

# ANALYTICAL STUDY OF EDUCATIONAL ACHIEVEMENT OF ELEMENTARY URBAN AND RURAL STUDENTS IN HIGHER SECONDARY SCHOOLS OF LUCKNOW

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**Abstract:-**The research paper is based on a critical study of educational achievement of Urban and Rural boys and girls students of higher secondary schools in Lucknow district. Education is a life-long process, it is the main goal of making children's academic achievement effective under this process. Generally speaking, academic achievement means acquiring knowledge and developing skills. This assessment is done on the basis of the marks obtained in an academic year, on the basis of educational programs conducted by the teachers or student both. On the basis of the findings from the results of the research, it was known that there was no significant difference in educational achievement of students of selected urban and rural areas in the research .

**Key words :** Lucknow district, higher secondary school, student and academic achievement ,critical study.

**1. Introduction** Achievement is an expression of the complete development of education. By education, desire can establish meaningful control over the power of mind. Education teaches people to think rightly. Education produces people and excels the character. Education is an instrument, which is a verb that gives the yogic, physical, emotional, intellectual and inner knowledge to bring out. In this way we can say that education brings change in the life of a person. So that he can continuously move towards excellence. Social interaction occurs in many forms. The first is the form of antagonism in which there are two or more people who want to achieve a divisive goal and struggle for it. social interaction is a form of cooperation. There is a collective effort to achieve the standard goal. Cooperation is a necessary social interaction for competitiveness and content achievement for individual achievements. The third form of social interaction is association. There is mutual opposition in the conflict. Adjustment is the fourth form. Contains mutually adaptation in the sampling. The result of social interactions we see in the form of identity with interest. Signs and emulations are also influenced interactions. The child is socialized with these interactions. The education system is the most simple, systematic and effective process of human development for the maximum development, which enhances its knowledge, perception and skill. To make the education system more powerful, the latest technologies, innovations, tools and mass media of Information Technology have played an important role and have opened new doors for knowledge acquisition and skill development. The importance of academic achievement is very important in every teaching work and it shows the student's intellectual level up gradation. According to Garrison, "Education progress is the progress of the current qualification of the child or the extent of his knowledge in a specific subject area."

"From the beginning of the nineteenth century, the emphasis on impersonal examination of education has started. The history of the examinations is very ancient. In today's era, such tests are being used in all levels of education. As the educationists experienced that the practice of oral examinations is no longer possible. By the way, such tests started to be developed and used. In the first round of the year 1840, President of the Board of Education, Mr. Horka Mann stressed the written examinations. As a result of this, Mr. Ganesh used the examination of written tests in Boston. The New York State Regent of Amirka stressed the written examinations in 1865.

In the 19th century, the widely publicized written examinations began in England and America. In the latter half of the century, Fisherman first inaugurated the objective trials. Educational achievement tests mean those tests, which measure the knowledge, perception, skills, etc. of the students. Where have students achieved success in learning about the subjects taught in the school? Achievement test is used only to measure it. Therefore, it can be said that in the course of a specific time period, the instruments of measuring the change in the knowledge and understanding of the student in

any one or other subjects through the teaching-learning process, are the findings of the achievement test. Educational achievements are often based on the objectives of education and the results are received in relation to the achievement of objectives.

## 2. Explanation of the words:

**District-Lucknow:** is the capital city of the Indian state of Uttar Pradesh, and is also the administrative headquarters of the eponymous district and division. It is the eleventh most populous city and the twelfth most populous urban agglomeration of India. Lucknow has always been known as a multicultural city that flourished as a North Indian cultural and artistic hub, and the seat of power of Nawabs in the 18th and 19th centuries. It continues to be an important centre of governance, administration, education, commerce, aerospace, finance, pharmaceuticals, technology, design, culture, tourism, music and poetry. The city stands at an elevation of approximately 123 metres (404 ft) above sea level. Lucknow district covers an area of 2,528 square kilometres (976 sq mi). Bounded on the east by Barabanki, on the west by Unnao, on the south by Raebareilly and in the north by Sitapur, Lucknow sits on the northwestern shore of the Gomti River.

Historically, Lucknow was the capital of the Awadh region, controlled by the Delhi Sultanate and later the Mughal Empire. It was transferred to the Nawabs of Awadh. In 1856, the British East India Company abolished local rule and took complete control of the city along with the rest of Awadh and, in 1857, transferred it to the British Raj. Along with the rest of India, Lucknow became independent from Britain on 15 August 1947. It has been listed as the 17th fastest growing city in India and 74th in the world.

