

IMPACT OF EXPECTATIONS ON THE ACADEMIC ACHIEVEMENT OF XII STANDARD STUDENTS IN KANYAKUMARI DISTRICT

Research Paper

ABSTRACT

The present investigation has been carried out on a stratified sample of 1100 XII standard students. The findings of the study show higher expectations of female students than the male students. In academic achievement also, female students truly excel the male students. Parents' expectations of male students are positive correlated with their academic achievement; whereas it is negatively correlated with the academic achievement of female students.

INTRODUCTION

Every one born in this world wishes to come up in life. Factors within and outside him shape or mark his goals and the means that he employs to realise these goals. Factors within a person include wishes, desires, interests, aptitudes, attitude, intelligence, expectations etc. Expectations of oneself and expectations by others play an important role in giving shape and directions to the deliberations undertaken by him towards the realisation of the goals set.

BACKGROUND OF THE STUDY

Students are raw materials shaped to desired products by the teachers in schools in cooperation with parents. Every student sets goals both major and minor for realization during his schooling. Certain wishes and desires aspired by a student take the form of expectations of him. Similarly, he also becomes aware of what others like teachers and parents expect of him.

What a student expects of himself will be the result of his past experiences and the concepts that he has learned from these experiences. Expectations of others on a student especially by those who are very close to him exert significant influence on his achievement. In the words of Sterling G. Callahan (1998), "Realistic expectations on the part of parents, teachers, the peer group and the student himself encourage consistent student effort that in turn promotes sound classroom behaviour". Sound classroom behaviour can better contribute towards effective learning of students. Teachers and parents are very close to the students. Teachers' expectations of

students should be based upon accurate knowledge of the student's capacity, past achievement, home environment, personal desires etc. Similarly parents' expectations of their students should be realistic and based on the students strengths and limitations.

Students' expectations of themselves, expectations by teachers and parents as perceived by them vary according to their psychological characteristics, educational background, economic and social status, school and home climate etc. As hardly studies are available on 'Expectations', the investigator has made up her mind to choose this area for her investigation.

STATEMENT OF THE PROBLEM

Impact of Expectations on the Academic Achievement of XII standard students in Kanyakumari District

OBJECTIVES

1. To find out the difference in Expectations between Male and Female XII standard students.
2. To find out the differences between male and female XII standard students in their academic achievement.
3. To study the impact of expectations on XII standard students' Academic Achievement.

Dr. W. Jeba Sheela

Assistant Professor, Holy Trinity College of Education, Melpalai

HYPOTHESES

1. There are no significant differences between the male and female XII standard students in Expectations.
2. There is no significant difference between the male and female XII standard students in their Academic Achievement.
3. Expectations do not have any significant impact on the Academic Achievement of XII standard students.

METHODOLOGY

All the students doing XII standard in higher secondary schools of Kanyakumari district formed the population of the present study. A stratified random sample of 1100 students has been drawn for this study. Expectations Scale structured and validated by the investigator and her guide Dr. S. Arockiasamy have been used for collection of data. Aggregate of quarterly and half-yearly marks have been copied from school records. 't' test and Product Moment Correlation have been employed for analysis of data.

ANALYSIS OF DATA

Hypothesis No. 1

There are no significant differences between the male and female XII standard students in Expectations.

Table 1

DIFFERENCE IN EXPECTATIONS BETWEEN MALE AND FEMALE XII STANDARD STUDENTS

Dimensions	Gender	N	Mean	SD	Calculated 't' Value	Remark
Students' Expectations of themselves	Male	544	33.24	6.47	4.32	S
	Female	556	34.7	4.46		
Teachers' Expectations of Students	Male	544	29.27	8.83	7.36	S
	Female	556	32.78	6.88		
Parents' Expectations of Students	Male	544	34.22	6.55	5.59	S
	Female	556	36.08	4.2		
Total	Male	544	96.73	17.52	7.42	S
	Female	556	103.6	12.53		

df : 1098; 5% level of significance = 1.96

Research Paper

From the above table, it is observed that female students have higher expectations of themselves, expectations by teachers and their parents. As per the calculated table value, the null hypothesis no. 1 is rejected.

