



ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF SECONDARY LEVEL STUDENTS

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ABSTRACT

The purpose of this research is to investigate the relations of Academic achievement and Self-Concept in relation to gender, area of school and type of the school of secondary level Students.

The sample for the investigation comprises of total 400 secondary class students, where 200 boys and 200 girls of class IXth from various government or sarvodaya vidyalayas and public schools in East Delhi and North-East Delhi within the age range of 15-16 years, from urban and rural areas were taken as a sample in the academic year of 2011-2012 participated in the research. "The Academic Achievement Motivation Scale" was used as data collecting tool developed by Dr. T. R. Sharma (2005) and Swatva Bodh Parikshan (SBP) scale by Dr. (Mrs) G.P. Sherry, Dr. R.P. Verma and Dr. P.K. Goswami (1988) to measure the Self-Concept. The descriptive statistics, Pearson's coefficient of correlation and t-test were used in the analysis of data. One of the findings of the study was that no significant difference was observed in the self concept of the secondary level student in gender, and management variation, but urban students have better self-concept than rural students. Results further revealed non significant difference in achievement motivation with regard to locale and management variation of secondary level students, but boys showed better academic achievement than girls. Another finding of the study revealed that socio-economic self-concept of the girls was better than their counterpart, results of the study also revealed that temperamental qualities, emotional tendencies and mental health of urban students were better as compared to rural students. The study also revealed significant relationship between the two variables of self-concept and academic achievement. Based on the findings of the study, suggestions for increasing the academic achievement of the students have been developed.

Key words: Self-concept, Academic achievement, Locale, Gender, management variation.

INTRODUCTION

Educated manpower is the emerging need of any nation as educated and skilled human resource is asset for any country. It becomes indispensable to develop human resource from the early stages of human life; Children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. To begin with, increasing students' academic achievement has been considered to be one of the most important ways of increasing national competitiveness needed for national development. Therefore, correlates to academic achievement draw the attention of researchers. Among the correlates at present psycho-social variables are gaining importance. Self-concept is such a psycho-social variable which is also responsible in a great way effecting academic achievement in children. The study of self-concept has awakened growing interest in psychological research of recent years. Despite the profusion of studies devoted to it, it is difficult to find a unanimous, accepted definition of the term self-concept, given that it has been approached from different theoretical perspectives. Nonetheless, there do exist agreement among the different authors in that the term self-concept has a multi-dimensional nature. Self-concept is considered to comprise various dimensions, areas or facets, some of which are more related to certain personality aspects (physical, social, emotional), while others appear to be more linked to academic achievement (in different areas and subjects).

One of the most persistent puzzles confronting parents and teachers is uneven academic achievement among equally able students. Therefore, the way in which students can raise their academic achievement is one of the major concerns of students themselves, their parents and school teachers, and policy-makers. What factors cause some students to go above and beyond their personal and environmental constraints is the focal interest of current social-cognitive theories of motivation and action.

Self-Concept

Self-concept "is the set of perceptions or reference points that the subject has about himself; (...) the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subjects knows to be descriptive of himself and which he per-

ceives as data concerning his identity" (Hamachek, 1981, quoted by Machargo, 1991: 24). 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 and has a cognitive nuance.

The importance of self-concept stems from its notable contribution to personality formation. Self-esteem has to do with social competence, since it influences how the person feels, how he or she thinks, learns, values himself or herself, relates to others, and ultimately, how he or she behaves (Clark, Clemes & Bean, 2000; Clemes & Bean, 1996).

Self-concept, as a component of human personality development, has its own nature and peculiarity. Several authors (Shavelson et al.; 1976; quoted by Garma and Elexpuru, 1999) have tried to specify the nature of the term self-concept. To this end, they look at it as a compendium of seven characteristics or fundamental aspects:

Self-concept constitutes a psychological dimension; it is multidimensional; it has a hierarchical organization (a general self-concept and specific self-concepts); it is stable, but as we go lower on the hierarchy, self-concept becomes more specific and more susceptible to change; the different facets of self-concept become more differentiated among themselves with age and experience; self-concept includes both descriptive as well as evaluative aspects; self-concept can be differentiated from other constructs which it is related to, such as academic performance.

Some authors, like Harter (1986), make interesting contributions, such as that general or global self-concept will be determined by the degree of importance that we assign to each of its specific components. If, when describing ourselves, our value judgments are satisfactory, then we obtain a positive global self-concept; in the opposite case we generate negative feelings and thus produce a negative global self-concept.

