SELF CONCEPT OF SECONDARY LEVEL STUDENTS IN DELHI/DELHI (NCR)

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Abstract: *At the level of secondary school, student's self-concept about their academic capabilities plays an important role. The aims of the study were to examine the self-concept of secondary level students of rural and urban area, government and public school and to compare the self-concept of boys and girls. Sample of the study were 400 secondary class students, where 200 boys and 200 girls of government and public schools in rural and urban areas of EAST and NORTH- EAST DELHI and DELHI NCR, are taken for study. The sample was drawn from 16 secondary schools affiliated with CBSE board, session 2013-14 under directorate of education Delhi, India. Self-concept was measured by, "Swatva Bodh Parikshan" (SBP) scale by Dr. (Mrs) G.P. Sherry, Dr. R.P. Verma and Dr. P.K. Goswami (1988) and* to measure academic achievement motivation, *Dr. T. R. Sharma's* AAMT inventory was used as a tool. *The result of the study revealed that there is no significant difference in the total self-concept with regard to gender and type of school variation, but urban students have better self-concept than rural students. Another finding of the study revealed that socio-economic self-concept of the girls was better than their counterpart. Temperamental qualities, emotional tendencies and mental health of urban students were better as compared to rural students. The study also revealed significant relationship between self-concept and academic achievement in all the secondary level students. Based on the findings of the study, recommendations for building the better self-concept of the students have been mentioned.*

Keywords: self-concept, secondary students, gender, area, types of schools variation

I. INTRODUCTION

Self-concept is the core of human personality. It refers to the totality of people's perception about their physical, social and academic competence. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities, deficiencies, capacities limits, values and relationships that the subject knows to be descriptive of him. "Self-concept is an important construct in development psychology and education and had multidimensional construct.

Self-concept is very significant to psychologists and educationists because whatever an individual feels or thinks about himself/herself is very vital and it could be a strong determinant of his/her behaviour. Students will be more likely to engage in tasks that they have belief in their own capabilities to organize and execute the courses of action required to produce given attainments.

According to *Byrne (1974)* self-concept may be defined as the total collection of attitudes, judgments and values which an individual holds with regard to his behavior, his ability, his body, his worth as a person, in short how he perceives and evaluates him-self. *Peterson (1981)* opines that self-concept in adolescents, is the "self-moves" towards its own actualization through unity, differentiation and reintegration.

According to *Pandit (1969),*"Self-concept is the nucleus around which the entire personality structure revolves in its homeostatic process of maintaining consistency and stability within the individual personality"

Also, researchers in education have considered the word 'self' as an important psychological construct because it has been found to be both a cause and effect of academic achievement. Research on self-concept suggests that people with higher levels of self-concept tend to pursue challenging goals and to have strong commitment even when they encounter with difficulties. On the contrary, people with lower levels of self-concept are more likely to avoid difficult tasks, have less commitment and effort to pursue their personal goals, and are more vulnerable to stress and depression *(Bandura, 1993).*

The construct of self-concept is grounded primarily in self-worth theory *(Covington, 1992; Covington, 1998; Covington, 2000; Covington & Dray, 2002; Eccles & Wigfield, 2002).* Briefly, self-worth theory suggests that all individuals have a motivational "tendency to establish and maintain a positive self-image, or sense of self-worth*"(Eccles & Wigfield, 2002, p. 122)*. Since children spend a significant portion of their lives being evaluated in school classrooms, self-worth theory postulates that a key to developing and maintaining self-worth is to develop and maintain a positive academic self-concept.

