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Chapter-1

Statement of the Problem and Defining the Phrases

1.1 Introduction

India has succeeded almost in every field in the 21\textsuperscript{st} century. It is necessary and important to have education for every citizen. Nothing can be obtained fruitfully without education. Fast communication and easy travel around the world is possible now due to modern scientific researches. We get connected with every modern research with the help of mass media and latest happenings with the help of internet. Today there is an explosion of information. Knowledge is getting updated in every second. Research in every field is getting something newer and innovative. In this world of information and technology, it is very necessary for the students to know how to learn. In teaching learning process, self-concept plays an important role in one’s academic achievement. For academic achievement, thinking process must be in a right way because thinking should be deliberate and organized. Hence day dreaming and brooding doesn’t qualify as thinking. Thinking makes meaning of the world around us. For that “A Study of Impact of Self-Concept on the achievement of the students of Secondary Schools in context to some variables”.

Education is a process of Human Empowerment and Enlightenment by which human life can be better and higher. In a new and dynamic era of the 21\textsuperscript{st} Century, there should be holistic education and holistic evaluation in order to enable secondary School students to achieve a holistic quality of life throughout life.
Self-concept, strictly defined, is the totality of our beliefs, preferences, opinions and attitudes organized in a systematic manner, towards our personal existence. Simply put, it is how we think of ourselves and how we should think, behave and act out our various life roles. Each of us have different personality, traits, abilities and preferences that sometimes we cannot understand what is really going on inside us. While we may not be able to exactly explain why we think this way, or why do we behave in that manner, the self-concept theory is Good for basic perceptions and our perceptions towards our personal existence.

Personality is a complex, multidimensional concept. It is the total configuration of characteristics, ways of feelings, thinking, and behaving that comprise the individual’s unique method of adapting and reacting to one’s environment. The term ‘personality’ includes character, temperament and oneself. Character is the moral side of personality; temperament is the emotional side, and the self, the integrated core of personality, represented by ‘I’.

Self-concept refers to “the composite of ideas, feelings, and attitudes people have about themselves”. Self-concept can also be considered as our effort to explain ourselves to build a scheme that organizes our notions, sentiments and approach about ourselves. But this scheme is not enduring, incorporated or static. In every phase of our life our self-perceptions vary from situation to situation.

One-dimensional construct of self-concept is strictly rejected by most of the researchers due to its inadequate explanation of behavior in a wide range of settings.
In the 21st Century when incessant explosion of knowledge and emergence of a knowledge society exist, it is quite necessary to make our students learn How to learn. There are so many factors that affect to the person’s learning process. Like gender, Socio-Economic status, Area, Family type, students Self-concept etc. Self-Concept is the key factor of their educational achievement.

Scherer & Kraut (1979) Said, “An alternative view is that motivation for academic learning comes from the reinforcement of one’s social environment for specific learned skills: this is of course the position of behaviorist learning theory. In this view self-concept change likely to be an outcome of increased achievement with accompanying social approval, rather than an intervening variable necessary for achievement occur.” They suggested that self-concept is a multi-dimensional construct and they warned against generalizing the term. They stated "self-concept should not be conceptualized as a simple, unitary phenomenon, but as a complex construct having descriptive, evaluative, comparative, and affective aspects which can and should be discriminated”.

Self-concept has at least three sub components; academic, social and physical. Students are usually aware that they have both strengths and weaknesses, that they do some things well and other things poorly. Students may have somewhat different views about themselves in these three areas. Firstly, they have universal beliefs regarding their academic capability and performance. Secondly, they have general thoughts about their potential to narrate with other people, especially with their peers. Thirdly, they have universal beliefs about their ability to connect in corporeal activities such as sports and outdoor games.
The self-concept develops through continuous self-assessment in different circumstances. Children and adolescents are frequently asking themselves, in effect, “How am I doing?” To make an opinion about them, verbal and nonverbal responses of parents and other family members are judged by them in the early years and friends, peers and teachers later. A comparison is made by the students with their own standards and with the performance of peers. Both personal and social comparisons are important.

Self-concept, like all other cognitive concepts, develops and refines with growing age and increasing experience. According to Harter (1985) self-concept develops in stages. Infants develop a sense of self in the second year of life. Children begin to develop a sense of self by learning to distinguish themselves from others. The first step in the development of self-concept is self-recognition, which is evidenced by young children fascination with looking at them in the mirror “Hey, I recognize you; you’re me!”.

Some important developments in self-concept take place during childhood and adolescence. Among these developments are facing the emotions of shame, guilt and empathy.

Self-understanding gradually shifts from defining oneself through external characteristic to defining oneself through internal characteristics in middle and late childhood. Elementary school children also define themselves in terms of social characteristics and social comparisons.

One of the most extensively detained ideas about adolescence is that it is the period when the person falsifies the basis for a stable adult personality. Teenagers’ adult sense of self is established when they start thinking independently. The period of adolescence has
sometimes been viewed as filled with stress and uncertainty about self, riddled with sudden and frequent mood shifts, a time dubbed as the identity crisis. Adolescents often engage in new ways of behaving and thinking that develop greater self-sufficiency, independence, and expressions of familiarity with others as they approach the teen years. It is difficult to find ways to help students do better in school without exploring ways to help them feel better about themselves as learners. At the same time it is almost impossible to help students improve their self-concepts without assisting those finding ways to improve their school performance.

This statement clearly shows the relationship between self-concept and Achievement of the students. That’s why the researcher has selected this problem for the study.

