Chapter-7
Research Summary, Findings and Suggestions

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Chapter-7

Research Summary, Findings and Suggestions

7.1 Introduction

All the researches being undertaken in the field of education always give some kind of directional suggestions to the field of Education. Apart from this, the research would be useful in other fields as well. In the field of education the Impact of Self-Concept on the achievement of the students is considered to be the need of the day. There is a co-relation between the self-concept and academic achievement of the students. While considering the academic enhancement, it will be more important to motivate the students to develop self-concept among them.

In the present research Impact of Self-Concept on the achievement of the students of Secondary Schools in context to some variables is measured and on the basis of this research some findings and recommendations are made which are given in this chapter.

7.2 Summary of Research

7.2.1 Statement of the Problem

The statement of Present research is,

A Study of Impact of Self-Concept on the achievement of the students of Secondary Schools in context to some variables

7.2.2 Objectives

Following objectives were framed for the present study.

1. To develop self-Concept inventory of Secondary School Students.
2. To standardize the Self-Concept Inventory.
3. To establish the norms for Self-Concept inventory.
4. To Study the students’ Self-Concept in the context to their Educational Achievement.
5. To Study the students’ Self-Concept in the context to their Gender.
6. To Study the students’ Self-Concept in the context to the Area.

7.2.3 Hypothesis

Following hypothesis were framed for the present study.

**H₀₁** There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls.

**H₀₂** There will be no significant difference on the average score of Self-Concept inventory of Urban Area and Rural Area Students.

**H₀₃** There will be no significant difference on the average score of Self-Concept inventory of Grant-in-aided and Self-Financed School Students.

**H₀₄** There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Urban Area.

**H₀₅** There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Rural Area.

**H₀₆** There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Grant-in-aided Schools.

**H₀₇** There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Self-Financed Schools.
Ho_7 There will be no significant difference on the average score of Self-Concept inventory of Grant-in-aided and Self-Financed School Students of Urban Area.

Ho_8 There will be no significant difference on the average score of Self-Concept inventory of Grant-in-aided and Self-Financed School Students of Rural Area.

Ho_9 There will be no significant difference on the average score of Self-Concept inventory of Low and High level educational Achievement Students.

Ho_11 There will be no significant difference on the average score of Self-Concept inventory of Medium and high level educational Achievement Students.

Ho_12 There will be no significant difference on the average score of Self-Concept inventory of Low and Medium level educational Achievement Students.

7.2.4 Definition of Key Words
Self–Concept

_Yourself is your basic personality or nature, considered especially in terms of what you are really like at a particular time in your life._

- Crochfield

_A Concept is an idea or abstract principal which relates to particular subject or to particular view of the subject._

In present study, score of the Self-Concept Inventory will be considered as a student’s self–concept.
Study

According to Oxford dictionary, a setting of the mind of thoughts upon a subject hence application of mind to book, arts or science or to any subject for the purpose of acquiring knowledge means study.

In the present research ‘study’ means to carry out detailed investigation of a particular thing or object by involving each and every aspect associated with it.

Gujarat state government has divided the educational stage at different level like primary, upper primary, secondary and higher secondary. Standard 1 to 5 considered as primary stage, standard 5 to 8 is considered as upper primary, standard 9 & 10 is considered as secondary and standard 11 & 12 are considered as higher secondary stage.

7.2.5 Research Methodology

“Research Methodology” involves systematic procedure starting from the initial identification of a problem to its final conclusions. Its role is to carry on the research work in a scientific and valid manner. It involves such general activities as identifying problems, review of literature, formulating hypothesis, measurement, data collection, analysis of data, interpreting results and drawing and conclusion. It provides the tools and techniques for conducting a study.

There are different Methods

• The historical Method
• The survey Method
• The experimental Method
• The case study Method
The selection of the research Method depends on the shape and type of the subject matter. The Methodology is decided with reference to research or the type of inquiry. Therefore we can say that research Method and subject both are interrelated.

The present study is concerned; it comes under the preview of survey Method.

7.2.6 Population of the study

Definition

A group of individuals or items that share one or more characteristics from which data can be gathered and analyzed.

Two types of Population in the Research

Target Population

Target population refers to the ENTIRE group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying Characteristics and it is also known as the theoretical population

Accessible Population

The accessible population is the population in research to which the researchers can apply their conclusions. This population is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples.

