

Background variables and their relationships with academic achievement in School Students of district Darbhanga, Bihar

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ABSTRACT

The aim of the present study is to see the effect of rural and urban background school student in age ground of 12 – 16 years in district Darbhanga, Bihar. The survey and used tests advocated the significant difference between high and low achievers on background variables.

Keywords: *Rural and Urban background, Status effect, Darbhanga.*

INTRODUCTION

Socio economic status, home environment (cultural values and attitudes of parents, parental occupation and education), social background and educational environment *etc.* in rural and urban areas of anywhere affects the variability and relationship with academic achievement in all categories students. As the basic primary and middle school study is more important for these reasons, the study of the same in district Darbhanga was taken out.

Researchers have compared rural students with students of urban schools on general major areas of academic achievements, including geography¹, mathematics, science and reading²⁻⁴, and level of stress⁵. Although studies examining school's location (rural and urban) on students, educational outcomes stated in mid 80s in the United States, there appears to be no consensus on the significance of this characteristic².

Some studies debunk the urban-rural influence on students' performance⁶⁻⁸. Some workers argued that the rural schools face challenges that can lead to unfavorable educational outcomes for their students⁹. The present study was to ascertain the difference in achievement of urban and rural students in district Darbhanga, Bihar.

MATERIALS AND METHODS

The sample consisted by 400 school students of Darbhanga district of Bihar who were in age group of 12-16 years. The incidental purposive sampling method was used to select the sample half of which consisted of rural and other half of urban background. For the study the following tests were used:-

1. Personal Data Sheet: It included information regarding background variables obtained through personal data sheet prepared by the author herself.
2. Criterion of Academic Achievement: The marks of school examination.
3. Roy Curiosity Questionnaire.
4. Sherry & Sinha Family Relationship Inventory.

5. Sinha's Dependence Proneness Scale and
6. Research Design Based on Ex-post-facto Method: The respondent co-operated fully as the investigation developed rapport the subjects. After getting the reply it was seen that the forms or test booklets were complete in all respects. In the end, the subject were thanked for the co-operation they rendered in a conducting the present research work.

RESULTS AND DISCUSSION

The following main findings engaged from the discussions:

1. The co-efficient of correlation between academic achievement and background variable was found significant at .01 level of confidence.
2. The high achievers group significantly higher on curiosity and scores than the low achievers group.
3. The high achievers group scored significantly lower on dependence proneness scores than the low achievers group.
4. The urban group scored significantly higher on academic achievement than the rural group.
5. The co-efficient of correlation was calculated between academic achievement and dependence proneness and has found significant beyond .01 level of confidence (Table 1).

Table 1

Correlation matrix of the variables General Mental Ability, Home environment, Interest and Academic achievement of Students (N = 110) in rural & urban areas of district Darbhanga, Bihar

S. no.	Variables	1	2	3	4
1.	General Mental Ability	1			
2.	Home Environment	.80**	1		
3.	Interest	.78**	.64**		
4.	Academic Achievement	.83**	.71**	.68**	

Growing knowledge leads to growing interest as new information increases the likelihood of conflict^{10,11}. This is most probably because of the phenomenon of more learning leading to more questions, which is turn increases learning. Thus this study is set to investigate intelligence, interest, gender and home environment as correlates of students' academic achievement. Home environment is strongly associated with many measures of childhood cognitive and academic achievement, including IQ, achievement test scores, grade retentions and functional literacy.¹²

CONCLUSION

As it has been understood that education is imperative for leading to overall progress of the individuals, communities and nation. There are number of factors within school as well outside school and particularly in rural and urban environment that affect the academic performance of the students. Finally it can be stated that in order of achieve good academic outcomes, it is vital for the students to be dedicated and sincere towards their studies, the home environmental conditions should be peaceful and available and teaches should be approachable in attitude with attention to both rural and urban area students.

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