Hypothesis No. 2

There is no significant difference between the male and female XII standard students in their Academic Achievement.

Table 2

DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Gender	N	Mean	SD	Calculated 't' value	Remark
Male	544	539.72	165.1	5.07	S
Female	556	588.68	154.8		

df : 1098; 5% level of significance = 1.96

As per the calculated table value, the null hypothesis no. 2 is rejected. Female students have higher academic achievement than the male students, their counterparts.

Hypothesis No. 3

Expectations do not have any significant impact on the Academic Achievement of XII standard students.

Table 3

CORRELATION BETWEEN EXPECTATIONS AND ACADEMIC ACHIEVEMENT OF XII STANDARD STUDENTS

Expectations	Gender	N	Calculated 'r' Value	Table Value	Remark
Students' Expectations of themselves	Male	544	0.081	0.086	NS
	Female	556	0.012		
Teachers' Expectations of Students	Male	544	0.024	0.086	NS
	Female	556	0.003		
Parents' Expectations of Students	Male	544	0.09	0.086	S
	Female	556	-0.094		
Total	Male	544	0.076	0.086	NS
	Female	556	-0.026		

Expectations in total are not significantly correlated with XII standard students' academic achievement. Parents' expectations in the case of male students are positively correlated; whereas in the case of female students, it is negatively correlated. Hence, the null hypothesis no. 3 with regard to parents' expectations is rejected.

FINDINGS AND DISCUSSION

XII standard female students significantly differ from the male students in expectations. They have higher expectations of themselves, expectations by teachers and expectations by parents. They have not only aspirations to come up in life but also feel that teachers as well as parents have higher expectations on them. In a male dominated society, it is healthy trend that female students have higher expectations and they are also aware of the expectations of their teachers and parents. Male students do not seem to be more serious about their own expectations as well as expectations of their teachers and parents. Male students must be motivated to enhance their expectations further. They must be encouraged to become aware of the expectations of their teachers and parents.

As far as academic achievement is concerned, XII standard female students excel male students. Female students put forth serious efforts in their studies. X standard public examinations indicate their higher academic achievement. This higher academic achievement is further sustained by them in the +2 course also. Male students must be motivated to stand on par with their counterparts in the academic achievement.

Even though expectations in total are not significantly correlated with the academic achievement of XII standard students, Parents' expectations are positively correlated with the academic achievement of male students and negatively with that of the female students. Most of the parents are not very serious about the education of their female children. They do not seem to have developed higher expectations of their female children. Despite lower expectations by parents, female students have higher academic achievement. Attitude of the parents towards their female children necessitate a drastic change Parent

Teacher Association Meetings may be used as a platform for bringing about this attitudinal change in the parents.

CONCLUSION

Female students seem to have developed higher expectations of themselves and they are also aware of teacher expectations and parental expectations of them. In the academic achievement, they excel their male counterparts. The present study brings out the need to take efforts in boosting the male students' expectations of themselves and their academic achievement.

REFERENCES

1. Baksh, I.J. and Martin, W. B.W. (1984) *Teacher Expectation and the Student Perspective, The Clearing House.*
2. Findley, M. and Good, T. (1982) *Relations Between Student Achievement and Various Indexes of Teacher Expectations, Journal of Educational Psychology.*
3. Weinstein, R.S. and Marshall (1984) *H.H. Ecology of Students' Achievement Expectations, Executive Summary, Berkeley CA: California University, Washington DC: National Institute of Education.*

You are the architect of your own destiny; You are the master of your own fate; You are behind the steering wheel of your life. There are no limitations to what you can do, have or be. Accept limitations you place on yourself by your own thinking

- Brain Tracy

The great successful men of the world have used their imagination. They Think ahead and create their mental picture in all its details and steadily building upon it.

- Robert J. Collier

Owned & Published by Rev. Dr. S. Sebastian, S.J. from St. Xavier's College of Education, Palayamkottai, Tirunelveli -2. Printed by G. Kanagasabapathi at Muthulethumi Press, 123-G, Trivandrum Road, Palayamkottai - 627 002.

Editor : Rev. Dr. S. Sebastian, S.J.