



Study of Need Abasement in Relation to Under-Achievement of Higher Secondary Students

KEYWORDS

Need Abasement, Higher Secondary Students, Under Achievement

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ABSTRACT *This study attempts to study the need abasement in relation to under-achievement of students at higher secondary level. A sample of 435 students was randomly selected from the schools of Moradabad district. They were administered Jalota's Verbal Group Test of General Mental Ability and Meenakshi Personality Inventory (MPI). Mean, S.D., and t-test were used to analyze the data. Results show that over achiever students and under achiever students did not differ significantly on need abasement. It means that need abasement make no contribution to under achievement of higher secondary students.*

Introduction

The ultimate aim of education in any nation is the all round development of the individual's talent and its proper utilization. It forms the basis of a nation's progress. To meet this demand, much attention is given to educate people. 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. Perhaps certain non-intellectual factors interfere with 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 personality and social inadequacies. One of major factors suspected to influence this sort of academic failure is the student's personality. 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 personality as

functioning in a particular subculture. Therefore, it is timely to conduct a research to examine this particular issue. In the present study, the researcher attempted to study need abasement in relation to underachievement that might be operating and causing underachievement. This study intends to find out how far need abasement is related to underachievement of students at higher secondary level.

Need abasement includes feelings of inferiority, feelings of guilt, feelings to be unlucky, believing in fate, to be unhappy on one's mistake, to be frustrated and disappointed, to feel to be incapable on failing to do something, to feel to lack courage, to accept defeats, to feel lack of confidence, and to feel like running away from facing difficulties.

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 personality need (need abasement) of underachiever and overachiever students.
- To compare the personality need (need abasement) 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 personality factor need abasement 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 while, personality factor need abasement 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, the 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, Bscores obtained by students in Board Examinations and Meenakshi Personality Inventory (MPI) were used.

Data Analysis Techniques

To study the nature of personality need (need abasement) of underachiever and overachiever students, mean and standard deviation (S.D.) were calculated. To find out the differences between underachiever and over achiever students on need abasement, 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 over achiever students on need abasement. Results are presented in Table-1.

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

Dimensions of Personality Need	Under Achiever (N = 250)		Over Achiever (N = 185)		t-value
	Mean	S. D.	Mean	S. D.	
Need Abasement	8.268	5.07	8.497	5.086	0.530

It is evident from Table-1, that t-value between the means of underachiever and overachiever students on personality factor need abasement was found to be 0.530 which was not significant at 0.05 level of significance. This reveals the fact that underachiever and overachiever students did not differ significantly on personality factor need abasement. It means that need abasement is not significantly related with student's academic underachievement.

Conclusions

The main purpose of this empirical research was to establish whether personality factor need abasement is associated in any way with the academic underachievement of higher secondary students. The findings of the study indicates that need abasement is significantly not associated with students academic underachievement.

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