

# Academic Achievement in Social Science Among Secondary School Students: A Study with Reference to the Pangin Education Block, Arunachal Pradesh

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## Abstract:

This study analyzes the academic achievement in Social Science among secondary school students in the Pangin Education Block of Arunachal Pradesh. The research aims to compare academic achievement in Social Science between APST and Non-APST students, as well as between boys and girls. A descriptive survey cum quantitative approach was adopted. A sample of 100 class X students (50 boys and 50 girls) was selected through random sampling from CBSE-affiliated schools in the Pangin Education Block. The students' performance in Social Science was analyzed using both descriptive and inferential statistics, including mean, standard deviation and t-tests. The results reveal that the average score of 49.64 suggests moderate academic achievement in Social Science among secondary school students in the Pangin Education Block. The study also highlights that No significant difference was found between APST (Mean = 49.68, SD = 20.62) and Non-APST (Mean = 49, SD = 31.07) students ( $t = 0.446$ , Not Significant) & gender does not play a significant role in academic achievement in Social Science.

**Keywords:** Academic Achievement, Social Science, APST and Non-APST

## Introduction

Secondary education plays a crucial role in an individual's life, serving as a bridge between elementary education and higher education. While not a stage of specialization, it provides students with broad and essential knowledge and skills. In India, the secondary school curriculum is structured to promote holistic personality development and meet national objectives.

A.C. Bining and D.H. Bining rightly emphasized that "the most prominent objective in secondary schools is the training of pupils for effective citizenship." Social Science, as a subject, plays a vital role in achieving this by helping students make sense of the modern world, develop essential skills and habits, and cultivate values that prepare them to be responsible and effective members of a democratic society (Mangal, S.K. & Mangal, Uma, 2018).

According to the National Curriculum Framework (2005), Social Science encompasses the diverse concerns of society and draws content from disciplines like history, geography, political science,

economics, sociology, and anthropology. It aims to build a knowledge base essential for a just and peaceful society. Social Science education involves applying a wide range of social concepts that connect various disciplines, requiring students to understand the interrelationships among different fields and human interactions (Joof & Okam, 1989; Okam, 2002).

Social Science, as an academic discipline, is broadly studied and researched at higher education levels. It includes various fields such as anthropology, economics, political science, sociology, and others, many of which overlap and interconnect (Kuper, A. & Kuper, J., 1985).

Academic achievement refers to the behavioral changes and competencies that result from the learning process. Thorndike and Hagen (1970) define achievement as performance-based outcomes indicating what a student has learned. The Dictionary of Education (2003) states that academic achievement is the knowledge or skills acquired in school, typically measured by test scores or teacher-assigned grades. Similarly, the Oxford Advanced Learner's Dictionary (2000) describes achievement as something successfully accomplished through one's effort and skill. In this context, academic achievement refers to the extent of learning of school curriculum content.

Schools aim to develop the child holistically physically, socially, aesthetically and emotionally. Education involves continuous assessment of students' intelligence, performance, aptitude, and interests, aligned with individual needs, societal expectations, and learning psychology. Various factors influence academic achievement, including intellectual ability, study methods, instructional language, testing systems, motivation, and personality, socio-economic background, parental involvement and school climate. Economic and emotional stability at home, as well as the educational level of parents, are critical in maximizing a child's potential (Lam, 1997). A positive school climate enhances academic achievement and fosters better learning outcomes (Hattie, 2009; Johnson 2006).

### **Review of Related Literature**

**Yomgam, Bige (2009)** undertook a study to find out the academic achievement of secondary students in Arunachal Pradesh, and found that there was a wide gap among the different categories of students viz., Male, Female, Tribal and Non-tribal in their academic achievement in the subject namely, English, Hindi, Mathematics, Science and Social studies.

