Abstract

Education has been given importance in India since from the earliest time. But when we see the developmental process of education, important and innovative phases of education came only after the independence of India by 1947. All over India, the secondary education is given importance and with it, it is also given importance in the north eastern part of India. Among the north eastern states, we know that Arunachal is located in the eastern most part of India having international borders with China, Bhutan and Myanmar. The literacy rate as per the 2011 census of Arunachal Pradesh is 66.96%. The formal education in Arunachal Pradesh practically began after the independence of India. During 1980, there were only 44 secondary schools in the state. The census report 1991 records 73 secondary schools were in Arunachal Pradesh and it gradually keeps on increasing. In this context, the present paper intents to highlight the findings on the academic achievement of secondary school learners of Upper Siang District of Arunachal Pradesh in social sciences..

I. INTRODUCTION

The secondary education is an important stage in the educational ladder. The present problem dealt with social science at secondary schools and strived to illustrate the academic performance of the learners to this subject. In the context of academic performance of students in social science, many studies have been conducted by the researchers like shaver and Narton (1980), Morrissett (1982), Singh (1985), Dubey (1986), Bhagirathi (1978), Jain
(1981), Mishra (2002), Acharya et-al(2010) etc. with several variables. But on the other hand, when we look at a glance about the current trends and status of social science in the school curriculum of Arunachal Pradesh at secondary education, this area is most considered spectacular in terms of student’s performance and felt by the investigator as a neglected area of study. Although many studies have been conducted by the earlier researchers on social studies in India, Arunachal Pradesh and abroad, but no study has been undertaken by any researcher on social science curriculum in relation to academic performance particularly in upper siang district of Arunachal Pradesh. Taking into cognizance an attempt is made by the investigator to study the present area in upper siang district of Arunachal Pradesh on academic performance of secondary school students in relation to management, location, gender, race and socio-economic variables. It is to be seen that the present system of secondary education in social science is performing well in upper siang district. A number of types of regional disparities may exist in the performance of the system. If so, it is imperative to explore the ways and means by which the regional disparities in secondary education in social science can be overcome and also to find out factors which facilitate or inhibit the performance of secondary school system. Such discussions will provide light for future policies in establishment and management of secondary schools taking consideration in social science subject. They will help the curriculum framers to frame the syllabus of the secondary learner in a sequence and logical way.

II. OBJECTIVES OF THE STUDY
In tune with the nature of the present research problem, the chief objective of the study was to examine the academic achievement of the 9th grade learners in social science. The formulated objectives for the study were:

1) To study the status of secondary education in the upper siang district in term of enrolment, gender gap and pupil-teacher ratio.
2) To investigate the academic performance of 9th grade learners of upper siang district on social science with respect to settlement, and gender.

III. HYPOTHESES OF THE STUDY
Keeping in view the formulated objectives, the investigator devised the following hypotheses in null form.

1. Ho1: There lies no significant difference between the academic performances of the 9th grade learners of upper siang district on social science in relation to settlement variation.
2. Ho2: There does not exist significant difference in the academic performance of 9th grade learners of upper siang district on social science in relation to their gender variation.

IV. METHODOLOGY
In this part of paper the investigator has highlighted the research design and procedure of investigation, i.e. how the investigator used the tools for the students of government
secondary schools Yingkiong for finding the academic achievement of 9th grade learners of upper siang district in social science of Arunachal Pradesh. Therefore, the investigator had used the descriptive –cum –survey method of educational research for the completion of the research work.

4.1 Method
In this present chapter, the investigator applied Descriptive-Cum- Survey Method of educational research in order to discover the academic achievement of 9th grade learners of upper siang district in social science of Arunachal Pradesh of government secondary schools.

4.2 Population of the Study
The target population of the present study consisted of Male-Female students, rural and urban, 9th grades learners of government secondary school Yingkiong upper siang district, Arunachal Pradesh during the session 2013-14.

4.3 Sample of the Study
In this study, since there was no sufficient time to conduct the study or to cover up the whole population, in this context a small number of sample was selected as representative of the target population. So far the sampling procedure is concerned the investigator used the stratified random sampling procedure for collection of data which was consisted of 5 government secondary schools of Yingkiong session 2013-14, Upper Siang District , Arunachal Pradesh.

4.4 Tools used in the Study
The selection of any tools in any piece of research study may be considered as a significant part of the study depending upon the data and the data depend upon the accuracy of the tools through the establishment of validity and estimation of reliability as the characteristics of good tools of evaluation. Therefore, investigator in the present study used a self-developed Data Capturing Format (DCF) to find out the academic achievement the 9th grade learners in social science of upper siang district, Arunachal Pradesh.

