

**DOES SELF-CONCEPT OF STUDENTS VARY IN THE ACADEMIC
ACHIEVEMENT OF PRIVATE AND GOVERNMENT SCHOOLS?****Dr. Shano ji, Dr Shazyah Majeed****Research Scholars, School of Education and Behavioral Sciences, University of Kashmir
India****ABSTRACT**

The present paper was conducted to study the self-concept in relation with academic achievement of private and government secondary school students. The method adopted for this research paper was descriptive and the sample comprised of 800 secondary school students in which 400 students (200 boys and 200 girls) were taken from private schools and 400 students (200 boys and 200 girls) were taken from government schools. It was found that there exists a significant difference between private and government secondary school students on Self-concept. Students from private schools have high self-concept as against their counterparts from government schools who have low self-concept. It was also found that there is a significant difference between private and government secondary school students on Academic Achievement. The mean value of government secondary school students is higher than the mean value of private secondary school students. Significant and positive relationship was found between Self-concept and academic achievement of private and government secondary school students. Self-concept is positively related with academic achievement.

Key words: self-concept, academic achievement, private school and government school

INTRODUCTION

The self-concept is the individual's perception of her abilities and her status and roles in the outer world. Self-concept includes past, present and future selves. The ideal self is important for higher aspiration and high future performance. Additionally, self-concept interacts with Self-esteem, self-knowledge and social self to form the self. Kerstin (2017) suggested that harmful consequences of even one low ability self-concept are not confined to the respective domains; they affect the value students attach to school on a global level. The self-concept as

the individual's way of looking at himself and the dimensions of self-concept involves, physical, moral, temperamental, educational, intellectual and social self-concept. The social self is the individual's sense of worth in social interactions. Sandeep (2017) Female students had significantly higher academic self-concept than male students. Hanan (2016) concluded that students' academic self-concept can affect their performance. The students with high academic achievement receive reward and have more opportunities in future Individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction is the temperamental self-concept. Samuel (2016) recommended that parents, teachers and school counselors should not rate academic performance of students based on their self- concept. Janet (2015) revealed that gender stereotype has significant influence on students' self-concept and academic achievement in favor of the male students. The term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about self. Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk 2001). The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Madhvi (2015) revealed that socio-economic self-concept of the girls was better than their counterpart, results of the study also revealed that temperamental qualities, emotional tendencies and mental.

Academic achievement could be defined as self-perception and self- evaluation of one's objective academic success. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences. Good (1973), has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. Consequently, academic achievement could be defined as self-perception and self-evaluation of one's objective success. Academic achievement influences the students' concept of self by telling him how others judge him and how he rates himself in relation to others. Mehmood (2016) suggests that career development of adolescents should be taken as a challenge not only by the adolescents themselves but also by educationists, psychologists and administrators to develop maturity in career decision and goal selection.

STATEMENT OF THE PROBLEM

The statement of the present study follows as under:

“Does Self-Concept of students vary in the Academic Achievement of Private and Government Schools?”

OBJECTIVES

The present paper was conducted with the following objectives:

1. To find out the difference between Self-Concept and Academic Achievement of Secondary school students in private and government secondary schools.
2. To find out the relationship between Family Climate and Academic Achievement of secondary school students in private and government schools.

HYPOTHESES

1. Private and government secondary school students differ significantly on Self-Concept.
2. Private and government secondary school students differ significantly on Academic Achievement.
3. There is a positive relationship between Family Climate and Academic Achievement.

OPERATIONAL DEFINITIONS

The following operational definitions have been formulated for the present study:

1. **Self-Concept:** In the present paper, Self-Concept has been operationally defined as the scores obtained by administering R.K.Saraswat's Self-Concept questionnaire.
2. **Academic Achievement:** In the present paper, Academic Achievement has been operationally defined as the scores obtained by the sample subjects in their previous two examinations.
3. **Private school:** In the present paper private schools refers to those schools which are run by private agencies.
4. **Government school:** In the present paper Government schools refers to those schools which are run by government.

METHODOLOGY

Method: The present study has been completed through the descriptive method of research.

Sample

There are 10 districts in Kashmir division, out of which only 2 districts viz, Srinagar and Baramulla were selected randomly. The sample for the present study was drawn from both private and government schools of Kashmir division. The study comprised of 800 secondary school students in

which 400 students (200 boys and 200 girls) were taken from private schools and 400 students (200 boys and 200 girls) were taken from government schools.

Table 1: The breakups of the sample are as under

Group	Government		Private		Total
	Boys	Girls	Boys	Girls	
Secondary School Students	200	200	200	200	800

DESCRIPTION OF THE TOOLS

Following tools were selected to collect the relevant data from the field.

- 1. Self-Concept:** Self-Concept Questionnaire developed by R.K Saraswat. This 48 items measures self-concept in six areas—I. Physical, II. Social, III. Temperamental, IV. Educational, V. Moral and VI. Intellectual.
- 2. Academic Achievement:** The Academic Achievement of the children in private and government schools were assessed by checking the previous two years academic records of the sample subjects.