**Bijoy, Soni and Jadab (2014)** conducted a study on "Evaluation of Social Science Curriculum at Elementary Stage in Assam". This study is conducted on a sample of 550 students and teachers selected from 20 schools from urban and rural settings of Lakhimpur District. The sample is comprised of 400 students taking 200 each from rural and urban with 100 each belonging to males and females from both the areas respectively. Similarly, teacher's sample of 150 was consisted of 75 each from rural and urban with 50 and 25 males and females respectively from rural and urban areas. The descriptive survey method was used for data collection using questionnaire for Evaluation of Social Science Curriculum (QESSC) and Attitude Inventory Towards Evaluation of Social Science Curriculum (AITESSC). On the basis of the analysis of the responses of the whole sample, 94% students and 97% teachers reported that social science helps the learners to adjust with the social and physical environment. It also found that Social science is the applied branch of social sciences introduced in the curriculum at school state with a view to developing proper attitudes, sensibilities and skills in future citizens.

**Nyicyor, Chetia and Dutta (2016)** undertook a large-scale survey involving 800 Class X students from across the East Siang and Lohit districts. Their findings emphasized that academic achievement was closely linked to the students' measured intelligence levels. Interestingly, this relationship held true

regardless of gender or whether students came from rural or urban settings. The study further noted distinct differences in academic outcomes between students from government and private schools. However, these differences were attributed more to intelligence-related factors than to disparities in school infrastructure or facilities. This highlights the critical role of cognitive abilities in determining student success.

**Mili (2016)** conducted an assessment of 500 Class IX students in the Dibang Valley region. Her study revealed that there were no statistically significant differences in academic performance across various demographic and institutional variables such as urban versus rural location, government versus private schooling, or gender. This suggests a relatively level playing field in terms of educational outcomes in the region, possibly indicating a uniform standard of instruction or shared cultural factors influencing learning.

**Tok (2017)** investigated students in Papum Pare district and discovered a significant positive correlation between students' scientific attitudes and their overall academic achievement. A scientific attitude here refers to traits such as curiosity, critical thinking, open-mindedness, and a willingness to question assumptions—attributes that extend beyond science education and influence learning across subjects.

**Messar et al. (2023)** conducted a focused study on CBSE secondary school students in Deomali, located in the Tirap District near Pangin. The researchers identified a strong positive correlation between parental involvement and students' academic performance, suggesting that the engagement of parents in their children's educational activities plays a pivotal role in shaping academic success. An important gender-based insight from the study was that girls appeared to benefit more significantly from high levels of parental involvement compared to boys. To build on these findings, the researchers recommended organizing workshops aimed at educating parents on effective involvement strategies and strengthening Parent-Teacher Associations (PTAs). These measures are expected to foster improved student outcomes through collaborative school-family relationships.

### **Research Gap**

Despite numerous studies investigating academic achievement among secondary school students in various districts of Arunachal Pradesh, notable research gaps remain. While previous studies have examined factors such as gender, tribal status, intelligence, type of school, scientific attitude and parental involvement, there is limited research that specifically focuses on the Pangin Education Block, which may have unique socio-cultural and infrastructural characteristics influencing student performance. Furthermore, while some studies have explored correlations between cognitive and affective factors with academic achievement, a comprehensive, multi-variable analysis considering local contexts, including teacher effectiveness, community support and socio-economic status, remains absent. Additionally, inconsistencies in findings such as Mili's (2016) suggestion of uniform educational outcomes contrasting with Nyicyor et al.'s (2016) findings of intelligence-driven disparities highlight the need for further, more localized studies that can clarify these contradictions. Overall, a focused investigation into the Pangin Block is essential to bridge these gaps and provide actionable insights tailored to the region's specific educational challenges.

### **Study Area**

Pangin is town in Siang District, for which it is the Circle headquarter. It is located at a distance of about 60 km from the district headquarter Pasighat. The settlement is at the junction point where River Siyom

meets River Siang. It is the home of the Adi tribe of Arunachal Pradesh.

