



A Study of the Influence of Self Concept and Adjustment Habits on Achievement of Higher Secondary School Students

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Abstract –

The present study aimed to find the influence of self concept and adjustment habits on achievement of higher secondary school students. The objectives of the study were a) to study the nature of self-concept among secondary school students from different types of schools; b) to study the nature of adjustment habits among secondary school students from different types of schools; c) to study the influence of type of school on self-concept of secondary school students; d) to study the influence of type of school on adjustment habits of secondary school students; e) to study the relationship between self concept and achievement of secondary school students; and f) to study the relationship between adjustment habits and achievement of secondary school students. The study was conducted on a sample of 846 students studying in Class IX from 5 government, private and missionary secondary schools each. For the collection of the data a) Self Concept Inventory developed by Beena Shah; and Adjustment Inventory for School Students developed by A K P Sinha and R P Singh. The marks obtained by the students were considered as their achievement. It was found that almost half of the missionary school secondary school student has high level of self concept and adjustment habits. Self concept and adjustment habits of secondary school students from missionary schools is the most developed. It was also revealed that self concept and achievement of the secondary school students were positively related and also that there is not relationship between adjustment habits and achievement of secondary school students

Keywords:

Self Concept, Adjustment Habits, Achievement, Higher Secondary School Students

Introduction

It is often said that a work well begun is half done. To begin a work well it is necessary that it should be done with good no-how and this come with practice. Practice brings in confidence and confidence forms our self concept. Further as human being we have to live in a society. Each society follows certain values. These values help the inmates to cooperate and coordinate with each other well. In order to have good coordination it is necessary that certain norms are followed. These norms are usually termed as moral values. Adjustment habits are developed as a child grows up in society. Students at the higher secondary school level are in their adolescence. Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. Adolescents with high self concept and good adjustment habits are considered to achieve high academic achievements which will provide them identity in the society, get good career opportunities, get acceptance from peer, parents and teachers, develop leadership qualities, and enhance their life skills etc.

Self-concept is the set of perceptions or reference points that the individuals has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individuals knows to be descriptive of himself and which he perceives as data concerning his identity (Marsh & Seeshing, 1997). Harter (1986), says that when describing ourselves, our value judgments are satisfactory, then we obtain a positive total self-concept; in the opposite case we generate negative feelings and thus produce a negative global self-concept. Academic achievement is combined effect of high self concept and good adjustment habits. School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and may adversely affect academic performance (Lakhani, Jain and Chandel, 2017). It is found that academic achievement is also dependent on the type of school a student is educated in.

There are different types of school in the country. The major divisions include government, private and missionary school. Government schools are school wholly owned by the government. Here the major influence is on completing the syllabus. The private schools are private interventions in to the area of education. These schools thrive on the promise of providing much more that what the government has thought of. The missionary schools are owned by the Christian missionaries and are known for providing affordable education according to the need of the hour with major emphasis on developing values. The aim of the present study is to compare the self concept, adjustment habits and its influence on achievement of students studying in these different types of schools.

Importance of the Study

Adolescence is defined as a distinct period of adjustment or as a journey to adulthood (Nurmi, 2001). This is the age when along with physical a lot of psychological changes are also taking place. These changes help in forming the future personality of the adolescent. Erikson (1968) emphasized that adolescent as a crucial period for an individual to discover his or her identity, i.e. who am I and who I will become. Rath & Nanda (2012) found that academically proficient adolescents have greater physical, moral, personal, domestic, social and overall self-concept than

less-proficient ones. Kumari & Chamundeswari (2013) have found positive relationship between academic achievement and self-concept of students at the higher secondary level. Adebule (2014) found that location of school influenced self-concept of students and also that self-concept did not influence academic performance of students. Another significant aspect that affects adolescents at this stage is adjustment. Bookman (1996) stated that academic adjustment was significantly related to the scholastic performance. Thakkar (2003) suggests that there was positive significant difference between rural and urban students in adjustment areas of home, family, emotional and total but in the areas of social and educational adjustment the difference was not significant. With regards to effect of type of school on self concept merely few studies have been conducted. Malik (2015) found no significant difference between government and private school students and boy and girl adolescent students of working and non-working mothers. Sinha, Sharma and Gupta (2007) and Taneja (2017) found significant difference between moral values of government and private secondary school students. Kim (2016) found that girls are better adjusted when compared to boys but this study was conducted on students in the 1st to 5th grade. Not many studies have been conducted in India especially with secondary school students. There is need to conduct more research in this areas to add to the pool of knowledge and to strengthen and provide clarity in this regard. Although studies have been conducted to find the difference with respect to government and private schools, none of the studies have included students from missionary schools separately. There is very less agreement on the findings and hence the investigator has decided to conduct investigation with this topic.

