RESEARCH ARTICLE

A STUDY TO COMPARE ACADEMIC ACHIEVEMENT OF LOW AND HIGH ACHIEVERS OF SECONDARY SCHOOLS

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ARTICLE INFO	ABSTRACT
	This paper compared high and low academic achievers in respect of study. This study consisting of 30 items on different aspects of learning ways. The scale was administered on the sample of 100 students those were studying in class IX in different schools of Vijayapura district. Similarly, academic performance was measured through marks obtained by the students in the school level examination of class VIII. The analysis revealed that the learning way of secondary school students is related with their academic achievement. The high achievers have better learning way than the low achievers. It also showed that there is no significant difference between the high and low achiever students in respect of their learning way.

INTRODUCTION

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person.

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In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education. Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education.

Statement of the Problem

The study was undertaken with a view to investigate "A Study to Compare Academic Achievement of Low and High Achiever of Secondary Schools"

Operational Definitions

Academic Achievement

The definition of academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies. Academic Achievement means the performance of the students based on the annual examination marks assigned by the subject teacher as per the departmental rules for promotion to the next standard.

Low Academic Achievers

Low achievers are people with deficits in executive functions, which are the mental processes that control and coordinate learning-related activities. Executive function is not the same as intelligence, and people with executive function deficits experience difficulties in processing information, retaining and recalling information, organizing materials, managing time and using effective learning. According to the Associates in Counseling and Child Guidance, low achievers perform best when information is provided in a concrete, hands-on structure with a brief, simple format. Although they usually find it difficult to use abstract reasoning, follow multi-step assignments and draw conclusions, they tend to be successful in memorizing particular facts or reasoning with concepts related to concrete daily living.

High Academic Achievers

A high achiever would be a student who gets high marks and good grades. They do the work that is required and do it well. They tend to be well-organized, with good time-management skills, which is why they turn in neat and tidy work on time. They also tend to be well-behaved, adjusting well to the classroom environment and participating enthusiastically in classroom discussions.

Objectives of the Study

- A study to compare academic achievement of low and high achievers of secondary schools.
- A study to compare academic achievement of high achievers of rural and urban secondary schools.
- A study to compare academic achievement of low achievers of rural and urban secondary schools.

Hypotheses of the Study

- There is no significant difference in academic achievement between the low and high achievers of secondary schools.
- There is no significant difference in academic achievement between the high achievers of rural and urban secondary schools.
- There is no significant difference in academic achievement between the low achievers of rural and urban secondary schools.

## Significance of the Study

Now-days there is urging from every corner of the society that children's achievement should be at the highest peak point. There are many factors which influence on academic achievement of students i.e., learning attitude, receiving information, mental health, school adjustment, peer group, socio-economic status, family environment parent-child relationship, parent's education, etc. Receiving Class-room information of pupils is very important since they affect class-room learning and develop desirable behaviour. The child with mental health problem might manifest his insecurity by misbehaving, by withdrawal and refusal to participate in class-room activities or by resorting, to the use of some of the protective mechanisms to an inordinate degree. Certainly his relations with other members of the class are likely to be

something less than desirable and this, in turn, is bound to effect his learning adversely.

Population and Sample of the Study

In the present study the researcher has employed the method of stratified random sampling. Population for the present study comprised of students from various secondary schools of Vijayapura district in Karnataka State were selected for the study. This comprises 100 samples which includes both gender boys and girls students with equal number of rural and urban schools.

Distribution of Sample
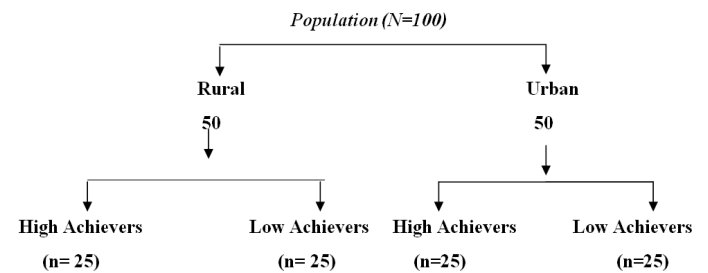
MATERIALS AND METHODS

Research design of the study

The investigator has adopted the survey method of research to study of secondary school students towards learning ways. The investigator used stratified random sampling technique for drawing sample from the population. It means the entire population was divided into a number of homogenous groups to get more accurate representation. The stratification was done on the basis of gender and location of secondary schools.

Tool for the Data Collection

To achieve the objectives of the present study, a questionnaire was constructed by the investigator to study secondary school students towards learning attitude. After the construction of the questionnaire, the investigator visited randomly selected schools for the purpose of data collection. The instructions regarding the questionnaire were explained by the investigator. The doubts of the subject were clarified to give free, frank and honest responses without any hesitation. Thus the investigator collected the filled questionnaires from the learners.

Statistical techniques employed

For the present study following statistical techniques were employed

❖ Mean, Standard Deviation and T –test were used

Analysis and Interpretation of the data

The data generated for the present study were analyzed using appropriate statistical techniques.   Then the data were interpreted and relevant and important conclusions were drawn. The results thus obtained were tabulated and conclusions were drawn in the following way.

