

Underachievement in higher secondary education: A study

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Paper No: 25 **Received:** 10 June, 2012 **Accepted:** 29 August, 2012

Abstract

A quality education is custom design that addresses the unique abilities of each student and has a positive emotional experience custom education evaluates natural talent and how the student learns. High and low achievement refer only to above and below average achievers, the concept of over and underachievement takes into account the academic achievement in relation to the intellectual level of the individual. Especially with respect to intelligence, wide variations have been observed amongst different individuals. It should be pointed out that overachievers are defined as those who achieve higher than what is expected to their intellectual level. Unfortunately, in India not much research work has been undertaken in this field. Some studies point out that a certain percentage of underachievement is not unnatural. Academic achievement has always been the centre of educational research and despite many varied statements about the aims of education, the academic development of a child continues to be the primary. The interest has now shifted to studying conditions which lead to low achievement in spite of the high intellectual level. Accordingly in the past three decades some studies were devoted to underachievement.

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Keywords : Design, Ability, Underachievement, Relation

A quality education is custom design that addresses the unique abilities of each student and has a positive emotional experience custom education evaluates natural talent and how the student learns. This is why home schooled students outperform classroom students, parents learn what works and does not work, than focus on what works with this method, student develop a love to learn and learning becomes a lifelong process.

Education and under achievements

Low achievement as well as underachievement is a crucial problem that needs urgent solution so as to enable the society to derive optimum benefits from the system of education.

While low achievement needs special treatment by educators, teachers and others involved in the system, underachievement can be reduced to a minimum, if not eliminated completely, by identifying the contributing factors and reducing them to the minimum. Before the factors are subjected to investigation, underachievement itself has to be identified. Though it is necessary to identify underachievement at different stages during the course

of a student's educational career, there is a strong view that it is unfair to label a youngster an underachiever, for once he is labelled, he is labeled forever and very often the label is erroneous in many respects.

The Concept of Under achievement

High and low achievement refer only to above and below average achievers, the concept of over and underachievement takes into account the academic achievement in relation to the intellectual level of the individual. Especially with respect to intelligence, wide variations have been observed amongst different individuals.

It should be pointed out that overachievers are defined as those who achieve higher than what is expected to their intellectual level. Unfortunately, in India not much research work has been undertaken in this field. Gallagher (1979) defined underachieving gifted students as who those exhibit as gap between achievement test scores and intelligence test scores. After going through the definitions of various researchers, the researcher conceptually defines underachievement as. The achievement of the student which is not commensurate with his potentialities.

Need of the study

Underachievement is a grave problem from the economic and social points of view because it involves wastages of human and economic resources and it is a problem from the learners point view also as it causes emotional unrest and psychological tension. It causes problems not only to the underachieving students, but also to their parents and teachers. Since the causes of underachievement lies with the society for not having provided adequate opportunities to develop ones potential, it has a social obligation towards underachievers.

Many of studies in India and abroad have concentrated research mainly at the secondary level. The investigator feels that the higher secondary is an important stage in the education of all individual. It is a stage to select diversified courses in his educational career. Most of the higher secondary students are aspiring for professional/technical/higher courses. In order to fulfill their desire, they will put maximum efforts in the academic work. In spite of this many students will achieve less than their potential ability.

Statement of the problem

Factors Affecting Underachievement's of higher secondary School students in Namakkal District.

Background of the problem

Academic achievement has always been the centre of educational research and despite many varied statements about the aims of education, the academic development of a child continues to be the primary and the most important goal of ignored, but the facts remains that academic achievement is the unique responsibility by the society to promote a wholesome scholastic development of a child.

Objectives of the study

1. To find out the level of problems in underachievement students between Male and Female with respect to their Home, School, Psychology and Social factors.
2. To find out the level of problems in underachievement students between Government and Matriculation with respect to their Home, School, Psychology and Social factors.
3. To find out the level of problems in underachievement students between Rural and Urban with respect to their Home, School, Psychology and Social factors.
4. To find out the level of problems in underachievement students between Group I and Group II with respect to their Home, School, Psychology and Social factors.

5. To find out the level of problems in underachievement students between Group II and Group III with respect to their Home, School, Psychology and Social factors.
6. To find out the level of problems in underachievement students between Group I and Group III with respect to their Home, School, Psychology and Social factors.