There is a revolution sweeping psychology, one that emphasizes a positive psychology and focuses on how healthy, normal, and exceptional individual can get the most from life (e.g., Marsh & Craven, 2006; Seligman & Csikszentmihalyi, 2000; Vallerand et al., 2003). Consistent with this emphasis, a positive self-concept is valued as a desirable outcome in many disciplines of psychology such as educational, development, sports/exercise, health, social, and personality psychology, as well as in a broad array of other social science disciplines. Self-concept is regarded as a highly important and influential factor in that it is closely associated with people's behaviors and various emotional and cognitive outcomes such as anxiety, academic achievement, happiness, suicide, deficient self-esteem, etc (Branden, 1994). Self-concept enhancement is seen as a central goal of education and an important vehicle for addressing social inequities experienced by disadvantaged groups (Marsh & Craven, 2006). Self-concept has a great deal to do with a student meeting success or failure in academic field.

Academic Achievement

Academic achievement is an attained ability or degree of competence in school tasks, usually measured by standardized tests and expressed in grades or units based on norms derived from a wide sampling of pupils performance (Trow, 1956). English and English (1958) defined academic achievement as an attained ability to perform school tasks. In this study, the marks obtained in previous examinations are taken into consideration and converted in to T score in order to control difficulty level of questions used in school examination. School examination marks are customarily used as a measure of achievement for social research purposes (Buch, 1984; Buch, 1989). Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement cannot be ignored. Academic achievement has become an index of child's future in this highly competitive world. Academic achievement has become one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent, et.al., 2000)

Joshi and Srivastava (2009) found out there were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Self-Concept and Academic Achievement

Academic self-concept can be defined as student perception of self as learner and how she/he interacts with the learning environment. Studies of the relationship between self-concept and achievement in educational settings have been a major focus of research and theory for many years (House, 1996; Hattie 1992; Hamachek, 1995; Marsh 1987). Research has supported the belief that there is a persistent and significant relationship between self-concept and academic achievement, and the change in one seems to be associated with a change in other (Marsh 1992; Marsh and Craven, 1987). Self-concept has a great deal of to do with a student meeting success or failure on academic field. Recognizing this role of self-concept, the organization for Economic Co-operation and Development (OECD) noted that self-concepts are 'closely tied to students' economic success and long term health and well being (OECD, 2003,) and play a critical part in students interest in and satisfaction at school, underpin their academic achievement, and constitute a very influential platform for pathways beyond school (Ackermen, 2003; Marsh, 2007; Marsh, Hau, Artelt, Baumert, & Peschar, 2006)

However, some researchers discussed that they have not been able to resolve the issue of the causal predominance between self-concept and academic achievement (Bryne, 1996; Hattie, 1992). That is, to find out whether academic self-concept influences academic achievement or vice versa. Many self-concepts researches have reported positive self-concept to have causal predominance over academic achievement (Shavelson & Bolus, 1982, Marsh, 1987). Marsh (1992) showed that the relationship of self-concept to school achievement is very specific. Better self-concept is associated with better scholastic achievement test (Raju 2013) and has a significant relationship between self-

concept and academic achievement (Sikhwara 2014; Archana & Chamudeswari 2013). Teachers must consider students' self-concept on a specific subject as an important factor for students' achievement (Koutsoulis 1995) because students who have good self-concept of themselves is performing well to please themselves, their parents and to get admission into higher institutions of their choice (Raju, 2013).

However, other researchers hold opposing views and their investigation have supported the view that academic achievement precedes a positive self-concept (Bachman & O' Mally, 1986). A research conducted on the effect of students' self-concept and gender on academic achievement in science by Rana & Iqbal (2005); showed that, the interaction between the students' gender and self-concept has significant effect on the science achievement of students in grades 11 and 12. Olantunde (2010) showed in a research conducted on students' self-concept and Mathematics achievement that, students who have positive self-concept of themselves performed well in mathematics.

Review of the studies reveals that there is a significant and positive relationship between self-concept and academic achievement (Brookover, Thomas and Patterson 1964, Rosenberg 1965, Bledsoe 1967, Cole 1974).

Review of the Related Literature

Awan, Noureen and Naz (2011) conducted a study that aimed to examine the achievement and its relationship with achievement motivation and self concept. The subjects consisted of 336 students (146 males and 172 females) from four public and four private schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9th grade were involved in the study. An Urdu translated version of 'Academic Self-Description Questionnaire II' (Marsh, 1990) and 'General Achievement Goal Orientation Scale' (McInerney, 1997) was used. The results revealed that achievement motivation and self concept are significantly related to academic achievement. Significant gender differences were discovered which were in favor of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

Shefali. (2011), conducted a study to find out interactive effect of school type and learning styles of self-concept of students. This study pointed at the characteristic like learning style, self-concept etc., were related to performance in academics

The objective of Muola (2010) study was to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos The Relationship between... Oraib Ali Abuameerh and Musa Al Saudi- 316 - district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil's levels of academic motivation and home environment. A significant ($p < 0.05$) positive relationship was found between six of the home environmental factors, that is fathers' occupation ($r=0.22$), mothers' occupation ($r = 0.26$), fathers' education ($r = 0.15$), mothers' education ($r = 0.14$), family size ($r = 0.26$) and learning facilities at home ($r = 0.23$) and academic achievement motivation. Parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation. Although these correlations are low, they showed that pupils' motivation to do well in academic work is to some extent dependent on the nature of their home environment. It was recommended that parents need to be aware of the importance of their role in their children's academic achievement motivation so that they can provide the necessary facilities at home.

