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GENERAL CLASSROOM ACHIEVEMENT AMONG MIDDLE SCHOOL STUDENTS

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ABSTRACT

The present study aims at studying the level of General Classroom Achievement among Middle School Students. A sample of 200 students from six schools of Mandi district of Himachal Pradesh (India) in which 100 students belong to government schools and 100 students belong to private schools was selected purposively. General Classroom Achievement Test developed and standardized by Dr. A.K. Singh and Dr. (Mrs.) A. Sen Gupta was used to assess the level of General Classroom Achievement among Middle School Students. Analysis of results revealed that there exists significant difference in the level of General Classroom Achievement of government and private middle school students, Boys and Girls of Middle Schools, Boys of Government and Private Middle schools, Girls of Government and Private Middle Schools, Boys of Government and Girls of Private Middle Schools; and Girls of Government and Boys of Private Middle Schools.

Introduction

Today we are living in the world of science and technology which with the explosion of knowledge during the last few decades is fast approaching towards a technocratic age. Hence, each individual needs to prepare himself to live effectively and contribute meaningfully with time. How to achieve this? The answer lies in attaining academic excellence. As a consequence, schools have a greater responsibility than ever before to help the students for better achievement as well as for appropriate behavior patterns which may be beneficial for the society. Thus, better classroom achievement is one of the unique requirements for school pupils. In other words, the classroom achievement of school pupils deserves special care and attention. In educational institutions success is measured by academic performance or how well a student meet standard set out by local government and the institution itself. As career competition grows ever more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislature and government education departments alike. Parents care about their child's academic performance because they believe good academic results will provide more career choices.

It is rightly said by the Kothari Commission that the destiny of India is shaped in her classroom. So, there is a need for teachers to reflect, visualize, plan and accordingly act. Classroom achievement is of paramount importance particularly in present context, obviously in school great emphasis is placed on achievement right from the beginning of the formal education. No one would deny the importance of academic achievement in child's life. The success and failure of a student when measured in terms of academic achievement it helps both the teachers and students where they stand.

General classroom achievement refers to the performance in class and in examination. Achievement in school subjects is wholly learnt by conscious efforts. Generally achievements depend upon the sustained training and interest during childhood and adolescence. General achievement has been defined as success in the areas like – History, Geography, Civics, Mathematics, Science, English etc. These entire subjects constitute the core subject in the general school achievement. General classroom achievement is an important concern of the total educational process. The era of competition makes students more anxious and the eagerness of whether they can pass exams or perform well in academic activities. In the present time more and more importance is given to the performance of

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student in their academic and related activities. World of technological innovations in all educational institutions are trying to improve their quality in terms of academic output and general classroom achievement. As the institutions are on the way to improve their quality naturally more emphasis is given to the quality of performance or to the academic output. General classroom achievement is a major determining factor of student's future life.

Tripathi (1987) and Sarsani & Maddini (2010) have reported in their researches that privately managed institutions had better academic achievement than government institutions. Poor performance of students in studies often leads to drop out. School is a major agency which plays a significant role in shaping in children in term of their habits, ideas, attitudes and. Hence, in the present study the investigator tried to find out whether type of school and gender affect the general classroom achievement in real meaning or not.

Objectives of the Study

The following objectives were achieved in the present study:-

1. To compare the level of general classroom achievement of Government and Private middle school students.
2. To compare the level of general classroom achievement of male and female middle school students.
3. To compare the level of general classroom achievement of boys of Government and Private middle schools.
4. To compare the level of general classroom achievement of girls of Government and Private middle schools.
5. To compare the level of general classroom achievement of boys of Government and girls of Private middle schools.
6. To compare the level of general classroom achievement of girls of Government and boys of Private middle schools.

