A Study of Achievement in English of the Students of XI Standard about Self Concept

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Abstract
The study was conducted using a self-concept rating scale and achievement test in English. Inferential statistical techniques were done. The sample consisted of 240 students covering various demographic variables. It was manifest that there was a significant difference in the mean scores of Self-concept among students in terms of gender, types of institutions, the medium of instruction, socioeconomic status. In the mean scores of self-concept among students in terms of locality, there is no significant difference. There was a considerable difference in the mean scores of academic achievement in English in terms of area, the medium of instruction, socioeconomic status. Correlation analysis revealed that there was a high positive correlation between self-concept and performance in English.
Keywords: self-concept, correlation, achievement in English, gender, types of institutions, the medium of instructions and socio-economic status, inferential statistical techniques.

The Rationale for Teaching English

Though a foreign language English always occupied a unique position in the educational system in India. Even after independence, it continues to be a significant language having a prestigious place in our society. An important factor that has made the retention of English in India is its status as lingua franca. The following are the reasons for teaching English as the second language in our country.

- The importance of English is realised much because of the emerging jobs in Business Process Outsource (KPO) where it is not possible to work without the working knowledge of English.
- English is the most common language to communicate scientific, technological, academic and international trade information.
- In an increasingly interconnected world, a good knowledge of English is a great advantage for many jobs. The most widely used language for international business is English.
- Most academic publications across a range of fields are in English.
- The English language has dominated the Internet and media.
- As the primary language of most of the world's largest companies and producers, English has emerged as an international language of commerce.
- In India, the use of English has been very smooth, and its practical importance is attested by the fact that our Constitution and laws are written in English.
- Its extensive use in the public sector, private sector and the Central government also reveal its growing importance.
- English is of great importance for India also an important international language an in global meets and forums.

- There are so many cultures and languages in use; English can come in handy for fostering national integration for a country like India.
- Delivering excellent customer service, meeting new people from all over the world, learning about different technologies and cultures and working in a team at various locations and all these are possible with sound knowledge and skill of English. The English language becomes a sign of social status in our country If a person can send their children to English medium institution he feels happy and satisfied.

Self Concept

Self-concept or Self-identity is the conceptual and metal understanding and persistent regard that sentient beings hold for their existence. It is a complete understanding of his or her self and knowledge. The self-concept is different from self-consciousness. It is a preoccupation or awareness with one's self. Physical, psychological, and social attributes are the components of self-concept, which can be influenced by the attitudes, habits, beliefs and ideas of the individual.

One's self-concept influences how one regards both the environment and oneself. The self-concept or a mentally healthy person is consistent with his or her thoughts, experiences and behaviour. People may maintain a self-concept with their true feelings to win the approval of others and "fit in", professionally or socially. This involves repressing their true beliefs and impulses, which causes them to become alienated from themselves eventually, distorting their own experience of the world and limiting their potential for self-actualisation, or fulfilment. The gulf between a person's self-concept and the individual's actual skills, which Rogers called incongruence is a constant source of anxiety and can even result in mental disorders. A healthy self-concept is flexible and allows a person to confront new experiences and ideas without threatening.

Self-concept also plays a vital role in the social perception-the process by which one forms impressions of others, have been pointed out by social psychologists.

Attribution-how one explains the causes of one's owns and other people's behaviour is mainly influenced by our self-concept. Social learning theory is also concerned with how one view himself, especially in term of his perceived impact on one's environment. In the first significant theory of social learning, Julian B. Rotter claimed that the expected outcome of an action and the value one places on that outcome determine much of one's behaviour. Positive self-concept will make them believe they will succeed at a task behave in ways that lead to success. He developed subsequently with two colleagues namely Rotter designated variables based on the ways that individuals habitually think about their experiences with a general theory of Personality. One of the most important was the I-E. Which distinguished "Internals". Who thinks of themselves as controlling events, from "externals" who view events as mainly outside their control. Internal-external orientation affects a variety of behaviours and attitudes.

Significance of the Study

The Self-concept theory always had a strong influence on the emerging profession of counselling. **Prescott Lecky (1945)** contributed to the notion that self-consistency is a primary motivating force in human behaviour. **Raimy (1948)** introduced measures of self-concept in counselling interviews and argued that a process of altering the ways that individuals see themselves is called the psychotherapy.

Carl Rogers (1947) was the most influential and eloquent voice in self-concept theory which introduced the whole system of helping built around the importance of the self. The person is the central ingredient in human personality and personal adjustment, in Rogers' view. Rogers explains the self as a social product, developing out of interpersonal relationships and striving for consistency. There is a tendency towards self-actualisation and development so long as this is permitted and encouraged by an inviting environment in every person. **(Purkey & Schmidt, 1987)**

The Problems Stated

To what extent attainment in Self-concept and Values shall be correlated with Academic Achievement in Chemistry?

