

**RESEARCH PAPER****Academic Performance of Youth in Kurnool City of Andhra Pradesh****Arati Chakra**

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Email: aratikvrgdc@gmail.comReceived: 9th November 2017, Revised: 18th February 2018, Accepted: 21st February 2018**ABSTRACT**

The purpose of the study was to assess the academic performance youth and to find out the difference of demographic variables on their academic performance. The study was conducted on 544 youth including 292 girls and 252 boys studying in various degree colleges of Kurnool Town. Socio demographic questionnaire was used to collect general information from the youth and the academic performance was assessed by taking average percentage of their marks secured in various public/ university examinations. Around 3/4th (76.1%) of youth were average, 14.5 and 9.4 per cent were high and low in their academic performance respectively. The mean academic performance of youth is 68.84 per cent with a standard deviation of 9.8. The academic performance of girls and urban youth was significantly higher than their counterparts at 0.01 levels. The academic performance of urban youth was significantly higher than rural youth at 0.01 levels. There was significant difference of educational level of mother, occupations of parents on academic performance of youth. The mean academic performance of youth of parents having intermediate level of education and doing business was higher than other groups.

Key words: Youth, Education, Academic performance

INTRODUCTION

Academic performance is the predictor of one's life success. Academic performance plays an important role in higher education or to establish a good career. Academic performance is the major goal of any educational institutions, which is measured in terms of examination results. The world is becoming more and more competitive. Youth who are academically successful with high levels of education have more employment opportunities. In our country as per National Youth Policy, youth defined as 'the people coming under the age between 13 to 35 years'. India has the largest youth population in the world. According to census (2011) youth in the age group of 15-29 years comprise 27.5 percent of the population. This phenomenal rise in the youth population offers a great opportunity to channelize their creative energies for nation-building. But in the present context, life of youth is more challenging than ever before. Increased rate of academic competition, peer pressure, high parental expectation, daily life conflicts, preparing for future roles, making important carrier choices lead to greater conflict and frustration, adversely affecting their academic performance.

OBJECTIVE

1. To assess the academic performance of youth
2. To study the difference of demographic variables on academic performance of youth

METHODOLOGY

The study was taken up in Kurnool city. It is a very good educational hub having more than seventeen recognized degree colleges, nine Engineering colleges, two medical college and two universities. Ten degree colleges were selected randomly from different part of the town. From each college a sample of 60 youth was selected to get total sample of 600 for this study. The final sample comprised of 544 youth, which includes 292 girls and 252 boys. The data was collected by using questionnaire. The questionnaire was developed by the investigator to collect demographic information and academic performance of youth. Assessment of Academic performance Academic

performance was assessed based on aggregate of percentage of marks secured by youth in university/public examinations. The detail of classification of Academic performance is given in table1.

Table1: Classification of Academic performance

Academic performance	Ranges	Qualitative Norms
Percentage of marks	35-59%	Low
	60-79%	Average
	80% & above	High

RESULT AND DISCUSSION

The findings of the study were presented under following headings-

3.1 Demographic Profile of Youth:

The general information of youths and their family was collected using a structured questionnaire which includes the information about gender, area of living and ordinal position, parental educational level and occupation and family income. The data collected is presented in table 2.

Table 2: Demographic Profile of the Youth (N=544)

S. No.	Variables	Category	Frequency	Percent
1	Gender	Male	252	46.3
		Female	292	53.7
2	Ordinal Position	First born	210	38.6
		Second born	160	29.4
		Later Born	174	32.0
3	Area of living	Rural	311	57.2
		Urban	233	42.8
4	Educational level of Father	Up to 10 th	470	86.4
		Intermediate	35	6.4
		Degree & above	39	7.2
5	Educational level of Mother	Up to 10 th	392	72.1
		Intermediate	66	12.1
		Degree & above	86	15.8
6	Occupation of Mother	Daily wage earner	173	31.8
		Housewife	335	61.6
		Business	12	2.2
		Job	24	4.4
7	Occupation of Father	Daily wage earner	136	25.0
		Farmer	204	37.5
		Business	113	20.8
		Job	91	16.7
8	Family Income	Low	288	52.9
		Middle	246	45.2
		High	10	1.8

