SELF-CONCEPT OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR ACHIEVEMENT IN ENGLISH

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ABSTRACT

The present study aims to find out the Self-concept of Higher Secondary Students in relation to their Achievement in English in Cuddalore district. A samples of 100 respondents selected randomly were studied. A questionnaire method of survey was used to find out the Self-concept of Higher Secondary Students in relation to their Achievement in English. The data were collected by a using the questionnaire as an instrument. Primary data were collected by conducting direct structured interview using a questionnaire. All the respondents were asked the same questions in the same fashion and they have informed the purpose of the study. Descriptive statistics, t-test and correlation analysis was applied to test the hypotheses. The findings and observations are the result and outcome of the interpretations made during the study of analysis.

Keywords: Self-Concept, Students, English, Education.

INTRODUCTION

"The self is something of which we are immediately aware. We think of it as the warm, central, private region of our life. As such it plays a crucial part in our consciousness in our personality and in our organism. Thus, it is some kind of core in our being". The sense of self concept based on faith, understanding love and solidarity with the world is of foremost importance in one's life. Self-concept is one of the basic ingredients of healthy personality. Self-concept refers to the experiences of one's 'own-being'. It includes what people came to know about themselves through experience, reflection and feedback from others. Self-concept is an organised cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facts of experience and action organizing and tying together the variety of specific habits, abilities outlooks, ideas and feedings that a person displays. The self is the actor, the doer or the agent. Concept of self are learned concept, and no individual is equipped with a set at birth. Rogers (1941) pointed out that "self-concept as a structure may be though of an organised configuration of perceptions of the self which are admissible to awareness. It is composed of the perceptions of one's characteristics and abilities, the percepts and concepts the environment and the value qualities. The self-concept consists of an organized conceptual pattern of the 'I' and the 'Me' together with values attached to these concepts. Kehas (1962) says that self-concept can be defined as 'the cluster of the most personal meanings a person attributes to the self." The term "self-concept" is an abbreviate

way of saying "attitudes towards conception about one's self". George Herbert Meed (1934) observed that the self is the product of our symbolic interaction with others and that we can perceive ourselves only as a reflection in the eyes of another.

Meaning of Self-concept

During the past decades there has been an emphasis on the study of Self-concept for understanding and predicting the many facets of human behavior, which is a vital component in the process of education. Self-concept is one of the most dominating factors influencing the individual's behavior. Successes and other pleasurable events in life lead to the enhancement of Self-concept while failure, frustration and other denigrating experiences tend to lower the concept of one-self. Further it is observed that Self-concept has close connections with some personal aspects like learning, motivation, attitudes, perception and adjustment which determine the academic and other successes of an individual in and out of the school. Therefore Self-concept is given major importance in the field of education. This Self-concept is considered as the main stone in nondirective counseling by Carl Rogers. Hence in every action, self in different covert and overt forms emerges as the governing component amongst the forces determining the action. Self-concept means how a person thinks or feels about oneself. These may be positive or negative. Some of the positive statements pertaining to self are: I am a mature person. I am sincere. I am social. I have confidence. Some of the negative statements pertaining to self are:

I am nervous. I feel inferior in the presence of others. I lack self confidence. I am unable to take decision. I am easily upset. Self-concept is composed of such elements as the perception of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence. It is a person's notion of oneself, an involved complex and significant factor in his behaviour and a relatively enduring aspect of personality. It is regarded as motive attitude or value by means of which an individual relates oneself to his environment. One's self-concept is an imagine- "the impression it makes on others and the impression it makes on ourselves as perceived in terms of the impression one think it makes on others. The general or global self-concept will be determined by the degree of importance that one assigns to each of its specific components. If, ones judgement is satisfactory, then there is positive global self-concept. Self-concept refers to the picture or image a person has of oneself. It also determines what a person thinks, what one does and what one can become. A person's self-concept is related to one's physical appearance, intelligence, characteristics and also one's emotions.