Hypotheses of the Study

The following research hypotheses were tested in the study;

1. There does not exist any significant difference in the level of general classroom achievement of Government and Private middle school students.
2. There does not exist any significant difference in the level of general classroom achievement of male and female middle school students.
3. There does not exist any significant difference in the level of general classroom achievement of boys from Government and private middle schools.
4. There does not exist any significant difference in the level of general classroom achievement of girls from Government and private middle schools.
5. There does not exist any significant difference in the level of general classroom achievement of boys from Government and girls from private middle schools.
6. There does not exist any significant difference in the level of general classroom achievements of girls from Government and boys from private middle schools.

Research Methodology

In the present study, descriptive survey method was used. A sample of 200 students from six schools of Mandi district of Himachal Pradesh, India in which 100 students belong to government schools and 100 students belong to private schools was selected purposively. In the 100 students from government and private schools, 50 students were girls and 50 students were boys respectively. In order to fulfill the objectives of the present study a standardized tool called "General Classroom

Achievement Test" developed by Dr. A.K. Singh and Dr. (Mrs.) A. Sen Gupta was used in the present study. There is no fixed time limit for the test. But generally the student takes half an hour to 45 minutes in completing the test. The maximum possible score on this test is 100. The test consist of three sections, namely, English Achievement Test (EAT), Science Achievement Test (SAT) and Social Studies Achievement Test (SSAT). The EAT test has maximum of 35 score. SAT has maximum of 35 score and SSAT has a maximum of 30 score. Each incorrect answer is awarded a score of zero throughout. The test-retest validity of the GCAT (VII) with a gap of 14 days on a sample of 100 students was .782. The split half reliability of the GCAT (VII) was .754.

Analysis and Interpretation of Data

Phase 1: In this phase, the researcher tried to find out the significant difference between the government and private middle school students in their level of general classroom achievement.

Table 1.1

Significance of difference between the government and private middle school students in their level of general classroom achievement

Variable	Group	N	Mean	S.D.	df	't'	Remarks
Type of School	Government Schools	100	49.26	11.07	198	11.15	Significant at 0.01 level
	Private Schools	100	66.66	11.00			

Table 1.1 depicts the difference between the government and private middle school students in their level of general classroom achievement. It is evident from this table that the obtained 't' value was 11.15 which is more than the table value at 0.05 and at 0.01 level of significance with df 198. It means that there is significant difference between the government and private middle school students in the level of their general classroom achievement. Hence, null hypothesis is rejected.

Phase 2: In this phase, the researcher tried to find out the significant difference between the boys and girls middle school students in their level of general classroom achievement.

Table 1.2

Significance of difference between the boys and girls middle school students in their level of general classroom achievement

Variable	Group	N	Mean	S.D.	df	't'	Remarks
Gender	Boys	100	54.15	14.55	198	4.09	Significant at 0.01 level
	Girls	100	61.72	11.43			

Table 1.2 depicts the difference between the boys and girls middle school students in their level of general classroom achievement. It is evident from this table that the obtained 't' value was 4.09 which is more than the table value at 0.05 and at 0.01 level of significance with df 198. It means that there is significant difference between the boys and girls middle school students in the level of their general classroom achievement. Hence, null hypothesis is rejected.

Phase 3: In this phase, the researcher tried to find out the significant difference between the boys of government and boys of private middle school students in their level of general classroom achievement.

Table 1.3

Significance of difference between the boys of government and boys of private middle school students in their level of general classroom achievement

Group	N	Mean	S.D.	df	't'	Remarks
Boys of Government Schools	50	42.98	6.93	98	12.31	Significant at 0.01 level
Boys of Private Schools	50	65.42	10.86			

Table 1.3 depicts the difference between the boys of government and boys of private middle school students in their level of general classroom achievement. It is evident from this table that the obtained 't' value was 12.31 which is more than the table value at 0.05 and at 0.01 level of significance with df 98. It means that there is significant difference between the boys of government and boys of private middle school students in the level of their general classroom achievement. Hence, null hypothesis is rejected.

Phase 4: In this phase, the researcher tried to find out the significant difference between the girls of government and girls of private middle school students in their level of general classroom achievement.

