

# ACADEMIC ACHIEVEMENT AMONG YOUTH OF JAMMU.

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## ABSTRACT

The present research was undertaken on Academic Achievement among youth of Jammu District. The sample for the study comprised of 120 youth, out of which 60 respondents (30 male and 30 female) in the age group of 18-22 years were from urban areas and 60 (30 male and 30 female), from the same age group, were from rural areas. They were selected from Government Colleges of Jammu. The tool used for the study was Performa for Background Information, which included the Academic achievement in Classes 10<sup>th</sup> and 12<sup>th</sup>. Mean age of the respondents (both male and female) was 19 years. Most of the respondents from both urban and rural areas resided in the nuclear families. Most of the male respondents were studying in 2<sup>nd</sup> Semester and most of the female respondents were in 4<sup>th</sup> Semester, of their Graduate Degree Program. Most of urban respondents had obtained 50-60% of marks and fall in the category of 'Above Average' Academic Achievement, whereas most of the rural respondents had scored 70-80% of marks and fall in the range of 'Very Good' in Academic Achievement, in class 10<sup>th</sup>. Results reveal significant sex difference in Academic Achievement in class 10<sup>th</sup>. Most of the urban and rural respondents had obtained 60-70% of marks and fall in the category of 'Good' Academic Achievement, in class 12<sup>th</sup>. Significant sex differences were observed in Academic Achievement in class 12<sup>th</sup>.

**Keywords:** Academic Achievement, Youth

## INTRODUCTION

Academic Achievement means the acquired knowledge by individual from the school. Academic Achievement or Academic performance is the outcome of education- the extent to which a teacher or institution has achieved their educational goals. Academic Achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are more

important. According to Lawrence (2012) Academic Achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade points, average and degrees.

Academic Achievement occupies a very important place in education as well as in learning process. It has become an index of child's future in this competitive world. It has been one of the most important goals of the educational process. Depending upon the level of achievement, individuals are characterized as high achievers, average and low achievers. It means the achievements of pupils in the academic subjects. Students, colleges and universities have no worth without student. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student academic performance. The students performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009). The extent of student's learning in academics may be determined by the grades that a student earns for a period of learning that has been done. It is believed that a grade is the primary factor that indicates such learning. If a student earns high grades it is concluded that they may also have learned a lot while low grades indicate lesser learning.

### **FACTORS THAT AFFECT STUDENT'S ACADEMIC ACHIEVEMENT:-**

- The support and availability of the parents, their financial situation and standard of living. It has been observed that students in socioeconomically disadvantaged areas get lower marks.
- The geographical location of the educational institution.
- The grouping together, in certain schools, of students with severe learning difficulties, or with problems associated with psychosocial integration in special education classes.
- The various practices pertaining to the student admission requirements. Some educational institutions admit students indiscriminately, whereas other selects them on the basis of previous academic achievement or their results on aptitude tests.

### **RESEARCH METHODOLOGY**

The present study was undertaken to know the Academic Achievement of college going students.

## SAMPLE

The sample of 120 Youth from rural and urban area of Jammu district were selected for the study. The sample further comprised of 30 males and 30 females from rural areas and 30 males and 30 females from urban areas. For the purpose of study District Jammu was selected purposively. From the urban and rural areas of Jammu, a list of colleges was prepared and out of them two colleges from urban and two colleges from rural areas was selected randomly. Further from each college 15 girls and 15 boys were selected, by using lottery method. They were listed as per their residence. Those studying in city colleges and belonging to rural areas were not included as the sample, similar criteria was followed for the selection of sample from rural areas.

## TOOLS USED FOR THE STUDY

- ❖ **Academic Achievement:-** Aggregate % of marks obtained by the sample in their 10<sup>th</sup> and 12<sup>th</sup> class examination were collected and treated as in indicators of academic achievement. It was analyzed as below, looking at the University Criteria.

### Academic Achievement category

Category	Range
Below Average	40-50
Above Average	50-60
Good	60-70
Very Good	70-80
Excellent	80-90
Outstanding	90-100

## DATA COLLECTION:-

Before finalizing the tool for data collection, pretesting was done on a sample of 20 (10 male and 10 female) students to ensure the validity of scales. After pretesting, no need for modifications was felt and the

tools were finalized for data collection. After finalizing the tool, the data was collected by visiting the selected Government Colleges in rural (R.S Pura and Bishnah) and urban (Canal road and Ambedkar road) areas of Jammu. It took one month for data collection. It was not easy to get information from the sample. Researcher introduced herself and objectives of her study to build the rapport with respondents. A verbal consent from the respondents, prior to interview, was obtained. They were ensured the confidentiality of their responses.

**DATA ANALYSIS:-**

Data was subjected to both content and statistical analysis. Frequencies, percentages, chi-square, Mean, Standard deviation, t-test, ANOVA and correlation were calculated to describe and compare the data. The data has been presented in the form of tables, figures and diagrams.