Secondary School students of Gujarat state will be the population of present study.

7.2.7 Sample

In this study, the researcher had Selected 12 districts of Gujarat. After that he selected rural and urban area Schools by
stratified random sampling Method. Researcher selected std-9th students by cluster sampling Method. Five Urban Area Schools and five Rural Area Schools were selected for the present study. Total 1830 students were selected for the present study. 930 boys and 900 girls became the population of the study.

7.2.8 Research Tool

Researcher developed and standardized self-concept inventory for this research work. In this self-concept inventory researcher included the different components like
1. Friend related
2. Study related
3. Family Related
4. Economical aspects
5. Environment Related
6. IT and Innovations
7. Sports Related

For measuring students’ self-concept. Researcher followed the steps of pre-piloting, Piloting and Final try out for establishing reliability and norms.

Researcher selected five point scale “Totally Agree”, “Partially Agree”, “Neutral”, Partially Disagree”, and “Totally Disagree”. For the objectivity of research work. Researcher made large number of statements for pre piloting of research tool. Researcher also think about what type of instruction have to be given before administration of research tool. In this way researcher made 142 statements regarding students’self-concept. After that the rough draft of research tool was given to the research experts and experienced teachers for their opinion. After getting expert
opinion, researcher removed some statements which were not clear. He also reconstructed some statements and made them a logical one. In such a way, 16 statements were removed from the primary draft of research tool. Finally 135 statements were prepared for piloting. Researcher reviewed literature and discussed with experts for constructing research tool. Researcher made 135 Statements for Pre-piloting of research tool. In this piloting phase researcher selected 584 students by stratified random sampling techniques. As we know all the statements were constructed in a positive manner so researcher checked the answers by 5,4,3,2 and 1 scheme. Researcher calculated frequency of each statement in five point scale. Then all the data was arranged in ascending order and selected upper 27% and lower 27 % inventory for item analysis. Remaining 46 % students’ responses were not included in item analysis phase.

After arranging the data, the researcher calculated Chi-Square by equally distributed Method. Researcher computed chi-square for all 119 statements and after that the decision was taken for the final draft. All the chi-value was arranged in descending order and first 60 statements were selected for the final draft of research tool and they were arranged in factor wise.

7.2.8 Reliability of Tool

Researcher found out the test-retest reliability, Split-Half reliability and Cronbach Alpha reliability with the help of NRT 2000 software.
### Table-7.1

**Reliability of Self-Concept Scale**

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Method</th>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test-Retest Method</td>
<td>0.84</td>
</tr>
<tr>
<td>2</td>
<td>Split-Half Method</td>
<td>0.79</td>
</tr>
<tr>
<td>3</td>
<td>NRT 2000 (Cronbach Alpha)</td>
<td>0.78</td>
</tr>
</tbody>
</table>

### Table-7.2

**Summary of Validity of Self-Concept**

<table>
<thead>
<tr>
<th>Sr./No</th>
<th>Method of Validity</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Factor Validity</td>
<td>0.68</td>
</tr>
<tr>
<td>2</td>
<td>Co current Validity</td>
<td>0.74</td>
</tr>
<tr>
<td>3</td>
<td>Cliff’s Consistency Index</td>
<td>0.69</td>
</tr>
</tbody>
</table>

### 7.2.9 Data Collection and Analysis

Data was collected from the students of standard-9 from urban and rural area schools of different Districts. Firstly the prior permission was taken from principals by visiting the Schools personally.

Appropriate seating arrangements were made for the students of standard-9. They were given necessary instructions to the students. The copies of the inventory were distributed to the students. Time of 45 minutes was given to fill up the options in the inventory. Certain problems came before while filling up the options but they were solved properly with explanations.
After the completion of stipulated time, the inventories were collected from the students and they were thanked by the investigator.

Thus, the data were collected from the students of the various Schools included in the sample.

