



**ROLE OF CLASS REGULARITY IN ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY CLASS
STUDENTS**

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ABSTRACT

Class regularity during teaching sessions had a direct impact on performance of students in the examinations. Students with good attendance show good results while those with poor attendance are at risk for poor performance. Class attendance facilitates learning in a variety of ways. In present study student's academic achievement is connected with class regularity of higher secondary class students.

INTRODUCTION

Class gives perspective on the material besides just the textbook. Classes always add something new for students. The class instructor may go over examples or applications that have not seen, concepts in class may be presented in a different way than in the text book, and student questions and discussion elaborate on the material, provide new insights. Teachers often use questions, class discussion to enhance critical thinking skills.

In class, teachers emphasize the important concepts, giving a better idea of what is important and what should focus on. The teacher is an expert of the material and designs their lectures to organize the main ideas and extract the important concepts.

Some teachers are not very text book oriented. Their lectures are very different from the way the textbook presents the material, and class may be used to convey the teacher's own viewpoints and perspectives, so attending class and taking good notes is one of best preparations for exams.

OBJECTIVE OF STUDY

- To find influence of class regularity in academic achievement of science stream students at higher secondary level

- To find influence of class regularity in academic achievement of commerce stream students at higher secondary level
- To find influence of class regularity in academic achievement of art stream students at higher secondary level

HYPOTHESIS

1. There is no significant influence of class regularity in academic achievement of science stream students at higher secondary level.
2. There is no significant influence of class regularity in academic achievement of science stream students at higher secondary level.
3. There is no significant influence of class regularity in academic achievement of science stream students at higher secondary level.

METHODOLOGY

Descriptive survey method was selected for study. 200 class regular and 200 class irregular students of higher secondary classes were randomly selected as sample. Among these students, 100 boys, 100 girls were students of govt. schools and 100 boys, 100 girls were students of private schools. They were divided into 3 groups according to their subject stream. All the students were evaluated for academic achievement using a self-prepared test paper. It was taken as marks obtained in last exam. Students having attendance more than 70% considered as regular and less than 70% considered as irregular students. Academic performance was measured at 6 point scale as above 90%, 81-90%, 71-80%, 61-70%, 51-60% and less than 50%. Collected data was tabulated and comparatively analyzed using percentile tool.

FINDING AND ANALYSIS

Table: Impact of Class Regularity on Student's Academic Achievement

| Stream | Class Regularity | No. of Students in % | | | | | |
|----------|------------------|----------------------|--------|--------|--------|--------|---------------|
| | | Above 90% | 81-90% | 71-80% | 61-70% | 51-60% | Less than 50% |
| Science | Regular | 2 | 4 | 13 | 24 | 43 | 14 |
| | Irregular | 0 | 0 | 2 | 9 | 41 | 48 |
| Commerce | Regular | 3 | 5 | 19 | 28 | 31 | 14 |
| | Irregular | 0 | 1 | 4 | 9 | 28 | 58 |
| Arts | Regular | 1 | 3 | 16 | 25 | 37 | 18 |
| | Irregular | 0 | 1 | 6 | 13 | 34 | 46 |

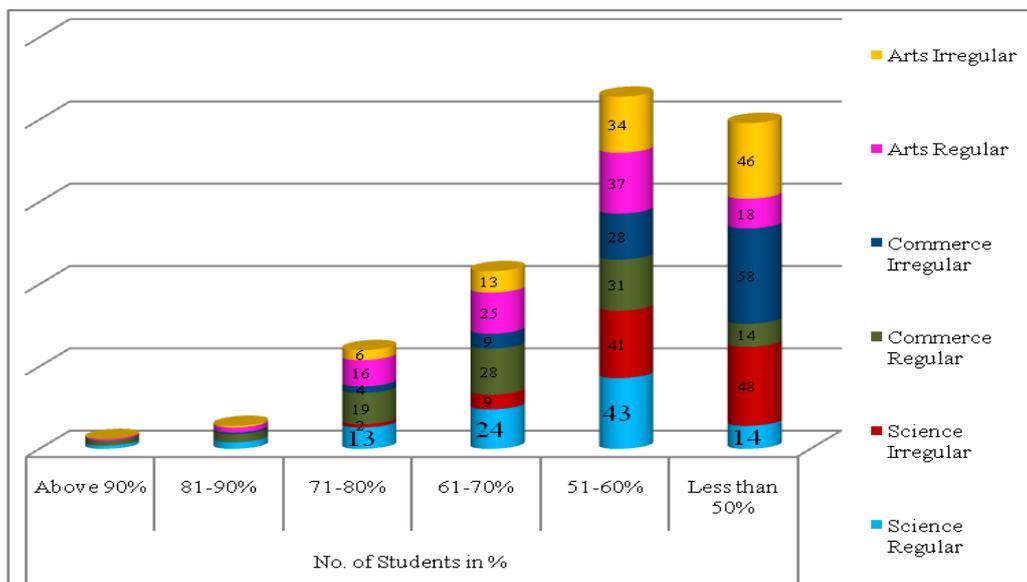


Chart: Impact of Class Regularity on Student's Academic Achievement

Data table shows that in science stream, among regular students, 2% got above 90%, 4% got 81-90%, 13% scored 71-80%, 24% found 61-70%, 43% reached up to 51-60% and 14% students got less than 50%. Among irregular students no students reached above 80%, 2% got 71-80%, 9% found 61-70%, 41% reached up to 51-60% and 48% got less than 50%. Thus hypothesis 1, there is no significant influence of class regularity in academic achievement of science stream students at higher secondary level is rejected.

Among commerce stream students, 3% regular students got above 90%, 5% reached up to 81-90%, 19% found 71-80%, 28% scored 61-70% and others are less. In the group of irregular students, 1% found 81-90%, 4% scored 71-80% and 9% reached up to 61-70%. Hence, hypothesis 2, there is no significant influence of class regularity in academic achievement of science stream students at higher secondary level is rejected.

In the art stream, regular student marked as 1% found above 90%, 3% scored 81-90%, 16% reached up to 71-80% and 25% found 71-80%. Among irregular students, only 1% reached to 81-90%, 6% scored 71-80%, 13% up to 61-70%. Therefore hypothesis 3, there is no significant influence of class regularity in academic achievement of science stream students at higher secondary level is rejected.

CONCLUSION

For better academic performance, class regularity is important. Mostly toppers have searched as regular students. Presence of mind, way of presentation, writing speed, patience, tactics, and time management are important for good result. These qualities develop through practice in class. A regular student gets techniques to overcome hurdles generated during examination.



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