Hypothesis 1. There is no significant difference in academic achievement between the low and high achievers of secondary schools

	N	Mean	SD	't'-value	Significant
High Achievers	50	57.36	6.89	0.81	Non Significant
Low Achievers	50	56.09	7.17		

't' value is Non significant at significance level 0.05

Interpretation

Data presented in table 1 reveal that there is no significant difference in academic achievement between the low and high achievers of secondary schools at 0.05 level. High achievers had more academic achievement than the Low achievers of secondary schools. On observation, it is found that the obtained value of 't' is found to be less than the table value at 0.05 level of significance. So, the obtained value becomes no significant and hence we reject the null hypothesis and accept the alternate hypothesis. It means that there is a significant difference between the high academic achievers and low academic achievers of secondary schools. But it is observed that a mean value of 1.27 is in the favor of high academic achievers. Therefore, it is concluded that the items the positive learning attitude corrected perception classroom instruction and high learning activity among the high academic achievers of secondary schools when compared with the low academic achievers of secondary schools.

Hypothesis 2. There is no significant difference in academic achievement between the high achievers of rural and urban secondary schools

High Achievers	N	Mean	SD	't'	Significant
Rural	25	25.98	8.22	12.65	Significant
Urban	25	44.13	3.85		

't' value is significant at significance level 0.05

Interpretation

Data presented in table 2 reveal that there is significant difference in academic achievement between the high achievers of rural and urban secondary schools at 0.05 level. Urban high achievers had more academic achievement than the rural achievers of secondary schools. On observation, it is found that the obtained value of 't' is found to be higher than the table value at 0.05 level of significance. So, the obtained value becomes significant and hence we reject the original hypothesis and accept the null hypothesis. It means that there is a significant difference between the urban and rural high academic achievers of secondary schools. But it is observed that a mean value of 18.15 is in the favor of urban high academic achievers. Therefore, it is concluded that the items the positive learning attitude corrected perception classroom instruction and high learning activity among the urban high academic achievers of secondary schools when compared with the rural high academic achievers of secondary schools.

Hypothesis 3. There is no significant difference in academic achievement between the low achievers of rural and urban secondary schools

Low Achievers	N	Mean	SD	't'	Significant
Rural	25	38.50	6.90	1.42	Non
Urban	25	36.80	4.88		Significant

't' value is significant at significance level 0.05

Interpretation

Data presented in table 3 reveal that there is no significant difference in academic achievement between the low achievers of rural and urban secondary schools at 0.05 level. Rural low achievers had more academic achievement than the urban low achievers of secondary schools. On observation, it is found that the obtained value of 't' is found to be less than the table value at 0.05 level of significance. So, the obtained value becomes no significant and hence we reject the null hypothesis and accept the alternate hypothesis. It means that there is a significant difference between the rural low academic achievers and urban low academic achievers of secondary schools. But it is observed that a mean value of 1.07 is in the favor of rural low academic achievers. Therefore, it is concluded that the items the positive learning attitude corrected perception classroom instruction and high learning activity among the rural low academic achievers of secondary schools when compared with the urban low academic achievers of secondary schools.

Findings

- High academic achievers have high participations in terms learning activity, high reception of classroom instruction and followed by positive learning attitude of all classroom activities when compared with the low academic achievers of secondary schools.
- Urban high academic achievers have high participations of all classroom activities when compared with the rural high academic achievers of secondary schools.
- Rural low academic achievers have high participations of all classroom activities when compared with the urban low academic achievers of secondary schools. This is because they are bold, strong, sincere and honest in terms of regularity, attendance learning activity.

Delimitations of the Study

The aim of the investigation was to study the impact of the components, viz., learning attitude, receiving class-room information on academic achievement of student in secondary schools. The study was thus confined to recognized secondary schools located in Vijayapura District. Students studying in IX standard during academic year 2016-2017 were involved in the study. While measuring academic achievement the study was confined only to the performance of the students in a school subject.

Suggestions

- Teachers and school authorities should carry out motivational strategies in order to involve students in academic activities for improving their motivational level especially low achievers so that they will be able to improve their overall performance.
- In order to reduce the gap between high achievers and low achievers teaching learning process must be improved in all respects which can meet the specified needs.
- There should be close coordination between parents, teachers and head masters. Parent-Teacher meetings should be held off and on in order to find out the strategy to improve the academic achievement of low achievers.

- Analysis of this study is expected to give information about need achievement which can affect students' academic achievement. It is hoped that the findings can help students, teachers, school administrators, parents and the Government to be used as a guide in the programmes to be organized within or outside school to instill the high need achievement among students.

Conclusion

High Achievers have high need achievement, possess 'hope of success', are optimistic, identify themselves with a successful authority and prefer intrinsic rewards when successful; While as low achievers have low need achievement and are somewhat pessimistic and prefer external rewards when successful and do not identify themselves with successful authority; High achievers have high 'ego-ideal', are self-confident, competitive, maintain their self respect and have a sense of striving to achieve a high position or status; while as low achievers possess low ego-ideal, hardly bother to have a high position or status, are not competitive, feel less concerned towards maintenance of self-respect.

High achievers possess 'perseverance', prefer difficult and challenging tasks, have a sense of devotion to work, have a long term involvement with their future career and dislike idleness; while as low achievers are not perseverant.

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