**RESULTS AND DISCUSSION**

**2. BACKGROUND INFORMATION OF THE RESPONDENTS:-**

**Table No. 1.1:- Age wise distribution of the respondents (Area wise)**

Age (in Years)	Urban(n=60)			Rural(n=60)		
	Male(n=30) N (%)	Female(n=30) N(%)	Total(n=60)	Male(n=30) N(%)	Female(n=30) N(%)	Total(n=60)
18-20	19 ( 31.66)	25(41.66)	44(36.66)	21(35)	24(40)	45(37.5)
21-23	11(18.33)	05(8.33)	16(13.33)	09(15)	06(10)	15(12.5)
Mean S.D	20±1.17	19.90±.88		19.73±1.36	19.26±1.04	

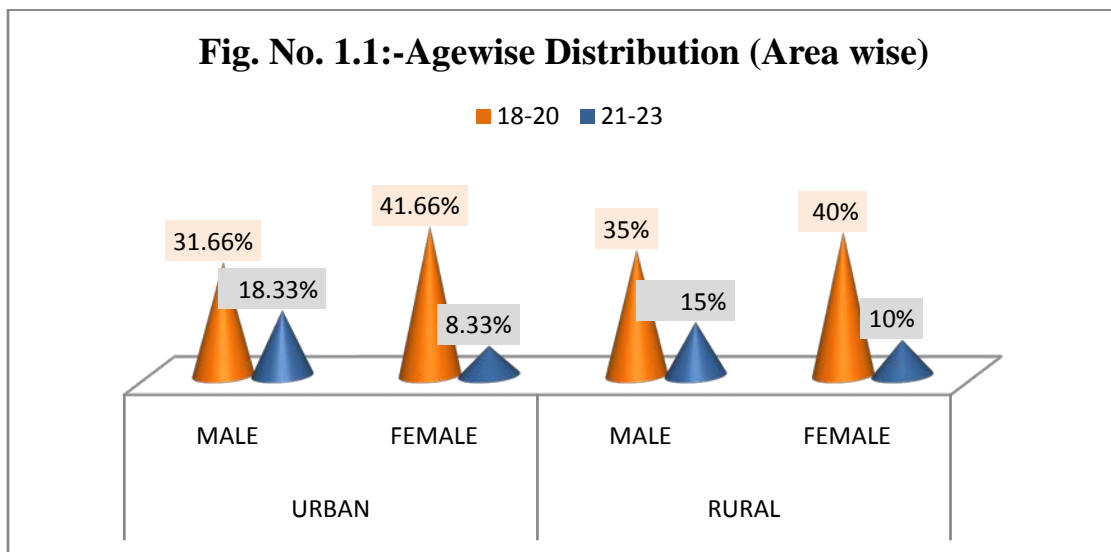


Table 1.1 and its figurative presentation(Fig. no. 1.1) indicate that majority of the urban and rural respondents (36.66% and 37.5% respectively) were in the age group of 18-20 years. From **Urban areas**, majority of the male and female respondents (31.66% and 41.66% respectively) were in the age group of 18-20 years whereas 18.33% male and 8.33 % female respondents were in the age group of 21-23 years. From **Rural areas**, majority of the male and female respondents (35% and 40% respectively) were in the age group of 18-20 years whereas 15% male and 10% female respondents were in the age group of 21-23 years.

Mean age of urban male was  $20.16 \pm 1.17$  i.e 20 years and urban female was  $19.90 \pm 0.88$  i.e 19 years whereas mean age of rural male was  $19.73 \pm 1.36$  i.e 19 years and rural female was  $19.26 \pm 1.04$  i.e 19 years. They were all in their early adulthood.

**Table No. 1.2:- Age wise distribution of the respondents (Sex wise)**

Age (in Years)	Male(n=60) N(%)	Female(n=60) N(%)	Total(n=120)
<b>18-20</b>	<b>40 (66.66)</b>	<b>49(81.66)</b>	<b>89(74.16)</b>
<b>21-23</b>	20(33.33)	11(18.33)	31(25.8)
<b>Mean S.D</b>	<b>19.95±1.28</b>	<b>19.58±1.01</b>	<b>19.76±1.16</b>

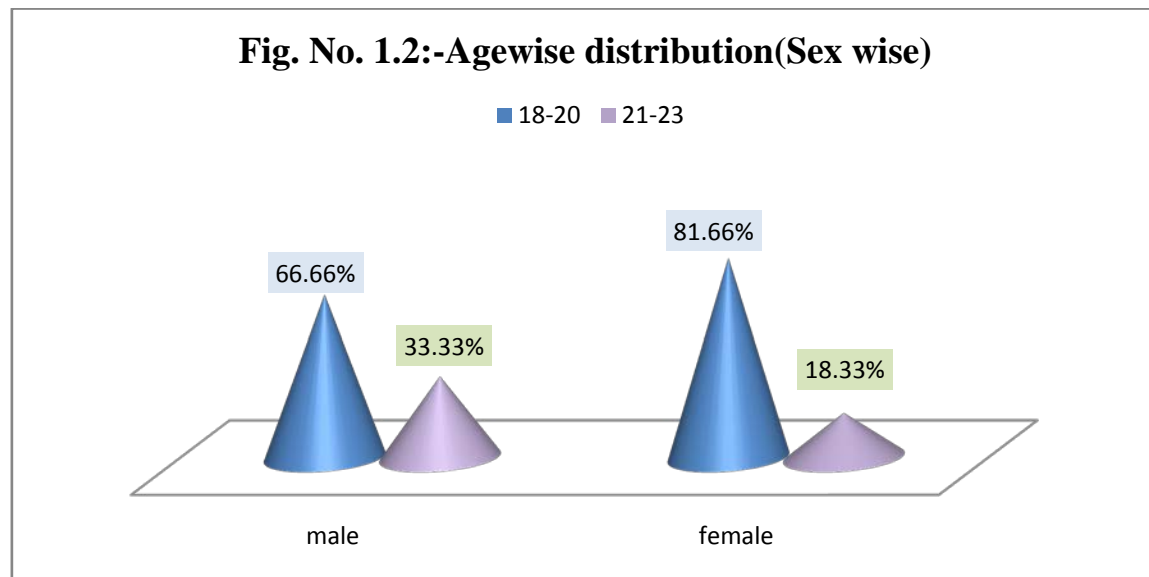


Table 1.2 and its figurative presentation(Fig. no. 1.2) indicate that majority of the respondents (74.16%) were in the age group of 18-20 years. Majority of the male respondents (66.66%) and female respondents

(81.66%) were in the age group of 18-20 years. It can be concluded that the mean age of the male respondents was  $19.95 \pm 1.28$  i.e 19 years and female respondents was  $19.58 \pm 1.01$  i.e 19 years.

