

A CASE STUDY OF ACADEMICALLY HIGH ACHIEVED STUDENTS IN KSEEB EXAMINATION

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ABSTRACT

Education aims to foster the all-round development of students, nurturing their intellectual, emotional, and social growth. Among the students, a notable number are excelling in KSEEB board examinations, showcasing their potential and determination. However, it is observed that while some students' exhibit exceptional brilliance and benefit from strong parental support, others with average IQ levels and challenging socio-economic backgrounds also perform commendably. This raises important questions about the factors contributing to academic success and the support systems required to enable such achievements. Gulbarga, an underdeveloped city with a unique socio-cultural and economic context, provides an interesting backdrop for this investigation. Given its challenges, the academic success of students in this region holds particular significance. To delve deeper into this phenomenon, the investigator employed a case study method, which allows for a holistic and in-depth exploration of the variables affecting student performance. The findings highlight several critical aspects. First, the role of parents is pivotal in shaping a child's educational journey. Parents are encouraged to create a supportive and nurturing environment at home, which is conducive to learning. A stable and encouraging atmosphere can significantly boost a student's confidence and focus. Additionally, the role of teachers cannot be overstated. Educators should strive to identify the individual needs and challenges of their students. By providing tailored support and fostering a positive learning environment, teachers can enhance both the confidence and performance levels of their students. Ultimately, a collaborative effort between parents, teachers, and the broader community can empower students to overcome obstacles and excel academically, regardless of their socio-economic background.



Keywords: Academic Achievement, Gulbarga, KSEEB

1. INTRODUCTION

After the decline of Muslim rule in India, the British established their dominance by forming the East India Company, eventually ruling the country for over 150 years. During this colonial period, education was primarily designed to produce a workforce that could serve the administrative needs of the British government.

During India's freedom struggle, Indian nationalists were confronted with two significant challenges. The first was the fight for independence to establish a self-governing, democratic nation. The second was the battle for social justice, aiming to ensure equality for all citizens in an independent India, free from discrimination based on caste, religion, or socio-economic status. To uphold the principles of social justice, the Indian Constitution was carefully framed as a foundation to guarantee equality and promote fairness for every individual, ensuring that all citizens could live with dignity and without prejudice in a democratic society.

1.1. SIGNIFICANCE OF THE STUDY

The primary goal of any educational system is the holistic development of students. While many students excel in KSEEB examinations, understanding why only a few succeed while others struggle remains challenging. Existing research in this area provides limited insights, as the factors influencing academic success are highly complex.

Interestingly, some students with high IQs and strong parental support fail to perform well, while others from disadvantaged backgrounds and with average IQs manage to excel. To better understand this phenomenon, studying extreme cases of success is crucial. This study focuses on the high-achieving students in KSEEB examinations in Gulbarga to identify the support systems and factors that contributed to their success during various stages of life, including infancy, childhood, and their academic journey through school and college.

Education up to the college level aims to prepare individuals for life, shaping them into responsible citizens capable of contributing positively to society. Analyzing high achievers at this stage provides valuable insights for guiding future students toward success in both academics and life. The study seeks to answer key questions: Why were these students' high achievers? What pathways did they follow? What support systems—family, peers, or society—enabled their success?

Gulbarga, an underdeveloped city, holds a unique position where increasing educational awareness can play a transformative role in its development. The focus should go beyond simply raising literacy rates to fostering true education that empowers individuals. This case study will enhance our understanding of academic excellence and build on existing research to promote better educational practices and support for future generations.

The performance level of students in Gulbarga presents a clear challenge, as only 10% to 15% of students secure more than 80% marks, and the percentage of distinctions and high achievers remains significantly low. This situation raises several critical issues and urgent concerns, prompting researchers to address the underlying factors contributing to this academic scenario.

1.2. STATEMENT OF THE PROBLEM

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1.3. OBJECTIVES OF THE STUDY

- To explore the academic strategies and processes adopted by high-achieving students in the KSEEB examinations.
- To examine the support provided by family, teachers, neighbors, and the surrounding environment to high-achieving students in the KSEEB examinations.
- To identify the key characteristics and traits that contributes to the success of high-achieved students in the KSEEB examinations

2. REVIEW OF RELATED LITERATURE

Mohanty (2009) studied social correlation of academic achievement of rural underprivileged primary school girls and found that socio-economic status was a potential social correlation of academic achievement. Home environment had positive correlation with academic achievement in case of less achievers. School environment failed to establish any relationship with the achievement level of high and less achievers.

Dhall (2009) studied 'intelligence as relation to self confidence and academic achievement of school pupils'. Objective of the study is exploring the relationship between intelligence and academic achievement of secondary school pupils. Result found that there is a significant relation with academic achievement and intelligence of secondary school pupils.

Parida (2003) studied the impact of Socio-Economic Statuses on the academics achievement of school pupils. Stratified sampling technique was adopted by the investigator for drawing the sample of 325 boys and girls from two types of management in government schools and non-government schools of Oriya and English medium schools. The

data have analyzed using appropriate applied mathematics technique, Mean, Median, Mode, SD, t-value, coefficient of correlation and coefficient of multiple determinations has been applied and data was interpreted.

3. METHODOLOGY

The general procedure for the conduct of the study is qualitative research. The investigator planned to have case study method as ideal methodology, where a holistic and in-depth investigation is possible. Robert K.Yin (1984) defines the case study research method as an empirical enquiry that investigates a phenomenon and context that are not clearly evident, and in which multiple sources of evidence are used.

Identification of the Sample Case

Case study research is often defined as a process of gaining an in-depth understanding of a single case. In this study, the primary objective is to explore how a select group of students are academically high achieved in the KSEEB examinations. The cases for this research were chosen based on the 2021 examination results. From the list of students who achieved academically positions, the sample was narrowed down to academically high-achieved five students for detailed analysis.