This study was conducted on youth in the age group of 19-21 years. The sample comprised of 46.3 percent boys (252) and 53.7 percent (292) girls. The ordinal position of the child often determines the care and attention they get in the family. There were nearly equal percent of representative respondents from different ordinal positions i.e., 38.6 percent of the youth are first born, 29.4 percent second born and 32 percent third or later born participated in this study. With regard to area of living 57.2 percent and 42.8 percent of respondents were from rural and urban area respectively. Parents' education is very crucial for education, health and overall wellbeing of the children. In this study majority of the parents (86.4 % of father and 72.1 % of mothers) were studied up to matriculation. 6.2 percent father and 12.1 percent mother studied till intermediate level where as 7.2 percent of father and 15.8 percent of mothers were graduates or having higher educational qualifications. These findings indicated that educational level of the parents is low but

in comparison to fathers', mothers' educational level is high. More than half of the youth mothers (61.6%) are housewife, 31.8 percent are daily wage earners, 2.2 percent are in business and only 4.4 percent are doing job either in private or government sector. With regard to fathers' occupation 37.5 percent are farmer, one fourth of them (25%) are daily wage earner, and 20.8 percent are in business and remaining 16.7 percent are in private or government jobs. The monthly family income of more than half (52.9%) of the respondents found to be from low income group (less than Rs.10000), while 45.2 percent belonged to middle income group (Rs.10000-Rs.30000) and only 1.8 percent respondents were from to high income group (more than Rs.30000).

3.2 Frequency Distribution on Academic Performance of Youth:

Academic performance of youth is the crucial determinants for a healthy and successful life. It measured in terms of aggregate of percentage of marks secured in public examination. The frequency distribution of academic performance of the youth shown in table 3.

Table 3: Frequency distribution of Academic Performance of the youth (N=544)

Academic Performance	Class interval	Frequency	Percentage
Low	35-59%	51	9.4
Average	60-79%	414	76.1
High	80% & above	79	14.5
Mean:	68.84	Median:	68
		Mode:	65
		SD:	9.8

It is evident from the table.3 that majority (76.1 %) of youth were average in their academic performance whereas 14.5 percent of youth were high and only 9.4 percent of youth were low in their academic performance. The mean academic performance of youth is 68.84 with a standard deviation of 9.8. From the above result it can be inferred that youth need to develop their academic performance, as it is an important predictor of life success. The teachers, members of the families and communities must support the youth to improve their academic performance (Goddard 2003).

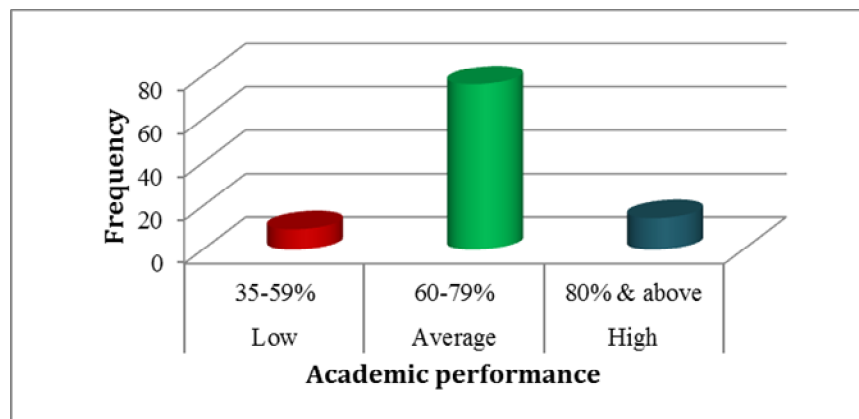


Fig.1: Frequency distribution on Academic Performance of youth

3.3 Difference of Demographic Variables on Academic Performance of Youth:

The difference of selected demographic variables- gender, area of living, ordinal position, educational level of mother, educational level of father, occupation of father, occupation of mother and family income on academic performance of youth was investigated. The hypothesis were tested using 't' or 'f' tests wherever necessary and the results are presented accordingly.

3.3.1 Difference of Gender on Academic Performance of Youth:

The difference of Gender on Academic Performance was investigated. The youth were divided into two groups: 1) boys, 2) girls. The null hypothesis "H₁: There will be no significant difference of

gender on the academic performance of youth” was formulated. The hypothesis was tested by ‘t’ test and the results were presented in table 4.

