



# A Study On The Academic Achievement Of Secondary School Students In Relation To Gender, Type Of School Management And Locality

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**Abstract:** This study investigates the academic achievement of secondary school students in relation to gender, type of school management and locality. The academic achievement scores obtained from school records of respective schools. The study includes a sample of 150 students selected from government, private aided and unaided schools in Kolar District both urban and rural schools. Data analysis involves descriptive statistics such as mean and standard deviation along with inferential statistics like independent samples 't' test examination. The all results got with the help of SPSS Package along with MS Excel and the level of significance was fixed at 0.05 and 0.01 level of confidence in all the cases. The findings of the study revealed that there was no significant difference in academic achievement between boys and girls and also between students from urban and rural areas. However, significant differences were found based on the type of school management. Students studying in private unaided and private aided schools performed significantly better than those in government schools, while no significant difference was observed between private aided and private unaided school students. The study concludes that gender and locality do not significantly influence academic achievement, whereas school management plays an important role in determining students' performance. The findings highlight the need to improve the quality of education in government schools by enhancing teaching methods, infrastructure and academic support. The study provides useful information for educators and policymakers to promote equity and effectiveness in the education system.

**Index Terms** - Academic Achievement, Secondary School Students, Gender, School Management, Locality.

## 1. INTRODUCTION

Academic achievement is one of the most significant indicators of students' educational success and plays a crucial role in changing their future opportunities. It reflects the extent to which learners have acquired knowledge, skills and competencies as a result of educational processes. In the context of secondary education, academic achievement becomes particularly important as it serves as a foundation for higher education and career pathways. Various factors influence students' academic performance, including individual characteristics such as gender, environmental factors such as locality (rural/urban) and institutional factors such as the type of school management.

Gender has long been considered an important variable in educational research, with studies exploring differences in learning styles, motivation and performance between male and female students. While some researchers have reported significant gender differences in academic achievement, others have found negligible or no differences, indicating the need for further investigation. Similarly, the type of school management-government, private aided and private unaided institutions-has been found to influence academic outcomes due to differences in resources, teaching quality, infrastructure and administrative practices.

Locality is another important determinant of academic achievement. Students from urban areas often have access to better educational facilities, exposure and learning resources compared to their rural counterparts. However, recent studies suggest that the gap between rural and urban students is narrowing in certain contexts. Therefore, examining the combined influence of gender, type of school management and locality on academic achievement is essential for gaining a comprehensive understanding of students' performance and for formulating effective educational policies and interventions.

## 2. LITERATURE CITED

A review of existing literature reveals that academic achievement is influenced by a complex interplay of psychological, social and institutional factors. Upadhyay, Upadhyay and Gupta (2024) highlighted the role of psychosocial variables such as personality, intelligence and socioeconomic status in changing academic performance. Similarly, Majumder and Hanspal (2024) emphasized the strong relationship between students' academic achievement and their parents' socioeconomic status, indicating that family background plays a crucial role. Lamare (2024) examined rural-urban differences and found that significant disparities exist mainly among low achievers, while high and average achievers showed similar performance levels. Kaur, Rai and Kaur (2024) demonstrated that study habits significantly influence academic achievement, although learning styles alone do not have a strong impact. Rani, Anjali and Usha (2023) reported a positive correlation between self-concept and academic achievement, whereas Devaraju (2023) found that life skills and type of school management significantly affect academic performance, with gender having minimal influence. Dutta, Chetia and Rajkonwar (2020) observed that private school students outperform government school students, while no significant differences were found based on gender or locality.

Although numerous studies have examined individual factors such as gender, socioeconomic status, study habits and school type, there is a noticeable gap in research that simultaneously analyzes the combined influence of gender, type of school management and locality on academic achievement, particularly at the secondary school level. Moreover, findings across studies are often inconsistent, especially regarding gender and locality differences. This indicates the need for a more integrated and comparative study that considers multiple variables together to provide a clearer and more comprehensive understanding of the determinants of academic achievement among secondary school students.