To translate the general definition into something operational, Shavelson and Bolus (1982) defined self-concept as perceptions of ability in different areas. Along the same lines, Battle (1981), Piers and Harris (1964), as well as Marsh and his colleagues (Marsh, 1988, 1992; Marsh, Craven, & Debus, 1999; Marsh & O'Neill, 1984; Marsh, Parker, & Barnes, 1985; Marsh, Relich, & Smith, 1983) all agreed that competence perception is a key aspect of school or academic self-concept. It is noteworthy that apart from the emphasis on competence, several researchers also looked at students' enjoyment and willingness to work hard in their academic subjects when assessing student's academic self-concept. For instance, Marsh et al. (1999) made a distinction between self-concepts of competence and affects. The academic competence scale has expected items that assess whether students feel that school subjects are easy for them and whether they are good at most school subjects. Whilst the academic affect scale has items that assess whether students like or hate to go to school, like to study different subjects, and feel that going to classes at school is fun. In addition, Marsh et al.'s (Marsh, 1988, 1992; Marsh & O'Neill, 1984) school subjects self-concept scale (Self-Description

Questionnaire) has an item that assesses whether students enjoy doing work for their school subjects, whilst Battle's (1981) academic self-esteem subscale has items that evaluate whether students usually quit when school work is too hard or that they often feel like quitting school. It is tenable that Singaporean students' definition of academic self may leverage quite a bit on the 'commitment' aspect of academic self-concept. This is due to the fact that the culture is largely influenced by Confucianism, with its conception of learning as a process of 'studying extensively, inquiring carefully, pondering thoroughly, sifting clearly, and practicing earnestly' (as cited in Lee, 1996). Presumably, the societal emphasis on effort and will-power in the pursuit of learning is likely to influence students' self-definitions, cognitions and values.

Academic self-concept refers students' attitude, perception, and enjoyment of subject or class lecture in school. Students' self-perception plays an important role to adjust themselves in school during childhood and adolescence and directing the students' efforts towards their academic works. The multi-dimensional model of self-concept show that an academic self-concept is one of the important facets of self, contribute to an individuals' global self-concept, together with social, emotional, and physical self-concept.

Academic self-concept relates to an individual's self-concept with regard to such factors as their academic aptitude and academic achievement. They may have an accurate view of themselves, in accord with scholastic aptitude and intelligence test scores and actual academic performance. However their own view may be at odds with such assessments which may impact for better or worse on their performance. This may have implications for their perception of education and for their educational aspirations and academic engagement. Academic self-concept influences not only a student's academic performance but also his or her effort, engagement, and persistence in classroom activities; intrinsic motivation; help-seeking behavior and course selection.

Cokley has defined academic self-concept as a student's view of his or her academic ability when compared with other students. Whereas *Byrne and Shavelson* defined academic self-concept as involving a description and an evaluation of one's perceived academic competence. In a more comprehensive way *Lent et.al*, have explained the academic self-concept as specific attitude, feeling and perceptions about one's intellectual or academic skills representing a person's self-beliefs and self-feeling regarding the academic setting.

The research findings are important because they have practical implications for parents and teachers. Research by *Craven et al. (1991)* indicates that parents and teachers need to provide children with specific feedback that focuses on their particular skills or expressed abilities in order to increase academic self-concept. When teachers acted something on a child without respect, he might have a negative effect such as accepting himself as weak. Therefore, there is an association between academic self-concept and academic performance. Individuals, who have high academic performance are characterized by feeling more responsibility in school and seldom violate the rules and regulations. For developing the student's positive academic self-concept, parents should provide a pleasant atmosphere at home with full of happiness and to fulfill the desires of children. A helpful learning environment by teachers can fulfill the psychological needs of the students. Parent, school, peers, teachers, media, society, and culture all of these influence on the child's academic self-concept. School and teachers have a straight effect on child's feelings, inspirations and attitudes and on their academic achievement.

Other research suggests that learning opportunities should be conducted in a variety of mixed-ability and like-ability groupings that down-play social comparison because too much of either type of grouping can have adverse effects on children's academic self-concept in the way they view themselves in relation to their peers.

Researches and multiple sources of empirical data show that for doing well academically, beginning with a positive self-concept is an important prerequisite. Students with positive self-concept tend to reflect socially acceptable behaviors. The stage of secondary school level or adolescence is usually a period of developmental transition which an individual passes from childhood to maturity. During this transition, adolescents face so much psychological and sociological pressure in their life. They face psychological maturation, cognitive changes, sifting of societal and parental expectations, conflicting role demands, complexity in relation with parents and peers, choice of school and subject and adjustment in the school environment. Despite of all these changes, adolescence is also characterized as a time of evaluation of self and subsequent reformation of perceptions. As such to have a better understanding of Indian adolescent, the present study will be important to understand the self-concept of secondary level boys and girls of government and public schools of rural and urban area, and further its relationship with academic achievement.