Table 4: Mean difference of academic performance among boys and girls

Gender	N	Mean	SD	‘t’ value
Boys	252	66.06	9.20	6.342**
Girls	292	71.24	9.73	

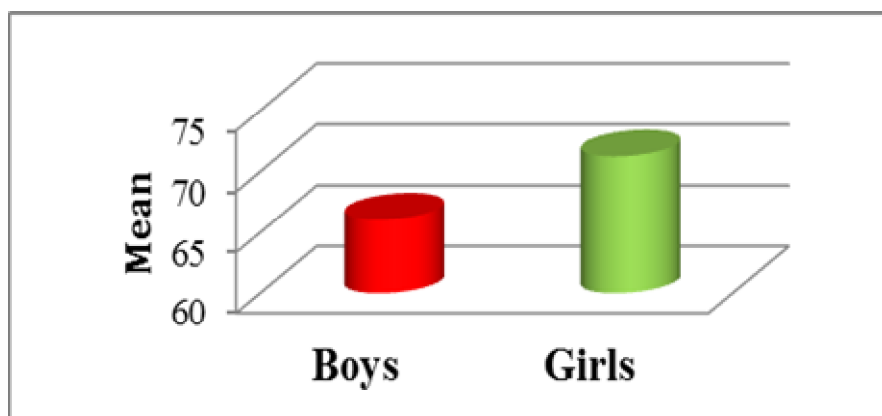


Fig. 2: Difference of academic performance among boys and girls

From table 4, it is evident that the calculated t’ value is 6.342, which is more than the table value (2.32) for 542 df at 0.01 level of significance. Hence the hypothesis was rejected at 0.01 levels. It is concluded that ‘boys and girls are significantly different in their academic performance. The mean academic performance score of girls was significantly higher than that of boys. These results are alike to the findings of Gajapathy, *et al.*, (2013), Baburao, *et al.*, (2012); Farooq, *et al.*, (2011) that girls perform better than the boys.

Boys are more physically active and aggressive (U.S. Dept. of justice, 1995) and as they grow, spent more time with peers outside home while girls are more compliant to parents, teachers and other authority figures (Maccoby, 1998). Many researches revealed that girls perform well in comparison to boys (McCoy, 2005). Hence boys should be encouraged to perform better academically.

3.3.2. Difference of Order of birth on Academic Performance of Youth:

The difference of ordinal position on academic performance was investigated. The youth were divided into three groups: 1) First born, 2) Second born, and 3) Later born. The null hypothesis “H₂: There will be no significant difference of order of birth on the academic performance of youth” was formulated. The hypothesis was tested by using ANOVA and the results are presented in table 5.

Table 5: Difference of order of birth on academic performance of youth

Order of birth	N	Mean	SD	F value
first born	210	68.78	9.46	0.578 ^{NS}
second born	160	69.48	9.36	
later born	174	68.32	10.67	

The table value of ‘f’ for (2,541) df is 3.01, 4.65 at 0.05 and 0.01 level of significance. It is clear from the above table that the calculated ‘f’ value is 0.578, which is less than ‘f’ table value at 0.5 levels. Therefore hypothesis H₂ was accepted at 0.05 level and concluded that there was no significant difference of ordinal position on the academic performance of youth. The mean academic performance score of second born is higher followed by first born and later born. The findings can

be supported by many researches that older siblings serve as important role models and tutor for the younger ones teaching them reading and writing skills which aid their academic performance ((Mayuri & Bilquis 1999; Smith, 2007).