**Table 1: Demographic profile of Pangin Education Block, Arunachal Pradesh**

Data	Details
Total Population	24,788
Total Male Population	12,938
Total Female Population	11,850
Literacy Rate	56%

*\*Source:* <https://siang.nic.in/demography/>

## Significance of the Study

The present study on “Academic Achievement in Social Science among Secondary School Students: A Study with reference to the Pangin Education Block, Arunachal Pradesh” holds considerable significance for multiple stakeholders in the educational system, particularly within the unique socio-cultural and geographic context of Arunachal Pradesh.

Firstly, the study sheds light on the low academic achievement levels in Social Science among secondary school students in the Pangin Education Block, which is reflective of broader challenges in the region’s educational outcomes. This is particularly critical given that Social Science is a foundational subject that shapes students’ understanding of history, geography, politics and society elements that are essential for active citizenship and social development.

Secondly, by examining the differences in achievement between APST (Arunachal Pradesh Scheduled Tribe) and Non-APST students, the study provides valuable insight into the educational disparities that may exist along ethnic or socio-economic lines. Understanding these differences can help education policymakers and school administrators address the underlying causes such as language barriers, cultural factors, access to learning resources or socio-economic conditions.

Thirdly, the gender-based comparison of academic achievement in Social Science offers important implications for gender equity in education. Identifying whether boys or girls perform better in the subject helps inform gender-sensitive interventions and targeted support systems that can foster better engagement and performance among both groups.

The study's relevance is further amplified by the educational profile of the selected schools Govt. Higher Secondary School Pangin (est. 1977) and Govt. Secondary School Pangin (est. 2015) both of which are CBSE-affiliated but differ in establishment year, resources, and student-teacher ratios. These institutional factors may also impact academic performance and warrant further investigation.

The study is of significant value to educators, school leaders, policymakers and community stakeholders. It provides empirical evidence that can be used to design context-specific interventions aimed at improving student performance, reducing dropout rates, and promoting holistic development among secondary school students in the Pangin Education Block. The findings can also contribute to the broader discourse on educational equity and quality in India's northeastern region, where geography, ethnicity, and infrastructure play pivotal roles in shaping academic outcomes.

## Objectives of the Study

1. academic achievement in Social Science between male and female secondary school students To analyze the overall academic achievement of secondary school students in Social Science in the Pang

in Education Block.

2. To study the academic achievement in Social Science among APST and non-APST secondary school students in the Pangin Education Block.
3. To compare the in the Pangin Education Block.

## Hypotheses of the Study

H<sub>01</sub>: There is no significant difference in academic achievement in Social Science between APST and non-APST secondary school students in the Pangin Education Block.

H<sub>02</sub>: There is no significant difference in academic achievement in Social Science between male and female secondary school students in the Pangin Education Block.

## Method

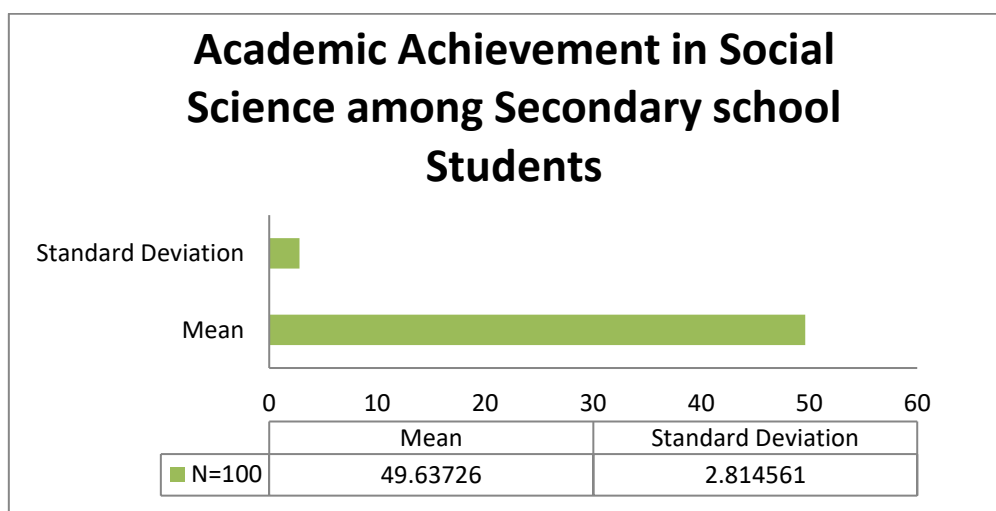
The descriptive survey cum quantitative approach was adopted. A sample of 100 class-X secondary school students (50 boys and 50 girls) was selected through random sampling from CBSE-affiliated schools in the Pangin Education Block, Arunachal Pradesh. The students' performance in Social Science was analyzed using both descriptive and inferential statistics, including mean, standard deviation and t-tests.

