A Study of Birth Order, Family Type And Region As Correlates of Academic Achievement Among Degree Students In Puducherry – India

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ABSTRACT: *It is imperative to state that Educational Sociology and Psycho-pedagogy play a vital role in understanding the concept of performance and achievement. It is a diverse field of study and research to venture into on account of its several correlated factors and variables involved. However many research studies have been undertaken to find out all related factors that contribute towards as well as associated with best achievement and performance at all levels of study be it a School, College or University. Thus it is only in view of the importance of Birth order, Family type and Region in determining or assessing the performance of the student as established by many researchers that this study was undertaken to find out correlation if any between Birth order, Family type and Region with that of Academic Achievement among Degree students in Puducherry – India. As far as this study is concerned the results have highlighted that among the three variables only Birth order has emerged as a correlate of Academic Achievement among Degree students in Puducherry- India.*

Key words: *Academic Achievement, Birth order, Family type, Region, Degree students, Puducherry – India.*

I. INTRODUCTION

In India and abroad what is most expected is development of the skills and potentials of the youth who could intern contribute much and lead the Nation towards growth, development and prosperity. Towards this end, many efforts are taken by Educationalists and Social Planners under the background of several research findings to analyse the variables which impact or correlate with Academic achievement and Performance of the students at the level of Secondary and Higher Education.

1.1 Academic Achievements And Its Significance:

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even after retirement.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on Students, Teachers, Schools and in general the Education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, although various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990)

A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not. This question is sometimes considered to be closely related to learning than teaching. Jamuar (1974) stated that efficient learning depends not only on good teaching methods but also satisfactory learning procedures. Anwana and Cobbach (1989) are also of the

view that students do badly academically on account of factors other than low intellectual capacity. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and low achievers as incapable and deprived of employment, which may ultimately result in maladjustment to life.

1.2 The Present Study:

The impact and Influence of family on academic achievement among students has been a focus of attention for several years in the field of Educational Sociology and number of researches where conducted in this specific area of interest. In countries and societies where gender is given importance and where there is a joint family system there is every possibility of a difference in performance of students as compared with students from nuclear families where gender is not a matter of concerns for parents. Besides these, Region and Birth order of students also influence or interferes with the performance of the students on account of parental bias and economic constraints. Hence it is only on this premise that this present study entitled A STUDY OF Birth Order, Family Type And Region As Correlates Of Academic Achievement Among Degree Students In Puducherry – India was undertaken to find out correlation if any between Academic Achievement and Other Variables of the study viz., Region, Birth Order and Family type.

II. REVIEW OF LITERATURE

Although several research studies where done in this area, a few researchers mentioned hereunder deserves a specific focus on account of their extensive research in this area. They are MICHAL BENNO A (1995), Khatun K (1986), Sputa (1995), Kour And Gill (1993), Aiyshabi (1991), Stella And Purushothaman (1993), Joshi (2000), Sundaram (1989), Misra M (1986), Tripathi P (1987), Singh And Bhatnagar (1984).

III. METHOD

3.1. Objectives Of The Study:

1. To study the level of Academic Achievement (AA) of Degree students (1st Year) pertaining to Arts, Science and Engineering subjects in Puducherry.

2. To find out the relationship between Academic Achievement and variables viz: Region, Birth Order and Family Type.

3.2. Hypothesis Tested:

H.0.1: No significant differences are identifiable between the students grouped on the basis of their Region with regard to their scores on Academic Achievement.

H.0.2: No significant differences are identifiable between the students grouped on the basis of the Birth Order with regard to their scores on Academic Achievement.

H.0.3: No significant differences are identifiable between the students grouped on the basis of their Family Type with regard to their scores on Academic Achievement.

3.3. Sample:

In this study before selecting the sample, efforts were made to identify different Colleges in and around Puducherry offering Arts, Science and Engineering courses. As the variable selected are applicable for all students at College level irrespective of subjects and courses undertaken, equal weightage was given to Male and Female students under Arts, Science and Engineering subjects in Puducherry. The First year Degree students numbering 310 in strength from various Colleges under Arts, Science and Engineering subjects constituted the Sample of the study in Puducherry.

