
A Comparative study of the academic achievement level in science subject among the students of class 6, 7 & 8 of Parisadiya Upper Primary school KGBV School & Aided college of Pilibhit district Uttar Pradesh

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ABSTRACT:

The objective of this research was to conduct a comparative study on the educational achievement levels in science subjects among students of classes 6, 7, and 8 from Parisadiya Upper Primary School, Kasturba Gandhi Balika Vidyalaya (KGBV), and an Aided College. This study also aimed to assess the effectiveness of teacher training programs on student outcomes in these institutions. Utilizing a descriptive research method, the sample comprised 287 students from Parisadiya School, 180 from KGBV, and 120 from the Aided College. Data analysis employed mean, standard deviation, and 'T' tests. The results of the test suggest that there is not enough evidence to say that the teacher-training improved the scores of the students.

Keywords: Educational Achievement Test, Educational Achievement, Parishadiya Upper Primary School.

Introduction

Educational achievement refers to the learning outcomes of students in the school curriculum and is a critical measure of the quality of education, assessed through various tests and closely linked with efforts to promote equity in education. This study not only compared the academic achievement levels among students from different school types but also evaluated the impact of teacher training programs on these achievements. The educational achievement of student is influenced by many factors, like motivational technique used by the teacher, interest study habits environment, etc. Over all achievement is a multi-dimensional concept which highlights learning outcomes of student. Therefore, the researcher selected this problem to know the educational achievement level of science subject among student of class 6 ,7, 8 of

Parishadiya upper Primary School, Kasturba Gandhi residential Balika Vidyalaya and aided college and to solve various problem faced by student in future .

Statement of Problem

The study aimed to compare the academic achievement levels in science among students from Parishadiya Upper Primary School, KGBV, and Aided College. This is used to determine the effectiveness of teacher training programs in enhancing student performance in these schools.

Objectives of the study

1. To study the achievement level of science subjects among girls studying in Kasturba Gandhi Balika Vidhyalaya and students studying in Upper Primary Schools.
2. To study the achievement level of science subject among girls of class 6 studying in Kasturba Gandhi Balika Vidhyalaya and students of class 6 studying in Government Parishadiya Upper Primary Schools
3. To study the achievement level of science subjects among girls of class 7 studying in Kasturba Gandhi Balika Vidyalaya and students of class 7 studying in Government Parishadiya Upper Primary Schools.
4. To study the achievement level of science subject among girls of class 8 studying in Kasturba Gandhi Balika Vidhyalaya and students of class 8 studying in Government Parishadiya Upper Primary Schools .
5. To study the achievement level of science subjects among boys and girls studying in Government Parishadiya Upper Primary Schools.

Hypotheses of the study

We state the Hypotheses which are going to be investigated in this study.

1. There is no significant difference in terms of achievement level in science subjects between the girls studying in Kasturba Gandhi Balika Vidyalaya and the students studying in Government Parishadiya Upper Primary Schools.
2. There is no significant difference in the achievement level of science subjects between the girls of class 6 studying in Kasturba Gandhi Balika Vidyalaya and the students of class 6 studying in the Government Parishadiya Upper Primary Schools.
3. There is no significant difference in terms of achievement level in science subjects between the girls of class 7 studying in Kasturba Gandhi Balika Vidyalaya and the students of class 7 studying in the Government Parishadiya Upper Primary Schools.
4. There is no significant difference in the achievement level of science subjects between the girls of class 8 studying in Kasturba Gandhi Balika Vidyalaya and the students of class 8 studying in the Government Parishadiya Upper Primary Schools.
5. There is no significant difference in terms of achievement in science subjects between boys and girls studying in Government Parishadiya Upper Primary Schools.

Limitation of the study

Before starting the study of any problem, determining the boundaries of the study can make the process of study accessible and easy. The researcher has delimited his problem in the following ways.

1. The presented study has been done only on the girls of Kasturba Gandhi Balika Vidyalaya and students of Government Parishadiya Upper Primary Schools.
2. The presented study has been done only on the girls of Kasturba Gandhi Balika Vidyalaya and students of Government Parishadiya Upper Primary Schools located in Pilibhit district.
3. In the presented study, the level available in science subject has been studied.
4. In the presented study, only 600 boys and girls have been selected as samples.

Methodology

The study employed a descriptive research design. The statistical analysis included mean, standard deviation, and the Welch two-sample 'T' test to compare performance levels between students whose teachers received training and those who did not.

Results

We have reported the results for the Mean and Variance of the students' scores for all the combinations of schools and grades in Table 1. We do not see a clear difference in the mean scores among the three different types of schools with respect to the classes.

We see in Table 2, for Kasturba schools, p-values were 0.9442968, 0.3701508, and 0.2572368 for grades 6, 7, and 8, respectively. Similarly, for Aided schools, p-values were 0.52534093, 0.95797118, and 0.06751576.

Category	Grade	Mean	Standard Deviation
Kasturba	6	8.733	3.145
	7	8.133	3.116
	8	8.933	3.875
Aided	6	7.750	2.706
	7	9.375	2.906
	8	8.450	2.631
Parishadiya	6	7.708	4.849
	7	8.320	3.926
	8	9.374	4.304

These results suggest that, under the conditions of this study, teacher training did not significantly impact the educational achievement in science among the targeted student populations. Thus, the analysis revealed no significant difference in science achievement levels between students of the trained teachers in Parishadiya schools and those from KGBV and Aided Colleges. The p-values obtained for the comparisons across grades 6, 7, and 8 were significantly larger than 0.05, indicating that the teacher training program did not lead to a statistically significant improvement in student performance in science subjects.

School.Type	Grade.6	Grade.7	Grade.8
Kasturba	0.944297	0.370151	0.257237
Aided	0.525341	0.957971	0.067516

Discussion and Conclusion

This study highlighted the complexities involved in enhancing educational outcomes through teacher training alone. While teacher training is crucial, its direct impact on student performance, as measured by test scores in this instance, may not always be immediately evident. This suggests the need for a multifaceted approach to educational improvement, encompassing not only teacher training but also student engagement strategies, curriculum development, and environmental factors. Further research is recommended to explore these dimensions and their combined effect on educational achievement.

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