**Table No. 1.3:- Type of the family of the respondents (Area wise)**

Type Of The Family	Urban(n=60)			Rural(n=60)		
	Male(n=30) N(%)	Female(n=30) N(%)	Total(n=60)	Male(n=30) N(%)	Female(n=30) N(%)	Total(n=60)
<b>Nuclear</b>	<b>18(30)</b>	<b>19(31.66)</b>	<b>37(30.8)</b>	<b>25(41.66)</b>	<b>22(36.66)</b>	<b>47(39.16)</b>
<b>Joint</b>	12(20)	11(18.33)	23(19.16)	05(8.33)	08(13.33)	13(10.8)
$\chi^2$	<b>0.07 NS</b>			<b>0.88 NS</b>		

NS=Non Significant

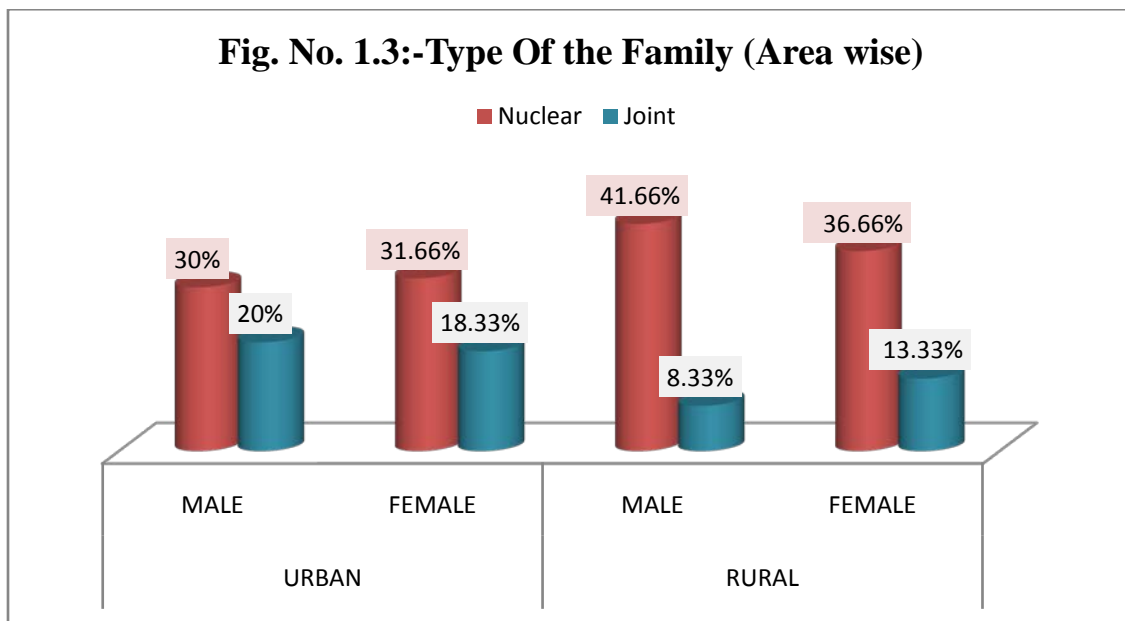


Table no.1.3 and its figurative presentation (Fig. no. 1.3) indicate that majority of the urban and rural respondents (30.8% and 39.16% respectively) reside in the nuclear families. Majority of male and female respondents from both **Urban** and **Rural** areas (Urban males 30%, Urban females 31.66%, Rural males 41.66% and Rural females 36.66% respectively) reside in the nuclear families. Results further reveal that more respondents from urban areas (20% male and 13.33% female) reside in joint families as compared to respondents from the rural families. Chi square value reveals insignificant area wise differences in the type of family of the respondents.

**Table No. 1.4:- Type of the family of the respondents (Sex wise)**

Type Of The Family	Male(n=60) N(%)	Female(n=60) N(%)	Total(n=120)
<b>Nuclear</b>	<b>43 (71.66)</b>	<b>41(68.33)</b>	<b>84(70)</b>
<b>Joint</b>	17(28.33)	19(31.66)	36(30)
$\chi^2$	<b>0.15 NS</b>		