Educational institutions in the city include seven universities including the University of Lucknow, a Babasaheb Bhimrao Ambedkar University, a technical university (Uttar Pradesh Technical University), a law university (RMLNLU), an Islamic university (DUNU) and a large number of polytechnics, engineering institutes and industrial training institutes. Other research organisations in the state include the Central Institute of Medicinal and Aromatic Plants, Central Food Technological Research Institute, and the Central Glass and Ceramic Research Institute. Lucknow is home to a number of prominent educational and research organisations including Indian Institute of Management Lucknow (IIM-L), Indian Institute of Information Technology, Lucknow (IIIT-L), Central Drug Research Institute (CDRI), Indian Institute of Toxicology Research, National Botanical Research Institute (NBRI), Institute of Engineering and Technology (IET Lko), Dr. Ram Manohar Lohia National Law University (RMNLU), Institute of Hotel Management, Lucknow (IHM), Sanjay Gandhi Postgraduate Institute of Medical Sciences (SGPGI), Dr. Ram Manohar Lohia Institute of Medical Sciences and King George's Medical University (KGMU). The National P. G. College (NPGC), affiliated to the University of Lucknow, is ranked as the second best college imparting formal education in the country by the National Assessment and Accreditation Council.

**Higher Secondary School:** Higher secondary school means that students between 17 and 18 years of age normally receive education. Under this, education comes from 11 to 12 Examinations are conducted by the Central Board of Secondary Education and up board Allahabad in the present education system.

**Student:** In the research work carried out, students are studying in class-11 and class-12 students who are studying in the urban and rural areas of higher secondary schools of the district Lucknow.

**Urban areas:** In the research work conducted in urban areas, it means that there are places where students can get all the resources - traffic, electricity, water, state-of-the-art laboratories, etc. for the study.

**Rural Areas:** In rural areas, in rural areas, there is a place in rural areas where the students lack the resources and basic requirements for studying.

**Educational achievement:** Education is a continuous process of life, its main goal is to make the educational achievement of the children effective under this process. Generally speaking, academic achievement means acquiring knowledge and developing skills. It is calculated on the basis of the marks obtained in an academic year, on the basis of educational activities conducted by teachers or both. The importance of academic achievement is very important in every teaching work and it shows the student's intellectual level up gradation.

## 3. Need and importance of research

Today boys and girls student are the future captains of the country and the role of education in this work is extremely important. Without education, no students can have their place in the society. It is said that the child is reflected in the mirror of society, which reflects society with its efficiency and personality. Generally, those children whose intellectuals are high, their academic achievement is also high. It is to see if there is any difference in the wisdom of the children studying in urban and rural schools. If so, why their academic achievement is affected and how it is affected. Therefore, the current requirement is that the intelligence of the children should be traced and seen as far as the educational

achievement of intellectuals is being affected. To make concerted efforts in this direction, so that the academic achievement of the students can be increased. Finding the research done by the researcher wants to find out that the educational availability can be increased by the intellect.

#### 4. Objective

There is no knowledge or discovery of any explanation. Therefore, there are also certain objectives of this research. Show the importance of purpose John D.V. Sir, said, "No work should be started on an academic research project unless the results of that study presented the possibility of making an important person and process best than the influential clouds. Therefore, the following objectives of research work are:

1. Study the difference in the educational achievement of the students (boy's girls) of the urban and rural schools. .
2. Study of the difference in academic achievement of Boys studying in urban and rural schools.
3. The study of the differences in academic achievement of Girls studying in urban and rural schools.

#### 5. The hypothesis

The hypothesis is the important pillar of the the research work, which provides a proper direction to the problem solving. The scientists test their hypotheses in there experiment , but the researcher take their hypotheses into academic research and test the truth of each one. Therefore, building the hypothesis is dependent on the nature of the problem. Defining the hypothesis, according to Lundberg Kh , "the hypothesis is a possible generalization, whose truthfulness is still left to investigate. In its very early stage, the hypothesis is a self-publishing, estimate.

In the research study presented, the prediction of the researcher is as follows:

1. There is no meaningful difference in academic achievement of students studied in urban and rural schools.
2. There is no meaningful difference in academic achievement of boys studied in urban and rural schools.
3. There is no meaningful difference in academic achievement of girls studied in urban and rural schools.

#### 6. Dissemination of Research Studies

1 This research study has been restricted to higher secondary schools of the district Lucknow.

2nd research work has been done by random selection of 5 urban and 5 rural government secondary schools from each development block in 9 development blocks of Lucknow district.

