A STUDY ON SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF STUDENTS AT SECONDARY LEVEL

N. Gunasekar

P.G. Assistant in Economics Govt. Hr. Sec. School, Elada, Kottagiri (Tk), Nilgiris District

Dr. N. Pugalenthi

Associate Professor in Biological Science, SRKV College of Education, Coimbatore

Abstract

The present study was conducted to expect the self-concept and academic achievement of students. The sufficient comprised of six hundred IXth class students (335 boys and 265 girls) from the government, aided, and matriculation secondary schools of Nilgiris educational district. The data were obtained by using self-concept scale developed by the investigator, academic achievement scale developed by the investigator. The finding the estimate of self-concept of students on the basis of academic achievement is significantly higher as compared to their distinct likelihoods.
Key Words: Self-Concept, Academic Achievement, Secondary Level, IXth Class Students.

Introduction

Education is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighbouring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of students self-concept. Individuals will have self-concept, academic achievement, is all stages of life, So that people try for their self enhancement. The self-concept during student's period influences their self-confidence, positive attitudes.

Self-Concept

In the present study self-concept is a positive attitude of oneself towards one's self concept. It is an attribute of perceived self. Self-concept refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self – evaluation. Self-concept is the conviction that one is generally capable of producing desired results. Increase in self-confidence helps to develop innate qualities of self-worthy and competency by the reinforcement. Self-concept is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-concept grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment. In general, self-concept refers to an individual's ability to act effectively in a situation to overcome obstacles and

to get things to go alright. Self-concept is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term Self-concept is used to refer to individuals' judgment about themselves. Children with over all high self-concept are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers.

Academic Achievement

An achievement is all an obtaining for a exertion or an accomplishment of an effort. Achievement is thus an attainment, a proficiency gained or an ability required. In the field of education an achievement is the amount of knowledge or skills that a student has learnt in a particular field or subject. It is an exposition of his present level of performance. Quality of performance has become the key factor for personal progress. Parents desire that their students climb the ladder of performance to as high a level as possible. In school, great emphasis is laid on achievement right from the beginning of formal education. So, lot of time and effort of the schools are used for helping students to achieve better in scholastic endeavours.

Review of Related Literature

Affum-Osei Emmanuel et.al (2014) investigated the relationship between achievement motivation, academic self-concept and academic achievement of high school students. In addition, the study found out the students profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. A total of 120 students selected from four high schools participated in the study. The Inventory of School Motivation (ISM) developed by Mclnerney & Sinclair (1991) and The Self-Concept Scale by Cambra & Silvester (2003) were administered on the sample to assess their motivation and self-concept respectively. Percentages, and Pearson Product Moment Correlation Co-efficient were used to analyse the data. The results showed that, majority of the high school students were highly motivated, have high self-concept and performed well on the Mathematics Achievement test. The study also found a significant correlation between self-concept and academic achievement. Again, there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant. The study confirms the importance of achievement motivation and academic self- concept to academic achievement and concluded by making insightful suggestions and recommendations to stakeholders in education in helping students to enhance their motivation and self-concept to improve on their academic performance.

Dr. Neeti Naveen (2016) conducted a study on the Self Concept in relation to under-achievement of students at higher secondary level. A sample of 631 students was randomly selected from the schools in Moradabadt districct. They were administered Jalota's Verbal Group Test of General Academic achievement and Self Concept 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 self concept. Underachiever students have significantly low self concept that of overachiever students.

Dr. Sita Chetri (2014) undertaken to study the self concept and achievement motivation of adolescents and their relationship with academic achievement. The sample for the investigation comprises 480 boys and girls of class X[th] from various government and non government managed schools within the age range of 16-17years, from urban and rural areas. One of the findings of the study was that no significant difference was observed in the self concept of the student in gender, locale and management variation. The second finding was in respect of non significant difference in achievement motivation with regard to gender and locale variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation. The study revealed significant relationship between the two variables of self-concept, achievement motivation and academic achievement.