### 3. SIGNIFICANCE OF THE STUDY

This study holds significant theoretical importance as it contributes to the existing body of knowledge on academic achievement by integrating multiple influencing factors-gender, type of school management and locality-into a single framework. It is grounded in educational and sociological theories which emphasize that learning outcomes are modified by both individual differences and environmental contexts. By examining these variables together, the study enhances our understanding of how different factors interact to influence students' performance. It also helps in validating or challenging existing theories related to equality in education, social stratification and institutional effectiveness.

From a practical perspective, the study is highly relevant for educators, policymakers and school administrators. The findings can help identify disparities in academic achievement across different groups of students and provide knowledge for improving educational practices. For instance, understanding the impact of school management can guide resource allocation and policy decisions, while knowledge into locality-based differences can support targeted interventions for rural or urban students. Additionally, the study can assist teachers in adopting inclusive teaching strategies that address the diverse needs of learners. Ultimately, the research aims to contribute to the development of a more equitable and effective education system.

### 4. STATEMENT OF THE PROBLEM

The problem selected for the present article is as follows:

**“A Study on the Academic Achievement of Secondary School Students in Relation to Gender, Type of School Management and Locality”**

### 5. OBJECTIVES OF THE STUDY

The following are the objectives for the present article

1. To find out the difference in the Academic Achievement of secondary school students with regard to gender.
2. To find out the differences in the Academic Achievement of secondary school students with regard to type of school management.
3. To find out the difference in the Academic Achievement of secondary school students with regard to Locality.

### 6. RESEARCH HYPOTHESES

The following are the research hypotheses for the present article:

1. There is no significant difference in the Academic Achievement of secondary school boys and girls.
2. There is no significant difference in the Academic Achievement of secondary school students studying in government and private aided schools.
3. There is no significant difference in the Academic Achievement of secondary school students studying in private aided and private unaided schools.
4. There is no significant difference in the Academic Achievement of secondary school students studying in government and private unaided schools.
5. There is no significant difference in the Academic Achievement of secondary school students from urban and rural schools.

## 7. METHODOLOGY

This study investigates the academic achievement of secondary school students in relation to gender, type of school management and locality. The academic achievement scores obtained from school records of respective schools. The study includes a sample of 150 students selected from government, private aided and unaided schools in Kolar District both urban and rural schools. Data analysis involves descriptive statistics such as mean and standard deviation along with inferential statistics like independent samples 't' test examination. The all results got with the help of SPSS Package along with MS Excel and the level of significance was fixed at 0.05 and 0.01 level of confidence in all the cases.

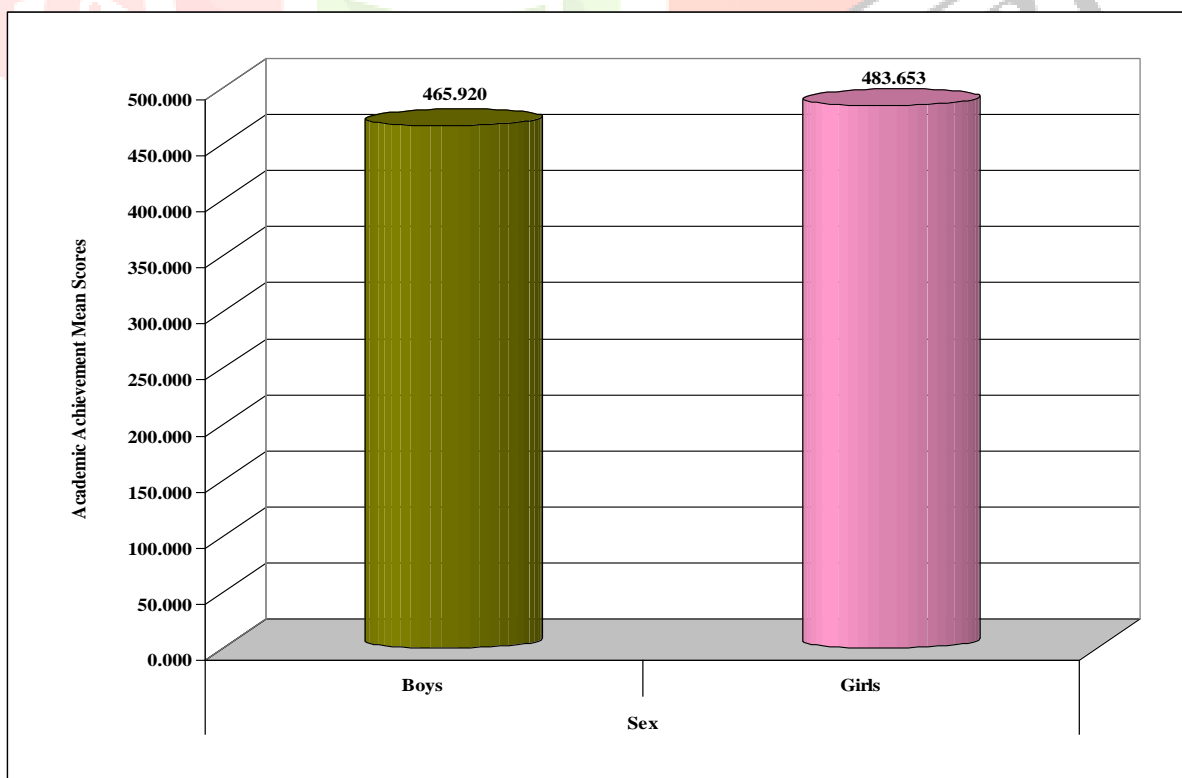
## 8. ANALYSIS AND INTERPRETATION OF DATA