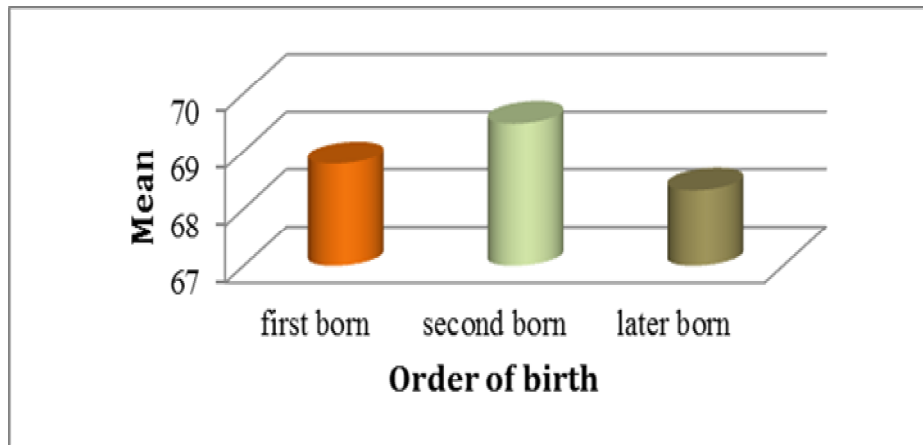


Fig. 3: Difference of ordinal position on academic performance of youth

3.3.3 Difference of Area of Living on Academic Performance of Youth:

The difference of area of living on academic performance of youth was investigated. The youth were divided into two groups: 1) Rural and 2) Urban. The null hypothesis “ H_3 : There will be no significant difference of area of living on the academic performance of youth” was formulated. The hypothesis was tested by ‘t’ test and the results were presented in table 6.

Table 6: Difference of Area of living on Academic Performance

Area of living	N	Mean	SD	‘t’ value
Rural	311	67.88	9.90	2.629**
Urban	233	70.11	9.60	

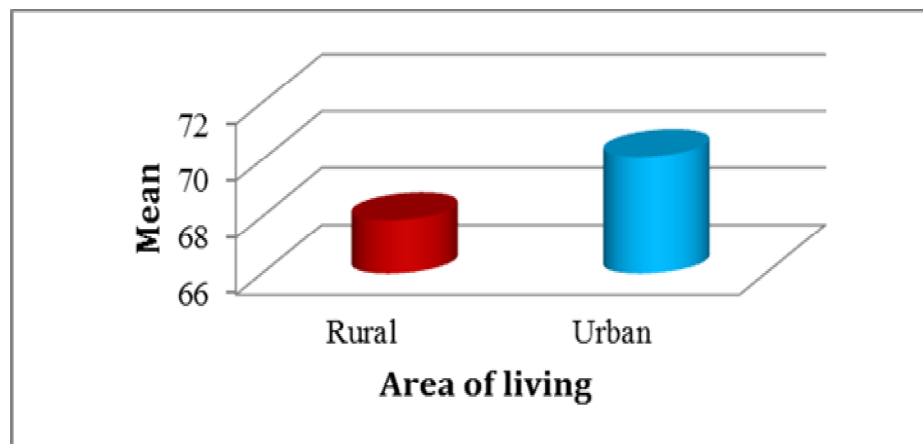


Fig. 4: Difference of area of living on academic performance

It is clear from the above table that the calculated ‘t’ value is more than the table value (2.32) for 542 df at 0.01 level of significance. Therefore hypothesis H_3 was rejected at 0.01 level and concluded that there was significant difference in academic performance in rural and urban youth. The mean value of Academic Performance of youth living in urban areas was significantly higher than their

counterparts living in rural areas. The youth living in urban area have better physical facilities and human resources contributing to their academic performance than rural areas. These results are parallel with the findings of Baburao, *et.al.*, (2010) and Woßmann (2010).

3.3.4 Difference of Educational Level of Mother on Academic Performance of Youth:

The influence of educational level of mother on Academic Performance of youth was investigated. Based on educational level of youth's mother, they were divided into three groups: 1) Up to 10th, 2) Intermediate, 3) Degree & above. The null hypothesis "H₄: There will be no significant difference of educational level of mother on the academic performance of youth" was formulated. The hypothesis was tested by ANOVA and the results were presented in table 7 and fig.5.