NS= Non Significant

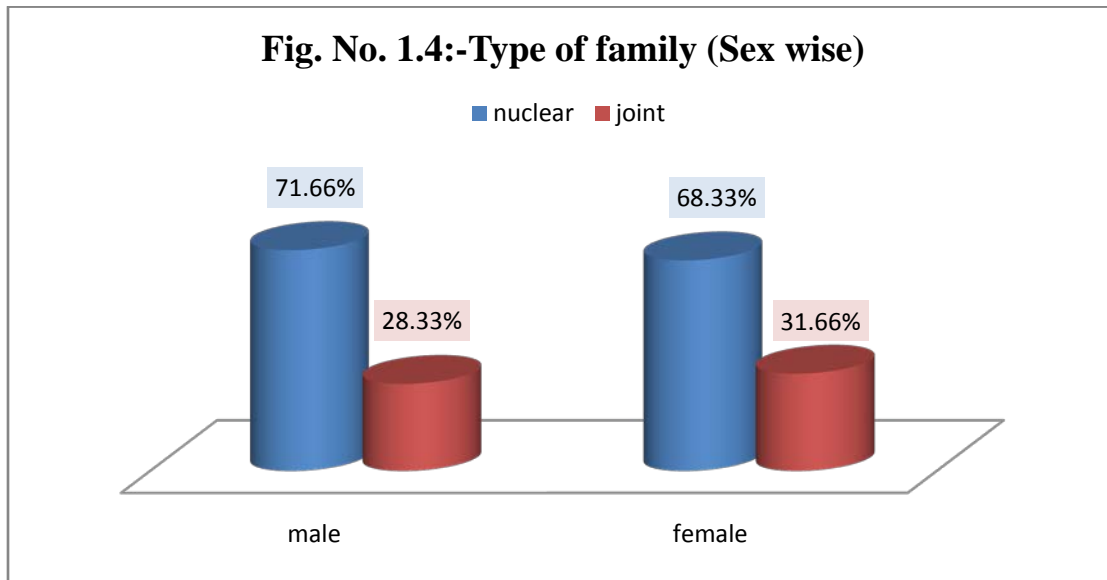


Table no.1.4and its figurative presentation (Fig. no. 1.4) indicate that majority of the respondents (70%) reside in the nuclear families. Majorityof the male and female respondents (71.66% and 68.33% respectively) reside in the nuclear families.Chi square value reveals insignificant sex wise differences in the type of family of the respondents.

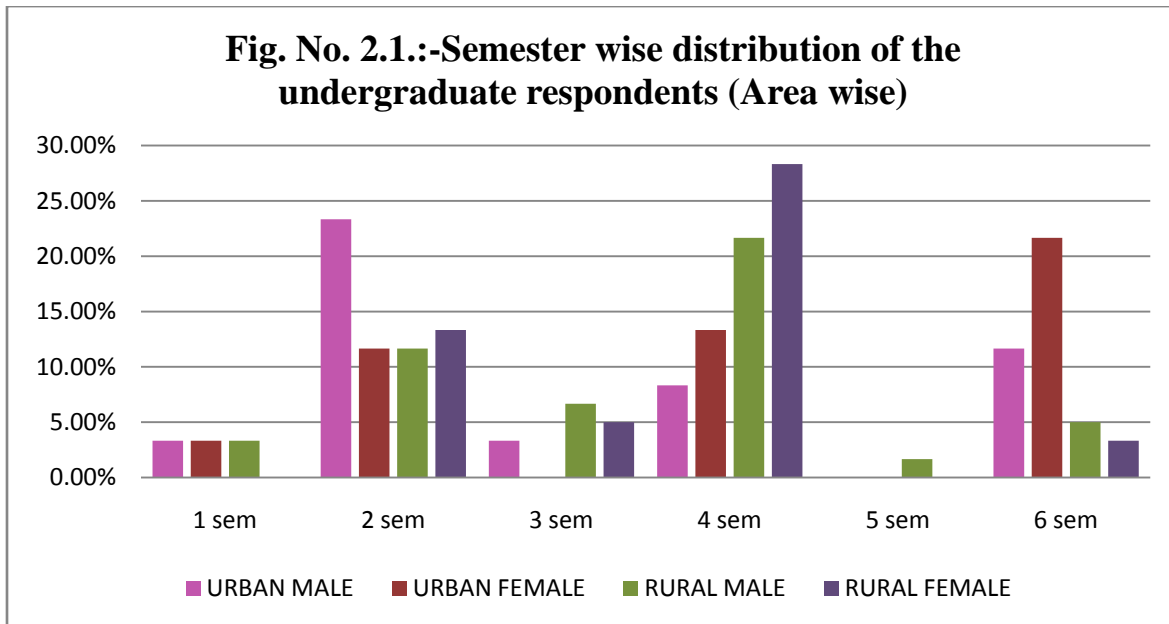
## 2 EDUCATIONAL STATUS OF THE RESPONDENTS

**Table No. 2.1:- Semester wise distribution of the Undergraduate respondents (Area wise)**

Semester wise Distribution In UG	Urban(n=60)		Total (n=60)	Rural(n=60)		Total (n=60)
	Male(n=30) N (%)	Female(n=30) N(%)		Male N(%)	Female N(%)	
<b>1st Sem</b>	02(3.33)	02(3.33)	4(3.33)	02(3.33)	00(0)	2(1.6)
<b>2nd Sem</b>	<b>14(23.33)</b>	07(11.66)	21(17.5)	07(11.66)	08(13.33)	15(12.5)
<b>3rd Sem</b>	02(3.33)	00(0)	02(1.6)	04(6.66)	03(5)	7(5.8)

<b>4th Sem</b>	05(8.33)	08(13.33)	13(10.83)	<b>13(21.66)</b>	<b>17(28.33)</b>	<b>30(25)</b>
<b>5th Sem</b>	00(0)	00(0)	00(0)	01(1.66)	0(0)	1(0.8)
<b>6th Sem</b>	07(11.66)	<b>13(21.66)</b>	20(16.66)	03(5)	02(3.33)	5(4.1)
$\chi^2$	<b>6.82 NS</b>			<b>3.94 NS</b>		

NS= Non Significant



The study was carried out on the sample studying in the Undergraduate Program. Table No. 2.1 and its figure presentation (fig no. 2.1) show that most of the urban respondents (17.5%) were studying in 2<sup>nd</sup> semester and most of the rural respondents (25%) were in 4<sup>th</sup> semester. From urban areas, most of the male respondents (23.33%) were studying in 2<sup>nd</sup> semester whereas most of the female respondents (21.66%) were in 6<sup>th</sup> semester. From rural area, most of the male and female respondents (21.66% and 28.33% respectively) were studying in 4<sup>th</sup> semester. Chi square value reveals insignificant differences regarding area wise differences in the education of the undergraduate respondents.

