

Level of Academic Achievement among Secondary School Students

Mrs. Rajkumari Mahendra¹, Prof. Dr. Lubhawani Tripathi²

¹Research Scholar, Education, Kalinga University, Raipur

²Professor Education, Kalinga University, Raipur

Abstract

Academic achievement is a central indicator of students' educational progress and overall development. Understanding the level of academic achievement among secondary school students is essential for evaluating the effectiveness of teaching-learning processes and identifying areas for improvement. The present study aimed to examine the level of academic achievement among secondary school students. A descriptive survey method was employed on a sample of 800 Class IX students drawn from government and private schools of Bilaspur district, Chhattisgarh, India. Academic achievement was measured using students' official examination scores obtained from school records. Descriptive statistical techniques such as mean, standard deviation, frequency, and percentage were used for analysis. The findings revealed that the majority of students demonstrated moderate to high levels of academic achievement, with most students falling in the Average, Above Average, and High categories, while only a small proportion exhibited low achievement levels. The results indicate generally satisfactory scholastic performance among students but highlight the need for targeted interventions to support lower-performing learners. The study provides useful insights for educators, policymakers, and researchers aiming to improve academic outcomes in secondary education.

Keywords: Academic achievement, secondary school students, scholastic performance, educational outcomes, school education, student performance

1. Introduction

Academic achievement refers to the extent to which students attain educational goals and demonstrate mastery of curriculum content. It is commonly assessed through examination scores, grades, or standardized test results and serves as a key indicator of students' cognitive development, learning effectiveness, and readiness for higher education.

At the secondary school level, academic achievement assumes particular importance because it influences students' future educational pathways, career opportunities, and personal development. Class IX represents a transitional stage in the Indian education system where academic demands increase significantly, requiring students to develop disciplined study habits, conceptual understanding, and higher-order thinking skills.

Numerous factors influence academic achievement, including cognitive ability, motivation, study habits, teaching quality, school environment, parental support, and socio-economic conditions. In recent years, technological advancements and digital learning resources have also begun to shape students' academic performance. However, despite these influences,

examination scores remain the most widely accepted measure of scholastic success in school settings.

Understanding the distribution of academic achievement levels among students is essential for identifying strengths and weaknesses within the educational system. Such information helps educators design appropriate instructional strategies, remediation programs, and policy interventions. Therefore, the present study was undertaken to assess the level of academic achievement among secondary school students in Bilaspur district.

2. Review of Literature

Previous research has consistently highlighted academic achievement as a multifaceted construct influenced by psychological, social, and environmental factors.

Bloom (1976) emphasized that learning outcomes are determined not only by aptitude but also by quality of instruction and time spent on learning. Hattie (2009) reported that effective teaching strategies, feedback, and student engagement significantly enhance academic performance.

Crede and Kuncel (2008) found that study habits and attitudes strongly predict academic achievement across educational levels. Similarly, Zimmerman (2002) highlighted the role of self-regulated learning in improving scholastic outcomes.

In the Indian context, Singh (2017) reported that secondary school students generally exhibit moderate academic achievement, with variations across gender, school type, and socio-economic status. Kumar and Sharma (2020) found that students from supportive learning environments tend to perform better academically.

Research also indicates that academic achievement is closely linked to motivation, self-discipline, and parental involvement (Duckworth & Seligman, 2005). Students who receive consistent guidance and encouragement from teachers and parents demonstrate higher levels of academic success.

Despite extensive research on factors affecting achievement, studies focusing specifically on the distribution of achievement levels among secondary school students in regional contexts remain limited. The present study seeks to address this gap.

3. Objective of the Study

Objective: To study the level of academic achievement among secondary school students.

4. Hypothesis

Null Hypothesis:

There is no significant variation in the level of academic achievement among secondary school students.

5. Methodology

5.1 Research Design

The study adopted a quantitative descriptive survey design to assess the existing level of academic achievement without manipulating variables.

5.2 Population

The population comprised all Class IX students studying in secondary schools of Bilaspur district, Chhattisgarh, India.

5.3 Sample

A sample of 800 students was selected using multistage sampling from government and private schools located in both urban and rural areas.

5.4 Tool Used

Academic achievement was measured using students' official examination scores obtained from school records. The marks secured in major compulsory subjects were aggregated to obtain a composite achievement score for each student. Using official records ensures objectivity, reliability, and freedom from self-report bias.

