

A STUDY OF INTELLIGENCE, ACHIEVEMENT MOTIVATION SCHOOL ADJUSTMENT AND STUDY HABITS OF SECONDARY SCHOOL GIFTED STUDENTS IN RELATION TO THEIR SCHOLASTIC ACHIEVEMENT OF VIJAYAPURA CITY

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Abstract:

This article study was done to study of intelligence, achievement motivation school adjustment and study habits of secondary school gifted students in relation to their scholastic achievement in this article make investigator has presented in detail about the results of the study and statistical techniques employed. The overall result of co-relation showed that there exists a positive and significant relationship between the two variables of the study.

A "gifted and talented" student means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability; possesses an unusual capacity for leadership; or excels in a specific academic field. Gifted students learn differently from their classmates in at least five important ways. They learn new material in much less time. They tend to remember what they have learned, making spiral curriculums and reviewing previously mastered concepts a painful experience. They perceive ideas and concepts at more abstract and complex levels than do their peers. They become passionately interested in specific topics and have difficulty moving on to other learning tasks until they feel satisfied that they have learned as much as they possibly can about their passionate interest. Finally, gifted students are able to operate on many levels of concentration simultaneously, so they can monitor classroom activities without paying direct or visual attention to them. Gifted students have already mastered much of the grade-level work, so they should have opportunities to function at more advanced levels of complexity and depth and to tie their own passionate interests into their schoolwork.

Keywords: *Achievement Motivation, Scholastic Achievement, Secondary School.*

INTRODUCTION:

The creator of the universe, is the Almighty God who possesses the supreme mind and finest creative abilities. He has created all the human beings and all that is present in nature. Every individual is a unique creation of God, but does not possess the same creative abilities and potentialities. Some of us are bestowed with high creative skills and contributed to advancement in the fields of art, literature, science, business, teaching and other spheres of human activity and are responsible for producing new ideas, concepts, theories and principles which leads to social and cultural changes. Mahatma Gandhi, Abraham Lincoln, Homi Baba, Newton, Shakespeare, were some of the creative personalities who are remarkable in the fields of their interest. Though they were undoubtedly gifted with creative abilities and simultaneously the role of environment in terms of education, training and opportunities in their developments cannot be ignored. Parents, society and teachers are required to help their children in nurturing, fostering and utilizing their creative abilities to the utmost by providing good education, proper care, and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind in this sphere.

Historically, most of teachers restricted their role to teaching. The different government organizations and departments provided a guide line for the role and responsibility of the teacher. The teacher plays multiple roles in the school. The role of teacher is assessed in terms of his/her attendance in the class, completion of the course and interpersonal relation in the school. Till now, hardly any indicator is developed to assess the performance of teacher on the basis of learning achievement of the student. The teacher is directly responsible for the learning achievement of the student; he or she may never assess the learning achievement of the student. In many states, a specified proportion of teachers are recruited directly as 'para teachers', though a majority of the appointees would be from the local area. The directly recruited teachers, who would have a greater opportunity to enhance the learning of the child, are engaged in a different activity rather than teaching. The expansion of education means the development of education in different areas. The journey of development in education has widened its boundaries by assuming different forms. When a person feels himself backward in this fast growing process of development his steps show deviation. If this deviation is not checked destructive results may appear. Therefore it would be an act of kindness if a person is offered with some Psychological change in teaching behavior to avoid deviations form right paths in the teaching career. The teaching and studying art depends mostly on psychology of teacher and students and is affected by the teaching and studying behavior. Therefore the process of education should be aimed at developing creative abilities among children. This can be reached by acquainting the teachers and parents with real meaning of process of creativity and proper ways and means of developing and fostering creative thinking abilities. In any system of education, teacher has a pivotal role to play. The responsibility of