Definition of Self-concept

The child acknowledges the self at very early stage of its development. Actually, when an individual is aware of oneself, the next stage of development is the formulation of a concept of that self. Self-concept refers

to the particular cluster of ideas and attitudes we have about our awareness at any given moment of time. Self-concept has been defined as the descriptive and evaluative belief that a person holds about multidimensional characteristics of self. Hence, self-concept is the organized structure derived from experiences of our own self. It is the cognitive part of the self. It is both a part of the cognitive structure and is a construct of personality. It is shaped by how one thinks that others evaluate him. It is substantive description which one employs to identify his own nature. Owens employed a concise definition of self-concept stating that the individual as known to the individual. In other words, it is one's assessment of the worth of the self as an object. In order to reach a common definition of self-concept, the theoretical model and definition proposed by Shavelson, Hubner and Stanton as reference. These authors define the term self-concept as the perception that each one has about oneself, formed from experiences and relationships with the environment, where significant people play an important role. Cattell considers "the self" as the principle organizing influence exerted upon man who gives stability and order to human behaviour. It differentiates between the concept of self-awareness and sentiment of self. The sentiment of self-regard is the most important influence in man. The sentiments are the major acquired dynamic traits, structures that cause their possessors to pay attention to certain objects, feel and react in a certain way with regard to them.

Theory of Self-concept

An important distinction is recognised on the notion of self as a set of organizing processes, defence mechanism, perceptual habits or attitudes that integrate the system, in contrast to the notion of self as perceived object, something of which the individual is aware in his or her conscious experience. Gradually, it has become conventional to refer to this notion of self (as object of perceptual experience) as self-concept. The psychoanalytic concept of superego concerns evaluative and judgemental aspects of the self, providing the theoretical nucleus for a third related concept, self-esteem, referring to those aspects of selfperception that concern the degree to which one likes or dislikes, the content of what one perceives in the self. Theory of self-concept was elaborated in the 1940s and Carl Rogers focusing attention upon the perceptual aspects of self-concept and evaluative elements of self-esteem. Rogers proposed a distinction between the self as actually perceived (self-concept) and the self as ideally desired (ideal-self).

Nature of self-concept

The following are the Nature of Self-concept: (i) Self-concept is best conceived as a system of attitudes towards oneself. Just as a person forms attitudes as a result of experiences and defends against threats and attacks, so also the person forms attitudes towards oneself. Hence Self-concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself. (ii) Self-concept is an organized configuration of perceptions of the self, which are admissible to awareness; it is a set of relatively stable self-attitude which is not only descriptive but also evaluative. It influences one with regard to both one's self and environment. The gulf between a person's Self concept and one's actual experiences is a

chronic source of anxiety and can even result in mental disorders. (iii) Benesch and Page (1989) informs that many personality theorists believe that our Self - concept, beliefs and knowledge about ourselves play a crucial role in shaping our personality. (iv) Self-concept or self-identity is the mental conceptual awareness and persistent regard that sentiment beings hold with regard to them. (v) Self-concept is organized. (vi) Self-concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one's personal existence and each perception are orchestrated with all others. It is this generally stable and organized quality of Self-concept that gives consistency to the personality. (vii) Self-concept organization self identity is the sum total of knowledge and understanding of one's. (viii) The components of the Self-concept include physical, psychological and social attributes which can be influenced by the individuals' attitudes, habits, beliefs and ideas. (ix) Self-concept is the value judgment each person makes of oneself. A substantial part of the Self-concept is a relation of how others view the person.

Development of the Self-concept

Many factors contribute to the development of self-concept; overall it is related to the scope of experience one accumulates with oneself. It is first a simplistic awareness of oneself. One's capacities generalized across all situations but as one grows older, the self-concept becomes more complex and differentiated into the subjects that have to do with the self in different situations, such as the 'social-self', the 'academic-self' or the 'physical-self'. Among the many forces that help to organize this accumulated experience with oneself, four are especially notable-language, personal success, failure, social feedback and identification.

Achievement

Academic performance or academic achievement refers to the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is considered as a prime criterion to evaluate individuals'' desired educational outcomes and their abilities. It also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Academic achievement is a key mechanism through which students learn about their talents, capabilities and competencies which are an important part of developing career aspirations (Lent., Brown and Hackett, 2000). It is more important for learning and personality development of a pupil. Hence, academic performance occupies a very significant place in education as well as in the learning process.