Table 1.4

Significance of difference between the girls of government and girls of private middle school students in their level of general classroom achievement

Group	N	Mean	S.D.	df	't'	Remarks
Girls of Government Schools	50	55.54	8.07	98	6.43	Significant at 0.01 level
Girls of Private Schools	50	67.90	10.92			

Table 1.4 depicts the difference between the girls of government and girls of private middle school students in their level of general classroom achievement. It is evident from this table that the obtained 't' value was 6.43 which is more than the table value at 0.05 and at 0.01 level of significance with df 98. It means that there is significant difference between the girls of government and girls of private middle school students in the level of their general classroom. Hence, null hypothesis is rejected.

Phase 5: In this phase, the researcher tried to find out the significant difference between the boys of government and girls of private middle school students in their level of general classroom achievement.

Table 1.5

Significance of difference between the boys of government and girls of private middle school students in their level of general classroom achievement

Group	N	Mean	S.D.	df	't'	Remarks
Boys of Government Schools	50	42.98	6.93	98	41.81	Significant at 0.01 level
Girls of Private Schools	50	67.90	10.92			

Table 1.5 depicts the difference between the boys of government and girls of private middle school students in their level of general classroom achievement. It is evident from this table that the obtained 't' value was 41.81 which is more than the table value at 0.05 and at 0.01 level of significance with df 98. It means that there is significant difference between the boys of government and girls of private middle school students in the level of their general classroom achievement. Hence, null hypothesis is rejected.

Phase 6: In this phase, the researcher tried to find out the significant difference between the girls of government and boys of private middle school students in their level of general classroom achievement.

Table 1.6

Significance of difference between the girls of government and boys of private middle school students in their level of general classroom achievement

Group	N	Mean	S.D.	df	't'	Remarks
Girls of Government Schools	50	55.54	8.07	98	5.16	Significant at 0.01 level
Boys of Private Schools	50	65.42	10.86			

Table 1.6 depicts the difference between the girls of government and boys of private middle school students in their level of general classroom achievement. It is evident from this table that the obtained 't' value was 5.16 which is more than the table value at 0.05 and at 0.01 level of significance with df 98. It means that there is significant difference between the girls of government and boys of private middle school students in the level of their general classroom achievement. Hence, null hypothesis is rejected.

Main Findings

On the basis of analysis, interpretation and discussion of the results, the main findings may be summarized here in accordance with the objectives:

1. There is a significant difference in the level of general classroom achievement of students of the Government and Private Middle Schools.
2. There is a significant difference in the level of General Classroom Achievement of Boys and Girls students of Middle Schools.
3. There is a significant difference in the level of General Classroom Achievement of Boys of Government and Boys of Private Middle Schools.
4. There is a significant difference in the level of General Classroom Achievement of Girls of Government and Boys of Private Middle Schools.
5. There is a significant difference in the level of General Classroom Achievement of Boys of Government and Girls of Private Middle School.
6. There is a significant difference in the level of General Classroom Achievement of Girls of Government and Boys of Private Middle Schools.

Conclusion

On the basis of the findings of the present research it becomes clear that variable like gender and type of school exert an influence on the General Classroom Achievement. The present research makes it clear that there is a significant difference in the General Classroom Achievement of Government and Private Middle school students, Boys and Girls of Middle School, Boys of Government and Private Middle school, Girls of Government and Private Middle School, Boys of Government and Girls

of Private Middle School, Girls of Government and Boys of Private Middle School. The findings of the study were in agreement with the findings of Tripathi (1987) and Sarsani & Maddini (2010) who reported that privately managed institutions had better academic achievement than government institutions. So, some important steps should be taken immediately in order to improve the General Classroom Achievement of weaker sections as it is the important concern of the total educational process. There is a need for teacher to find out the reason of low performance or achievement and to reflect, visualize, plan and act accordingly to improve the general classroom achievement or academic achievement of the students. In modern time success is measured by academic performance of the student. As the career competition grows ever fiercer in the working world, the importance of students doing well in the school has caught the attention of schools, parents and government education department alike. Therefore, General Classroom Achievement is of paramount importance in present context.

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