CHAPTER - VI

SUMMARY CONCLUSION

LIMITATIONS & SUGGESTIONS

The present investigation attempts to Study The Intelligence, Adjustment, Self-Concept Of Under And Over Achiever School Students As Related To Their Socio-Economic Status.

The problem may further be spelt out in its objectives as follows:-

1. To assess the areas and degree of adjustment among academically under and over achiever students of different socio-economic status.
2. To measure the level of intelligence among academically under achiever and over achiever students of different socio-economic status.
3. To measure the level of self-concept among academically under achiever and over achiever students of different socio-economic status.
4. What is the pattern of relationship among all these three variables for different socio-economic status like higher, middle and lower respectively.

HYPOTHESES:

In order to find out the different type patterns of self concept, intelligence, and adjustment level among academically underachiever and academically
overachiever adolescents high school, the following alternative hypotheses is formulated.

1. There will be significant difference for different areas of adjustment among academically under achiever and over achiever students of various categories of socio-economic status.

2. There will be significant difference for different areas of intelligence among academically under achiever and over achiever students of various categories of socio-economic status.

3. There will be significant difference for different areas of self-concept among academically under achiever and over achiever students of various categories of socio-economic status.

4. The pattern of relationship among all the three socio-economic status will vary from each other.

**RESEARCH DESIGN:**

The present investigation attempt to study of social economic status in relation to intelligence, adjustment, self concept of academic achievers.

In such an approach the variables under study are not directly manipulated rather variation in the variable of interest is achieved by some sort of selection procedure.
a) In the present study, a set of independent variable is intelligence, adjustment and self-concept of under and over achiever of school students, whereas a set of dependent variable is different socio-economic status like higher, middle and lower respectively.

b) A comparison of academically under and academically over achiever adolescents, degree of change in the level of adjustments and intellectual level as well as the level of adjustment in different area.

**CONTROL:**

1. For the present investigation, higher socio-economic status represents total annual income more than 12 Lac.
2. Middle socio-economic status will come under the salary in between 4-8 Lac per annum.
3. Lower socio-economic status will represent the salary in between 1-2 Lac per annum.
4. The same sequence of test is followed for all the subjects of two groups (under and over achiever) to control sequence relevant variable.
5. Age ranged for all the subjects was in between 16 to 19 years.
6. The subjects taken from government as well as from private schools.
7. The overachiever and under achiever were selected on the basis of their past two years academic records in the schools, above 80% was treated as over achiever and below 40% were treated as under achiever.
The extreme groups will be made on the basis of over and under academic achievement. The procedure administration and instruction were followed according to the responsible test manual.

SAMPLES:

For this research work, the Incidental-purposive sampling technique is used for the selection of the subjects. In all, there are 240 school students (it includes 120 boys and 120 girls). 40 students belonging to higher, middle and lower socio economic status of each gender group; and 20 over achievers and 20 under achievers in each gender and SES group. All the school students are in the age range of 16 to 19 years and studying in the secondary and higher secondary schools of Aurangabad city. All the psychological test in form of self-report inventories are administered to the students individually or in the group situation in their classes according the availability of the students. In all there are 12 subgroups, each consists of 20 subjects and the entire sample is composed of 240 subjects The procedure is followed according to the test manuals.

In all there were eight subgroups and each consist of twenty subjects and entire samples were consists of 240 subjects.
TESTS:

In the present research study the main variables are self concept, intelligence, adjustment and under & over achiever.

Self-concept Inventory:

To measure Self-concept among children Self-concept Questionnaire by Saraswat & Gaur (1984) was used.

Raven’s Progressive Matrices: (Raven 1960)

To measure intelligence level Raven’s Progressive Matrices: (Raven 1960) is used. It was constructed on the a prior assumption that if Spearman’s principles of associations were correct, it should provide a test suitable for comparing people with respect to their immediate capacities for observation and clear thinking.

Adjustment Inventory: Sinha & Singh (1982)

To measure the adjustment of the student Sinha & Singh (1982) adjustment inventory was used. The adjustment inventory has been designed for use with Hindi knowing school students of India. The inventory seeks to segregate well adjusted secondary school students (age group 14 to 18 years) from poorly adjusted students in three areas of adjustment: Emotional, Social and Educational.
A sample of 240 school students were selected out of which 120 were underachiever and other 120 were overachiever of higher socio-economic status, middle socio-economic status and lower socio-economic status.

CONCLUSION:

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: 804th-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 under achiever male-female and over achiever male and 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 psychotics, 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.

LIMITATIONS & SUGGESTIONS:

In the present investigation, under achiever and overachiever high school students were studied against their gender difference. The findings of present investigation open the door for certain suggestions which researcher is felt on the basis of his experience during the research process. In the present investigation, a sample of 240 subjects was selected from private school. If a sample from government schools of Hindi Medium and English Medium is undertaken and similarly, if the sample is taken of same nature from private schools, it will give a new direction to the findings.
In the present investigation, the variables like Self-concept, Intelligence and Adjustment were studied, but it suggested that some variables should be taken in such type of nature of research problem to make it more effective viz. level of security among students, family environment, classroom environment and self-concept of the subjects.

It is also suggested the matching of sample in respect to their IQ level will give more significant picture of under achiever and over achiever as far as their scores on Self-concept Intelligence Test and on Adjustment Inventory. It will be more helpful and having more external validity of the research, if before and after design is used having guidance as independent variable. In other words, after getting the scores on Self-concept Inventory, if the students have certain sessions of guidance then the implication of the finding may be wider.

The factorial structure of all the response measure will give a direction for the researcher of which variable is dominating more either in underachiever or in overachiever subjects, so in such type of research, factor analysis can be used for better interpretation of the findings.

Regarding the age group of the sample only 15-19 years of age students were considered. These results can be matched with the other age group of students. In future, the subject can be selected randomly from different regions of Aurangabad District.
Several limitations to this study existed. The sample population consisted only of junior high school students enrolled at different schools of Aurangabad city. Because all students surveyed were from the same private school, the variety of responses was probably biased. In addition, the quality of the activities each student recorded on their survey is not known. Although the findings for this study pertain mainly to the students of private school of Aurangabad city, a general trend cannot be observed and conclusions cannot be drawn for all types of the schools.