

Chapter: 5

FINDINGS AND DISCUSSION

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In the previous chapter, 20 case studies of top rankers in Assam Secondary Board Examination have been presented. In general, the case study method is useful in bringing out the unique characteristics of any object, human or institution, etc. that is studied. In this study details of the top-rankers were studied in-depth and findings and discussion are presented in the current chapter.

5.1 Discussion and Interpretation

In the light of earlier research findings by different investigators presented in chapter-two, researcher has discussed relevance of the findings of the present study. It is an attempt to examine observations and findings of different research work on similar topics with the present study. This can be said as 'investigator triangulation', as there are multiple observers rather than single observer which can help to validate the present study.

All the cases included in this study were classified as intelligent students; it has been supported by numerous research studies earlier. As stated in review, Agarwal and Deka found significant correlation between intelligence and high academic achievement. These studies established relation between the two through quantitative method using statistical analysis which can be further advocated and strengthened through the findings of present study.

Through different studies it has been established that good study habit enhances academic achievement. Rao (1965), Chopra (1982), Shivapda (1980), Ramasamy (1988), Singh (1984), Patel (1996) and other such researchers through different statistical analysis concluded good study habit has a positive and significant correlation with academic achievement. Similarly through case study method it has been detected that these 20 high achievers were having a regular study habit. Most of them were tutored by parents at childhood and later had developed self-study habit.

As explained with first chapter in reference to the research work of Don Hamachek (1995), self concept is found to be very essential for high academic achievement. Studies of Coover & Murphy, Ramasamy, Chan Chan also revealed relation between the self-concept and academic achievement. In the present study all the students were observed to have positive self concept. They were confident about their preparation and performance reinforced their belief in their self image and abilities. They were able to see success as they believed in success.

Success is not a matter of chance but is a matter of choice. Will to succeed and desire to prove one's ability is advocated as one of the contributing variable for academic achievement. Das (1986) through his study found positive correlation between educational aspiration and academic achievement, whereas Chan Chan(1982) found non-significant correlation between the two. Through present study it can be concluded that aspiration definitely contributed towards success of these selected cases. They consistently strived to secure highest and worked throughout the year with affirmation to excel. They were having strong aspiration to achieve high or highest in their class and in board exam.

There was no such evidence found to conclude whether gender is responsible to achieve high. Even Tinklin and Teresa (2003) arrived at same conclusion in their study conducted on students belonging to 16-18 years. In present study, ratio of girl and boy achievers were 7:13. This difference could be due to the actual difference between the enrolment rate and the total number of girls and boys appearing for secondary board exam.

Deb, Grewal and Pal (1990) through coefficient of correlation found out that the three variables viz. planning for schedule, concentration for exams and interest were significantly related to academic achievement. In present study, relation between planning for schedule and academic achievement was not established but these toppers definitely studied throughout the year for fixed hour everyday. Further all of them concentrated on their study according to their individual ability. These children were self motivated and interested in studies.

Deka (1985) also concluded in his study that understanding of lesson is an important factor for academic achievement. In present study also all the high achievers were inclined towards intensive

reading and in depth understanding of each lesson in the class and devoting time at home for further understanding.

Abisamra (2000) found positive correlation between emotional intelligence and academic achievement. Even Goleman (1995) clearly described his observation about the contribution of emotional intelligence in academic achievement (mentioned in detail in chapter 1). Through case study of 20 high achievers it was found that these achievers were emotionally balanced neither had very high emotion nor very low. They were able to handle their emotion well and at occasion also outlet them.

It has been clearly and elaborately explained in the first chapter about the impact of socio economic status on academic achievement of a child. Till now, numerous studies have established correlation between SES and academic achievement such as Parida (2003), Mathur (1963), Mehrotra (1986), Trivedi (1987), Mcleod (2000), etc. But one study failed to establish correlation between the two was by Chatterjee, Mukherjee and Banerjee (1971). In the present study, most of the children belonged to well to do family where parents were able to fulfill needs and demands of their wards though few exceptional cases were also included. Those cases had strong motive and other reasons contributing to their success.

Among 20 cases many of the children had working mother and few were non-working mothers. On this ground no concrete relationship can be made. Arya and Kistwaria () in case of adolescent girls found children of non-working mother performed better then working mother whereas Saini (2005), found that children of working mother performed better then non-working mother. Both the study were relative in terms of comparison between the two situation where mother worked and was not working, they didn't explain how well did the children of the two group performed. There is no such understanding gained that children belonging to any one group were performing extremely high or low.