**Table No. 2.2:- Semester wise distribution of the Undergraduate respondents (Sex wise)**

Semester wise Distribution In UG	Male (n=60) N(%)	Female(n=60) N(%)	Total (n=120)
<b>1st Sem</b>	04(6.66)	02(3.33)	6(5)



<b>2nd Sem</b>	<b>21(35)</b>	15(25)	36(30)
<b>3rd Sem</b>	06(10)	03(5)	9(7.5)
<b>4th Sem</b>	18(30)	<b>25(41.66)</b>	<b>43(35.8)</b>
<b>5th Sem</b>	01(1.66)	00(0)	1(0.8)
<b>6th Sem</b>	10(16.66)	15(25)	25(20.8)
$\chi^2$	<b>5.80 NS</b>		

NS= Non Significant

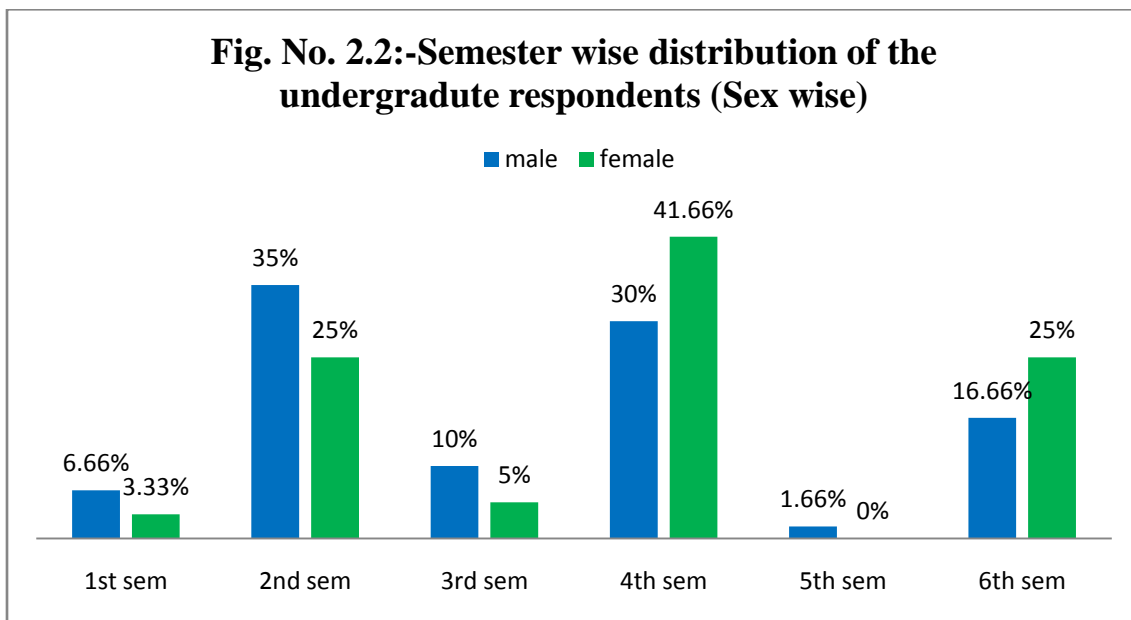


Table No. 2.2 and its figurative presentation (fig. no. 2.2) show that majority of the respondents (35%) were studying in 4<sup>th</sup> semester. Most of the male respondents (35%) were studying in 2<sup>nd</sup> semester and most of the female respondents (41.66%) were in 4th semester. Chi square value reveals insignificant sex wise differences in the semester wise distribution of the undergraduate respondents.