**Table-1:** Independent 't' test results related to Academic Achievement scores of secondary school boys and girls

Sex	No.	Mean scores	Std. Deviation	Std. Error Mean	Obtained 't' Value	Sig. level
Boys	75	465.920	88.519	10.221	1.27	NS
Girls	75	483.653	81.306	9.388		

NS=Indicates Not Significant (N=150; df=148, Table Value @ 0.05=1.98)

The data presented in Table-1 shows the comparison of academic achievement scores between secondary school boys and girls. The mean score of girls (483.653) is slightly higher than that of boys (465.920), indicating that girls performed somewhat better academically than boys. However, the obtained 't' value is 1.27, which is lower than the table value of 1.98 at the 0.05 level of significance (df = 148). This indicates that the difference in mean scores between boys and girls is not statistically significant. Therefore, it was concluded that there is no significant difference in the academic achievement of secondary school students based on gender.



**Fig.1:** shows comparison of academic achievement mean scores of secondary school boys and girls.

**Table-2:** Independent 't' test results related to Academic Achievement scores of secondary school students studying in government and private aided schools.

Management Type	No.	Mean scores	Std. Deviation	Std. Error Mean	Obtained 't' Value	Sig. level
Government	50	441.200	111.870	15.820	2.28	*
Private Aided	50	483.200	66.388	9.388		
*Indicates Significant at 0.05 Level (N=100; df=98, Table Value @ 0.05=1.98)						

The data presented in Table-2 compares the academic achievement of secondary school students studying in government and private aided schools. The mean score of students from private aided schools (483.200) is higher than that of government school students (441.200), indicating better academic performance among private aided school students. The obtained 't' value is 2.28, which is greater than the table value of 1.98 at the 0.05 level of significance (df = 98). This shows that the difference in academic achievement between the two groups is statistically significant. Therefore, it was concluded that the type of school management has a significant influence on students' academic achievement, with private aided school students performing better than government school students.

**Table-3:** Independent 't' test results related to Academic Achievement scores of secondary school students studying in private aided and private unaided schools.

Management Type	No.	Mean scores	Std. Deviation	Std. Error Mean	Obtained 't' Value	Sig. level
Private Aided	50	483.200	66.388	9.388	1.35	NS
Private Unaided	50	499.960	57.144	8.081		
NS Indicates not significant (N=100; df=98, Table Value @ 0.05=1.98)						

