

Journal of Educational and Psychological Research

(A Biannual Interdisciplinary Peer Reviewed Refereed
International Research Journal of Education and Psychology)

Chief Editor
DR. R.K. YADAV

Published by :

**Rao Abhay Singh P.G. College of Education
Saharanwas, Rewari (HR)**

&

**C.L.D.S. Memorial Education Society
Rewari (HR)**

Website : www.journalepr.com

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EDITOR'S PAGE

Esteemed Readers,

This is the 12th issue of the journal. I express my warm thanks for overwhelming response from your side. The interest shown by you people in the journal is praise worthy and encouraging. We received a great number of research articles from all sides of the country. Really they are very good articles covering various spheres of education and psychology. I am very much thankful to the learned authors. Some of the articles have been given place in this issue. Others will be included in the next issue of Jan 2017.

The NCTE has prescribed new norms and regulations 2014. The educationists have started writing about these norms and the system and the two years B.Ed. and M.Ed. curriculum. We see both sides of the views regarding these norms of NCTE. Some articles of this area were received by us for publication. One or two articles have been given place in the journal. Besides these articles, this issue of the journal covers various aspects of teacher education and psychology. The articles from the researchers of various states of India have been published in this issue. The different research articles relate to the areas of cooperative learning, life skills, attitude towards dowry system, attitude towards teaching profession, innovations and quality enhancement of teacher education, self concept and academic achievement, scientific attitude and achievement in science, impact of modernisation on women and vocational preferences of adolescents in relation to their stream, intelligence and socio-economic status, knowledge and behaviour of school students on recycling, teacher professional perception of prospective teachers, mathematical interest of secondary school students in relation to demographic variables, interest and academic achievement in social sciences, family climate and academic achievement, emotional intelligence, women education in hilly areas, academic achievement in relation to achievement motivation and self concept, issue of gender sensitisation and equality of opportunity, awareness of Rajasthan people regarding women education, NCTE norms and the role of teacher education institutions, internal quality assurance cell in educational institutions and academic procrastination are the areas which have been discussed very vividly in the present issue of the journal. Some of the articles have been given in the Hindi section of the journal.

The journal will continue to serve the researchers and educationists in future also. The suggestions for the improvement of the journal are most welcome.

DR. R.K. YADAV

Chief Editor

CONTENTS

1. A study of self concept among 11th grade learners in relation to their academic achievement --Mrs. Archana Yadav	157
2. A study of scientific attitude and achievement in science of senior secondary school students --Prof. Jitender Kumar & Neha Chored	162
3. Internal quality assurance cell in higher education institutions --Dr. (Mrs.) Parveen Rani	166
4. Latest NCTE norms and the role of teacher training institutions --Dr. Ruchi Bhargava	170
5. Academic procrastination : A critical issue for consideration --Dr. Madhuri Hooda & Anu Saini	174
6. Effect of family climate on academic achievement of senior secondary school students --Rekha Rani & Dr. Yashpal Deswal	177
7. Academic achievement of senior secondary school students in relation to their achievement motivation and self concept --Kiran Jilowa	181
8. Attitude of senior secondary school teachers towards teaching profession in relation to gender and marital status --Dr. Sarita & Anil	184
9. A comparative study of attitude of parents towards dowry system --Dr. Urmila Goel	189
10. Gender sensitization and equality of opportunity in Indian context --Dr. Rajshree	193
11. A study on science interest and academic achievement among higher secondary biology students in relation to their mental health --J. Sivaprakasam	199
12. Mathematical interest of secondary school students in relation to their demographic variables --Dr. Shalini Yadav & Deepali Aggarwal	205
13. Teacher professional perception of prospective teachers --Dr. Y.S.Deswal & Rekha Rani	208
14. Effect of modular teaching on academic achievement of secondary school students in social sciences --Dr. S.K. Kaushal	213
15. Vocational preferences of commerce stream of 11th standard in relation to their socio-economic status and intelligence --Dr. Samridhi Wadhwa Nagpal	216