Table 7: Difference of educational level of mother on academic performance

Educational level of Mother	N	Mean	SD	F value
Up to 10 th	392	68.00	10.01	5.151**
Intermediate	66	71.08	9.44	
Graduation and above	86	70.93	8.74	

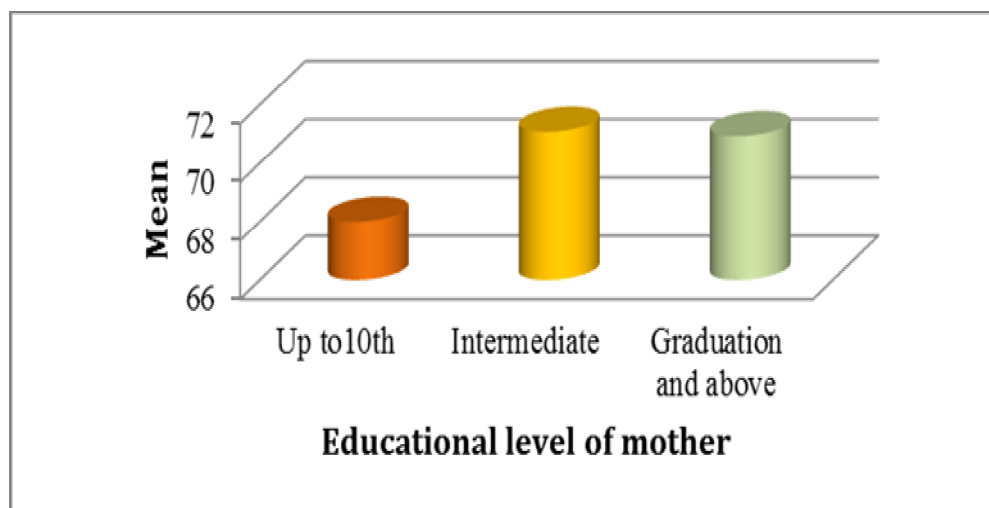


Fig. 5: Difference of educational level of mothers on academic performance

The calculated 'f' value is 5.151, which is more than the 'f' table value at 0.01 level. Therefore hypothesis H₄ is rejected and concluded that there was significant difference of educational level of mothers on the academic performance of youth. The mean academic score of youth belonging to mothers having intermediate level education was higher followed by youth whose mothers having degree/ higher qualification and studied up to matriculation. These results similar to the findings of many researchers (Flood & Anders, 2006; Woßmann, 2003; Mayuri & Bilquis 1999).

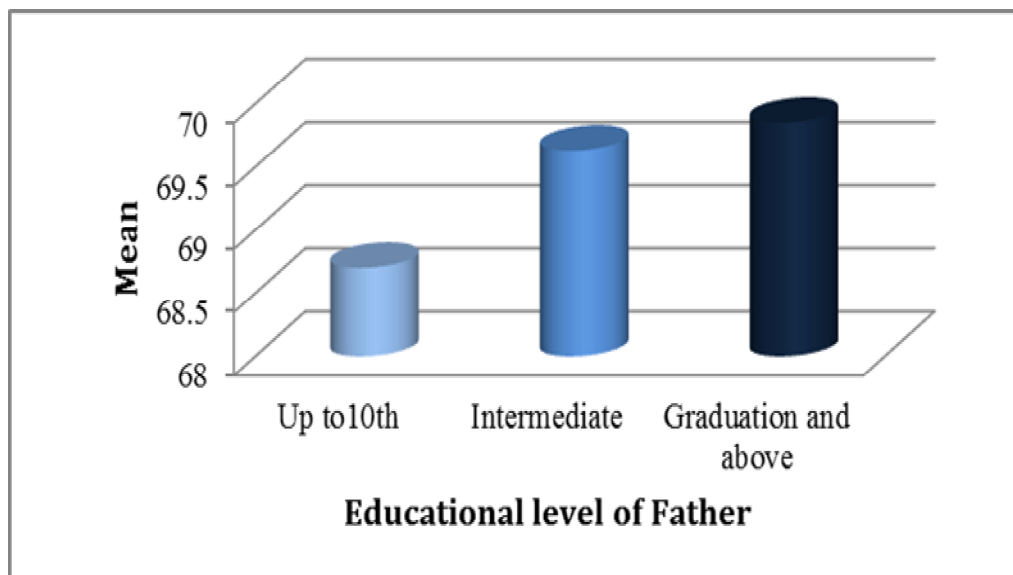
Educated parent especially mother spend more time with their children and keep close tabs on children progress, follow teacher's suggestions, encourage and assist their children at home to perform well in academics (Krashen, 2005). Interestingly above results suggest that not just the higher educational level of mother but involvement of mother with child's education makes a difference in their performance.

