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### ACADEMIC ACHIEVEMENTS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF- CONCEPT

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#### ABSTRACT

This study aimed to find out academic achievements of senior secondary school students in relation to their self- concept in Kangra district of Himachal Pradesh. The Study Habits Inventory (SHI) by M. Mukhopadhyaya and D.N. Sansanwal. (1971) and Self-concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat (1971). The present study revealed that there was insignificant relationship between academic achievement and self-concept among senior secondary school students. There was no significant difference between the self-concept of male and female senior secondary school students.

**Keywords:** Academic Achievement, School Students, self – concept.

#### INTRODUCTION

Education plays an important role in human life. Human beings are incomplete without education. Education is the only way, which makes us perfect for future. If we talk about education we should have knowledge about teaching learning process. Teaching learning process has occupied on important place in the field of education.

Education is a constructive process, which drags a person from darkness, poverty, misery and leads him to the pool of prosperity and happiness by developing his personality in all its aspects i.e. physical, mental, social and emotional .The main aim of the education is the all around holistic development of the students.

The emphasis on the techniques of teaching too has drifted from the earlier teacher centered approach to the child centered methods. This new orientation in teaching has brought to light the importance of individual differences, which matter a lot in academic performance of children. In the recent days academic achievement seems to be a key factor around which revolves the whole system of school education.

The aspects has brought about a new challenge to the educators research personnel's and has result in a mushroom and growth of research to bring about a new revolution in the field of academic achievement.

The psychological discussion the word self' has been used in many ways rise to two chief meanings of self-one. The self as the subject or agent and two, the self as the individual who is known to himself. The term self-concept has come into common use to refer to the second meaning which relates to phenomenological approach.

## **JUSTIFICATION OF THE PROBLEM**

Several studies have been carried out to investigate the relationship between the academic achievement and study habits whereas some other researcher studied the study habits of arts and science students.

But rare studies have been conducted which studied academic achievements' in relation to study habits and self concept of students in depth and there are few studies, which comparatively studied study habits of Sen. Sec. school students in relation to their academic achievements.

With this fact in mind, the investigator considered it worthwhile to take the present problem for the investigation in order to study the study habits of students at secondary level in depth. Study habits are important for academic achievement of students as much it is important for their fruitful use of leisure time.

## **OBJECTIVES OF THE STUDY**

1. To study the relationship between academic achievement and self concept of senior secondary school students.
2. To compare the self concept of male and female senior secondary school students.

## **HYPOTHESES OF THE RESEARCH PROBLEM**

1. There exists significant relationship between academic achievement and self concept of senior secondary school students.
2. There exists significant difference in self concept of male and female of senior secondary school students.

## **METHOD USED**

In order to collect the necessary data for the present study, the survey method was employed by the investigator

## **SAMPLE**

The sample of the present study comprised of 200 students selected on random basis from four senior secondary schools. The schools included in the sample were located in Kangra district in Himachal Pradesh.

## **TOOLS USED**

To carry out any type of research, data is collected with the help of tools. For the present investigation following tools were used:

- (i) Study Habits Inventory (SHI) by M. Mukhopadhyaya and D. N. Sansanwal. (1971).
- (ii) Self-concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat (1971).

## **PROCEDURE FOR DATA COLLECTION**

After selecting the tool, the investigator visited various senior secondary schools of Kangra district in Himachal Pradesh. There he sought the permission of the principals of schools. He explained the purpose of the study to the principal of the institution. After getting the

permission he met the plus one and plus two class students.

After that the investigator distributed the different questionnaire among students. The purpose of the questionnaire was explained to the students. It was assured that their replies would be kept confidential and would be strictly used for research purpose. They were also told to give their free and frank responses. They were requested to read the instruction carefully. They were told that they could ask any difficult term which they could not follow

## RESULTS AND DISCUSSION

**Table 1: Relationship between academic achievements and self concept of senior secondary school students**

Variables	N	df	r	Level of Significance
Academic Achievement	200	198	.025	Not Significant
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. It reports that there was no significant effect on academic achievement of self concept.

Thus, the earlier stated hypothesis no.1, “There exists significant relationship between academic achievement and self concept of senior secondary school students” is rejected.

On the basis of above given results it can be concluded that there is significant relationship between academic achievement and study habits but no significant relationship between academic achievement and self concept of senior secondary school students.

**Table 2: Comparison of self-concept of male and female senior secondary school students**

Group	N	M	S.D.	df	t-Value	Level of Significance
Male Students	100	174.80	16.52	198	.94	Not Significant
Female Students	100	176.70	11.29			

Table 2. reveals that the t’ ratio for the difference between the mean scores of male and female of senior secondary school students in self concept is not significant at .05 level. The mean scores of both the groups clearly indicated that the difference in self concept of male and female senior secondary school students is insignificant. Hence, male and female senior secondary school students have equal self concept.

Thus, the earlier stated hypothesis no.2, “There exists significant difference in self concept of male and female of senior secondary school students” is rejected.

## MAIN FINDINGS

- ❖ There was insignificant relationship between academic achievement and self concept among senior secondary school students.
- ❖ There was no significant difference between the self concept of male and female senior secondary school students.

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