



Academic achievement among migrant and non-migrant secondary school students in Jammu and Kashmir

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Abstract

The present study was to find out the academic achievement among migrant and non-migrant secondary school students. The sample for the present study was taken from Jammu and Kashmir divisions. The total sample for the present study consisted of 600 secondary school students (300 migrant secondary school students and 300 non migrant secondary school students) perusing their education in different secondary schools of Jammu and Kashmir. In case of Migrant secondary school Students the random sampling technique was used by the investigator to select the sample of migrant secondary school students studying in migrant secondary schools located in different migrant campuses of Jammu. The non-migrant secondary school students were also selected through random sample technique and the sample was collected from various Govt. secondary schools of Kashmir Division. Academic achievement was measured as the scores obtained by the sample subjects in their previous two examinations. The present study found that non migrant secondary school students have better academic achievement as compared to migrant secondary school students.

Keywords: academic achievement, migrant, non-migrant, secondary school students, J&K

Introduction

The state and central government had failed to control conflicts and to offer security to minority of Kashmiri Pandits and under these bad circumstances Kashmiri Pandits started shifting to other places and left their native Kashmir valley. So the migrants of Kashmir are those persons who shift from Kashmir to another place for the settlement of their lives. Most of the families of Kashmiri migrants were shifted from Kashmir region to Jammu region and remain there in campuses. In these campuses migrant face lot of problems. The migrants were not in position to full fill their basic needs. The inhabitants of the camp area have been misery from many diseases due to non-availability of health care centre. The government has recognized a dispensary in the camp but has never bothered to supply it with medicine and necessary equipment's. It is an eye-wash only to show in papers that a dispensary has been built up in the camp area. As the camp is at a larger distance from the Jammu city but there is no ambulance facility for the sick and any health affected camp inhabitant. Another major problem is linked to water supply. The hand-pumps that have been constructed but unfortunately they are not working properly and are in need of repair. These are ineffective facilities to meet the demand of many migrated households, who have to drink, bath and cook and do other farm duties. Long lines of woman around the working, hand pumps are seen wearing frustration and anger. In non-camp as well as camp areas, the authorities are lacking even in low level ordinary sense and have set up these pumps nearer to the latrine with the result the water that is taken out is infectious and contaminated and is a cause of various diseases. There is a need of well-organized pains to keep the camp and non-camp

free from the bell smell of rotting waste material with the result microorganisms breed at a faster rate and spread diseases. There are no schooling facilities for school going students within the camp vicinity. As an effect they have to cover a long distance to reach the schools. The government has given one room tenements to each family of migrated Kashmiri Pandits in camp area (Negrota) which in spite of big deal are virtual hovels and hell-holes. The construction of these hovels is fragile and turns leaky in rains. The family members existing in them feel restricted, boring and unhappy as they are huddled together like cattle and lack privacy. The camp inhabitants have named them as pigeon holes constructed by the government. In camp area all constructed houses are semi-pacca and houses are made up of cemented walls and steel-sheet roofs (teen shads) due to that in summer season room temperature rises excessively much high while in winter season room temperature becomes too low leading to hard and tough living conditions. Unemployed youth suffer a lot in the campuses There is no doubt that Government cannot offer employment to all in campuses but monetary assistance for setting up their business enterprise has not been provided to them by the government as a result of which they have to opt for outer work even at low wages in the informal sector, with no job and social security.

By achievement we also mean proficiency of performance generally measured by standardized task or test. The net of attaining an end or of carrying out a purpose. Achievement is generally applied to performance in Educational test rather than psychological test that is it implies demonstration of required ability, skill, knowledge or understanding that inherent capacity. Academic achievement means knowledge,

understanding or skill acquired after instructions & training in courses or subjects of study. It is generally measured by means of total mark of the students obtained by them in a particular class examination.

Academic achievement depends upon different factors which directly or indirectly influence it, some of them are Intelligence, need, achievement, test anxiety, adjustment, family size, socio-economic status & educational opportunities etc. All these factors play an integrated role in influencing Academic achievement.

Academic achievement may be defined as the competence of learners shown in educational institution subjects for whom they have been given instruction. Scores for grades given to the learners on the basis of their performance in the achievement test determine the status of pupil classroom. Achievement is knowledge obtain or skill development in school objects usually designated by test scores by marks assigned by the Guru. This may be expressed as amount of knowledge gained by students in different subjects of study.

Objectives of the study

The following objectives were formulated for the study

1. To study the Academic Achievement of migrant and non migrant secondary school students.
2. To compare the migrant and non migrant secondary school students on Academic Achievement.

Hypotheses

The following hypotheses were formulated for the study

1. There is a significant difference between migrant and non migrant secondary school students on Academic Achievement.

Sample

The total sample for the present study consisted of 600 secondary school students (300 migrant secondary school students and 300 non migrant secondary school students) perusing their education in different secondary schools of Jammu and Kashmir. In case of Migrant secondary school Students the random sampling technique was used by the investigator to select the sample of migrant secondary school students studying in migrant secondary schools located in different migrant campuses of Jammu. The non-migrant secondary school students were also selected through random sample technique and the sample was collected from various Govt. secondary schools of Kashmir Division.