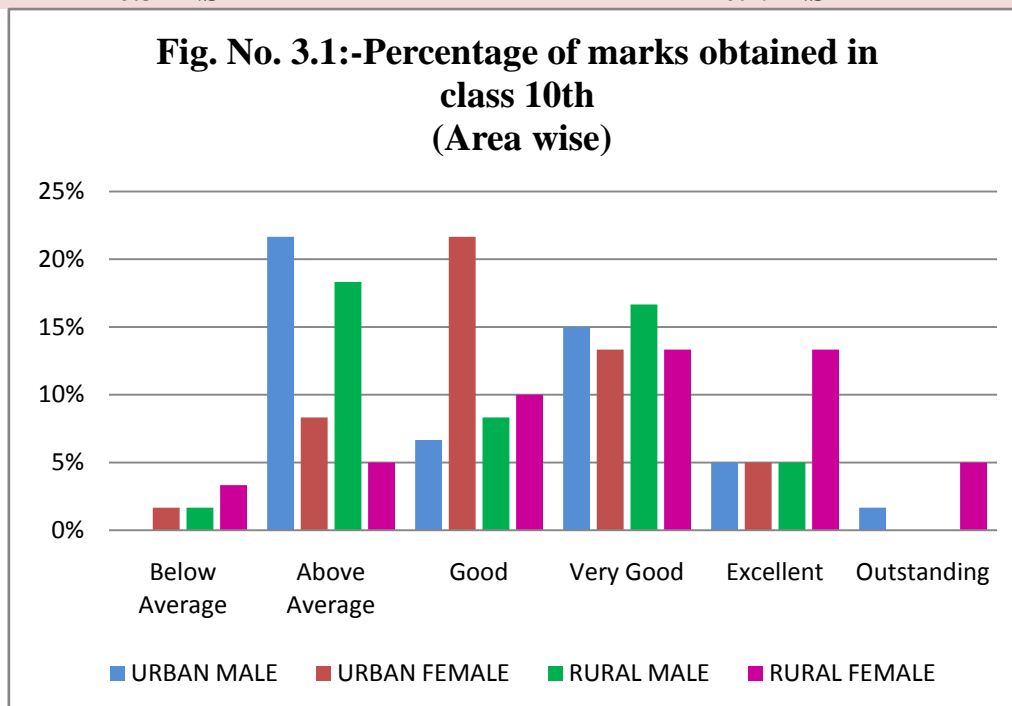
### 3 ACADEMIC ACHIEVEMENT

Table No. 3.1:- Percentage of marks obtained in class 10<sup>th</sup> (Area wise)

%age of marks obtained	Urban(n=60)		Total (n=60)	Rural(n=60)		Total (n=120)
	Male(n=30) N(%)	Female(n=30) N(%)		Male(n=30) N(%)	Female(n=30) N(%)	
<b>40-50(Below average)</b>	-	01(1.66)	01(0.83)	1(1.66)	02(3.33)	03(2.5)
<b>50-60(Above)</b>	<b>13(21.66)</b>	05(8.33)	18(15)	<b>11(18.33)</b>	03(5)	14(11.66)

<b>average)</b>						
<b>60-70(Good)</b>	04(6.66)	<b>13(21.66)</b>	17(14.16)	5(8.33)	06(10)	11(9.16)
<b>70-80(Very Good)</b>	09(15)	08(13.33)	17(14.16)	10(16.66)	08(13.33)	18(15)
<b>80-90 (Excellent)</b>	03(5)	03(5)	6(5)	3(5)	08(13.33)	11(9.16)
<b>90-100(Outstanding)</b>	01(1.66)	-	1(0.83)	-	03(5)	03(2.5)
$\chi^2$	<b>10.37 NS</b>			<b>10.49 NS</b>		

NS= Non Significant

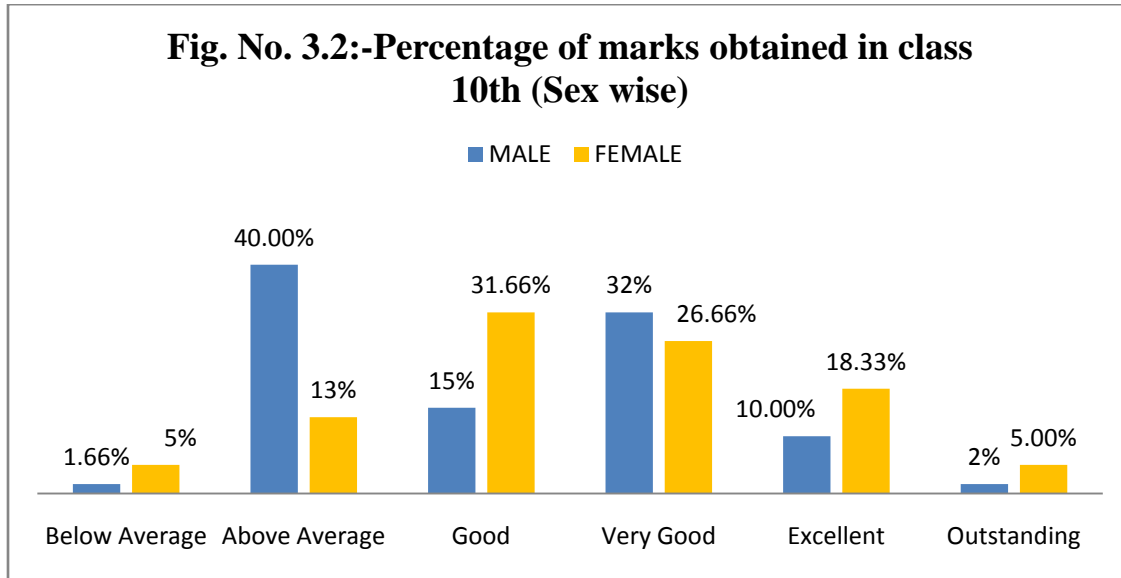


Results in table no. 3.1 and its figurative presentation (fig. no.3.1) indicate that most of urban respondents (15%) had obtained 50-60% of marks and fall in the category of 'Above Average' Academic Achievement, whereas most of the rural respondents (15%) had scored 70-80% of marks and fall in the range of 'Very Good' Academic Achievement. Most of the urban male respondents (21.66%) had scored 50-60% of marks and fall in the range of 'Above Average' whereas most of female respondents (21.66%) from urban area had scored 60-70% of marks and fall in the range of 'Good' Academic Achievement in class 10<sup>th</sup>. Most of the rural male respondents (18.33%) had obtained 50-60% of marks and fall in the category of 'Above Average' whereas 13.33% female respondents from rural areas had obtained 70-80% of marks and fall in the category of 'Very Good' and equal number of female respondents (13.33%) had scored 80-90% of marks and fall in the range of 'Excellent' in their Academic Achievement in class 10<sup>th</sup>. Chi square value reveals insignificant area wise differences among percentage of marks obtained in class 10<sup>th</sup>.