3.3.5 Difference of Educational level of Father on Academic Performance of Youth:

The difference of educational level of father on academic performance of youth was investigated. Based on the educational level of youth's father, they were divided into three groups: 1) up to 10th, 2) Intermediate, 3) Degree & above. The null hypothesis "H₅: There will be no significant difference of educational level of father on the academic performance of youth" was formulated. The hypothesis was tested by ANOVA and the results were presented in table.8.

Table 8: Difference of educational level of fathers on academic performance of youth

Educational level of Fathers	N	Mean	SD	F value
Up to 10th	470	68.70	10.08	0.367 ^{NS}
Intermediate	35	69.63	8.586	
Graduation and above	39	69.85	7.673	

**Fig. 6:** Difference of educational level of fathers on academic performance of youth

It is observed from the table.8 that the calculated 'f' value (0.367) is less than the table value. Therefore hypothesis H_5 was accepted and concluded that there was no significant difference of educational level of fathers on the academic performance of youth. It was clear from the figure.6 that the mean academic performance score of youth belonging to better educated father is higher. These results are similar to findings of Krashen (2005) that students whose parents are educated score higher on standardized tests than others.

Prajina and Premsingh (2015) found that there was significant difference in the academic score of tribal adolescents with respect to father education. Farooq *et al.* (2011) found that parents' education have a significant effect on students' overall academic achievement. The above results indicates that higher the educational status of father promote higher academic performance in children and youth.

3.3.6 Difference of Occupation of Mother on Academic Performance of youth:

The difference of occupation of mother on academic performance of youth was investigated. Based on the occupation of youth's mother, they were divided into four groups: 1) Daily wage earner, 2) Home maker, 3) Business, 4) Govt. / Private Job. The null hypothesis " H_7 : There will be no significant difference of occupation of mother on the academic performance of youth" was formulated. The hypothesis was tested by using ANOVA and the results are presented in table.9 and figure.7.

Table 9: Difference of occupation of mothers on academic performance

Occupation of mother	N	Mean	SD	F value
Daily wage earner	173	66.28	10.06	7.086**
Home maker	335	69.74	9.33	
Business	12	73.92	12.85	
Govt. /Private job	24	72.21	9.700	