II. OBJECTIVES OF THE STUDY:

1. To study the relationship between the self-concept and academic achievement of secondary level students with regard to gender, area and type of school variation.
2. To study the difference in the self-concept of secondary level boys and girls.
3. To study the difference in the self-concept of secondary level students of rural and urban area
4. To study the difference in the self-concept of secondary level students studying in government and public schools.

III. HYPOTHESES OF THE STUDY:

In relation to the theoretical points of departure and the research instruments used, the following hypotheses were formulated in null form for empirical verification.

Ho1 There is no significant differences in the self-concept of secondary level boys and girls.

Ho2 There is no significant difference in the self-concept of secondary level students of rural and urban area.

Ho3 There is no significant difference in the self-concept of secondary level students studying in government and public schools.

Ho4 There is no significant relationship between the self-concept and academic achievement of secondary level students.

IV. RESEARCH METHOD:

4.1 The design: Normative survey method was used in the present research to pertinent preside information consuming the current status of phenomena and to draw valid general conclusive from the facts discovered. The method was meant about what exists at present by determining the nature and degree of existent conditions. Hence the design was of ex-post factor.

4.2 Sample: In the present study the investigator selected schools of district East and North-East of Delhi and Delhi NCR as the field of investigation. The sample for the study consists of 400 secondary class students of 16 schools of Delhi and Delhi NCR. Students from both types of schools were categorized on the basis of gender as well as on the basis of the location of their school i.e. urban and rural. Required number of students from each category was then randomly selected.

4.3 Instruments:

4.3.1 Description of the test SBP: To measure the self-concept, Swatva Bodh Parikshan (SBP) scale *by Dr. (Mrs) G.P. Sherry, Dr. R.P. Verma* and *Dr. P.K. Goswami* was used as a tool. A batch of 30 students was taken at a time, then reusable-booklets-"Swatva-Bodh Parikshan" (SBP) and its answer sheets were distributed to them. The inventory comprises of 48 items, yielding scores in eight different dimensions of the self-concept and on the total. Thus the present test provides eight separate measures of self-concept. Each statement has to be answered either "Yes" or "No". The scoring was done with the help of the scoring stencil provided for with the inventory.

A high score on this test indicates a bright self-concept while a low score shows a poor self-concept. Reliability coefficient of the eight dimension of the self-concept test was fairly satisfactory. Factorial validity was checked and found fairly well.

Interpretation of Raw scores is shown in table no -1:

Table No-1

S.No	Raw Scores	Interpretation
1.	20 or Below	Very poor Self-concept.
2.	21-26	Poor Self-concept.
3.	27-38	Average Self-concept.
4.	39-44	Good Self-concept.
5.	45 or above	Very Good Self-concept.

Following are the areas of self-concept shown in the table 2.

Table No-2

S.No	Dimensions	Symbolic Name	Item Nos.	Total
1.	Health and Physique	Sbp a	9, 19, 24, 27, 39, 44	6
2.	Temperamental Qualities.	Sbp b	1, 10, 28, 34, 45	5
3.	Academic Status.	Sbp c	2,3,11,16,25,29,35, 46	8
4.	Intellectual Abilities	Sbp d	4,12,17, 20, 30, 36, 47	7
5.	Habits and Behavior.	Sbp e	5,13,31, 40, 48	5
6.	Emotional Tendencies.	Sbp f	6, 14, 21, 32, 41	5
7.	Mental Health.	Sbp g	7,15,22, 26, 33, 37, 42	7
8.	Socio-Economic Status.	Sbp h	8, 18, 23, 38, 43	5

The Norms of the test are presented below in table 3

Table No-3

S.No	Groups	Mean	S.D.	S.E.M.
1.	Total sample	33.95	6.24	0.23
2.	Urban Boys	34.51	6.53	0.43
3.	Urban Girls	32.78	5.28	0.37
4.	Rural Boys	35.19	6.53	0.44
5.	Rural Girls	32.51	5.99	0.58