Thus the responses were obtained from the students with the help of ‘Self-concept Inventory’. There were five options for giving responses on every statement. The marks allotted to negative statements for each of the five options were 5, 4,3,2,1 respectively. The marks allotted to positive statements for each of the five options were 1, 2,3,4,5 respectively. The students were asked to choose one of the five options for response to a statement and put a tick mark against the chosen option. There were 60 statements in the final inventory and the scores obtained on the basis of the responses by the students ranged from 60 to 300. The scores obtained on the inventory were classified in terms of variables like gender, area and standard of the study of the students. Then the classified data were entered into “M.S. Excel” software. Frequency distribution accordingly to the hypotheses, the mean standard deviation was found out

**7.2.10 Findings of the study.**

- 17.70% students have low level of self-concept, 63.17% Students have Medium level of self-concept and 19.13% students have higher level of self-concept. So we can say that majority of students have a Medium level of Self-concept.
- 210 boys have low self-concept while 114 girls have low level of self-concept. The percentage of there are 22.58% and 12.67% respectively. In this way 531 (57.10%) boys have
medium level of self-concept and 625 (69.44%) girls have medium level of self-concept. 189 (20.32%) boys have High level of self-concept and 161 (17.89%) girls have High level of self-concept. We can see that numbers of boys having High Level and Low level is more than girls. While majority of girls having medium level of self-concept.

- 96 urban Area students have low self-concept while 228 Rural Area students have low level of self-concept. The percentages of urban area students and rural area students are 11.59% and 22.75% respectively. In this way 567 (68.48%) Urban Area students have medium level of self-concept and 589 (58.78%) Rural area students have medium level of self-concept. 165 (19.93%) Urban area students have High level of self-concept and 185 (18.47%) Rural area students have High level of self-concept. We can see that numbers of rural area students having High Level and Low level is more than that of urban area Students.

- There is significant difference on the average score of self-concept inventory of boys and girls. According to mean value we can say that girls have high self-concept than boys.

- There is a significant difference on the average score of self-concept inventory of urban and rural area students. According to mean value we can say that urban area students have high self-concept than rural area students.

- There is no significant difference on the average score of self-concept inventory of grant-in-aided and self-financed School students.
There is a significant difference on the average score of self-concept inventory of boys and girls of urban area. According to mean value we can say that urban area girls have high self-concept than urban area boys.

There is a significant difference on the average score of self-concept inventory of boys and girls of rural area. According to mean value we can say that rural area girls have high self-concept than rural area boys.

There is no significant difference on the average score of self-concept inventory of boys and girls of grant-in-aided Schools.

There is no significant difference on the average score of self-concept inventory of boys and girls of self-financed Schools.

There is a significant difference on the average score of self-concept inventory of grant-in-aided and self-financed School students of urban area. According to mean, we observed that grant-in-aided School students have high level of self-concept than self-financed School students.

There is no significant difference on the average score of self-concept inventory of grant-in-aided and self-financed School students of rural area.

There is no significant difference on the average score of self-concept inventory for low and high educational achievement students.

There is no significant difference on the average score of self-concept inventory for medium and high educational achievement students.
➢ There is no significant difference on the average score of self-concept inventory for low and medium level educational achievement students

7.3 Suggestion

As we discussed earlier this study is very useful to parents, teachers, Principals and government to make their academic policy more fruitful.

In this study, we got very useful findings. On the basis of this findings, some useful suggestions can be made. They are:-

Teachers must know the background of each student and can plan his/her teaching activities accordingly. Keeping in mind the need of Individual.

Every student has his or her own ability, it is very important for a teacher to have a capacity to identify the talent of a student and to nurture his talent accordingly. Some students are fast learners while some of them are suffering from learning disability. Keeping in mind all these things and the self-concept of the individual student, the teacher should plan his teaching activities.

From the findings of this research work, it is found that Gender aspect has a significant effect upon students’ self-concept. So that teaching activities for both boys and girls should be planned separately.

School area also plays a significant role on students’ self-concept so a separate plan for teaching activities should be conducted.
7.4 **Suggestions for future Research**

Follow up research works can be taken for further research. Such as:

- A Study of Self Concept and Adjustment skills among the students of Secondary School.
- Self-Concept and Self beliefs among College Students.
- A Study of self-concept among Tribal and Non-Tribal Students.
- A Study of self-concept among the students of Joint family and Nuclear family.

7.5 **Conclusion**

Self-concept measurement inventory is developed and standardized for measuring students’ self-concept during this research work. The said self-concept inventory will be useful for the students and scholars of academic field. The findings of the research will be useful in school education.