Statement of the Problem

A Study on Self- concept and Academic Achievement of Students at Secondary level

Objective of the Study

1. To find out the self-concept that difference between secondary level students.
2. To find out the academic achievement that difference between secondary level students
3. To find out the self-concept that is available between secondary level students due to variation in there, gender and locality of the school.

Hypotheses of the Study

1. There is no significant difference between boys and girls secondary level students on self-concept.
2. There is no significant difference between boys and girls secondary level students on academic achievement.
3. There is no significant difference between urban and rural secondary level students on self-concept.
4. There is no significant difference between urban and rural secondary level students on academic achievement.

Methodology

Methodology makes the most important contribution towards the environment of any study. Survey method of research was employed by the investigator.

Sample for the Study

In the present study sample of 600 students (335 boys and 265 girls) were taken using proportionate simple random sampling technique.

Variables for the Study

The independent variable of the study was self-concept, academic achievement and the researchers have taken demographic variables of gender and locality of the school.

Tools for the Study

Tools used to be;
   i. Self-concept scale Test by Chandrasekaran. S (2001) and revalidated by the investigator in 2016.
   ii. Marks obtained in the IXth class of state board, aided and matriculation board for assessing the achievement of secondary level students.

Statistical Analysis

In the present study to compare the higher secondary school students on the self-concept and academic achievement Mean, S.D, t-test of a range of was used. For the purpose of the analysis, differential analysis techniques were used. The level of significance was set at 0.05 levels.

Analysis and Interpretation of Data

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the difference between the variables, which lead to the verification of hypothesis. This is achieved with the logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

Table: 1 Significance of difference between the boys and girls level self-concept scores

Gender	N	Mean	S.D	't' Value	LS
Boys	335	54.22	17.77	0.65	NS
Girls	265	54.88	18.04		

*LS - Level of Not Significance

It could be observed from table: 1 the computed 't' value 0.65 is Not Significant at 0.05 level. It suggests that the secondary boys and girls Not Significantly differ in their level of self-concept hence the null hypothesis 1 is accepted.

Table: 2 Significance of difference between the urban and rural level self-concept

Locality of the School	N	Mean	S.D	't' Value	LS
Urban	390	53.08	16.86	0.13	NS
Rural	210	55.29	18.37		

*LS - Level of Not Significance

It could be observed from table: 2 the computed 't' value 0.13 is Not Significant at 0.05 level. It suggests that the secondary urban and rural Not Significantly differ in their level of self-concept hence the null hypothesis 2 is accepted.

Table: 3 Significance of difference between the boys and girls level academic achievement

Gender	N	Mean	S.D	't' Value	LS
Boys	335	67.44	9.94	0.49	NS
Girls	265	68.02	10.83		

*LS - Level of Not Significance

It could be observed from table:3 the computed 't' value 0.49 is Not Significant at 0.05 level. It suggests that the secondary boys and girls Not Significantly differ in their level of academic achievement hence the null hypothesis 3 is accepted.

Table: 4 Significance of difference between the urban and rural level academic achievement

Locality of the School	N	Mean	S.D	't' Value	LS
Urban	390	69.87	10.48	0.0001	NS
Rural	210	66.52	10.08		

*LS - Level of Not Significance

It could be observed from table:4 the computed 't' value 0.0001 is Not Significant at 0.05 level. It suggests that the secondary urban and rural Not Significantly differ in their level of academic achievement hence the null hypothesis 4 is accepted.

Conclusion

From the above said findings, we can conclude that the boys students are different on self-concept as compared to girls students. The boys students are different on academic

achievement as compared to girls students. The rural school students better performance of self-concept as compared to urban school students. The rural school students better performance of academic achievement as compared to urban school students. Based on the finding and discussions, it could be concluded that we must develop a self-concept and academic achievement of students at secondary level and aspire them for good self-concept. In the context of liberalization, privatization and globalization of education, a healthy, productive, creative and innovative education is the need of the hour. The performance development of any area requires integrated personality of society. Based on the finding and discussions, it could be concluded that we must enlarge positive attitude, self-confidence, self-esteem and positive self-concept among secondary level school students. Secondary level school student's self-concept and academic achievement helps to make the performance better. The young generation should be self-confident and academic performance to do better in their professional career and able to face the any positions in future.

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