



ACADEMIC SELF-CONCEPT AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

Academic self-concept is conceived as a student's self-perception regarding specific academic domains or abilities. Academic self-concept has two major sides namely, negative self-concept and positive self-concept. From these two kinds, negative self-concept affects the student's academic achievement, whereas the positive self-concept develops the student's perception about himself/ herself. The present study was aimed to investigate the academic self-concept of higher secondary students. Survey method was conducted on a sample of 1194 higher secondary students in Tamil Nadu. Data was analyzed by using t-test and F-ratio. Result found that there is significant difference in academic self-concept of higher secondary students with respect to gender, medium of instruction, region and type of school.

KEY WORD: Academic Self-Concept, Higher Secondary Students.

INTRODUCTION

Every person has an opinion about his own self, be it a realistic view of his nature, habits and abilities or a more imaginative one removes from actualities. This opinion of his, regarding his own worth as a person affects his thinking, reasoning and intelligence and on the whole his total personality. To achieve better, the student should have knowledge about himself/herself - that is academic self-concept. Unless he/she knows himself/herself, and understand his/her own strength and weaknesses, he/she may not perform well.

Academic Self-concept refers to how well students perform in school or how well they learn. Self-concept and school performance strongly interact. Children enter expecting to learn and do well, but as they progress, their activities and achievements change this anticipation. There are two levels: a general Academic Self-concept of how good students are overall and a set of particular content-related Self-Concepts that describe how good they are in a specific subject. Self-concept enhances when learning experiences are positive, but it suffers when they are negative (Eggen & Kauchak, 1997).

NEED FOR THE STUDY



The importance of the present investigation is to find the level of academic self-concept of higher secondary students. Hence, the investigator has planned to frame a study on the academic self-concept of higher secondary students. Self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals and roles. Beginning in infancy, children acquire and organize information about them as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of

children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centred on concrete characteristics, such as physical attributes, possessions and skills. During middle childhood, the self-concept becomes more differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex and hierarchically organized into cognitive mental representations of self-schemas, which direct the processing of self-relevant information (Burn, 1992). This study emphasizes the individual's knowledge and perception of his or her level of competence within the academic realm. Hence the researchers have chosen this research area.

OBJECTIVES OF THE STUDY

- To examine the difference in academic self-concept among higher secondary students with respect to gender, medium of instruction, region and type of school.

HYPOTHESES

1. There is no significant difference in academic self-concept of higher secondary students in terms of gender.
2. There is no significant difference in academic self-concept of higher secondary students in terms of medium of instruction.
3. There is no significant difference in academic self-concept of higher secondary students in terms of region.
4. There is no significant difference in academic self-concept of higher secondary students in terms of type of school.

RESEARCH METHOD & SAMPLE

Survey method was employed. The sample consisted of 1194 higher secondary students from 21 schools in Tamil Nadu.

TOOL

- Academic Self-Concept Scale developed and validated by the investigator and supervisor.

ANALYSIS AND INTERPRETATION

Table 1: Academic Self-concept of Higher Secondary Students based on Gender

Gender	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
	157.83	19.20	162.45	20.37	4.034	<0.001**

From Table-1, since p-value is less than 0.01, the hypothesis-1 is rejected at 1% level. Thus there is significant difference in academic self-concept of male and female higher secondary students.

Table 2: Academic Self-concept of Higher Secondary Students based on Medium of Instruction

Medium of Instruction	Tamil		English		t-value	p-value
	Mean	SD	Mean	SD		
	164.15	19.63	156.11	19.40	7.121	<0.001**

From Table-2, since p-value is less than 0.01, the hypothesis-2 is rejected at 1% level. Thus there is significant difference in academic self-concept of Tamil and English medium higher secondary students.

Table 3: Academic Self-concept of Higher Secondary Students based on Region

Region	Urban		Rural		t-value	p-value
	Mean	SD	Mean	SD		
	158.44	20.04	163.19	19.34		

From Table-3, since p-value is less than 0.01, the hypothesis-3 is rejected at 1% level. Thus there is significant difference in academic self-concept of urban and rural higher secondary students.

Table 4: Academic Self-concept of Higher Secondary Students based on Type of School

Type of School	Boys	Girls	Co-education	F	p-value
	161.63 ^b (17.94)	163.84 ^b (20.95)	156.05 ^a (19.78)	17.803	<0.001**

Note: 1. The value within bracket refers to SD

2. **Significant at 1% level.

3. Different alphabet among Type of School denotes significant at 5% level using Duncan Multiple Range Test (DMRT).

From Table-4, since p-value is less than 0.01, the hypothesis-4 is rejected at 1% level. Thus there is significant difference in academic self-concept of higher secondary students based on type of school. Based on Duncan Multiple Range Test, co-education schools are significantly differ with boys and girls school at 5% level, but there is no significant difference between boys school and girls schools in academic self-concept of higher secondary students.

FINDINGS OF THE STUDY

- There is significant difference in academic self-concept of higher secondary students in respect of gender, medium of instruction, region and type of school.

EDUCATIONAL IMPLICATIONS

One of the functions of education as perceived by the public today is to prepare the youth of today as citizens and workers for the world of tomorrow. Successful learning depends on a constant flow of information that helps the students not only to check on their learning but also to improve it (Singh 2004). Teacher can help students to understand the achievement target they need to hit. Teachers can use classroom activities and assessments to build student's confidence in themselves as learners, provide students with constructive guidance and frequent feedback, adjust instruction to meet student's needs and engage students in self assessments and self-management.

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