



## A comparative study of self concept and socio economic status of senior secondary school students in relation to their academic achievement

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### Abstract

We are living in the age of Globalization where our traditional ways of living area in transitional phase. Due to privatization, urbanization and liberalization, the youth is in a dilemma where they find themselves unfit and unequipped. A rapid change in family life, pressures of peers and society, today's life style and academic challenges etc. are the factors where there is an increase in competition and stress. The youth is not able to cope up with the negative emotions which have become a stigma of their life. Self-concept is an inexhaustible theme which discovers its relevance with every new set of subjects for the change of subjects, always brings forth a new set of findings. This study shall be quite significant in this regard. It takes under its preview the development perspectives a creation classes of student believing that by taking development perspectives under study additional insights conclusion can be derived in regard to self-concept of the subject various areas. Apart its target is the person of the age group under twenty which is most significant in shaping them. This study investigates such person perception and vision of themselves in relations to some of their dispositions and metal attitude which are by themselves the concern of numerous psychological studies. It would be interesting to see on which line the intelligence seeking to manage emotions. The emotional intelligence would shape a subject's self-concept. This study aims at finding if education, the desire and attitude to learn, is the effective tool to equalize the otherwise different subjects born and brought up under diverse social environs more significantly, the study shall explore the mind of the youth that with widening global culture and it's for widening participation in it manifests not only the world mind but also the global urge to develop deeper and discover the true meaning of one's being and entire existence.

**Keywords:** socio economic, academic achievement, development

### Introduction

Self-Concept is an inexhaustible theme which discovers its relevance with every new set of subjects for the change of subjects always brings forth a new set of findings. This study shall be quite significant in this regard. It takes under its purview the development perspective under study additional insights conclusions can be derived in regard to self-concept of the subjects in various areas. Apart, its target is the persons of the age group under twenty which is most significant in shaping them. This study investigates such person's perception and vision of themselves in relation to some of their dispositions and mental attitude which are by them the concern of numerous psychological studies. It would be interesting to see on which line the intelligence seeking to manage emotions- the emotional intelligence, would shape a subject's self-concept. This study aims at finding if education, the desire and attitude learn, is the effective tool to equalize the otherwise different subjects born and brought up under diverse social environs. More significantly, the study shall explore the mind of the youth that with widening global culture and its far widening participation in it manifests not only the world mind but also the global urge to delve deeper and discover the true meaning of one's being an entire existence.

### Meaning of Self-Concept

The self is the totality of our impressions thoughts and

feelings conscious sense of being. It is a composite of ideas feelings and attitudes a person has about him. It includes one's self esteem sense of personal worth and one's sense of who what one would like to be or one's ideal self.

William James (1890) argues that the self-concept develops form social comparisons. He argues that we compare ourselves with significant idea of what we are like.

"A self-Concept is a collection of beliefs about one's own nature, unique qualities and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions for example, a self-concept might include such beliefs as "I am easy going or 'I am pretty' or 'I am hard working'

- Weiten, Dunn & Hummer 2012

### Characteristic of self-concept

An individual at any moment has assessed too much that they can be physically observed. There are & characteristics of self-concept.

- Self-concept is always changing a child has great difficulty is getting a clear of who he is this makes change in behaviour possible.
- The self-concept has a basic stability dispute the momentary manifestation of changes, a deeper understanding of self is carried across events. It is this stability which carries the confident man thought defeat after defeat and cause the sudden victory the accept

triumph with caution.

- The self-concept is influenced by intensity with which one experience aspects of his environment. That is one's need vary from moment to moment. It is dependent upon the particular need which is currently experiences.
- The self-concept can be considered as a unified whole having basic characteristics. The self-concept is formatted early in life and its stability which capable of change sustains it largely intact.

### **Factor affecting self-concept**

Self-concept can be affected by an individual's life experiences, heredity and culture, stress, coping, health status and development stage.

### **Life Experiences**

Life experiences including success and failure will develop and influence a person's self-concept. Experiences in which the individual has accomplished a goal and achieved success will positively reinforce the development of a healthy self-concept. Difficult experiences and for failures can negatively impact a person's self-concept unless they have established coping strategies to deal effectively with these challenges to their self-concept coping strategies are learned as a person encounters and deals with various situations in life.