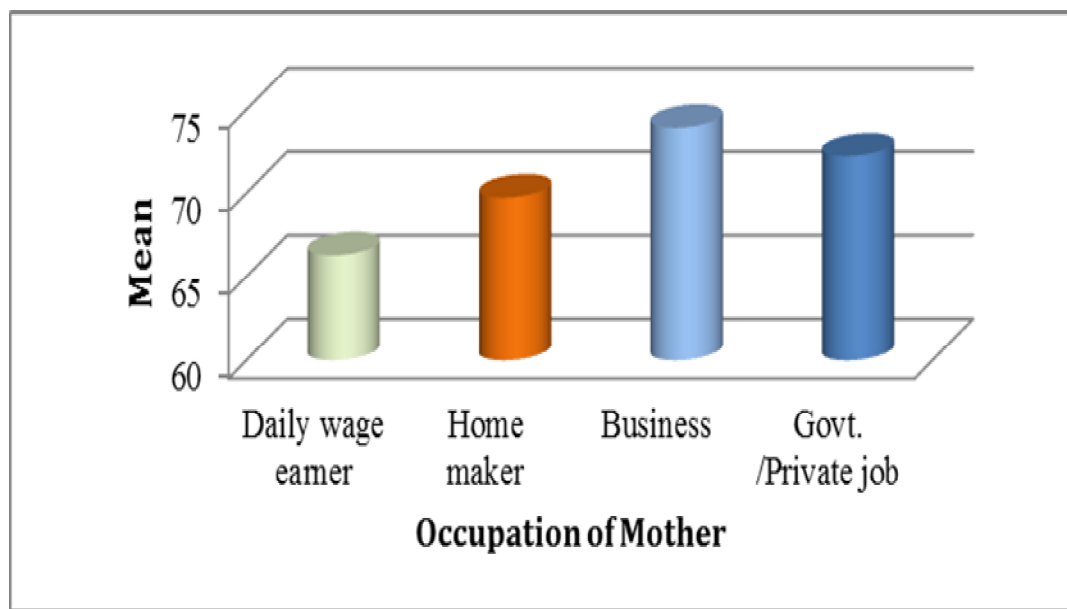


Fig. 7: Difference of occupation of mothers on academic performance

The table value of 'f' for (3,540) df is 2.62, 3.80 at 0.05 and 0.01 level of significance. In the above table the calculated 'f' value is 7.086, which is more than the 'f' table value at 0.01 levels. Therefore hypothesis H_7 was rejected and concluded that there was significant difference of occupations of mother on the academic performance of youth. The mean score of academic performance of youth belonging to mothers doing business is higher followed by job, home maker and daily wage earner. Though educated mothers take more interest and actively involved in the education of their children but the amount of time and resources parents can invest with their children and the qualities of relationship they share determine the educational attainment of their children. Mothers who do business contribute to the family income and financially support the education of their teenagers with best of facilities.

3.3.7 Difference of Occupation of Father on Academic Performance of Youth:

The difference of occupations of fathers on academic performance of youth was investigated. Based on the occupation of the youth's father, they were divided into four groups: 1) Daily wage earner, 2) Farmer, 3) Business, 4) Govt. / Private Job. The null hypothesis " H_7 : There will be no significant difference of occupation of father on the academic performance of youth" was formulated. The hypothesis was tested by employing 'f' technique and the results are presented in table.10 and figure. 8.

Table 10: Difference of occupation of father on academic performance of youth

Occupation of Father	N	Mean	SD	F value
Daily wage earner	136	68.36	10.54	3.327*
Farmer	204	67.56	9.93	
Business	113	70.96	9.28	
Govt./ Private job	91	69.77	8.69	

*significant at 0.05 level

It is evident from the table.10 that the calculated 'f' value is 3.327, which is more than the 'f' table value at 0.05 level. Therefore hypothesis H_7 was rejected and concluded that there was significant difference of occupations of fathers on the academic performance of youth. The mean academic performance of youth of business doing father was higher followed by Jobs, daily wage earner and farmer respectively. These findings can be reinforced by the results of many studies (Prajina and Preamsingh, 2015; McCoy, 2005).

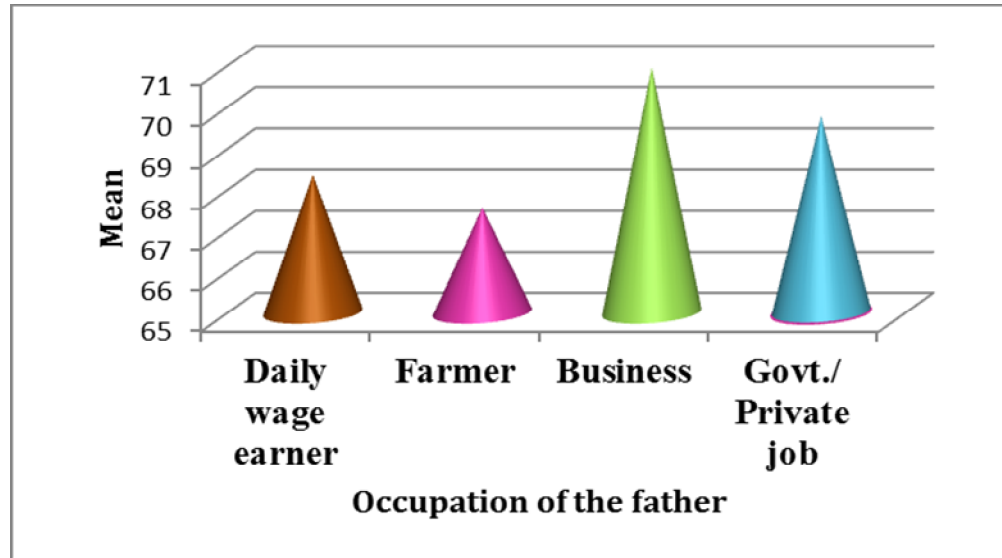


Fig. 8: Difference of occupation of father on academic performance of youth

3.3.8 Difference of Family Income on Academic Performance of Youth:

The difference of family income on academic performance of youth was investigated. Based on their family income youth were divided into three groups: 1) Low, 2) middle, and 3) High. The null hypothesis " H_0 : There will be no significant difference of family income on the academic performance of youth" was formulated. The hypothesis was tested by using ANOVA and the results are presented in table.11 and figure 9.

