A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF MAGADH REGION (BIHAR) IN RELATION TO THEIR GENDER, SELF ESTEEM AND SCHOOL ADJUSTMENT

ROSHAN KUMAR SINHA*

Ali Imam[**]

Abstract- This study investigated the influence of gender, self esteem and school adjustment on students' academic achievement in Magadh Region (Bihar). To collect data, self esteem inventory (M. S. Prasad and G. P. Thakur) and adjustment inventory for school students (A. K. P. Sinha and R. P. Singh) was used and administered to 1000 secondary school students. The selected students were randomly sampled from government and private schools in Magadh region (Bihar).The investigator used t-test and Pearson product moment correlation to test the research hypotheses. The results demonstrated that there is no significant difference between the academic achievement of male and female secondary school students. It was also found that there is a significantly positive relationship between self esteem and academic achievement of secondary school students. It also showed that there is a significant difference between the school adjustment of male and female secondary school students.

Keywords: Gender, Academic Achievement, Self Esteem, School Adjustment, Secondary School Students, Magadh Region.

* **Research Scholar, Department of Education, Integral University, Lucknow (India)**

** **Associate Professor, Department of Education, Integral University, Lucknow (India)**

Introduction:

School plays an important role in the development of a student. The students spend most of their time in scholastic work. School is an institution which contributes educational and socialization process for the development of personality of a student. It removes the situations that produce maladjustment in students and also corrects the undesirable behaviour of students. Adjustment means accommodation and adaptation. It emphasizes an individual's struggle in his or her social and physical environment. Self esteem is a feeling that plays an important role in academic and social success of a student. Its structure increases elaborately with age. Collaboration between parents, school personnel and a student is required for building self esteem in students. Students which have low self esteem deploy not only in their school adjustment but also in their overall problem. It creates frustration and develops emotional problems.

Repeated failure is also a result of low self esteem. Students who lack self esteem are dependent on their parents and have lower academic achievement. It is beneficial for society to raise an individual's self esteem.

The current study is aimed at achieving the following objectives and hypothesis.

Research objectives:

1.   To compare the academic achievement of male and female secondary school students.

2.   To examine the relationship between self esteem and academic achievement of secondary school students.

3.   To compare the school adjustment of male and female secondary school students.

Research Hypotheses:

1.   There is no significant difference between the academic achievement of male and female secondary school students.

2.   There is no significant relationship between self esteem and academic achievement of secondary school students.

3.   There is no significant difference between the school adjustment of male and female secondary school students.

Method and Material:

The investigator used descriptive research design for this study. The population comprised all students studying in class IX of secondary schools of five districts (Patna, Nalanda, Nawada, Gaya and Aurangabad) of Magadh region of Bihar. Stratified random sampling was used to select all1000 students who are studying in class IX as the sample. The selected students were randomly sampled from government and private schools. All the data were collected by the investigator.

Measures:

The instruments employed to collect data mentioned above included the following:

1.   Questionnaire based on self esteem developed by M. S. Prasad and G. P. Thakur

2.   School Adjustment Inventory developed by A. K. P. Sinha and R. P. Singh.

Statistical technique used:

1.   Computation of Means and Standard Deviation.

2.   Use of t-test (to see the significance of difference between two means).

3.   Use of linear measure of correlation (Pearson product moment coefficient of correlation).

Results:

 Comparison of mean academic achievement scores of male and female secondary school students.

Gender	N	Mean	SD	df	t-value	Level of significance
Male	500	58.94	12.53	998	1.640	Not significant
Female	500	60.25	12.56			