A warm and congenial atmosphere of the home, where child feels secured and accepted as well as get scope to interact with parents and convey their thoughts promotes their ability. A family that values child's performance and success create chances for better outcome from the child as it

creates stronger self image. Further the positive relation and the closeness between the parents and child is important for academic advancement of the child. Agarwal (1975), Pal's (1984), Sankar (1983), Ryan & Adams (1999) in their study found significant relation between parent-child relation and academic achievement. Similarly from the in-depth studies of 20 cases it was found that home atmosphere of all of them remained supportive and affable. Parents in each case were concern for their children and encouraged them for their betterment. Parents communicated with their child and guided them at the time of need.

Parent in a prestigious occupation will have more resources and facilities for their child. Also they will be educated and will be aware of value of education. They will be able to support all the requirement of their child. Two of the researchers Deka (1985) and Pradhan (1999) found positive correlation between the parent's occupation and academic achievement whereas Chatterjee, Mukherjee, and Banerjee (1971) found no relation between the two. In the present study almost all the parents were in dignified job though few were ordinary people also. Being in any profession all the parents tried to support and catered needs of their children especially related to education.

If parents are well educated, they can provide help in child's studies. Instead of extra coaching, they can teach their wards, at least can work to lay strong base during childhood days by personal coaching. Pal (1984) found parents' educational level influencing child's academic performance but study of Deka's (1985) didn't support this. In the present study it was found that except in one case, all other parents were at least 12th pass and in that particular case elder sister was educated who guided him in his primary classes. In the light of present study, it can be concluded that if there is someone to assist and encourage child whether parents or any other family members, child's performance can be enchanted to some extent. Level of education doesn't seem to be important rather being educated and worthiness for it is more significant.

Another important aspect which is highlighted in this study is the involvement of parents or any other family member in the academic activity and in all other activities of their children. Sahoo, (2005) through quantitative technique found no significant correlation between parent's

involvement and academic achievement. But his qualitative analysis revealed that children of low involved parents were performing academically low.

Chatterjee, Mukherjee, and Banerjee found family size as an influencing factor of academic achievement whereas Agarwal (2002) found negative relation between the two. In present study except few children all belonged to nuclear and small family. Child belonging to joint family or having more children in number made it possible to achieve high as all the family members were compassionate and reassuring. Therefore what is essential is close bonding and affable relation between the family members. Though it's a fact that parent can't devote more time to each individual child if they are more in number. So it's better to have less number of children. No logic between the birth orders of the child can be established through present study as in some cases child was eldest, in few other, the cases were middle born whereas few were youngest child. So there was no uniformity in birth order of these children and so pattern emerged.

Locality where child resides and studies is of importance because if there is no learning environment or constantly disturbance prevailing in the surrounding, it's difficult to sustain concentration to its optimum. Further, child residing at urban or in rural area has its impact on academic achievement was found by few researchers. Girija (1980) and Reddy (2003) through their study concluded that child residing at urban place has significantly high academic performance than those residing at rural area. In the present study, maximum number of students belongs to urban place and very few belonged to rural area. This difference can be product of difference in the upbringing, competition, values, environment and type of facility obtained by the students residing in these two different set ups.

Attending class regularly as well as attentively make the child able to grasp things easily as explained in first chapter explicitly. Deka in his study found positive relation between regular attendance and high achievement. Even all the students in the present study were attending school regularly except occasional absenteeism. These children were interested in going to school and with willingness attended classes.

A study on medium of instruction conducted by Parida (2003) found that medium of instruction in school influenced academic achievement of the students. In the present study equal number of student belonged to Assamese medium that is regional language and same were from English medium school. As far as medium of instruction was concerned, it was not found to be a barrier in their progress because since childhood they were receiving instruction in this language at school.

Favorable attitude of teachers towards students create a feeling of belongingness and worthiness among children in their tender age. Students forget what teacher said and did, they remember what teacher made them feel. Caring attitude of teacher motivate students to perform better as advocated in self prophecy theory. Also Ross (as mentioned in first chapter) observed teachers expectation as a pioneer variable contributing academic achievement of a child. In the present study, these students were liked by teachers and were expected to perform well in board examination.

