
A STUDY ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATED TO THEIR SELF CONCEPT

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Abstract

This study examined the relationship between academic achievement and self-concept of secondary school students in Tiruvallur district. This study adopted normative survey method of research. Participants were 300 secondary school students randomly selected from various secondary schools in Tiruvallur district. The research instruments used for data collection was Academic Achievement Questionnaires developed by Dr. Paul Singh and Dr. Melkisethek and Self-Concept questionnaires developed by Dr. Jerusalem and Self-tested at 0.05 and 0.01 level of significance. The findings indicated that there is a positive relationship between Academic Achievement and Self-Concept of Secondary School Students. It is also found low level of academic achievement and self-concept of Secondary school students are moderate in nature. There exists significant impact with respect to gender, medium of instruction location on the self-concept of secondary school students and there is no significant impact on gender, location on academic achievement of secondary school students.

Key words: *Self-Concept, Academic Achievement, Sampling, Hypothesis, Survey.*

Introduction

Education is very important among all of us, the fact which is commonly nothing to deny among any. It's the education which transforms a person to live a better life and more importantly in a socially well being. It educates us with all the needed attributes in leading our life in a proper lifestyle. Education does make a remarkable effect on one's personality. Getting educated and finally earning a professional degree prepares you to be a part and contribute in good organizations, companies or institutions. Education is the one which provides us the thrust in getting ahead and doing something constructive in our near future. Education is not a side issue not a decorative after thought to real business life, not luxury which may be provided if possible not a conversion grudgingly extended to the lower classes but a basic activity without which life cannot fulfill its gracious promise. Adolescence is one of the important periods of life. It is characterized by innumerable and unique problems. With the demands of globalization, the nature of challenges have become still more compared to the yesteryears. Family, which plays an important role in the personality development of adolescents, is undergoing structural, emotional and inter-action transformations. The contributions of mothers in shaping the personality of their children cannot be ignored. But an unprecedented number of women, especially mothers are entering the labor force either due to economic necessity or in search of identity. This has led to radical shift in the traditional role of mother as a 'care taker' to a 'bread earner' and has altered child rearing goals and practices.

Self-Concept

Self-concept refers to self-evaluation or self perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self concept reflects how an adolescent

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evaluates himself or herself in domains (or areas) in which he or she considers success important. An adolescent can have a positive self-concept in some domains and a negative self-concept in others. Research also suggests that each individual has a global (or overall) self concept that reflects how the individual evaluates his or her self-worth as a whole.

Academic Achievement

It becomes necessary to measure and evaluate the continuously progressing abilities so as to motivate children further on the path of progress. The quantity of knowledge at students have obtained in a given period, the extent to which they have transferred this knowledge to real life situations etc., are elements evaluated through achievement tests.

Evaluation of the progress of child has been started from his infancy. Child tries to solve his problems has to pass through various conditions throughout his life. He gets success and some times he faces failure.

Educational process and the process of measuring achievement through tests are not new. In fact this process of teaching and evaluation has a very long heritage, vedic inscriptions and citations of upnishdas are the evident of many measuring academic achievement. In asia, achievement tests have a standing of 4000 years. Even today achievement test determine the progress of students his quality and quantity of achievement express his progress. Achievement is the amount of knowledge derived from learning. The child gains knowledge by the instructions he receives at the school classroom are organised around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. As the pupils proceed through successive High school levels; the rigours of achievement increase for those who continue along the academic line.

Statement of the Problem

Formally the problem can be stated as follow.

A study on academic achievement of secondary school students in relation to their self-concept in Tiruvallur district.

Objectives of the Study

1. To find out level of Self - Concept among the Secondary School Students is Moderate in nature.
2. To find out level of Academic Achievement among the Secondary School Students is Moderate in nature.
3. To find out significant difference between Male and Female secondary school students with respect to Self - Concept.
4. To find out significant difference between Male and Female secondary school students with respect to Academic Achievement.
5. To find out significant difference between Rural and Urban area secondary school students with respect to Self - Concept.
6. To find out significant difference between Rural and Urban area secondary school students with respect to Academic Achievement.

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7. To find out significant difference between Tamil and English medium secondary school students with respect to Self - Concept.
8. To find out significant difference between Tamil and English medium secondary school students with respect to Academic Achievement.
9. To find out significant difference between secondary school students Emotional Maturity based on their Type of Management.
10. To find out significant difference between secondary school students Academic Achievement based on their Type of Management.
11. To find out significant relationship between Self - Concept and Academic Achievement of secondary school students.

