

FACTORS DIFFERENTIATING HIGH ACHIEVING AND UNDERACHIEVING
STUDENTS IN SELECTED PUBLIC AND PRIVATE HIGH SCHOOLS IN BANGKOK

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ABSTRACT

The current study was a causal comparative study which investigated the differences between high-and under-achievers in academic self-perceptions, attitudes toward teachers and classes, attitudes toward school, goal valuation, and motivation/self-regulation and whether study in private or public schools affected these variables. The sample consisted total of 405 students ($n=405$). 102 high achievers and 99 underachievers (subtotal=201) were drawn from private high schools and another 102 high achievers and 102 underachievers (subtotal=204) came from public high schools. The High Achievers scored significantly higher on all five factors Academic Self-Perception, Attitude toward Teachers and Classes, Attitude toward School, Goal Valuation, and Motivation or Self-Regulation, than their Under-Achiever counterparts. This study also provided an examination of a Thai version of SAAS-R, a measure widely used in the west for assessing students' academic perceptions and attitudes. The results support the validity and generalizability of the SAAS-R for use with Thai students (Cronbach alpha overall reliability = .98) The findings were generally consistent with work by Siegel (2001) and McCoach (2006). One somewhat surprising finding was that Public School students, whether high or under-achievers, possessed better Academic Self-Perception than did the Private School students. There was no significant difference in Goal Valuation, Motivation or Self-Regulation, and Attitude toward Teachers, Classes, and school between students in Private and Public Schools, regardless of their academic standing.