It shows the mean academic achievement score of male and female secondary school students. The mean academic achievement score of male students is 58.94 and that of female students is 60.25. The SD of male students is 12.53 and that of female students is 12.56. The statistically calculated t- value is 1.640 which is not significant at 0.05 level of significance. It states that male and female students are equal in their academic achievement at secondary stage in Magadh region (Bihar).
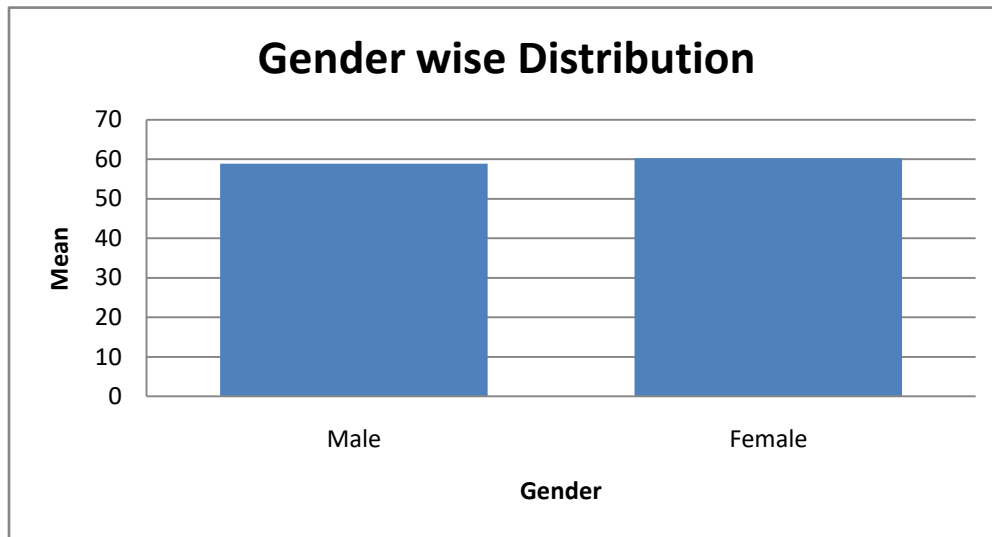
Figure 1. Gender wise Graphical presentation of Academic Achievement

Relationship between self esteem and academic achievement of secondary school students

Variables	N	Mean	SD	Correlation	Level of significance
SE	1000	160.79	16.45	0.851**	Significant at 0.01 level
AA	1000	59.60	12.56		

** Significant at 0.01 level

It shows the relationship between self esteem and academic achievement of secondary school students. The mean self esteem score and mean academic achievement score of secondary school students is 160.79 and 59.60 respectively. The SD of self esteem score and SD of academic achievement score of secondary school students is 16.45 and 12.56 respectively. The correlation coefficient between self esteem and academic achievement of secondary school students is 0.851 which is significant at 0.01 level of significance. It shows that there is highly positive correlation between self esteem and academic achievement of secondary school students. It shows that

higher self esteem indicates higher academic achievement and lower self esteem indicates lower academic achievement of secondary school students in Magadh region (Bihar).
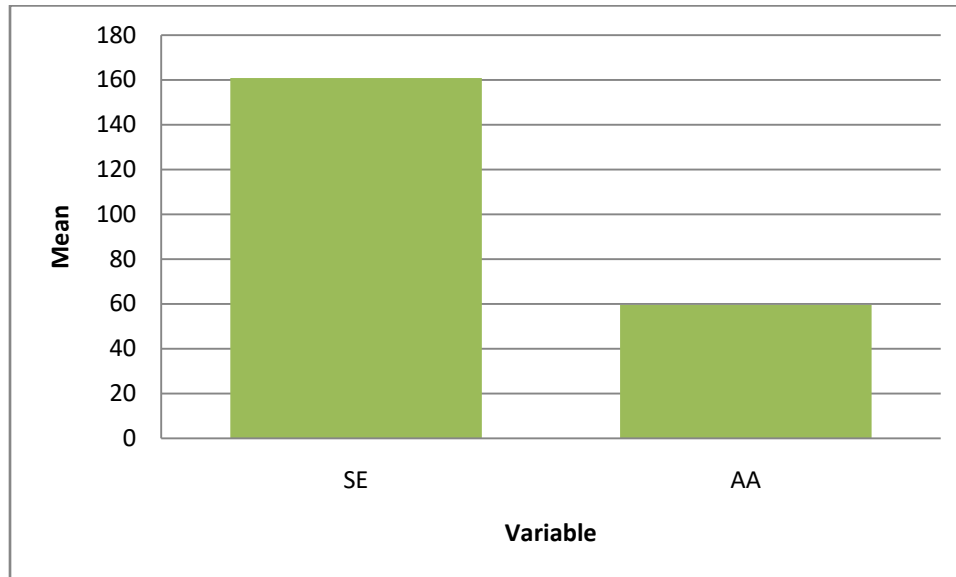

Figure 2 Graphical presentation of Mean of Self-Esteem and Academic Achievement

Comparison of mean score of school adjustment of male and female secondary school students