Sharma's (2009) study found that (i) there is no significant interaction effect of creativity, Achievement motivation, self-concept, index of Brightness and adjustment on mean performance of academic Achievement of adolescents. (ii) There was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents. (iii) Index of Brightness and adjustment were negatively correlated to creativity, achievement motivation, self-concept and academic achievement among adolescents. However, both these variables were positively correlated to each other.

Rafai (2008)'s study aimed at the relationship between self-esteem and significant correlation differences across grade levels. Some findings with regards to the relationship between gender, grader, grade level and interaction were noted concerning the six individual schools represented in the sample.

Tella (2007) study investigated the impact of motivation on students' school academic achievement in mathematics in secondary schools using motivation for academic preference scale ($\alpha = 0.82$) as a measuring instrument and achievement test in mathematics (ATM) Two hypotheses were tested for significant at 0.05 margin of error using t-test and analysis of variance (ANOVA) Results showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female students. Also other result indicates significant difference when extent of motivation was taken as variable of interest on academic achievement in mathematics based on the degree of their motivation. Implications, suggestions and recommendations on students, parents, government, counsellors, educational stakeholders, etc were discussed.

Green et.al. (2006) concluded the causal relationship between academic self-concept, academic motivation and its effect on academic achievement. This paper aimed to elucidate the relationships among academic achievement and self-concept and the effect of gender, area of school and type of school by proposing a longitudinal design by which self-concept and motivation were measured from a multi dimensional perspective.

Broussard (2002) examine the relationship between classroom motivation and academic achievement in first and third graders. The subjects included 122 first grade children and 129 third grade children from a mid-sized, southern city. The total sample was comprised of 251 children, 59% non-white and 57% female. The findings from the current study were consistent with the literature reviewed in that higher levels of mastery motivation and judgment motivation were found to be related to higher grades in third graders. It is important to note, however, that only higher levels of mastery motivation, not judgment motivation, were found to be related to higher grades in first graders.

Obidigbo (2002) results indicated that significant differences were noted in the measurement of self-concept and academic performance of students. Equally, males found to score higher than females on the measured items.

Mishra (1992a) in his study observed that children with a high self-concept have high achievement motivation which significantly contributed to their academic achievement.

Pandya, Maitra 1985 reported that gifted under and overachievers differed significantly on academic self-concept.

Sharma (1979) reported that self-concept affects academic achievement.

Ramkumar (1972) found positive and significant relationship between self-concept and academic achievement.

There are several factors that influence the academic achievement of an individual like his personality, intellectual ability, school adjustment, motivation, interest, attitude, values, study habits, and environment etc. in order to find a solution to this huge and important problem of students' failure and low achievement, it becomes necessary to locate the various factors associated with academic achievement. If one can identify the factors causing low achievement, then we can provide good educational environment to improve their academic achievement.

During the past forty years there have been a great many studies in the area of academic achievement in relation to above discussed factors. The findings of the studies are not uniform in nature. Some studies showed a significant relationship between self-concept and academic achievement and some other have not found any significant relationship. The results of these studies are not constant and the need for further investigation in the field remains.

In the quest to improve academic achievement, researchers have studied about the factors, which influence academic achievement. The researcher was inspired to take the present piece of work as she felt

that the self-concept may have a positive relationship with academic achievement motivation.

This study would also provide necessary information for stakeholders in education to formulate policies that will aid academic performance. The study would also provide important suggestion to students on self-concept and motivation and also serve as a guide for future research by potential researchers.

Objectives of the study

- (1) To study the difference in the self-concept of secondary level students with regard to gender, locale and type of school variation.
- (2) To study the difference in the academic achievement of secondary level students with regard to gender, locale and type of school variation.
- (3) To study the difference between all the components of self-concept with regard to gender.
- (4) To study the difference between all the components of self-concept with regard to locale.
- (5) To study the difference between all the components of self-concept with regard to type of school variation.
- (6) To study the relationship between the self-concept and its eight components and academic achievement of secondary level students.

Hypotheses of the Study

In relation to the theoretical points of departure and the research instruments used, the following hypotheses were formulated in null form for empirical verification.