It is important to note that the investigators did not use any achievement test for collecting the required data from the selected sample of 362 of 9th grade learners. But, the investigator visited all the selected schools personally and collected the achievement scores of 9th grade learners which were scored in the session 2013-14. The investigator visited each selected school and collected the achievement scores of 9th grade learners in social sciences. The investigator visited 5 government secondary schools of Upper Siang District in Arunachal Pradesh and collected the raw score on the achievement test of the learners of 9th grade of session 2013-14. The investigator did his field work with utmost care by taking and considering all the legacies and ethics of data collection in educational research. After completion of the field study, the investigator completed the scoring work.

4.5 Statistical Techniques used in the Study
The present study was concerning to the academic achievement of 9th grade learners in social science of Upper Siang District, Arunachal Pradesh. For analyzing and computing the
result, the investigator used measures of central tendency, measures variability, and t-test for computing the results.

V. MAJOR FINDINGS OF THE STUDY

The analysis and computation along with interpretations have been placed objective wise in the following sections.

Objective -1: To Study the Status of Secondary Education in Upper Siang District in term of Enrolment, Gender-gap, Pupil-teacher ratio.

Table -1: Indicating the total Enrolment of Students in Secondary Schools of Upper Siang District, Arunachal Pradesh.

<table>
<thead>
<tr>
<th>Group</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>417</td>
</tr>
<tr>
<td>Girls</td>
<td>392</td>
</tr>
<tr>
<td>Total</td>
<td>809</td>
</tr>
</tbody>
</table>

Table -2: Showing the Gender gap in Secondary Schools of Upper Siang District, Arunachal Pradesh.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>417</td>
</tr>
<tr>
<td>Girls</td>
<td>392</td>
</tr>
<tr>
<td>Gender gap</td>
<td>25</td>
</tr>
</tbody>
</table>

Table-3: Showing the Total Teachers in Secondary Schools of Upper Siang District, Arunachal Pradesh.

<table>
<thead>
<tr>
<th>Group</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Teacher</td>
<td>193</td>
</tr>
<tr>
<td>Male Teacher</td>
<td>502</td>
</tr>
<tr>
<td>Total</td>
<td>695</td>
</tr>
</tbody>
</table>

Table-4: Indicating the Pupil - Teacher Ratio in Secondary Schools of Upper Siang District, Arunachal Pradesh.

<table>
<thead>
<tr>
<th>Group</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Total Student</td>
<td>326</td>
</tr>
<tr>
<td>Pupil Teacher ratio</td>
<td>1:23</td>
</tr>
</tbody>
</table>

Interpretation:

An examination of the above tables reveal that at present the total number of schools in upper siang district, Arunachal Pradesh were 119 and the total secondary school were 9. The total enrolment of Secondary school in class IX for session 2013-14 have been shown in the Table no.1.1. The total number of girls learners were 392 and the boys learners were 417. By seeing the enrolment of all the learners, it can be said that the boy learners were out
numbered than the girl learners. Likewise, the table no.1.2. reveals that the total number of teachers in Upper Siang district. In Upper Siang district of Arunachal Pradesh, there were 193 female teachers and 502 male teachers in the secondary schools level during the session 2014-2015. The study revealed that there are more male teachers than the female teachers in the said district. The gender gap of the boys and girls found to be 25 during 2013-14 session in class IX, 'and the pupil –teacher ratio of the 5 selected government schools also came out to be = 1:23.

Objective-2: To investigate the academic performance of 9th grade learners of Upper Siang district on social science with respect to settlement, and gender.

Hypothesis -1: There does not exist significant difference in the academic performance of 9th grade learners of Upper Siang district on social science in relation to their settlement variation.

Table-5: Summary of Comparison between the Performance of Urban and Rural Learner in Government School in Upper Siang District, Arunachal Pradesh.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean Scores</th>
<th>SD</th>
<th>SED</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>246</td>
<td>27.1</td>
<td>11.39</td>
<td></td>
<td>27.02</td>
</tr>
<tr>
<td>Rural</td>
<td>100</td>
<td>57.1</td>
<td>8.44</td>
<td>1.11</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation: The above Table no. 5 reveals that the computed t-value came out to be 24.02 which is greater than the criterion t-value 1.97 at .05 level of confidence for 344 o df. These 27.02 is significant at .05 levels. Therefore, the formulated hypothesis “There does not exist significant difference in the academic performance of 9th learners of Upper Siang district on social sciences in relation to their settlement variation gets rejected.

From this it is understood that there is significant difference in the academic achievement of 9th grade learners in social science of Upper Siang district in Arunachal Pradesh. The computation signifies that the rural learners performed better than the urban learners according to their respective mean scores which have been shown in the above Table no. 5.

Objective -2: To investigate the academic performance of 9th Grade learners of Upper Siang district on social science with respect to gender variation.

Hypothesis-2: There is no significant difference between the academic performances of 9th Grade learners of Upper Siang district on social science in relation to the gender.

