CHAPTER - V

DISCUSSION

The main objectives of the present research were to study of the intelligence, adjustment, self-concept, of Under and Over Achiever School Students as related to their socio economic status.

A sample of 240 school students were selected out of which 120 were under achiever and other 120 were over achiever of higher socio-economic status, middle socio-economic status and lower socio-economic status. Their scores on different psychological inventories clearly indicated that on some variables the under achiever scored higher whereas on other variables over achiever scored higher, but none of these groups were differ significantly with each other. The results clearly reveals that if all the variables put together for, under achiever of different socio-economical status of male and female subjects, the interaction between these variables shows no significant difference that means no group differs from other. But under achiever students of all the three socio-economic status tend to report more anxiety on self-concept questionnaire than the other groups. In their perception school environment, course contents are the anxious stimuli. The same perception is also reported by overachiever male groups. The under achiever students have shown more anxiety symptoms like lack of concentration, feeling of insecurity, restlessness etc. than the over achiever groups. As far as the
gender difference is concerned, male has shown more anxiety level than their counterparts. It can be said that these groups who are having higher anxiety level may have a basic personality trait of feeling of insecurity, less-emotional stability, lack of concentration. These characteristics manifested in their behaviour whenever any anxious situation will be there. The present findings are in the line of the following studies, which are somewhere directly or indirectly in the collaboration of present findings of Freedman (2000), who characterized high achieving students as high functioning on all criteria, students performing below expectations as socially anxious and lacking in academic initiative, and students performing below average as socially anxious, academically disengaged and emotionally maladjusted. Among high achieving children, boys reported more learning goals and girls reported more positive performance goals. Among children performing below expectations for the gifted, boys reported more positive non-academic interests and experiences, and felt more scholastically competent than did girls, who reported more defensive performance goals. Children performing below average academically reported self-concepts and goals consistent with internalized distress and depression. Similarly, Liemin (2003) examined under achieving students’ test anxiety status and the mechanism of test anxiety formation with experiments and tests. Ss were 326 students: 804 grade primary school students, 157 1st-year junior high school students, and 89 1st-year senior high school students. The students completed a series of
anxiety tests and failure-anxiety experiments. The results showed that the test anxiety scores on self-concept scale of all the poorly performing students, especially the scores of junior high school students, were higher than the scores of the high academic achievement students. Martin, (2003) reported that fear of failure is examined from a need achievement perspective and in the context of research amongst high school and university students. Theory and data suggest that fear of failure can be separated into two camps: over striving and self-protection. Although each has yields in terms of achievement or in terms of self-protection, they render the academic process an uncertain one for students marked by anxiety, low resilience, and vulnerability to learned helplessness. A cascading model of failure avoidance is developed that differentiates various aspects of fear of failure on the basis of a number of correlates and outcomes and provides direction for intervention. An alternative orientation—success orientation—is explored in detail as are four factors identified as the key means to promote success orientation. These factors are self-belief, control, learning focus, and value of school. Ways to promote these in the educational and counseling context are discussed. It was hypothesized that there will be differences in the level of anxiety between academically under achiever and academically overachiever students. This hypotheses is partially confirmed by the present investigation as discussed above. Abraham (1979) in his study determined the influence of guidance on academic achievement. The major findings
were; i) Scholastic aptitudes had the maximum influence on academic achievement. ii) The influence of the guidance on dimensions of neuroticism and introversion reported that extraversion on academic achievement performed better.

Results on adjustment dimension of personality represented that all the group i.e. under achiever of all the socio-economic status subjects and overachiever socio-economic status subjects, as well as underachiever male-female and overachiever male-female do not differ as far as their interactions with the society is concerned. The subjects of all these groups have by and large similar kind of adjustment level in the different areas of adjustment. It seems that academic under achievement and over achievement do not influence the adjustment process of the subjects. All of them perceive the problems of adjustment in school level which involves a transition from an imposed primary school discipline to the middle school environment. Sometime this shifted effects their academic achievement and the performance will be poor. Where as in the present finding, transition change influences all the students of each group in the similar manner, this may be the reason that there is no significant difference is reported. The following studies are representing by and large similar type of findings of Sanchez (2001) reported that students who are failing in their courses scored significantly higher in neurosis and extraversion than did their population
group. The data encourage consideration of the existence of other personality traits which limit academic success; among these are psychoticism, poor leadership, strong non-conformity and low generosity.

