

A Study of Self-Concept, Mental Health and Academic Achievement of Higher Secondary Boys & Girls of District Pulwama

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Abstract: The present study was conducted by the investigator to Study of Self-Concept, Mental Health and Academic Achievement of Higher Secondary Boys & Girls of District Pulwama. For this purpose the samples were selected on the basis of random sampling technique which consisted of 200 Students randomly selected from various Higher Secondary Schools. The variables included for the study includes Emotional Stability, Overall Adjustment, Overall Adjustment, Autonomy, Security- Insecurity, Security- Insecurity, Self-Concept and Intelligence A standardized questionnaire developed by Sagar Sharma, A.K Singh & Alpana Sengupta was administrated for this purpose. Proper statistical treatment was applied in order to obtain the results. The study revealed that on the overall Self-Concept, the Male students have better Real-Self and Ideal-self than the Female Students. It further revealed that Shopian Higher Secondary Students are Emotionally Stable, Highly Adjusted, Autonomous, Secure and more Intelligent than Pulwama Higher Secondary Students. However, Shopian higher secondary Girls are Emotionally Stable, Better Adjusted, Autonomous, Secure, and more Intelligent and have better self-concept than Pulwama Adolescent Girls. Moreover, Shopian Higher Secondary Students have better Academic Achievement than Pulwama Higher Secondary Students.

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1. Introduction

Self-concept is a multi dimensional construct that refers to an individual's perception of self in relation to any number of characteristics such as academic gender role and sexuality, racial identity and many other while closely related with self concept clarity (which refers to the extent to which self knowledge is clearly and confidently defined internally consistent, temporally stable) it presupposes but it is distinguishable from self awareness, which is simple an individual awareness of their self. It is also more general than self esteem which is the purely evaluated element of the self concept.

The self concept is composed of relatively permanent self assessment as personality attributes, knowledge of one skill and abilities, ones occupation, ones hobbies and awareness, ones physical attributes. The self concept is not referred to be restricted to the present. It includes past selves and future selves. Future selves or possible selves may represent individual ideas of what they might become, what they would like to become and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future selves' behavior and they also provide an evaluative and interpretive context for the current view of self.

Early in the history of psychology self was considered as a topic of interest e.g.in time of James

(1890) the self played a central role in psychology thinking and to a good extent, its study was pursued by introspection (Calking, 1915) self concepts are hence self percepts which have acquired meaning and which have been related to other self percepts. The self-percepts are observed facts, the impressions of raw material of self which individual receives via several senses. Since the person cannot subscribe the meaning to himself in vacuum, the concept of self role, certain situation, in some position, performing certain set of functions, are in some relationship. The whole idea of concept and percepts has been beautiful knitted by "Rogers" in the publication. To quote him "the self-concept or self-structure may be thought of an organized configuration of percepts of the self which are Admissible to awareness. It is composed of such elements as perceptions of one's characteristics and abilities, the percepts and concepts of the self in the relation to other and environment, the value qualities which are perceived and associated with experience and objects, goals and ideas which are perceived as having positive or negative relevance". William James (1890) holds self concept that a person is tempted to call by the name me or mine.

Self-concept has generally stable quality that is characterized by orderliness and harmony each person maintains countless perceptions regarding ones personal existence and each perception are orchestrated

with all the others. It is a generally stable and organized quality of self-concept that gives consistency to the personality. This organized quality of self-concept has corollaries. There is an ample evidence to indicate that an environment full of strains and stresses affects ones mental health adversely and that it goes to the extent of causing mental illness. Therefore, in order to disentangle oneself from such shackles, one should march towards the destination of mental health.

Mental Health or psychological well being is the ability to overcome the psychological distress, develop psychological and emotional well being, become aware of others and maintain social relationship (Zemen, 2003). What constitutes as good mental health is especially difficult to define at the time of great change, when a nation enters a ware or when it returns again to the life of peace time. One of the most important outcomes of any educational setup is achievement of the students. Depending upon the level of individual are characterized as high achievers, average and low achievers. Taylor (1964) states that the value of students places upon his own worth, effects his academic achievement in an educational situation may be taken to mean any desirable learning that is observed in the students. An academic achievement of pupils refers to taught knowledge attained and skills developed in the schools subjects. So, academic achievement means the achievement of pupils in the academic subjects.