making the education work successful lies with the teacher. He is undoubtedly the key point in all educational programmes and the quality of education depends on the quality of teachers. In olden days 'Guru' was considered indispensable. As long as learning was considered desirable, the disciple was with the guru only. In the modern concept of education, child is the centre of all educational activity and learner achievement is considered as the indicator of the quality. Learning is a continuous phenomenon. The learner has the potential to explore, investigate and innovate, therefore he requires challenging situations. Learning to be which the key word till 20th century was is now replaced by learning to learn. Providing challenging situations to the learner is the job of the teacher in the present age. If this is taken care of, learning continues for ever. This approach requires lot of preparation, high degree of competence and commitment on the part of the teacher. In other words, the teacher today is need to be able to cope up with the aspirations of rising generations of youth and the requirements of the society playing a multidimensional role.

OBJECTIVES OF THE STUDY:

1. To identify the gifted students studying in secondary schools of Vijayapur District.
2. To study the level of scholastic achievement among the secondary school gifted students of Vijayapur District.
3. To find out the relationship between scholastic achievement and intelligence among the secondary school gifted students of Vijayapur District.
4. To find out the relationship between scholastic achievement and achievement motivation among the secondary school gifted students of Vijayapur District.
5. To find out the relationship between scholastic achievement and school adjustment among the secondary school gifted students of Vijayapur District.
6. To find out the relationship between scholastic achievement and study habits among the secondary school gifted students of Vijayapur District.
7. To study the difference in scholastic achievement among the secondary school students of Vijayapur District with respect to gender (girls and boys).
8. To study the difference in scholastic achievement among the secondary school students of Vijayapur District with respect to locality (urban and rural).
9. To study the difference in scholastic achievement among the secondary school students of Vijayapur city with respect to type of management (government, aided and unaided).
10. To study the difference in scholastic achievement among the secondary school students of Vijayapur District with respect to medium of instruction (Kannada and English).

SCOPE OF THE STUDY:

The present study is confined to study the scholastic achievement of gifted students at secondary school level in relation to their intelligence, achievement motivation and school adjustment. the present study is confined to the sample of secondary school gifted students of only Vijayapura city. This study involves correlation techniques to find out the relationship between the different variables in relation with scholastic achievement .

HYPOTHESES OF THE STUDY :

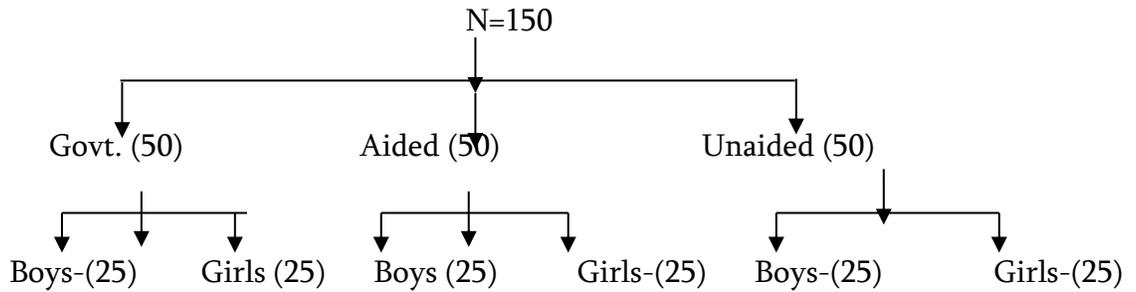
The hypothesis is precisely defined as a tentative or working proposition suggested as a solution to a problem. The following null hypothesis are formulated,

