



“An Investigation into Self Perception of Secondary Students in Terms of Academic Self Handicapping”

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Abstract: *Self-perception plays a significant role in the adjustment and academic outcomes of the students. The present study attempts to find out a relationship between self-perception and academic self-handicapping. The result of the study shows that a negative relationship between the both variables. School as well as parents are responsible for making self-perception. Through this investigation, it is proved that secondary students have proper self-perception. But it is not possible in the entire school system of India. So, different techniques of behaviour management must be considered during framing of curriculum. Different programme for teachers as well as parents' should be organised for better understanding of the concept.*

Keywords: *Self-Perception, Academic Self Handicapping & Secondary School Students.*

Introduction

People perceive the activities of others in their routine life on the basis, they give a judgement about their feelings on based what they see. People also see the conduct of a person in a prescribed setting, they connect it with the beliefs and personality traits of a person. For example, if you see someone in a park recycling a plastic water bottle rather than tossing it away, you might conclude that the person is environmentally conscious. In the same way that they would evaluate someone else's behaviour, if you see a student angry with the teacher, then student is frustrated with the teacher. Self-perception theory proposes that people infer their feelings by observing their bodies and activities, which is a comparable explanation for emotion. People learn about their own attitudes, feelings, and other internal states in part through inferring them from observations of their overt conduct and/or the conditions in which it

emerges. As a result, to the extent that internal cues are weak, ambiguous, the individual is in the same functional position as an outside observer, who must rely on the same exterior clues to infer the individual's interior states. Self-perceptions, or our various views about ourselves, have a significant impact on the types of activities we engage in, the amount of effort we will put into those activities, and the likelihood that we will engage in those activities again in the future. Researchers have long sought to understand how self-perceptions influence behavioural outcomes and, in turn, contribute to healthy adolescent development.

Some students have done their preparation at the last minute of examination and put less effort in the exam that is following poor result in academic. These factors blamed a lack of aptitude towards their study. these factors would be blamed instead of a lack of aptitude. These tactics are known as self-handicapping since they frequently detract from performance. According to McCrea & Flamm (2011) "*self-protective strategy in which individuals create or claim obstacles to success prior to an important performance to excuse potential failure.*" Concept of academic self-handicapping arises as a variable of personality in terms of learning differences in academic environment. Importance of this concept has understood in a short period of time. Academic self-handicapping means, a student practices different techniques to signify her academic failures. For example, a student faces the probability of failure; they show such behaviour as reducing their efforts, spare less time for study etc. Researchers discuss about approach behaviours like effort, persistence, and engagement, as well as avoidant behaviours like consciously diminishing effort, discarding wishing help in the classroom, avoiding risk-taking, and giving up when handled with failure when describing the motivated student. Lee et.al. (2021) evaluated academic self-handicapping behaviour with achievement goals. After the data analysis, they found that there is a moderate relation between achievement and academic self-handicapping. They also suggested that intervention program helped to decrease self-handicapping behaviour to support URM student's academic motivation. It is a sort of avoidance to utilise handicapping. Academic self-handicapping is a popular approach for dealing with threats to one's self-esteem. It is connected motivation of student, classroom objectives structure, academic outcomes, and universal self-esteem. Academic self-handicapping is a broad phenomenon among students. Many studies of Literature related have not been done in this direction. This Topic has not given sufficient attention in India. So the present study is quite important for research.

Objective and Research Question of the Study:

After the extensive review of literature, the objective of the investigation is to examine the predictor role of Academic Self Handicapping in secondary student's self-perception. On the basis of this objective, the answer of the question was sought out what is relationship between self-perception and academic self-handicapping.

Method and sample of the Research:

Secondary Students constituted as a target population for the research. A sample of 100 students from Gohana Tehsil, Sonipat on the basis of Random sampling technique. Before collecting the data, the consent from the students were also taken.

Interpretation of the Result:

The purpose of analysis is to find out the relationship between variables, which lead to the verification of hypothesis. This is achieved by logical organization of data and use of relevant statistical techniques. Therefore, it is necessary to get a meaningful picture out of the raw data collected by the investigator for the present study.

Objective: 1 Comparison of Self-perception on the Basis of Locality.

Table-1

Variable	Area	Mean	S.D	t-value	Level of Significance
Self-Perception	Urban	45.69	23.63	1.99	0.05
	rural	20.5	4.726		

Interpretation: It is evident from table 1 that computed t-value of self-perception among secondary students on the basis of locality is 1.99 with df 98. The calculated t-value is greater than critical value, so the null hypothesis is rejected. It means that there is a significant difference among secondary school students in their self-perception.

Objective:2-Comparison of Self Perception on the Basis of Stream.

Table-2

Variable	Area	Mean	S.D	t-value	Level of Significance
Self-Perception	Science	62.05	15.52	0.098	0.05
	Arts	54.16	7.85		

Interpretation: Above table revealed that calculated 't' value is less than critical value. So that the null hypothesis is retained. It may conclude that there is no significance difference between self-perception of secondary students on the basis of stream. Both groups are having same level of self-perception.

Objective:3- Relationship Between Self-Perception and Academic Self Handicapping.

Table-3

Variable	'r' value	Remarks
Self -Perception	.503	P<0.01
Academic Self Handicapping		

Interpretation: The product moment correlation between the scores of self-perception and academic self-handicapping is found as moderate negative correlation. It means that there is a significant negative correlation between both variables. That is, an increase variation in self-perception will make a conforming decrease in academic self-handicapping.

Conclusion:

Self-perception plays a significant role in the adjustment and academic outcomes of the students. The investigation shows that a negative relationship between the both variables. There are potential implications for educational practices that drawn from the present research. In future, during development of intervention program, a researcher should be aware about the various techniques through which he will enhance the self-perception among students. And also reduce different negative thoughts of academic self-handicapping among students. School as well as parents are responsible for making self-perception. Through this investigation, it is proved that secondary students have proper self-perception. But is not possible in the entire school system of India. So, different techniques of behaviour management must be considered during framing of curriculum. Different programme for teachers as well as parents' should be organised for better understanding of the concept. For students, a teacher should have given sufficient orientation on academic self-handicapping. Adolescent period is a stage of storm and stress; its difficulties may lead to withdrawal, false pride etc. which may lead academic self-handicapping. Teachers should encourage students to think independently and appreciate their responses. And also curriculum should frame for cognitive development.

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