SELF CONCEPT IN RELATION TO ACADEMIC ACHIEVMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study aimed at finding out the Self-concept in relation to academic achievement among higher secondary school students. The sample comprised of 300 Self-concept in relation to academic achievement among higher secondary school students. The tools used were Test of Self-concept in relation to academic achievement among higher secondary school students by Dr. Prathiba Deo and Personal Data sheet. The researcher used Mean, Standard Deviation, and t test for the analysis of the scores obtained. It was found that the Self-concept in relation to academic achievement among higher secondary school students.

Key words: Self-concept, Academic achievement, Higher secondary school students

INTRODUCTION

The real purpose of education is the development of "SELF" as a potential individual. Development of personality is one of the key ingredients of the objectives of education at all level. Hence the ultimate aim of education is character development which is achieved through the development of the personality variables and one among them is the self-concept. It is the individuals opinion about themselves optimistically, a positive self-concept makes the individual to have the skills and potentials whereas negative or pessimistic self-concept of the individuals

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lead to the process of complex formation within the self and make the person to be demotivated toward a particular task. Students' achievement is directly influenced by the type of self- concept that they possess. Hence the present study tries to explore the self-concept of the 10th standard students and its relationship with academic achievement.

NEED AND SIGNIFICANCE OF THE STUDY

Presently the education aims at the development of an all round personality usually called as the integrated personality. In order to develop this personality different types of curricular experiences are ranged and organized in the school education. Previous educational system focused on the scholastic development of the learner particularly in the area of academic achievement in terms of marks secured in the annual examination. The examination pattern focused on the rote learning capacity of the learner. This defect in the system leads to the development of theoretically sound persons that practically failing in the actual life situations. In the way of these changes and defects, the present curriculum aims at the development of the personality of the child in a holistic way which was a lacuna in the education system over the past years. Development of the learner in different dimensions is aimed in the present educational system. The ultimate goal of the personality development is the development of the 'SELF' as a matured person. Development of the self concept plays a direct role in the productivity and motivation of the individuals. A person with realistic and positive self-concept makes the person to be motivated and such personalities will have goal directed behaviors. Thus the development of a positive self- concept among the learners is solely dependent upon the environment in which a child lives. The family and the

school system play a direct role in the development of the self- concept of the individual. Development of the self is the focus of any educational system and process and if such task is fulfilled through proper stimuli from home and school environment, the individual is a satisfying person who understands his self and the process of development and empowerment in the educational setting. The present study is thus aimed to study the interrelationship between the self concept of the 11th and 12th standard students and their academic achievement. As several empirical researches have found out that the educational attainment and motivation in the learner to be influenced by the self – concept of the individual. Likewise the effect and the role played

by the background variables for the development of the learners' self-concept are also aimed to be explored.

OBJECTIVES OF THE STUDY

Primary objectives

To find out the relationship between self-concept and academic achievement among higher secondary students in Villupuram district

Secondary objectives

1. To study the effect of background variables gender, locality, type of school, stream of study, income and parental qualification on the self – concept among 11th standard students in Villupuram district.

2. To study the effect of background variables gender, locality, type of school, stream of study, income and parental qualification on the self – concept among 12th standard students in Villupuram district

HYPOTHESES OF THE STUDY

1. There is no relationship between the self - concept and academic achievement among higher secondary students in Villupuram district.

2. There is no significant mean difference between the 11th and 12th students with respect to self – concept.

METHODOLOGY

Normative survey method is used for the present study

SAMPLING

Random sampling procedure was adopted to draw the sample from the population of 11th and 12th standard school students in Villupuram district. The sample consists of 400 higher secondary school students from selected Taluks of Villupuram district.

TOOLS USED IN THE STUDY

Self –concept test (old personality word test) (1998) was designed by Dr. (mrs.) Prathiba Deo, Rtd., professor and head Department of Education, University of Bombay.

RESULT AND DISCUSSION

The data collected from the sample were analysed statistically using SPSS ver.16 and result was present in the Table 1 and 2

Table -1   correlation coefficient between self -concept and Academic achievement

Variables	n	df	r- value	Result
Self - concept	400	398	.399	Significant at 0.05 level
Academic achievement				

From table 1 it is found that the calculated correlation coefficient (.399) between academic achievement and self-concept is found to be greater than the table value at 0.05 level of significance and hence the null hypothesis is rejected. Thus there is a positive relationship between the self-concept and academic achievement among higher secondary standard students indicating that both are associated with each other positively.

Table -2 Mean, standard deviation and 't'- value of the of self-concept with respect to 11th and 12th students

Dependent variable	Groups	n	Mean	S.D	t- value	df	Result
Self -concept	11th standard students	175	144.32	26.03	4.558	398	Significant at 0.05
	12th standard students	225	130.94	31.30			

e 2 and 1, it is found that the calculated 't' value (4.558) is greater than the table value at 0.05 level of significance. Hence the Null hypothesis is rejected. Thus, there is significant mean difference between the 11th and 12th students with respect to self – concept.

RECOMMENDATIONS OF THE STUDY

1. Students could be oriented towards the positive development of self-concept.

2. Teachers can train the students in developing positive self-concept.

3. Hand out modules could be prepared so that they act as the resources for the development of positive self-concept among the students.

4. Self-concept development workshops could be arranged for teachers so that they can impart that knowledge to the students.

CONCLUSION

Thus it is found that self-concept directly influences the development of academic achievement among the students at 11th and 12th standard level. With reference to the background variables stream of study fathers' occupation do have any role with the self –concept of higher secondary students.

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