The state of J&K comprising the division of ladakh, Kashmir and Jammu has an area of 222236 Sq. Kms. Each of the three regions has district physiographic boundaries. The population of J&K has great diversity in its terrain, climatic conditions and resource base. The population of Kashmir is predominantly Muslims and more related to central Asia than to India in both appearances and temperament. They are talkative, cheerful and humorous

2. Need And Imporatnce Of The Study

Since present age is the age of competition and achievements, education, therefore, has a tremendous role to play in motivating the students to achieve higher and to have the realistic aspiration in all their doings especially at secondary stage of education. The students have to realize their capacities. It is therefore imperative that the adolescents at secondary level of education have developed a self-concept whereby he performs all his activities in accordance to this knowledge of self. Therefore, considering this aim of education, the stress at secondary stage of education is to be laid on nourishing and developing the self-concept among the school students. Since self-concept has a profound effect on the overall behavior of the students whether male or female. Self-concept of a

student from psychological view point is the reflection on his inner and outer characteristics. Studies which have been conducted by the experts in the world have shown that the self-concept has been a great source of prediction for social and vocational success of an individual.

The investigator by making survey of various related literature make an in depth study of the problem in hands, decided to take sex difference as one of the variables to make a comparison between boys and girls of self-concept. The physical development of adolescents is accompanied by mental development due to which they do not appreciate being treated as children. Imagination and emotionality are at their highest pitch while the adolescent is passing through this period. It mostly happens that many adolescents cannot clarify their difficulty and problems so that their require guidance from their parents, teachers and psychologists. It is for the guide to understand the adolescent and to sympathize with him and offer him affection or advice. Scolding or punishing them is not the opportunity of expressing their desires and mental tendencies. So the importance of mental health cannot be overestimated.

Balasubramaniam (1992) observed "achievement is the end product of the educational endeavors". The main concern of educational efforts is to see that the learned achieves. After exploring the concept of achievements in the cognitive, affective and psychomotor aspects of human behavior, researchers have probed further and have attempted to understand the backbone of achievement.

3. Statement Of Problem

The problem selected for the present investigation is as under:

"A Study of Self-Concept, Mental Health and Academic Achievement of Male and Female Higher Secondary of District Pulwama"

4. Objectives Of The Study

The following objectives have been formulated for present investigation:

1. To study Self-concept of Male and Female higher secondary school students.
2. To study Mental Health of Male and Female higher secondary school students.
3. To study Academic Achievement of Male and Female higher secondary school students.
4. To compare Male and Female higher secondary students on Real-self.
5. To compare Male and Female higher secondary students on Ideal-self.
6. To compare Male and Female higher secondary students on Mental Health.

7. To compare Male and Female higher secondary students on Academic Achievement.

5. Hypothesis

1. There is no significant difference between Male and Female Higher Secondary School Students on Real-Self.

2. There is no significant difference between Male and Female Higher Secondary School Students on Ideal-Self.

6. Sample

The sample for the present study consisted of 200 Male and Female Higher Secondary School Students selected randomly from various Higher Secondary Schools district Pulwama and Shopian. The samples were selected on the basis of random sampling technique.

7. Tools Used

Following tools were used for the Present investigation:

(a) Sagar Sharma Self-Concept Inventory

The data for the present study was collected with the help of Sagar Sharma Self-Concept Inventory which intends to assess the Self-concept of students.

(b) A.K Singh & Alpana Senguptas Mental Health Battery

This inventory consists of six dimensions and measures the mental health of students.

(c) Academic Achievement

Aggregate percentage of marks obtained by the sample subjects in their previous class was used as a measure of academic achievement.

8. Analysis And Intrepretation

Every data for research is in vain unless and until it is not analyzed and proved statistically. For the purpose of the present piece of research, the investigator used Mean, S.D, t-test and Percentage.

Table 1: Mean Comparison of Male & Female Higher Secondary Students on Real-Self (Composite Score) N=50 In Each Group

Group	N	Mean	S.D	t- Value	Level of Significance
Male	200	59.62	9.47	5.18	Significant at 0.01 Level
Female	200	50.18	8.80		

The above table shows Mean Comparison of Male & Female Higher Secondary Students on Real-Self. The table reveals that Male and Female Higher Secondary School Students differ significantly on real-self. The t-value was found to be 5.18 which is higher than the calculated value of 2.63 and is found to be significant at 0.01 level. This shows that Male Higher

Secondary Students have higher Real-Self than the Female Higher Secondary School Students. On the overall Self-Concept, the Male students have better Real-Self than the Female Students. In the light of this result, the first hypothesis which reads as "Male and Female Higher Secondary School Students differ significantly on Real-Self" stands accepted.