Percentile Ranks and T-scores of the test are given below in table 4

Table No- 4

S.No	Raw Scores C.I	Mid values	Percentile Ranks	T-sores
1.	46-48	47	99	74
2.	43-45	44	95	67
3.	40-42	41	87	61
4.	37-39	38	74	55
5.	34-36	35	54	51
6.	31-33	32	36	46
7.	28-30	29	21	42
8.	25-27	26	11	38
9.	22-24	23	5	34
10.	19-21	20	2	29
11.	18 or below	_	1	26

Symbolic name used is Self-Con

4.3.1.1 RELIABILITY:

Its test-retest reliability found 0.733 and rational equivalence was 0.761. Reliability of the test is clearly visible in table no 5

Table No.- 5

S.No	Methods	N	Reliability coefficient	S.E. of measurement
1.	Test-Retest	100	0.733	
2.	Rational equivalence	765	0.761	3.06

4.3.1.2 VALIDITY:

The validity of this test was done by FACTORIAL VALIDITY method. It was shown by the factor matrix that the eight dimensions of self-concept are highly independent of one-another. The test was fairly satisfactory.

V. TECHNIQUES OF ANALYSIS:

Techniques of analysis for the present investigation include techniques for collection of data, scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated. Collection of data in regards to the two predicting variables was done through administration of relevant tools in the form of questionnaires. Responses were collected in independent answer sheets. For scoring procedure as mentioned in the test manuals has been followed. For interpretation of scores in all the predicting variables both descriptive statistics and inferential statistics have been used. The data collected during the research process was evaluated by using "SPSS 15.0 for Windows" package program. The arithmetic mean and standard deviation values were used for the distribution of the self-concept of secondary level students.

The *"independent samples t-test"* was used to determine whether there is significant difference in students' self-concept according to gender, area and type of school variation. The significant difference level was discussed as 0.005 statistically.

VI. RESULTS AND DISCUSSIONS:

Table No.-6

Gender wise descriptive Statistics of each component of Self-Concept.

Variation	Sub-Samples	N	Mean	SD	S ED	df	T	Remarks
Sbp Health and Physique	**Boys Vs Girls**	200 200	4.31 4.39	1.365 1.355	0.136	398	0.588	NS
Sbp Temperamental Qualities	**Boys Vs Girls**	200 200	3.89 3.90	1.034 1.103	0.107	398	0.421	NS
Sbp Academic Status	**Boys Vs Girls**	200 200	5.84 5.91	1.639 1.571	0.161	398	0.405	NS
Sbp	**Boys**	200	5.13	1.456				

Intellectual Abilities	**Vs Girls**	200	5.14	1.252	0.136	398	0.110	NS
Sbp Habits and Behaviors	**Boys Vs Girls**	200 200	4.06 3.91	1.028 1.226	0.113	398	1.371	NS
Sbp Emotional Tendencies	**Boys Vs Girls**	200 200	3.60 3.75	1.152 0.981	0.107	398	1.449	NS
Sbp Mental Health	**Boys Vs Girls**	200 200	5.36 5.55	1.386 1.341	0.136	398	1.357	NS
Sbp Socio-Economic status	**Boys Vs Girls**	200 200	4.12 4.36	1.092 0.971	0.103	398	2.274*	P <0.05
Total Self-concept	**Boys Vs Girls**	200 200	36.25 36.89	6.744 6.650	0.670	398	0.963	NS

* Significant at 0.05 level of confidence

An insightful observation of values presented in table no 6 reflects that Girls showed better in Socio-Economic status than the Boys and significant at .05 level of confidence, but total self-concept and other areas of self-concept do not show significant difference between secondary level Boys and Girls. The results were supported by the earlier findings by Vamadevappa, H. V. (2003) that no difference was found in the total self-concept of boys and girls. Hence the null hypotheses that there is no significant difference between boys and girls with respect to their all the components of self-concept of secondary class students is accepted in all the cases except in the above discussed case.