Ho1: There is no significant differences in the self concept of secondary level students with regard to gender, locale and impact of type of school variations.

Ho2: There is no significant difference in the academic achievement of secondary level students with regard to gender, locale, and type of school variation.

Ho3: There is no significant differences in the self concept (eight dimensions viz. Health and physique, Temperamental Qualities, Academic status, Intellectual Abilities, Habits and behavior, Emotional Tendencies, Mental Health, Socio-Economic Status) of secondary level students with regard to gender.

Ho4: There is no significant differences in the self concept (eight dimensions viz. Health and physique, Temperamental Qualities, Academic status, Intellectual Abilities, Habits and behavior, Emotional Tendencies, Mental Health, Socio-Economic Status) of secondary level students with regard to locale.

Ho5: There is no significant differences in the self concept (eight dimensions viz. Health and physique, Temperamental Qualities, Academic status, Intellectual Abilities, Habits and behavior, Emotional Tendencies, Mental Health, Socio-Economic Status) of secondary level students with regard to impact of type of school variations.

Ho6: There is no significant relationship between self concept and its eight components and academic achievement of secondary level students.

MATERIALS AND METHODS:

The design: Normative survey method was used in the present research to pertinent preside information consuming the current status of phenomena and to draw valid general conclusive from the facts discovered. The method was meant about what exists at present by determining the nature and degree of existent conditions. Hence the design was of ex-post factor.

Sample: In the present study the investigator selected schools of district East and North-East of Delhi and Delhi NCR as the field of investigation. The multi-staged stratified random sampling technique was used in this study. The sample for the study consists of 400 secondary class students of 16 schools of Delhi and Delhi NCR. Students from both types of schools were categorized on the basis of their sex as well as on the basis of the location of their school i.e. urban and rural. Required number of students from each category was then randomly selected.

Instruments: To measure academic achievement motivation, Dr. T. R. Sharma's AAMT inventory was used as a tool. On the basis of characteristics of the inventory given in the manual, it was considered suitable for the purpose. This inventory measures the levels of academic motivation. The test can be administered to a group of not more than 40 children at a time. It contains 38 items, each of which has two answers, paired together in a forced choice format (A), (B) Each of the two statements contained in each item measures the level of Academic Motivation. The test provides a direct numerical score indicating how much an individual a boy or girl is motivated in the field of academic achievement. Scores ranges from 0 to 38. Reliability: Its split-half reliability was found 0.697, rational equivalence reliability was found 0.7506 and test-retest reliability was found 0.795 for boys and 0.807 was for girls, which is satisfactory.

Validity: The instrument has both logical and content validity. For criterion validity, on the basis of considered judgments of class teachers twenty students, ten low on achievement motivation and ten high on achievement motivation were administered this test under standardization. Significant differences were found in the mean test-scores of the two groups. Each item was correlated with total test and items showing not significant r were deleted from the test. This establishes the construct validity of the test.

Table No- 1

Sr. No.	Level	Score
1	High Academic Motivated	Boys 33 or above and girls 34 or above
2	Average Academic Motivated	Boys between 26 and 32 and girls between 27 and 33
3	Low Academic Motivated	Boys 25 or below and girls 26 and below

To measure the self-concept, Swatva Bodh Parikshan (SBP) scale by Dr. (Mrs) G.P. Sherry, Dr. R.P. Verma and Dr. P.K. Goswami was used as a tool. A batch of 30 students was taken at a time, then reusable-booklets-“Swatva-Bodh Parikshan” (SBP) and its answer sheets were distributed to them. The inventory comprises of 48 items, yielding scores in eight different dimensions of the self-concept and on the total. Thus the present test provides eight separate measures of self-concept. Each statement has to be answered either “Yes” or “No”. The scoring was done with the help of the scoring stencil provided for with the inventory. A high score on this test indicates a bright self-concept while a low score shows a poor self-concept. Reliability coefficient of the eight dimension of the self-concept test was fairly satisfactory. Factorial validity was checked and found fairly well.

Interpretation of Raw scores is shown in table no-2:

Table No-2

S.No	Raw Scores	Interpretation
1.	20 or Below	Very poor Self-concept.
2.	21-26	Poor Self-concept.
3.	27-38	Average Self-concept.
4.	39-44	Good Self-concept.
5.	45 or above	Very Good Self-concept.

Techniques of Analysis: Techniques of analysis for the present investigation includes techniques for collection of data, scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated. Collection of data in regards to the two predicting variables was done through administration of relevant tools in the form of questionnaires. Responses were collected in independent answer sheets. For scoring procedure as mentioned in the test manuals has been followed. For interpretation of scores in all the predicting variables both descriptive statistics and inferential statistics have been used. The data collected during the research process was evaluated by using “SPSS 15.0 for Windows” package program. The arithmetic mean and standard deviation values were used for the distribution of the academic achievement levels and self-concept of secondary level stu-

dents.

