CHAPTER - I

INTRODUCTION
1.1 Advances in Psychology, recognition of individual differences, changing socio-economic and political conditions, scientific and technological advancements improved and improvised techniques of teaching, curriculum development on the most modern lines together with the changing pattern of aims of education have brought new emphasis to the evaluation process. In the school situation the simple method of evaluation which is followed is the measuring of academic achievement. Hence in the educational effort of man which is considered essential for his survival the measurement of academic achievement is given a high weightage.

The recent emphasis upon educational excellence and scholastic achievement has intensified the consequences and, therefore, the tensions associated with student evaluation and prediction. For example, school personnel may require a student to take up certain courses and deny him the privilege of enrolling in some others. In other words, the teacher's
grades and test scores affect the critical decisions concerning student placement, educational planning and subsequently, determine the students adjustment, performance, morale and self-concept. Invariably, these decisions enhance or deflate the self image. In particular instances, negative results are perceived in student growth and development and mental health" (Dunn Charleta J. and Kowitz Gerald T., 1970). Hence the evaluation of students achievement has become a matter of vital concern to the teachers, parents and educational administrators.

Studies by Barret H.O.; Cass, L.K. (1953), Chorost, S.B. (1962), Clark, A.B. and Leonard J. Gregorio (1966) and Haller, A.O. and Butter Worth, C.E. (1960) suggest that the low achieving student may be distinguished by the negative social impact of his behaviour and his comparative inability to perceive the attitudes of others in the right perspective. He views the things with his own angle and interprets them in the light of his past experiences and value-system, he holds.

Further more, Lecky, P. (1951) also observed that scholastic performance tended to be consistent with the individuals self-assessment. Rogers, C.R. (1957) also developed the same view in the clinical setting. Taylor, C.W. (1965) indicates that high achievers tend to have positive self values.
and interpersonal relationships; they have realistic goal orientations, accept authority, manifest directed (rather than free floating) academic anxiety, have academically low conflict in the independence-dependence area. Holland, G.A. and Nicholas, E.T. (1965) found the same results. Low achievers are characterised by the opposite polar traits.

Bloom, Benjamin (1964); Clift, Virgil (1966) and Havighurst Robert J. et al. (1952) go a step further. They have proved that negative images of self and group had affected the motivation, aspiration and academic and behaviour skills needed for satisfactory functioning through life. Person with a negative image of self and group feels somewhat uneasy among his peer group and thus his goals, value system and interest patterns are affected accordingly. Since evaluation of students is closely related with self image, it is essential that all aspects of measuring achievement or evaluating the students by tests etc. be thoroughly probed into.

Teachers are directly concerned with the teaching work and observing the students how do they fair in the day to day learning situations. They might observe certain differences in the behaviour patterns of the students, achieving high or low. "Teachers' perceptions of social behaviour, in so far as differential value is attached to specific behaviours, may have some relationship to student achievement. "This has
been the observation of Allport, G. (1961); Carkhuff and Truax, C.B. (1966) and Davis, Junius A. (1966). However, teachers perceptions of what helps in academic achievement and what restricts need some more elaborate investigations. Similarly what the students perceive as helpful in academic achievement need also be scientifically studied so that the evaluation procedure be improved and the students saved from forming negative self-image and negative attitudes.

In the West, many studies regarding the factors governing the academic achievement have been done. Dunn and Kowitz recently studied "Teachers Perceptions of Correlates of Academic Achievement". The present study was undertaken to investigate the correlates of academic achievement which were perceived as of vital importance by the teachers and students.

1.2 THE PROBLEM:

The problem before the investigator was to find out the actual, influencing and effective correlates which could safely but effectively be used as indicators of academic success of students. He had planned to investigate into the effective correlates of academic success from two angles, viz., how the teachers perceive and how the students perceive.

The problem chosen for investigation specifically, was:
1.3 TITLE OF THE PROJECT

'CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY THE TEACHERS AND STUDENTS OF HIGH SCHOOLS.'

DEFINITIONS OF THE TERMS USED

1.4 Correlates of Academic Achievement:

1.4.1 Correlates:

As verb it means 'to bring into reciprocal relation' and as noun it means 'each of the two things, especially related that one implies the other'. (Concise Oxford Dictionary). According to Advanced Learner's Dictionary of Current English, correlates means, 'have a mutual relation (with or to), bring one thing into such a relation with another.'

Operational Definition:— The operational definition of the term 'Correlates' with reference to the study was: 'Those qualities or attributes or characteristics or traits of an individual which contribute to or have a direct bearing or effect or influence on or with a particular and specific field and achievement in it.

