



A Study of Self Concepts of Intermediate Students in Relation With Caste and Academic Achievement

KEYWORDS

Self concepts, caste, academic achievement and Intermediate students

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ABSTRACT Only we know who we are what we have intended to do and actually done, with we have thought and felt, and what we have hoped for. Our "self" is a life long accumulation of impressions. How we see and evaluate our "selves" and other selves has a tremendous impact on self-acceptance, self-control and acceptance of others. The main objective of the present study is to study the influence of caste, academic achievement on the self concepts of intermediate students. Self concepts questionnaire developed by Mukta Rani Rastogi (1974) was adopted. A sample of 320 Intermediate students representing all categories of intermediate colleges in Y.S.R. District by following the standardized procedures. 't' - test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of caste and academic achievement at 0.01 level of significance on the self concepts of intermediate students.

INTRODUCTION

Although feeling negative yourself an unpleasant situation. (Such people especially get down on themselves when they fail). It isn't always entirely bad. Fears and feeling inferior many some times compel us to work very hard to succeed. Most of the time, however, failure make us (especially if we are extrinsically motivated or conclude we are stupid) fell incompetent and uninterested in the task. Certainly, as we will see, there are better ways to motivate ourselves, but nevertheless self-doubts, fears, and guilt can help us strive to be better. At the other extreme, there are highly arrogant people who are mean, dishonest, immoral lazy, and all sorts of bad stuff. High self-concept can be part of a serious problem as well as parts of solutions.

Our mental processes our "cognition" - play a complex and dramatic role in our lives. Our cognition makes us human. We can cope only by first sensing and understanding the environment. Sometimes we misperceive and wrongly interpret the situation, causing problems. Our expectations and response sets partly determine how we see the world. Our attitudes, suspicious and conclusions about others also determine how we related to people. Our hopes, dreams, and for fears become self-fulfilling prophesies and determine the future to some extent. Our values and goals determine the directions our lives take. Our knowledge of human behaviour, including self-help skills, and our rational planning partly determine our success in achieving our life goals. Our motivation also determines how far we go in the directions set by our needs and values. The discrepancies between reality and our ideals will determine how satisfied we are with ourselves and our lives, most importantly; humans are the only species which can systematically study its own thought processes. We know some of our inner selves. All of this phenomenal world of cognition is due to 2 ½ pounds of 100 billion nerve cells inside each human head. The brain weighs less than 3% of our total weight but burns 25% of our total oxygen intake. It is a busy, powerful, phenomenal, mysterious place.

REVIEW OF LITERATURE

Frank C. *et al* (2008), Yara (2010) and Maarten Pinxten

et al (2011) reported that caste of individuals do have significant difference on self concepts. However, **Purdie, N** and **Mc. Crindle, A** (2004), **Winnie Mucherah et al** (2010), **Yamuna** (2011) and **Padakanti Bal Raju** (2012), reported that caste of individuals do not have significant difference on self concepts.

Purdie, N and **Mc. Crindle, A** (2004), **Frank C. et al** (2008), **Yamuna** (2011) and **Padakanti Bal Raju** (2012), reported that academic achievement of individuals do have significant difference on self concepts. **Guo Cheng et al** (2006), **Hui - Ju Liu** (2009), **Winnie Mucherah et al** (2010) and **Yara** (2010), reported that academic achievement of individuals do not have significant difference on self concepts.

Scope of the Study: The main intention of the present study is to find the relation of self concepts of intermediate students with caste and academic achievement.

Objective of the Study: To study the impact of caste and academic achievement on the self concepts of intermediate students.

Hypotheses of the study

1. There would be no significant impact of 'caste' on the self concepts of intermediate students.
2. There would be no significant impact of 'academic achievement' on the self concepts of intermediate students.

Tools for the Study

1. The attitude towards self concepts questionnaire was developed by **Mukta Rani Rastogi** (1974). The tool was highly reliable for the investigation. The total items are 51. There were 23 positive and 28 negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Undecided (U.D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method.

2. The half yearly marks of the students as indices of the academic achievement of the students.

3. Personal data regarding the student – 1. Name, 2. Caste, 3. Academic achievement.

Data Collection

The sample for the investigation consisted of 320 intermediate students in Y.S.R. district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban and third stage gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited intermediate colleges with the permission of the principals of the colleges. The Intermediate students who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Intermediate students of the colleges. The Intermediate students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The self concepts questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 'F' and 't' – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

1. Caste

The relationship of self concept of intermediate students with their caste is studied in the present investigation. On the basis of caste, the students are divided into groups. Group – I is formed with OC students, Group – II formed with BC students and Group – III is formed with SC and ST students. The corresponding self concept of intermediate students of the groups were analyzed accordingly. The mean values of self concept of intermediate students for the groups were tested for significance by employing 'F' – test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'caste' on the self concept of intermediate students.

The above hypothesis is tested by employing 'F' – test. The results are presented in **Table – 1**.

Table – 1: Influence of caste on the self concept of intermediate students

S. No.	Caste	N	Mean	S.D.	'F' – Test
1.	OC	135	140.80	12.78	10.462**
2.	BC	72	141.18	14.39	
3.	SC and ST	113	148.69	16.24	

** Indicates significant at 0.01 level

It is clear from Table – 1 that the computed value of 'F' for the self concept of intermediate students is (10.462). It is greater than table value of 'F' (4.680) for 2 and 297 df at 0.01 level. Hence Hypothesis - 1 is rejected at 0.01 level of significance. It is concluded that the caste has significant influence on the self concept of intermediate students.

2. Academic achievement

The relationship of self concept of intermediate students

with their academic achievement is studied in the present investigation. On the basis of academic achievement the students are divided into groups. The academic achievement of students is up to 49% forms with the Group – I, Group – II forms with academic achievement of students is 50% to 59% and Group – III forms with academic achievement of students is above 59%. The corresponding self concept of intermediate students of the groups were analyzed accordingly. The mean values of self concept of intermediate students for the groups were tested for significance by employing 'F' – test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'academic achievement' on the self concept of intermediate students.

The above hypothesis is tested by employing 'F' – test. The results are presented in **Table – 2**.

Table – 2: Influence of academic achievement on the self concept of intermediate students

S. No.	Academic achievement	N	Mean	S.D.	'F' – Test
1.	Group – I	132	147.21	14.49	6.984**
2.	Group – II	88	142.25	14.02	
3.	Group – III	100	140.25	15.22	

** Indicates significant at 0.01 level

It is clear from Table – 2 that the computed value of 'F' for the self concept of intermediate students is (6.984). It is greater than table value of 'F' (4.680) for 2 and 317 df at 0.01 level. Hence Hypothesis - 2 is rejected at 0.01 level of significance. It is concluded that the academic achievement has significant influence on the self concept of intermediate students.

Findings: There is significant influence of caste and academic achievement at 0.01 level of significance on the self concepts of intermediate students.

Conclusions: In the light of the findings, the following conclusions are drawn. Caste, academic achievement have significant influence on the self concepts of intermediate students.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their self concepts of intermediate students.

1. Caste is highly influence on the self concept of intermediate students. SC and ST students have positive self concept than the other caste group students. The administrators to provide facilities for the various caste groups.

2. Academic achievement is highly influence on the self concept of intermediate students. Low achievement students have positive self concept than the high achievement students. The administrators to provide extra coaching facilities for low achievement students.

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