Hypotheses of the Study

1. The level of Self - Concept among the Secondary School Students.
2. The level of Academic Achievement among the Secondary School Students.
3. There is no significant difference between Male and Female secondary school students with respect to Self - Concept.
4. There is no significant difference between Male and Female secondary school students with respect to Academic Achievement.
5. There is no significant difference between Rural and Urban area secondary school students with respect to Self - Concept.
6. There is no significant difference between Rural and Urban area secondary school students with respect to Academic Achievement.
7. There is no significant difference between Tamil and English medium secondary school students with respect to Self - Concept.
8. There is no significant difference between Tamil and English medium secondary school students with respect to Academic Achievement.
9. There is no significant difference between secondary school students Emotional Maturity based on their Type of Management.
10. There is no significant difference between secondary school students Academic Achievement based on their Type of Management.
11. There is no significant relationship between Self - Concept and Academic Achievement of secondary school students.

Research Design**▪ Methodology**

The study was conducted through normative survey method of research and it is most suitable for the present study.

▪ Sample

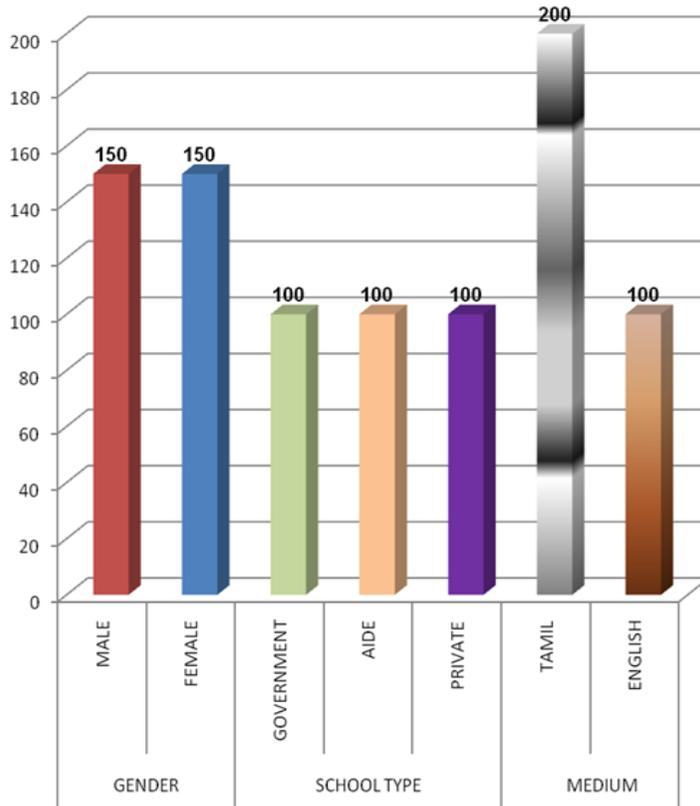
A stratified random sampling technique was adopted for the selection of sample 300 secondary school students were taken for the study.

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Table 1 Table Showing Distribution of the Sample

	Variable	Sample	Total
Gender	Male	150	300
	Female	150	
School Type	Government	100	300
	Aide	100	
	Private	100	
Medium	Tamil	200	300
	English	100	

Graph Showing Distribution of the Sample



Research Tools

To verify the hypothesis formulated in the study the following tools have been used.

- Academic Achievement developed by Dr. Paul Sing and Dr. Melkisethek.
- Self-Concept Questionnaire developed by Dr. Jerusalem and self.

Statistical Techniques

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

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- Mean.
- Standard Deviation.
- Critical Ratio.
- Analysis of Variance.
- Correlaton Coefficient.

Major Findings

1. It is found the low level of Academic Achievement among the Secondary School Students is Moderate in nature.
2. It is found that the low level of Self - Concept among Secondary School Students is Moderate in nature.
3. It is found that there exists no significance difference between Male and Female Secondary School Students on their Academic Achievement mean scores.
4. It is found that there exists a significance difference between Male and Female Secondary School Students on their Self - Concept mean scores.
5. It is found that there exists a significant difference between Governments vs. Aided and Governments vs. Private Secondary School Students based on their Academic Achievement.
6. It is found that there exists a significant difference between Governments vs. Aided and Governments vs. Private Secondary School Students based on their Self – Concept.
7. It is found that there exists no significance difference between Rural and Urban area Secondary School Students on their Academic Achievement mean scores.
8. It is found that there exists significance difference between Rural and Urban area Secondary School Students on their Self - Concept mean scores.
9. It is found that there exists significance difference between Tamil and English Medium Secondary School Students on their Academic Achievement mean scores.
10. It is found that there exists no significance difference between Tamil and English Medium Secondary School Students on their self concept mean scores
11. It is found that there is a Positive relationship between Academic achievement and Self - Concept.