CONTENTS

16. The impact of modernization on women and our society --Dr. Neetu Chawla & Sonika Verma	221
17. Innovations and quality enhancement of teacher education for nation building - 'Challenges in teacher education' --Dr. Yeshpal Yadav	226
18. Knowledge and behaviour on recycling among secondary school students in Coimbatore city municipal corporation --J. Jeyadevi & Dr. M. Malarvizhi	231
19. Team-pair-solo strategy of cooperative learning in developing science process skills among secondary school students --Dr. Elizabeth Joshua	237
20. Impact of non-verbal communication on students' learning outcomes at secondary level --Dr. S.K. Kaushal	242
21. पर्वतीय एवं मैदानी क्षेत्रों में स्त्री-शिक्षा के विकास का तुलनात्मक अध्ययन —डॉ. मन्जू कठैत	246
22. माध्यमिक स्तर के कला एवम् विज्ञान वर्ग के शिक्षकों की संवेगात्मक बुद्धि का तुलनात्मक अध्ययन —डॉ. श्वेता अग्रवाल	251
23. बालिका-शिक्षा के प्रति जागरुकता – एक अध्ययन —घीसालाल लोधा और डॉ. अनिता कोठारी	258

A STUDY OF SELF CONCEPT AMONG 11th GRADE LEARNERS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Mrs. Archana Yadav*

ABSTRACT

On the basis of results and findings it is concluded that individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept. This potential can be realized by people, places, policies, programs, and processes that are intentionally designed to invite the realization of this potential. One of the factors contributing to achievement among pupils of comparable endowments is the variation of the pupil's ability to organize their work and to study efficiently. An important area of guidance therefore, is specific training in how to study, how to learn and how to work efficiently. The amount and kind of study in which a learner engages differs with his age and grade level. The learner's technique and habits of study need to be adjusted to changing learning materials, purposes and desired outcomes.

INTRODUCTION

The concept of self has three major components- the perceptual, the conceptual and the attitudinal. The perceptual component is the image the person has of the appearance of his body and the impression he makes on others. The perceptual component is often called the 'physical concept'. The conceptual component is the person's conception of his distinctive characteristics, abilities, background and origin and future. It is often called the 'psychological self-concept' and is composed of such life adjustment qualities, such as, honesty, self-confidence, independence, courage and their opposites. Included in the attitudinal component are the feelings a person has about himself, his attitude, his present status and future prospectus, his feelings about his worthiness and his attitudes of self-esteem, self-reproach, pride and shame. James (1980) was the first to suggest that a person has many selves. The real self for example, is what a person really believes he is, ideal self the person he aspires to be and social self is what he believes, what others think of him and how they perceive him. The four categories of self-concept are the basic, the transitory, the social and the ideal. Academic Achievement Academic achievement is the amount of knowledge derived from learning.

SELF-CONCEPT

Self-Concept is a dominant element in personality pattern, therefore, the measurement of Self-Concept becomes essential. A variety of methods and techniques have been developed to measure self-Concept. The problem of measuring the self-concept to a large extent still remains unsolved. The difficulty in conducting research in such an area is that the concept of self is not very well defined and is in a state of flux. There are several terms that are virtually synonymous with self-concept. Among these are 'self-image', the 'Ego', 'Self Understanding', 'Self Perception' and 'phenomenal Self'.

Self-Concept has been referred by Lowe (1961) as one's attitude towards self, and by Paderson (1965) as organized configuration, of perception, belief, feels, attitudes and values which the individual views as a part of characteristics of himself. Rogers (1951) defined self-concept as "An organized configuration of perception of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated which experiences and objects, and the goals and ideals which are perceived as having positive or negative valence- Lynche & Nore.

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Self-concept is one of the dominant factors of personality in the life of an individual. It is a person's notion of himself, an involved complex and significant factor in his individual behavior and a relatively enduring aspect of his personality. It is regarded as a motive, attitude or value by means of which an individual relates him to his environment and to his society in which he is living. The individual's perception, or view of himself is known as his self- concept. Every person has an opinion about his own self, be it a realistic view of his nature, habits and abilities or a more imaginative one remove from actualities. This opinion of his, regarding his own worth as a person affects his thinking, reasoning and intelligence and on the whole his total personality.

