



Study of Home Environment in Relation to under-Achievement of Higher Secondary Students

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Abstract: *This study attempts to study the home environment 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 Home environment 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 home environment. It concludes that home environment makes significant difference between underachievers and overachievers.*

Keywords: Home Environment, Higher Secondary Students, Under Achievement

Introduction

In a nation like India, the students studying at higher secondary level belong to varied social background in reference of socio economic status, educational background of the parents, home and family environment and traditional thoughts of the parents. The ultimate aim of education 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 social inadequacies. One of major factors suspected to influence this sort of academic failure is the student's home environment. 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 home environment of the students 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 home environment in relation to underachievement that might be operating and causing underachievement. This study intends to find out how far home environment is related to underachievement of students at higher secondary level.

Home environment is specially defined for the purpose of this study as the parent-child relationship, parent-parent relationship and sibling relationship. It is presumed that these relationships happen to structure a unique kind of environment

in the home which may influence children's academic behaviour and achievement for measuring this variable.

Objectives

1. To study the nature of home environment of higher secondary students.
2. To classify the students as underachievers and overachievers
3. To study the nature of home environment of underachiever and overachiever students.
4. To compare the home environment 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 home environment 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, home environment 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, Scores obtained by students in Board Examinations and Home Environment Inventory developed by the researcher herself were used.

Data Analysis Techniques

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

Table-1

Summary of t-test for significance of difference between means of underachievers and overachievers on home environment

Variable	Under Achiever (N = 250)		Over Achiever (N = 185)		t-value
	Mean	S. D.	Mean	S. D.	
Home Environment	53.38	15.09	60.392	15.952	4.637

It is evident from Table-1, that t-value between the means of underachiever and overachiever students on home environment was found to be 4.637 which was significant at 0.01 level of significance. This reveals the fact that underachiever and overachiever students differed significantly on home environment. It concludes that home environment makes significant difference between over and underachieving students. It is, therefore, inferred that home environment does influence the academic underachievement of higher secondary school students. Unfavourable home environment seems cause student's academic underachievement.

Conclusions

The main purpose of this empirical research was to establish whether home environment is associated in any way with the academic underachievement of higher secondary students. The findings of the study indicates that home environment is significantly associated with students academic underachievement. This study throws light on the behaviour influence of academic achievement. If academic achievement is considered to be a part of the total behaviour, then psycho-social factors must constitute important dimensions of scholastic success. The



study may contribute additional information about how social factors are related to achievement.

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