

Academic Achievement Of Higher Secondary Students With Regard To Institutional Variables

Mrs. Ranjana .S. Nair¹ and Dr. A Veliappan²

¹Research Scholar Dept. of Education Manonmaniam Sundaranar University Tirunelveli
Tamil Nadu. Email: ranjanashiji@gmail.com

²Associate Professor Dept. of Education Manonmaniam Sundaranar University Tirunelveli
Tamil Nadu. Email: veliappanmsu@gmail.com

Academic achievement is one of the most significant indicators of students' educational success. The present study examined the level of academic achievement of higher secondary students with special reference to nature of school and type of school. A normative survey method was adopted, and data were collected from a sample of 1,150 higher secondary students. Percentage analysis was used to classify students into low, moderate, and high levels of academic achievement. The findings revealed that the majority of students exhibited a moderate level of academic achievement across all nature of school and type of school. The study concludes that nature of school and type of school are associated with variations in students' academic achievement and highlights the need for targeted academic support.

Keywords: Academic achievement, higher secondary students, nature of school, type of school.

Introduction

Academic achievement is considered an essential outcome of the teaching-learning process and reflects the effectiveness of educational experiences provided to students. It determines students' future educational and career opportunities and serves as an important indicator of educational quality. Various demographic and institutional factors influence academic achievement, including school environment, socio-economic background, and geographical location. Higher secondary education represents a critical stage in students' academic careers because it prepares them for higher education and professional pursuits. Therefore, understanding differences in academic achievement among students belonging to different school locations is important for planning effective educational interventions.

Review of Related Literatures

Academic achievement is influenced by several personal, educational, and environmental factors. Hattie (2009) found that effective teaching and school environment significantly improve students' academic performance. Dean et al. (2023) reported that school location influences students' academic achievement, with rurality interacting with socio-economic and school-related factors to affect learning outcomes. (Sage Journals). Brownie et al. (2023) found that geographical location influences students' educational participation and achievement, emphasizing that access to educational resources and institutional support

contributes to academic success. (Sage Journals.)NCERT (2023) reported that differences in school resources, learning opportunities, and instructional support continue to contribute to variations in students' academic achievement across schools in India. Podiya et al. (2025) reviewed evidence concerning school climate, students' emotional health, and academic achievement among school-going adolescents in India. The review indicates that the school environment and students' experiences within the school can influence their well-being and academic outcomes. A supportive and positive school climate can therefore contribute to better learning experiences and academic achievement.

Significance of the Study

The present study helps identify the level of academic achievement among higher secondary students with regard to institutional variables. The findings provide useful information for teachers, school administrators, and policymakers to plan appropriate academic support and improve students' learning outcomes. The study also serves as a reference for future researchers in the field of educational research.

Objective of the Study

The objectives of the study are:

1. To find out the level of Academic Achievement of Higher Secondary Students with regard to nature of school.
2. To find out the level of Academic Achievement of Higher Secondary Students with regard to type of school.

Hypotheses of the Study

H₀ :1 There is no significant difference in academic achievement of higher secondary students with regard to nature of school.

H₀ :2 There is no significant difference in academic achievement of higher secondary students with regard to type of school.

Research Design

In this study the investigator prepared a self made tool for academic achievement. A questionnaire was prepared and validated; questionnaire was given to 1,150 higher secondary students of Kanyakumari district. Academic achievement scores were classified into Low, Moderate, and High categories using percentage analysis.

Table -1 Level of Academic Achievement of Higher Secondary Students with regard to nature of school

Variable	Nature of School	Low		Average		High	
		N	%	N	%	N	%
Academic Achievement	Boys	47	29.6	71	44.7	41	25.8
	Girls	29	14.9	120	61.5	46	23.6
	Co-Education	129	16.2	556	69.8	111	13.9

It is inferred from the above table that, two fifth of boys school higher secondary students have moderate level of Academic Achievement. But, three fifth of girls school higher secondary students have moderate level of Academic Achievement. And also, seven tenth of co-education school higher secondary students have moderate level of Academic Achievement.

