

Self-Concept And Academic-Achievement Of Government And Private Higher Secondary Students –District Baramulla Kashmir

M.Y. Ganai and Aasia Maqbool

Associate Professor, Department of Education, University of Kashmir, J&K (India)

Assistant Professor, Department of Education, University of Kashmir, J&K (India)

E-mail: showkat80ahmad@gmail.com

Abstract: The present study was investigate the self concept and academic achievement of government and private higher secondary students of district Baramulla, Kashmir. It was found that Government and private higher secondary students differ significantly on self concept dimensions and Government and private higher secondary students differ significantly on academic achievement.

[M.Y. Ganai and Aasia Maqbool. **Self-Concept And Academic-Achievement Of Government And Private Higher Secondary Students –District Baramulla Kashmir.** *World Rural Observ* 2013;5(1):19-21]. ISSN: 1944-6543 (Print); ISSN: 1944-6551 (Online). <http://www.sciencepub.net/rural>. 4

Key words: Government, Private, Students, Self concept of students, Academic Achievement

Introduction

A concept can be best thought the basic unit of knowledge. It can be something we can be aware of and think about. Self-Concept is perception of strength, weakness, state of mind, and value by social and environmental interaction. Self -concept is person's self perception. It may be understood as individual's feelings as confidence levels in accomplishing particular academic tasks. Self-concept plays a significant role in the educational process, when a child is accepted; approved, respected and liked this provides an opportunity to acquire an attitude of self. The emerging view of the self-concept is that it is dynamic and future oriented includes self knowledge about goals and motives, personal standards values, rules and strategies for regulating and controlling our behavior. The study of self-concept has awakened growing interest in psychological research of recent years. It is the set of knowledge and attitudes that we have about ourselves, the perceptions that the individual assigns to himself and characteristics or attributes that we use to describe ourselves, it is understood to be fundamentally a descriptive assessment.

Academic Achievement is the outcome of education, the extent to which a student has achieved educational goal. Academic Achievement is commonly measured by examination or continuous assessment. Academic achievement is the excellence in all academic disciplines. Self –concept would be more systematically related to external academic outcomes. Students with high perceptions of ability would approach new tasks with confidence and success. Self-concept may be understood as individual's feelings as confidence levels in accomplishing particular academic tasks. Self-concept is the general confidence that individuals felt

about themselves and the levels of an individual's to predict whether or the extent to which he or she was able to accomplish academic tasks successfully or unsuccessfully.

Need and importance

Adolescence is one of the most critical stages of development. This stage is marked by Physical, social, cognitive and emotional changes. Parent involvement is very important and is considered to be important positive force in a child's life. As children progress through school. Parent involvement starts diminishing. Researchers define personality factors as internal characteristics found in very child, including the child's self-concept, intellectual ability and disposition. Self-concept determines the levels of aspiration of a student, whether a student has high or low level of aspiration. This low, high or realistic level of aspiration of a student is the determine factor of his academic achievement. This study would be of tremendous help and guide to educational administrators to found suitable curriculum, and environment for the adolescent in Higher Secondary.

Definition of the variables

- **Self -concept:** Self-concept for the present study refers to score obtained on Nadeem's self-perception inventory it has two dimensions.

1. **Real Self**
2. **Ideal Self**

Academic Achievement: Academic Achievement refers to average of aggregate marks obtained by student in 10th and 11th classes.

Objectives

The following objectives have been formulated for the present investigation.

1. To study the self-concept and Academic-Achievement of Government and Private higher secondary students.
2. To compare government and private higher secondary students on real self.
3. To compare government and private higher secondary students on Ideal self.
4. To compare government and private higher Secondary students on Academic Achievement.

Hypotheses

The following hypotheses have been formulated for the present investigation.

1. Government and private higher secondary students differ significantly on ideal self.
2. Government and private higher secondary students differ significantly on Real self.

