

Differences in Scholastic Achievement of College Students

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Abstract- An attempt was made in the present investigation to determine the difference in scholastic achievement of college students. Sample of present study consist of 320 college students (160 professional another 160 Non Professional college students) in Rayalaseema region of Andhra Pradesh. The Differential Aptitude tests (Verbal Reasoning and Numerical Ability) by George K. Bennett, Herald G. Seashore and Alexander G. Wesman (1959) were administered to know the differences in scholastic achievement of students. Result reveals that student's scholastic achievement depends upon the "Nature of the course, type of institute and parental education".

INTRODUCTION

Education is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purpose of specific deems important. In the past, once the formal primary and secondary schooling was completed, the process was finished. However, in today's information age, adults are quite often learning in informal setting through their working lives and even into retirement. It is a fact that a nation's progress depends upon its students' academic achievements and development. That's why every nation emphasizes students' academic achievements. But college students play a significant role in building the future of the country. They have to develop their numerical ability and verbal reasoning skills to become socially independent and succeed in their professional life. Scholastic Achievement includes both Verbal Reasoning and Numerical Ability, which is a central part of academic performance.

This paper focuses on the differences in scholastic achievement due to nature of course, type of institute and parental Education among college students.

Troutman (1978) have investigated the association between Scholastic Aptitude Test (SAT) scores and subsequent academic success in college level mathematics courses. Troutman examined the predictive validity of number of variables and concluded that the best single predictor of academic achievement in a finite math course is the SAT mathematics score.

Greyling (2000) are of the belief that the students' ability with the English language is perhaps the key when using the school leaving results. Students who have been comprehensively taught in English or who are English First Language users seem to have better rates of prediction for academic success.

He also reported that the psychometric assessments combined with the students' Mathematics and English competence accounts for up to 62% of the variance that explains IT success.

Crosne and Elder (2004) noticed that institute ownership, provision of facilities and availability of resources in colleges is an important structural component of the college. Private colleges due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers, perform better than Government Colleges.

Paulson (1994) explored the relative influences of parenting attitude and parental involvement on early adolescents' school achievement among 247 adolescents. Standardized tools, questionnaires and self-report measures were used to review the association between parenting characteristics and achievement.

Results indicated that all parenting characteristics were positively related to achievement, and boys' and girls' reports of both father's and mother's parenting significantly predicted their achievement outcomes. However, based on further analysis, maternal values

toward achievement and maternal involvement in school functions (subscales of parental involvement) predicted unique proportions of variance in achievement outcome above and beyond that predicted by the other parenting characteristics.

Davis-Kean (2005) investigated that there is positive relations between parents' levels of education and parents' expectations for their children's success suggesting that more highly educated parents actively encourage their children to develop high expectations of their own.

OBJECTIVES

1. To study the difference in the scholastic achievement of Professional and Non-Professional college students.
2. To find out the difference between Government and Private college students with regard to their Scholastic Achievement.
3. To observe the difference in the Scholastic Achievement of students of parents with School level and College level education.

HYPOTHESES

1. There would be significant difference between professional and non-professional college students with regard to their scholastic achievement.
2. There would be significant difference between government and private college students with regard to their scholastic achievement.
3. There would be significant difference in scholastic achievement of students of parents with regard to their school level and college level education.

SAMPLE

The subjects were in the age group of 18-21 years. Using purposive sampling method 320 sample were taken to examine the differences between nature of courses, type of institute and parental education. 't' tests were administered.

TOOLS

1. The Differential Aptitude tests (Verbal Reasoning and Numerical Ability) by George K. Bennett, Herald G. Seashore & Alexander G. Wesman (1959) were administered.

VARIABLES STUDIED

Independent Variable

1. Nature of Course
2. Type of Institute
3. Father Education

DEPENDENT VARIABLES

1. Scholastic Achievement

STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's, and 't' test.

Variables		N	M	SD	t
Nature of Course	Prof	160	12.61	7.60	7.97**
	NonProf	160	7.17	5.22	
Type of Institute	Govt	160	17.65	9.14	2.10*
	Pri	160	15.50	9.11	
Father's Education	SL	230	14.49	8.79	4.16**
	CL	90	18.66	9.10	

Hypothesis-1: There would be significant difference between professional and non-professional college students with regard to their scholastic achievement.

Table-1 shows (t=7.97) there is significant different between professional and non-professional college students with regard to their scholastic achievement.

Mean values clearly shows that professional colleges students are better (Mean=12.61) in their scholastic achievement compared to nonprofessional college students (Mean=7.17) indicate that they have very less scholastic achievement.

A study conducted by Jacob Kola Aina et al., (2013) supports the findings of the present study which states that students in technical education perform better than students in science education.

Hypothesis 2: There would be significant difference between government and private college students with regard to their scholastic achievement.

Table – 1 shows 't' values of 2.10 which is significant different at 0.05 level indicating significant difference between government and private college students with regard to their scholastic achievement than private college students.

Mean values clearly shows that government college students are better (Mean=17.65) in their scholastic achievement compared to private college students is (Mean=15.50).

The results of the present study are contradictory to the finding of Crosne and Elder (2004) which

revealed that education and facilities in private schools/colleges enhance academic performance and educational attainment of students.

Hypothesis 3: There would be significant difference in scholastic achievement of students of parents with school level and college level education.

Significant 't' values of 4.16 shows that parental education significantly influence scholastic achievement. It is proved that students of fathers with college level education are better in their scholastic achievement than the fathers with school level education.

A study conducted by Lawrence M. Rudner (1999) reveals that amount of money spent on education, family income, parent education and television viewing influence the scholastic achievement of home school students. The findings of the present study corroborate with findings of the above study.

CONCLUSIONS

1. Scholastic achievement is better among professional college students than nonprofessional college students.
2. Government college students are better in their scholastic achievement compared to private college students.
3. Students of fathers with college level education are better in their scholastic achievement compared to the students of fathers with school level education.

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