Table No-7

Area wise descriptive Statistics of each component of Self-Concept.

Variation	Sub-Samples	N	Mean	SD	S ED	df	T	Remarks
Sbp Health and Physique	**Rural Vs Urban**	200 200	4.29 4.41	1.391 1.327	0.136	398	0.883	NS
Sbp Temperamental Qualities	**Rural Vs Urban**	200 200	3.73 4.03	1.146 0.964	0.106	398	2.786**	P<0.01
Sbp Academic Status	**Rural Vs Urban**	200 200	5.78 5.97	1.658 1.546	0.160	398	1.216	NS
Sbp Intellectual Abilities	**Rural Vs Urban**	200 200	5.09 5.18	1.325 1.388	0.136	398	0.700	NS
Sbp Habits and Behaviors	**Rural Vs Urban**	200 200	3.96 4.01	1.219 1.042	0.114	398	0.396	NS
Sbp Emotional Tendencies	**Rural Vs Urban**	200 200	3.51 3.84	1.075 1.044	0.106	398	3.162**	P<0.01
Sbp Mental Health	**Rural Vs Urban**	200 200	5.32 5.59	1.337 1.383	0.136	398	1.949*	P<0.05
Sbp Socio-Economic status	**Rural Vs Urban**	200 200	4.19 4.29	1.071 1.005	0.104	398	1.011	NS
Total Self-concept	**Rural Vs Urban**	200 200	35.85 37.29	6.750 6.581	0.667	398	2.153*	P<0.05

* Significant at 0.05 level of confidence NS* Not significant

** Significant at 0.01 level of confidence

Observation of the means presented in the table no 7 debates the facts that students studying in urban areas showed significantly better self-concept in areas like Temperamental qualities and Emotional tendencies in comparison to the students of rural areas. This difference is significant at .01 level of confidence. Mental health of urban students was also found better than the students of rural area. It is significant at .05 level of confidence. The 't' ratio in case of total self-concept (2.153) which was more than the

tabulated value (1.96) at 0.05 level of significance for 398degrees of freedom was significant. Hence the 't' ratio was significant. So the null hypothesis that, there is no significant difference in the self-concept of students with regard to area was rejected. The mean score (37.29) of urban school students was found more than the mean score of rural school students (35.85). This revealed that the students of urban area have better self-concept than the students of rural area. The present finding draws support from the findings of Arora (2005). They also found that self-concept of urban students was better than rural students. Hence barring these areas there is no area wise significant difference with respect to their self-concept; hence null hypotheses that there is no significant differences in all the eight components of self-concept of secondary level students with regard to locale can be accepted in these areas.

Table No.-8

Type of school wise descriptive Statistics of each component of Self-Concept.

Variation	Sub-Samples	N	Mean	SD	S ED	df	T	Remarks
Sbp Health and Physique	**Government**	200	4.37	1.349	0.136	398	0.220	NS
	Vs Public	200	4.34	1.372				
Sbp Temperamental Qualities	**Government**	200	3.86	0.972	0.107	398	0.327	NS
	Vs Public	200	3.90	1.158				
Sbp Academic Status	**Government**	200	5.89	1.601	0.161	398	0.156	NS
	Vs Public	200	5.86	1.610				
Sbp Intellectual Abilities	**Government**	200	5.21	1.394	0.136	398	1.069	NS
	Vs Public	200	5.06	1.317				
Sbp Habits and Behaviors	**Government**	200	3.98	1.143	0.114	398	0.043	NS
	Vs Public	200	3.98	1.126				
Sbp Emotional Tendencies	**Government**	200	3.74	1.076	0.107	398	1.261	NS
	Vs Public	200	3.61	1.065				
Sbp Mental Health	**Government**	200	5.42	1.423	0.137	398	0.476	NS
	Vs Public	200	5.49	1.307				
Sbp Socio-Economic status	**Government**	200	4.33	0.978	0.104	398	1.786	NS
	Vs Public	200	4.15	1.091				
Total Self-concept	**Government**	200	36.79	6.536	0.670	398	0.649	NS
	Vs Public	200	36.35	6.862				

* Significant at 0.05 level of confidence
** Significant at 0.01 level of confidence

When the mean score of total self-concept and all the dimensions of self-concept of government school students were compared to the mean score of public school's students, it was found that there was not a single area where the significant difference was observed. Hence the hypotheses, that there is no significant difference in all the eight components of self-concept of secondary level students with regard to impact of type of school variations can be accepted.