## Analysis as per the Objectives

**Objective 1: To analyze the overall academic achievement of secondary school students in Social Science in the Pangin Education Block.**

**Table 2: Mean & SD of overall academic achievement of secondary school students in Social Science in the Pangin Education Block.**

Variable	Sample Size	Mean	Standard Deviation	Remarks
Academic Achievement in Social Science	N=100	49.63726	2.814561	Moderate Performance



**Graph 1: Mean & SD of overall academic achievement of secondary school students in Social Science**

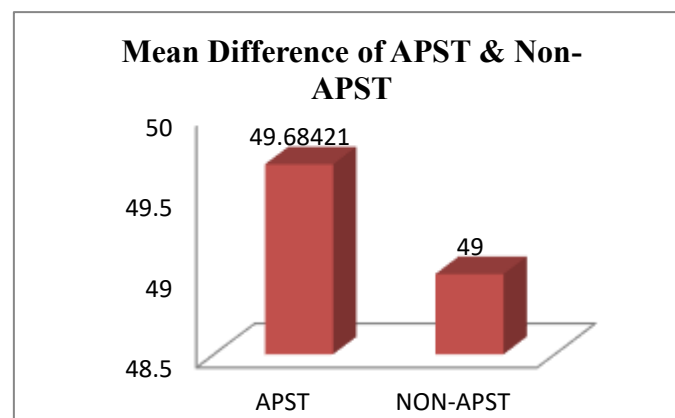
The table and graph indicate that the average score of 49.64 suggests moderate academic achievement in Social Science among secondary school students in the Pangin Education Block. Assuming the total possible marks are 100, this score reflects performance just below the midpoint, pointing to a potential need for academic support or targeted intervention. The standard deviation of 2.81 indicates low variability in scores, meaning that most students performed close to the average. This consistency suggests that teaching methods may be uniformly effective or uniformly ineffective across the group. The moderate average score may be influenced by several factors, such as the quality of instruction, curriculum difficulty, student engagement or access to learning resources.

**Objective 2: To study the academic achievement in Social Science among APST and non-APST secondary school students in the Pangin Education Block.**  
**H<sub>0</sub>1: There is no significant difference in academic achievement in Social Science between APST and non-APST secondary school students in the Pangin Education Block.**

**Table 3: Mean score of APST and Non-APST students**

Variable	Category	No. of Students	Mean	Standard Deviation	t-value	Remarks
Academic Achievement	APST	94	49.6842	20.62171	0.446366	Not Significant
	Non-APST	6	49	31.07211		

From the analysis of table 3 indicates that mean score of APST students were 49.68421 with SD of 20.62171 and Non-APST were 49 mean with SD 31.07211.



**Graph 2: Mean difference of APST & Non-APST students**

**Table 4: Comparative study of APST and General Students**

Rank	Social Science Score							
	Higher Secondary School, Pangin				Secondary School Pangin			
	Male		Female		Male		Female	
	F	%	F	%	F	%	F	%
APST	23	92%	23	92%	23	92%	24	96%



GENERAL	2	8%	2	8%	2	8%	1	4%
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The academic achievement in Social Science among APST and Non-APST students of Grade 10 in secondary schools of Pangin Education Block, and it was found that enrollment and performance of APST are more than Non-APST in both schools. Out of 25 students male achievement 23 are of APST of 92% in both school and remaining 2 students are Non-APST of 8% only in both male students in both schools. Girls enrollment show low achievement in both school as it indicates that out of 25 of 92% students 23 are APST in higher secondary 96% of 24 students are in secondary school, only 8% and 4% indicate female enrollment in both schools.