Tools Used

The following tool was used for the present study:

1. Academic achievement was measured as the scores obtained by the sample subjects in their previous two examinations.

Statistical Treatment

Following are the statistical treatments which were given to collected data:

1. Percentage
2. Mean
3. t-test

Analysis and Interpretation

Table 1: Showing the over all Grades of Academic Achievement among migrant and non-migrant Secondary School Students

Grade	%age	N	%age
A1	91-100	17	2.8
A2	81-90	76	12.7
B1	71-80	192	32.0
B2	61-70	182	30.3
C1	51-60	94	15.7
C2	41-50	32	5.3
D	33-40	7	1.2
Total		600	100.0

The quick look of table shows that 2.8 % have (A1) Grade, 12.7% have (A2) Grade, 32.0% have (B1) Grade, 30.3 have (B2) Grade, 15.7 have (C1) Grade, 5.3 have (C2) Grade and 1.2 % have (D) Grade on their Academic Achievements.

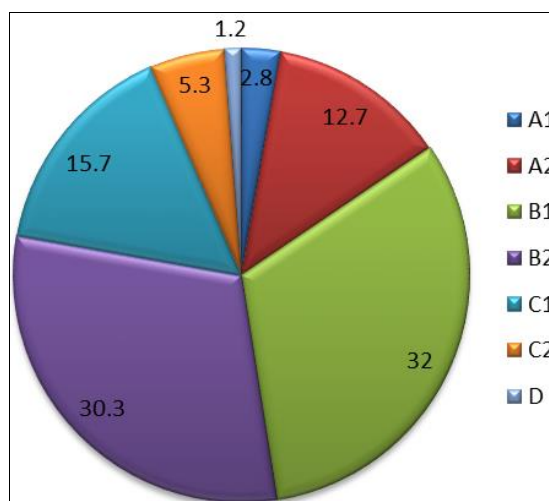


Fig. 1: Overall Academic Achievement Grades Among migrant and non migrant Secondary School Students

Table 2: Showing the grades on Academic Achievement among migrant and non-migrant Secondary school students

Grade	%age	Migrant		Non-Migrant	
		N	%age	N	%age
A1	91-100	0	0.0	17	5.7
A2	81-90	22	7.3	54	18.0
B1	71-80	88	29.3	104	34.7
B2	61-70	99	33.0	83	27.7
C1	51-60	59	19.7	35	11.7
C2	41-50	27	9.0	5	1.7
D	33-40	5	1.7	2	0.7
Total		300	100.0	300	100.0

The Perusal of the above table shows none migrant secondary school students and 5.7% non migrant secondary school students have (A1) Grade. 7.3 % migrant secondary school students and 18.0% non migrant secondary school students have (A2) Grade. 29.3 % migrant secondary school students and 34.7% non migrant secondary school students have (B1) Grade, 33.0% migrant secondary school students and 27.7% non migrant secondary school students have (B2) Grade.

19.7% migrant secondary school students and 11.7% non migrant secondary school students have (C1) Grade. 9.0% migrant secondary school students and 1.7% non migrant secondary school students have (D) Grade in their academic achievements.

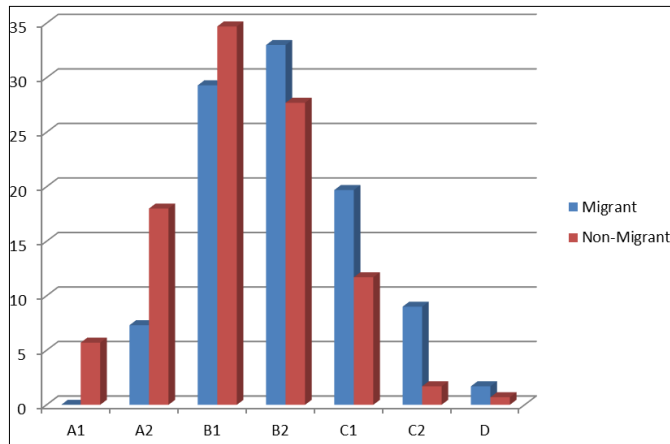


Fig 2: Showing Academic Achievement Grades among migrant and non-migrant

Table 3: Showing mean comparison between migrant and non-migrant secondary school students on their Academic Achievement

Group	N	Mean	Std. Deviation	t-value	Level of Significance
Migrant Students	300	65.89	11.078	6.979	Significant at 0.01 level
Non-Migrant Students	300	72.22	11.138		

The quick look of the above table shows the mean comparison between migrant and non migrant secondary school students on their academic achievements. The table showed that there is significant difference between migrant and non migrant secondary school students on their academic achievement and tabulation value (6.979) is significant at 0.01 level. The table further shows that mean (72.22) favours non migrant secondary school students, therefore non migrant secondary school students have better academic achievement as compared to migrant secondary school students.

Conclusion

The following conclusions have been drawn from the present study:

1. It was found that shows that 2.8 % have (A1) Grade, 12.7% have (A2) Grade, 32.0% have (B1) Grade, 30.3 have (B2) Grade, 15.7 have (C1) Grade, 5.3 have (C2) Grade and 1.2 % have (D) Grade on their Academic Achievements.
2. It was found that shows that none migrant secondary school students and 5.7% non migrant secondary school students have (A1) Grade. 7.3 % migrant secondary school students and 18.0% non migrant secondary school students have (A2) Grade. 29.3 % migrant secondary school students and 34.7% non migrant secondary school students have (B1) Grade,

3. It was found that shows that 33.0% migrant secondary school students and 27.7% non migrant secondary school students have (B2) Grade. 19.7% migrant secondary school students and 11.7% non migrant secondary school students have (C1) Grade. 9.0% migrant secondary school students and 1.7% non-migrant secondary school students have (C2) Grade.
4. It was found that shows that only 1.7% migrant secondary school students and only 0.7% non migrant secondary school students have (D) Grade in their academic achievements.
5. It was found that shows that there is significant difference between migrant and non migrant secondary school students on their academic achievement
6. It was found that non migrant secondary school students have better academic achievement as compared to migrant secondary school students.

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