Student Achievement in the Social Studies:
A Demographic Analysis

Md. Nawaz Sarif[1,*] and Vandana[2]

[1]*School of Education, Adamas University, Kolkata, Kolkata 700 126, West Bengal, India*
E-mail: nawaz1.sarif@adamasuniversity.ac.in
[2]*Department of Education, North-Eastern Hill University, Shillong 793022, Meghalaya, India*
E-mail: vandana@nehu.ac.in

ABSTRACT The importance of learning outcomes has been captivating the attention of responsible stakeholders in academics. It is widely viewed as being a crucial factor in determining students' future accomplishments. It is deemed that students' learning outcomes may differ because of several related factors. In this context, the present study examined differences in secondary students' social studies achievement based on their sex, locality, and type of school management. A descriptive survey research design was adopted, wherein a self-developed achievement test was administered to collect data From three hundred school students in the Malda district of West Bengal. Descriptive and inferential statistics (t-test) were executed for data analysis. Findings revealed that students' achievement in social studies was high (M=23.01, SD=6.65). Also, a significant difference was recorded in students' scores based on their demography and school type (p<.05). Male students (M=25.83, SD=4.69) had a higher level of achievement compared to female students (M=19.55, SD=6.87). Students From urban schools (M=24.27, SD=6.07) and privately managed schools (M=28.01, SD=1.98) had higher achievement in social studies compared to rural school students (M=20.90, SD=6.87) and those From public schools (M=17.77, SD=5.56), respectively. Further, while finding the causes of these differences, household chores, sibling caring, disproportionate availability of modern infrastructure, and management emerged as potential factors, and accordingly, educational implications and suggestions were hypothesized for further student achievement research in India.