- Ho1:** There is no significant difference in the level of scholastic achievement among the secondary school students of Vijayapura city with respect to gender (girls and boys).
- Ho2:** There is no significant difference in the level of scholastic achievement among the gifted secondary school students of Vijayapura city with respect to type of management (govt, aided and unaided).
- Ho3:** There is no significant difference between boy and girl gifted secondary school students of Vijayapura city with respect to their scholastic achievement .
- Ho4:** There is no significant difference between boy and girl gifted secondary school students of Vijayapura city with respect to their intelligence.
- Ho5:** There is no significant difference between boy and girl gifted secondary school students of Vijayapura city with respect to their achievement motivation.
- Ho6:** There is no significant difference between boy and girl gifted secondary school students of Vijayapura city with respect to their school adjustment.
- Ho7:** There is no significant difference between govt. and aided secondary school gifted students of Vijayapura city with respect to their scholastic achievement.
- Ho8:** There is no significant difference between govt. and aided secondary school gifted students of Vijayapura city with respect to their intelligence.
- Ho9:** There is no significant difference between govt. and aided secondary school gifted students of Vijayapura city with respect to their achievement motivation.
- Ho10:** There is no significant difference between Govt. and aided secondary school gifted students of Vijayapura city with respect to their school adjustment.

SAMPLE OF THE STUDY :

The researcher has selected 150 gifted students of 9th standard of Vijayapur city on basis of stratified random sampling technique.

The sample design is as fallows:

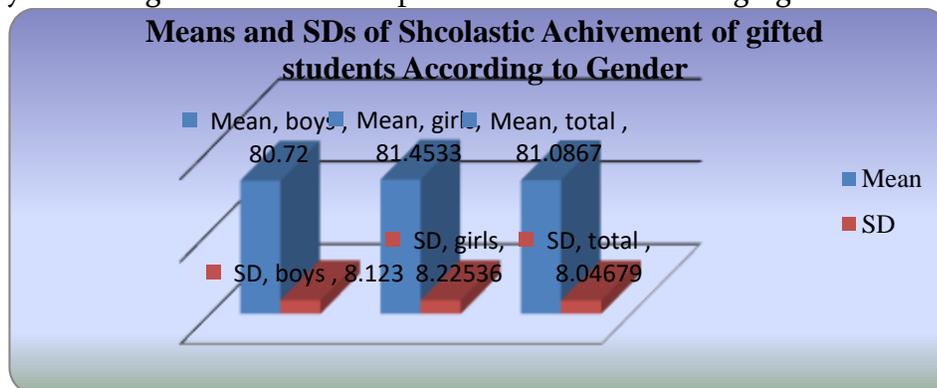


A total number of 150 9th standard gifted students are selected for the study from 10 secondary schools of Vijayapur city.

Mean and SD of Scholastic Achievement Scores of Gifted students of secondary School of Vijayapura city according to Gender

Gender	N	Mean	SD
Boys	75	80.72	8.123
Girls	75	81.4533	8.22536
Total	150	81.0867	8.04679

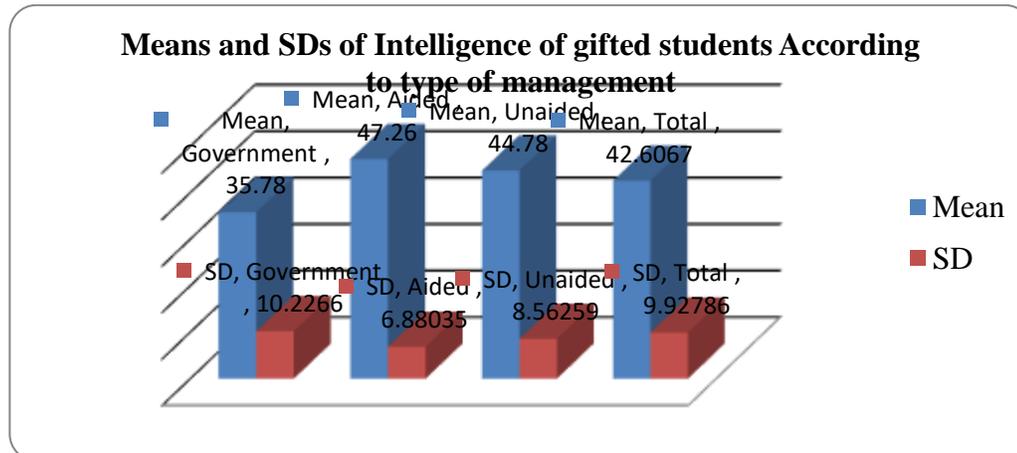
The results of the table No.4 show mean and SD of Scholastic Achievement scores of gifted students of secondary school of Vijayapura city according to Gender. The total Scholastic Achievement scores of gifted students of secondary school is 81.0867±8.04679, in which the gifted girls students of secondary school have slightly higher Scholastic Achievement scores (81.4533±8.22536) as compared to gifted boys (80.72±8.123) students of secondary school. The mean and SD of the Scholastic Achievement scores of gifted students of secondary school of Vijayapura city according to Gender is also presented in the following figure.