The "independent samples t-test" was used to determine whether there is significant difference in students' academic achievement levels according to gender, locale and type of school variation. The significant difference level was discussed as 0.005 statistically.

RESULTS:

Differential Analysis on Self-Concept Variation

Summary of the test of significance of difference between the means of contrasts of the sample on the scale of self-concept.

Table No-3

Variation	Sub-Samples	N	Mean	SD	S-ED	df	t	Remarks
Gender	Boys	200	36.25	6.744	0.670	398	0.963	NS
	Vs Girls	200	36.89	6.650				
Locale	Rural	200	35.85	6.750	0.667	398	2.153*	P<0.05
	Vs Urban	200	37.29	6.581				
Management	Government	200	36.79	6.536	0.670	398	0.649	NS
	Vs Public	200	36.35	6.862				

* Significant at 0.05 level of confidence

NS* Not significant

On perusal of the above table it was evident that the obtained value of 't' ratio in case of gender variation (0.963) was lesser than the tabulated value (1.96) at 0.05 level of significance and for 398 degrees of freedom. Hence the 't' ratio in case of gender variations was not significant. So the null hypothesis that “there is no significant differences in the self-concept of students with regard to gender variations could not be rejected. No statistically significant difference between the boys and girls subsamples on self-concept could be obtained. This result was analysed in the context of the result under review of earlier researches and it was observed that the result was in conformity with earlier studies conducted by Gupta (1992), Vamerdevappa (2003), Sarsani (2007), Das (2008), Laskar (2008) and Rafi (2008). Many of the recent researches conducted revealed non-significant difference between boys and girls in self-concept. Hence, the investigator was inclined to conclude that the result obtained in the present study was acceptable. Because the present age of knowledge exploded society, people have become very conscious and girls are in no way lagging behind the boys. Both the boys and girls are moving in the same direction to show off themselves in their thinking and attitude. Therefore, their self-concept revealed non-significant difference.

The 't' ratio in case of locale variation(2.153) which was more than the tabulated value (1.96) at 0.05 level of significance for 398degrees of freedom was significant. Hence the 't' ratio in case of locale variation was significant. So the null hypothesis that, there is no significant difference in the self concept of students with regard to locale variation was rejected. The mean score (37.29) of urban school students was found more than the mean score of rural school students (35.85). This revealed that the students of urban area have better self-concept than the students of rural area. The possible reason of this may be that parents of urban area are more concerned to develop better self-concept among their children. They are mostly educated parents and understand the importance of education and role of self-concept in the life, so they make more efforts to develop self-concept in their wards from the beginning, the result was in the conformity with the study of Arora 2005, but not supported by the earlier studies conducted by Sarsani (2007) and Absul and Kamble (2008), therefore the need for the further investigation on the same area seems to be valid.

The't' ratio in case of the management variation (0.649) was also lesser than the tabulated value (1.96) at 0.05 level of significance for 398 degrees of freedom. Hence the't' ratios in case of management were not significant. Therefore, no statistically significant difference between the government and public subsamples could be obtained. So the null hypothesis that there is no significant difference in the self-concept of students with regard to management variation could not be rejected. However the present findings were also against the results of Yadav, Surya Kamal (2011) which concluded that self-concept of govt. school students is higher as compared to non govt. students.

Differential Analysis on Academic Achievement Variation
 Summary of test of significance of differences between the means of contrasts of the sample on the scale of academic achievement.

Table No-4.

Variation	Sub-Samples	N	Mean	SD	S ED	df	t	Remarks
Gender	Boys	200	29.91	3.875	0.428	398	2.081*	P<0.05
	Vs Girls	200	29.02	4.645				
Locale	Rural	200	29.40	4.306	0.430	398	0.326	NS
	Vs Urban	200	29.54	4.294				
Management	Government	200	29.08	4.673	0.428	398	1.774	NS
	Vs Public	200	29.84	3.856				

* Significant at 0.05 level of confidence

On perusal of the table 4, it was evident that obtained value of 't' ratio in case of gender variation which was 2.081 was more than the tabulated value (1.96) at 0.05 level of significance for 398 degrees of freedom. Hence the 't' ratio in case of gender was significant. So the null hypothesis that there is no significant difference in the achievement motivation of students with regard to gender variation could not be accepted. It was found that boys are performing better in comparison to girls' counterparts on their academic achievement. They were more academically motivated as compared to girls. The results seem to be in contrary to the study of Mishra 1992b that Female children have higher achievement motivation and they secure higher marks in comparison to their male counterpart.

