

**“A COMPARATIVE STUDY OF SELF- CONCEPT AND
ACADEMIC ACHIEVEMENT OF THE STUDENTS
STUDYING IN GOVERNMENTED AND SELF FINANCING
HIGH SCHOOLS”**

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INTRODUCTION

‘Education is a principal instrument in awakening the child to cultural values, preparing him/her for later professional life and to adjust in their social life’. Education is a process that inculcates the social and cultural values in the child. “Education is a man making process” (Vivekananda). In its technical sense, education is the process by which; society deliberately transmits its accumulated knowledge, skills and values from one generation to another. **Each individual whether human or animal has the ability of learning.** The Rashtriya Madhyamik Shiksha Abhiyan is committed to universalize quality education at Secondary and Higher Stage. The focus in quality interventions would have to be on meeting the complex needs of this stage in terms of quality infrastructure, Management Information System, curriculum development, learning resources, teacher qualification, competency, subject specific deployment in schools, in service training of teachers and heads of the school, academic support at all level, classroom based support and supervision issues etc. Allport 1961 has described self-concept as “something of which we are immediately aware. We think of it as the warm, central private region our life. As such it plays a crucial part in our consciousness (a concept broader themselves) in our personality a concept broader than consciousness and in our organism (a concept broader than personality). Thus, it is some kind of core in our being”. Each behavior of an individual’s simple and complex, is influenced by how he sees himself. Academic achievement in general, refers to the degree or level of success of proficiency, attained in some specific area, concerning scholastic or academic

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work. Academic or educational age, commonly used means to interpret the level of academic achievement of pupils in a specific given subject matter. Good (1959) defines academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers. Trow (1956) defined academic achievement as the attained ability or degree of competence in school tasks, usually measured by standardized test scores and expressed in grades or units, based on norms, derived from a wide sampling of pupil's performance. Thus, academic achievement is the competence of the students show in the school subjects in which, they have received instruction.

STATUS

The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of this age group as on 1.3.2005 was 9.48 crore, which is likely to increase to 9.69 crore as on 1.3.2007 i.e., at the beginning of the 11th Five Year Plan. This is likely to stabilize at around 9.70 crore in 2011. The Gross Enrolment Ratio for classes IX-XII in 2005-06 was 40.49%. The figure for classes IX and X was 52.26 % whereas that for classes XI and XII was 28.54%. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

OBJECTIVES OF THE STUDY: The study was an attempt to achieve following objectives

1. To compare self-concept of the students of government and self-finance high schools.
2. To compare academic achievement of the students of government and self-finance high schools.

HYPOTHESES OF THE STUDY

1. There is no significant difference in different dimension of self-concept of the student studying in government and self-finance high schools.
2. There is no significant difference between academic achievement of the students of government and self-finance high schools.

DELIMITATIONS OF THE STUDY

The research is delimited to compare the self-concept and Academic Achievement of the students of government and self-finance high schools situated in Agra region. The study was also delimited to the sample of 400 IX class students studying in Government and self-finance high schools.

METHODOLOGY AND POPULATION

Total 20 government and 20 self-finance schools of urban and rural area of Agra region were surveyed by Normative Survey Method.

TOOLS & STATISTICAL TECHNIQUES

- Self-Concept Scale (SCS) constructed and standardized by Dr. Mukta Rani Rastogi .
- Academic Achievement in Primary classes developed by Rajni Goel. Achieve the objectives of the study and testing the hypotheses; the mean, S.D. and 't' test are applied to analyzed the data.

RESULT & DISCUSSION

Comparison of Self Concept of the students studying in government and self-finance high schools.

Table-1

S.N.	Name of the Group	N	Mean	S.D.	t-value	Significance level
1.	Government high Schools	200	21.235	4.475	3.797	**
2.	Self- finance high Schools	200	19.730	3.374		

****Significant at .01 level**

It is indicated from table no. 1 that mean of self-concept scores of government high school students was found 21.235 and S.D. was 4.475 whereas, mean of self-concept scores of self-finance high school students was found 19.73 and S.D. was 3.374 and after calculation of significance difference between two means, the 't' value was found 3.797. This value was significant at .01 level.

Comparison of Academic Achievement of the students studying in government and self-finance high schools

S.N.	Name of the Group	N	Mean	S.D.	t-value	Significance level
1.	Government high schools	200	15.940	4.530	11.11	**
2.	Self-finance high schools	200	21.50	5.520		

Table-2

**Significant at .01 level

It is indicated from table no.2 that mean of Academic Achievement of government high schools was 15.940 and S.D. was 4.530 whereas, mean of Academic Achievement of self-finance high school was 21.50 and S.D. was 5.520 and after calculation of significance difference between two means, the 't' value was found 11.11. This value was significant at .01 level.

FINDINGS:

- Self-concept of the students of government high schools was found superior to Self-concept of students of self-finance high schools. The superiority of self-concept was in dimensions; health and sex appropriateness, abilities, self-confidence, self-acceptance, belief and conviction, feeling of shame and guilt, sociability and emotional maturity.
- Self-concept of the students of urban government high school was found superior to Self-concept of students of self-finance high schools on the dimensions; health and sex appropriateness, abilities, self-confidence, self-acceptance, belief and conviction, social ability and emotional maturity.
- It found that students of urban government and urban self-finance high schools have similarity on the dimensions; 'feeling of shame and guilt', 'worthiness' and 'present past and future'.
- Academic achievement in Maths, Social Studies and Hindi of students of self-finance high schools were found better than students of government high schools.
- Academic achievement in Maths, Social Studies and Hindi of students of urban self-finance high schools were found better than the students of urban government high schools. Total academic achievement of the students of urban self-finance high schools were found better than the students of urban government high schools.

- Academic achievement in Maths, Social Studies and Hindi of students of rural self-finance high schools were found better than students of rural government high schools.

GENERALIZATIONS

- In the most of the dimensions of self-concept the students of government high schools were found superior to the students of self-finance high schools. The students of both kinds of institution showed similarity on the 'worthiness' and 'present past and future' dimension of their self-concept.
- The students of self-finance primary schools are superior in total academic achievement to the students of government high schools. The students of urban self-finance high schools have better total academic achievement than the students of urban government high schools. The students of rural self-finance high schools have total academic achievement than the students of rural government high schools.

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