Objectives of the study

- 1) To study the nature of self-concept among secondary school students from different types of schools.
- 2) To study the nature of adjustment habits among secondary school students from different types of schools
- 3) To study the influence of type of school on self-concept of secondary school students.
- 4) To study the influence of type of school on adjustment habits of secondary school students.
- 5) To study the relationship between self concept and achievement of secondary school students.
- 6) To study the relationship between adjustment habits and achievement of secondary school students.

Research Questions

- 1) What is the nature of self-concept among secondary school students from different types of schools?
- 2) What is the nature of adjustment habits among secondary school students from different types of schools?

Hypothesis

1. There is no significant difference in mean self concept scores among students from government, private and missionary secondary schools.
2. There is no significant difference in mean adjustment habits scores among students from government, private and missionary secondary schools.
3. There is no significant relationship between self concept and achievement of secondary school students.
4. There is no significant relationship between adjustment habits and achievement of secondary school students.

Methodology

In the present study survey method has been utilized. As sample 15 schools (5 government, 5 private and 5 missionary) were randomly selected. From these schools, 846 students studying in class IX were selected of whom 485 were boys and 361 were girls. In order to collect the data the investigator personally visited all the schools and collected data from the students. The tools used for data collected included a) Self Concept Inventory developed by Beena Shah; and b) Adjustment Inventory for School Students developed by A K P Sinha and R P Singh. In order to get information about the level of achievement, the marks obtained by the student in the final exams were collected by the investigator from the school after the declaration of the results.

Results

a) Self concept among Secondary School Students from different Types of Schools

According to the scores obtained by the secondary school students from government, private and missionary schools on the Self Concept Inventory they were categorized as having low, moderate and high level of self-concept. The level wise self-concept of the secondary level school students is presented in figure 1.1.

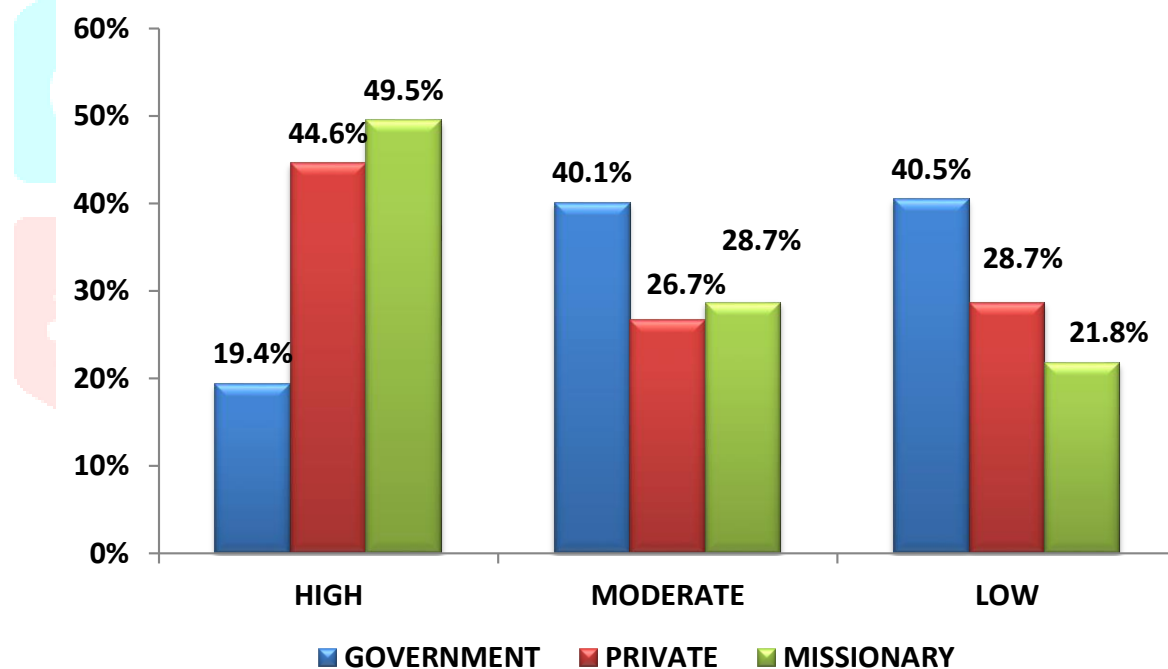


Figure 1.1 Self Concept among Secondary School Students from Government, Private And Missionary Schools

