1.1 INTRODUCTION

Education is a process and acts also an instrument to bring out the innate behaviour of the individual. The students of today are the youth of tomorrow and good future citizens of the country. Therefore, proper development and growth of the students should be ensured even at the earliest stage. Appropriate steps are taken at this period to ensure a healthy democracy in the country.

The role of education in the national development of a country is vital. The Constitution of India has paid sufficient attention to the educational aspect and has provided necessary guidelines. In India, people belong to different religions, different languages, have different living styles, and hence there is need for secularism and national integration. In this context, education can play a dominant role. After independence, it was quite natural that increased attention should have been paid to the development of a national system of education in India. The progress made during the last 25 years is a sure evidence of the keen desire of the Government and the people of free India to move towards an educational revolution.

1.2 IMPORTANCE OF EDUCATION

The Kothari Education Commission (1964-66) emphasized the pursuit of truth, full development of the youth physically, intellectually, socially and morally with a sense of social purpose, to promote equality and social justice and to promote
attitudes and values needed for developing the good life”. Our education system is well known for improving the quality of mind and is recognized as a potential knowledge hub of the world. The challenge for the education system, particularly the high school education system is to make the youth to become emotionally well balanced with positive Self-Concept.

The National Dictionary of Education defines, Education as “The total process of developing human ability and behaviour. It implies that education should prepare the individual to discover his talents, sharpen his abilities and realize his potential to prepare him as a responsible citizen in the community. Education thus is essential for the development of human rights, with equal opportunities for men and women and to make democracy function better.

Education should always be directed to the total development of human life and strengthen human rights and fundamental freedom. It should promote understanding, tolerance and friendship among all the nations of the world and promote world peace.

Education is meant to bring up or lead out and meet the inherent potentials of the student. Education is referred to as any act or experience that has a formative effect on the personality of an individual. The demands from science vary from time to time. There have been great explosions of knowledge during the last few decades. The main tasks of education in a modern society are to keep pace with the rate of increasing knowledge and this knowledge cannot be received passively. The main emphasis in education should be on the awakening of curiosity, the simulations of
creativity, of the development of proper interests, attitudes and values and building of essential skills, such as independent study, capacity to think, judge for one-self, etc.

Education develops man power for different levels of economy and empowers the poor masses to become self-reliant enough to participate in the process of national development. Education is thus an instrument for developing an economically prosperous society and for ensuring equality and social justice.

1.3 AIMS OF SECONDARY EDUCATION

The Secondary Education Commission recommended four aims, keeping in view the needs of a democratic India as envisaged in the Constitution.

1. Development of democratic citizenship.
2. Improvement of vocational efficiency.
3. Development of personality.
4. Development of the qualities of leadership.

1.4 OBJECTIVES OF SECONDARY EDUCATION

The objectives of secondary education are as follows.

1. To develop up-to-date knowledge with regard to various subjects.
2. To develop the curiosity to learn all the subjects at school level.
3. To develop them creative and scientific temper in students.
4. To promote them sense of belongingness and democratic attitude among the students.
5. To develop all the desirable qualities and an all round development of the individual.
6. Democratic attitude and rational thinking are to be built up in students.
1.5 SELF-CONCEPT: MEANING AND DEFINITION

According to Encyclopedia of Education “Self-concept” means “views oneself”.

The Encyclopedia of Psychology (1972) defines Self–Concept as the totality of attitude, judgement and values of an individual, relating to his behaviour, abilities and qualities.

According to Wheales (1992) defines it as a coherent sense. According to him self-concept depends upon the awareness that one’s life makes sense that they are meaningful in the context in which life is lived, it depends upon the state values and it is a sense of wholeness or integration of knowledge of what is right and what is wrong and being able to choose. The Self-Concept is the map which a person consults in order to understand himself especially during moments of crisis or choice and it is more or less organized in a perceptual objective way resulting from the present and past self observation.

Self-Concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

An object is generally defined in terms of use. It has been said that concept formation does not take place adequately before the age of twelve, without going into the validity of this statement. The investigator would like to echo what has been widely accepted by educationalists that words function as mere learned items of response or as verbal habits and do no often indicate the possession by the child of the ideas they would cannot in adults. Moreover concept is built out of repeated
experience in more enlarged spheres of life experience. “A concept is one’s understanding, comprehension or mental grasp of any idea that stands for, represents or symbolizes a group of particulars having some definite relation to each other”.

The term ‘conception’ refers primarily to the formation of an idea in the mind, the formation of concept involves the relating of a number of mental elements.

1.6 CONCEPTUAL THINKING

During the process of thinking the individual tries to benefit himself by his past experiences. He does not depend only on things present in the environment. In conceptual thinking the mental process becomes further complicated. Thus the individual has to pass through reactions connected with comparison, abstraction, and generalization. On the basis of thinking an individual tries to adjust himself according to the environment. This effort remains in an exaggerated form in his conscious mind and he tries to make minute analysis in it. Through this minute analysis, he sees a new relationship between objects, events, influences and his various ideas. In this way, he displays his original thinking process. This high order of thinking is called conceptual thinking.

