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**Title of the Thesis:** "A Study of Underachievement in Science in Relation to School Environment, Academic Stress and Socio-Economic Status of Secondary School Students".

### Abstract

Achievement is the performance of the pupil's accomplishment in a subject. The study investigated on underachievers in science of 9th standard students selected from 8 Government and 8 Government-Aided secondary schools of Faridabad district of Haryana state. Ten research objectives and ten hypotheses guided the study. Achievement test in science prepared and standardized by the researcher was used to measure the achievement of the students in science. RPM was used to measure the intelligence of the students. The raw score of achievement test in science and intelligence were converted into standard scores. All those students who scored at least 1Z- Score less in achievement test in science in comparison to the scores obtained in intelligence test were selected as sample and considered as underachievers in science. After that school environment inventory, Scale for Assessing Academic Stress and Scale for Assessing Socio-economic Status was applied on the sample. Statistical tools such as mean, Standard deviation, t-ratio and Pearson's Correlation was used to analyze the data.

### MAIN FINDINGS OF THE STUDY

#### FINDINGS: RELATED TO SCHOOL ENVIRONMENT

1. A significant difference was found between male and female underachievers in science with respect to the cognitive encouragement and control dimensions of school environment, while no significant difference was found between male and female underachievers in science of secondary schools with respect to creative stimulation, acceptance, permissiveness and rejection dimensions of school environment. Girls perceived more controlling school environment than the boys. Boys were more cognitively encouraged than the girls.
2. Government-Aided schools provide better conditions and opportunities in creative stimulation, cognitive encouragement, acceptance, permissiveness and controlling to its students.
3. A positive and significant correlation was found between achievement score in science and school environment of secondary school students.
4. The Government secondary school students perceived more rejecting school environment than Government-Aided school students.

#### FINDINGS: RELATED TO ACADEMIC STRESS

1. Considerable 73.25% (293 out of 400) underachievers in science were found under high level of academic stress, which is not a good sign. Such students need due attention as they might show abnormal behavior and prone to suicidal tendency also.

2. Overall boys showed a little higher level of academic stress among them.
3. There is no significant correlation between underachievers' achievement scores in science and academic stress of male secondary school students.
4. There is no significant correlation between underachievers achievement scores in science and academic stress of female secondary school students
5. Overall Government-Aided Secondary School Students showed a higher level of academic stress in comparison to the overall level of academic stress among Government School Students.
6. A positive correlation was found between academic stress and cognitive encouragement, acceptance and control dimensions of school environment of underachievers in science of secondary schools. No significant correlation was found between academic stress with permissiveness and rejection dimensions of school environment respectively.

#### **FINDINGS: RELATED TO SOCIO-ECONOMIC STATUS**

1. The socio-economic status of Government-Aided school students was found to be higher than the student studying in Government schools.
2. A significant correlation was found between underachievers' achievement scores in science and socio-economic status of secondary school students. It implies that the socio-economic status of the students affect the achievement of the students significantly as the correlation is statistically significant.
3. A significance difference was found between the mean scores of socio-economic status of underachievers in science of Government and government- aided secondary schools where as no significant difference was found between socio-economic status of boys and girls. It implies that overall male and female showed same level of Socio-economic Status.
4. A low degree of positive correlation was found between socio-economic status and creative stimulation, cognitive encouragement, acceptance, and permissiveness dimensions of school environment. While negative correlation was observed between Socio-economic Status with rejection, and control dimensions of school environment.
5. A significant correlation (at 0.05 level) was found between academic stress and socio-economic status of underachievers in science of secondary schools. Thus, it is required to raise the socio-economic status of underachievers in science of secondary schools to reduce the academic stress.

#### **INTERACTION EFFECT**

1. No significant interaction effect was found between the male and female underachievers in science in relation to school environment, academic stress and socio-economic status.
2. Statistically a significant interaction effect was found between Government and Government-aided schools underachievers in science in relation to school environment, academic stress and socio-economic.