

## **SELF-CONCEPT, LEVEL OF ASPIRATION, ANXIETY AND ACADEMIC ACHIEVEMENT OF GOVT. AND NON GOVT. SCHOOLS STUDENTS - A COMPARATIVE STUDY**

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### **ABSTRACT**

*The Study has been conducted on a sample of 400 students to judge their self concept, level of aspiration, anxiety level and academic achievement, Sarsawat self concept questionnaire, Sharma and Gupta's level of aspiration scale, and Sinhan's comprehensive anxiety scale were used as tools for data collection. Matric examination marks were taken for academic achievement. The findings revealed that the self-concept of govt. school students was higher than that of the non-govt. school Students. The girls and boys differed in their self-concept. The level of aspiration of govt. school students was found to be higher than that of the non-govt. school students. The govt. school girls have higher level of anxiety. Non-govt. school students are better in academic achievement than the govt. school students.*

### **INTRODUCTION**

Educational research in India is both a challenge and hope. Three aims of educational research are more prominent from the functional point of view. It should influence policy making at the Government level, should help the teacher in improving instructional procedures and practice and help in the improvement of the level of achievement of the individuals and standard of education. In general, Educational research is not frequent shifts in policies, non-applicable of results of research and little scope for qualitative work. The research is conducted in India at three levels by students for getting degrees, individuals and agencies voluntarily and agencies, institutions and development of a national policy on education and identification on national goals, and development of a coherent coordinated plan of educational research.

School system in India is extremely complex. Schools fall in to two broad categories. Government schools are those which are set up and managed by the state; Non-Government schools on the other hand are owned and run by non-government groups and organizations. Among the Non-Government schools we may differentiate those, which are independent (i.e. they receive no government grants-in-aid) from

those, which receive a regular annual grant and are bound by the rules and regulations of grant-in-aid code.

In a developing country like ours we see economic differences in the society. Some are rich and some are poor, they have different life styles according to their income. All the parents want to provide better educational facilities to their children. As stated above, Indian school education system is divided into two categories, one is Government and another is Non-Government. Parents who can't afford expensive Non-Government school education for their children, send them to Government schools, which are comparatively cheap. Most of the people have the opinion that Non-Government schools are better than Government. Does this difference really affect some personality traits of a student like Self-Concept, Level of Aspiration, Anxiety and Academic Achievement? This thinking of researcher motivated him for present investigation.

### **MEANING OF SELF-CONCEPT**

Self-Concept is a dominant element in personality pattern. It has been regarded by Lowe (1961) as one's attitude towards self, and by Paderson (1965) as an organized configuration of perceptions, beliefs, feelings,

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attitudes and values which the individual views as a part of characteristics of himself. Rogers (1951) defined Self-Concept as "An organized configuration of perceptions of the self which are admissible to awareness. It is compared to such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relations to others and to the environment, the values, qualities which are perceived as associated with experience and objects, and the goals and ideas which are perceived as having positive or negative valence. Saraswat and Gaur (1981) described Self-Concept as "The Self-Concept is the individual's way of looking at himself. It also signifies the thinking, feeling and behaving."

### ASPIRATION

Aspiration as goal striving behavior is essential feature of modern competitive world. As aspirations are ego involved, success leads to satisfaction, happiness and increased self-esteem while failure brings embarrassment, remorse and feeling of personal inadequacy and inferiority. However, in the formation of one's aspirations, what plays most important part is his level of aspiration.

According to J.D. Frame, "level of aspiration is the level of future performances in a familiar task which an individual, knowing his past performances in the task, explicitly undertakes to reach." In the non-experimental context, level of aspiration usually means a level of performance, which at least before the event will be acceptable to the subject's image of himself, i.e. to his ego.

Hence, it can be concluded that level of aspiration is the standard up to which a person expects and hopes to reach in a given performance. In short, it is expected level of achievement of the individual. Frank, Cronbach, Hilgard and others have given the explanation that level of aspiration is the difference between a person's performance in a task and his estimate of future performance in that task, In this sense, the Level of Aspiration has been used in the present study.

- Kathleen Beauvais (1993) suggested in his study that community factors really influence the

aspiration of children .

- Margaret Ann, Badker (1994) in his study found that Self Esteem also influences aspiration of children.

- J.S. Rajput (1989) investigated that the educational aspirations of the students in general are also influenced by their parental encouragement.

### ANXIETY

Anxiety is a well-known aspect of contemporary world. Nuernberger (1990) explained anxiety as most debilitating medical and social problem of the present century which has been called the 'Age of anxiety and stress'. Anxiety is one of the determinants of human behavior. It is most likely to arouse internal response (thoughts, feelings, psychological reactions) or behavior that conflict with the satisfaction of other needs or motives. The concept of anxiety is utilized for explaining many psychological problems and has become a useful construct in the field of psychology. Anxiety is a state, which is characterized by subjective feeling of tension, apprehension and worry. (Spiel Berger 1972).

Anxiety commonly connotes an experience of varying blends of uncertainty, agitation and dread. In children it is generally test anxiety, which affects them most. People having high anxiety do better than others at simple learning tasks but more poorly than others at difficult learning tasks. Presumably their anxiety impairs the intense concentration required for the learning of complicated matters. Barinder, M (1985) found that there was no significant difference between high socio economic status introvert girls on test anxiety, Gyanani, T.C. (1989) found that the students with high level of anxiety were found to be more obstacle dominant whereas low level anxiety boys were more impulsive and persistent.

- R.M. Trivedi in his study on anxiety and academic achievement of undergraduate students investigated that the anxiety level of girls students had a positive relationship but among the male students the anxiety level had no effect on their academic achievement.