5.5 Procedure of Data Collection

Formal permission was obtained from school authorities prior to data collection. Examination scores were collected from authenticated sources such as mark sheets and school registers with due approval. Students' identities were kept confidential, and data were used solely for research purposes. The collected scores were compiled, verified for accuracy, and organized for statistical analysis.

5.6 Statistical Techniques Used

- Mean
- Standard Deviation
- Frequency
- Percentage

6. Analysis and Interpretation

Distribution of Students Across Levels of Academic Achievement (N = 800)

Level of Academic Achievement	Frequency	Percentage
Extremely High	84	10.50%
High	156	19.50%
Above Average	188	23.50%
Average	226	28.25%
Below Average	96	12.00%
Low	38	4.75%
Extremely Low	12	1.50%
Total	800	100%

Interpretation

The analysis shows that the largest proportion of students falls in the Average category (28.25%), followed by Above Average (23.50%) and High (19.50%). Only a small percentage of students belong to Low (4.75%) and Extremely Low (1.50%) categories.

This distribution indicates that most secondary school students demonstrate satisfactory academic performance. However, the presence of students in lower achievement categories suggests the need for targeted academic support and remedial interventions.

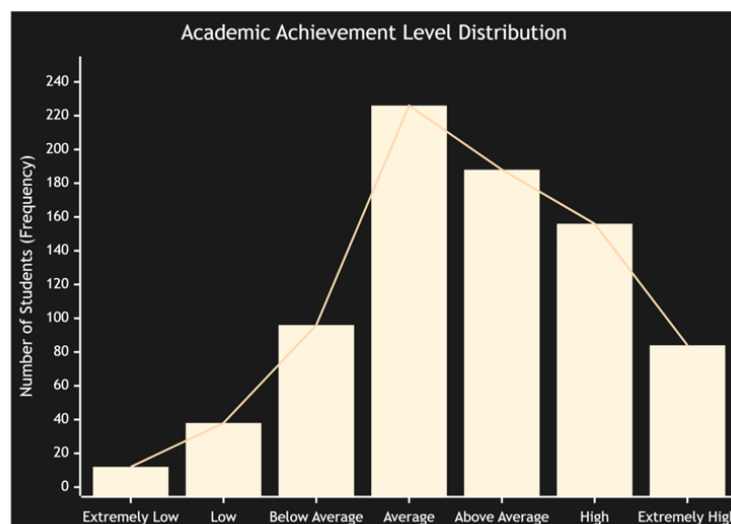


Figure : Levels of Academic Achievement

7. Conclusion

The study concludes that secondary school students generally exhibit moderate to high levels of academic achievement. Most students perform within the average to above-average range, indicating effective learning outcomes at the secondary level. Nevertheless, a small proportion of students demonstrate low achievement, highlighting the need for focused educational support.

Overall, the findings suggest that while the academic performance of students is generally satisfactory, continuous efforts are required to enhance learning quality and reduce achievement disparities.

8. Educational Implications

The findings have important implications for educational practice. Schools should implement strategies to strengthen teaching effectiveness, provide academic counseling, and offer remedial support for low-performing students. Teachers should adopt learner-centered approaches, formative assessment techniques, and differentiated instruction to address diverse learning needs. Parents should be encouraged to actively support their children's education. Policymakers should ensure equitable access to quality educational resources across schools to promote consistent academic achievement.

9. Suggestions for Future Research

Future studies may examine academic achievement across different educational levels, regions, and socio-economic groups. Comparative studies between government and private schools may provide deeper insights into institutional influences. Longitudinal research may be conducted to assess changes in achievement over time. Further investigations may also explore relationships between academic achievement and variables such as motivation, study habits, digital learning, and mental health.

10. References

1. Bloom, B. S. (1976). *Human characteristics and school learning*. McGraw-Hill.
2. Crede, M., & Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar supporting academic performance. *Perspectives on Psychological Science*, 3(6), 425–453.
3. Duckworth, A. L., & Seligman, M. E. (2005). Self-discipline outdoes IQ in predicting academic performance. *Psychological Science*, 16(12), 939–944.
4. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
5. Kumar, R., & Sharma, S. (2020). Factors influencing academic performance among adolescents. *Journal of Educational Psychology*, 12(1), 34–41.
6. Singh, A. (2017). Academic achievement of secondary school students in relation to selected variables. *Indian Journal of Educational Research*, 56(2), 78–85.
7. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70.