Tivari and Rai (1986) attempted to determine (a) the extent to which high, average, and low achievers differ on adjustment, anxiety, level of aspirations, need for achievement (nAch), and intelligence; b) the relationship between selected personality variables and scholastic achievement; and (c) the regression equation between achievement as criterion and adjustment, anxiety, level of aspiration, need for achievement, and intelligence as predictors. 11 hypotheses were tested through an ex post facto design of study on 1,000 class 10 students of biology from 12 higher secondary schools of Ajmer after six appropriate tests indicate that adjustment, need for achievement, and intelligence were the differential personality correlates; level of aspiration was significant and anxiety was negatively correlated with changing scholastic achievement.

Sharma (1972) aimed at identifying the overachievers and underachievers and compared them with some personality factor. The results showed that i) there were significant differences among the overachievers, average achievers, and underachievers, with regard to their adjustment in the school, home, and social and religious and miscellaneous areas; ii) the overachievers had better adjustment than the underachievers in all those areas
of adjustment, iii) three types of discrepancy scores were obtained; the positive scores which indicated that the actual academic achievement scores exceeded the predicted academic achievement scores, the negative scores which showed that the actual achievement scores fell short of the predicted achievement scores and the negative scores which showed on exact correspondence between the actual achievement score and the predicted achievement score; iv) the discrepancy scores were independent of the error of measurement; v) those who had more effective adjustment in the school, home social and religious and with urban; vii) academic achievement was significantly related to the students participation in extracurricular activities; viii) academic achievement was not found to have any relationship with material status and mother education. The present findings are with collaboration of the above finding on adjustment of school going students for the category like under achiever and over achiever.

Saxena’s (1972) investigation was an endeavor to discover the differences between the over and underachiever with respect to their interests, need patterns, adjustment problems, adjustments and personal factors. He concluded that i) achievement in an area was found to require interests in associated activities; having interests at random did not discriminate between over and underachievers or from one stream of study to another; ii) the over achievers were those who aspired to higher
achievement, had sufficient endurance and possessed a capacity for fighting out their case while the underachievers were submissive, timid, brooding, impulsive and dependent type of immature individuals; iii) the overachieving students had a consistently and significantly lower number of problems of adjustment in the various areas measured than the underachievers, who were burdened by a greater number of problems in general. However, a few minor differences in the absence of particular area were notices in some streams; iv) better adjustments characterized the over achieving group, implying that higher achievement required to systematic and planned approach to preparing lessons, a proper distribution of time, careful attention in the classroom, taking of meaningful notes and the formation of expressive answers; v) a student who was elder than the average age in a particular class was more likely to belong to the under achieving group than a student of average age or below; vi) better health status was found associated with overachievement in mathematics and biology group only; vii) income, was found to distinguish the over from the normal and under achievers; viii) longer study hours distinguished the overachiever, and shorter ones were typical of the underachievers partially in all streams, ix) the over achiever had a positive work, x) a positive self-concept was associated with higher academic, achievement in mathematics, commerce and art streams; xi) the parents education was associated with academic achievement in mathematics and biology streams; xii) contrary to expectations the overachievers in the
mathematics group indicated difficulty in understanding the teaching of some subject and a lack of individual help from their teacher; and xiii) the underachievers were conspicuously of the opposite type, being unaware of their actual difficulties and their need for individual help. For different areas of adjustment scales, it was hypothesized that academically overachiever students will show higher scores on some of areas of adjustment as compared to academically under achiever students of high school students. The present hypotheses is confirmed as the findings of the above discussion along with the supportive studies are highlighting.