**Table 5: Social Sciences achievement of APST and Non-APST**

Rank	Social Science Score			
	Higher Secondary School, Pangin		Secondary School Pangin	
	Male	Female	Male	Female
APST	B1-D2	A2-D2	A1-D2	A2-D2
GENERAL	2E	B2 - B1	A1 & A2	E

The achievement of Social Sciences subject by male APST score between the 33-80 marks in higher secondary school but 2 non-APST students failed below 33 marks while APST male score 33-100 in secondary school while 2 non-APST students ranked between 81-100 marks of A1- and A2-Grade. Girls score of APST show 33-90 marks range of A2-D2 Grade but 2 Non-APST female scored 61-80 marks range and placed in Grade of B1 and B2, while APST female in secondary stand 33-90 marks range of A2-D2 Grade while 2 Non-APST enrolled in secondary school scored E-Grade. From the analysis it was found that achievement in Social Sciences does not vary in between male and female and APST and Non-APST. It depends on how much students gave time and effort to learn social science in their regular study hours.

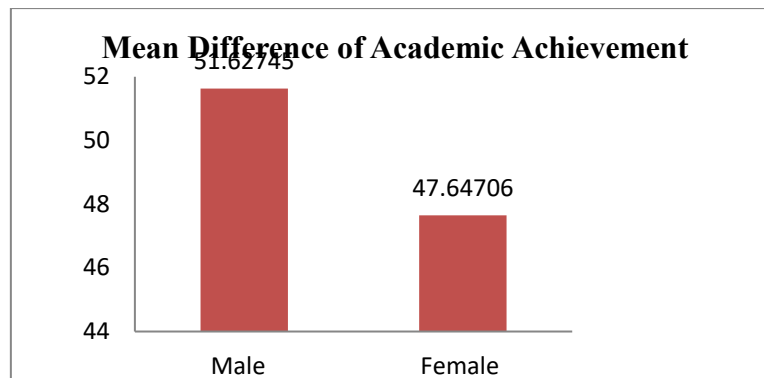
**Objective 3: To compare the academic achievement in Social Science between male and female secondary school students in the Pangin Education Block.**

**H<sub>0</sub>2: There is no significant difference in academic achievement in Social Science between male and female secondary school students in the Pangin Education Block.**

In order to examine the academic achievement in Social Sciences among students of class X the t-test analysis was employed. The mean score of both boys and girls were compared through t-test, where 0.05 level of confidence interval are taken into consideration.

**Table 6: Mean score of students**

Variable	Category	No. of Students	Mean	Standard Deviation	t-value	df	Remarks
Academic Achievement	Boys	50	51.62745	22.96311	0.348889	98	Not Significant
	Girls	50	47.64706	19.6051			



**Graph 3: Mean Difference of Academic Achievement students**

From the above table & graph, it indicates that the mean score of male students is 51.62745 with SD 22.96311 and female students is 47.64706 with SD 19.6051 and the calculated t-value is 0.348889, which is higher than table t- value at 0.05 level of significance.

### Findings of the study

1. The mean score of secondary school students in Social Science was 49.64 (SD = 2.81), indicating moderate performance.
2. The low standard deviation suggests minimal variability in scores, meaning most students performed similarly, either due to uniform teaching effectiveness or uniform limitations.
3. No significant difference was found between APST (Mean = 49.68, SD = 20.62) and Non-APST (Mean = 49, SD = 31.07) students ( $t = 0.446$ , Not Significant).
4. APST students dominated enrollment (92-96%) compared to Non-APST students (4-8%).
5. Male APST students scored between 33-100 marks, while Non-APST males either failed (below 33) or scored high (A1-A2).
6. Female APST students scored between 33-90 marks, whereas Non-APST females had mixed results (B1-B2 or E-Grade).
7. Social Science achievement does not significantly differ by APST status but depends on individual effort and study habits.
8. Male students had a slightly higher mean score (51.63, SD = 22.96) than female students (47.65, SD = 19.61).
9. The t-test ( $t = 0.349 > 0.05$ ) showed no statistically significant difference in performance between genders.
10. Gender does not play a significant role in academic achievement in Social Science.