3rd candidate has been selected from the secondary level class-11 boys and girls only.

4. In the research study, 25 urban boys and 25 urban girls and 25 rural boys and 25 rural girls have been identified as total 100 students in the study.

#### 7.research methods

The following research methods have been selected for the purpose of drafting research studies submitted by researcher-

7.1 Experimental Methodology (General P.M.M.) Research has been administered by the General Mental Ability Testing of Jalota in controlled circumstances under the selected students in the examination conducted in Higher Secondary Schools of Lucknow District.

7.2 Observatory of all the development blocks of Research Lucknow District (Research Division).The selected higher secondary schools have been surveyed in the form.

7.3 Interview Schedule Method is used interviewed through questions about the area related to the research subject by the parents of selected students in the field of study and interview in the urban and rural higher secondary schools.

7.4 The questionnaire method has been compiled through the questions regarding the work area related to the research subject of teachers in urban and rural higher secondary schools of Lucknow district.

## 8. variables

The following traces have been used in the submission of variables.

Independent variables - urban students and rural students

Subdivision variables - intelligence and educational achievement

Control variables - Class 11 - Government Higher Secondary School

**9. Research tools:** - In research, the researcher has used the questionnaire tool to collect the desired data of the appraisal. The researcher has used the following tools in the research presented:

1. General mental qualification- Dr. S. Jalota
2. The score of the annual examination for academic achievement

## 10. sample:-

Distribution of sample

Student	Boys	Girls	Teacher	Parents
urban	25	25	5	10
Rural	25	25	5	10
total	50	50	10	20

## 11. Pre-study review

The preceding study refers to all the types of books, knowledge books, letter-journals, research papers and records related to the problem of research, through whose study the researchers have been able to design their problems, create hypotheses, study outlines and Helps in furthering the work These are mainly from Magal, S.K. And Magandal Smt. Shubhra (2005), Pathak, P.D. And Magnal, S.K. (2013), Gupta, S.P. (1997), Singh Arun Kumar (2001), and Tripathi, Prof. Madhusudan (2007), has work related to the topic.

## 12. Explanation and interpretation of the results

Any research conducted by the researcher is reflected in the correct meaning only, when the investigator should evaluate the actual situation of that problem. For this, it is necessary that the researcher should analyze the information collected by all the research tools used by the researcher in the systematic order, as follows –

hypothesis - 1. There is no meaningful difference in academic achievement of students studied in urban and rural schools.

Table 1: Examining the significance of difference in academic achievement of students studied in urban and rural schools

S.No.	Field	N	M	S.D	SE.d	Critical value	significance
1	students in urban schools (boys and girls)	50	68.73	7.05	0.46	0.34	NS
2	students in rural schools (boys and girls)	50	68.57	7.01			