Table-6: Summary of Comparison between the Performance of Male and Female Learners of Government Schools

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean Scores</th>
<th>SD</th>
<th>SED</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>155</td>
<td>39.1</td>
<td>16.11</td>
<td>1.74</td>
<td>1.83</td>
</tr>
<tr>
<td>Female</td>
<td>207</td>
<td>42.3</td>
<td>16.85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interpretation: The above Table no. 6 reveals that the computed t-value came out to be 1.83 which is less than the criterion. t-value 1.97 to .05 level of confidence for 360 df. Therefore, 1.83 is not significant at .05 level of significance. Therefore, the formulated hypothesis “There is no significant difference between the academic performance of 9th grade learners of upper siang district on social sciences in relation to Gender variation gets accepted. From this, it is understood that there is significance difference in the academic achievement of 9th grade learners in social sciences of upper siang district in Arunachal Pradesh. The computation signifies that the female learners performed better than the male learners according to their respective mean scores which have been shown in the above Table no 1.6.

VI. DISCUSSION OF THE RESULT
The analyses and interpretations of the result has drawn the generalization of the study that:

1. The enrolment of female learners was more than the male learners and the female learners had better academic achievement than the male learners.
2. The learners whose parents are in service had better academic achievement than those learners whose parents are farmers.
3. Non-APST/General had better academic achievement than the APST learners.
4. The rural learners had better academic achievement than the urban learners.

From the findings of the study, it can be taken into consideration that the male learners need guidance by the teachers as well as their parents immediately. The parents whose occupations are farming should be given awareness on importance of education so that those parents will also realize the importance of education and encourage and motivate their children. Apart from these, there should be guidance and counseling programmes for the urban dweller parents to create time for their children and pay attention for their studies than offering only luxurious items as and when they need.

In this perspectives, proper guidance, counseling and orientation programmes should be organized for the teachers, parents and the students knowing about the importance of social science in the secondary school than that of other subjects, because social sciences talk about the development of social mobility, adjustment and humanitarian values among the learners.

VII. EDUCATIONAL IMPLICATIONS OF THE STUDY
In tune of the analysis of the present study, the investigator has recommended some pertinent educational implications in reference to the academic achievement on social science. They are as under-

1. The study would help the teachers of secondary schools to know about the student’s performances on social science and their level of achievement on it.
2. The study would help the teacher to use the teaching learning materials for making the teaching –learning process more interesting on social science subject so that the learner can perform better.
3. It is found that female learners performed better than the male learners, so accord should be there for counseling for male learners and to develop positive parent’s attitude towards their son.

4. The study would help the curriculum framers to frame the social science curriculum of the secondary school level on the basis of the finding of the study.

5. The study would help the education departments to strengthen the quality and balance approach to deal with the students of secondary schools level on social science subject.

6. Necessary attention should also be accorded for the conduction of orientation programme for all the secondary school teachers, parents and students about the importance of social science in daily life.

7. In the study, it is found that learners of rural areas perform better than the learners in urban areas, so from the study it has found that only urban learners did not perform better always but the rural learners also had better achievement. Therefore, the urban learner’s parents also should be given proper guidance and counseling for their children academic performances.

8. The study would help the APST parents to take care of their children’s academic performances and give them orientation programme.

9. The study would help to give orientation and counseling programme for the learners whose parents are farmers, so that even their children will perform better in the subject of study.

10. The study would help the teacher to make the learners more active on social science subject along with science and mathematics subjects.

VIII. CONCLUSION

The present study has revealed that the performance of 9th grade learners in social sciences of upper siang district, Arunachal Pradesh. Thus, Secondary education has become very important in the sphere of education. The part of the curriculum which deals with human relationships and aims to contribute to the development of good citizenship is usually referred to as social studies. In numerous school systems, it means a series of separately taught subjects such geography, economics, and civics, and history. In other educational systems social studies consist of the direct examination of issues and problem encountered in the learner’s environment. In 9th grade this latter approach is more common than separate subject centered approach. This deals with social studies and strives to illustrate specifically academic performance of learners to this subject by presenting detailed information about teaching social studies in 9th grade of upper siang district, Arunachal Pradesh. Thus, the government of Arunachal Pradesh should take importance on the performance of the achievement on social science along with the other academic subject because social science subject is very important for any individual who lives in the society. Social science teaches us about the mobility and adjustment within the society. Social science teaches about the humanitarian and tolerance unlike those of scientific thought. Last not the least; it is the education which creates a backbone for a nation. Where there is good
quality of education, there will be certainly good and quality citizen and when there is good citizen then any obstacles cannot prevent a nation from prospering and development. Hence, education should be the most priority for any nation whether it is pre - primary, primary, elementary, secondary and higher secondary level.

IX. REFERENCES


To Cite This Paper