- Danson Njogu Kibico (1995) studied that

anxiety and aspiration are negatively correlated.

### OBJECTIVES OF THE STUDY

- I. To study the comparison of the Self-Concept of the XI grade children of Government and Non Government schools.
- II. To find out the comparative position of the Level of Aspiration of the XI grade students of Government and Non Government schools.
- III. To know the comparison of Anxiety of the XI grade students of Government and Non Government schools.
- IV. To study the comparison of Academic Achievement of the XI grade students of Government and Non Government schools.

### HYPOTHESES

The following null hypotheses were formed.

1. The govt. and non-govt. schools students do not differ significantly in their self concept.
2. Both the students govt. as well as non-govt. do not differ significantly in their level of aspiration.
3. There is no significant difference in the anxiety level of govt. and non govt. schools students.
4. In their academic achievement both the groups do not differ significantly.

### METHOD

Descriptive Survey Method of Research was used.

### SAMPLE

The main purpose of the study is to find out the comparison of four variables (Self-Concept, Level of Aspiration, Anxiety and Academic Achievement) between Government and Non Government school students. The population of this survey was 400 students of Government and Non Government schools of Gurgaon District. Among these 400 students, the researchers has selected 200 students from Government schools (100 Girls + 100 Boys) and 200 students from Non Government schools (100 Girls + 100 Boys).

### TOOLS OF THE STUDY

- (A) Self-Concept Questionnaire by Dr. Rajkumar Saraswat.
- (B) Educational Aspiration Scale by Dr. V.P. Sharma and Dr. Anuradha Gupta.
- (C) Sinha's Comprehensive Anxiety Test by A.K.P. Sinha and L.N.K. Sinha.
- (D) Matriculation marks for Academic Achievement.

### STATISTICAL TECHNIQUES USED IN THE STUDY

The investigator used the following statistical techniques in the research.

1. Mean
2. Standard Deviation
3. t-value
4. Correlation
5. Graphs

### FINDINGS

1. It was found that the self-concept of Govt. school students (Boys + Girls) was higher than that of Non-Govt. schools (boys + girls) but not significant. Govt. schools boys had better self-concept than that of Non-Govt. schools boys and girls respectively.
2. The self-concept of boys (Govt. + Non-Govt.) almost equal to the girls (Govt. + Non-Govt.). Boys had a higher self-concept.
3. Non-Govt. schools boys had a bit higher self-concept than that of girls students of Non-Govt. schools.
4. When Govt. school boy students Self-Concept was compared to the girls of Govt. schools we found that the girls were better than the boys.
5. Level of Aspiration of both the schools students (Govt. and Non-Govt.) was almost similar. However, Govt. school students were found a bit higher.
6. When Govt. schools boys level of aspiration was compared with Non-Govt. school boys, we found Non-Govt. school boys were better than the Govt. school boys.

7. Govt. schools girl students had higher level of aspiration as compared to Non-Govt. school boys students.
  8. Girls students (Govt. + Non-Govt.) had better level of aspiration than the boys students (Govt. + Non-Govt.).
  9. Comparison between the Non-Govt. boys students and Non-Govt. girls students showed that both had equal level of aspiration.
  10. When the anxiety was compared, we found almost equal anxiety level but Non-Govt. school students had a bit higher anxiety level which was not significant.
  11. Comparison of both the school boys anxiety level showed that non Govt. schools boys had higher anxiety level which was significant at .05 level.
  12. Government girls students' anxiety level was significantly higher (at .05 level) than Non-Govt. school boys students.
  13. The anxiety level of total girls students (Govt. + Non-Govt.) was higher and significant at .01 level as compared to boys students (Govt. + Non-Govt.)
  14. Comparison of academic achievement showed that Non-Govt. school students had higher scores than the Govt. school students.
  15. When the boys of Non-Govt. schools were compared with the boys of Govt. schools in achievement we found that Non-Govt. boys were better than Govt. school boys.
  16. Boys students (Govt. and Non-Govt.) had higher academic achievement which was significant at .05 level, than the girls (Govt. and Non-Govt.)
  17. Non-Govt. school boys students had higher academic achievement than the Non-Govt. school girls students.
2. Level of aspiration of Govt. school students is found better than non Govt. school students but the boys students of Non-Govt. schools have higher level of aspiration than that of Govt. boys. Govt. girls are better than Govt. boys and Non-Govt. girls. The Non-Govt. school girls have higher level of aspiration than the Govt. boys. As a whole Govt. school girls have highest level of aspiration.
  3. Anxiety level of Non-Govt. school students is higher than the Govt. schools. But a total group comparison of boys shows Non-Govt. school boys have higher anxiety than Govt. boys. Girls (Govt. + Non-Govt.) show higher anxiety than boys but the Govt. girls are also higher in anxiety than boys but the Govt. girls are also higher in anxiety than Non-Govt. girls. The Govt. girls show high level of anxiety than Govt. boys. So, girls have high level of anxiety than boys while Govt. girls students have highest anxiety scores.
  4. Academic achievement of Non-Govt. school students is higher than Govt. school students. Boys have higher academic scores as compared to girls. Non-Govt. school boys have better academic achievement than Govt. boys. Similarly the Non-Govt. girls are better than Govt. girls but the Non-Govt. school boys are far better than Non-Govt. girls. Hence, Non-Govt. school students are good in academic achievement and boys students are best among all these.

### CONCLUSIONS

A few conclusions that emerged from the explanation of this study are reported in the following paragraphs:-

1. Self-Concept of Govt. school students (boys and girls) is higher than the Non-Govt.

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