Dr.Hanushek (1990) surveyed the results of 113 studies related to impact of teacher's qualification on academic achievement of child and found eighty percent of studies didn't found significant correlation between the two. Violet (2001) in his studies found that certification of the teacher significantly influence student's achievement. Some minimum qualification is essentially required to teach children at school. In the present study almost all the teachers were with minimum qualification of B.Ed and even many secondary school teachers were master degree holders in their subject. Teachers need to have through knowledge of the subject, child psychology and methods of teaching. They must be ready to help students to solve their problems, give constant feedback, proper communication and must be prompt in correcting homework of the students. These assistance help students in their academic growth and progress. Mentioned qualities of teacher have been associated with academic achievement through their study by Singh and Saxena (1995).

Chang (1979), Bowers and Burkett (1987), Ikpa (1992) found through their study that students studying in building which is new and with all the modern facilities were achieving higher then those in non-modernized buildings. In the present study, most of the building were old but were maintained well and had modern facilities but few of rural schools were also having sub-standard

school building. What is more important is the environment of the school. Parida (2003) found that teacher input, material input, and process input contribute to academic achievement of the students. A non-disturbing and positive school climate do make child ready to learn.

Kuppuswamy (1986) in his study found that students residing at hostel were achieving high then non-hostelries. Students staying at hostel generally form a regular study habit and peer group influence is higher there as they reside together. But in the present study, none of the case resided at hostel.

As presented in details in first chapter, Roget's (2004) regard homework as a tool to cultivate pupils' achievement. Child doing homework regularly will remain acquainted with each chapter intensively and have regular study habit. High achievers in present study were found to do their homework regularly. They remained self conscious to complete homework on time allotted by the teachers.

Peer group undoubtedly influences tender mind of a child as well as of an adolescent. If companions are inclined towards studies and are dedicated to studies, child is likely to develop interest in the same manner. Das (1986) and Patel (1986) in their study found peer group influence as predictor variable for academic achievement. Present study also strengthens this view as high achievers were found to be associated with high achieving and hard working children.

Schools, Parents and Students individually cannot attain high achievement. There has to be a balanced approach towards realization of this objective jointly by contributing, coordinating and striving for it. The only proven method of achieving high success for all students is partnership between parents, students and the schools. This concept is explained in the first chapter and can be understood with the help the 'Interconnected Diagram'. Various factors which affect a child's performance are interrelated and can not result in desired results in isolation, though the principal factor which drives a student to high achievement is the willingness to work hard consistently and for this motivation levels has to be high. According to Jawaharlal Nehru "If you work hard for these 10 years you will enjoy entire life, but if you enjoy this 10 years you will have to work hard for your entire life". In the same lines all the case

worked hard during schooling to thrive for success. To sum up researcher regarded due importance of each factor as they are very essential but the crux is one's strong willingness to succeed.

A P J Abdul Kalam in his biography represents the quintessential best of his difficult journey, through personal and professional struggle, to self-realization, and fortunately, also to adulation and success. Born in a middle class family living in Rameshwaram he excelled to success and fame by sheer determination and persistent efforts to see rise of a new dawn., Kalam progressed in sure and steady steps through childhood, among loving family members who sacrificed readily for him, through scholarship with devoted and inspirational teachers (Rameswaram Elementary School; Schwartz High School, Ramanathapuram; St. Joseph's College, Trichy; Madras Institute of Technology, Madras), he stands as a classic example for today's academics and intellectuals , no amount of hardship; lack of infrastructure, financial restraints etc. deterred this lad from his path to excellence. This is how a man can raise himself to the apex, in the discussion followed all the reasons and logic shall stand to prove this very essence of dedication and persistence to earn educational milestones.

Shakespeare once had one of his characters give the advice, "know thyself". For a student it is important to have a realistic understanding of his strengths and weaknesses. All of his feelings, beliefs and knowledge are based on the perception of self at both conscious and subconscious levels. A student can be positive or negative, enthusiastic or dull, active or passive depending on intrinsic or extrinsic factors. A child is his own best motivator. Achievers have always been observed to be highly self motivated, others may encourage them and at the most be facilitator but students' motivation and effort are the decisive factor between failure and success.