Table- 2 Showing the Frequency and Percentage for the Variable Academic Achievement among the Secondary School Students

Variable	No. of Samples	Range	Category	Frequency	Percentage
Academic Achievement	300	Below 21	Low	64	21.33%
		21-51	Moderate	176	58.66%
		Above 51	High	60	20.00%

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Graph Showing the Frequency for the Variable Academic Achievement among the Secondary School Students

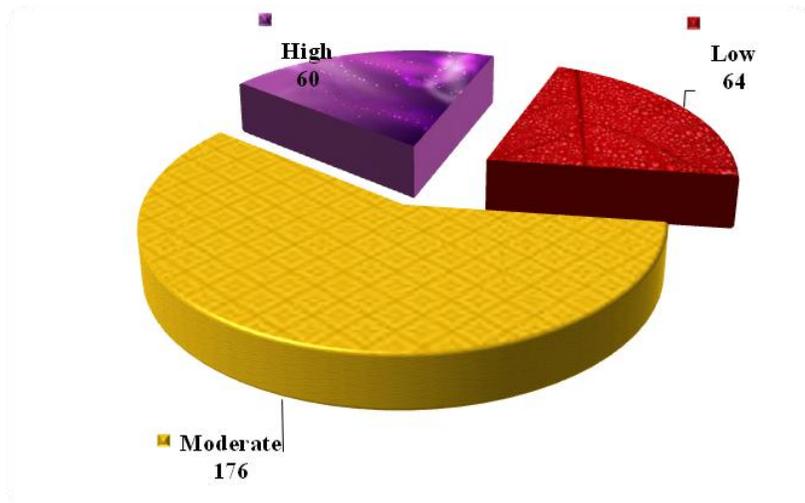
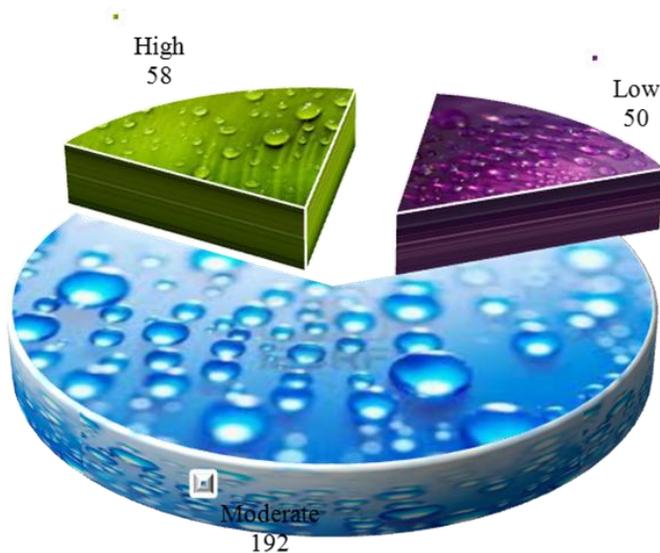


Table- 3 Showing the Frequency and Percentage for the Variable Self - Concept among the Secondary School Students

Variable	No. of Samples	Range	Category	Frequency	Percentage
Self - Concept	300	Below 148	Low	50	16.66%
		148-188	Moderate	192	64.00%
		Above 188	High	58	19.33%

Graph showing the Frequency for the Variable self Concept among the Secondary School Students

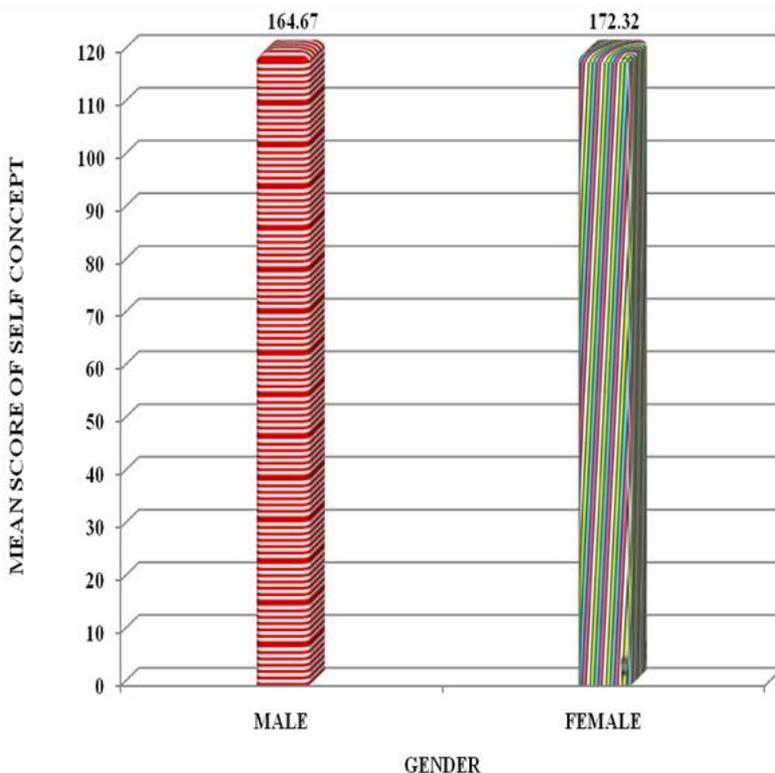


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Table – 4 Table shows Significant Difference between Male and Female Secondary School Students with Respect to Self - Concept using Mean Scores

