



## A STUDY ON ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOL STUDENT: - SELF-CONCEPT AND ANXIETY

PRESENTED BY – DR. SMT. SUNILA EKKA,

ASSISTANT PROFESSOR(POLITICAL SCIENCE)

GOVT. K.R. D. COLLEGE , NAWAGARH DISTRICT BEMATRA (CHATTISGARH)

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### Introduction

The Anxiety is the consequential effect of the gap that exists or is being visualized to exist between the judgement score and the performance score. In a Test Anxiety situation, it is generated as a consequence of the difference between the expectancy score and the valence, i.e. the achievement score. The high achievers or the pupils having high n Ach. When they perceive laking behind in their target before, during or after the examination, they develop test anxiet6y. Tests anxiety as such actualizes the pupils, Text Anxiety there, functions as an Instrinsic Motivator to the examinees in their Goal Attainment Process in reaching the Educational target. The above discussion has, therefore, indicated the necessity of studying adolescent's self-concept and test-anxiety as an important variables that may have significant relationship with their academic achievement.

## Review of The Related Studies:

In an simple statement, review of the related literature means to locate to evaluate the past as well as current works literature of research concerned with the planned investigation. It gives the researcher an understanding of the research methodology which refers to the way of the study is to be conducted.

In the study review was restricted within the available research findings due to the limited time.

Chakraborty (KU 1984-85) : A cross- sectional study of the test anxiety and general anxiety of the students and their impact on school achievement.

Ghosh (2001) : Self concept and Adjustment as Factors in Academic Achievement.

Gahan (2000) : A study on the relationship between self-concept and Academic achievement of Junior school students in Orissa.

Chandra (2003-2004) : A study on the relationship between academic achievement and manifest anxiety of secondary school students.

### Statement of the Problem:

The main objective of this study was find out the relationship between the variables like Academic Achievement in Science, Self-concept and Anxiety. Definition of the important Terms:

The operational definition of terms and in this study has been given below for proper understanding-

- A) Self-Concept : Self –concept is an individual’s assessment of his or her status on a single trait on many human dimensions using societal or personal norms as criteria.
- B) Test Anxiety : Test anxiety refers to a complex of physiological and emotional responses to tension or stress resulting from apprehension for upcoming exams.
- C) Academic Achievement: It indicates the level of intellectual ability of an individual. It also means brightness in academic subjects. This academic brightness is developmental in nature. Academic Achievement of school pupils usually means achievements in all the school subjects.

### **Objectives of the Study:**

The objectives of the present investigation was ‘to make an assessment of the extent of relationship<sup>0</sup> between self-concept; test anxiety and academic achievement among adolescence.

The present study has undertaken to achieve the following objectives:

- (i) To measures the self-concept of secondary (Class-IX) students, (ii) To measure the test anxiety of secondary (Class-IX) students.
- (iii) |To measure the Academic Achievement of Secondary (Class-IX) students.
- (iv) To find out the relationship between self-concept and Academic Achievement.
- (v) To find out the relationship between test anxiety and Academic Achievement.

## Hypothesis:

In keeping with the problem formulated and objectives tested with following hypothesis were proposed to be tested:

- 1: There is no significant difference of self-concept with the respect to sex.
- 2: There is no significant difference of test anxiety with the respect of sex.
- 3: There is no significant difference of Academic Achievement with the respect to sex.
- 4: There is no significant difference between Academic Achievement in Science and Self-Concept.

## Sampling:

Sampling is the process by which a relatively small number of individuals of measures of individuals, objects or events is selected and analysed in order to find out something about the entire population from which it was selected. According to this idea in this investigation in case of selection of sample two different techniques of selection were used, i) Purposive sampling and ii) Random sampling method. The purposive sampling was very often considered more suitable for finding out what actually existed in the sample. In purposive sampling in educational problems, it was enough to select schools or classrooms where the researcher could administer tests, could make an interview according to the need of the researcher more systematically and easily.

## 1 Achievement Test:

In this study to assess the Academic Achievement of the students the achievement tests constructed by the school. Teacher for Annual Examination has been constructed as the test. As it was decided that the

result of the Annual Examination would be taken as the scores of Academic Achievement.

## **2. self- Concept Scale:**

In this study, the researcher adopted 'Dr. R. K. Saraswat's Self-Concept Questionnaire (SCQ) constructed and standardized by Dr. Raj Kumar Saraswal, Reader in Psychology, Dept. of Educational Psychology, counseling and Guidance, National Council for Educational Research Training.

## **Statistical Techniques Used:**

Researcher has used standard deviation, and test for his data analyzed.

## **References:**

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