SELF CONCEPT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN VILUPURAM DISTRICT

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ABSTRACT:

The researcher investigated to find out the relationship between self-concept and academic achievement of XI standard students.A sample of 200 XI standard students were selected from six higher secondary schools in Ginjee block of Viluppuramdistrict in Tamil Nadu using random sampling technique. The data were collected using survey method for the study.Percentage analysis, Mean, SD, 't' test and Pearson product moment correlation coefficient were the techniques used to analyze data.Self-concept questionnaire standardized by S.Balasubramaniyan (2015) consisted of 63 statements was used to measure the level of self-concept of higher secondary students. For Academic achievement average marks obtained from all the subjects during the school term examination was used. The findings of the study revealed that the level ofself-concept was moderate. Percentage analysis indicated that 20.5 % of XI standard students have low, 62.0 % have moderate and 17.5 % of them have high level of self-concept. Regarding high level of self –concept male students were slightly higher percentage than female and rural students were higher than that of urban students.There was nosignificant difference between the self-concept of XI standard students in terms of gender and location of students but significant correlation was found between the academic achievement and self-concept of XI standard students.

KEYWORDS*: Self-concept,academic achievement, Highersecondary students.*

INTRODUCTION

Children are the future citizens of a country. They not only constitute a large group but also vulnerable or special risk groups of our community. Children are the greatest resource of the nation. Childrenhave to keep up some standardsin their behavior which help the children for the integration of the society. Higher secondary students face innumerable problems in school, family and society.They are in a transitional stage of physical and mental human development that occurs between childhood and adulthood. They are experiencing various changes physically, mentally and emotionally in day today life. Hence proper guidance at this crucial phase of life is important for enhancing their positive self-concept, maintaining their mental health and management of emotions. Researchers have proved that this is the most impressionable period of one's life and it is during this time the vital foundation is laid for optimum development of an individual personality. These are affected by some of the factors like school and family environments as well as level of parent involvement. Self-concept is an essential factor for achievement. It acts as a

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foundation for the development of human beings. Success in any field largely depends on degree of a Self-concept person. People having high Self-concept faces the difficulties firmly and perform their work in positive manner. Hence this study focus on the self-concept which predict the academic achievement of higher secondary students .

NEED AND SIGNIFICANCE OF THE STUDY

Students are classified as high achievers and low achievers on the basis of marks obtained in the examination. But the findings of many researches revealed that intelligence is not the onlypredictor for achievement and there are other psychological factors also influence the achievement. According to P.O Yara (2010) self-concept we enable student to build self confidence in themselves both at school and at work and will equally stir them to pursue academic excellence.Punithavathi (2011) conducted a research to investigate self-concept and academic achievement of students at the secondary level. The results of the analysis revealed a significant correlation between self-concept and academic achievement. Hence it becomes very essential for the researches to ascertain the influence of self-concept on the academic achievement of students. Hence, the investigators felt the need to select this vital area for the present investigation.

OBJECTIVES:
1. To find out the level of self-conceptof higher secondary students
2. To find out the level of self-conceptof higher secondary students with regards to gender
3. To find out the level of self-conceptof higher secondary students with regards to location of student.
4. To find out whether there is any significant difference between male and female higher secondary school students with regard to self-concept.
5.To find out whether there is any significant difference between rural and urban higher secondary school students with regard to self-concept.
6.To find out whether there is any relationship between self-concept and academic achievement of higher secondary school students.

HYPOTHESES
1. There is no significant difference between male and female higher secondary school students with regard to self-concept.
2. There is no significant difference between rural and urban higher secondary school students with regard to self-concept.
3. There is no significant relationship between self-concept and academic achievement of higher secondary school students.

Method: Survey method was adopted for the study
Sample: A sample of 200 higher secondary students were selected from five higher secondary schools from rural and urban background in Gingeee block of Viluppuram district in Tamil Nadu using random sampling technique.
Tools: 1. Self-concept questionnaire standardized by S.Balasubramaniyan (2015) consisted of 63 statements was used to measure the level of self-concept of higher secondary students.**2.** For Academic achievement average marks obtained from all the subjects during the school term examination was used.
Statistical techniques: Percentage analysis, Mean, SD, 't' test and Pearson product moment correlation coefficient were used as statistical techniques for data analysis.
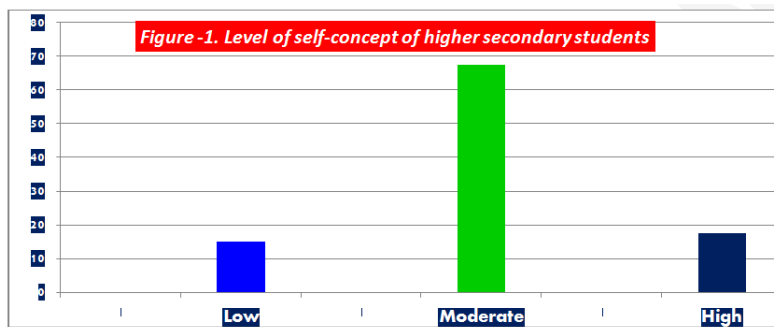
Level of Self-Concept of Higher Secondary Students
1.   To find out the level of self-conceptof higher secondary students

