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Original Research Paper

A Study on Self-concept and Mental Ability of Students

Economics

KEYWORDS: :- Self-Concept, Academic Achievement, Secondary Level, IXth Class Students.

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ABSTRACT

The present study was conducted to expect the self-concept and mental ability of students. The sufficient comprised of six hundred IXth class students (335 boys and 265 girls) from the government, aided, and matriculation secondary schools of Nilgiris educational district. The data were obtained by using self-concept scale developed by the investigator, academic achievement test developed by the investigator. The finding the estimate of self-concept of students on the basis of academic achievement is significantly higher as compared to their distinct likelihoods.

Introduction

Education plays an important role in shaping an individual's career. The level of education helps people to earn recognition and respect in the society. Undoubtedly education is both socially and personally an indispensible part of human life. However the inequalities in the standards of education are still a major issue that needs to be solved as early as it could be. The importance of education in our life cannot be ignored at any cost. Education is the only way to acquire knowledge.

In the present study self-concept is a positive attitude of oneself towards one's self concept. It is an attribute of perceived self. Self-concept refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self – evaluation. Self-concept is the conviction that one is generally capable of producing desired results. Increase in self-confidence helps to develop innate qualities of self-worthy and competency by the reinforcement. Self-concept is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-concept grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment. In general, self-concept refers to an individual's ability to act effectively in a situation to overcome obstacles and to get things to go alright. Self-concept is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term Self-concept is used to refer to individuals' judgment about themselves. Children with over all high self-concept are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers.

In the present study mental health is the capacity of an individual to form harmonious adjustments one's social and physical environments. The international and fully functioning individual is not abound to one course of action; but responds in a moment of changing life situations and look forward to longer term goal Bhatia (1982) considers mental health as the ability to balance fillings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life.

Review of Related Literature

Dr. Neeti Naveen (2016) attempts to study the Self Concept in relation to under-achievement of students at higher secondary level. A sample of 631 students was randomly selected from the schools in Moradabadt districct. They were administered Jalota's Verbal Group Test of General Mental Ability and Self Concept Inventory developed by the researcher herself. Mean, S.D., and t-test were used to analyze the data. Results show that over achiever students and under achiever students differed significantly on self concept. Underachiever students have significantly low self concept that of overachiever students.

M.D.V.Jogeswara Rao & Dr.S.Viswanatha Reddy (2016) investigated on 600 high school students to find out the effect of school environment, home environment and mental health status on achievement motivation. School environment and home environment inventories by Manjuvani, Mental health inventory by Reddy and achievement motivation scale by Shah was used to assess the school environment, home environment, mental health and achievement motivation of the subjects. Results revealed that there is significant impact of the three variables on achievement motivation of the students.

Statement of the Problem

A Study on Self-Concept and Mental Ability of Students at Secondary level.

Objective of the Study

The Major Objectives Set for the study is ;

- To study and compare the self-concept of boys and girls secondary level students
- to study and compare the mental ability of boys and girls secondary level students.
- To study and compare the self-concept of rural and urban secondary level students.
- To study and compare the mental ability of rural and urban secondary level students.

Hypotheses of the Study

1. There is no significant difference between boys and girls secondary level students on self-concept.
2. There is no significant difference between boys and girls secondary level students on mental ability.
3. There is no significant difference between rural and urban secondary level students on self-concept.
4. There is no significant difference between rural and urban secondary level students on self-concept.

Delimitation of the Study

The present study being exploratory in nature has following delimitations:

1. The study was delimited to IXth class students of secondary schools in Nilgiris District in Tamil Nadu.
2. Secondary school students have been selected on simple random sampling biases.
3. The present study is delimited to two independent variables only.

Methodology

Methodology makes the most important contribution towards the

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environment of any study. Survey method of research was employed by the investigator.

Sample for the Study
In the present study sample of 600 students (335 boys and 265 girls) were taken using proportionate simple random sampling technique.

Variables for the Study
- **Independent variables:** Gender, Locality of the School.
- **Dependent variables:** Self-Concept, Mental Ability.

Tools used for the Study
The following tools were used for collecting data for the study:

The investigator have necessitated the development of the following tools for the data collection. The tools have been Self-concept scale Test by Chandrasekaran.S (2001) and revalidated by the investigator in 2016. Mental Ability Test by Career Point Group & Kota (Raj) (2013) and revalidated by the investigator in 2016.

Data Collection
After the selection of tools, the investigator visited secondary school students of selected Districts of Nilgiris. To ensure quick and complete return of questionnaire, they were properly given to the selected sample of IXth class students. After collection of data in this way, the work of scoring was done strictly according to the instruction given in the respective manuals of the tools and under the observation of guide. The data collected was subjected to statistical processing and results were obtained.

Statistical Analysis
In the present study to compare the secondary school students on the self-concept and mental ability Mean, S.D and t-test analysis of a range of was used. For the purpose of the analysis, differential analysis statistical techniques were used. The level of significance was set at 0.05 levels.

Differential Analysis

Table: 1 Significance of difference between the boys and girls level self-concept scores

Gender	N	Mean	S.D	't' Value	LS
Boys	335	54.22	17.77	0.65	NS
Girls	265	54.88	18.04		

*LS - Level of Not Significance
It could be observed from table:1 the computed 't' value 0.65 is Not Significant at 0.05 level. It suggests that the secondary boys and girls Not Significantly differ in their level of self-concept hence the null hypothesis 1 is accepted.

Table: 2 Significance of difference between the urban and rural level self-concept

Locality of the School	N	Mean	S.D	't' Value	LS
Urban	390	53.08	16.86	0.13	NS
Rural	210	55.29	18.37		

*LS - Level of Not Significance
It could be observed from table:2 the computed 't' value 0.13 is Not Significant at 0.05 level. It suggests that the secondary urban and rural Not Significantly differ in their level of self-concept hence the null hypothesis 2 is accepted.

Table: 3 Significance of difference between the boys and girls level mental ability

Gender	N	Mean	S.D	't' Value	LS
Boys	335	56.54	11.26	0.86	NS
Girls	265	56.39	10.71		

*LS - Level of Not Significance
It could be observed from table:3 the computed 't' value 0.86 is Not Significant at 0.05 level. It suggests that the secondary boys and girls Not Significantly differ in their level of mental ability hence the null hypothesis 3 is accepted.

Table: 4 Significance of difference between the urban and rural level mental ability

Locality of the School	N	Mean	S.D	't' Value	LS
Urban	390	56.64	11.52	0.71	NS
Rural	210	56.33	10.57		

*LS - Level of Not Significance
It could be observed from table:4 the computed 't' value 0.71 is Not Significant at 0.05 level. It suggests that the secondary urban and rural Not Significantly differ in their level of mental ability hence the null hypothesis 4 is accepted.

Conclusion
The self-concept of secondary students is high. The mental ability of secondary students is also high. There is no significant difference between boys and girls secondary level students on self-concept. There is no significant difference between boys and girls secondary level students on mental ability. There is no significant difference between rural and urban secondary level students on self-concept. There is no significant difference between rural and urban secondary level students on self-concept at secondary level school students finally there is low positive 't' value for the entire sample with respect to their self-concept and mental ability in secondary level school students.

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