Statistical analysis showed the 't' ratio in case of locale variation (0.326) was lesser than the tabulated value (1.96) at 0.05 level of significance for 398 degrees of freedom. Hence the 't' ratio in case of locale was not significant. So, the null hypothesis that there is no significant difference in the achievement motivation of students with regard to locale variation could not be rejected. As such no statistically significant difference between the rural and urban subsamples on achievement motivation could be obtained. This study was in conformity with earlier research done by Absul and Kamble (2008) and Chaturvedi (2009).

The 't' ratio in case of management variation (1.774) was lesser than the tabulated value (1.96) at 0.05 level of significance for 398 degree of freedom. Hence the 't' ratio in case of management variation was also not significant. So, the null hypothesis that there is no significant difference in the achievement motivation was accepted. This result was contrary to Tadav, Surya Kamal (2011) that academic achievement of non-government students is higher than govt. school students. The findings of Bhaskar, B.G and Taj, Haseen (2010) also revealed that academic achievement of private aided schools was better than Government schools. The findings were also against the results of Yadav, Surya Kamal (2011) which concluded that self-concept of govt. school students is higher as compared to non govt. students.

Table No-5

Gender wise descriptive Statistics of each component of Self-Concept.

Variation	Sub-Samples	N	Mean	SD	S ED	df	t	Remarks
Sbp Health and Physique	Boys	200	4.31	1.365	0.136	398	0.588	NS
	Vs Girls	200	4.39	1.355				
Sbp Temperamental Qualities	Boys	200	3.89	1.034	0.107	398	0.421	NS
	Vs Girls	200	3.90	1.103				
Sbp Academic Status	Boys	200	5.84	1.639	0.161	398	0.405	NS
	Vs Girls	200	5.91	1.571				
Sbp Intellectual Abilities	Boys	200	5.13	1.456	0.136	398	0.110	NS
	Vs Girls	200	5.14	1.252				

Sbp Habits and Behaviors	Boys	200	4.06	1.028	0.113	398	1.371	NS
	Vs Girls	200	3.91	1.226				
Sbp Emotional Tendencies	Boys	200	3.60	1.152	0.107	398	1.449	NS
	Vs Girls	200	3.75	0.981				
Sbp Mental Health	Boys	200	5.36	1.386	0.136	398	1.357	NS
	Vs Girls	200	5.55	1.341				
Sbp Socio-Economic status	Boys	200	4.12	1.092	0.103	398	2.274*	P<0.05
	Vs Girls	200	4.36	0.971				

* Significant at 0.05 level of confidence

An insightful observation of values presented in table no 5 reflects that Girls showed better in Socio-Economic status than the Boys and significant at .05 level of confidence, but in other areas there is no significant difference between Boys and Girls in their Self-Concept. The results were supported by the earlier findings by Vamadevappa, H. V. (2003) that no difference was found in the total self-concept of boys and girls. Hence the null hypotheses that there is no significant difference between boys and girls with respect to their all the components of self-concept of secondary class students is accepted in all the cases except in the above discussed case.

Table No-6

Locale wise descriptive Statistics of each component of Self-Concept.

Variation	Sub-Samples	N	Mean	SD	S ED	df	t	Remarks
Sbp Health and Physique	Rural	200	4.29	1.391	0.136	398	0.883	NS
	Vs Urban	200	4.41	1.327				
Sbp Temperamental Qualities	Rural	200	3.73	1.146	0.106	398	2.786**	P<0.01
	Vs Urban	200	4.03	0.964				
Sbp Academic Status	Rural	200	5.78	1.658	0.160	398	1.216	NS
	Vs Urban	200	5.97	1.546				
Sbp Intellectual Abilities	Rural	200	5.09	1.325	0.136	398	0.700	NS
	Vs Urban	200	5.18	1.388				
Sbp Habits and Behaviors	Rural	200	3.96	1.219	0.114	398	0.396	NS
	Vs Urban	200	4.01	1.042				
Sbp Emotional Tendencies	Rural	200	3.51	1.075	0.106	398	3.162**	P<0.01
	Vs Urban	200	3.84	1.044				
Sbp Mental Health	Rural	200	5.32	1.337	0.136	398	1.949*	P<0.05
	Vs Urban	200	5.59	1.383				
Sbp Socio-Economic status	Rural	200	4.19	1.071	0.104	398	1.011	NS
	Vs Urban	200	4.29	1.005				

* Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

Observation of the means presented in the table no 6 debates the facts that students studying in urban areas showed significantly better self-concept in areas like Temperamental qualities and Emotional tendencies in comparison to the students of rural areas. This difference is significant at .01 level of confidence. Mental health of urban students

was also found better than the students of rural area. It is significant at .05 level of confidence. The present finding draws support from the findings of Arora (2005). They also found that self-concept of urban students was better than rural students. Hence barring these areas there is no area wise significant difference with respect to their self-concept; hence null hypotheses that there is no significant differences in all the eight components of self concept of secondary level students with regard to locale can be accepted in these areas.

