



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(4): 615-617
www.allresearchjournal.com
Received: 10-02-2016
Accepted: 11-03-2016

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A study of boy and girl students of senior secondary school in relation to their academic achievement and self-concept

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Abstract

The aspect has brought about a new challenge to the educators research personals' and has result in a mushroom and growth of research to bring about a new revolution in the field of academic achievement. The study habits and self-concept have a direct impact on academic achievement. The good study habits of an individual enables him to attain better academic achievements hence study habits are of immense importance in the acquisition of satisfactory level of achievement.

The present paper explores the senior secondary school students' academic achievement with respect to their self-concept. A descriptive cross sectional survey of a sample of two hundred students of class 12th from senior secondary schools of Himachal Pradesh was done with the help of tools namely- self-concept questionnaire (SCQ) by Dr. Raj Kumar Saraswat (1971) and for academic achievement percentage of marks in final examination was the criteria.

The findings were that there was no significant effect on academic achievement of self-concept and male and female senior secondary school students have equal self-concept.

Keywords: Academic Achievement, Self-Concept, Students of Senior Secondary Schools.

Introduction

Youth is the back bone of the society because all round development of youth affects the social and national development of the country. The individual as a person has his own interest, aptitude, emotions, attitudes and sense of value that matter a lot. In the recent days academic achievement seems to be a key factor around which revolves the whole system of school education. Habits play a vital role in the life and in the development of the personality. Life is nothing but a sum total of habits. The child who has not acquire the habit of cleanliness, punctuality, truthfulness and respect for elders, in the industriousness and study habit will seldom develop these in later time. Study habits means school learning work placed outside the classroom. By homework assignment independent study on special projects and guided study under the supervision of teacher and counselor, the students manage materials or exercises in order to master specific skills and formulate ideas in a way that can be evaluated by the teacher. Many study habits appear detrimental to efficient learning whereas other would seem to facilitate it. This observation has lead numerous educators to write manuals on how to study, to develop check lists or inventories of study habits, and to offer courses on study skills.

A useful approach has been the comparison of good and poor students by questionnaires, interviews or direct observation. Taking advantage of poor empirical studies. Brown & Holtzman (1955) developed the survey of study habits and attitudes items were compiled from group interviews with good and poor students, existing inventories on study habits. Generally habits are divided in two parts-good habits and bad habits. The term 'habit' has been widely used in our daily life. Some have called men "a creature of habits"

Symonds (1951) defines self-concept as 'Ego', a group of processes mainly perceiving thinking, and executing a plan for action for attainment satisfaction in response to inner drives and the self as the way in which the individual reacts to himself. The self-consist of four aspects:

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- How a person perceives himself
- What he thinks himself
- How he evaluates himself
- How he attempts through various actions enhances or defines him.

Academic achievement is one of the most important goals of the education. In this rapidly changing world and with the advancements in science and technology, the people have become educational minded, every parents set high goals towards their children. Good academic record predicts the future of the child. Our is an age of competition therefore, at every step in life the academic records speaks for the individual. In other words academic achievement refers to the quantity and quality of learning in a subject or group of subjects are assessed by examination marks. Achievements signifies accomplishment of gains or a performance carried out successfully by an individual or a group on the completion of task whether it is academic, manual, personal or social. Academic achievement is useful in evaluating the results of instructions and serves as a measure of educational progress in predicting educational success. A good academic record of students is an index of an effective educational system.

Objectives of the study

1. To study the significant relationship between academic achievement and self-concept among senior secondary school students.
2. To study the significant difference between the self-concept of male and female students of senior secondary schools.

Hypothesis of the study

Hypothesis 1: There is no significant relationship between academic achievement and self-concept among senior secondary school students.

Hypothesis 2: There is no significant difference between the self-concept of male and female students of senior secondary school.

Methodology of the study

Descriptive Survey method was followed in conducting the present study.

Sample and delimitation of the study

The sample of the present study comprised of 200 students selected on random basis from four senior secondary schools in the district Kangra of Himachal Pradesh & was limited to academic achievement and self-concept. The study was limited to 100 male and 100 female students of senior secondary schools.

Detail of Sample

Sr. No.	Name of School	No. of students selected in sample
1	Govt. Senior Secondary School Pragpur.	50
2	Govt. Senior Secondary School Lagbaliana.	50
3	Adarsh Senior Secondary School Pragpur	50
4	Saraswati Vidya Mandir Dehra.	50

Tools to be used

- Self-Concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat (1971). It provides six dimensions of self-concept i.e. physical, social, Intellectual, Moral, Educational and Temperamental self-concept. Reliability of this test by test retest method was .91 which is fairly high and indicates that questionnaire is valid.
- For Academic Achievement percentage of marks in final examination was the criteria.

Statistical techniques used

Pearson’s Product Moment correlation, Mean, S.D. and ‘t-test’ were used for analysis of data.

Analysis and interpretation of study

In order to achieve the objectives of the study the following hypothesis were formulated and tested.

Hypothesis 1: There is no significant relationship between academic achievement and self-concept among senior secondary school students.

Table 1: showing coefficient of correlation between academic achievement and self-concept of senior secondary school students.

Variables	N	df	r	Remarks
Academic Achievement	200	198	.025	Not significant at .05 level
Self-Concept	200			

Table 1 indicates that the coefficient of correlation between academic achievement and self-concept of senior secondary school students is .025 which is insignificant at .05 levels. Therefore hypothesis 1 reports that there was no significant effect on academic achievement of self-concept.

Hypothesis 2: There is no significant difference between the self-concept of male and female students of senior secondary school.

Table2: Comparison of self-concept of male and female senior secondary school students.

Group	N	M	S.D.	df	t-value	Remarks
Male students	100	174.80	16.52	198	0.94	Not significant at .05 level
Female students	100	176.70	11.29			

Table 2 indicates that the mean scores of self-concept of male and female students are 174.80 and 176.70 when these two means were put to t-test; the t-value was found 0.94 which is insignificant at .05 levels. The above result indicates that male and female senior secondary school students have equal self-concept. Thus hypothesis 2 indicates that a positive and non-significant difference was found between these two groups in relation to their self-concept.

Discussion of Results

A positive and non-significant relation was found between academic achievement and self-concept among students of senior secondary school. No significant difference was found between male students and female students in relation to their self-concept.

Conclusion

Self-concept and study habits play an important role in academic achievement. The knowledge of self-concept of students can help the teachers as well as parents immensely to improve the teaching and learning process. The present finding reveals that government school students have better self-concept than non-government schools hence the finding gives insights to the teachers of non-government schools to know the reasons of low self-esteem and try to develop self-concept among students creating conducive environment in classroom and school.

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