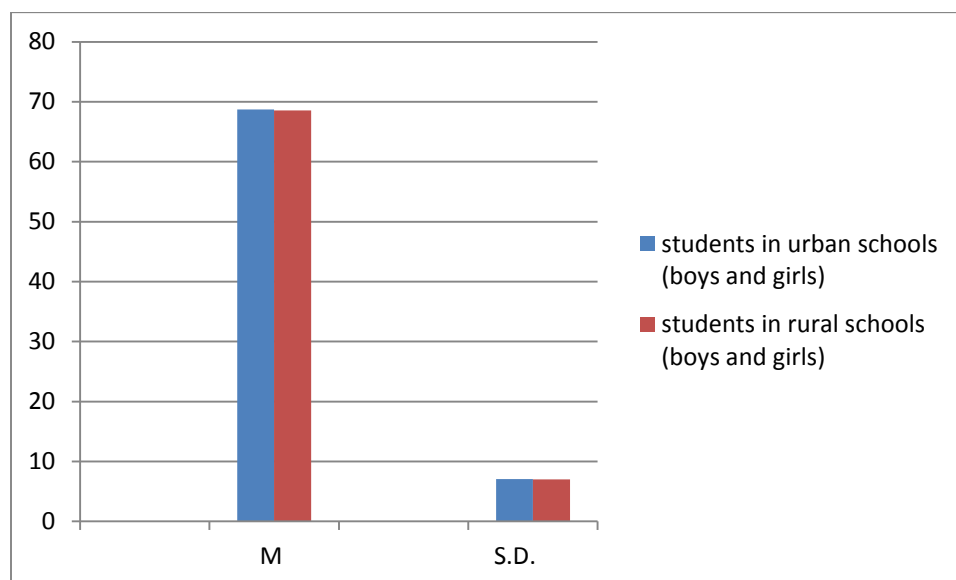


Table number 1 - it is clear from the fact that in the urban and rural areas, the examination of educational achievement of students studied in the schools was found to be 68.73 and 68.57 respectively and standard deviation was found at 7.05 and 7.01 respectively. The difference between the values of both is found, whether it is meaningful or not, for calculating the revolutionary proportion value, this value was 0.34, which is found in the meaning table, that it was found to be less than 1.96 and 2.56. Therefore, it can be said that there is no significant difference in the academic achievement of students studied in urban and rural areas. Therefore, it can be said that there is no significant difference in the academic achievement of the students studied in the schools of urban and rural areas. Therefore, there is no meaningful difference in the academic achievement of students of the urban and rural schools in concept no. -1 '- it is accepted. There was not a significant difference in the academic achievement of the students studied in the schools of urban and rural areas. There can be several reasons for this - In the urban schools of the urban areas, there may be equality in the educational targets of students studying in the students and rural areas. The students of rural areas and students of urban areas have the same strength as academic content, living, tolerance, educational ideology and educational ideology and academic thinking.

hypothesis - 2. There is no meaningful difference in academic achievement of Boys studied in urban and rural schools.

Table 2: Examining the significance of difference in academic achievement of boys studied in urban and rural schools.

S.No.	Field	N	M	S.D	SE.d	Critical value	significance
1	boys in urben school	25	64.23	6.86	0.43	0.31	NS
2	boys in rural school	25	64.01	6.76			



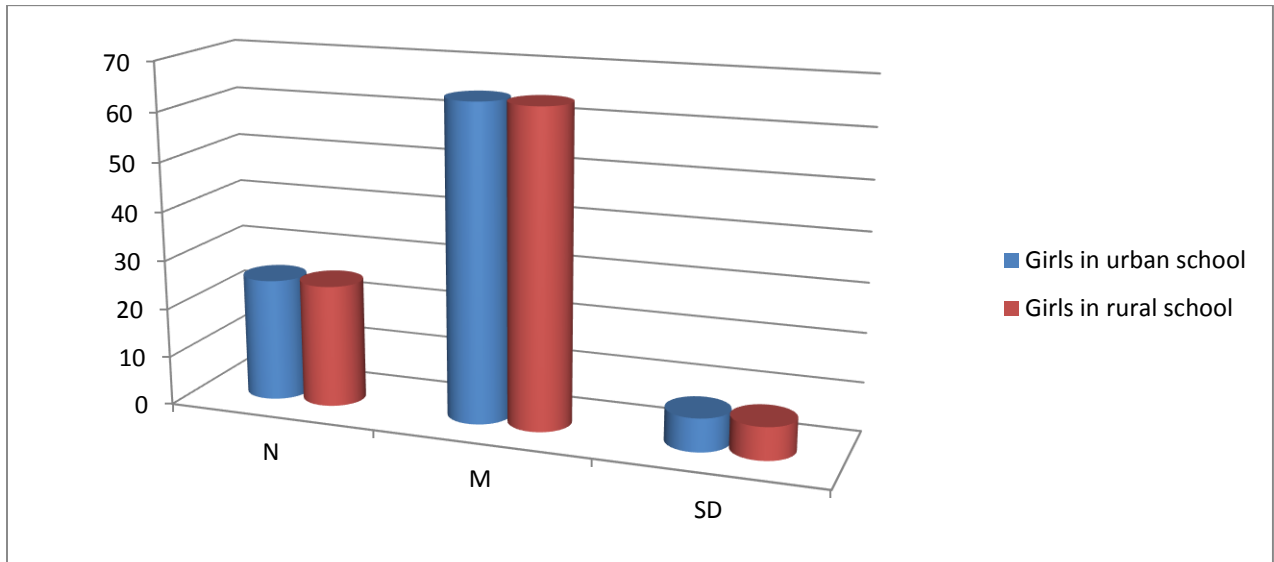


Table number 2 - it is clear from the fact that in the urban and rural areas, the examination of educational achievement of boys studied in the schools was found to be 64.23 and 64.01 respectively and standard deviation was found at 6.86 and 6.76 respectively. The difference between the values of both is found, whether it is meaningful or not, for calculating the revolutionary proportion value, this value was 0.31, which is found in the meaning table, that it was found to be less than 1.96 and 2.56. Therefore, it can be said that there is no significant difference in the academic achievement of boys studied in urban and rural areas. Therefore, it can be said that there is no significant difference in the academic achievement of the boys studied in the schools of urban and rural areas. Therefore, there is no meaningful difference in the academic achievement of boys of the urban and rural schools in concept no. -2 ' - it is accepted. There was not a significant difference in the academic achievement of the boys studied in the schools of urban and rural areas. There can be several reasons for this - In the urban schools of the urban areas, there may be equality in the educational targets of boys studying in the boys and rural areas. The boys of rural areas and boys of urban areas have the same strength as academic content, living, tolerance, educational ideology and educational ideology and academic thinking.