The present findings highlight that under achiever male and female are better as far as their intelligence level is concerned than the overachiever male and female but do not differ significantly with each other. Similarly, over achiever males have shown better performance than overachiever females, apart from this under achiever female groups is reported having higher intelligence level than under achiever female groups. That means under achiever male and female of different socio-economic status, over achiever male-female of different socio-economic status, overachiever male and female of different socio-economic status and overachiever male and female of different socio-economic status, are not differ significantly on overall intelligence scale, and as far as gender difference is concerned. For their different socio-economic status, it can be said on the basis of these
intelligence scores are not much influenced by the environmental factors such as school and classroom environment. The groups which have higher mean score on intelligence scale indicated that they have the capacity to handle the situation tactfully. They take their decision quickly and not only this they also have the capacity to influence others by their thought processes. The above view of present finding is supported by the following studies of Phillips (1998) Spry (1998), who reported that performance on scholastic achievement and basic cognitive measures by elementary school students with and without intelligence-achievement score discrepancies was examined to determine how basic cognitive measures relate to under achievement and to the shared and unshared variance seen between achievement and intelligence tests. Although performance differences on five variables, taken from a learning task, a techistoscopic threshold task, a reaction time task, a probe recall task and a self-paced probe recall task, suggested a possible tendency for poorer performance by under achieving subjects, no strong differential patterns of performance were seen between subject groups on the basic cognitive measures. A decision time measure from the reaction time task may identify unshared variance between intelligence and achievement measures. In another study Shu & Taylor (2001) studied behaviour problems, family factors and parental rearing styles in students with poor academic achievement. Ss in study group had behaviour problems, at a significantly higher rate than the rate in controls. In primary school students,
the behaviour problems mainly manifested as externalizing behaviour, such as hyperactivity and delinquency. In middle school students, apart from externalizing problems, obsession, anxiety and depression appeared as common internalized problems. The results demonstrated that Ss with poor achievement were punished more and received less care. Ss with poor academic achievement had more behaviour problems, which became more extensive with age. Parents of these children have more deficits in parenting. In another study Broaddus & Jacqueline (1995) examined group differences according to giftedness and academic achievement for acquisition and transfer of a strategy. 101 high achieving gifted, underachieving gifted, high achieving non-gifted, and average achieving non-gifted middle-school students orally solved sets of verbal and figural analogies across the phases: before being trained to use a strategy (baseline), after training, at proximal transfer (analogies from the trained domain), and at distal transfer (analogies from the non-trained domain). It was found that Ss who excelled on measures of intelligence, achievement, or both, tended to exceed their peers in spontaneous strategy implementation, strategy acquisition and generalization, and the number of analogies solved, suggesting that deficits in strategic functioning are 1 source of under achievement in the gifted population. For the variable of intelligence, it was hypothesized that there will be differences in the intellectual level between under achiever and over
achiever students. Present findings and the supportive findings confirmed the hypotheses.

It is observed and experienced by the researcher that generally, students who participate in extracurricular activities benefit academically. Students, school administrators and teachers, and parents all need to be aware of the effects that participation in extracurricular activities has on the academic performance of students. Furthermore, they also need to be aware of the specific extracurricular activities available to them and the effects that each specific activity has on academic performance. Not every child will benefit from or be impaired in the same manner that studies revealed concerning extracurricular activities. Each student performs at his or her own level of ability and one cannot expect excessive amounts of academic abilities from a child solely because he or she is actively involved in several extracurricular activities. Parents need to be cautious that they do not force their children into participating in activities for the sole purpose of increasing their academic performance. Children have likes, dislikes, and interests. There are some extracurricular activities that they will enjoy and others that will not fit their taste and personality. Parents need to determine where their students’ interests and abilities lie and allow them to participate in those, if they choose.
Of the numerous studies that have been made of academic achievement of American Indian students, only a few have examined levels of achievement in various types of schools, notably the extensive study by Coombs who found that Indian students who were enrolled in public schools achieved at a higher level on the average than did those enrolled in Bureau of Indian Affairs schools. However, since initial individual differences were not controlled statistically, differences in group achievement could not be attributed to the educational experiences provided to students by the schools. Although Coombs was careful to point out that differences in socioeconomic backgrounds of the students in the groups being compared may have accounted for the disparity in achievement levels, it became almost axiomatic, as a result of the findings of the study, that an Indian student would make greater academic progress in a public school than in a private school.