Figure-1 Level of Academic Achievement of Higher Secondary Students with regard to nature of school

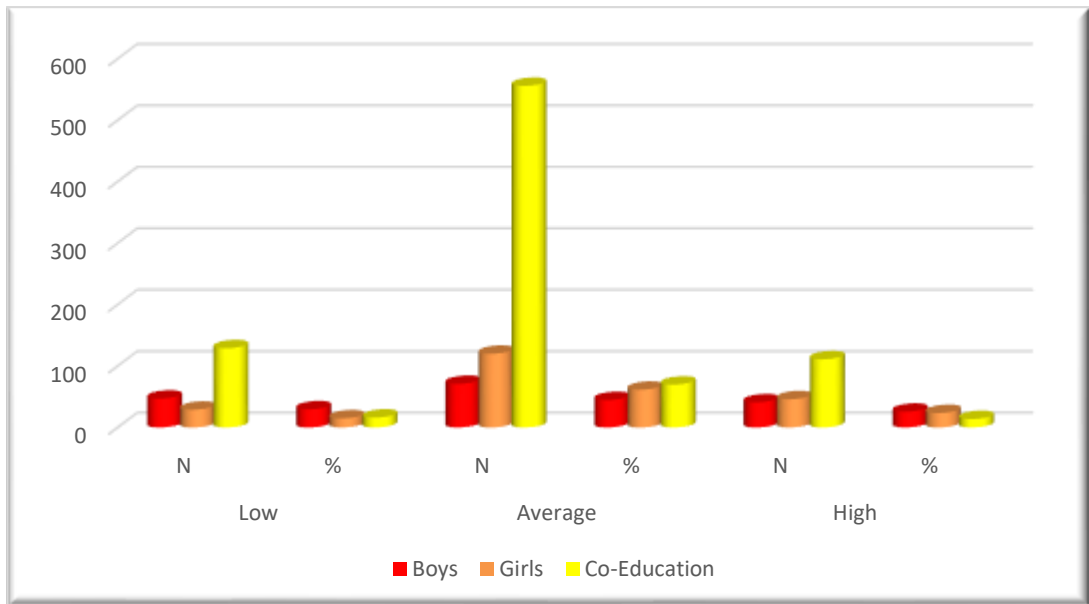
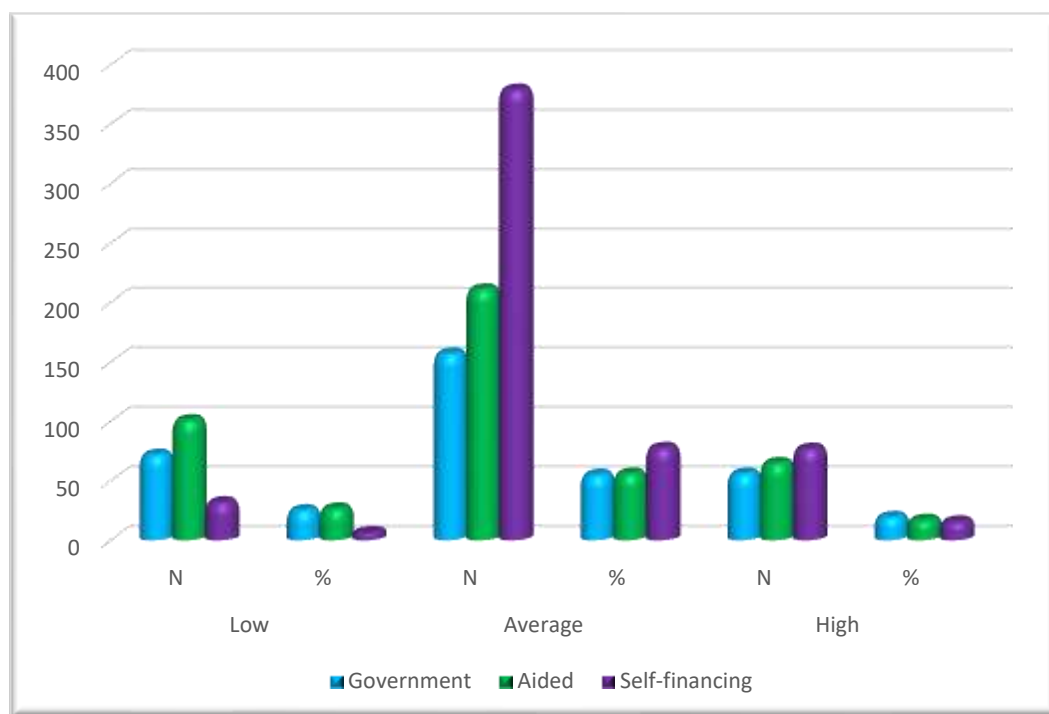


Table -2 Level of Academic Achievement of Higher Secondary Students with regard to type of school

Variable	Type of School	Low		Average		High	
		N	%	N	%	N	%
Academic Achievement	Government	72	25.3	157	55.1	56	19.6
	Aided	101	26.8	211	56.0	65	17.2
	Private	32	6.6	379	77.7	77	15.8

It is inferred from the above table that, one half of government and government aided school higher secondary students have moderate level of Academic Achievement. But, seven tenth of private school higher secondary students have moderate level of Academic Achievement.