Hypotheses of the study

1. There is no significant difference on the problems in underachievement students between Male and Female with respect to their Home, School, Psychology and Social factors.
2. There is no significant difference on the problems in underachievement students between Government and Matriculation with respect to their Home, School, Psychology and Social factors.
3. There is no significant difference on the problems in underachievement students between Rural and Urban with respect to their Home, School, Psychology and Social factors.
4. There is no significant difference on the problems in underachievement students between Group I and Group II with respect to their Home, School, Psychology and Social factors.
5. There is no significant difference on the problems in underachievement students between Group II and Group III with respect to their Home, School, Psychology and Social factors.
6. There is no significant difference on the problems in underachievement students between Group I and Group III with respect to their Home, School, Psychology and Social factors.

Scope of the study

The present study has tried to study the problems of underachievement in subjects. The investigator has tried to identify the underachievers and studied the relationships of the following factors namely Home, School, Psychology and Social factors. Sample covers the randomly selected rural and urban higher secondary students in Namakkal District.

Delimitations of the study

Broadly speaking, any study is impossible without definition. Research studies in general will have delimitation due to many factors. This study too has some delimitation. It is the responsibility of the researcher to see that the study is conducted with maximum case in order to reliable. However the following delimitations were unavailable in the present study.

Table1: Distribution statements in [Sofauhss]

S. No.	Factors	Students		Total
		Positive items	Negative items	
1.	Home Factor	2,3,5,6,7,8,10,12,13,14	1,4,7,9,11,15	15
2.	School Factor	17,18,20,21,22,24,26,28	16,19,23,25,27,29,30	15
3.	Psychology Factor	31,33,35,36,38	32,34,37,39,40	10
4.	Social Factor	41,43,44,45,46,48,50	42,47,49	10
	Total	30	20	50

1. The present investigation is confined to the Higher Secondary Students in Namakkal District of Tamilnadu.
2. The study is confined only to a sample of 200 students from 3 Government and 2 Matriculation Higher Secondary School of education located in rural and urban area.
3. In this present study the investigator analysed about the underachievement of the variables such as Gender, School, Locality, Subject, Parents Qualification and Parents Occupation.

factors, school factors, psychological factors and social factors. In the types of tools with the options such as strongly agree, agree, disagree and strongly disagree were utilized.

Pilot Study

Finally the tool Sofauhss consists of 50 statements with all the four affecting factors. The above tool was used to study the level of factors affecting under achievement of higher secondary students. This tool was as Appendix-I (Tamil Version). Used to study the level of affecting factors of the students of under achievement. The following table 3.2 gives the statements details of the factors affecting underachievement.

The above Table 3.2 shows the access the factors affecting Underachievement Higher Secondary Students. This tool Sofauhss consists of four point scale with 30 positive and 20 negative statements on the four dimensions as Home, School, Psychology and Social factor.

Reliability and validity

Reliability applies to a measure when similar results are obtained over time and across situations. It should be noted that reliability is a necessary condition for validity, but a reliable instrument may not be valid. A reliable but invalid instrument will yield consistently inaccurate results. For validating the preliminary draft of the opinionaries, it was administered among the students. The investigator used the Test and Retest method, the 'r' values found in the opinionaries such as 0.95, 0.96, 0.97 and 0.98 accordingly all the four Factors affecting underachievement. Then the tool was accepted as the valid tool for administering in this study.

Personal data sheet

To know the background of the students, the investigator used separate personal data sheets along with the developed questionnaires. It asked for details of Gender, School, Locality, Subject, Parents qualifications, Parents Occupation. The students were asked to fill in all the particulars given in the personal data sheet. Tamil version was used for this study.

Methodology

Design of the Study

Research design is a plan, a structure and a strategy of investigation conceived to obtain answers to various issues in research. The object of research design is to test the research hypothesis. The research design, therefore, is built in the principle of maximization of the results of study, control of extraneous factors and minimization of variance.

The present study belongs to Normative Survey Research. The variables used in the study are dependent variables such as Home, School, psychological and social under achievements of higher secondary students. The demographical variables used are Gender, school, Locality, Subject, Parents qualification and Parents occupation among the students. The tool used in the study is under achievement scale developed by the investigator to access the factors affecting under achievement higher secondary students in Namakkal District along with a personal data sheet to know the background of the students. Random sampling technique was followed in the study. Data was collected from 200 student's different locations of Namakkal. The statistical techniques used mean, SD and 't' test.

Tool Development

To access the factors affecting under achievement higher secondary students with types of four point rating scale was developed under the similar four dimensions. They are Home

Size of the sample

There so many Private and Government Schools. Among that the investigator selected 5 schools in random sampling technique 3 from government schools, 2 from private schools to factors affecting under achievement of higher secondary students in Namakkal district.

Table 2: Sampling frame

S.No	Category	Government	Private
1.	Male	65	35
2.	Female	55	45

The present study is done by Normative Survey Method. The stratified sampling technique is followed. The size of the sampling was 200 students who were students in Rasipuram Taluk as samples.