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Table -1
Level of self-concept of higher secondary students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Self-Concept	41	20.5	124	62.0	35	17.5

It is inferred from the above table that the level of self-conceptof higher secondary students in terms of overall sample is moderate. The 20.5% have low level self-concept, 62.0% have moderate level self-conceptand 17.5% of higher secondary students have high level self-concept.
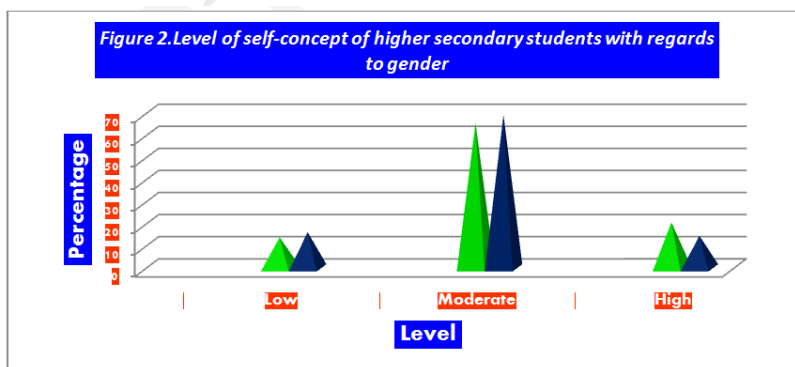

Figure -1. Level of self-concept of higher secondary students

2. To find out the level of self-conceptof higher secondary students with regards to gender.

Table -2
Level of self-conceptof higher secondary students with regards to gender

Variable	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Self-Concept	Male	21	26.9	43	55.1	14	17.9
	Female	20	16.4	81	66.4	21	17.2

It is inferred from the above table that the level of self-conceptof higher secondary students in terms of overall sample is moderate. The 26.9% of male and 16.4% of female have low level self-concept, 55.1% of male and 66.4% of female have moderate level self-conceptand 17.9% of male and 17.2% of female higher secondary students have high level self-concept.


Figure 2.Level of self-concept of higher secondary students with regards to gender

3. To find out the level of self-conceptof higher secondary students with regards to location of student.

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Table -3
Level of self-conceptof higher secondary students with regards to location of student

Variable	Location of Student	Low		Moderate		High	
		N	%	N	%	N	%
Self-Concept	Rural	39	21.7	107	59.4	34	18.9
	Urban	2	10.0	17	85.0	1	5.0

It is inferred from the above table that the level of self-conceptof higher secondary students in terms of overall sample is moderate. The 21.7% of rural and 10.0% of urban students have low level self-concept, 59.4% of rural and 85.0% of urban students have moderate level self-conceptand 18.9% of rural and 5.0% of urban higher secondary students have high level self-concept.

Figure 3. Level of self-concept of higher secondary students with regards to location of student
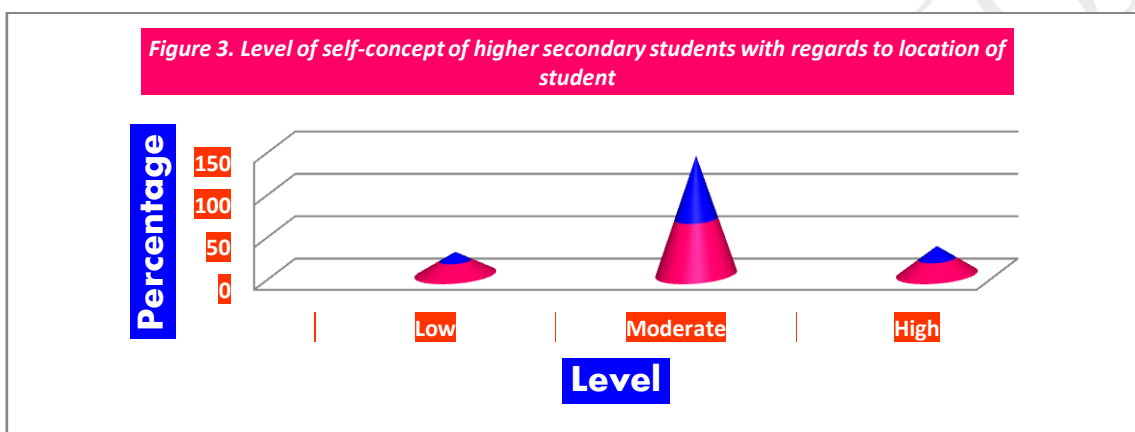
H₀4: There is no significant difference between male and female higher secondary school students with regard to self-concept.

