



A STUDY ON SELF CONCEPT OF X CLASS STUDENTS WITH REFERENCE TO ACADEMIC ACHIEVEMENT AND AGE

¹Dr. M. SUBRAMANYAM

Academic Consultant, Institute of Advanced Studies in Education,
S.V.University, Tirupati

²Dr R. DASTHAGIRI REDDY

Academic Consultant, Institute of Advanced Studies in Education,
S.V.University, Tirupati,

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ABSTRACT The self concept was not developed at the time of infant stage. It develops as a result of his expression an experience. The children will acquire it by means of incidental (or) accidental learning. The main objective of the present study is to study the influence of academic achievement and age on the self-concept of X class students. Self concept scale developed by **Mukta Rani Rastogi (1974)** was adopted for the present study. A sample of 320 X class students representing all categories of secondary schools in Chittoor District by following the standardized procedures. ‘t’ and ‘F’ (ANOVA) tests were employed for analysis of the data. There is significant influence of academic achievement and age at 0.01 level of significance on the self-concept of X class students.

INTRODUCTION

Our mental processes our “cognition” – play a complex and dramatic role in our lives. Our cognition makes us human. We can cope only by first sensing and understanding the environment. Sometimes we misperceive and wrongly interpret the situation, causing problems. Our expectations and response sets partly determine how we see the world. Our attitudes, suspicious and conclusions about others also determine how we related to people. Our hopes, dreams, and for fears become self-fulfilling prophesies and determine the future to some extent. Our values and goals determine the directions our lives take. Our knowledge of human behaviour, including self-help skills, and our rational planning partly determine our success in achieving our life goals. Our motivation also determines how far we go in the directions set by our needs and values. The discrepancies between reality and our ideals will determine how satisfied we are with ourselves and our lives,

most importantly; humans are the only species which can systematically study its own thought processes. We know some of our inner selves.

REVIEW OF LITERATURE

Yamuna (2011), Sudhakara Raju, Ch (2013), Nagarjuna, M (2015) and Shaik Md. Iiyas Ahammad (2016) reported that academic achievement of individuals do have significant difference on self concept. However, **Padakanti Bal Raju (2012) and Rizwana Begum (2014)** reported that academic achievement of individuals do not have significant difference on self concept.

Sudhakara Raju, Ch (2013), Nagarjuna, M (2015) reported that age of individuals do have significant difference on self concept. However, **Yamuna (2011), Padakanti Bal Raju (2012), Rizwana Begum (2014) and Shaik Md. Iiyas Ahammad (2016)** reported that age of individuals do not have significant difference self concept.

Scope of the Study: The main intention of the present study is to find the relation of self concept of X class students with academic achievement and age.

Objective of the Study: To study the impact of academic achievement and age on the self concept of X class students.

Hypotheses of the study

1. There would be no significant impact of 'academic achievement' on the self concept of X class students.
2. There would be no significant impact of 'age' on the self concept of X class students.

Tools for the Study

1. The self concept scale was adopted from **Mukta Rani Rastogi (1974)**. The tool was highly reliable for the investigation. The total items are 51. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method. Each students score are marked on the right top corner of the sheet.
2. Personal data regarding the student – 1. Name, 2. Academic achievement, 3. Age.

Data Collection

The sample for the investigation consisted of 320 X class students in Chittoor district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban and third stage gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The X class students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned X class students of the schools. The X class students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The self concept scale and personal data sheet were administered. The data

on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique ‘t’ and ‘F’ (ANOVA) tests were employed to test hypotheses.

RESULTS AND DISCUSSION

1. Academic achievement

The relationship of self-concept of X class students with their academic achievement is studied in the present investigation. On the basis of academic achievement, the students are divided into three groups. The academic achievement of students is up to 49% forms with the Group – I, Group – II forms with academic achievement of students is 50% to 59% and Group – III forms with academic achievement of students is above 59%. The corresponding self concept of X class students of the groups were analyzed accordingly. The mean values of self concept of X class students for the groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of ‘academic achievement’ on the self concept of X class students.

The above hypothesis is tested by employing ‘F’ - test. The results are presented in

Table – 1.

Table – 1: Influence of academic achievement on the self-concept of X class students

S. No	Academic achievement	N	Mean	S.D.	‘F’ – Test
1.	Group – I	145	149.08	14.20	10.451**
2.	Group – II	78	142.45	14.09	
3.	Group – III	97	140.72	16.50	

** Indicates significant at 0.01 level

It is clear from **Table – 1** that the computed value of ‘F’ for the self-concept of X class students is (10.451). It is greater than table value of ‘F’ (4.680) for 2 and 317 df at 0.01 level. Hence **Hypothesis - 1 is rejected** at 0.01 level of significance. It is concluded that the academic achievement has significant influence on the self concept of X class students.

2. Age

The relationship of self-concept of X class students with their age is studied in the present investigation. On the basis of age, the students are divided into three groups. The students whose age is 13 years form the Group – I, Group – II forms with the students whose age is 14 years and Group – III forms

with the students whose age is 15 years above. The corresponding self concept of X class students of the three groups was analyzed accordingly. The mean values of self concept of X class students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'age' on the self-concept of X class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table – 2**.

Table – 2: Influence of age on the self-concept of X class students

S. No.	Age	N	Mean	S.D.	'F' – Test
1.	Group – I	153	148.54	16.06	8.570**
2.	Group – II	101	142.10	11.37	
3.	Group – III	66	140.88	17.15	

** Indicates significant at 0.05 level

It is clear from **Table – 2** that the computed value of 'F' for the self-concept of X class students is (8.570). It is greater than table value of 'F' (4.680) for 2 and 317 df at 0.01 level. Hence **Hypothesis - 2 is rejected** at 0.01 level of significance. It is concluded that the age has significant influence on the self-concept of X class students.

Findings: There is significant influence of academic achievement and age at 0.01 level of significance on the self-concept of X class students.

Conclusions: In the light of the findings, the following conclusions are drawn. Academic achievement and age have significant influence on the self-concept of X class students.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their self-concept of X class students.

1. Academic achievement is highly influence on the self-concept of X class students. Low achievement students have positive self concept than the high achievement students. The administrators have to provide extra coaching facilities for low achievement students.
2. Age is highly influence on the self-concept of X class students. Low age group students have positive self concept than the high age group students. The administrators have to provide counseling facilities for high age group students.

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