Assessing student's progress means identifying what he has achieved in specific subjects. In school and educational institutions, academic performance is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best tested or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts. Hence, the success of the education system depends on the attainment of the desired outputs and outcomes.

REVIEW OF LITERATURE

Olowu A.A. (2016) "A cross cultural study of adolescent self-concept" A culture fair scale that was specifically developed to compare six self-concept areas of English and Nigerian (Yoruba) adolescents was utilized in a sample of 686 adolescents. This consisted of 314 white English and 372 Yoruba adolescents whose ages ranged between 14·9 and 10·70 years. The English adolescents were found to have significantly more positive self-concept on most of the 24 scales. The observed results were explained in the light of the socio-cultural environments of the two groups of adolescents.

William Lawrence & Duane Brown (2016) "An investigation of intelligence, self-concept, socio-economic status, race, and sex as predictors of career maturity" A multiple regression procedure was used to develop a further understanding of the relationship of self-concept (SC), intelligence (IQ), socioeconomic status (SES), and race, and sex to career maturity as measured by the Career Maturity Inventory (CMI). Subjects included in the study were 266 twelfth graders [46 black males (BM), 50 black females (BF), 92 white males (WM), and 78 white females (WF)]. The results suggested that when predicting career maturity as measured by the CMI, a separate equation utilizing different predictors, depending on race and sex of subjects should be considered. Results further indicated that socioeconomic status and self-concept seem to have a differential effect upon career maturity.

Yusni Mohamad Yusop (2015) The Needs Analysis in Self-Concept Module Development This research studies needs analyses conducted to examine the need for a self-concept module. Two types of analyses had been conducted; content analysis and experts' consensus. Content analysis was conducted to explore the issues of self-concept from the theory and literature perspective. Later, needs analysis had also been carried out to observe the expert opinion among primary school guidance teachers regarding the findings of the content analysis. The content analysis shows that positive self-concept needs to be fostered during childhood. However, studies on enhancing self-concept among primary school students seem to be neglected. In order to develop the module, a study by FDM indicates that the consensuses of the experts are: (a) guidance teachers need references to assist them in enhancing students' self-concept; (b) the knowledge of self-concept should be exposed to the guidance teachers in primary schools, and (c) guidance teachers require additional materials and special references to enhance positive self-concept among primary school students.

Anne N. Rinn (2015) Family context predictors of math self-concept among undergraduate STEM majors: An analysis of gender differences. The purpose of the current study was to examine four family context variables (socioeconomic status, mother's level of education, father's level of education, and perceived family social support) as predictors of math self-concept among undergraduate STEM majors to better understand the gender differential in math self-concept. Participants included 499 undergraduates (75% of whom were female) at a large research university in the southwestern United States. Results indicated that

males had higher math self-concepts than females and that social support predicted math self-concept, particularly for males.

Shih-Hsiung Liu1 (2015) Effects of Self-Perceptions on Self-Learning among Teacher Education Students This study evaluates the multivariate hypothesized model that predicts the significance of, and relationships among, various self-perception factors for being a qualified teacher and their direct and mediated effects on self-learning activities among teacher education students. A total of 248 teacher education students enrolled at an education university in Taiwan completed a study questionnaire in August and September 2014. Structural equation modeling was used to model the relationships among the following four latent variables: perceived teacher roles, self-concept, self-efficacy, and self-learning. The resulting model had an adequate fit to self-perceptions influencing self-learning activities among teacher education students. Teacher education students' self-efficacy plays a crucial role in facilitating self-learning.

Jere R. Behrman (2016) School quality and cognitive achievement production: A case study for rural Pakistan household data with school information to control for selective school attainment and mitigate omitted variable biases. Estimates indicate substantial variation in school effectiveness. Varying student exposure to teachers and teacher quality both are important factors. However, availability of school equipment and infrastructure has little influence on school effectiveness. Investments that improve teacher quality and increase student exposure to teachers are thus likely to have higher returns than those that improve physical infrastructure and equipment. Teacher pay is not significantly related to student cognitive achievement. Thus, there may be substantial efficiency gains from changing the mix of schooling inputs, perhaps through.