Lord Buddha believed that the stream of present, past and future continues to flow uninterruptedly. In his preaching, he has asserted that one is the maker of his own destiny. Lord Buddha suggested that one should not depend on fate rather one should have faith on his efforts and should make his life lofty. It is essential to inculcate among students the idea that they are the makers of their own destiny. They stand exceptionally good chance to

succeed over challenges and prevail with least of facilities given they understand their potential well.

“Karmanye Vadhikarastu ma faleshu kadachana Ma karmafaham hethurbhu ma te sangostva karmana.”

These excerpts are from Gita which guide us to do work as a duty to self and the universe with no attachments towards the out come, this detachment for the material and dedication to the duty will give nothing less than the deserved outcome in the best interest of individual and the whole creation. So what is more important is to work hard with full devotion and dedication utilizing capabilities to the extent. This is what; this study has revealed that these top-rankers worked hard and undaunted. External difficulties and pressures are unavoidable what really a matter is how a child encounters these challenges. All their responses to these situations, depends on how strong their concern for achievement is. For example here in the case of Bonny and Kiran, Bonny was single child brought up by his mother alone after death of his father; still he was able to achieve high against all odds. In Kiran’s case there was no electricity at his home so he could not study after dark, to make up to the loss of study hours he started getting up early in the morning. This makes it clear that if the student is determined he/she will prevail.

Being a successful student is often about translating the goal or dream in our mind into a reality. A distinct and clear understanding of goals gives a road map to success; it takes us from one milestone to another. Goals provide the direction one need to follow so as to reach their destination, the motivation to sustain in the desirable path and a way to measure one’s progress. Dreaming about or hoping for success never works in absence of efforts. Being a successful student may have some aspects of luck attached to it but mainly it is about the, strategies one uses and the action that is taken. A successful student reads, listens, thinks and processes the information to come up with a reasoned response. A successful student knows that time needs to be organized/managed such as to fetch the best results. It is essential for a student to develop their dreams into goals, and their goals into realities, only then realities will become their successes.

Abraham Lincoln said, "Always bear in mind that your own resolution to succeed is more important than any one thing." Successful students tend to be realistic and recognize that their success or failure is primarily determined by their efforts. Barriers like low income of family, uneducated parents, joint family, single parent, lack of other facilities, small or rural schools, working parents, transfer or mobility from one town to other or from one school to other, lack of teacher's or parent's expectation from the child, etc. no doubt do hamper performance of a child but in this study there were few case who in spite of these difficulties have secured a high position in board exams. It shows that if a child dedicate himself towards studies and has confidence in his abilities can perform to his best. What is important is that children should utilize their maximum potential and not the position secured. There is no magic wand that can instantly improve performance of a child; the child himself has to work for self improvement and growth. A child needs to devote quality time consistently over studies not weeks before the exams, but throughout the session every year. He has to attend classes regularly and remain attentive when teachers explain a lesson. They should read all the lessons regularly and do homework with dedication. They should continue their interest in other activities as well as understand value of education. They need to maintain good relation with their peers so as to get help from them when they face any problem in studies and also help them in return. Children need to share healthy relation at home so that he doesn't get distracted and is able to maintain full concentration towards studies.

5.2 Findings

From the points highlighted after a scientific enquiry of top-rankers mentioned as conclusion in chapter IV and the discussion made in ligh of previous studies made by different researcher, final findings and understanding gained is elaborated here. Role and contribution of different factors in child's achievement like parents, family, teachers, infrastructure of school, facilities at home, surrounding of home, peer group, and the individual efforts of the child, etc. are brought forth from which few points which are associated with top-rankers are listed below.

The Winning Habits:

1. These high achievers attend classes regularly. Their commitment to the class was of highest priority and ruled over other temptations.
2. They had realistic and time bound educational goals. These successful students with legitimate goals were motivated by what they represent in terms of career aspirations and life's desires. With their minds set on the goal these people went all ahead to achieve them. These were the students who worked smarter as well as harder.
3. High achievers got proactively involved in their studies, accepted responsibilities for their education, and were active evolving strategies/plans for study. They remained attentive in class. They developed interest in the class and the subject. They raised doubts and answered the questions asked by teacher.
4. They placed a high priority on writing and speaking in a manner that conveys clarity and thoughtful organization. They took notes clearly that are understandable. They kept their books and notebooks neat and clean.
5. High achievers evolved excellent time management ability. These students did not procrastinate or took shortcuts to do things the easy way. They planed elaborately for studying everyday. Repetition of lessons reinforced their self image and also discouraged procrastination. One can never control time but can manage it. And who knows how to manage time knows how to be successful in life.
6. They were observed to be regular in submitting homework on time. Also students prepared lessons well in advance at times even before it was taught in the class. As goes in an old Chinese Proverb "I hear and I forget. I see and I remember. I do and I understand." They also practiced and constantly revised the course.

