

Self Concept and Academic Achievement of Higher secondary Students Of District Anantnag

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The present study is a modest effort to compare Higher Secondary students of self concept and academic achievement. The main objective of the investigation was to compare arts and science stream students of Higher Secondary on their self concept and academic achievement. A sample of 200 Higher Secondary students (100 from Arts stream and 100 from science stream) were selected randomly from the different departments of Arts and Science faculties of Higher Secondary schools. Sagar & Sharma's self concept inventory was used to collect the data for self concept. Academic achievement of Arts & Science stream students of Higher Secondary was collected from the official records of their respective departments from results of their previous two examinations. The statistical analysis of the data was done by applying mean, S.D-test and percentage for testing the significance of mean differences among the mentioned groups.

Key Words : self concept, Academic Achievement, Secondary school Students

INTRODUCTION

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and research. Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves (autodidactic learning). Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Self-concept also called self-construction, self-identity or self-Perspective is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and nonacademic's), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one's self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

Self concept also called self construction, self identity or self perspective is a multi-dimensional construct that refers to an individual's perception of self in relation to any of the characteristics such as academics and non academics, gender roles and racial identity and many others. Each of these characteristics is a research domain within the larger spectrum of self concept. While closely related with self concept clarity it presupposes but is distinguishable from self awareness

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Today self concept is one of the influential factors which affect student's academic achievement and it has received the increased attention. It has been declared that high self concept can lead to high academic achievement. Self esteem involves individual attitude about him or her involving self evaluation along a positive-negative dimension (Baron and Byrne 1991). The self esteem can be referred as person's global judgment of competency regarding one's self worth.

Since present age is the age of competition and achievements, education therefore has a tremendous role to play in motivating the students to achieve higher in all of their doings especially at secondary and higher stage of education. The students have the self introspection in various matters. It is therefore imperative that the individual at the higher level of education has developed a self concept whereby he performs all his activities to his knowledge of self. It is quite obvious that an individual knowing his self develops a sort of self concept whereby he develops a realistic approach to achieve higher and to excel others in his endeavors. Present system of education lays much emphasis upon all round development of personality of every individual. Therefore considering this aim of education the stress is to be laid on nourishing and developing the self concept among the students.

Academic achievement is a capacity to excel others which is important component for every person especially for a student to be successful, as he is always facing competitive situation in his educational career. Achievement is the end product of all educational endeavors. A teacher is supposed to arrange the educational situation in a way so as to encourage pupils to put their heart and soul in the learning activities. Hence the problem of achievement has drawn sufficient attention of researchers in the field of educational research.

Objectives of the Study

The following objectives have been formulated for the present investigation.

1. To compare arts and science stream students of Higher Secondary on self concept.
2. To compare male students of Arts stream and the male students of Science stream on self concept.
3. To compare female students of Arts stream and the female students of Science stream on self concept.
4. To compare arts and Science stream students of Higher Secondary on academic achievement.
5. To compare male students of Arts stream and the male students of Science stream on Academic achievement.
6. To compare female students of Arts stream and the female students of Science stream on academic achievement.

Hypotheses

The following hypotheses have been formulated for the present investigation.

1. Arts and Science stream students of Higher Secondary differ significantly on self concept.
2. Male students of Arts stream and the male students of Science stream differ significantly on self concept.
3. Female students of Arts stream and the female students of Science stream differ significantly on self concept.
4. Arts and Science stream students of Higher Secondary differ significantly on academic achievement.
5. Male students of Arts stream and the male students of Science stream differ significantly on Academic achievement.
6. Female students of Arts stream and the female students of Science stream differ significantly on academic achievement.

OPERATIONAL DEFINITIONS OF TERMS AND VARIABLES

1. **Self-concept:** Self concept also called self-construction, self-identity or self-perspective is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academic (and non-academic's), gender roles and sexuality, racial identity and many other.
2. **Academic Achievement:** Academic achievement of boys and girls of higher secondary students refers to the knowledge attained and skills developed in the concerned subjects. So, academic achievement means the achievement of students in academic subjects. For this purpose, the aggregate Marks obtained by the subjects in previous two exams served as measures of academic achievement.

Descriptive method shall be used for the proposed study.

Sample

The sample for the present study shall consist of 200 Higher secondary students (100 from Arts stream and 100 from Science Stream).The sample shall be selected randomly from the different departments of Arts and Science faculties of Higher secondary schools .

The breakup of sample shall be as under.

Group	Arts	Science	Total
Male	50	50	100
Female	50	50	100
Total	100	100	200

Tools to be used

Self Concept Inventory (Real self and Ideal self) by Sagar and Sharma 1971 was used to collect data for Self Concept .

For academic achievement, the aggregate Marks obtained by the subjects in previous two exams served as measures of academic achievement.

Conclusions

The following are some of the conclusions drawn from the present study.

1. It has been found that Arts and Science streamstudents differ significantly on composite score of self concept inventory. The science streamstudents were found to have better self concept than the Arts streamstudents.
2. It has been found that male Arts and male science streamstudents differ significantly on overall dimension of self concept inventory. The male science streamstudents were found to have better self concept than the male Arts streamstudents
3. It has been found that female Arts and female science streamstudents differ significantly on overall dimension of self concept inventory. The female science streamstudents were found to have better self concept than the female Arts streamstudents.
4. It has been found that Arts and science streamstudents differ significantly on academic achievement. The science streamstudents were found to have better academic achievement than the Arts streamstudents.
5. It has been found that male Arts and male science streamstudents differ significantly on academic achievement. The male science streamstudents were found to have better academic achievement than the male Arts streamstudents.
6. It has been found that female Arts and female science streamstudents differ significantly on academic achievement. The female science streamstudents were found to have better academic achievement than the female Arts streamstudents.

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