Mean and SD of intelligence of gifted students of secondary school of Vijayapura city according to type of management of schools.

Type of Management	N	Mean	SD
Government	50	35.7800	10.22660
Aided	50	47.2600	6.88035
Unaided	50	44.7800	8.56259
Total	150	42.6067	9.92786

The results of the table No.5 show mean and SD of intelligence score of gifted students of secondary school of Vijayapura city according to type of management of school. The total intelligence scores of gifted students of secondary school is 42.6067 ± 9.92786 , in which the gifted students of Aided (47.2600 ± 6.88035) secondary school have higher intelligence scores as compared to Government (35.7800 ± 10.22660) and Unaided (44.7800 ± 8.56259) gifted students of secondary schools. The mean and SD of the intelligence scores of gifted students of secondary school of Vijayapura city according to type of school is also presented in the following figure.

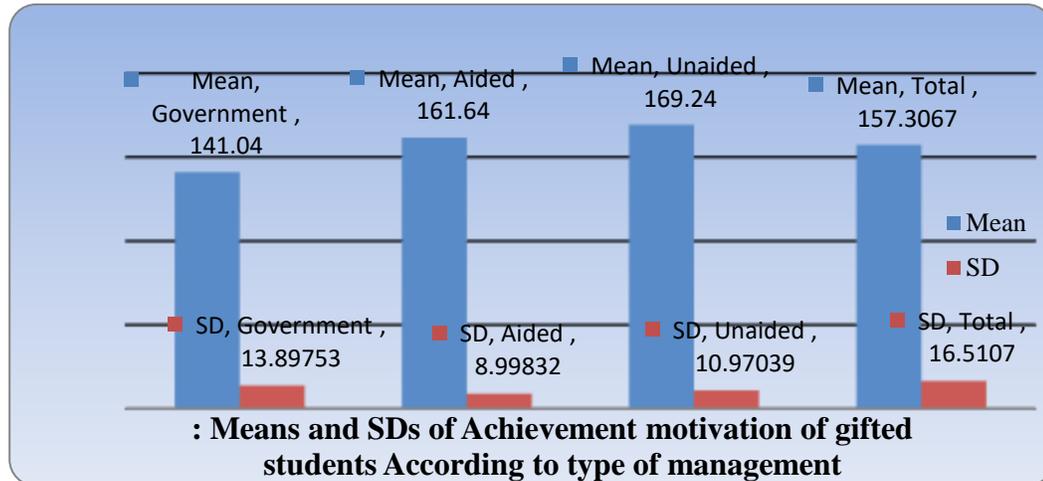


Means and SDs of Achievement motivation of gifted students According to type of management.

Type of Management	N	Mean	SD
Government	50	141.0400	13.89753
Aided	50	161.6400	8.99832
Unaided	50	169.2400	10.97039
Total	150	157.3067	16.51070

The results of the table No.6 show mean and SD of Achievement motivation score of gifted students of secondary school of Vijayapura city according to type of management. The total Achievement motivation scores of gifted students of secondary school is 157.3067 ± 16.51070 , in