Objectives

The following objectives were framed for the study

1. To assess the level of attainment in Self-concept of the students of XI standard.
2. To measure the extent of Achievement in English.
3. To find out the correlation between Self-concept and Academic if it exists.
4. Achievement in English

Hypotheses

1. No significant difference in the mean scores in Self-concept among students in terms of Gender
2. No significant difference in the mean scores in Self – Concept Among students in terms of Types of Institutions.
3. No significant difference in the mean scores in Self-concept among students in terms of Locality
4. No significant difference in the mean scores in Self – Concept among students in terms of Medium of Instruction
5. No significant difference in the mean scores in Self-concept among students in terms of Socio-Economic Status
6. No significant difference in the mean scores of Academic achievement in English among students in terms of Gender
7. No significant difference in the mean scores of Academic Achievement in English
8. No significant difference in the mean scores of Academic achievement in English among students in terms of Locality
9. No significant difference in the mean scores of Academic achievement in English among students in terms of Medium of Instruction
10. No significant difference in the mean scores of Academic achievement in English among students in terms of Socio-Economic Status

Instrumentation

This section covers the construction of the tools of the investigation employed in the study. The study needed value attainment, Self-concept rating scale. And Achievement test in English structured by the investigator.

Self Concept Rating Scale

Self-concept of the students was measured with a Self-concept rating scale. This test consists of 60 items which have been validated.

The Self concept is a broader trait which includes so many entities such as self-image, self-realisation, self-actualisation, self-regard, self-abnegation, self-denial, self-acceptance, self-rejection, self-motivation, self-evaluation etc.,

Self-concept questionnaire includes statements which attempt to evaluate the value orientation of the respondents in terms of personal, social, parental relationships.

The list of traits cannot be termed complete as there are ever so many related traits with Self-concept, The investigator has taken into consideration the level of students for the purpose of measuring the Value attainment of the students.

Achievement Test in English

Achievement test in English incorporates a hundred questions covering a few units in English from the textbook prescribed by the Textbook Corporation of Tamil Nadu.

The questions are based on taxonomical approach. The test items were subjected to scrutiny by an expert team, the members who had a long period of experience in teaching English at the higher secondary level.

The investigator framed the questionnaire bearing in mind the difficulty level of the students. The discriminative index and difficulty index have been appended in the pages to follow.

Hypothesis - 1
Null hypothesis

No significant difference in the mean scores in Self-concept among the students in terms of Gender.

Table 1: Difference in Students due to Gender

Sex	N	Mean	SD	"t" value	Sig.
Boys	120	214.92	22.04	2.56	S
Girls	120	222.74	30.08		

There is a significant difference in the mean scores in Self Concept between the students in terms of Gender.

Hypothesis - 2
Null hypothesis

No significant difference in the mean scores in Self-concept among the students in terms of Type of institutions.

Table 2: The difference in Students due to Type of institutions

Type of Institution	N	Mean	SD	"t" value	Sig.
Government	120	204.74	27.89	3.38	S
Management	120	224.69	24.38		

There is a significant difference in the mean scores in Self-concept between the students in terms of Type of institutions.

Hypothesis - 3
Null Hypothesis

No significant difference in the mean scores in Self-Concept among the students in terms of Locality

Table 3: The difference in Students due to the locality

Locality	N	Mean	SD	"t" value	Sig.
Urban	160	288.82	31.13	0.17	NS
Rural	80	288.13	32.43		

No significant difference in the mean scores in Value Attainment between the students in terms of Gender.

Hypothesis - 4
Null hypothesis

No significant difference in the mean scores of Self Concept among the students in terms of Medium of Instruction

Table 4: The difference in Students due to the medium of instruction

Medium	N	Mean	SD	"t" value	Sig.
Tamil	160	276.80	34.28	5.82	S
English	80	300.90	28.86		

There is a significant difference in the mean scores in Value Attainment between the students in terms of Types of institutions.

Hypothesis - 5

No significant difference in the mean scores of Self Concept among the students in terms of Socioeconomic Status

Table 5: The difference in Students due to SES

SES	N	Mean	SD	"t" value	Sig.
Low	75	284.26	31.25	4.95	S
High	165	305.29	28.64		

There is a significant difference in the mean scores in Achievement in self-concept between the students in terms of Gender.

Hypothesis - 6
Null hypothesis

No significant difference in the mean scores of Achievement in English among the students in terms of Gender.