Solmaz Aydın (2016) An Analysis of the Relationship between High School Students' Self-efficacy, Meta-cognitive Strategy Use and their Academic Motivation for Learn Biology. This study aimed to analyze the relationship between high school students' self-efficacy perceptions regarding biology; the meta-cognitive strategies they use in this course and their academic motivation for learn biology. The sample of the study included 286 high school students enrolled in three high schools who attended a biology course in Kars, Turkey. Survey method was employed in the study. The author administered 'Self Efficacy for Learning and Performance' and 'Meta-cognitive Self-Regulation' subscales of Motivational Strategies for Learning Questionnaire (MSLQ) and Academic Motivation Scale for Learning Biology. According to the study results, the use of meta-cognitive strategies and self-efficacy made a positive and significant prediction of students' intrinsic motivation to learn biology. Moreover, self-efficacy made a negative prediction of a motivation, and it did not predict extrinsic motivation. The use of meta-cognitive strategies did not predict a motivation, and it positively and significantly predicted extrinsic motivation. In addition, it was found that a motivation had a negative correlation with other variables.

OBJECTIVES OF THE STUDY

1.   To find out the level of Self-concept and Achievement of higher secondary school students.

2.   To find out whether there is any significant difference between Self-concept scores of higher secondary school students with regard to demographic variables.

3.   To find out whether there is any significant difference between Achievement scores of higher secondary school students with regard to demographic variables.

METHODOLOGY

Methodology is an important aspect in any kind of research work. Every research study has its own objectives. The procedure adopted by the Research works for the realization of these objectives is known as Methodology. "Methodology is the science of methods or principles of procedure" (Good, 1945, p.259). The methodology adopted enables the investigator to look at the amorphous data in a meaningful way. There are variety methods and procedures employed by which the research workers gather facts for their study.

For the purpose of the present study 100 higher secondary students in various school of Cuddalore district have been selected in the manner described in the following paragraphs. To fix the size of the sample for the study, the investigator has followed the guidelines given by the sampling technique. The total number of higher secondary students studying various subjects in school during the year. The minimum size of the sample fixed for this population as per considering the geographical conditions involved in the present study the investigator decided to take a sample of 100 higher secondary students based on the random sampling techniques by giving appropriate weightage to all aspects.

TOOL OF THE STUDY

Self-concept tool prepared by Rajkumar Saraswat (1984). Self-concept refers to the experiences of one's "own-being". One's self-concept (also called self-construction, self-identity, self-perspective or self-structure) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, and racial identity. Generally, self-concept embodies the answer to "Who amI?"

ANALYSIS AND INTERPRETATION

Table 1

Showing Mean, SD and t-test for Self-concept of higher secondary school students on the basis of demographic variables

Sub Samples		N	Mean	SD	t-value	LS
Gender	Male	47	153.76	52.95	5.61	0.01
	Female	53	159.25	57.77		
Locality	Rural	52	153.53	54.71	3.42	0.01
	Urban	48	159.28	51.05		

Type of School	Government	64	163.25	49.70	4.93	0.01
	Private	36	117.79	57.91		
Medium of study	Tamil	39	156.60	51.25	6.61	0.01
	English	61	147.35	62.68		

Hypothesis: There is no significant difference between Self-concept scores of higher secondary school students with regard to demographic variables.

The calculated t-value (5.61), which is significant at 0.01 level, confirms that there is a significant difference in Self-concept scores of higher secondary school students on the basis of gender. Hence the stated hypothesis is rejected. The calculated t-value (3.42), which is significant at 0.01 level, confirms that there is a significant difference in Self-concept scores of higher secondary school students on the basis of locality. Hence the stated hypothesis is rejected. The calculated t-value (4.93), which is significant at 0.01 level, confirms that there is a significant difference in Self-concept scores of higher secondary school students on the basis of Type of School. Hence the stated hypothesis is rejected. The calculated t-value (6.61), which is significant at 0.01 level, confirms that there is a significant difference in Self-concept scores of higher secondary school students on the basis of Medium of study. Hence the stated hypothesis is rejected.