3. Government and private higher secondary students differ significantly on academic achievement.

Sample

The present study has been conducted on a sample of 100 students (50 from government and 50 from private institutions). The sample has secondary institutions of district Baramulla.

Procedure

The investigator personally visited the various government and private institutions of district Baramulla and contacted the sample subjects. The investigator administered Nadeem's Self Perception inventory to the sample subjects. The scoring has been done strictly as per the manual of the test.

Statistical treatment

The data has been analyzed by applying t-test

ANALYSIS, INTERPRETATION AND DISCUSSION

Table I: Mean comparison of Government and private higher secondary students on Real self.

Group	Number	Mean	S.D	t-test	Level of significance
Govt.	50	106.22	3.41	2.43	Sig. at 0.05 level.
Private	50	111.1	13.82		

Table 1 shows the mean comparison of government and private higher secondary students on Real Self. The table reveals that the two groups differ significantly on Real self as the calculated t-value (2.43) is greater than tabulated t-value (1.96) at 0.05 level of significance. The mean difference favors the private students which confirm that private higher

secondary students are higher on Real-self. It further indicates that private higher secondary students have higher self evaluation. Therefore the hypotheses no. 1 which reads as "Government and private higher secondary students differ significantly on real self" stands accepted.

Table 2: Mean comparison of Government and private higher secondary students on ideal self.

Group	Number	Mean	S.D	t-test	Level of significance
Govt.	50	106.2	11.44	2.29	Sig. at 0.05
Private	50	112.04	13.95		

Table 2 shows the mean comparison of government and private higher secondary students on Ideal Self. The table reveals that the two groups differ significantly on ideal-self as the calculated t-value (2.29) is greater than tabulated t-value (1.96) at 0.05 level of significance. The mean difference favors the private students which confirm that private

higher secondary students are higher on Ideal-self. It further indicates that private higher secondary students have higher aspiration. Therefore the hypotheses no. 2 which reads as "Government and private higher secondary students differ significantly on Ideal self" stands accepted.

Table 3: Mean comparison of Government and Private higher secondary students on Academic – Achievement.

Group	Number	Mean	S.D	t-test	Level of significance
Govt.	50	61.896	5.68	5.64	Sig. at 0.01 level
Private	50	68.1486	5.11		

Table 3 shows the mean comparison of government and private higher secondary students on Academic achievement. The above table reveals that the two groups differ significantly on Academic-Achievement as the calculated t-value (5.64) is greater than tabulated t-value (2.59) at 0.01 level of significance. The mean difference favors the private students which confirm that private higher secondary students are higher on Academic Achievement. It further indicates that private higher secondary students have excelled in academics. . Therefore the hypotheses no. 3 which reads as “Government and private higher secondary students differ significantly on academic achievement”, stands accepted.

Summary Conclusion

On the basis of analysis, interpretation and discussion of result the following conclusion have been draw

- Private higher secondary students are higher on Real-self. It further indicates that private higher secondary students have higher self evaluation.
- Private higher secondary students are higher on Ideal-self. It further indicates that private higher secondary students have higher aspiration.
- Private higher secondary students are higher on Academic Achievement. It further indicates that private higher secondary students have excelled in academics.

1/8/2013

Suggestions

In the light of findings of the present study the investigator feels that the following suggestions may be taken into consideration while conducting a study similar to the present one.

- A Separate study may be replicated on large sample.
- The study may be conducted on other variables such as personality attitudes of government and private higher secondary school students.

Bibliography

1. Bourne, L.E and Ekstrand, B.R (1985).psychology –its principles and meaning. New York: Holt, Rinehart and Winston.
2. Frank, N.M.(1996). International Encyclopedia of psychology, London: Braun- Brumfield.
3. Hockenbury, D.N and Hockenbury S.E (2003) New York: worth publisher.
4. Slavin, R.E (2003) Educational psychology: Theory and practice, Bostan: Allyn and Bacon.
5. Elizabeth B.H. (1993). Personality development, New Delhi: New Age international publisher.