



ORIGINAL RESEARCH PAPER

Education

A STUDY ON ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL TEACHERS

KEY WORDS: Academic Achievement, High School Teachers, Cuddalore District.

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ABSTRACT

The present study is carried out by differential analysis to know the difference between Academic Achievement among High School Teachers. Three hundred High School Teachers had been randomly selected for the present study. Normative survey method was used to collect the data. The study was done in Cuddalore District in Tamilnadu. In the study it is found that there is significant difference among high school teachers in Academic achievement with respect to gender. Also it is found that there is no significant difference among high school teachers in Academic achievement with respect to subject.

INTRODUCTION

The term achievement refers to the degree or the level of success attained in some specific school takes especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences. Good (1973), has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both.

School achievement may be affected by various factors like intelligence, study habits and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. the desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others.

Jamuar (1974) stated that efficient learning depends not only on good teaching methods but also satisfactory learning procedures. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and low achievers as incapable and deprived of employment, which may lead this to maladjustment to life.

In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him.

Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic status, intelligence etc.

REVIEW OF RELETED LITERATURE

Gesinde (2009) argues that the urge to achieve varies from one individual to the other. For some, the need for achievement is very high while, for others it is very low. He adds that achievement motivation is learnt through the

socialization process. Those who have high achievers as their role models in their early life experience would develop a high need for achievement, while those who have low achievers as their role models will hardly develop the need for achievement.

Tucker et al., (2002) it is obvious that students who are not motivated to succeed will not work hard. In fact, several researchers have suggested that only motivation directly effects academic achievement; all other factors affect achievement only through their effect on motivation.

Sirohi (2007) conducted a study of under achievement in relation to study habits and attitudes. A sample of 1000 elementary grade students were taken from X composite schools of South District, Delhi. Tools used were general mental ability test by Jalota, teachers made achievement tests and test of study habits and attitudes by Mathur. The results found that guidance program shall lead to better results, improving the achievement of the students and thus their potentialities be maximally utilized.

OBJECTIVES OF THE STUDY

1. To find out there is a significant difference among high school teachers in Academic Achievement with respect to Gender.
2. To find out there is a significant difference among high school teachers in Academic Achievement with respect to Subject.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference among high school teachers in Academic Achievement with respect to Gender.
2. There is no significant difference among high school teachers in Academic Achievement with respect to Subject.

METHOD

Normative survey method was used in the present study.

TOOLS USED

Academic achievement of every teacher has been measured by the investigator by means of collecting their students' subject wise overall mark sheet of Half Yearly Examination.

SAMPLE OF THE STUDY

The sample consists of 300 High School Teachers in Cuddalore District.

STATISTICAL TECHNIQUES USED

In the present study the following statistical techniques were used.

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- Mean.
- Standard Deviation.
- Critical Ratio.
- Differential analysis
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ANALYSIS OF THE DATA

HYPOTHESIS -1

There is no significant difference among high school teachers in Academic Achievement with respect to Gender.

Table -1

t-test for significant difference among high school teachers in Academic achievement with respect to Gender

Variable	Gender	N	Mean	Standard Deviation	t- value	LS
Academic Achievement	Female	166	72.94	11.73	2.48	0.05
	Male	134	76.03	9.24		

The calculated 't' value is greater than the table value at 0.05 level of significance, the null hypothesis is rejected. Thus, there is a significant difference between male and female high school teachers in terms of academic achievement.

HYPOTHESIS 2:

There is no significant difference among high school teachers in Academic Achievement with respect to Group.

Table - 2

t-test for significant difference among high school teachers in Academic Achievement with respect to Group

Variable	Subject	N	Mean	Standard Deviation	t- value	LS
Academic Achievement	Science	170	74.52	9.98	0.35	NS
	Arts	130	74.06	11.7		

The calculated 't' value is less than the table value at 0.05 level of significance, the null hypothesis is accepted. Thus, there is no significant difference among high school teachers in terms of their groups with respect to their Academic achievement.

FINDINGS OF THE STUDY

1. There is significant difference among high school teachers in Academic achievement with respect to gender.
2. There is no significant difference among high school teachers in Academic achievement with respect to subject

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