Relationship Study

Table No-9

Coefficients of correlation between self-concept and academic achievement

Sub-Samples	N	Academic Achievement and Self-Concept	Level of Significance
Total Sample	400	0.309**	S p<0.01
Total Boys	200	0.291**	S p<0.01
Total Girls	200	0.339**	S p<0.01
Total Rural	200	0.298**	S p<0.01
Total Urban	200	0.321**	S p<0.01
Total Government	200	0.265**	S p<0.01
Total Public	200	0.373**	S p<0.01

* Significant at 0.05 level of confidence S Significant
** Significant at 0.01 level of confidence

The 'r' values as presented in table 9, indicated positive low to moderate and significant relationship at 0.01 level in all the cases. Hence the investigator desired to conclude that there exists positive significant relationship between self-concept and academic achievement with regard to gender, area and impact of type of school variation.

The present study's results support this claim, that there is a positive significant relationship between the students' self-concept and their academic achievement ($r=.309$, $p<0.01$). This result is also consisted with research work by Sikhwari (2014), Archana et al (2013), which showed a significant relationship between self-concept and academic achievement of high school students. The students who have good self-concept of themselves is performing well in mathematics (Olantunde 2010); physical science and that they needed to do well in mathematics and physical science in order to please themselves their parents and to get admission into high institutions of their choice (Raju 2013). The present study showed evidence that, students with high self-concept performed better on the mathematics achievement test and are aiming to be admitted in higher institutions.

CONCLUSIONS:

In one of the findings of the study, non-significant difference was observed in the total self-concept of boys and girls and in type of school variation also, but there was a significant difference in total self-concept of rural and urban area students. It was found that urban students have better self-concept than rural students. Conclusion is drawn to the effect that when these rural children grow from childhood to adolescence, they face the reality that there is little for them in their locale. Rural parents tended to have a lower educational attainment and were less likely to expect their children to attain an education beyond high school. Parents themselves have very less self-concept resultant they remain ignorant to develop good self-concept in their children as well. The other reason could be the location of school; infrastructure of the school, furniture and physical amenities such as electricity and running water, extracurricular activities, health facilities, teaching aids than all these indicators will have to prove to be more adequate in urban schools as compared to rural schools. These are the obvious reason behind the discrepancy in self-concept between rural and urban students.

The explanation seems to be appropriate in justifying the other result that in spite of variations in gender and management of the institutions students didn't have difference in the way they look at themselves and the personality characteristics including the cognitive structure they takes into account a set of attitudes, values that means the personality of self –esteem, self-concept and self-confidence and how pupils view themselves are all exhibited by everybody in the same quantum and same degree. This revealed that self-concept wise all the secondary level students displayed their characteristics equally.

A closed scrutiny of the first finding of the study made it clear that there is non-significant difference in all the components of self-concept of the secondary level boys and girls except in their socio-economic self-concept. The mean score difference showed that girls have better socio-economic self-concept than boys. The possible reason behind this is that, since beginning girls are more interactive, social in their behavior and well awared of their surroundings.

The second study which is with regard to area concluded to significant difference for temperamental qualities, emotional tendencies and mental health, which is found better in urban students than rural students. The investigator is bound to believe that urban students get ample support from their parents economically, emotionally as well as educationally, because they are better educated than rural parents. It makes urban students contended and well guided for their future perspectives and keeps them high in their temperamental, emotional and mental self-concept.