Table 11: Difference of 'Family income on Academic Performance of youth

Family income	N	Mean	SD	F value
Low	288	68.08	10.620	2.210 ^{NS}
Middle	246	69.80	8.879	
High Income	10	67.10	6.367	

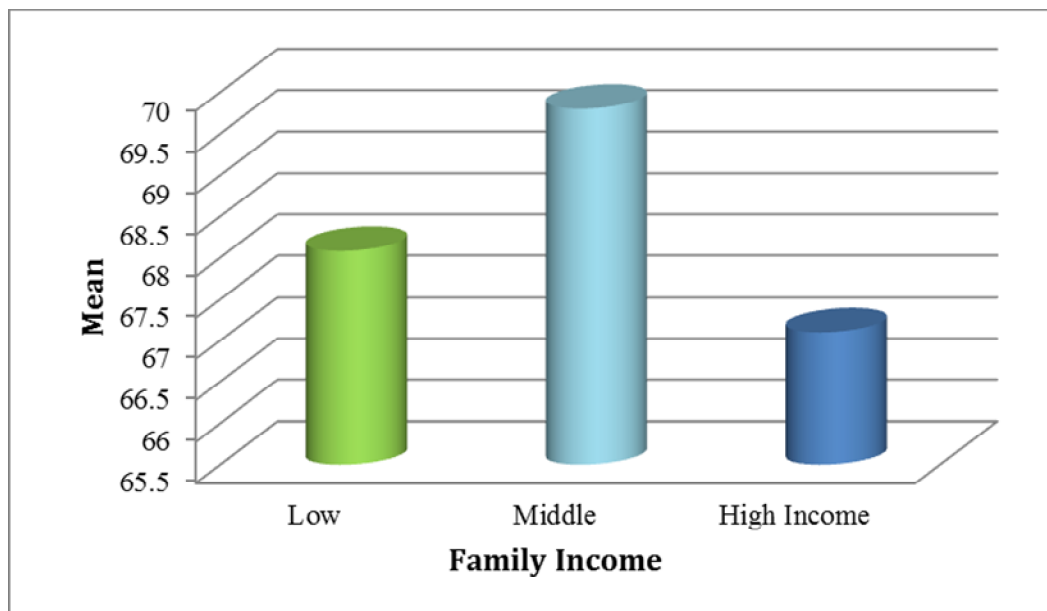


Fig. 9: Difference of Family income on Academic Performance of youth

It is clear from the above table that the calculated 'f' value is less than the table value. Therefore the hypothesis H₈ was accepted at 0.05 level and concluded that there was no significant difference of family income on the academic performance of youth. The mean academic performance score of youth from middle income is higher than their counterparts. By contrast, many researchers have asserted that socio-economic status is one of the best predictors of academic performance (Farooq *et al.*, 2011; Hassan, 2009; Mayuri, 2003). It is not only the income but also the involvement of parents in the education of their youth determines the academic attainment of their children (Brody, *et al.*, 1994).

CONCLUSION

Youth is the most crucial, productive period of one's life; concrete effort is required to convert demographic resource of youth to a major societal asset. In this study majority of youth were averages in their academic performances. Many of the demographic factors like gender, area of living, ordinal position, educational level of parents and occupation of parents found to be significant predictor of academic performance. The academic performance of girls and urban youth were significantly higher than their counterparts. In Indian society males are always considered and perceived as the prime bread earner of the family. Though many women have come to the workforce but still the people are not accepting the changing gender roles. As the academic performance has huge implication for getting employed, so the guidance and motivation should be given especially to boys to perform well academically. Awareness must be created among youth and other stakeholders and policy makers on the importance of academic performance.

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How to cite this article:

Chakra A. (2018): Academic Performance of Youth in Kurnool City of Andhra Pradesh. *Annals of Education*, Vol. 4[1]: March, 2018: 57-66.