

# Factors Influencing Academic Performance of Secondary Students of Government Schools in Tiruvanmalai District

R. Santhi, K. B. Jasmine Suthanthiradevi

**Abstract:** *Academic performance is an education outcome, the extent in which students, teachers or schools have reached their objectives in school education. Infrastructure, student-teacher relation, home atmosphere and quality of teacher are factors which influence secondary students' academic performance studying in Government schools. Significant difference is there between profile of secondary students of Government schools and factors influencing their academic performance. Nearly half of secondary students of Government schools have moderate level of academic performance. The quality of teacher, student-teacher relation, infrastructure and home atmosphere has positive and significant impact on level of academic performance of secondary students of Government schools. To enhance academic performance of secondary students of Government schools, state Government must give adequate infrastructure to schools and teachers of Government schools must maintain better student-teacher relationships and handle student very friendly.*

**Keywords:** *Academic Performance, Government School, Secondary Students*

## I. INTRODUCTION

Academic performance is the focal point for students in which the entire system of education turns around. Achievement of school is assessed through performance of students in their academics simultaneously parents have also higher degree expectations from students about their performance in academics, as they strongly consider that good performance in academics can lead to best job opportunities and security for their future life (Bajwa, 2006). Academic performance is the process of attaining knowledge and is evaluated by grades, provided by teachers. In school education, academic performance is the achievement of objective of education by students, teachers or schools in a particular time period and it is appraised through by regular evaluations and or examinations and the goal may differ among students and schools (Narad and Abdullah, 2016). Academic performance is an education outcome, the extent in which students, teachers or schools have reached their objectives in school education. (Murthy and Kulshreshtha, 1999).

In order to achieve the educational goal of students at secondary education level, both school and family environments are very important to them for effective learning (Oselumese et al 2016).

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**R. Santhi**, Research Scholar, Department of Education, PRIST University, Thanjavur, Tamil Nadu State

**K. B. Jasmine Suthanthiradevi**, Professor, Department of Education, PRIST University, Thanjavur, Tamil Nadu State

In addition to physical and psychological factors, physical conditions of class rooms, behaviour of teachers and other students are also important aspects which influence the academic performance of students. Hence, it is essential to study factors that are influencing academic performance of secondary students of Government schools.

## II. REVIEW OF LITERATURE

Makewa et al (2011) found that curriculum, teaching methods, relationship between students and teachers and school environment were positively influencing academic performance of students. Pretorius (2012) concluded that professionally qualified teachers, teaching methods and effectiveness of teachers were affecting academic performance of students.

Ganyaupfu (2013) revealed that the academic performance of students was influenced by interaction between students and teachers and significant difference exist among academic performance of students and teaching methods by teachers.

Ezeagba (2014) found that insufficient study materials and ineffective methods of teaching were affecting academic performance of students. Ogweno (2015) concluded that resources for learning and teaching were not influencing academic performance of students of agriculture but it was affected by proper utilization of those resources by students.

Kalagbor (2016) revealed that regardless of having higher quality of teachers in public secondary schools had not provided a favourable environment to their students to improve their academic performance. George et al (2017) found that the academic performance of students was influenced by better class room management, rewards, encouragement and friendly behaviour of teachers not by punishment and verbal instructions.

## III. OBJECTIVES OF THE STUDY

1. To find factors influencing academic performance of secondary students of Government schools.
2. To examine difference between profile of secondary students of Government schools and factors influencing academic performance.
3. To assess impact of factors influencing academic performance of secondary students of Government schools on their level of academic performance.

**IV. HYPOTHESES OF THE STUDY**

1. There is no significant difference among factors influencing academic performance among profile of secondary students of Government schools.
2. There is no significant impact of factors influencing academic performance of secondary students of Government schools on their level of academic performance.

**V. METHODOLOGY**

The present study is done in Tiruvanamalai district of Tamil Nadu state. The secondary students of Government schools are selected through simple random sampling method. The questionnaire method is used to gather data from 300 secondary students of Government schools. The percentages are calculated to know profile of secondary students of Government schools. An exploratory factor analysis is used to find factors that influence academic performance of secondary students of Government schools. The t-test and F-test are done to examine difference between profile of secondary students of Government schools and factors influencing academic performance. The regression analysis is used to assess the impact of factors influencing academic performance of secondary students of Government schools on their level of academic performance.