The reason behind the results of the third study that, there is not any meaningful difference between all the eight components of self-concept with regard to school management variation is that in spite of the fact that unlike public school students the students of government school come from a very humble background and are children of not so educated parents still their self-concept of health, temperament, academic, intellectual, habits, emotional, mental and social is no less than public school students. Actually recently the education system of Delhi has been going through a lots of changes. Government school students are in the hands of well trained teachers who undergo in-service training programmes every year for the benefits of students. During continues and comprehensive evaluation the student become able to explore his own qualities, which enhance their self-confidence. They are being taught about good health, good hygienic habits etc. teachers teach them very sensitively by taking care of individual difference and emotional need as well. All these factors must have contributed in keeping their self-concept as good as public school students.

The study revealed significant relationship between both variables self-concept, and academic achievement with regard to gender, area and type of schools. The multiple co relation was also significant. Therefore the better the self-concept and more the drive to achieve the better was the school achievement. Therefore, school students should be encouraged to develop their self-concept and an atmosphere of need to achieve may be created in students for greater academic achievement. Marsh and Craven, 1997; Marsh 1993; Felson 1984 have supported the belief that there is a persistent and significant relationship between self-concept and academic achievement, and the change in one seems to be associated with a change in the other.

RECOMMENDATIONS

The study purports to measure the contributions of the predictors to the criterion. As such the findings provide ample scope both to the administrators and the educationists in promoting achievement and making parents, teachers, students and all other concerns well informed about the same. The following recommendations have been made basing on the findings of the present investigation:

1. Academic counsellors should organise guidance programmes such as workshops, symposia, and public lectures periodically for high school students to equipped them with the needed skills to enhance their self-concept.

2. Counselling centres should be put in placed in all High Schools to help students build their positive self-concept since positive self-concept has a strong correlation with academic performance.

3. Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic performance in the absence of external rewards.

4. Parents should adopt parenting styles that will enhance motivation and instill high self-esteem in their children in order to help them perform well in school. They should encourage them to be flexible, fearless and perceive the correct knowledge only after scientific and objective investigation.

5. Curriculum developers should design programmes and courses that will motivate students to think critically and to enhance their self-concept.

6. Quiz competitions, class presentations and inter school debates should be organised for students in order to enhance their self-concept.

7. The school should organise different curricular and co-curricular activities, like seminars, talks delivered by the intellectuals, debates, discussions etc. and should also promote students to gain correct and current information by studying the magazines, newspapers, journals, periodicals.

8. The sense of 'Bodily self' is reflected in the general attitude of trust or mistrust, which stems from a positive or negative sense of continuing self. So the teacher must help the students to with draw their attention on bodily self and concentrate on the other aspects of external environment. This can be done by encouraging students to do well in academic activities as well as in the non-academic activities like dance, drama, sports debates etc

9. Teacher should identify different categories of pupil and to classify them into different groups, which will make it easy to provide appropriate guidance for the development of self-concept of the students.

10. Teacher should encourage students to make self-evaluation through self rating system. In order to let children know the area in which they are competent and in which they are lacking.

11. The school curriculum should provide opportunities to students for the development of self-esteem. In this context the school should provide opportunities to make friends and should arrange integration camps of culturally diverse students as these can only be responsible for development of both self-esteem and language skills.

12. In order to increase academic achievement among school children, it is imperative that children be trained in having a high achievement motivation, realistic goal settings, and achievement striving. These training activities can be operated by their teacher through behavior and planned intervention.

15. It is true that the forming of self-concept, principally the academic type, is not only the task of the classroom teacher, but that the other professionals in the school also intervene, therefore properly planned training programme, workshop training, refresher courses, in service training courses should be provided for the teachers to help them to equip with necessary skills and competencies to enhance student's personal and social Competence-- self-concept, self-esteem, social abilities, personal development, school mediation, living together, conflict resolution, and achievement motivation.

16. Most definitely, we feel it necessary to give adequate and sufficient attention to self-concept and self-esteem (Carr & Kurtz-Costes, 1994; Gil, 1998; Machargo, Alonso, Quintana, Rojas & Santana, 1996), and that teachers should be offered methodological guidance in order to work on these throughout the educational process, in order that this type of psycho-educational intervention may serve as an avenue to improve academic performance.(Castejón, Navas & Sampascual, 1996; González, 1999).

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