The overall self-concept was found to correlate positively with personal, social and overall adjustment, but not significant. The overall self concept as well as self concepts on sociability, temperament and morality were found to correlate negatively with achievement, but not significant. These correlations were, however, statistically not significant. All the six areas self concepts correlated positively with personal, social and overall adjustments. Many of these correlations were significant and a few of them
were not: self-concepts of physical appearance, intelligence and temperament did not correlate significantly with personal adjustment. Self-concept on status in the family did not show a statistically significant relationship with social adjustment. The present study corroborates the tenet that one's personal and social adjustment in life is positively related to one's overall self-concept. Intrapersonal adjustment or one's being at peace with oneself does not seem to be related to what one thinks of one's physical appearance, intelligence or temperament. Interpersonal adjustment or being adjusted in society, however, was found to be related to these conceptions. The study did not bear out the prediction that achievement would be related to self concept. How shall we interpret this finding? Maybe, achievement is independent of self-concept nothing more than a fairy tale! Or, could it be that examination marks are no achievement.

The moderate correlation between under achievement and over achievement with the different variables indicates that there was some tendency for better students to have greater differences between occupational desires and actual expectations than did poorer students. It will be noted that the coefficient of correlation between mental ability and vocational aspiration-expectation differential is almost identical to that between achievement and vocational aspiration-expectation. Possibly the Indian high school juniors and seniors of lower mental ability and academic standing are
cognizant of their limitations and, therefore, do not aspire as high vocationally as do the more intelligent students of higher academic rank. Many capable Indian students, aware of their potential, may desire high ranking occupations, but, because of problems endemic to their minority group status and, possibly, because of cultural influences that bear upon them, they may be doubtful about ever making their aspirations an actuality.

Some positive correlation is indicated between mental ability and value orientation. It would appear that to some degree students of higher intelligence have internalized more of the values usually associated with the dominant culture than have students of lower intelligence.

A moderate and rather substantial positive correlation exists between mental ability and self-concept and adjustment. It appears that the more acculturated students had greater differentials between occupational desires and occupational expectations than did less acculturated students. Perhaps students with a relatively high degree of acculturation have had more of the experiences that tend to raise occupational aspirations but are dubious of their chances of realizing them, while those of a lesser level of acculturation tend to expect and be satisfied with lower prestige occupations.

The relationships between academic achievement and self-concept were analyzed further, using a sample of all students for whom data had been gathered on all the variables. A significant relationship, but of lesser
magnitude, also was evident between self-concept and under achiever and over achiever students their scores on adjustment test.

Pearson product moment coefficients of correlation showed that mental ability, adjustment, self-concept as measured by three scales and achievement motivation via conformance were significantly related to achievement. Mental ability was highly related to achievement, as was expected. There was a substantial positive relationship between orientation to the adjustment scores of the dominant culture and achievement. The moderately high positive correlation between self-concept and achievement suggests that strong positive feelings about self are reflected to some degree in higher levels of achievement for under and over achiever students.

The academic performance of a student is considered to be influenced by a set of intellectual, non-intellectual and environmental factors working in dynamic interaction. Among the intellectual factors are scholastic ability and aptitude, academic attainment and the like. The non-intellectual factors cover a broad range of personality traits, motivation: study habits, vocational goals, etc. The environmental factors include selection procedures, standard of teaching, library and laboratory facilities, examination system and so on. The relative importance of these sets of factors may be typical in each case of academic achievement.
The self-concept serves a number of functions, including self-evaluation, self-actualization (the striving to reach one’s highest potential); determining whether behaviour will be inner-or outer-directed; and predicting the activities in which one will engage. As Maehr, views it, the self-concept has a motivational function and as a result steers most people into choosing life-styles and behaviours that combine maximum chances of success with maximum reward values. A de-emphasis is placed on activities in which the individual is less likely to achieve success or to receive satisfying rewards. A second aspect of this motivational component of the self-concept is that it directs behaviour. In other words, we are likely to seek out social situations and deal with conflicts in ways that are consistent and deal with conflicts in ways that are consistent with our self-concept.