Variable	Gender	N	Mean	SD	t - Value	L.S
Self - Concept	Male	150	164.67	21.673	3.384	0.01
	Female	150	172.32	17.215		

Graph showing Difference between Male and Female Secondary School Students with Respect to self - Concept using Mean Scores



Discussion

Self-Concept is the information that we have about ourselves—what we think we are like. Self-Concept is person’s perceptions of himself formed through experience and interpretations of the environment. Self-concept generally refers to the composite of ideas, feelings, and attitudes people have about themselves. Our self- perceptions vary from situation to situation and from one phase of our lives to another. Self-concept refers to self-evaluation or self perception, and it represents the sum of an individual’s beliefs about his or her own attributes. A persons concept of his self is one of the best predictions of his successful achievement. The relationship of Self-Concept to school achievement is very specific. The level of school success predicts the level of regard of self and one's own ability. Hence the teachers need to concentrate on the academic successes and failures of the students. It is the student's history of success and

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failures that gives them the information with which to assess themselves. Developing proper emotions and controlling them is another important objective of education during adolescence.

It was intended to study the relationship between self-concept and academic achievement in order to rescue those students who may be victims of their own negative beliefs about themselves. The study is significant because the results may generate useful knowledge and understanding of the relationship between the female students' self-concept and academic achievement. The results of the study are likely to assist educators to improve students' academic achievement and self-concept, if there appears to be some association between the two in country like Pakistan where success rate in university exams, particularly in women colleges, is considerably low. The study results, therefore, are likely to be significant for students, teachers, parents and society at large in order to promote higher education among females. Teachers, parents and society may follow the below ideas for the fruitful future of the student

1. Avoid moralizing, humiliating, lecturing, denying, pitying, and rescuing. Instead, listen patiently and nod your head appropriately.
2. Problem solve with the child by encouraging him or her to think of options and decide what constructive action to take.
3. Keep lines of communication open.
4. Teach children to identify and verbalize their feelings, as well as to read the signals from other children and adults.
5. Watch a child's facial expressions, posture, play or art work for signs that a child is experiencing a strong negative emotion. Then offer constructive ways to defuse it.
6. Communicate understanding and empathy by reflecting the observed emotion.
7. Observe the child's nonverbal behavior for clues as to how he or she is feeling.
8. Avoid negative statements like, "Can't you do anything right?" or "What's your problem?"

Conclusions

It was intended to study the relationship between self-concept and academic achievement in order to rescue those students who may be victims of their own negative beliefs about themselves. The study is significant because the results may generate useful knowledge and understanding of the relationship between students' Self-Concept and academic achievement. The results of the study are likely to assist educators to improve students' academic achievement and self-concept, if there appears to be some association where success rate in exams, particularly in school, is considerably low. The study results, therefore, are likely to be significant for students, teachers, parents and society at large in order to promote higher education among females.

Self-concept in adolescence has been reducing various maladaptive behavioral and emotional problems, it is important to address signs of negative self-concept in youth. This brief emphasizes the importance of assessing the various domains that make up an adolescent's self-concept. Furthermore, by determining the specific causes of a negative self concept, program directors and staff can use a variety of techniques to help adolescents combat any negative

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views that they may hold about themselves. By intervening to improve adolescents' self-concepts, out-of-school time programs hold the potential to influence the social, academic, and behavioral adjustment of adolescents at a critical time in their development. Academic achievement is the amount of knowledge derived from learning. The child gains knowledge by instructions he/ she receives at school and are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. The school provides a wide variety of achievement experiences than does the family. Research performed over the years has suggested that there is a relationship between self-concept and academic achievement in higher secondary and secondary students. Society plays a dominant role in shaping self-concept of a person. Self is in fact a complex whole, which consists of several parts and sub-parts which have functional inter-relationship. Self is not an inborn quality; it develops gradually as a result of social interaction. It is the totality of attitudes, judgment and values of an individual relating to his behaviours, abilities and qualities. From the present study, it is evident that there is a significant and positive relationship between the select variables, namely, self-concept and academic achievement of students in different categories of schools following different systems of education at the secondary level.

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