Gender	N	Mean	SD	df	t-value	Level of significance
Male	500	14.14	5.02	998	2.27[*]	Significant at 0.05 level
Female	500	13.44	4.78			

*Significant at 0.05 level

It shows that the school adjustment mean score and SD of male secondary school students is 14.14 and 5.02 respectively. The school adjustment mean score and SD of female secondary school students is 13.44 and 4.78 respectively. the statistically calculated t-value is 2.27 which is significant at 0.05 level. Further, the mean score of male students (mean=14.14) is greater than the mean score of female students (mean=13.44). According to adjustment inventory, high score

indicates poor adjustment. It indicates that female students are more adjusted than male students in Magadh region (Bihar).
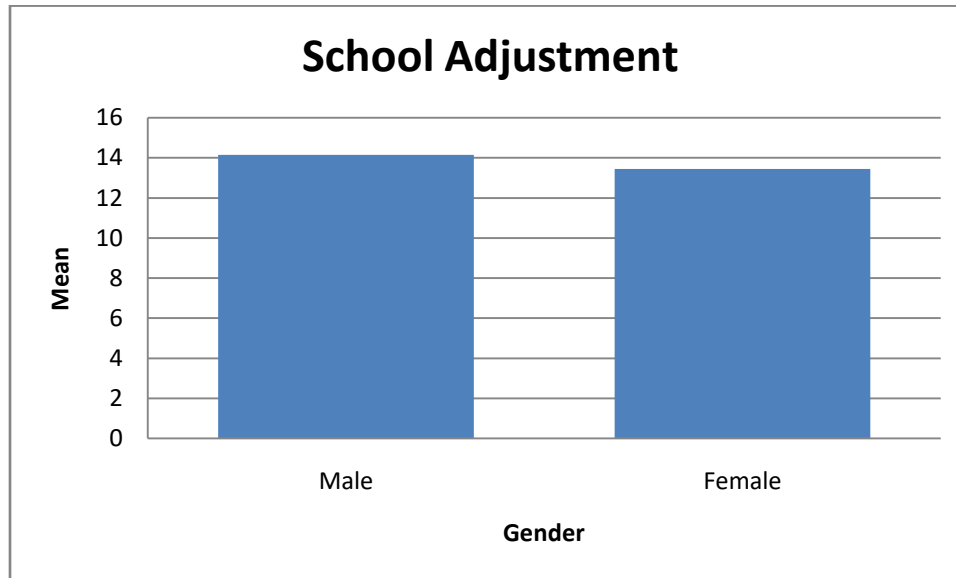

Figure 3 Graphical presentation of School Adjustment of Male and Female Secondary School Students.

Discussion:

The present study shows that there is no significant difference between the academic achievement of male and female secondary school students. The finding of this study is supported by Abubakar and Adegboyega (2012) who revealed that there is no significant gender difference in academic achievement.

The study also revealed that there is a positive correlation between self esteem and academic achievement of secondary school students. The finding of the study is in line with Akinleke (2012) and Mohammad (2010) who found that there is a positive relationship between self esteem and academic performance.

In addition, the study also revealed that there is a significant difference between the school adjustment of male and female secondary school students. This result is supported by Kaur (2012) who found that girls have more adjustment power than boys. But the study is contrary to

Adhiambo Odward and Mildred (2011) who stated that there is no significant difference in school adjustment of girls and boys. Yellaiah (2012) investigated the study of adjustment of secondary school students. The findings of the study revealed that adjustment and academic achievement cause significance difference between male and female students. It was also found that there is a low positive relationship between adjustment and academic achievement.

Finding, conclusion and Implications:

On the basis of findings of the study, the investigator concluded that male and female students are equally good on their academic achievement. In addition, it was also found that there is a highly positive correlation between self esteem and academic achievement. Self esteem has deeper positive effects on academic achievement of secondary school students. Furthermore, it also revealed that female school students are more adjusted as compared to their counterparts in Magadh region (Bihar).

This study shows that self-esteem and school adjustment are positively associated with academic achievement. In this section an attempt is made to derive the educational implications of the present study. Some recommendations for enhancing academic achievement and suggestions for further research studies have also been made which can be taken up by other research scholars. The educational authorities should provide resources for the development of school. Attention should be paid towards the teacher training program and various activities which help the teachers to know the areas of adjustment where the students feel lack of proper adjustment. Various types of educational programmes and other academic activities should be included in the school curriculum.

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