**VI. RESULTS AND DISCUSSION**

**Profile of Secondary Students of Government Schools**

The profile of secondary students of Government schools is given in Table-1. The findings disclose that 54.33 per cent of secondary students of Government schools are males and 45.67 per cent of them are females and 58.67 per cent of secondary students of Government schools are studying 10<sup>th</sup> standard and the remaining 41.33 per cent of them are studying 9<sup>th</sup> standard. The findings explain that 38.33 per cent of secondary students of Government schools are studying in boys schools followed by girls schools (32.00 per cent) co-education (29.67 per cent) and fathers of 31.33 per cent of secondary students of Government schools are illiterates followed by secondary (27.67 per cent), higher secondary (25.00 per cent) and graduation (16.00 per cent) The findings clarify that mothers of 37.00 per cent of secondary students of Government schools are illiterates followed by secondary (25.33 per cent), higher secondary (23.67 per cent) and graduation (14.00 per cent) and 41.00 per cent of secondary students of Government schools are earning monthly family income of less than Rs.10,000 followed by Rs.10,001 – Rs.15,000 (27.33 per cent), Rs.15,001 – Rs.20,000 (21.67 per cent) and more than Rs.20,000 (10.00 per cent).

**Table. 1 Profile of Secondary Students of Government Schools**

| Profile                      | Number of Students | Percentage |
|------------------------------|--------------------|------------|
| <b>Gender</b>                |                    |            |
| Male                         | 163                | 54.33      |
| Female                       | 137                | 45.67      |
| <b>Class Level</b>           |                    |            |
| 9 <sup>th</sup> Standard     | 124                | 41.33      |
| 10 <sup>th</sup> Standard    | 176                | 58.67      |
| <b>Kind of School</b>        |                    |            |
| Boys                         | 115                | 38.33      |
| Girls                        | 96                 | 32.00      |
| Co-Education                 | 89                 | 29.67      |
| <b>Father's Education</b>    |                    |            |
| Secondary                    | 83                 | 27.67      |
| Higher Secondary             | 75                 | 25.00      |
| Graduation                   | 48                 | 16.00      |
| Illiterate                   | 94                 | 31.33      |
| <b>Mother's Education</b>    |                    |            |
| Secondary                    | 76                 | 25.33      |
| Higher Secondary             | 71                 | 23.67      |
| Graduation                   | 42                 | 14.00      |
| Illiterate                   | 111                | 37.00      |
| <b>Monthly Family Income</b> |                    |            |
| Less than Rs.10,000          | 123                | 41.00      |
| Rs.10,001 – Rs.15,000        | 82                 | 27.33      |
| Rs.15,001 – Rs.20,000        | 65                 | 21.67      |
| More than Rs.20,000          | 30                 | 10.00      |

**Factors Influencing Academic Performance of Secondary Students of Government Schools**

To find the factors influencing academic performance of secondary students of Government schools, an exploratory factor analysis is used and the results are given in Table-2. Value of Kaiser-Meyer-Olkin (KMO) test for measuring

sampling adequacy is 0.786) and Chi-Square Value for Bartlett's test of Sphericity is 0.0034, which is significant at one per cent level and these values reveal the method of factor analysis is apt.



**Table. 2 Factors Influencing Academic Performance of Secondary Students of Government Schools**

| Factor | Item                                      | Rotated Factor Loadings | Eigen Value | % of Variation | Factor Name              |
|--------|---|-------------------------|-------------|----------------|--------------------------|
| I      | Class room                                | 0.68                    | 3.48        | 24.93          | Infrastructure           |
|        | Audio visual aids                         | 0.69                    |             |                |                          |
|        | Communication facilities                  | 0.66                    |             |                |                          |
|        | Sports faculties                          | 0.65                    |             |                |                          |
|        | Library                                   | 0.67                    |             |                |                          |
|        | Laboratory                                | 0.64                    |             |                |                          |
| II     | Sense of humor                            | 0.62                    | 1.65        | 19.76          | Student-Teacher Relation |
|        | Help from teachers                        | 0.66                    |             |                |                          |
|        | Encouragement from teachers               | 0.62                    |             |                |                          |
|        | Active listening by students              | 0.67                    |             |                |                          |
|        | Interaction between students and teachers | 0.70                    |             |                |                          |
| III    | Parent's care                             | 0.61                    | 1.14        | 16.54          | Home Atmosphere          |
|        | Parent's knowledge                        | 0.64                    |             |                |                          |
|        | Parent's motivation                       | 0.66                    |             |                |                          |
|        | Interaction between parents and children  | 0.63                    |             |                |                          |
| IV     | Knowledge of teacher                      | 0.65                    | 1.02        | 12.10          | Quality of Teacher       |
|        | Teaching skills of teacher                | 0.71                    |             |                |                          |
|        | Creativity of teachers                    | 0.67                    |             |                |                          |
|        | Cumulative % of Variation                 | -                       | -           | 73.33          | -                        |
|        | Cronbach's Alpha                          | 0.87                    |             |                |                          |

Principal Component Analysis, Varimax Rotation, Converged in 7<sup>th</sup> iterations.

Four factors obtained have of 73.33 per cent of variations on variables and each one has 24.93 per cent, 19.76 per cent, 16.54 per cent and 12.10 per cent of variation in that order.

Factor-I consists of class room, audio visual aids, communication facilities, sports faculties, library and laboratory. As a result, this factor is named as Infrastructure.

Factor-II includes sense of humor, help from teachers, encouragement from teachers, active listening by students and interaction between students and teachers. So, this factor is stated as Student-Teacher Relation.