The final aspect of the self-concept is its quality. Closely related to the concept of quality is self-esteem, which refers to the approving or disapproving nature of the individual’s view of the self. Self-acceptance versus self-rejection, another aspect of the quality of the self-concept, refers to whether or not the individual can live with and be happy with the self, generally speaking, the notion involved here is one of self-evaluation, an affective reaction to the self. Self-esteem is discussed in detail below.

Singh & Verma (1995) examined the extent to which academic aspirations and intelligence, influence scholastic success in 200 urban VS 200 rural males and females’ high class XI students. Intelligence was
measured using Raven’s standard progressive matrices, academic aspirations were measured by the academic aspiration scale, and percentage point average was the criteria for academic achievement. The conclusions drawn indicate that rural students, showed lower scoring on measures of intelligence, are better in scholastic achievement than their urban counterparts. Thus academic aspiration and intelligence are not considered as the true predictors of scholastic success.

Rao (1970) establishes the effect of individual intelligence of the pupils on their scholastic achievement. 500 8th grade boys of higher school were selected at random. The following independent variables were selected: intelligence, study habits, socio economic status, and school attitude, the dependent variable was scholastic achievement expressed in grade marks. Intelligence was measured by using Kuppuswamy’s socio-economic state scale. Study habits were determined by asking a series of prepared questions and using a rating scale. Measurement of school attitude was based on the technique of attitude scale construction. Achievement was measured by using the Janic Achievement test Battery and talking about the cumulative score on social studies, general science and mathematics. The techniques of multiple correlations and multiple regressions were applied and correlation coefficient, regression equation and its coefficients were determined, it was found that the students intellectual level was the
predominant factor which determined this scholastic achievement 64% of the variation in intelligence (r = .8) Socio-economic status was related to intelligence (r = .45) No substantial relationship existed between study habits or school attitude and intelligence.

**Sharma (1972)** Aimed at identifying the over achievers and under achievers and compared them with some personality factor. The result showed that, (i) There were significant differences among the over achievers, average achievers, and under achievers, with regard to their adjustment in the school home, social and religious and miscellaneous areas, (ii) The over achievers had better adjustment than the under achievers in all area of adjustment. (iii) Three types of discrepancy scores were obtained the positive scores which indicated that the actual academic achievement scores exceeded the predicted academic achievement scores, the negative scores which showed that the actual achievement scores fell short of the predicted achievement scores and the negative scores which showed on exact correspondence between the actual achievement score and the predicted achievement score. (iv) The discrepancy score were independent of the error of measurement. (v) Those who had more effective adjustment in the school home social and religious and with urban. (vi) Academic achievement was significantly related to the student’s participation in extracurricular activities. (vii) Academic achievement status and mother education.
Srivastava Akhilesh (1997) studied inter correlated six variables habit, general adjustment, reading ability, academic motivation, and total number of problems in family, school economic and recreational area of life. All were found to differentiate significantly between four groups of achievers under, over high and low each variable was further correlated with the achievement and intelligence scores of these 4 groups, phi coefficients were employed, each of which was converted into chi squared to find its level of significance results indicate the following: (i) All the 6 variable significantly correlated with each other except reading ability and total adjustment. (ii) Reading ability, study habits, and academic motivation were more strongly related to achievement than 3 measures of personality, (iii) Except for reading ability all the variables had a low correlation with intelligence.

Mathiasen (1984) Reviews over 60 students that investigated the predictors of college academic achievement current research in this area approach to focus on high school performance, college entrance examinations study behaviours and attitudes and personality traits findings indicate that in general, successful/college students excelled in high school obtained high score on college entrance examinations, possess good study habits and appear to be more introverted, more responsible, more academically motivated, and more achievement oriented than most college students. It is suggested that continued research in this area will strengthen the theoretical base of college admission procedure and policies and will provide insights for the
prospective college student into the characteristics of the successful college student.

**Lazano, A.B. et al. (2003)**: The results show that academically overachieving pupils tend to adopt deep and mixed meaning-oriented motivational approaches to a greater extent than others, whereas academic underachievers usually prefer to adopt superficial and motivational achievement approaches of a superficial nature.