Table 2: Mean Comparison of Male & Female Higher Secondary Students on Ideal-Self (Composite Score) N=50 In Each Group

Group	N	Mean	S.D	t- Value	Level of Significance
Male	50	66.14	7.68	2.65	Significant at 0.01 Level
Female	50	62.35	6.67		

The above table shows Mean Comparison of Male & Female Higher Secondary Students on Ideal-Self. The table reveals that Male and Female Higher Secondary School Students differ significantly on Ideal-self. The t-value was found to be 2.65 which is higher than the calculated value of 2.63 and is found to be significant at 0.01 level. This shows that Male

Higher Secondary Students have higher Real-Self than the Female Higher Secondary School Students. On the overall Self-Concept, the Male students have better Ideal-Self than the Female Students. In the light of this result, the second hypothesis which reads as "Male and Female Higher Secondary School Students differ significantly on Ideal-Self" stands accepted.

Table 3: Mean Comparison of Pulwama & Shopian Higher Secondary Students on various dimensions of Mental Health Battery (Factor Wise) N=200 In Each Group

Dimensions	Group	Mean	S.D	t- Value	Level of Significance
Emotional Stability	Pulwama Students	7.71	1.922	2.20	Significant at 0.05 Level
	Shopian Students	8.09	1.58		
Overall Adjustment	Pulwama Students	24.58	3.62	10.03	Significant at 0.01 Level
	Shopian Students	27.85	2.87		

Autonomy	Pulwama Students	9.98	2.17	7.86	Significant at 0.01 Level
	Shopian Students	11.41	1.43		
Security- Insecurity	Pulwama Students	9.21	1.43	2.52	Significant at 0.05 Level
	Shopian Students	11.41	1.43		
Self-Concept	Pulwama Students	8.15	1.89	5.33	Significant at 0.01 Level
	Shopian Students	9.12	1.72		
Intelligence	Pulwama Adolescents	16.35	2.93	21.43	Significant at 0.01 Level
	Shopian Students	22.35	2.67		
Dimensions	Group	Mean	S.D	t- Value	Level of Significance

The above table depicts the mean comparison of Pulwama and Shopian Higher Secondary Students on dimensions of Mental Health Battery. The table reveals that on Emotional Stability, Overall Adjustment, Autonomy, Self-Concept and Intelligence, the two groups differ significantly at 0.01 level, whereas the

same groups differ significantly at 0.05 Level on Security- Insecurity. The table further indicates that Shopian Higher Secondary Students are Emotionally Stable, Highly Adjusted, Autonomous, Secure and more Intelligent than Pulwama Higher Secondary Students.

Table 4: Mean Comparison of Pulwama & Shopian Higher Secondary Boys on various dimensions of Mental Health Battery (Factor Wise) N=200 In Each Group

Dimensions	Group	Mean	S.D	t- Value	Level of Significance
Emotional Stability	Pulwama Adolescent Boys	8.64	11.99	0.31	Not Significant
	Shopian Adolescent Boys	8.56	1.61		
Overall Adjustment	Pulwama Adolescent Boys	25.65	3.43	3.98	Significant at 0.01 Level
	Shopian Adolescent Boys	28.5	3.13		
Autonomy	Pulwama Adolescent Boys	10.05	12.16	3.51	Significant at 0.01 Level
	Shopian Adolescent Boys	10.98	1.50		
Security- Insecurity	Pulwama Adolescent Boys	8.49	11.85	1.27	Not Significant
	Shopian Adolescent Boys	8.83	1.95		
Self-Concept	Pulwama Adolescent Boys	7.94	11.93	3.61	Significant at 0.01 Level
	Shopian Adolescent Boys	8.94	1.99		
Intelligence	Pulwama Adolescent Boys	15.72	2.49	16.04	Significant at 0.01 Level
	Shopian Adolescent Boys	21.72	2.76		

The above table depicts the mean comparison of Pulwama and Shopian Adolescent Boys on dimensions of Mental Health Battery. The table reveals that on Emotional Stability and Security-Insecurity, the two groups do not differ significantly. However, on Overall Adjustment, Autonomy, Self-Concept and Intelligence,

the two groups differ significantly at 0.01 level. The table further indicates that Shopian Adolescent Boys are Better Adjusted, Autonomous, Intelligent and better Self-concept than Pulwama Adolescent Boys. The table further indicates that both the groups are similar in Emotional Stability and Security-Insecurity.