The self-concept may be defined as an organized, learned, cognitive and unitary configurations of conscious perception and evaluation by the individual of his (perceived self) as he actually is, as others are supposed to see him (other self) and as he would like to be (ideal self). The function of the self concept is motivating, integrating and organizing the world of experience at the center in which the individual exists and thus regulates behaviour. Many attempts have been made to define self-concept but Roger's definition is more comprehensive than any other definitions "the organized, consistent, conceptual, gestalt composed of the perceptions of the relationship of the 'I' or 'Me' to others and to various aspects of life together and the various aspects of life with the values attached to these perceptions."

The fundamental difference between the concept of the self, as conceived by the west and in India, is that whereas the west emphasizes the 'self' as a mental process and refuses to recognize it as an innate identity, the Indian theories recognize the existence of self as quiet apart from mental process with a logic that consciousness can never be produced merely by the condition of knowledge, such as sensation or ideas which are only the conditions of manifestations. Sri Aurobindo describes it as a life force of self directive, knowledge inherent in consciousness which enables it to guide its own force inevitably along the logical line of the original self perceptions. So, the study of self concept is of paramount importance in our

understanding of a person, his actions and reactions.

OBJECTIVES

The present study is designed to achieve the following objectives:

1. To study and compare the self concept of 11th grade boys having high and low academic achievement.
2. To study and compare the self concept of 11th grade girls having high and low academic achievement.
3. To study the relationship between self concept and high academic achievement of 11th grade learners.
4. To study the relationship between self concept and low academic achievement of 11th grade learners.

HYPOTHESES

1. There exists no significant difference between the self concept of 11th grade boys having high and low academic achievement.
2. There exists no significant difference between the self concept of 11th grade girls having high and low academic achievement.
3. There exists no relationship between self concept and high academic achievement of 11th grade learners.
4. There exists no relationship between self concept and low academic achievement of 11th grade learners.

METHODOLOGY

Descriptive Survey method of research has been adopted.

SAMPLE

In the present study, a sample of 200 learners studying in 11th class has been selected. The total sample has been divided equally on the basis of gender.

TOOLS USED

Self Concept questionnaire by Saraswat, The academic achievement was determined on the basis of the scores obtained by the students in the previous exams.

STATISTICAL TECHNIQUES USED

The descriptive statistics such as mean and S.D. is used in the study to show central tendency of

the distribution of scores, 't' test is used in the study for measuring the significance of difference. Correlation was also used for measuring relationship between variables.

RESULTS AND DISCUSSION

The results and discussions are given below in the forthcoming tables:

TABLE 4.1

Mean, S.D. and 't' value of self concept of 11th grade boys having high and low academic achievement.

Sr.No.	Boys learner	Mean	SD	't'
1.	High Achievers	186.04	18.16	2.91*
2.	Low Achievers	180.15	16.06	

* Significant at 0.05 level of significance

INTERPRETATION

The mean value of the high achiever and low achiever boys learners are 186.04 and 180.15 respectively which can be classified as above average self concept as suggested by interpretations taken from the manual. The table no. 4.1 shows that there is a significant difference in self concept between the learners of high and low academic achievers. Based on the mean and the S.D the 't' value has been calculated to 2.91 which is significant at 0.01 and 0.05 level. The above result obtained indicate that the null hypothesis i.e. there exists no significance difference between the self concept of 11th grade boys having high and low academic achievement is rejected. The difference is real and not by chance. It may be concluded that learners having high academic achievement have higher self concept than the learners having low academic achievement.

TABLE 4.2

Mean, S.D. and 't' value of self concept of 11th grade girls having high and low academic achievement.