Figure-2 Level of Academic Achievement of Higher Secondary Students with regard to type of school



Findings

The major findings of the study are:

- Co-education school students have 69.8% of academic achievement, boys schools has 44.7% and girls schools have 61.5% academic achievement.
- Private school students have 77.7% of academic achievement whereas government schools students have 51.1% and aided schools students' 56.0% academic achievement only.

Analysis and Interpretation of Data

The level of academic achievement of higher secondary students with regard to nature of schools and type of schools reveals that the majority of higher secondary students demonstrated a moderate level of academic achievement. Two fifth of boys have moderate level of Academic Achievement whereas three fifth of girls school higher secondary students have moderate level of Academic Achievement. One half of government and government aided school higher secondary students have moderate level of Academic Achievement whereas seven tenth of private school higher secondary students have moderate level of Academic Achievement. The reason may be private schools give more practice to the students when compared to government and aided schools. Schools in rural areas may strengthen academic achievement through systematic remedial instruction, digital-learning facilities, individualized academic monitoring, peer-assisted learning, career guidance and teacher-supported use of educational technology. students may also be guided towards purposeful academic use of social-media platforms, such as accessing educational content, participating in subject-based learning communities and communicating with teachers and

peers for academic purposes. Teachers can identify students with learning gaps through diagnostic tests and provide regular remedial classes.

Discussion

The analysis demonstrates that academic achievement differs across nature of school and type of school. With regard to school location, rural students displayed a higher percentage of moderate academic achievement than urban students. Although urban schools had a greater proportion of high achievers, they also recorded a substantially higher percentage of low achievers, suggesting greater variability in academic performance among urban students. These findings imply that educational planners should provide targeted academic interventions for Commerce students and develop strategies to reduce disparities in achievement among urban school students.

Conclusion

The study concludes that the majority of higher secondary students possess a moderate level of academic achievement irrespective of study group and school location. However, noticeable variations exist among different rural and urban schools. Students require greater academic support to improve performance, while educational authorities should strengthen instructional strategies that enhance academic achievement across all school settings. Teachers have to concentrate on the students to excel in academics. The comparatively lower academic achievement observed among rural higher secondary students may be associated with differences in educational resources, digital access, supplementary academic support, parental educational support, exposure to learning opportunities and the availability of career guidance. Institutional and family environments in which students learn may also affect the academic achievement of students.

References

1. Brownie, S., Yan, A.-R., Broman, P., Comer, L., & Blanchard, D. (2023). Geographic location of students and course choice, completion, and achievement in higher education: A scoping review. *European Education and Society*. <https://doi.org/10.1177/27526461231200280>.
2. Dean, J., Roberts, P., Downes, N., & Goldsmith, A. (2023). The spatial implications of academic achievement in Year 12: Rethinking discourses of disadvantage in rural locations. *The Australian Educational Researcher*, 67(1), 94–114. <https://doi.org/10.1177/00049441231155708>.
3. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
4. National Council of Educational Research and Training. (2023). *National Achievement Survey 2021: National Report*. NCERT.
5. Podiya, J. K., Navaneetham, J., & Bhola, P. (2025). Influences of school climate on emotional health and academic achievement of school-going adolescents in India: A systematic review. *BMC Public Health*, 25, 54. <https://doi.org/10.1186/s12889-024-21268-0>
6. Slavin, R. E. (2020). *Educational psychology: Theory and practice* (13th ed.). Pearson.

7. UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.
8. Wang, X. S., Perry, L. B., Malpique, A., et al. (2023). Factors predicting mathematics achievement in PISA: A systematic review. *Large-scale Assessments in Education*, 11(24). <https://doi.org/10.1186/s40536-023-00174-8>.