Table 6: Difference in Students due to Gender

Sex	N	Mean	SD	"t" value	Sig.
Boys	120	68.26	9.87	1.71	NS
Girls	120	70.21	7.89		

No significant difference in the mean scores of Achievement in English between the students in terms of Gender.

Hypothesis - 7
Null hypothesis

No significant difference in the mean scores of Achievement in English among the students in terms of Type of institutions.

Table 7: The difference in Students due to type of institutions

Type of Institution	N	Mean	SD	"t" value	Sig.
Government	120	63.41	10.63	12.49	S
Management	120	79.23	9.28		

There is a significant difference in the mean scores of Achievement in English between the students in terms of Type of institutions.

Hypothesis - 8
Null hypothesis

No significant difference in the mean scores of Achievement in English among the students in terms

of Locality.

Table 8: The difference in Students due to Locality

Locality	N	Mean	SD	"t" value	Sig.
Urban	160	76.24	9.62	10.76	S
Rural	80	61.56	10.57		

There is a significant difference in the mean scores of Achievement in English between the students in terms of Gender.

Hypothesis - 9
Null hypothesis

No significant difference in the mean scores of Achievement in English among the students in terms of medium of instruction.

Table 9: The difference in Students due to Medium of Instruction

Medium	N	Mean	SD	"t" value	Sig.
English	80	74.39	11.23	7.88	S
Tamil	160	61.28	9.87		

There exists a significant difference in the mean scores of Achievement in English among the students in terms of medium of instruction.

Hypothesis - 10
Null hypothesis

There will be no significant difference in the mean scores OF Achievement in English among the students in terms of socio economic status.

Table 10: The difference in Students due to Gender

SES	N	Mean	SD	"t" value	Sig.
Low	75	67.02	13.17	3.89	S
High	165	72.45	14.78		

There is a significant difference in the mean scores of Achievement in English between the students in terms of Gender.

Correlation

The relationship between two or more paired variables, between two or more sets of data is termed as "Correlation".

Correlation Co-Efficient

"The degree of relationship may be measured and represented by the coefficient of correlation and the formula to find out a person's correlation co-efficiencies".

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

The value of the correlation coefficient is computed and predicted as follows.

The following table shows the value of the correlation coefficient and the nature of the relationship.

Correlation co-efficient	Nature of Relationship
+ 0.00 to 0.20	Negligible
+ 0.21 to 040	Low
+ 041 to 0.60	Substantial
+ 0.61 to 0.80	High
+ 0.81 to 0.99	Very High

Thus the correlation coefficient is a precise way of stating the extent to which one variable is related to another and it is always to be judged concerning the condition under which it was obtained and the objectives to the experiment.

Relationship of Criterion Variables With Correlates

An attempt is made to find out the correlation between the criterion variable (Value Attainment) in and the correlates (self – concept) of the whole sample and each of the sub-group classified in the study.

Relationship Between Criterion Variable and Independent Variable

Table 11: Achievement In English

Independent variable	Correlation Coefficient	Nature of Relationship
Self-concept	0.80	High
Achievement in English	0.63	High

Sample Design

The investigator had chosen 120 boys and 120 girls from various Government and Management

schools for the final study. The medium of instruction, sex and type of schools form the sub-variable.

Findings

1. There was a significant difference in the mean scores of Self-concept among students in terms of Gender
2. There was a considerable difference in the mean scores of Self – Concept Among students in terms of Types of Institutions.
3. There was no significant difference in the mean scores of Self-concept among students in terms of Locality
4. There was a considerable difference in the mean scores of Self – Concept among students in terms of Medium Of Instruction
5. There was a significant difference in the mean scores ofSelf concept among students in terms of Socio-Economic Status
6. There was no significant difference in the mean scores of Academic achievement in English among students in terms of Gender
7. There was a considerable difference in the mean scores of Academic Achievement in English
8. There was a significant difference in the mean scores of Academic achievement in English among students in terms of Locality
9. There was a considerable difference in the mean scores of Academic achievement in English among students in terms of Medium of Instruction
10. There was a significant difference in the mean scores of Academic achievement in English among students in terms of Socio-Economic Status

Limitations of the Study

1. Owing to lack of time the investigator has included only four schools for the education in Theni District.
2. The study is confined to students of XII std only.
3. The investigator was unable to consider another type of schools due to lack of time.

Suggestions for Further Study

1. The study can be extended to all types of schools like Municipality and Adidravida.
2. The investigation may be undertaken an

Achievement in other disciplines such as Physics, Mathematics and Geography, for instance.
3. The level of the attainment of students of the different standard may be considered.
4. The teachers may be given orientation training to foster higher degree Self Concept and value attainment among students

Conclusion

The overall performance of the students in respect of self-concept is high. This indicates that the students have confidence in their potential. The performance in English is above average.

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