7. High achievers had faith and belief in them. They were self-confident and worth themselves. They have a winning attitude with the determination and self-discipline.
8. They made a positive commitment to themselves, to learning, work, family, friends, and other worthwhile causes. They were able to praise themselves and others. They have positive thinking. They were polite and open to classmates and teachers.
9. These students were not only intelligent but also hard workers. They put all their efforts to achieve high. They were committed to themselves to achieve this goal. Although they also participated in recreational activities, they prioritized studies then any other activities.
10. They have good memory and retentive mind but they focused on learning concepts rather than memorizing details. They tried to understand each concept well.
11. They studied to the stretch till were able to sustain their concentration. Taking break refreshed their mind and was able to concentrate better, finish faster and retain more.
12. They highly respected their parents and teachers. For them dignity of their family and school was very important. They were attached with the institution where they study. They were closely bonded with their family members and teachers.
13. They prepared well for examination and tried to achieve highest in every examination. They were self-competitive and tried to improve their performance every time. Students perceive and opted a trajectory which was beneficial for them and not merely imitating to some one else for developing their optimum capability.
14. They spent quality time for learning. The hours when they were able to grasp easily and more were selected by themselves and were utilized for learning.

15. They were well motivated intrinsically and were well acquainted with the value of success and had a desire to be successful.

Support System provided by the Family

Researcher agrees that there are children who are not able to pay attention and are less interested in studies. In such cases other agencies have to play a vital role. They have to make such children realize that achievement motivation is a concern for excellence which involves planning, excitement and a specific set of action strategies. It involves a fundamental assumption that the desire to achieve something of excellence is inherent in all the human beings. For the purpose of inspiration and provide right direction; parents, teachers and other sources are very important. It is their faith and guidance that channelises child's energy towards desirable direction. They have to modify the environment so as to provide the optimum conditions for growth and try to set mind of the children towards academic sphere. Once proper climate for motivation and growth are made available, children will be able to pull their strings in ways needed not only for survival but also to excellence.

Although children's characteristics may differ, they all have the same basic needs for food, clothes, and shelter; safety and stability, adequate health care, guidance and loving support. If these basic needs are not met, a student is at risk of being inattentive, unresponsive and uncooperative. Skillful parenting, richly supportive communities, and resources may increase children's ability and willingness to learn and student's readiness to learn is a key to academic achievements. As for success both the 'skill' and 'will' are essential.

Parents may differ in their culture, socio-economic status, education, etc. yet they may help their children to improve their academic performance. Below are listed few roles of parents which can help child to increase their scholastic performance.

1. Parents were responsible to provide a comfortable and quite home environment for the child to study. There was no discrimination made among children; all were treated equally with same love and care. They provided emotionally stable atmosphere and enrich family life.

2. Parents constantly monitor their child's progress in all school work and paid attention to all school correspondence. As parents and families got involved in their children's schools, the children did better and had better feelings about going to school.
3. Parents provided and taught discipline beyond punishment and require responsible self-management. Discipline was a tough balancing act for all parents but no learning can take place without it.
4. They built strong faith in their child to do what is right and avoid doing what is wrong. They rewarded and reinforced their children's behavior in a warm and positive manner. They focused on their positive points.
5. Parents encouraged their children to be independent, self-reliant and autonomous. They helped their wards to have a sense of hopefulness and to be optimistic. Children were taught that success is a conscious process and commitment to study is must for success.
6. Parents recognized ability of their children and accordingly motivated and guided them to work. They showed that they expect good result from them. Parents communicated with their child that they believe the child is capable of doing well.
7. They talked and listened to the child for better understanding of their needs and opinions. Moral support was indispensable, which parents provided their child.
8. Parents helped their children in their studies. Helping them doesn't meant doing the homework. It isn't about solving the problems of their child; it's about encouraging them to do their best. Parents extended help by showing that they are interested, helping them to get organized, providing a place and the materials child needs to work, monitoring his work to see that he completes it and praising his efforts.
9. Removed distractions. Turned off the TV and discouraged child from making and receiving telephone calls or opening door if door bell rang, etc. during study time. They checked that other family members are not making noise when the

child is studying. During examination times avoided social meetings and discourage guests at home.