3.4. Variables:

1. Academic Achievement

2. Region (Urban/Rural)

3. Birth Order (Rank of Birth – Low/Middle/High)

4. Family Type (Nuclear/Joint)

3.5 Tools:

3.5.1 Academic Achievement :

The Academic achievement levels were measured by taking into account the scores of students obtained in their First Year University exams wherein a uniform measurement standard and evaluation is maintained by the Puducherry Central University which applies and holds good for all first year students in

various subjects irrespective of their colleges and locale in Puducherry. As such the assessment of academic achievement of first year degree students with their scores achieved in their first year University exams under Pondicherry Central University is justifiable in this research study.

3.5.2 Data With Regard To All Other Variables:
To Collect data with regard to other variables such as Birth order, Region and Family type a separate proforma prepared for the purpose was administered.

3.6 Statistical Techniques Used:
1. Mean, Median and Standard Deviation have been computed to know the nature and distribution of the scores.
2. Analysis of Variance technique (ANOVA) has been used using SPSS software to study the significance of differences among the various groups in relation to Academic Achievement.

VI. ANALYSIS AND FINDINGS:

H.01 region and academic achievement:
"No significant differences are identifiable between the students grouped on the basis of their region with regard to their scores on academic achievement."
The above hypothesis was verified using ANOVA technique. The result of the analysis was presented in Table 01.

Summary Of Anova Table 01

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	484.555	1	484.555	3.442	.065
Within Groups	43355.280	308	140.764		
Total	43839.835	309			

A perusal of the above table indicates that the calculated value of 'F' is less than the tabulated value at 0.05 level of significance. Even though the difference between values is very minimum statistically it may be stated that Region has no impact on Academic achievement of College student in Puducherry. Thus the Null Hypothesis is accepted as far as this study in concerned. From the data arrived at and the analysis tabled we can safely conclude that as far as this study is concerned Region is not a potent force in determining the level of Academic achievement among the First year Degree students in Puducherry.

H.0:2 birth order and academic achievement:
"No significant differences are identifiable between the students grouped on the basis of the birth order with regard to their scores on academic achievement."
The above hypothesis was verified using ANOVA technique. The result of the analysis is presented in Table 02.

Summary of anova:
Table 02

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1278.956	2	639.478	4.613	.011
Within Groups	42560.879	307	138.635		
Total	43839.835	309			

The above table indicates that the calculated value 'F' is greater than the table value of 'F' at 0.05 level of significance, since the calculated value is higher than the tabulated value the Null Hypothesis cannot be accepted at 0.05 level of significance. It means that Birth order as an Independent variable does show significant relationship on the level of Academic achievement among First year Degree students in Puducherry. Thus as far as this study is concerned, it may be interpreted and concluded that Birth order as an independent variable is a vital factor in determining the level of Academic achievement among First year Degree students in Puducherry.

H.O:3 Family Type And Academic Achievements
"No significant difference is identifiable between the students grouped on the basis of their family type with regard to their scores on academic achievements.
The above hypothesis was verified using ANOVA technique. The result of the analysis is presented in table 03.

Summary Of Anova
Table 03

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	20.558	1	20.558	.144	.704
Within Groups	43819.278	308	142.270		
Total	43839.835	309			

The result presented in the above table clearly indicates that the calculated value of `f` is less than the tabulated value at 0.05 level of signification. Since the calculated value of `f` is smaller than the tabulated value the Null Hypothesis cannot be rejected at 0.05 level of signification. It means that family type as the independence variable does not show any significant difference on the Academic achievements of First year Degree students. It may be interpreted that as far as this study is concerned First year Degree students belonging to different types of family do not manifest differences in their scores on Academic achievement.

V. CONCLUSION

From the findings of the study it may be seen that Region and Family type does not play any significant role in assessing Academic Achievement of College students as no significant relationship could be established between these two variables with that of Academic Achievement of Degree students (First Year). However, the study has established a significant relationship between Academic Achievement with that of Birth Order of College students. Hence as far as this study is concerned it may be stated that among the three independant variables studied only Birth Order has an influential role to play with in respect of assessment of Academic Achievement among Degree students in Puducherry.

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