



Study of self concept in Relation to Under-Achievement of Higher Secondary Students

Dr. Neeti Naveen

Head Department of Education, S.G.P.G. College, Sarurpurkhurd, Meerut

ABSTRACT

This study attempts to study the Self Concept in relation to under-achievement of students at higher secondary level. A sample of 631 students was randomly selected from the schools in Moradabad district. They were administered Jalota's Verbal Group Test of General Mental Ability and Self Concept Inventory developed by the researcher herself. Mean, S.D., and t-test were used to analyze the data. Results show that over achiever students and under achiever students differed significantly on self concept. Underachiever students have significantly low self concept that of overachiever students.

KEYWORDS : Self Concept, Higher Secondary Students, Under Achievement

Introduction

India as a nation can not afford to waste his human talent and country's brain resources. From moral point of view the problem of national wastage is less important than the problem of helping the individuals and enabling them to lead constructive lives of which they are capable. In India, both academic failure and under-achievement are a source of great wastage. This is not only the wastage of money, but also the national manpower. Unfortunately, a significant portion of the resources is wasted on those who fail to benefit from their education. A large number of failure at the secondary examination causes frustration among the students and compels us to think seriously about this problem. It is the responsibility of educationists, psychologists and administrators to prevent wastage and insure proper achievement on the part of the students. Looking to the big number of failures, a low achiever is a great burden on the financial conditions of the country. In foreign countries, numerous studies (Baslanti, U. 2008, Berube, B. N. (Ed.). 1995, Fraenkel, J. R., & Wallen, N. E. 2006, Grobman, J. 2006, Kanevsky, L., & Keighley, T. 2003, Peterson, J. S. 2000, Preckel, F., Holling, H., & Vock, M. 2006) have been made in this field. In India, this problem was not attracted sufficient attention of the research workers. It is essential that attention must be paid to the factors affecting academic performance. There are many students who pass the examination, yet fail to achieve as much as they could do in terms of their abilities and potentialities. These students are called under achievers. They are quite capable but fail to achieve in conformity with capabilities for several reasons. On the other hand, there are students who are not quite capable, but they achieve beyond their capacity. Now the question arises as to what are the factors that influence their achievement. Many parents, teachers and persons think that the failed students have lack of intelligence and hence are worthless whereas, the fact is that they have sufficient intelligence but are unable to progress properly because of certain factors. One of major factors suspected to influence this sort of academic failure is the student's self concept. On the basis of the findings of many studies, a new orientation towards the understanding of under-achievers may be developed in researchers and counselors. Thus the study of under achievers occupies a significant importance in the field of education.

In any investigation of success or failure in school students, it is essential to understand both the characteristics of the individual and the situational forces that surrounded him and his functioning. It require viewing the self concept as functioning in a particular set-up. Therefore, it is timely to conduct a research to examine this particular issue. In the present study, the researcher attempted to study self concept in relation to underachievement that might be operating and causing underachievement. This study intends to find out how far self concept is related to underachievement of students at higher secondary level.

The self concept is an image which an individual has of himself. Self concept is an individual's evaluation of his or her own ability and attributes. It includes all the aspects of an individual person's ability of which he or she is aware. Self concept consists of the beliefs that people hold about their abilities, interests, aptitudes and psychologi-

cal characteristics. It is a dominant element in personality pattern and there is a very positive connection between a person's self esteem and his success in life.

Objectives

- To study the nature of academic achievement of higher secondary students.
- To classify the students as underachievers and overachievers
- To study the nature of self concept of underachiever and overachiever students.
- To compare the self concept of underachiever and overachiever students.

Research Methodology

Method

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources of researchers etc. This study aimed at identifying the self concept that might be associated with underachievement of higher secondary students. Hence, it has been designed on the lines of experimental method in which underachievement and overachievement are the dependent variables and self concept is independent variable.

Population and Sample

For the present study, population refers to the boy students officially enrolled in 11th standard of the schools of Moradabad district. Out of this population twenty five (sixteen percent) of all the boy schools have been drawn systematically. From each school only one section of class 11th was selected randomly. The students of these classes were totalled to 1306. These students were administered the Jalota's Verbal Group Test of General Mental Ability. On the basis of marks obtained in board examination and scores obtained on Jalota's Verbal Group Test of General Mental Ability these students were classified as underachievers and overachievers. Ultimately, for final analysis 435 students (185 overachievers and 250 underachievers) were taken.

Tools Used

To achieve the objectives of this study, Jalota's Verbal Group Test of General Mental Ability, scores obtained by students in Board Examinations and Self Concept Inventory developed by the researcher herself were used.

Data Analysis Techniques

To study the nature of self concept of underachiever and overachiever students, mean and standard deviation (S.D.) were calculated. To find out the differences between underachiever and overachiever students on self concept, two tailed test of significance (t-test) was used.

Results

For interpretation of data, hypothesis in null form was formulated that there is no significant difference between underachiever and overachiever students on self concept. Results are presented in Table-1.

Table-1
Summary of t-test for significance of difference between means of underachievers and overachievers on self concept

Dimensions of Personality Need	Under Achiever (N = 250)		Over Achiever (N = 185)		t-value
	Mean	S. D.	Mean	S. D.	
Self Concept	53.66	16.67	63.35	13.54	7.617**

It is evident from Table-1, that t-value between the means of underachiever and overachiever students on self concept was found to be 7.617 which was significant at 0.01 level of significance. This reveals the fact that underachiever and overachiever students differed significantly on self concept. It means that self concept is positively related with student's academic underachievement. Since mean of underachievers (53.66) is significantly lower to that of overachievers (63.35), it may be said that underachievers have significantly lower level of self concept.

Conclusions and Suggestions

The main purpose of this empirical research was to establish whether self concept is associated in any way with the academic underachievement of higher secondary students. The findings of the study indicates that self concept is significantly associated with students academic underachievement. Lower level of self concept to adversely affect the academic underachievement. The psychology of human behaviour mainly concerns the motivation factors defined in various ways. The findings of the present study support the psychological theory of academic achievement which asserts that learning and performance success is an expression of the ways the individual tries to utilizes his energies given innate potential and a particular pattern of socializing pressures, it seems that the level of academic achievement is determined by a configuration of factors in the form of self concept. On the basis of this study, a tentative theory of academic over and under achiever may be formulated which may be further verified.

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