Tools Used for Data Collection:

The research utilized the following methodologies:

Unstructured Interviews: To gain a comprehensive understanding of the high achievers, unstructured interviews were conducted with the students themselves, their parents, family members, neighbors, friends, teachers, school principals, non-academic staff, and tuition teachers. This approach allowed for open-ended conversations, capturing various perspectives without a fixed set of questions.

Observation: Extensive use of observation was made to understand the environment and behavior of the high achievers. The researcher closely observed the condition of the house and school, as well as the mannerisms, attitudes, body language, and expressions of the students, their families, and others involved. Descriptive notes were maintained to document the observations for each case.

4. DATA ANALYSIS

DATA BASED DESCRIPTION FOR OBJECTIVES: 1

To explore the academic strategies and processes adopted by high-achieved student in KSEEB examinations.

- All the colleges are equipped with well-constructed buildings, essential facilities, and an academic environment that promotes learning. They also incorporate ICT-based teaching methods.
- Most of the college lecturers are highly qualified, with extensive academic experience. They are passionate about their profession, continually updating their knowledge, and dedicating themselves to the development of their students.
- The colleges generally have excellent facilities, including well-stocked libraries, computer labs, science labs, sports equipment, and playgrounds.
- The colleges are co-educational, fostering strong relationships between lecturers and students. Lecturer's exhibit enthusiasm for teaching and students are committed to their studies, dedicating up to 10 hours of study time before the board examinations.
- Parents are highly supportive of their children's education, fostering positive ambitions, cooperation, adaptability, and self-competitive traits in their children.
- Most of the parents are well-educated and provide their children with quality education. In seven families, there are two siblings attending the same educational institution.
- Lecturers maintain an unbiased approach, without any caste-based discrimination, and offer equal support to all students.

4.1. DATA BASED DESCRIPTION FOR OBJECTIVES: 2

To examine the support provided by family, teachers, neighbors, and the surrounding environment to high-achieving students in the KSEEB examinations.

- All the families of the high-achieving students are nuclear and educated. Among the five cases, three come from economically disadvantaged backgrounds, while the others have stronger financial support.
- The parents of all the students are employed and provide financial support for their children's education. Many spend considerable amounts to support their child's academic needs.
- The majority of parents shares a positive relationship with one another and offer moral support to their children, actively engaging in their learning process by helping with homework and providing encouragement.
- Most parents ensure their children have access to healthy food, including fruits and, once a week, non-vegetarian meals.
- After college hours, students typically enjoy playing indoor and outdoor games. Many families also take trips to historical sites or zoological parks for leisure.
- The students maintain good relationships with their teachers, who closely monitor their regularity and homework submissions.

4.2. DATA BASED DESCRIPTION FOR OBJECTIVES: 3

To identify the key characteristics and traits that contributes to the success of high-achieved students in the KSEEB examinations.

- Most of the students have clear future goals and understand the importance of hard work to achieve them. They are either intrinsically or extrinsically motivated, putting in the effort to excel in their examinations, although some do experience exam-related anxiety.
- The majority of high achievers have a positive attitude toward their college, teachers, and peers, and they maintain a constructive outlook on life and education. Nine of the students consistently submit their homework on time.
- These students are characterized by their hardworking and dedicated nature. They exhibit confidence and possess high aspirations. All of them have sharp memories and make a conscious effort to focus and comprehend the material thoroughly.
- Both the family and the college provide strong academic and learning support, including the provision of learning materials and moral encouragement. Most of the students receive significant parental support at home, ensuring they have access to essential resources.

4.3. IMPLICATION OF THE FINDINGS:

Providing consistent academic support and follow-up significantly increases the success rate for students.

- This study emphasizes that simply preparing for exams at the last minute is insufficient. Developing a regular study routine throughout the year and putting in extra effort before exams proved effective for all the students in this study. Other students can adopt similar study habits to achieve success.
- The findings demonstrate that the combination of hard work and determination was key to the success of students. By following a similar approach of sustained effort and commitment, students can unlock their full potential and achieve maximum success.
- Family support and continuous encouragement play a crucial role in the success of high-achieving students. When such support is present, the likelihood of success increases substantially.
- The study also shows that previous academic performance influences future achievements. Therefore, it is essential for parents to prioritize education from an early age, fostering good study habits and becoming actively involved in their child's learning.

- A supportive environment is crucial for student success. When students have a nurturing and encouraging environment, the chances of their success rise significantly.
- Parents should strive to maintain a positive and conducive atmosphere at home. Additionally, neighbors, peers, and family members should recognize the significant role they play in a child's success.
- Teachers can help students succeed by identifying their specific needs. Regular feedback on homework, clarifying doubts, offering understanding and care, and encouraging students' strengths can boost their confidence and academic performance.

5. CONCLUSION

As Edward once stated, "Students never improve without looking to examples better than themselves." This study presents several such cases of high-achieving students that can serve as inspirations, motivating others to strive for improvement and bring pride to their families and colleges.

On the path to success, students require continuous support and guidance from their parents, neighbors, and principals. This support helps to elevate their performance by addressing their psychological needs and creating a positive environment that nurtures their talents. The role of both teachers and parents in the educational process is crucial, as they provide moral support and help guide students toward developing good habits, fostering self-growth, and achieving excellence at the college level.

Students inherently desire success and improvement but often struggle to achieve it on their own. It is through the guidance of experienced mentors that they can unlock their full potential. Additionally, government and donor support for academically high-achieving students, coupled with continuous follow-up, can significantly increase their chances of success and enable them to reach their goals.

CONFLICT OF INTERESTS

None.

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