Table No.-7
Type of school wise descriptive Statistics of each component of Self-Concept.

Variation	Sub-Samples	N	Mean	SD	S ED	df	t	Remarks
Sbp Health and Physique	Government	200	4.37	1.349	0.136	398	0.220	NS
	Vs Public	200	4.34	1.372				
Sbp Temperamental Qualities	Government	200	3.86	0.972	0.107	398	0.327	NS
	Vs Public	200	3.90	1.158				
Sbp Academic Status	Government	200	5.89	1.601	0.161	398	0.156	NS
	Vs Public	200	5.86	1.610				
Sbp Intellectual Abilities	Government	200	5.21	1.394	0.136	398	1.069	NS
	Vs Public	200	5.06	1.317				
Sbp Habits and Behaviors	Government	200	3.98	1.143	0.114	398	0.043	NS
	Vs Public	200	3.98	1.126				
Sbp Emotional Tendencies	Government	200	3.74	1.076	0.107	398	1.261	NS
	Vs Public	200	3.61	1.065				
Sbp Mental Health	Government	200	5.42	1.423	0.137	398	0.476	NS
	Vs Public	200	5.49	1.307				
Sbp Socio-Economic status	Government	200	4.33	0.978	0.104	398	1.786	NS
	Vs Public	200	4.15	1.091				

* Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

When the mean score of all the dimensions of self-concept of government school students were compared to the mean score of public school's students, it was found that there was not a single area where the significant difference was observed. Hence the hypotheses, that there is no significant difference in all the eight components of self concept of secondary level students with regard to impact of type of school variations can be accepted.

Relationship Study

Table No-8
Coefficients of correlation between self-concept and academic achievement

Sub-Samples	N	Academic Achievement and Self-Concept	Level of Significance
Total Sample	400	0.309**	S p<0.01
Total Boys	200	0.291**	S p<0.01
Total Girls	200	0.339**	S p<0.01
Total Rural	200	0.298**	S p<0.01
Total Urban	200	0.321**	S p<0.01
Total Government	200	0.265**	S p<0.01
Total Public	200	0.373**	S p<0.01

* Significant at 0.05 level of confidence

S Significant

** Significant at 0.01 level of confidence

The 'r' values as presented in table 8, indicated positive low to moderate and significant relationship at 0.01 level in all the cases. Hence the investigator desired to conclude that there exists positive significant relationship between self-concept and academic achievement with regard to gender, locale and impact of type of school variation.

The present study results support this claim, that there is a positive significant relationship between the students' self-concept and their academic achievement (r=.309, p<0.01). This result is also consisted with research work by Sikhwari (2014), Archana et al (2013), which showed a significant relationship between self-concept and academic achievement of high school students. The students who have good self-concept of themselves is performing well in mathematics (Olantunde 2010); physical science and that they needed to do well in mathematics and physical science in order to please themselves their parents and to get admission into high institutions of their choice (Raju 2013). The present study showed evidence that, students with high self-concept performed better on the mathematics achievement test and are aiming to be admitted in higher institutions.

DISCUSSION:

One of the findings of the study was that non significant difference was observed in the self concept of the student gender and management variation, but there was a significant difference in relation to locale. It was found that urban students have better self-concept than rural students. Therefore, conclusion is drawn to the effect that when these rural grow from childhood to adolescence, they face the reality that there is little for them in their locale. Rural parents tended to have a lower educational attainment and were less likely to expect their children to attain an education beyond high school. Parents themselves have very less self-concept resultant they remain ignorant to develop good self-concept in their children as well. The other reason could be the location of school; infra structure of the school, furniture and physical amenities such as electricity and running water, extra-curricular activities, health facilities, teaching aids than all these indicators will have to prove to be more adequate in urban schools as compared to rural schools. These are the obvious reason behind the discrepancy in self-concept between rural and urban students.

The explanation seems to be appropriate in justifying the other result that in spite of variations in gender and management of the institutions students didn't have difference in the way they look at themselves and the personality characteristics including the cognitive structure they takes into account a set of attitudes, values that means the personality of self –esteem, self concept and self confidence and how pupils view themselves are all exhibited by everybody in the same quantum and same degree. This revealed that self-concept wise all the secondary level students displayed their characteristics equally.