**Table No. 3.2:- Percentage of marks obtained in class 10<sup>th</sup> (Sex wise)**

%age of marks obtained	Male(n=60) N(%)	Female(n=60) N(%)	Total(n=120)
40-50(Below average)	1(1.66)	03(5)	4(3.33)
50-60(Above average)	<b>24(40)</b>	08(13.33)	32(26.66)
60 – 70(Good)	9(15)	<b>19(31.66)</b>	28(23.33)
70 – 80(Very Good)	19(31.66)	16(26.66)	<b>35(29.16)</b>
80 – 90(Excellent)	06(10)	11(18.33)	17(14.16)
90-100(Outstanding)	01(1.66)	03(5)	4(3.33)
$\chi^2$	<b>15.29**</b>		

\*\*Sig at the  $p \leq 0.01$



Results in table no. 3.2 and its figurative presentation (fig. no. 3.2) indicate that most of male respondents (40%) had obtained 50-60% of marks and fall in the category of ‘Above Average’ Academic Achievement, whereas most of the female respondents (31.66%) had scored 60-70% of marks and fall in the range of ‘Good’ Academic Achievement. Chi square value reveals significant sex difference among percentage of marks obtained in class 10<sup>th</sup>.

**Table No. 3.3.:- Percentage of marks obtained in class 12<sup>th</sup> (Area wise)**

%age of marks obtained	Urban(n=60)		Total (n=60)	Rural(n=60)		Total (n=120)
	Male(n=30) N(%)	Female(n=30) N(%)		Male(n=30) N(%)	Female(n=30) N(%)	
40-50(Below average)	1(1.66)	5(8.33)	06(5)	01(1.66)	02(3.33)	03(2.5)
50-60(Above average)	<b>12(20)</b>	7(11.66)	19(15.83)	<b>12(20)</b>	03(5)	15(12.5)
60-70(Good)	12(20)	9(15)	21(17.5)	10(16.66)	10(16.66)	20(16.66)
70-80(Very Good)	4(6.66)	7(11.66)	11(9.16)	4(6.66)	08(13.33)	12(10)
80-90(Excellent)	1(1.66)	01(1.66)	02(1.66)	1(1.66)	05(8.33)	06(5)

<b>90-100(Outstanding)</b>	-	01(1.66)	01(0.83)	2(3.33)	02(3.33)	04(3.33)
$\chi^2$	<b>6.22 NS</b>			<b>9.73 NS</b>		

NS= Non Significant

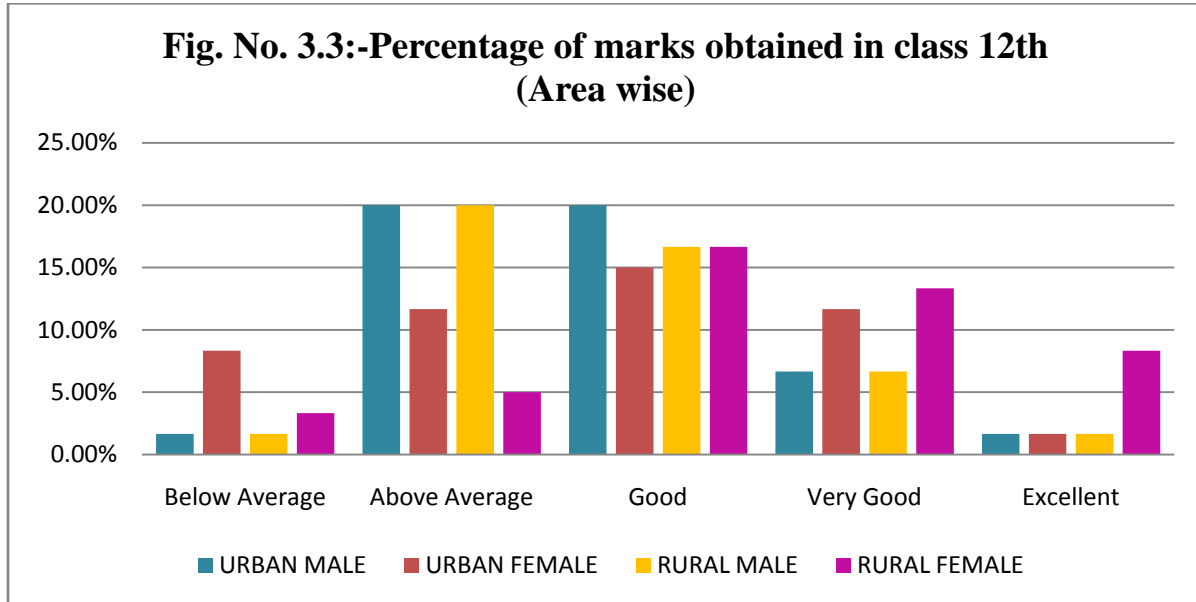


Table No. 3.3 and its figurative presentation indicate that urban respondents (17.5%) and rural respondents (16.66%) had obtained 60-70% of marks and falls in the category of ‘Good’ Academic Achievement. Most of male respondents (20%) from urban areas had obtained 50-60% of marks and falls in the category of ‘Above Average’ Academic Achievement and equal number of male respondents (20%) had scored 60-70% of marks and falls in the range of ‘Good’ Academic Achievement in class 12<sup>th</sup> whereas most of female respondents (15%) from urban areas had scored 60-70% of marks and falls in the range of ‘Good’ Academic Achievement. Most of the rural male respondents (20%) had obtained 50-60% of marks and falls in the category of ‘Above Average’ Academic Achievement whereas 16.66% female respondents from rural areas had obtained 60-70% of marks and falls in the category of ‘ Good’ Academic Achievement in class 12<sup>th</sup>. Chi square value reveals that insignificant area wise difference among percentage of marks obtained in class 12<sup>th</sup>.