ANALYSIS AND INTERPRETATION

Table 2: Showing the Mean Comparison of Private and Government Secondary School Students on various dimensions of Self-Concept

Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Sig.
Physical	Private	400	29.10	1.893	3.910	Sig. at 0.01 level
	Government	400	28.61	1.603		
Social	Private	400	29.51	1.737	9.604	Sig. at 0.01 level
	Government	400	28.37	1.611		

Temperamental	Private	400	29.98	1.803	11.113	Sig. at 0.01 level
	Government	400	28.65	1.560		
Educational	Private	400	30.71	2.064	19.888	Sig. at 0.01 level
	Government	400	26.28	3.948		
Moral	Private	400	33.13	2.357	11.614	Sig. at 0.01 level
	Government	400	31.33	2.026		
Intellectual	Private	400	27.52	3.162	8.057	Sig. at 0.01 level
	Government	400	25.78	2.924		
Self-Concept	Private	400	179.93	8.660	15.441	Sig. at 0.01 level
	Government	400	169.01	11.179		

Above table 2 shows that there is a significant difference between private and government secondary school students as the obtained t-value (3.910) is significant at 0.01 level of confidence. The mean value of private school students (29.10) is higher than the mean value of government school students (28.61) on the factor Physical of Self-concept.

Table 2 depicts that there is a significant difference between private and government secondary school students as the obtained t-value (9.604) is significant at 0.01 level of confidence. The mean value of private school students (29.51) is higher than the mean value of government school students (28.37) on the factor Social of Self-concept.

Table 2 reveals that there is a significant difference between private and government secondary school students as the obtained t-value (11.113) is significant at 0.01 level of confidence. The mean value of private school students (29.98) is higher than the mean value of government school students (28.65) on the factor Temperamental of Self-concept.

Table 2 depicts that there is a significant difference between private and government secondary school students as the obtained t-value (19.888) is significant at 0.01 level of confidence. The mean value of private school students (30.71) is higher than the mean value of government school students (26.28) on the factor Educational of Self-concept.

Table 2 shows that there is a significant difference between private male and government secondary school students as the obtained t-value (11.614) is significant at 0.01 level of confidence. The mean value of private school students (33.13) is higher than the mean value of government school students (31.33) on the factor Moral of Self-concept.

Table 2 depicts that there is a significant difference between private and government secondary school students as the obtained t-value (8.057) is significant at 0.01 level of confidence. The mean value of private school students (27.52) is higher than the mean value of government school students (25.78) on the factor Intellectual of Self-concept.

Thus, we can say that there exists a significant difference between private and government secondary school students on the variable of Self-concept as the obtained t-value (15.441) is found significant at 0.01 level of confidence. The mean value of private secondary school students is 179.93 is higher than the mean value of government secondary school students (169.01). Therefore the hypothesis which reads as, “private and government secondary school students differ significantly on Self-concept” stands accepted.

Table 3: Showing the Mean Comparison of Private and Government Secondary School Students Academic Achievement

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
Private	400	84.68	9.632	22.866	Sig. at 0.01 level
Government	400	66.70	12.412		

The above table 3 shows the mean comparison of private and government secondary school students on academic achievement. The table reveals that there exists a significant difference between private and government secondary school students on the variable of academic achievement, as the obtained t-value (22.866) is found significant at 0.01 level of confidence. The mean value of government secondary school students is 66.70 is higher than the mean value of private secondary school students (84.68). Thus from the confirmation of the above table, the hypothesis which reads as, there is significant difference between private and government secondary school students on academic achievement stands accepted.

Table 4: Showing the Correlation between Self-Concept and Academic Achievement of Private and Government Secondary School Students

Variables	R
Self-Concept VS Achievement	.268**

** . Correlation is significant at the 0.01 level

The above table 4.19 shows the coefficient of correlation between Self-concept and Academic achievement of private and government secondary school students. The result of the table infers that there is a positive and significant relationship between family environment and academic achievement of private and government secondary school students at 0.01 levels. Therefore Academic achievement is highly dependent with the self-concept of an individual. Thus from the confirmation of the result revealed from table 4.19, the hypothesis no 12 in chapter I, which reads as, “there is positive and significant relationship between self-concept and academic achievement” has been accepted.

DISCUSSION OF THE RESULTS

Significant difference was found between the private and government secondary school students on self-concept. The mean value of private students on the variable of Self-concept is higher than the mean value of females. Thus, we can say that private school students possessed higher Self-concept as compared to government school students. Students from private schools have high self-concept as against their counterparts from government schools who have low self-concept. This is due to the fact that the students from private schools are exposed to great facilities and equipment and they get rich experiences. This may help them in enriching their mind and excel in their self-concept. This stemmed from the fact that students from private schools are more exposed to modern technology than those from the government schools. From the analysis it was found that a significant difference was found between private and government secondary school students on Academic achievement. Academic achievement of private secondary school students is higher as compared to government school students. Private school students give more importance to their studies by attending school regularly, by completing assignments on time, by listening class lecture properly. Also, private school students prepare notes, study in advance for examinations. Thus their performance is better as compared to government school students. In the present study a significant and positive relationship was found between self-concept and Academic achievement of private and government secondary school. This is due to the fact that the students with high self- concept are aware of their strengths and weaknesses and know about their capabilities. Therefore, they are able to rectify their weaknesses and develop their strengths to achieve higher in this competitive world.

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