10. It is the parents who from the time of infancy developed right attitude and cultivate good habits among their children. They from the beginning trained their child to devote certain time per day for studies.

11. Parents kept contact with the peer group of their child. They kept record of all the details about their friends because this helped them to connect and relate to the child better.

Children have no more powerful role models than their parents. Children who witness their parents in an abusive relationship will often learn to abuse others or become victims. On the other hand, children whose parents value family will likely learn to do the same. It's a disturbing fact that only few parents realize how powerful an influence they have on their children's lives, and how certain behaviors can negatively impact their beloved offspring. Along the same lines, if the child sees that parents appreciate and love learning, he or she will learn to do the same. Therefore parents shall maintain themselves to improve their children.

Support System provided by the School

School is one of the primary institutions in which adolescents learn socially appropriate behavior and develop cognitive skills. Schools can understand and communicate the relevance of academic achievement to students. Achieving the goal of making the individual classroom a place that naturally motivates students to learn is much easier if students and teachers function in a school culture where academic success and the motivation to learn is expected, respected, and rewarded. A school should have an atmosphere where students learn to love learning for learning's sake. Principal and teachers can bolster students' confidence in their abilities and enhance their performance by right guidance. Like parents, all types of schools with different facilities, management and infrastructure facilities, teacher and personnel can indirectly help children to improve their performance. They may help accordingly:

1. Teacher communicated to students that they have the ability to perform well in academic sphere. They showed positive expectation from each child inside their class. Teachers never discriminated among students on any ground.
2. Concentrated on extending warmth, friendliness, and encouragement to all students. Student felt comfortable and accepted in school environment.
3. Teacher monitored students' progress closely. They were well acquainted with performance of each student. They provided feedback in a positive and sensible way that didn't demoralized student rather encouraged them to work harder for next time.
4. Students were encouraged for interactive sessions to clear their doubts from teachers. It was communicated to the students that raising doubts and being inquisitive are a quality and not a taboo.
5. Teachers tried to make teaching interesting so that students actively participate in learning process.
6. Teacher built classroom environment that encourages cooperation among students and not competition.
7. Teachers checked homework regularly so that students also get inspired to submit homework on time.
8. Reinforcement and reward played positive role in raising child's performance and improved his self-image in turn brought his conscious presence in the classroom. Teacher introduced innovative ways to reinforce students' performance in school according to the nature of the class.
9. The teacher monitored attendance of the children, not only physical attendance of the child but also focusing their attention in the class and studies.

10. There was a proper communication between teacher and parents. From parents, teachers got detailed background of the child which helped them to motivate child towards studies.

Role of Peer Group

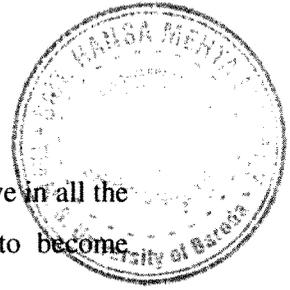
Peer groups played an important role in the academic achievement of adolescents. They formed a critical part of the environment of the schools, and they created and maintained a culture separate from the home and adult community in which adolescents are raised. If young people see value in academic success, peer pressures may encourage academic effort. Seeing peers successfully tackle classroom assignments bolster children's confidence in their own abilities. Peers also buffer stresses, providing crucial emotional support to their friends. Instead of searching for ways to minimize peer influences, it may be useful to study ways of encouraging and building upon the positive aspects of peer cohesiveness and mutual support.

High academic achievement is most likely when schools, homes, and communities contribute to students' ability, willingness, and interest in education. Academic failure is most likely when a student has fewer or no resources of encouragement, practical support, and educational opportunities. Parents, teachers, and policymakers have to make the first move to send students an unmistakable message that academic achievement is the students' highest priority, the most important thing in building a foundation for years to come.

5.3 Implication of the findings

Following points can be proved of practical utility which are derived from the present study.