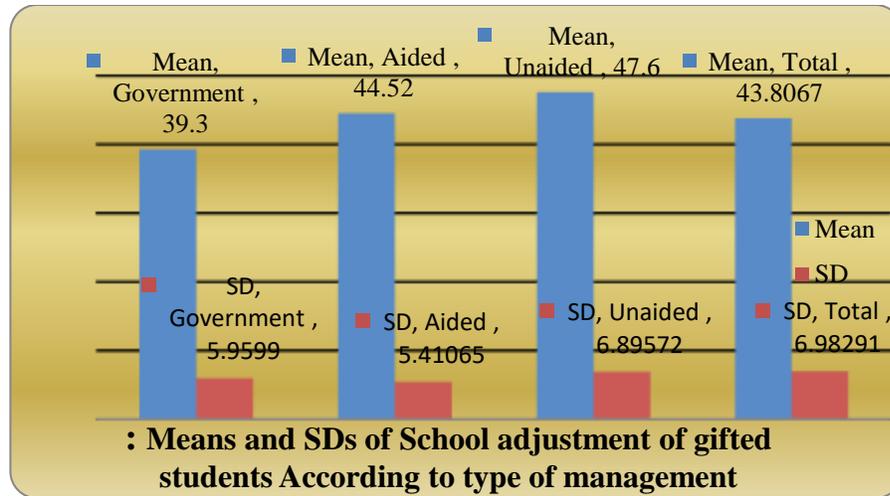
which the gifted students of Unaided (169.2400 ± 16.51070) secondary school have higher Achievement motivation scores as compared to Government (141.0400 ± 13.89753) and aided (161.6400 ± 8.99832) secondary school gifted students. The mean and SD of the Achievement motivation scores of gifted students of secondary school of Vijayapura city according to type of school is also presented in the following figure.



Means and SDs of School adjustment of gifted students According to type of management .

Type of Management	N	Mean	SD
Government	50	39.3000	5.95990
Aided	50	44.5200	5.41065
Unaided	50	47.6000	6.89572
Total	150	43.8067	6.98291

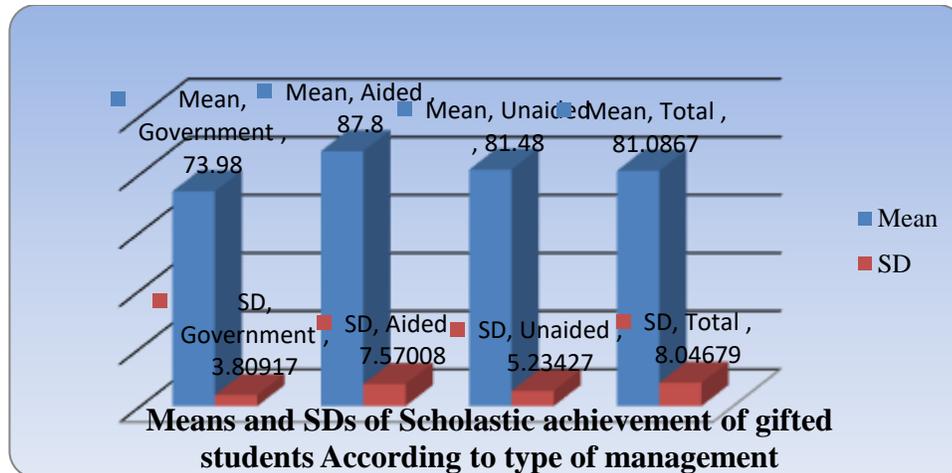
The results of the table No.6 show mean and SD of School adjustment score of gifted students of secondary school of Vijayapura city according to type of management. The total School adjustment scores of gifted students of secondary school is 43.8067 ± 6.98291 , in which the gifted students of Unaided (47.6000 ± 6.89572) secondary school have higher School adjustment scores as compared to Government (39.3000 ± 5.95990) and aided (44.5200 ± 5.41065) secondary school gifted students. The mean and SD of the School adjustment scores of gifted students of secondary school of Vijayapura city according to type of school is also presented in the following figure.



Means and SDs of Scholastic achievement of gifted students According to type of management.