Table 2

Showing Mean, SD and t-test for Achievement in English of higher secondary school students on the basis of demographic variables

Sub Samples		N	Mean	SD	t-value	LS
Gender	Male	47	130.11	8.95	3.60	0.01
	Female	53	132.91	6.23		
Locality	Rural	52	128.68	9.70	2.47	0.01
	Urban	48	131.32	8.03		
Type of School	Government	64	130.78	8.63	7.54	0.01
	Private	36	136.62	4.87		
Medium of study	Tamil	39	129.67	8.82	5.72	0.01
	English	61	134.05	6.31		

Hypothesis: There is no significant difference between Achievement in English scores of higher secondary school students with regard to demographic variables.

The calculated t-value (3.60), which is significant at 0.01 level, confirms that there is a significant difference in Achievement in English scores of higher secondary school students on the basis of gender. Hence the stated hypothesis is rejected. The calculated t-value (2.47), which is significant at 0.01 level, confirms that there is a significant difference in Achievement in English scores of higher secondary school students on the basis of locality. Hence the stated hypothesis is rejected. The calculated t-value (7.54), which is significant at 0.01 level, confirms that there is a significant difference in Achievement in English scores of higher secondary school students on the basis of Type of School. Hence the stated hypothesis is rejected. The

calculated t-value (5.72), which is significant at 0.01 level, confirms that there is a significant difference in Achievement in English scores of higher secondary school students on the basis of Medium of study. Hence the stated hypothesis is rejected.

Table 3

Showing correlation between self-concept and achievement in English of higher secondary school students

	Achievement in English
Self-concept	0.337**

** Significant at the 0.01 level

Hypothesis: There is no significant relationship between the Self-concept and achievement in English of higher secondary school students.

The above table shows significant correlation between self-concept and Achievement in English of higher secondary school students. Result shows that there is a positive and significant correlation between self-concept and Achievement in English of higher secondary school students.

Findings

- Result shows that the level of Self-concept of higher secondary school students is average.
- Result shows that there is a significant difference between Self-concept scores of higher secondary school students with regard to gender.
- Result inferred that there is a significant difference between Self-concept scores of higher secondary school students with regard to locality.
- Result shows that there is a significant difference between Self-concept scores of higher secondary school students with regard to type of school.
- Result exhibits that there is a significant difference between Self-concept scores of higher secondary school students with regard to medium of study.
- Result exhibits that there is a significant difference between Achievement in English scores of higher secondary school students with regard to gender.
- Result shows that there is a significant difference between Achievement in English scores of higher secondary school students with regard to locality.
- Result inferred that there is a significant difference between Achievement in English scores of higher secondary school students with regard to type of school.
- Result shows that there is a significant difference between Achievement in English scores of higher secondary school students with regard to medium of study.
- Result shows that there is a significant relationship between the Self-concept and achievement in English of higher secondary school students.

SUMMARY AND CONCLUSIONS

The study aimed to Self-concept of higher secondary students in relation to their achievement in English. The study also focused to identify the influence of demographic characters related to their Self-concept and achievement in English at higher secondary level students. The researcher framed objectives and hypotheses. Questionnaires were used to know the students Self-concept and achievement in English. The survey shows that students differ in their Self-concept and achievement in English on the basis of demographic characters urban students have better than rural students. So, the urban based several teachers create awareness related to English, and also motivate the students to concentrate in English subject. Further the students and the management high light the important features of English subject. This will create motivation to the students, their English subject, parents also encourage the students to achiever more in their academic.

The present research work mainly focused a Self-concept of higher secondary students in relation to their achievement in English. Now-a-days, role of Information Technology play a significant role in all fields including manufacturing units. Therefore, the teachers motivate the students in such a way to achieve high in subject. Further the educational institutions also create more awareness programmer related to English subject. So that, the students create own interest in the subject. Also the Government provide merit scholarship for high achieves in English subject. This will also motivate the students to achieve more in English subject. Further the educational institutions try to provide various rewards to high achievers. Achievers are not born. They are created. So, parents, teachers and other motivate the students and rewarded. From that any students can achieve in English subject. It is not a tough task. Only by providing proper motivation, students communities achieve many things in their career.

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