Administrating the tool

The opinionaries were administered separately among the 200 students of the underachievement students of the following location in Namakkal. The names of the locations are given as following.

Statistical measures used in the study

After scoring the filled in sofauahss, a Master table was prepared by plotting the scores. Difference statistical measures such as Mean, Standard deviation and ‘t’ test to were used analyse the significant Difference and correlation co-efficient ‘r’ to find out the significant relationship between Mean Average scores in the present study for finding out the factors affecting underachievement problems.

Table 3: Table showing the ‘t’ values op the mean scores in total samples with record to all the factors affecting underachievement between the male and female higher secondary students.

Category	Sample	Number	Mean	Standard deviation	‘t’ value	Level of significant at 0.05
Home factor	Male	100	57.45	7.91	**0.96	1.97
	Female	100	58.4	5.99		
School factor	Male	100	69.03	8.15	**0.36	1.97
	Female	100	68.09	7.39		
Psychology factor	Male	100	70.65	11.25	*5.24	1.97
	Female	100	64.25	4.96		
Social factor	Male	100	66.1	8.59	*2.79	1.97
	Female	100	63.25	5.80		

*Significant **Not Significant

Analysis of Data

Analysis of data means studying the tabulated data in order to determine the inherent factor or meaning. It involves breaking down existing compiled factors into simpler parts and putting part together in new arrangements for purpose interpretation. According to wolf the discovery of order in the phenomena of values not withstanding their complexity and apparent confusion is rendered possible by the process of analysis and synthesis which are the foundation store of all scientific methods.

Hypothesis-1

There is no significant difference on the problems in underachievement students between male and female with respect to their Home, School, Psychology and Social factors.

Form the above table 4.5 it is understood that the calculated significant t’ values 5.24, 2.79 are significant at 0.05 level. It is greater than the table values of 1.97 for df=198. Hence the null hypothesis of psychology, social factors are rejected where as the values 0.96, 0.36 is not significant at 0.05 level. It is less than the tables value of 1.97 for df=1.98 hence the null hypothesis of Home, School factor are accepted. From the above table indicates that the exists significant difference between 4 factors affecting underachievement of higher secondary students it is concluded that the factors followed by Home, School factor is more than Psychology and Social factors.

Hypothesis–2

There is no significant different on the problems in underachievement students between government and matriculation with respect to their Home, School Psychology and social factors.

Table-4: Table showing the 't' values of the mean scores in total samples with record to all the factors affecting underachievement between the Government and Matriculation higher secondary students

Category	Sample	Number	Mean	Standard deviation	't' value	Level of significant at 0.05
Home factor	Government	120	57.7	7.74	**0.64	1.97
	Matriculation	80	58.3	5.56		
School factor	Government	120	69.59	8.13	**0.008	1.97
	Matriculation	80	69.6	8.44		
Psychology factor	Government	120	69.55	10.17	**0.30	1.97
	Matriculation	80	69.25	10.45		
Social factor	Government	120	66.50	8.8	*4.35	1.97
	Matriculation	80	62.15	5.4		

*Significant **Not Significant

From the above table 4.6 it is understand that the calculated 't' values 4.35 are significant at 0.05 level. It is greater than the table values of 1.97 for df=198. Hence the null hypothesis of social factors is rejected. Whereas the values 0.64, 0.008, 0.03 is not significant at 0.05 level. It is less than the table values of 1.97 for df=198. Hence the null hypothesis of home, school and psychology factors are accepted. From the above table indicates than the exists significant difference between 4 factors affecting underachievement of higher secondary students it is concluded that the factors followed by home school and psychology factor is more than social factors.

Hypothesis-3

There is no significant difference on the problem in underachievement students between rural and urban with respect to their Home, School, Psychology and Social factors.

From the above table 4.7 it is understood that the calculated 't' values 4.61, 4.76 and 2.07 are significant at 0.05 level. It is greater than the table value of 1.97 for df=198. Hence the null hypothesis of Home, Psychology and social factors are rejected. Whereas the values 0.07 is not significant at 0.05 level. It is less than the table values of 1.97 for df=190. Hence the null hypothesis school factor is accepted. From the above table indicates that exists significant difference between 4 factors affecting underachievement of higher secondary students it is concluded that the factors Home, Psychology and social factors.

Hypothesis-4

There is no significant difference on the problem in underachievement students between Group-I and Group II with respect to their Home, School, Psychology and Social factors.

Table 5: Table showing the 't' values of the mean score in total samples with record to all the factors affecting underachievement between the Rural and Urban higher secondary students.