Type of Management	N	Mean	SD
Government	50	73.9800	3.80917
Aided	50	87.8000	7.57008
Unaided	50	81.4800	5.23427
Total	150	81.0867	8.04679

The results of the table No.8 show mean and SD of Scholastic achievement score of gifted students of secondary school of Vijayapura city according to type of management of the school. The total Scholastic achievement scores of gifted students of secondary school is 81.0867 ± 8.04679 , in which the gifted students of Aided (87.8000 ± 7.57008) secondary school have higher Scholastic achievement scores as compared to Government (73.9800 ± 3.80917) and Unaided (81.4800 ± 8.04679) secondary school gifted students. The mean and SD of the Scholastic achievement scores of gifted students of secondary school of Vijayapura city according to type of school is also presented in the following figure.



Ho: There is no significant difference between the gifted boy and girl students of Secondary school with respect to intelligence scores. To test this hypothesis the independent sample t-test was applied and results are presented in the following table.

CONCLUSION

When the researcher studied the level of Achievement of different districts. The achievement seems to be least in the Vijayapur schools. So more interest is paid towards the school teaching the teachers are concentrating more on slow learners and gifted students are also to be considered the researcher wants to know the level of gifted students intelligence. Their achievement motivation and adjustment related to scholastic achievements.

To increase the results the attention is to be extended for even for gifted students by enriching their education facilities like new methods teaching, curriculum enrichment new co-curricular activities etc. can be introduced for the gifted students. The researcher felt to conduct the study on this problem.

From the analysis and discussion it is cleared that, There is a positive relationship between intelligence and scholastic achievement. Therefore thinking capabilities and cognitive competencies are necessary for child's overall development and teachers must encourage divergent learning activities and act as a provider and director. Listen and laugh with students and a warm, supportive atmosphere provides to students for freedom and security in explanatory thinking of students. Teacher must emphasize on the ability to learn, the ability to apply knowledge to new problems, the ability to perceive relationship to identify. And teacher must conduct different types of IQ tests and quiz's to improve and exhibit students' intelligence.

EDUCATIONAL IMPLICATIONS :

The present study reveals that, Vijayapur city schools have a good educational environment and educational facilities. The Gifted students of schools possess good response for learning. It is up to school authorities to provide a good learning environment for them. From the present study it was found that, there is no much difference in scholastic achievement of gifted children, who belong to different types of schools. To enhance the SSLC board examination results we need to take care of gifted children and provide them special orientation and guidance.

There is a positive relationship between achievement motivation and scholastic achievement. so teacher must use failure as a positive step to help the students and realize their errors. Allow time for students to think about and develop their creative ideas because not all motivation occurs immediately and spontaneously and teacher must be aware of many facets of motivation creativity besides arts and crafts. Verbal responses both impose and poetic style, fiction and nonfiction form. Creativity enters all curricular are as and disciplines and employ activities to stimulate creativity. Help children become more sensitive to their own inner needs and problems in the environment. They are expected to up hold the highest standards in professional commitment, communication skills, interpersonal skills, classroom personality and academic integrity. The good personality must strive to improve human condition through reflective study of human development, society development, learning and diversity employ appropriate curricular decisions to provide effective instruction, design, deliver, evaluate and refine instruction, serve as an example of a reflective teacher, administrator scholar, communicator, and advocate serving the interests of students and society. The educational planners, who are able to establish mutual trust, respect and a certain warmth and rapport with members of their group will be more effective. Thus teaching aptitude and, social adjustment, personality preference, variables are very much important for teaching profession. So efforts should be made that only persons having high degree of teaching aptitude and democratic and high qualifications acquired personality quality could be able to enter in this profession. Governments should more attention to the educational field is very necessary.

However, the girl students have higher scholastic achievement as compare to the boys. Hence special steps to be taken to increase higher scholastic achievement among boys. Similarly a special measures to be taken for boosting scholastic achievement among government and private secondary school students by equilizing the opportunities for all categories of gifted children. In present day educational practice preference is giving duly for average and slow learners and gifted childrens are neglected. Hence present study is focused on gifted children.

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