### **Academic achievement**

Academic achievement is the maximum performance in all activities at school after a period of training. Steinberg and Merriam (1993) "Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life.". Webster defines achievement as "the quality and quantity of a student's work."

Now a days, achievement and evaluations are interpreted in terms of not only IQ but other factors also like social intelligence, emotional intelligence, spiritual and creativity and in term of so many aspects. Children's performances and abilities are judged through covering various traits of personality. Still in India we are limited to subject achievement scores except a few % of the population. There is no provision in our education system to provide education which could meet all types of need of our children. The most neglected areas are social development, emotional, values, spiritual, creativity, adversity etc. Here in a need to relate and study the various factors by combining them with academic achievement. Therefore it was thought logical to conduct a study to check Emotional intelligence relationship with academic achievement.

Academic Achievement can be described as the excelling of a student in academics, by way of achieving good grades which will ensure the route to successful career in future life. The aims of academic achievement are by and large similar in most educational organizations. Educators stress on the importance of academic achievement, starting that it is the most crucial way establishing a student firmly on his path to a successful career. Rational and logical thinking have always

been associated with learned and educated people. The aim of academics is not to merely gain bookish knowledge; it develops and enhances the ability of an individual to think and perceive the various situations that life offers. The cognitive development and progress of the mental ability of the academician will obviously have a positive impact on the culture and society in which he/she survives. Thus, academic excellence ensures the social development of not only the individual but also the culture with which he/she is closely related to.

Academic performance can also be affected by the time spent in school, the existence of various forms diversity, and the socio-economic status of the student's family. The existence of more time to bond between the teachers and students in a schooling college or university improves the effect of a healthy learning environment. The absence of ethnic and linguistic diversity plays one of the key roles in favoring this improvement. The parents of most students who excelled in a particular field of study were mostly less likely to be divorced, making them active participants in involving in their children's education.

To sum up, academic study should be encouraged with the power of self-reflection. It is vital to realize the importance of knowing the subject in depth for a successful academic career. Academic study not only helps an individual achieve his aims in life, but also ensures that he receives the best of education helping him to improve his living conditions and enriching him with the divinity of knowledge.

### **How self-concept and socio economic status help or not in improving academic achievement?**

Rodrigwz, Carlos M. (2009) has studied the impact of academic self-concept, expectations and the choice of learning strategy on academic hu. This study provides evidence of the impact of two critical self-regulation components academic self-concept and outcome expectation-on the selection of learning strategies conducive to academic achievement in undergraduate business education. Self-concept theory is the framework for the analysis of student's motivation and learning behavior. Path analysis suggests that high academic self-concept favors engagement in complex cognitive effort deep learning strategies and self-reflections, as well as in the adoption of strategic learning approaches alone.

However, the composite effect of deep learning through strategic approaches has the most impact on student's academic performance on high academic expectations. Favor students' selection of deep learning more than strategic approaches. Clearly, the use of surface approaches to learning is not conducive to academic achievement.

### **Statement of the problem**

"A comparative study of Self –Concept & Socio Economic Status of Senior Secondary School Students in relation to their Academic Achievement"

### **Objectives**

- To study the significant difference between male and female Senior Secondary school students on self-concept.
- To study the significant difference between high and low

socio-economic statuses male and female Senior Secondary school students on Self-Concept.

- To study the significant difference between high and low academic achievements male and female Senior Secondary school students on Self-Concept.
- To study the significant difference between urban and rural male and female Senior Secondary school students on Self-Concept.

**Hypotheses**

- There is no significant difference between male and female Senior Secondary school students on self-concept.
- There is no significant difference between high and low socio-economic status male and female Senior Secondary school students on Self-Concept.
- There is no significant difference between high and low academic achievement male and female Senior Secondary school students on Self-Concept.
- There is no significant difference between urban and rural male and female Senior Secondary school students on Self-Concept.

**Sampling**

Students studying in XII standard Senior Secondary School

the total 50 students male and female formed the population for this study students belong to the Sonapat considered as a population The, sample selected through simple convenient sampling method. The sample taken form the urban and rural schools located in Sonapat.

**Tools Description**

For collecting data in respect of socio economic status and self-concept standardized tools will be used. For assessing socio economic status and self-concept tool will be used.