Category	Sample	Number	Mean	Standard deviation	't' value	Level of significant at 0.05
Home factor	Rural	110	54.85	7.85	*4.61	1.97
	Urban	90	59.1	5.38		
School factor	Rural	110	68.5	10.35	**0.07	1.97
	Urban	90	68.6	8.68		
Psychology factor	Rural	110	70.01	11.30	*4.76	1.97
	Urban	90	64.1	5.85		
Social factor	Rural	110	64.35	8.85	*2.07	1.97
	Urban	90	62.25	5.47		

*Significant **Not Significant

Table 6: Table showing the ‘t’ values of the mean scores in total samples with record to all the factors affecting underachievement between Group-I and Group-II higher secondary students.

Category	Sample	Number	Mean	Standard deviation	‘t’ value	Level of significant at 0.05
Home factor	Group- I	76	56.4	7.68	**1.91	1.98
	Group- II	62	58.72	6.68		
School factor	Group- I	75	61.1	9.91	*5.25	1.98
	Group- II	62	68.35	7.44		
Psychology factor	Group- I	76	69.38	10.47	*2.50	1.98
	Group- II	62	65.5	7.77		
Social factor	Group-I	76	65.36	8	*2.75	1.98
	Group-II	62	61.7	7.69		

* Significant **Not Significant

From the above table 4.8 it is understand that the calculated ‘t’ values 5.25, 2.50, and 2.75 are significant at 0.05 level. It is greater than the table value of 1.98 for df=136. Hence the null hypothesis of home, school, psychology and social factors are rejected. Whereas the values 1.91 is not significant at 0.05 level. It is less than table values of 1.98 for df=136. Hence the null hypothesis of home factor is accepted. Form the above table indicates that there exists significant difference between 4 factors affecting underachievement of higher secondary students it is concluded that the factors followed by home factor is more than school psychology and social factors.

Major findings of the study

From the present study the investigator come to the following findings.

1. There is no significant difference on the problems in underachievement students between male and female with respect to their Home and School factors.
2. There is a significant difference on the problems in underachievement students between male and female with respect to their Psychology and social factors.
3. There is no significant difference on the problems in underachievement students between Government and Matric with respect to their Home, School and psychology factors.
4. There is no significant difference on the problems in underachievement students between Government and Matric with respect to their social factor.
5. There is no significant difference on the problems in underachievement students between Rural and Urban with respect to their school factor.
6. There is a significant difference on the problems in underachievement students between Rural and Urban with

respect to their Home, psychology and social factors.

Educational Implications of the study

The study reveals that there is a significant difference in the study habits of underachievers poor study habits are found to be the cause of underachievement in all subjects. Higher secondary students should be provided opportunities or create such situations for the development of good study habits. Teachers should help the learners in developing reading skills, note-taking, concentration, memorization, using dictionaries, group discussion and examination – taking skills.

The study has brought to light that poor adjustment is the cause of underachievement in all subject higher secondary students should bring in them the home, school, psychology and social adjustment, which will certainly help in improving their achievement in all subjects. Higher secondary students should be given utmost care in dealing with the children positively so as to promote adjustment in these areas. A carefully organised programme of guidance and counseling should be made a available to all students especially for the poorly adjusted.

It is hoped that the study has revealed some useful information regarding the nature of causal variable of underachievement in all subjects of higher secondary students in Namakkal District. It is the fervent belief of investigator that the findings of the study would be of some help to understand the grave problem arising from the incidence of under achievement and to devise adequate educational practices helpful for minimizing it.

Suggestions for futrher research

1. Comprehensive studies on similar lines may be taken up with more social and personality variables.
2. Similar studies can be conducted in different curricular science subjects such as all subjects at the higher secondary students.

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3. Similar studies can be conducted in different curricular subjects at the different levels such as higher secondary students level.
4. Follow up study is advisable to find out the persistence of underachievement in all subjects at different level of education.
5. Studies may also be conducted to find out the nature of underachievement in different subjects. This may help to find out whether there is any relation between aptitude and underachievement. It may also help to verify whether a learner who is an underachiever in one subject is uniformly underachieving in other subjects and if so, what are the comment personality and social variables related to underachievement in general.

Conclusion

The researcher has drawn the following conclusions on the basis of interpretation of the results which are as follows:

- Low achievement motivation is the cause of under achievement in all subjects.
- Poor study habits is the cause of under achievement in all subjects.
- Poor adjustment is the cause of underachievement in all subjects.
- High comprehensive anxiety is the cause of under achievement in all subjects.
- Low self concept is the cause of underachievement in all subjects.

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