From figure 1.1 it can be seen that among the government school secondary students 19.4% have high level of self concept, 40.1% have moderate and 40.5% have low level of self concept. Among the private school secondary students, 44.6% have high, 26.7% have moderate and 28.7% have low level of self concept. And among the missionary school secondary students, 49.5% have high, 28.7% have moderate and 21.8% have low level of self concept. From above it can be inferred that almost half of the missionary school secondary school student have high level of self concept.

b) Moral Values among Secondary School Students from Different Types of Schools

According to the scores obtained by the secondary school students from government, private and missionary schools on the Adjustment Inventory they were categorized as having excellent, good, average, unsatisfactory and very unsatisfactory levels of adjustment habits. The level wise adjustment habits of the secondary level school from government, private and missionary schools is presented in figure 4.9.

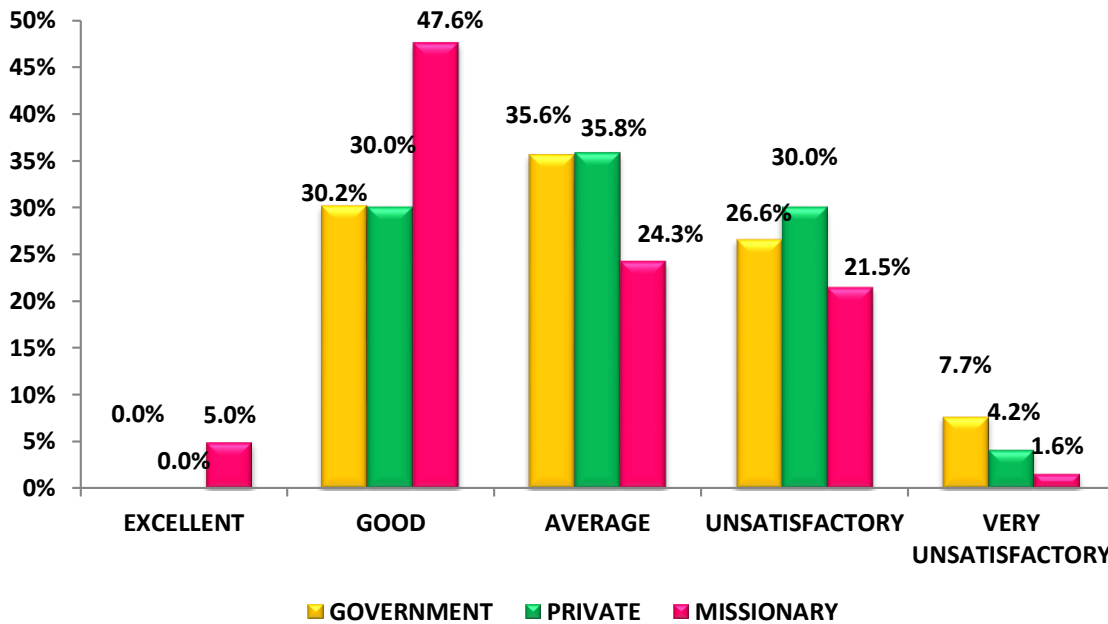


Figure 4.9 Adjustment Habits among Secondary School Students from Government, Private and Missionary Schools

From figure 4.9 it can be seen that among the government secondary school students none had excellent adjustment habits, 30.2% had good, 35.6% had average, 26.6% had unsatisfactory and 7.7% had very unsatisfactory adjustment habits. Among the private secondary school students none had excellent, 30.0% had good, 35.8% had average, 30% had unsatisfactory and 4.2% had very satisfactory level of adjustment habits. When it comes to the achievement among missionary secondary school students 5% had excellent, 47.5% had good, 24.3% average, 21.5% had unsatisfactory and 1.6% had very unsatisfactory level of adjustment habits. The adjustment habits of secondary school students from missionary school are better than those from government and private schools.

c) Influence of Type of School on Self-Concept of Secondary School Students

In order to find the influence of type of school on the self concept of secondary school students, the mean self concept scores of students belonging to different types of schools (government, private and missionary) were compared with the help of one-way ANOVA. The results are presented in Table 1.1.