1.4.2 Academic:

The term academic has been derived from the term academy. The meaning of the term academy is, "a school where special type of instructions are imparted." According to Good C.V. (1959), the term academic means, "pertaining to the fields of English,
Foreign Language, History, Economics, Mathematics; pertaining to the liberal arts' fields; pertaining to the realm of ideas or abstractions. According to the Advanced Learners Dictionary of Current English, the meaning of the term academic is, "of teaching, studying, schools, colleges, scholarly, literary or classical (contrasted with technical or scientific); too much concerned with theory and logic, not sufficiently practical.

**Operational Definition:** The operational definition of the term academic with reference to the study was: 'Any activity pertaining to scholastic in nature or any scholarly activity.

1.4.3 Achievement:

According to Good, C.V. (1959) the meaning of the term achievement is: 'Accomplishment or proficiency of performance in a given skill or body of knowledge'. The same definition was accepted as operational definition in the study.

**Operational definition of Correlates of Academic Achievement:** 'Those qualities or attributes or characteristics or traits of an individual which contribute to or have a direct bearing or effect or influence on the accomplishment or proficiency of performance pertaining to any activity scholastic in nature or any scholarly activity.'
1.4.4 Perception:

According to Good, C. V. (1959) the meaning of perception in the limited sense is, "awareness of external objects, conditions, relationships, etc., as a result of sensory stimulation; and more broadly it means, awareness of whatever sort however brought about'.

"The awareness side of a sensation is called the perception as given in the Dictionary of Psychology.

Operational Definition:— The operational definition of the term perception in the study was in context of the term 'as perceived'. A mode of response to something, based on the individual's experience, and background, which may reflect in the determining the stimuli; it also refers to the social perceptual judgement or judgemental perception. Though judgements are not perceptions, the similarities between these two terms, that judgement is usually a product of perception which is based on experience and background of the observer, it is not out of place to use it. "Perception is usually an immediate act of awareness of environmental objects plus some apprehensions of the meaning of the objects" (Allport, 1955), whereas judgement involves discrimination, comparison and choice; it is more deliberate than perception.
As the subjects of the study were to select and give their choice of correlates, which were based on classification and discrimination on the basis of usefulness, effect and influence, the phrase 'as perceived by' in this study include judgement in its broader meaning.

1.5 **AIMS OF THE STUDY:**

The study was based on the following aims:

1.5.1 **General Aims of the Study:**

(a) To find out the correlates of academic achievement as perceived by the Teachers and Students of High Schools.

(b) To make a comparison between the Teachers and Students perception of correlates of academic achievement.

1.5.2 **Specific Aims of the Study:**

(a) To find out the correlates of academic achievement as perceived by teachers' combination of different levels of intelligence and adjustment.

(b) To find out the correlates of academic achievement as perceived by teachers of urban and rural areas.

(c) To find out the correlates of academic achievement as perceived by male and female teachers.
(d) To find out the correlates of academic achievement as perceived by students combination of different levels of intelligence and adjustment.

(e) To find out the correlates of academic achievement as perceived by students studying in different standards.

(f) To find out the correlates of academic achievement as perceived by students of urban and rural areas.

(g) To find out the correlates of academic achievement as perceived by male and female students.

1.6 HYPOTHESES

The study was planned keeping in view the following:

1. Teachers and students may perceive quite a good number of correlates as indicative of high academic success.

2. There may be differences in the Teachers and Students perceptions of correlates of academic achievement.

3. There may be differences in the perceptions of correlates of academic achievement as
perceived by teachers of different levels of intelligence, adjustment, sex and place of residence.

4. There may be differences in the perceptions of correlates of academic achievement by students of different standards, sex, levels of adjustment, intelligence and place of residence.

1.7 SCOPE OF THE STUDY:

The scope of the study was delimited to the following:

1. The area of study was limited to the Ropar district in the State of Punjab (India).

2. The number of schools from which the sample of teachers and students were chosen was limited to 39. Every second school out of 78 schools was selected.

3. The number of teachers' sample was delimited to 450 from 39 schools. All the trained graduate teachers teaching in these schools were selected as sample for this study.

4. The students' sample was delimited to the following:

   (i) From Class IX, every sixth student was selected.
(ii) From Class X, every eighth student was selected.

In all 398 class IX and 694 class X students were selected for the study.

The selection criteria was decided arbitrarily, keeping in view the total number of students available in the 39 schools selected for the study (Appendix No. 2).

1.6 PLAN OF THE CHAPTERS

After introducing this problem in the first chapter, the second deals with the related studies. The third chapter presents the procedure employed in the collection of data. In the fourth chapter, the data about teachers and in the fifth about students are presented, analysed, interpreted and discussed. The inferences and conclusions are reported in the sixth chapter. The last chapter presents the summary of this research report.