### Discussion of the Result

The present study aimed to assess the academic performance of secondary school students in Social Science with particular reference to variables such as APST status and gender. The mean score of students ( $M = 49.64$ ,  $SD = 2.81$ ) indicates a moderate level of achievement, with minimal variation in performance, suggesting homogeneity either in instructional delivery or shared limitations among students. This aligns partly with the findings of Mili (2016), who reported no significant difference in academic achievement based on demographic or institutional variables, attributing the uniformity to consistent instruction or regional learning environments.



While **Yomgam (2009)** found wide disparities in academic performance between male, female, tribal and non-tribal students across multiple subjects in Arunachal Pradesh, the current study did not find significant differences in Social Science scores between APST and Non-APST students ( $t = 0.446$ , not significant). Despite the dominance of APST students in enrollment (92-96%), performance levels were largely comparable. This finding may suggest improved educational inclusivity or bridging of performance gaps over time, especially in Social Science a subject perhaps more influenced by study habits and comprehension than by socio-cultural background or resource availability.

Gender-wise, while males scored slightly higher ( $M = 51.63$ ) than females ( $M = 47.65$ ), the difference was not statistically significant ( $t = 0.349 > 0.05$ ). This supports the assertion of gender equity in academic performance, echoing **Mili's (2016)** conclusion of no significant gender-based differences and **Nyicyor, Chetia and Dutta's (2016)** findings where gender did not influence the relationship between intelligence and academic performance. However, performance patterns revealed in your study for instance, the tendency for Non-APST males to either fail or excel and for Non-APST females to cluster in the mid to low range highlight complex underlying dynamics that may not reach statistical significance but deserve further qualitative investigation.

The finding that individual effort and study habits rather than demographic variables significantly influence achievement resonates with **Tok's (2017)** study, which linked academic performance to scientific attitude attributes that often stem from personal traits and learning behaviors like curiosity, critical thinking, and self-discipline. This reinforces the idea that cultivating such attributes can enhance performance across subjects, including Social Science.

In contrast to the current study's focus on performance metrics, **Bijoy, Soni and Jadab (2014)** explored the perceived value of Social Science in Assam and found that both students and teachers acknowledged its role in helping learners adjust to their socio-physical environment. Although curriculum evaluation was not a focus in the present study, the generally moderate scores and low variability suggest that students may indeed be acquiring core competencies, albeit not always translating into high academic performance.

Furthermore, while **Messar et al. (2023)** emphasized the role of parental involvement in student success with greater benefits observed for girls the current study did not collect or analyze data on parental engagement. However, the gender trends observed might be indirectly influenced by such external factors, indicating a potential area for future research. Incorporating family and community variables could enrich understanding of the environmental contexts shaping academic outcomes.

## Conclusion

The study examined the academic achievement of secondary school students in Social Science within the Pangin Education Block of Arunachal Pradesh, focusing on differences by APST status and gender. The findings revealed that overall performance was moderate (mean score = 49.64), with limited variability, suggesting a consistent academic environment across the student population. No statistically significant differences were found between APST and Non-APST students or between male and female students, indicating that demographic factors such as ethnicity and gender did not majorly influence performance. Instead, individual effort and study habits emerged as key determinants of academic success in Social Science. These results reflect a level of equity in educational outcomes, possibly due to uniform teaching practices, shared socio-educational environments or gradual bridging of historical performance gaps among diverse student groups.

## Recommendations

1. Promote Student-Centered Learning and Study Habit Development
2. Implement Targeted Academic Support and Monitoring
3. Expand Research to Include Socio-Environmental Factors

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