Sr.No.	Girls learner	Mean	SD	't'
1.	High Achievers	64.16	7.95	5.22*
2.	Low Achievers	57.03	7.14	

*Significant at 0.05 level of significance

INTERPRETATION

The mean value of the high achiever and low achiever girls are 64.16 and 57.03, respectively which can be classified as above average self concept as suggested by interpretations taken from the manual. The table no. 4.2 shows significant difference in self concept between the girls learners of high and low academic achiever. Based on the mean and the S.D the 't' value has been calculated to 5.22 which is significant at 0.01 and 0.05 level. The above result shows that the null hypothesis i.e. there exists no significance difference between the self concept of 11th grade girls having high and low academic achievement is rejected. The above difference is real and based on the data collected. It may be concluded that the learners having high academic achievement have higher self concept than the learners having low academic achievement.

TABLE 4.3

Coefficient of correlation between self concept and high academic achievement of 11th grade learners.

Sr. No.	Variables	N	Coefficient of correlation (r)
1.	Self concept	200	0.544
2.	High academic achievers		

INTERPRETATION

Based on the data collected the 'r' value of high academic achiever learners related to self concept and high academic achievers has been calculated to 0.544. The level of significance of the 'r' value at 0.01 and 0.05 level is found not significant which shows that the degree of relationship between self concept and high academic achievers is positive. Hence our hypothesis i.e. there exists no relationship between self concept and high academic achievement of 11th grade learners is accepted. The results show that there exists a relationship between the self concept and high academic achievers. The result is similar with the findings of Rana and Iqbal (2005) was to explore cause-effect relationship between the dependent variables of students' self-concept and gender

and the independent variable of academic achievement in Science. Data were collected from 2142 students of grade 11 and 12 selected from 88 (44 male and 44 female) colleges throughout the Punjab. The results of the study showed that students' self-concept and gender has significant effect on their achievement in Science.

TABLE 4.4
Coefficient of correlation between self concept and low academic achievement of 11th grade learners.

Sr. No.	Variables	N	Coefficient of correlation (r)
1.	Self concept	200	0.468
2.	Low academic achievers		

INTERPRETATION

Based on the data collected the 'r' value of the low academic achiever learners related between self concept and low academic achievers has been calculated to 0.468. The level of significance of the 'r' value even at 0.01 and 0.05 level is significant which shows that the degree of relationship between self concept and low academic achievers is negative. Hence our hypothesis i.e. there exists no relationship between self concept and low academic achievement of 11th grade learners is rejected. The results show that there exists no relationship between the self concept and low academic achievers. The result are in consonant with Punithavathi (2011) who investigated self-concept and academic achievement of students at the secondary level. The results of the analysis revealed a significant correlation between self-concept and academic achievement. Further a significant difference in self-concept and academic achievement was observed among students in different categories of school, namely, state, matriculation and central board schools.

CONCLUSION

On the basis of the results, discussion and findings the following conclusions appear tenable that the study purports to measure the

contributions of the predictors to the criterion. As such the findings provide scope both to the administrators and the educationists in promoting achievement and making parents, teachers, students and all other concerns well informed about the same. The following recommendations have been made basing on the findings of the present investigation: Academic counselors should organize guidance programmes such as workshops, symposia, and public lectures periodically for high school students to equipped them with the needed skills to enhance their self-concept. Counseling centers should be put in placed in all High Schools to help students build their positive self-concept since positive self concept has a strong correlation with academic achievement. Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic achievement in the absence of external rewards. Parents should adopt parenting styles that will enhance motivation and instill high self concept in their children in order to help them perform well in school. They should encourage them to be flexible, fearless and perceive the correct knowledge only after scientific and objective investigation. Curriculum developers should design programmes and courses that will motivate students to think critically and to enhance their self-concept. Quiz competitions, class presentations and inter school debates should be organised for students in order to enhance their self concept. The sense of 'Bodily self' is reflected in the general attitude of trust or mistrust, which stems from a positive or negative sense of continuing self. So the teacher must help the students to with draw their attention on bodily self and concentrate on the other aspects of external environment. This can be done by encouraging students to do well in academic activities as well as in the non academic activities like dance, drama, sports debates etc. Teacher should identify different categories of pupil and to classify them into different groups, which will make it easy to provide appropriate guidance for the development of self concept of the students.

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