

A COMPARATIVE STUDY OF MALE AND FEMALE HIGH ACHIEVERS ON STUDY ATTITUDES

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Abstract

Students' performance in school is a topic of great practical concern to teachers and parents, and of great theoretical concern to researchers. Specific attitudes differ with learning experience. If the learning experience is not pleasant; the learner's attitude towards study becomes negative and negative attitude hinders the study. Successful learners adopt positive attitudes towards their study. They do not waste time or energy fretting over what they have to do. The present study is aimed at comparative analysis of male and female high Achievers on study Attitudes.

Introduction

Parents, peers, media and teachers play a very important role in the development of attitudes. Beliefs and values are learned from the above-mentioned agents of change. At present, education is not only a matter to be solved by experts but we all are involved in it. Parents' attitude can play much prominent role in the study of their children. Studies have shown that study habits and attitudes of students are important variables which are closely related with the success of students in their academic work. Attitude reflects our favorability or unfavorability towards a particular object and person. The most common difference between low and high achievers is the difference in the study attitudes.

Attitude

Allport (1960) states that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situations with which it is related.

Study Attitude

The Attitude towards study is known as study attitude.

Academic Performance

Achievement outcomes have been regarded as a function of two characteristics, "skill" and "will" Academic performance is counted as the performance in academics

Review of Related Literature

Sarwar (2002) concludes that high academic achievers have better study habits and more positive study attitudes than low academic achievers.

Christopher (1988) studied student attitudes in "ugly, neutral and beautiful" rooms is different .

These researchers revealed that the mean rating given by the subjects in the beautiful room was in the range defined as "energy" and "well-being" while the mean of the ratings given by subjects in both the average and ugly rooms was in the range defined as "fatigued" and "displeased" Furthermore, the students placed in the beautiful room expressed feelings of "comfort, pleasure, enjoyment, importance, energy and a desire to continue their activity". Thus, if children have positive attitudes and look forward to attending school, it stands to reason that they will do better in their classes.

Objective

To compare the study-attitudes of male and female high achievers

Sample

The sample consisted of 600 high achievers students of 10th grade which was further divided into male and female students.

Tool

Tool for Study Attitude

Study-attitude scale (SAS) consisting of 36 items was used for the study. The items were divided into eight categories namely attitude toward self, regularity, examination, perseverance, teacher, subjects, school and parents'-authority. The scale items were scored, a positive system of scoring was used.

The items were scored by rating the responses on the basis of following Scoring procedure.

Always	as	5
Often	as	4
Uncertain	as	3
Rarely	as	2
Never	as	1

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Tool for Academic Performance

Academic performance was measured through marks obtained by the students in the previous year examination.

Hypothesis

There is no significant difference in study Attitudes of male and female high achievers.

Nature of Research

Descriptive survey method was used.

Statistical Technique

Mean, S.D and 't' test were employed to know the significant difference

Results

Table 1 Significance of difference between the mean scores of female and male high achievers on attitude-toward-parental-authority

Sr.	variable	n	Mean	SD	df	z-value	P
no.	attitude						
1	girls	300	13.48	1.94			
2	boys	300	12.99	2.36	598	2.78	s

From the above table, it is very clear that the mean score of girls is higher than the mean score of boys. Boys and girls exhibit significant difference with respect to the study attitude. The study attitude of the girls found to be more favourable as compared to the boys. So, the hypothesis that "there is no significant difference in study Attitudes of male and female high Achievers" was rejected.

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