**Gupta (1981)** conducted a study of parental preferences in relation to adolescents personality, adjustment and achievement through purposive sampling, 3404 cases were involved at one stage or other of the study. The study depicted that parents as a group tended to show varying parental preferences in different, spheres while some tended to exist as core preferences, these preferences were primarily focused on higher academic achievement followed by the physical and social fields and tended to neglect influences of tradition, culture and Indian norms while adolescents from joint families tended to exhibit significantly better educational, social and health adjustment, emotional adjustment and home adjustment were independent of family type. A higher desirability of parental preferences in social field resulted in better educational adjustment though achievement was function of socio-economic status, it was independent of family size and type. An inverse relationship existed between the desirability of parental preferences and the achievement of
adolescents. While no single effect was found to be strong to cause delinquency, the tendency manifested more among adolescent of extreme achievement graphs. Low desirability of parental preferences resulted in significantly higher delinquency, among average achievers. Those with low level of achievement and adjustment were significantly more delinquent even when their parents had high and average desirability of parental preferences. Creativity was manifest significantly more among those with poor and average achievement. Students with poor achievement were more creative when desirability of parental preference was of average level. Students with high and average adjustment were significantly more creative.

The present study explores the relationship among intelligence, self-concept, adjustment and academic under achievement over achievement among male and female adolescents. The definition of under achievement, the assumption that all under achievers are alike, the use of self-report data as the sole source of information about family dynamics, lack of examination of the role of siblings, and a paucity of research on the interaction among the families of the Academic-Problem Under achiever. The present study employed an observational methodology in which under achieving male adolescents experienced symptoms anxiety, depression acting out oppositional behaviour i.e., the Academic Problem. In particular, underachievers' adolescents who have also showed some
internalizing and/or externalizing symptomatology manifested significantly lower levels of functional interaction patterns (e.g., communication patterns, demonstration of assertiveness, and listener responsiveness behaviours) compared to the overachieving adolescents. This, among other things, provides further validation of the existence of the Academic Problem group of underachieving adolescents. In addition, the differential role of mothers and fathers in terms of their level of interaction and involvement in the family as well as their differential treatment of their children, especially in the clinical groups. The importance of siblings in the family matrix and in understanding the intricate dynamics in families was also highlighted by the results. The implications of these findings are discussed along with suggestions for future research.

The high achieving students possessed a passionate desire towards some identified accomplishment and through their self-system beliefs created circumstances which facilitated the pursuit of this accomplishment. Intrinsic motivation, long term goals, self-efficacy, self-regulation, strategic effort, and a belief in incremental intelligence comprised the high achieving students’ theory of success. In accordance with motivational theories, the low achieving students believed that intelligence was static and that inherent ability was a determining factor for success in school. Therefore, they worked far below their academic
potential, by placing social activity as a priority over academia. The concept of superior ability, or giftedness, a related issue has come to light; the fact that many of our brightest students are not achieving to their potential. Researchers have not arrived at a single clear explanation for this behaviour or met with success in consistently reversing underachievement. Given that some of the best minds in the social sciences have been steadily attacking this problem without reliable success, how is it that some students have managed to self-intervene and reverse former poor performance? And, what factor(s) do they perceive as being critical to both their underachievement and subsequent success? Was there some particular moment when they suddenly decided to change? How did individuals who had been consistently told as students they would never amount to anything become self-fulfilled, competent, and successful citizens? Questions examined individual experiences of giftedness, related educational benefits and other issues, familial factors, social factors, and other pertinent information related to overachievement and underachievement as well as perceptions related to both the moment and process of change. It can be said that students who possessed both high intelligence and intellectual self-esteem, but who would not play the school game. Participants came from families where important survival tactics such as study skills, self-regulation techniques, met cognitive processes. Lack of success in school led to years of personal difficulty,
including substance abuse and suicidal tendencies, leading to hitting bottom. After hitting bottom, each made the conscious choice to change, which included a return to college to successfully complete formal education. It can be concluded that students become successful in college if they are inspired by long term goals that are connected with college study, students who attribute success to strategic effort are more apt to succeed in college than students who attribute succeed.