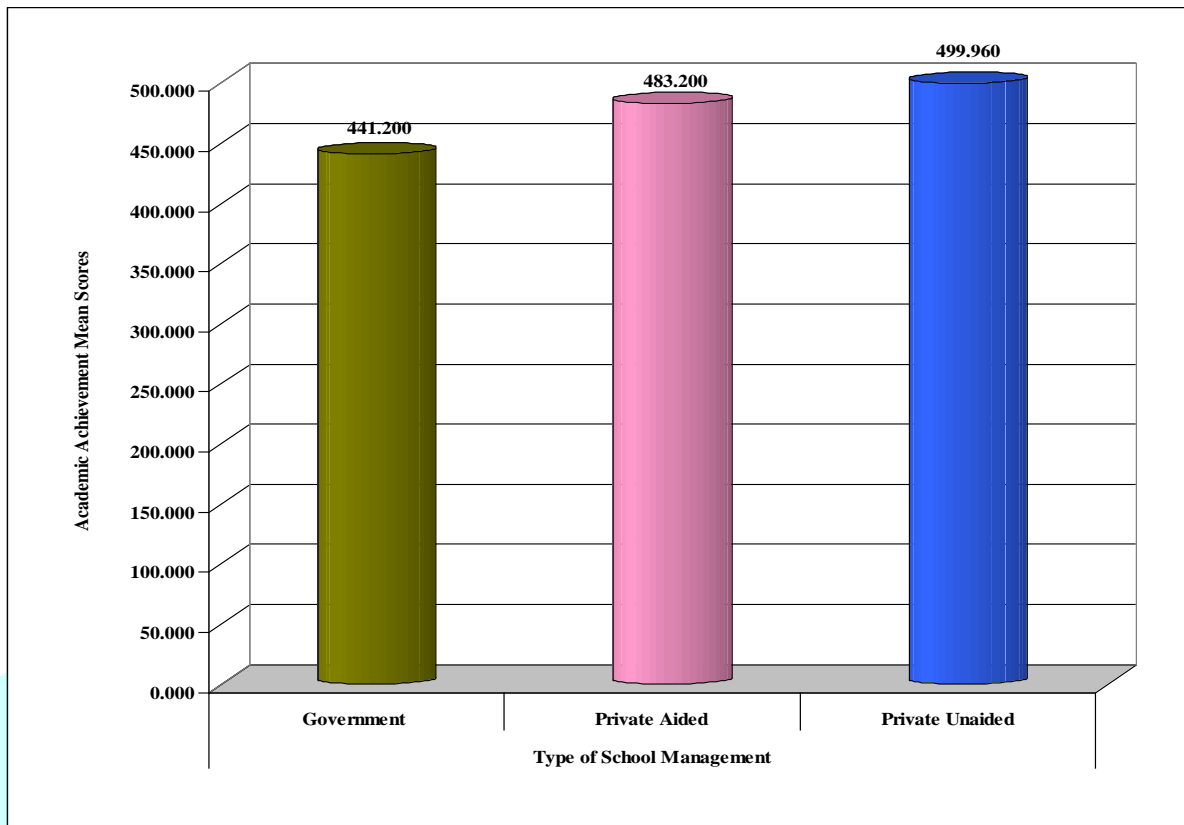
The data presented in Table-3 compares the academic achievement of secondary school students studying in private aided and private unaided schools. The mean score of private unaided school students (499.960) is slightly higher than that of private aided school students (483.200), indicating marginally better performance by students in private unaided schools. However, the obtained 't' value is 1.35, which is lower than the table value of 1.98 at the 0.05 level of significance (df = 98). This indicates that the difference in academic achievement between the two groups is not statistically significant. Therefore, it was concluded that there is no significant difference in the academic achievement of students studying in private aided and private unaided schools.

**Table-4:** Independent 't' test results related to Academic Achievement scores of secondary school students studying in government and private unaided schools.

Management Type	No.	Mean scores	Std. Deviation	Std. Error Mean	Obtained 't' Value	Sig. level
Government	50	441.200	111.870	15.820	3.30	**
Private Unaided	50	499.960	57.144	8.081		
**Indicates Significant at 0.01 Level (N=100; df=98, Table Value @ 0.01=2.63)						

The data presented in Table-4 compares the academic achievement of secondary school students studying in government and private unaided schools. The mean score of private unaided school students (499.960) is considerably higher than that of government school students (441.200), indicating better academic performance among private unaided school students. The obtained 't' value is 3.30, which is

greater than the table value of 2.63 at the 0.01 level of significance ( $df = 98$ ). This shows that the difference in academic achievement between the two groups is statistically highly significant. Therefore, it was concluded that the type of school management has a strong influence on academic achievement, with private unaided school students performing significantly better than government school students.