**Table No. 3.4:- Percentage of marks obtained in class 12<sup>th</sup> (Sex wise)**

%age of marks obtained	Male(n=60) N(%)	Female(n=60) N(%)	Total(n=120)
<b>40-50(Below average)</b>	02(3.33)	07(11.66)	09(7.5)
<b>50-60(Above average)</b>	<b>24(40)</b>	10(16.66)	34(28.33)
<b>60 – 70(Good)</b>	22(36.66)	<b>19(31.66)</b>	<b>41(34.16)</b>
<b>70 – 80(Very Good)</b>	08(13.33)	15(25)	23(19.16)

<b>80 – 90(Excellent)</b>	02(3.33)	06(10)	08(6.66)
<b>90-100(Outstanding)</b>	02(3.33)	03(5)	05(4.16)
$\chi^2$	<b>13.09*</b>		

\*Sig at the  $p \leq 0.05$

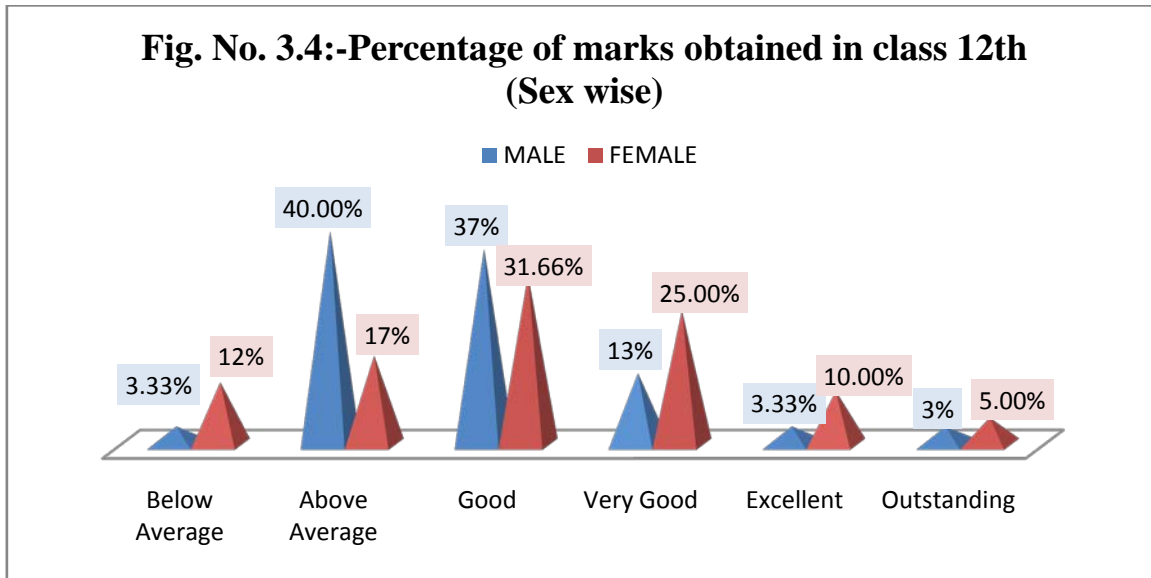


Table No. 3.4 and its figurative presentation(3.4)indicates that most of the respondents (34.16%) had obtained 60-70% of marks and falls in the range of ‘Good’ Academic Achievement in class 12<sup>th</sup>. Most of male respondents (40%) had obtained 50-60% of marks and falls in the category of ‘Above Average’ Academic Achievement in class 12<sup>th</sup>, whereas most of the female respondents (31.66%) had obtained 60-70% of marks and falls in the range of ‘Good’ Academic Achievement in class 12<sup>th</sup>.. Chi square value reveals that significant sex difference among percentage of marks obtained in class 12<sup>th</sup>.

### CONCLUSION

Academic Achievement is very important in our Indian society, where numerical achievement matters more than the skills while seeking higher education and employment. Academic Achievement or Academic Performance is the outcome of education. Academic Achievement occupies a very important place in education as well as in learning process.

The major findings of the Study were:

Majority of the Urban and Rural respondents were in the age group of 18-20 years. Mean age of the male and female respondents was 19 years. Most of the respondents, from both urban and rural areas, reside in the nuclear families. Most of the urban respondents were studying in 2<sup>nd</sup> Semester and most of the rural respondents were in 4<sup>th</sup> Semester of their Graduate Degree Program. Most of the male respondents were studying in 2<sup>nd</sup> Semester and most of the female respondents were in 4<sup>th</sup> Semester. In Class 10<sup>th</sup> most of urban

respondents had obtained 50-60% of marks and fall in the category of 'Above Average' Academic Achievement, whereas most of the rural respondents had scored 70-80% of marks and fall in the range of 'Very Good' Academic Achievement. Most of male respondents had obtained 50-60% of marks and fall in the category of 'Above Average' Academic Achievement, whereas most of the female respondents had scored 60-70% of marks and fall in the range of 'Good' Academic Achievement. Results reveal significant sex difference in percentage of marks obtained in Class 10<sup>th</sup>. Most of the urban and rural respondents had obtained 60-70% of marks and fall in the category of 'Good' Academic Achievement in class 12<sup>th</sup>. Most of male respondents had obtained 50-60% of marks and fall in the category of 'Above Average' Academic Achievement in class 12<sup>th</sup>, whereas most of the female respondents had obtained 60-70% of marks and falls in the range of 'Good' Academic Achievement in class 12<sup>th</sup>. Results reveal that significant sex difference among percentage of marks obtained in class 12<sup>th</sup>.

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