Table 1.1
Summary of ANOVA for Self Concept of Secondary School Students from different Types of Schools

	SS	Df	MSS	F-Value
Among	50393.681	2	25196.841	19.889**
Within	1067997.691	843	1266.901	

** Significant at 0.01 level

Table 1.1 indicates that that the F-value for study habits of secondary level school students is 19.889, which is significant at 0.01 levels with df equal to 2/843. Therefore, the hypothesis, namely, ‘there is no significant difference in mean self concept scores among students from government, private and missionary secondary schools, is rejected. Thus, it can be inferred that the self concept of secondary level school students is dependent upon the type of school they are studying in. The mean self concept scores of government schools is 69.59, privates schools is 82.94 and missionary schools is 89.11. Hence it can be inferred that the self concept of missionary secondary schools is the most developed.

d) Influence of Type of School on Adjustment Habits of Secondary School Students

In order to find the influence of type of school on the adjustment habits of secondary school students, the mean adjustment habits scores of students belonging to different types of schools (government, private and missionary) were compared with the help of one-way ANOVA. The results are presented in Table 1.2.

Table 1.2

Summary of ANOVA for Adjustment habits of Secondary School Students from different Types of Schools

	SS	Df	MSS	F-Value
Among	1929.774	2	964.887	16.310**
Within	49872.662	843	59.161	
Total	51802.436	845		

** Significant at 0.01 level

Table 1.2 indicates that that the F-value for adjustment habits of secondary level school students is 16.310, which is significant at 0.01 levels with df equal to 2/843. Therefore, the hypothesis, namely, “there is no significant difference in mean adjustment habits scores among students from government, private and missionary secondary schools”, is rejected. Thus, it can be inferred that the adjustment habits of secondary level school students is dependent upon the type of school they are studying in. The mean adjustment habits scores is government schools is 18.07, private schools is 18.01 and missionary schools is 14.92. Higher scores indicate poor adjustment habits and lower scores indicate better adjustment habits. Hence it can be concluded that the adjustment habits of student from missionary

secondary schools is better than the adjustment habits of students from government and private secondary schools.

e) Relationship between Self Concept and Achievement of Secondary School Students

The relationship of the self concept to achievement of secondary school students was found out using Pearson's product moment correlation. The value of r is presented in Table 1.3.

Table 1.3
Value of 'r' for Self Concept and Achievement

Variable	N	Mean	SD	r
Self Concept	846	81.75	36.380	0.171**
Achievement	846	63.60	18.722	

** Significant at 0.01 level.

Table 1.3 shows that the value of r is 0.171 which is significant at 0.01 level. Since the value is significant hence the hypothesis namely 'there is no significant relationship between self concept and achievement of secondary school students' is rejected. There is found to be significant positive correlation between self concept and achievement of secondary school students. Therefore it can be inferred that higher the scores of self concept of the secondary school students higher will be the scores of achievement of the secondary school students.

f) Relationship between Adjustment Habits and Achievement of Secondary School Students

The relationship of the adjustment habits to achievement of secondary school students was found out using Pearson's product moment correlation. The value of r is presented in Table 1.4.

Table 1.4
Value of 'r' for Adjustment Habits and Achievement

Variable	N	Mean	SD	r
Adjustment Habits	846	16.87	7.830	- 0.019
Achievement	846	63.87	18.722	

** Significant at 0.01 level.

Table 4.48 shows that the value of r is - 0.019 which is not significant at 0.01 levels. Since the value is not significant hence the hypothesis namely "there is no significant relationship between adjustment habits and achievement of secondary school students" is not rejected. There is found to be no significant correlation between moral values and achievement of secondary school students. Therefore it can be inferred that an increase or decrease in the value of adjustment habits does not cause any difference in the value of achievement among secondary school students.

Conclusion

From the results it can be concluded that

1. Almost half of the missionary school secondary school student has high level of self concept.
2. Almost half of the missionary school secondary school student have good adjustment habits.
3. Self concept of secondary school students from missionary schools is the most developed.
4. Adjustment habits of secondary school students from missionary schools is the most developed.
5. Higher the scores of self concept of the secondary school students higher will be the scores of achievement of the secondary school students.
6. An increase or decrease in the value of adjustment habits does not cause any difference in the value of achievement among secondary school students.

Recommendations

Since it is found that self-concept and academic achievement are positively related to each other efforts should be made to rescue those students who may be victims of their own negative beliefs about themselves by arranging focused counseling session for them. It has been found that the self concept and adjustment habits of secondary school students from missionary schools is the best hence there is need that the other schools imbibe from the academic and non-academic practices by them.

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