- Socio-Economic Status Scale by Rajbir Singh, Radhey Shyam & Satich Kumar, Department of Psychology, M.D. University Rohtakwas used to collect the data.
- 503p S.P. Ahluwalia & H.S. Singh Children’s self-concept scale (12-18 years) English version was used to collect the data.

**Statistical Techniques Used for Data analysis**

Suitable descriptive and inferential techniques used in the interpretation of the data to draw out a meaningful picture of results from the collected data. In the present study the following statistical measures used:

1. Descriptive analysis (Mean, standard Deviation)
2. Differential analysis (t-test)

**Table 1**

Variable	Sample Male (25)	M 174.16	SD 12.48	t-Ratio	Level of Significance
Self-Concept	Female (25)	175.56	11.22	.41	NS

1. Significant difference between the mean scores of Male and Female Senior Secondary School Students on Self-Concept as a Variable:

It is revealed from the table 1 that the mean scores of male and female students on Self-Concept are 174.16 and 175.56 with SD’s 12.48 and 11.22 respectively. The t-ratio came out from the above two groups is .41, which is not significant at .01

level of significance. This means there is no significant difference between male and female students on self-concept. So “There is no significant difference between male and female Senior Secondary School student son self-concept” is accepted.

**Table 2**

Variable	Sample	M	SD	t-Ratio	Level of Significance
Socio-Economic Status & Self-Concept	High SES Male& Female (25)	171.52	12.20	1.92	NS
	Low SES Male & Female (12)	167.96	8.61		

2. Significant difference between the mean scores of High and Low Socio-Economic Status Male and Female Senior Secondary school students on Self-Concept as a Variable:

It is revealed from the table 2 that the mean scores of high and low socio-economic status male and female students on Self-Concept are 171.52 and 167.96 with SD’s 12.20 and 8.61 respectively. The t-ratio came out from the above two groups is 1.92, which is not significant at .01 level of significance. This means there is no significant difference between high and

low socio-economic status male and female students on Self-Concept. So “There is no significant difference between high and low socio-economic status male and female Senior Secondary school students on Self-Concept” is accepted.

**Table 3**

Variable	Sample	M	SD	t-Ratio	Level of Significance
High & Low Academic Achievement & Self-Concept	High AA Male & Female (25)	171.52	12.20	2.18	NS
	Low AA Male & Female (12)	165.24	7.42		

3. Significant difference between the mean scores of High and Low Academic Achievement Male and Female Senior Secondary School Students on Self-Concept Variable:

It is revealed from the table 3 that the mean scores of high and low academic achievement male and female students on Self-

Concept are 171.52 and 165.24 with SD’s 12.20 and 7.42 respectively. The t-ratio came out from the above two groups

is 2.18, which is not significant at .01 level of significance. This means there is no significant difference between high and low academic achievement male and female students on Self-Concept.

So “There is no significant difference between high and low academic achievement male and female Senior Secondary school students on Self-Concept” is accepted.

**Table 4**

Variable	Sample	M	SD	t-Ratio	Level of Significance
Self Concept& Self Concept	Urban Male & Female (25)	174.76	10.32	1.71	NS
	Rural Male & Female (12)	169.8	10.31		

4. Significant difference between the mean scores of urban and rural Male and Female Senior Secondary School Students on Self-Concept Variable:

It is revealed from the table 4.4 that the mean scores of urban and rural male and female students on Self-Concept are 174.76 and 169.8 with SD's 10.32 and 10.31 respectively. The t-ratio came out from the above two groups is 1.71, which is not significant at .01 level of significance. This means there is no significant difference between urban and rural male and female students on Self-Concept.

So “There is no significant difference between urban and rural male and female Senior Secondary school students on Self-Concept” is accepted.

### Conclusion

Findings of the present study reveal that there is no significant difference between Rural and urban, high and low socio-economic status students and high and low academic achievement with special reference to self-concept. It is suggested that coaches should aware about the psychological conditions of Senior Secondary School students in making better self-concept.

So it is suggested that administrator and education authority should minimize the gap among Senior Secondary School students for better performance in education.

It is suggested to administrator and coaches of Senior Secondary Students education to maintain balance between academic achievement and self-concept and helping them to more experience to them for better performance. There should be given so much opportunities and facilities to female students for better performance in educational areas.

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