Factor-III comprises of parent's care, parent's knowledge, parent's motivation and interaction between parents and children. Accordingly, this factor is denoted as Home Atmosphere.

Factor-IV encompasses knowledge of teacher, teaching skills of teacher and creativity of teachers. As an outcome, this factor is labeled as Quality of Teacher.

Cronbach's Alpha value of the scale is 0.87 implying that each measure has acceptable level of internal consistency. Infrastructure, student-teacher relation, home atmosphere and quality of teacher are factors that influence academic performance of secondary students of Government schools.

**Profile of Secondary Students of Government Schools and Factors Influencing Academic Performance**

To scrutinize difference among profile of secondary students of Government schools and factors influencing academic performance, the t-test and Analysis of Variance (ANOVA) test were used and the results are given in Table-3.

**Table. 3 Difference among Profile of Secondary Students of Government Schools and Factors Influencing Academic Performance**

| Particulars  | t-Value / F-Value  | Sig. |
|--|--------------------|------|
| Gender and Factors Influencing Academic Performance                | 10.754** (t-value) | .000 |
| Class Level and Factors Influencing Academic Performance           | 9.165** (t-value)  | .000 |
| Kind of School and Factors Influencing Academic Performance        | 19.872**           | .000 |
| Father's Education and Factors Influencing Academic Performance    | 21.620**           | .000 |
| Mother's Education and Factors Influencing Academic Performance    | 20.538**           | .000 |
| Monthly Family Income and Factors Influencing Academic Performance | 22.910**           | .000 |

\*\* Significant at one per cent level

The t-values and F-values are significant demonstrating that significant difference exist among profile of secondary students of Government schools and factors influencing academic performance at one per cent level.

**Level of Academic Performance of Secondary Students of Government Schools**

The level of academic performance of secondary students of Government schools is given in Table-4.



**Table. 4 Level of Academic Performance of Secondary Students of Government Schools**

| Level of Academic Performance | Number of Students | Percentage    |
|-------------------------------|--------------------|---------------|
| Low                           | 99                 | 33.00         |
| Moderate                      | 146                | 48.67         |
| High                          | 55                 | 18.33         |
| <b>Total</b>                  | <b>300</b>         | <b>100.00</b> |

The findings elucidate that 48.67 per cent of secondary students of Government schools viewed the level of academic performance is at moderate level following by low level (33.00 per cent) and high level (18.33 per cent).

**Table. 5 Impact of Factors Influencing Academic Performance of Secondary Students of Government Schools on Their Level of Academic Performance**

| Factors Influencing Academic Performance   | Regression Co-efficients | t-Value | Sig. |
|--|--------------------------|---------|------|
| Intercept                                  | 1.105**                  | 11.812  | .000 |
| Infrastructure (X <sub>1</sub> )           | .404**                   | 7.954   | .000 |
| Student-Teacher Relation (X <sub>2</sub> ) | .442**                   | 8.340   | .000 |
| Home Atmosphere (X <sub>3</sub> )          | .396**                   | 6.728   | .000 |
| Quality of Teacher (X <sub>4</sub> )       | .475**                   | 8.736   | .000 |
| R <sup>2</sup>                             | 0.63                     | -       | -    |
| Adjusted R <sup>2</sup>                    | 0.61                     | -       | -    |
| F  | 27.390                   | -       | .000 |

\*\* Significant at one per cent level

Quality of teacher, student-teacher relation, infrastructure and home atmosphere have significant and positive impact on level of academic performance of secondary students of Government schools at one per cent level.

**VII. CONCLUSION**

The above study concludes that infrastructure, student-teacher relation, home atmosphere and quality of teacher are the factors influencing academic performance of secondary students of Government schools. Significant difference exists between factors influencing academic performance and profile of secondary students of Government schools. Nearly half of secondary students of Government schools have moderate level of perception about their academic performance. Quality of teacher, student-teacher relation, infrastructure and home atmosphere are significantly and positively impacting the level of academic performance of secondary students of Government schools. To enhance academic performance of secondary students of Government schools, state Government must give adequate infrastructure to schools and teachers of Government schools must maintain better student-teacher relationships and handle student very friendly. In addition, parents of students of Government schools should give due attention to studies and behaviour of their children. And teachers of Government schools must improve their professional knowledge and teaching abilities through adequate trainings and they must teach students through innovative ways to improve their understanding and learning interests.

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**Impact of Factors Influencing Academic Performance of Secondary Students of Government Schools on Their Level of Academic Performance**

To assess impact of factors influencing academic performance of secondary students of Government schools on their level of academic performance, regression analysis is used and the results are given in Table-5. R<sup>2</sup> is 0.63 and adjusted R<sup>2</sup> is 0.61 and these values reveal the regression model has good fit and 61.00 per cent of variation in dependent variable is shared by independent variables. The F-value of 27.390 is significant revealing the model is significant at one per cent level.

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