1.2 Statement of the Problem

The first step of the study is to create a proper question on which the research is going to be done. Statement of problem is an important matter because the field of research cannot be clarified without it. So the problem must be presented clearly. The problem statement must be in clear language, and without any prejudice. The problem statement is as under:
The problem of this study has been stated as:

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

### 1.3 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.¹

  - Crochfield

  A Concept is an idea or abstract principle 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 system in different stages like primary, upper primary, secondary and higher secondary. Standard 1 to 5 is considered as a primary stage, standard 5 to 8 is considered as upper primary, standard 9 & 10 considered as secondary and standard 11 & 12 considered as higher secondary stage.
1.4 Objectives

Research is a method applicable in certain circumstances for achieving the objectives of transferring that terminates situation to the determinate. All research is common with reflective thinking of inquires of any kind has its initiating implies a felt difficulty.²

- John Dewey

Research cannot be done without objectives of the study. The objectives give a perfect direction to the research and researcher. Without objectives the researcher cannot go ahead in their research, it is the same as ship cannot go ahead without the captain, so it is necessary to frame objectives related to research problems. Following are the objectives of the 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.

1.5 Hypothesis

The most important step of a scientific investigation is to formulate hypothesis. The hypothesis is a tentative solution of a problem. The research activity is planned to verify the hypothesis and not finding out the solution of a problem.

A hypothesis means the expectation, forecasting, of conjectures about the result of the research.³

- D.J. Fox
A hypothesis is a conjectural statement of the relation between two or more variables.⁴

- Kerlinger, F.N

From the above definitions, it is clear that a hypothesis is a conjectural statement of the relation between two or more variables. It is tentative generalization of the validity of which remains to be tested.

Following hypothesis framed for present study.

\( H_{01} \) There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls.

\( H_{02} \) There will be no significant difference on the average score of Self-Concept inventory of Urban Area Students and Rural Area Students.

\( H_{03} \) There will be no significant difference on the average score of Self-Concept inventory of Grant-in aided school students and Self-Financed School Students.

\( H_{04} \) There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Urban Area.

\( H_{05} \) There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Rural Area.

\( H_{06} \) There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Government Schools.

\( H_{07} \) There will be no significant difference on the average score of Self-Concept inventory of Boys and Girls of Self-Financed Schools.
**H₀₇** There will be no significant difference on the average score of Self-Concept inventory of Grant-in aided school students and Self-Financed School Students of Urban Area.

**H₀₈** There will be no significant difference on the average score of Self-Concept inventory of Grant-in aided school students and Self-Financed School Students of Rural Area.

**H₀₉** There will be no significant difference on the average score of Self-Concept inventory of Low and High level educational Achievement Students.

**H₀₁₁** There will be no significant difference on the average score of Self-Concept inventory of Medium and High level educational Achievement Students.

**H₀₁₂** There will be no significant difference on the average score of Self-Concept inventory of Low and Medium level educational Achievement Students.

### 1.6 Importance of the Study

The study is significant because the results may generate useful information and understanding of the relationship between the students’ self-concept and academic achievement. The results of the study are likely to assist educators to improve students’ academic achievement and self-concept.

The study results, therefore, are likely to be significant for students, teachers, parents and society at large in order to promote higher education among students.

1. This research will be helpful to the new researches on Self-concept in future.
2. By knowing the Impact of the student's self-concept, teachers can arrange different programs.
3. By the help of this research, proper guidance will be provided to the students, the principals and the guardians.
4. The proper study of varied factors will be helpful to the students to determine a proper way of life and to set a proper way of life.

1.7 Limitations of the Study

No research can be complete on its own. Every research has its own limitations. Success of the research depends upon the abilities of the researcher to identify the limitations otherwise it would be wastage of time, money and energy. Hence, it is necessary that the limitations are known in advance. This reorganization helps to focus on valid objectives and it will be useful to minimize the danger of over generalization.

As the education is a vast field of study, it cannot be studied in a global scale at a time. So the researcher has limited the problem under investigation up to certain extents, otherwise it is not possible to control all the factors involved in it. The limitations of the present study are as under:
1. The present study is limited only for the Secondary School Students.
2. The present study is limited to Gujarati Medium school only.

1.8 Arrangement of the next chapters

We all are facing the lack of time today in the present era. Because of the lack of time, if reader cannot read all the chapters in detail, here is a summary of the study.

Chapter-2 Review of the Related Literature

Reference literature is the basic factor for any researcher. Without the use of reference literature, the research work cannot be
proved useful. In this chapter, the detailed information is given regarding the researches done at state level as well as country level at the stage of Ph.D. and M.Ed. Researcher’s conclusion, analysis of findings as well as how this research differs from other researchers is also given in detail.

**Chapter-3 Research Design**

In this chapter, research design is narrated. In this chapter the full information regarding creation of the problems, population, sampling, research method, tool for data collection, technique of data collection, method of data analysis, experiences which have been done during the data collection – are all given in detail.

**Chapter-4 Construction and Standardization of research tool**

In this chapter, information analysis and interpretation have been done in the present study. Introduction, factors affecting in stream selection regarding school, personal family and social factors – all are analyzed, interpreted as well as discussed.

**Chapter-5 Data analysis and Interpretation**

With the help of research, findings and suggestions are described regarding this research. The summary of the study is the findings available with the help of the present study as well as suggestions to the references.

**Chapter-6 Reliability, validity and Norms of Research tool**

In this chapter researcher give the description of reliability and validity of self-concept inventory and norms of the inventory.

**Chapter-7 Research summary, Findings and Suggestions**

In this chapter, researcher has presented the research summary, findings of research work, suggestions, directions for future research and conclusion.
References