Table 5: Mean Comparison of Pulwama & Shopian Higher Secondary Girls on various dimensions of Mental Health Battery (Factor Wise) N=200 In Each Group

Dimensions	Group	Mean	S.D	t- Value	Level of Significance
Emotional Stability	Pulwama Adolescent Girls	6.77	1.84	3.57	Significant at 0.01 Level
	Shopian Adolescent Girls	7.61	1.47		
Overall Adjustment	Pulwama Adolescent Girls	23.5	3.81	8.01	Significant at 0.01 Level
	Shopian Adolescent Girls	27.2	2.61		
Autonomy	Pulwama Adolescent Girls	99	2.18	7.51	Significant at 0.01 Level
	Shopian Adolescent Girls	11.83	1.36		
Security- Insecurity	Pulwama Adolescent Girls	8.91	2.31	2.24	Significant at 0.05 Level
	Shopian Adolescent Girls	9.58	1.91		
Self-Concept	Pulwama Adolescent Girls	8.35	1.85	4.01	Significant at 0.01 Level
	Shopian Adolescent Girls	9.29	1.44		
Intelligence	Pulwama Adolescent Girls	16.98	3.36	14.28	Significant at 0.01 Level
	Shopian Adolescent Girls	23.02	2.57		

The above table depicts the mean comparison of Pulwama and Shopian Adolescent Girls on dimensions of Mental Health Battery. The table reveals that on Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept and Intelligence, the

two groups differ significantly at 0.01 level. The table further indicates that Shopian Adolescent Girls are Emotionally Stable, Better Adjusted, Autonomous, Secure, more Intelligent and have better self-concept than Pulwama Adolescent Girls.

Table 6: Mean Comparison of Pulwama & Shopian Higher Secondary Students on Academic Achievement (Composite Score)

Group	N	Mean	S.D	t- Value	Level of Significance
Pulwama Adolescents	200	46.93	10.04	2.32	Significant at 0.05 Level
Shopian Adolescents	200	49.16	9.19		

The above table shows the mean comparison of Pulwama and Shopian Higher Secondary Students on Academic Achievement. The table indicates that the two groups differ significantly at 0.05 level. The table indicates that the Shopian Higher Secondary Students have better Academic Achievement than Pulwama Higher Secondary Students.

9. Findings

- Table 1 shows Mean Comparison of Male & Female Higher Secondary Students on Real-Self. The table reveals that Male and Female Higher Secondary School Students differ significantly on real-self. On the overall Self-Concept, the Male students have better Real-Self than the Female Students.

- The Table 2 shows Mean Comparison of Male & Female Higher Secondary Students on Ideal-Self. The table reveals that Male and Female Higher Secondary School Students differ significantly on Ideal-self. On the overall Self-Concept, the Male students have better Ideal-Self than the Female Students.

- The table 3 reveals that on Emotional Stability, Overall Adjustment, Autonomy, Self-Concept and Intelligence, the two groups differ significantly at 0.01 level, whereas the same groups differ significantly at 0.05 Level on Security-Insecurity. The table further indicates that Shopian Higher Secondary Students are Emotionally Stable, Highly Adjusted, Autonomous, Secure and more Intelligent than Pulwama Higher Secondary Students.

- The table 4 reveals that on Emotional Stability and Security-Insecurity, the two groups do not differ significantly. However, on Overall Adjustment, Autonomy, Self-Concept and Intelligence, the two groups differ significantly at 0.01 level. The table further indicates that Shopian Adolescent Boys are Better Adjusted, Autonomous, Intelligent and better Self-concept than Pulwama Adolescent Boys. The table

further indicates that both the groups are similar in Emotional Stability and Security-Insecurity.

- The table 5 reveals that on Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept and Intelligence, the two groups differ significantly at 0.01 level. The table further indicates that Shopian Adolescent Girls are Emotionally Stable, Better Adjusted, Autonomous, Secure, more Intelligent and have better self-concept than Pulwama Adolescent Girls.

- The table 6 shows the mean comparison of Pulwama and Shopian Higher Secondary Students on Academic Achievement. The table indicates that the two groups differ significantly at 0.05 level. The table indicates that the Shopian Higher Secondary Students have better Academic Achievement than Pulwama Higher Secondary Students.

10. Conclusion

On the basis of the discussions of the results in the proceeding chapter the following conclusions have been drawn.

1. Male higher secondary school students have better real- self than the female higher secondary school students.

2. Male higher secondary school students have better idea-self than the female higher secondary school students.

3. Teacher should be example of good conduct.

4. Teacher should be free from communalism and functionalism.

5. Teacher should be aware about the latest development of advancements in his subject.

6. Teachers taught relationships should be sacred.

7. Teacher should build the character of students.

8. The fundamental duty of the teacher is to teach his subject enthusiastically.

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