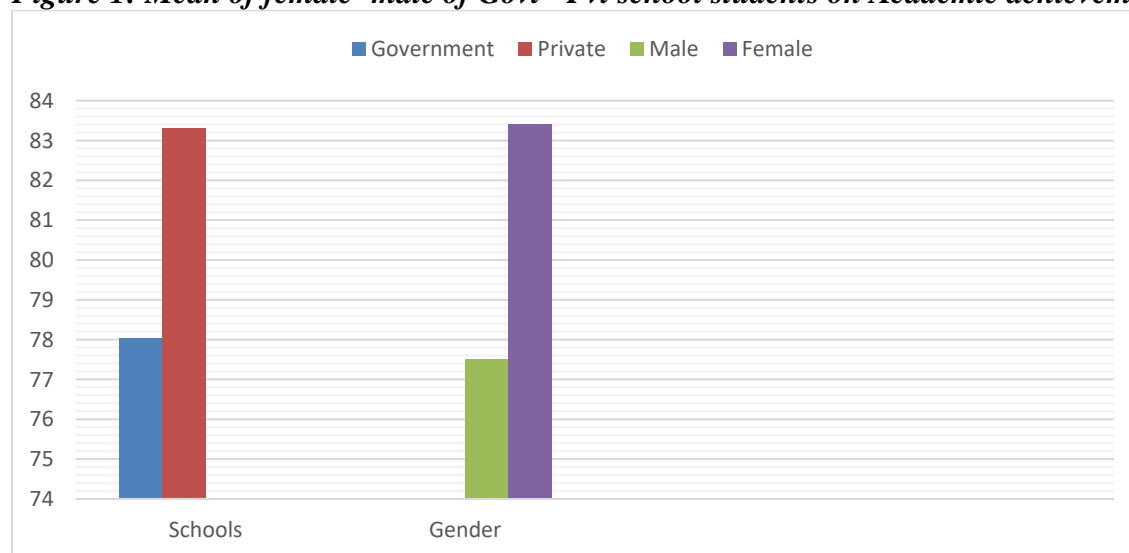


Figure 1 indicates Mean-scores of female and male on Academic achievement as well as Mean scores of Govt - Pvt school students on Academic achievement.

DISCUSSION

The findings show that the academic achievement of students of government schools is lower than that of private schools. It means private school students scored higher on academic achievement measure as compared to government school. The results also indicate that there was found a statistically significant difference between male and female students of government school while male and female students of private school are not significantly differ from each other on the academic achievement measure and there was also found a statistically significant difference between the entire sample of male and female on the academic achievement. Private schools provide exposure to its students in different fields of study as well as co-curricular activities and sports which the government schools fail to match that level of competence. This is because the teachers of private schools are more hardworking and strive for better results with their students, whereas, the teachers of government school appear to strive for much security and less pressure and there are less resources in government schools. The finding of the study is supported by the research Academic Performance: A Comparative Study between Public and Private Secondary Schools in Nepal. The private secondary school performed better than the public secondary school, according to approximately six out of eight teachers and parents, because it recruited qualified teachers, paid their teachers well, provided teaching and learning tools, had a well-established school management team control system, and had a sound enrollment system for students (Kunwar (2021), There is better opportunities and a conducive environment in private schools that fosters expression of emotions. Whereas, in government schools, at

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many places the enrollment of students is very low due to the lack of infrastructure facility for the school. This leads to poor turnout of students to school which ultimately leads to poor expression and appraisal of emotions in government school students. This finding is supported by the study of Jing et.al, (2024). According to Kolesnik (2009), girls consistently outperform boys in elementary and high school academic attainment.

Implications

The study investigates the connection between male and female students' academic achievement and different school. The study recommends a comprehensive thoughts into account not only academic success but also schooling and gender. Schooling is a continuous process and it helps us to know the world very vastly as well as reasonably. Government and Private schools both are taking care of the responsibilities of the education. This study is helpful to apprehend this important factor (schooling).

Limitations

- Some other factors such as, personal and family were not included in the study which might have given some insight into the causes of the behaviour.
- Due to a small sample of students, the study has a limited generalisability.

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Conflict of Interest

The author(s) declared no conflict of interest.

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