The second finding of the study was in respect of non significant difference in academic achievement with regard to locale and management variation but significant differences in relation to gender, In this regards an explanation seems to be in order that boys keep a proper account of their efforts and assessment to achieve the goal. It has also been observed that the negative attitude of parents toward female education, their reluctant attitude to send their girl child for formal education especially to higher levels like their male counterpart inculcates misunderstanding on the part of the girls themselves about the values of the acquisition of formal education. Other problems against women education include the familiar problems like lack of funds, inadequate facilities, inadequate manpower, sexual harassment, conflicting societal role expectations, government policies and lack of political will power to implement the entire educational programme. These all factors become the reason for diminishing academic achievement in girls. Therefore conclusion could be drawn that girls should be encouraged to achieve higher level of academic achievement. The findings of this study are supported by the study of Alam (2009), that male students have higher achievement motivation than female students.

The answer for the finding of the study that there was non significant difference in the academic achievement of the students with regard to locale and management variation might be that, in spite of the fact that urban students and public school students are exposed to modern educational technology and modern trends in the educational set up,

and rural students and government school students are deprived of getting better facilities in schooling, probably rural students be imbued to achieve more rigorous practices in drilling exercises, revision work, expose to modern media in order to encourage them to do better.

A closed scrutiny of the third finding of the study made it clear that there is no significant difference in all the components of self concept of the secondary level boys and girls except in their socio-economic self-concept. The mean score difference showed that girls have better socio-economic self-concept than boys. The possible reason behind is that since beginning girls are more interactive, social in their behavior and well aware of their surroundings.

The fourth study which is with regard to locale concluded to significant difference for temperamental qualities, emotional tendencies and mental health, which is found better in urban students than rural students. The investigator is bound to believe that urban students get ample support from their parents economically, emotionally as well as educationally, because they are better educated than rural parents. It makes urban students contended and well guided for their future perspectives and keeps them high in their temperamental, emotional and mental self-concept.

The reason behind the results of the study that, there is not any meaningful difference between all the eight components of self-concept with regard to school management variation is that in spite of the fact that unlike public school students the students of government school come from a very humble background and are children of not so educated parents still their self-concept of health, temperament, academic, intellectual, habits, emotional, mental and social is no less than public school students. Actually recently the education system of Delhi has been going through a lots of changes. Government school students are in the hands of well trained teachers who undergo in-service training programmes every year for the benefits of students. During continues and comprehensive evaluation the student become able to explore his own qualities, which enhance their self confidence. They are being taught about good health, good hygienic habits etc. teachers teach them very sensitively by taking care of individual difference and emotional need as well. All these factors must have contributed in keeping their self-concept as good as public school students.

The study revealed significant relationship between the two variables of self-concept, and academic achievement. The multiple co relation was also significant. Therefore the better the self concept and more the drive to achieve the better was the school achievement. Therefore, school students should be encouraged to develop their self concept and an atmosphere of need to achieve may be created in students for greater academic achievement. Marsh and Craven, 1997; Marsh 1993; Felson 1984 have supported the belief that there is a persistent and significant relationship between self-concept and academic achievement, and the change in one seems to be associated with a change in the other.

RECOMMENDATIONS:

The study purports to measure the contributions of the predictors to the criterion. As such the findings provide ample 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 performance.
- Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic performance in the absence of external rewards.
- Parents should adopt parenting styles that will enhance motivation and instill high self-esteem 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 school should organise different curricular and co curricular activities, like seminars, talks delivered by the intellectuals, debates, discussions etc. and should also promote students to gain correct and current information by studying the magazines, newspapers, journals, periodicals.
- 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.
- Teacher should encourage students to make self evaluation through self rating system. In order to let children know the area in which they are competent and in which they are lacking.
- The school curriculum should provide opportunities to students for the development of self-esteem. In this context the school should provide opportunities to make friends and should arrange integration camps of culturally diverse students as these can only be responsible for development of both self-esteem and language skills.
- In order to increase academic achievement among school children, it is imperative that children be trained in having a high achievement motivation, realistic goal settings, and achievement striving. These training activities can be operated by their teacher through behavior and planned intervention.
- It is true that the forming of self-concept, principally the academic type, is not only the task of the classroom teacher, but that the other professionals in the school also intervene, therefore properly planned training programme, workshop training, refresher courses, in service training courses should be provided for the teachers to help them to equip with necessary skills and competencies to enhance student's personal and social Competence--self-concept, self-esteem, social abilities, personal development, school mediation, living together, conflict resolution, and achievement motivation.
- Most definitely, we feel it necessary to give adequate and sufficient attention to self-concept and self-esteem (Carr & Kurtz-Costes, 1994; Gil, 1998; Machargo, Alonso, Quintana, Rojas & Santana, 1996), and that teachers should be offered methodological guidance in order to work on these throughout the educational process, in order that this type of psycho-educational intervention may serve as an avenue to improve academic performance.(Castejón, Navas & Sampascual, 1996; González, 1999).

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