

**LIVED EXPERIENCES OF HIGHEST ACADEMIC ACHIEVERS
IN ENGLISH IN LAMBUNAO JUNIOR HIGH SCHOOLS**

A Thesis

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ABSTRACT

This is a qualitative study that examined the lived experiences of the ten top 1 and 2 academically high achieving learners in their first and second grading in English. This study is founded on the theoretical perspective of Social Cognitive Theory. Data collection involved semi-structured open ended interviews. The themes that emerged from the learners' providing insight into their school achievements were outside class activities, challenges during learning, and classroom learning activities. It was found in this study that high academic achievers tend to be more engaged in out of class activities. Moreover, the study implies that involvement in extra- curricular activities is beneficial to academic achievement. Further, the participants were found to be highly motivated and driven to succeed in school because they recognized the attainment of their high success as a tool to perform better even though the participants were having conflicts with expectations they were still flexible to get through on it and became a role model to their fellow learners. Thus, instruction group must be improved by providing adequate and updated learning materials and facilities for learners. This study recommends further experimental researches to be conducted to verify the good results of these experiences.