hypothesis - 3. There is no meaningful difference in academic achievement of Girls studied in urban and rural schools.

Table 3: Examining the significance of difference in academic achievement of girls studied in urban and rural schools.

S.No.	Field	N	M	S.D	SE.d	Critical value	significance
1	Girls in urban school	25	64.12	6.78	0.41	0.30	NS
2	Girls in rural school	25	63.98	6.68			

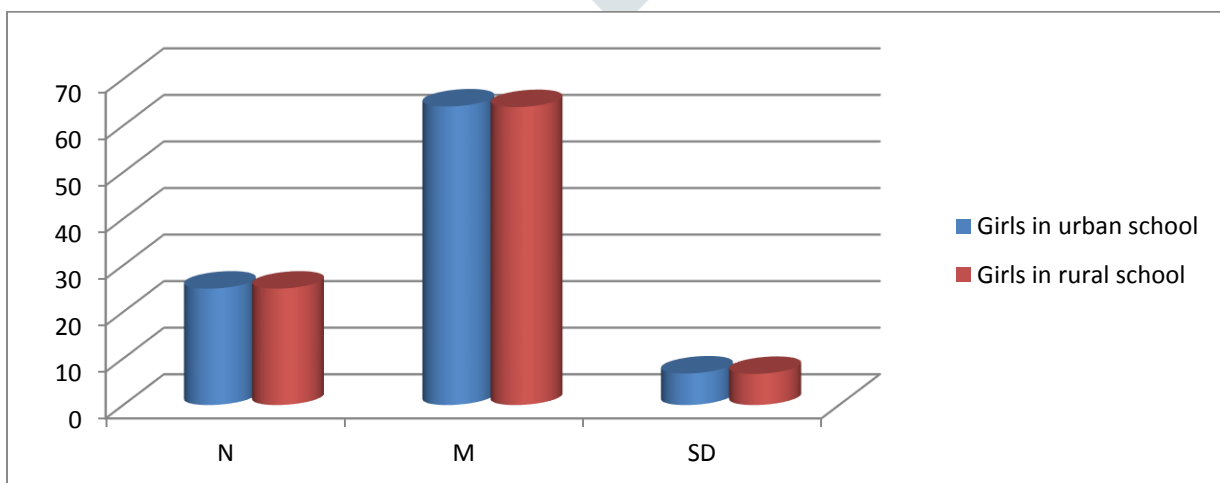


Table number 3 - it is clear from the fact that in the urban and rural areas, the examination of educational achievement of girls studied in the schools was found to be 64.12 and 63.98 respectively and standard deviation was found at 6.78 and

6.68 respectively. The difference between the values of both is found, whether it is meaningful or not, for calculating the revolutionary proportion value, this value was 0.30, which is found in the meaning table, that it was found to be less than 1.96 and 2.56. Therefore, it can be said that there is no significant difference in the academic achievement of girls studied in urban and rural areas. Therefore, it can be said that there is no significant difference in the academic achievement of the girls studied in the schools of urban and rural areas. Therefore, there is no meaningful difference in the academic achievement of girls of the urban and rural schools in concept no. -3 '- it is accepted. There was not a significant difference in the academic achievement of the girls studied in the schools of urban and rural areas. There can be several reasons for this - In the urban schools of the urban areas, there may be equality in the educational targets of girls studying in the girls and rural areas. The girls of rural areas and girls of urban areas have the same strength as academic content, living, tolerance, educational ideology and educational ideology and academic thinking.

### 13. Conclusions

The importance of academic achievement is very important in every teaching work and it shows the student's intellectual level up gradation. The achievement of each student in different subjects varies, i.e., academic achievement means that by measuring knowledge acquired in a certain field. Based on the findings from the results of the research, it was known that there was no meaningful difference in the academic achievement of the students studied in schools and urban areas selected in the research area.

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