Table -4
Difference between male and female higher secondary school students with regard to self-concept

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Self-Concept	Male	78	35.63	8.678	1.196	
	Female	122	37.11	8.413		NS

(At 5% level of significance, the table value of 't' is 1.96, df 198, S - Significant)

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) for df 198, at 5% level of significance. Hence the respective null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary school students with regard to self-concept.

H₀5: There is no significant difference between rural and urban higher secondary school students with regard to self-concept.

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Table -5
Difference between rural and urban higher secondary school students with regard to self-concept

Variable	Location of Student	N	Mean	S.D	Calculated 't' value	Remarks
Self-Concept	Rural	180	36.68	8.696	0.892	
	Urban	20	35.20	6.849		NS

(At 5% level of significance, the table value of 't' is 1.96, df 198, NS - Not Significant)

It is inferred from the above table that the calculated 't' value is less than the table value (1.96) for df 198, at 5% level of significance. Hence the respective null hypothesis is accepted. It shows that there is no significant difference between rural and urban higher secondary school students with regard to self-concept.

6. There is no significant relationship between self-concept and academic achievement of higher secondary school students.

Table -6
Relationship between self-conceptand academic achievementof higher secondary students

N	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated 'γ' Value	Table Value	Remarks at 5% level
200	7307	36827	126045529	1356227929	269094889	0.392	0.087	S

It is inferred from the above table that the calculated 'γ' value is greater than the table value (0.087) for df 198, at 5% level of significance. Hence the respective null hypothesis is rejected. It shows that there is a significant relationship between emotional maturity and self-concept of higher secondary school students.

FINDINGS
- 20.5% have low level self-concept, 62.0% have moderate level self-conceptand 17.5% of higher secondary students have high level self-concept
- 26.9% of male and 16.4% of female have low level self-concept, 55.1% of male and 66.4% of female have moderate level self-conceptand 17.9% of male and 17.2% of female higher secondary students have high level self-concept.
- 21.7% of rural and 10.0% of urban students have low level self-concept, 59.4% of rural and 85.0% of urban students have moderate level self-conceptand 18.9% of rural and 5.0% of urban higher secondary students have high level self-concept
- There is no significant difference between male and female higher secondary school students with regard to self-concept
- There is no significant difference between rural and urban higher secondary school students with regard to self-concept.
- There is a significant relationship between emotional maturity and self-concept of higher secondary school students

EDUCATIONAL IMPLICATIONS
The findings of the study……….
- ❖ encourage the policy makers to understand the need of developing self- concept of teachers and students through training programme and other educational activities.

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❖ motivate the teachers for their professional development and also to be aware of psychological factors linked with achievement of students.
❖ make the curriculum framer to include self- concept as a part of teacher-education courses.
❖ help the teachers to enrich their knowledge and improve the self- concept among themselves and in turn among their students.

RECOMMENDATIONS
➢ School administrators should insist higher secondary school teachers to participate in the training programme in debate, seminar, symposium, workshops etc. to understand about self- concept and its effect on the academic achievement of students.
➢ More professional orientation programme help the teachers to develop self-concept among their students.

CONCLUSION
        The findings of the study revealed thatthe level of self- concept of higher secondary students in terms of overall sample was moderate in terms of gender and locality of student.No Significant difference was found between the self –concept of higher secondary school students with regard to gender and students' location.There was a significant relationship between and self-concept and academic achievement of higher secondary students.Students should be trained to develop self- concept to enhance their academic achievement. Students spend more hours in school environment and need their teachers' guidance and counseling to develop the desired skills to solve all their problems. Hence counselors and teachers should adopt innovative strategies to create supportive and favorable educational climate for the students to develop self-concept to cope up with academic stress and face challenges in all the sphere of life. Based on the findings it is recommended that specific skills for developing self-concept are to be incorporated into the school curriculum. Teachers are the apt persons to train the students to become responsible citizens. It is the responsibility of the teachers and the school administrators to provide a conducive learning atmosphere to develop self- concept among the students to excel in their academic achievement and also to cope up with challenges and problems in future.

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