1. From the findings of this study it was revealed that the hard work and will to succeed of the top-rankers made them to achieve so high. Forthcoming students by following the pathways of hard work and by sustaining will to succeed might led them to achieve maximum according to their potential.
2. It is clearly understood by the present study that only preliminary preparation before any examination is not enough, a regular study habit is essential. Some quality time per day



throughout the year and some extra-efforts before examination were found effective in all the cases. Similarly, other students can inculcate such study habit in their life to become successful.

3. Past performance do have impact on future achievement, therefore since childhood parents must consider education of the child important and should try to develop good habit by involving themselves in learning activities of their child.

4. Strong motivation and future goal directs students to do well, if a student is not intrinsically motivated towards studies then parents, teachers or any other influential agencies should try to reinforce and guide him/her to work according to individual caliber.

5. Parents should try to maintain congenial and conducive atmosphere at home.

6. Neighbors, peer group, extended family, etc can realize their role in the success of a child.

7. Many a times a myth is formed that factors like caste, medium of instruction, birth order, working-mothers, personality types, type of school, etc. forms barrier in the path of academic success of a child. After going through all the twenty cases in detail it can be understood that these hinderances can never become hurdle in the path of success if there is will to do.

8. Further, teachers can also identify the requirements of the students that help them to achieve high viz. regular correction of homework, clarification of all the doubts of the students, having understanding and caring nature, encouraging and appreciating child's qualities can enhance confidence and performance level of the students.

5.4 Conclusion

One of the findings of this study is that students who were average in their school days have also improved their percentage dramatically by inculcating these winning habits and proved that any body with these winning habits can excel in their endeavor. No doubt if the child has a successful past, will power and confidence level increases. At any juncture of life when a child realizes the value and need for improvement we may expect exceptional improvement

in their performance. Through hard work and full devotion the child can improve on any given day, as correctly said by Adolf Hitler that struggle is the father of all success. Once he is able to achieve high he will try to sustain his position if positively rewarded.

Following points about top-rankers can be derived from this study. As said by Tryon Edwards "People never improve unless they look to some standard or example higher and better than themselves." Researcher has presented few such cases which would inspire other students to improve themselves and bring glory to themselves as well to their family and school. These case studies might inspire students to work harder and dedicate fixed hours per day for sincere studies, not merely to sitting on study table and kill time. Students must not blame their circumstances and external environment for their lack of performance rather, should take deliberate steps to make most out of their resources. They should concentrate on their strength and develop a study habit accordingly, this if done shall see him improve not only as a student but also make him a gentleman/ lady with multi facet personality.

Besides children, their parents, other family members, neighbors, teachers, principal, should help and support children to raise their performance by understanding their psychological needs and providing them a positive environment to nourish their talents.

The goal of the study was to portray the complex constitution of high achievers, in a way that it conveys an explicit dialogue to the coming generation, their parents, family members, teachers, etc. Detection and nurturing of human potential to the maximum whether in the field of education or any other, is essential so that each individual feels the joy of having utilized their talent to the optimum and contributing to well being of community. The role of teachers and parents in the education process is to provide support. They have the potential to direct and control activities of children to develop winning habits and exploit the opportunity of self grooming and excellence at schools.

Children definitely want to work for success. This in fact reinforces performances and releases further energy and generate favorable attitude towards learning. There may be some children who really want to improve but are unable to see as to how to do so. By utilizing the principles discussed and explored, they get scientific explanation regarding the behaviors of top rankers

and understanding of the remedial measures needed to be taken for academic success and teachers get to know the traits desired in a performer and inculcate these attitudes in the students from an early stage.

5.5 Suggestions for further research:

Following are certain suggestion presented for furthure studies which can be conducted.

1. Follow-up study on these twenty cases can be made to find out their future academic and socio-economic success.
2. Considering findings of the current study a programme for teacher students can be developed and experimented. The characteristic of the teachers of theses high achievers can become ground for that programme.
3. Case study on top-rankers belonging to schedule caste can be made to know the specific factors related to their high academic achievement.
4. A similar kind of case study of failures in Secondary Board can be conducted.
5. Studies on top-rankers at class level of different stages viz; primary, secondary, higher secondary, college, etc. can be made.
6. A study containing various provisions and incentives for toppers that reinforces their performance in different policies can be undertaken.
7. Further, study related to international perspective that covers different socio-cultural factors influencing high academic achievement can be made.