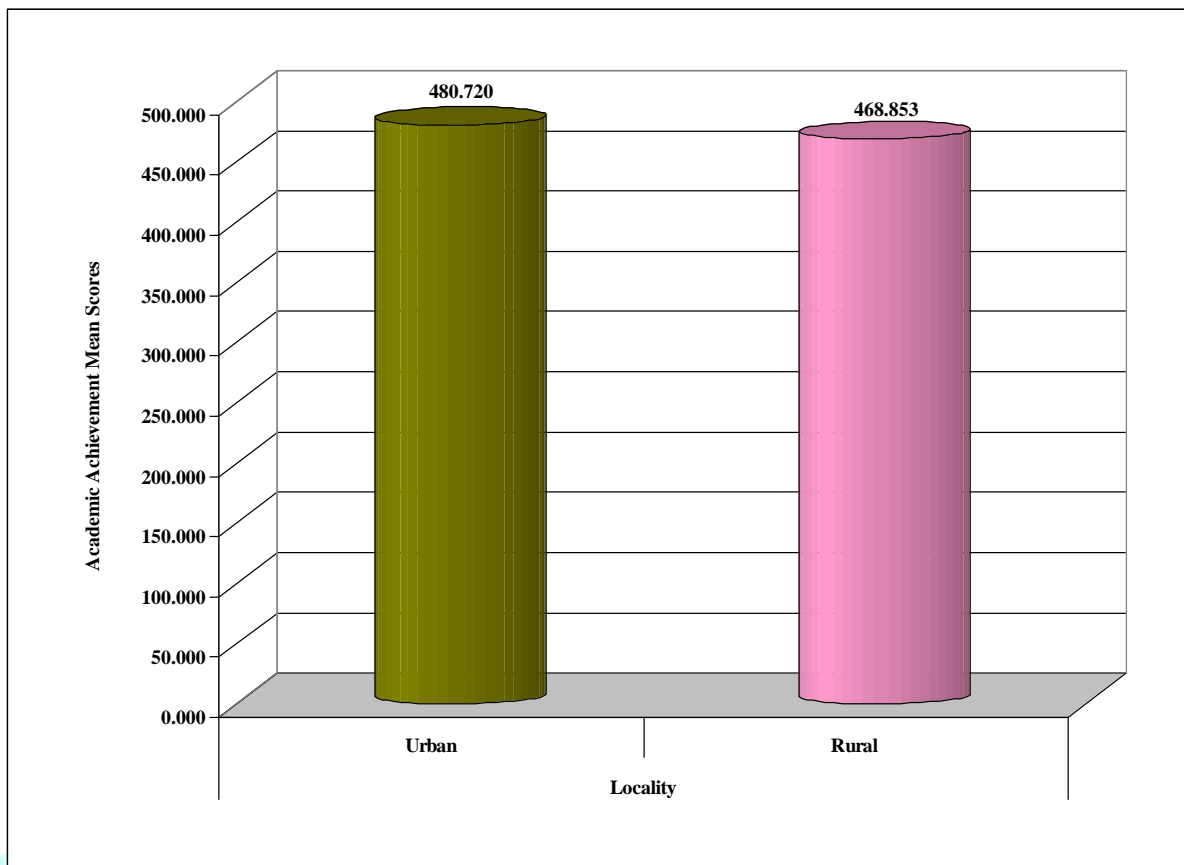
**Fig.2:** Comparison of academic achievement mean scores of secondary school students studying in government, private aided and private unaided schools.

**Table-5:** Independent 't' test results related to Academic Achievement scores of secondary school students from in urban and rural schools.

Locality	No.	Mean scores	Std. Deviation	Std. Error Mean	Obtained 't' Value	Sig. level
Urban	75	480.720	83.774	9.673	0.85	NS
Rural	75	468.853	86.696	10.010		

<sup>NS</sup> Indicates Not Significant (N=150;  $df=148$ , Table Value @ 0.05=1.98)

The data presented in Table-5 compares the academic achievement of secondary school students from urban and rural schools. The mean score of urban students (480.720) is slightly higher than that of rural students (468.853), indicating that urban students performed somewhat better academically. However, the obtained 't' value is 0.85, which is lower than the table value of 1.98 at the 0.05 level of significance ( $df = 148$ ). This indicates that the difference in academic achievement between urban and rural students is not statistically significant. Therefore, it was concluded that locality does not have a significant influence on the academic achievement of secondary school students.



**Fig.3:** Comparison of academic achievement mean scores of secondary school students from urban and rural schools.

## 9. FINDINGS

1. There was no significant difference in the Academic Achievement of secondary school boys and girls ( $t=1.27$ ; Not Significant).
2. There was a significant difference in the Academic Achievement of secondary school students studying in government and private aided schools ( $t=2.28$  at 0.05 level). The private aided ( $M=483.200$ ) school students had better achievement in academics when compared to government ( $M=441.200$ ) school students.
3. There was no significant difference in the Academic Achievement of secondary school students studying in private aided and private unaided schools ( $t=1.35$ ; Not Significant).
4. There was a significant difference in the Academic Achievement of secondary school students studying in government and private unaided schools ( $t=3.30$  at 0.01 level). The private unaided ( $M=499.960$ ) school students had better achievement in academics when compared to government ( $M=441.200$ ) school students.
5. There was no significant difference in the Academic Achievement of secondary school students from urban and rural schools ( $t=0.85$ ; Not Significant).

## 10. DISCUSSION OF RESULTS

The present study examined the academic achievement of secondary school students in relation to gender, type of school management and locality. The findings revealed that there was no significant difference between boys and girls in academic achievement, which is consistent with the studies of Rani, Anjali and Usha (2023) and Devaraju (2023), who also reported that gender does not play a significant role in determining academic performance. This suggests that both boys and girls have equal opportunities and capabilities in achieving academic success in the present educational context.

With regard to school management, significant differences were observed. Students studying in private aided and private unaided schools performed better than those in government schools. This finding is in line with the studies of Dutta, Chetia and Rajkonwar (2020) and Devaraju (2023), which highlighted that institutional factors such as quality of teaching, infrastructure and academic environment play a crucial role in enhancing students' performance. However, no significant difference was found between private aided and private unaided schools, indicating that both types of private institutions provide relatively similar academic environments. Further, the study found no significant difference between urban and rural students, which supports the findings of Lamare (2024), suggesting that the gap between rural and urban education is gradually reducing. Overall, the results indicate that while gender and locality may not significantly influence academic achievement, the type of school management remains an important factor.

## 11. CONCLUSION

Based on the findings of the study, it was concluded that academic achievement of secondary school students is not significantly influenced by gender and locality, indicating equality in educational opportunities across these variables. However, the type of school management has a significant impact on students' academic performance. Students studying in private aided and private unaided schools perform better than those in government schools, possibly due to better facilities, teaching methods and academic support systems. Thus, the study highlights that institutional factors play a more important role than personal or geographical factors in determining academic achievement. Ensuring quality education across all types of schools, especially government schools, is essential for improving overall student performance and achieving educational equity.

## 12. EDUCATIONAL IMPLICATIONS:

The findings of the study have important implications for educators, policymakers and school administrators. Since no significant difference was found based on gender, equal opportunities should continue to be provided to both boys and girls without any bias. Teachers should focus on inclusive teaching strategies that cater to the needs of all learners equally. Additionally, the lack of difference between urban and rural students suggests that efforts to improve rural education are showing positive results; however, continuous support in terms of resources and infrastructure is still necessary.

The significant differences observed based on school management indicate a need to improve the quality of education in government schools. Authorities should focus on enhancing teaching standards, providing adequate infrastructure and promoting effective learning environments in government institutions. Training programs for teachers, adoption of innovative teaching methods and strengthening academic support systems can help bridge the gap between government and private schools. From a theoretical perspective, the study supports the view that environmental and institutional factors strongly influence academic achievement and therefore, improving these conditions can lead to better educational outcomes for students.

## 13. REFERENCES

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