1.7 DEVELOPMENT OF CONCEPTS

A small child identifies a cow and tells that “it is a cow”. In repeating this word many times the child develops a relation of the word “cow” with that animal and on seeing it he himself says that “it is a cow”. If he sees a buffalo, donkey, or horse he also calls them first by name cow, because in the beginning he is unable to understand the difference between these animals. But after some days on the basis of experience, he begins to understand their differences and starts calling a cow as cow
and a buffalo as buffalo. Now he has developed the concepts of such animals are cow, buffalo, bullock, ass, horse etc. Therefore, it may be said that a concept is a form of reaction to that condition. Some parts of which are similar to certain parts of other conditions. A concept is a form of reaction. At first the child develops concepts for concrete things. With growth in age and intelligence, he starts developing concepts for abstract ideas. However, his concepts are based on whatever he has perceived earlier.

1.7.1 WHAT IS SELF?

According to Horn by self is one’s own personality that makes a kind of difference from others. He expresses this through reflective actions and changing moods and intentions.

1.7.2 WHAT ARE SELF-CONCEPTS?

Self-Concept means thought by oneself. This is divided into many divisions namely health and sex appropriateness abilities, self-confidence, self-acceptance worthiness, present, past and future, beliefs and convictions, feelings of same, sociability and emotion. Health and sex appropriateness is the behaviour of the student in his health care and his modes keeping with sex discipline. Self-confidence of a student should place reliable in his ability. Self-acceptance is a habit through which he occupies a status in society. Present, past and future referred to the ideas or thoughts of a student in his attempt to keep pace with all times. Beliefs and convictions are students’ derivations of his thoughts. Shame and guilt is the feeling of a student who arrives at the result of his actions in terms of social behaviour. Sociability represents how much he is accepted or accommodated into the society.
where he lives. A student is said to be emotional when he gives vent to his feelings such as anger or joy. Ability of a student refers to how much he can exert his mind and energy towards achieving his ambitions.

Self-Concept of an individual is manifested through his ability to adapt and to reconstruct the factors of his environment. Disciplined individuals form the components of a disciplined nation. By this sense of discipline can be inculcated in youngsters. Also habits the right kind of self-control, orderliness and national loyalty can be proved. They can teach youngsters ‘respect’ for what is noble and true; readiness for self-sacrifice, sense of duty to the society consideration and respect for others which is the foundation of selflessness and the basis for all good manners. The corporate life of the institution should develop that interest for fair play and loyalty to one another which is the nucleus for the wider sense of honour in later life.

The objectives of the school are primarily self-development, self-expression, the pursuit for hobbies and social growth. The boy or girl who is shy, self-conscious and repressed rarely has much opportunity to participate in activities and to needed social skills. Thereby in the educated youngsters character and discipline become ingrained with a faith in the dignity of manual labour and a sense of social responsibility. Social service and manual labour need to be clubbed with item of acquisition of knowledge through books and lectures.

1.7.3 THE HUMAN SELF

The individual’s self-concept is his picture or image of himself, his views of himself is distinct from other persons or things. This self-image incorporates his perception of what he is really like (self-identity) and of his worth as a person (self-
evaluation) as well as his aspirations for growth and accomplishment (self-ideal). Speaking on an adequate self-concept. G Max Wingo says “As a child grows in years, he should be growing also in self-understanding and self-respect, for the way he feels about himself will have much to do with the kind of learning, he can achieve”.

The question of how far the school can expect to improve the self-concept of a child cannot be given a categorical answer because of the involvement of many variables.

Attitudes are always closely associated with one’s self-concept. I like this or I am that kind of person etc. An important aspect of self-concept is self-esteem; the degree to which one conceives of himself, as worthy or unworthy, good or bad. According to Carl Rogers the “fully functioning self is always desirable to achieve something and to become something in this world of action”. Unfortunately many people in the world today suffer from inadequate concepts of self, which naturally lead to mistaken nations of others.

Self evaluative behavior in fact seems to be involved in the operational definitions of certain personality concept as ego, super ego, ego ideal, Self-Concept, ideal self and the like.

The twin concept of ego and self form the core of many controversial areas in current psychological theory. The self as the person views it and the self as the agent for activity are probably the leading ways of approaching this concept. In the first sense, the ego is an object, in the second a subject. There is an evolving sense of self and it tends to encompass both knowledge about self and the self as an organizer of behaviour. What the brain is for the organism, the self is for the personality. It is a
central system for integrated and directing forces toward various forms of interaction with persons and objects.

1.7.4  CONSTANCY AND INCONSTANCY OF THE SELF

In the biological stuff, the self’s pattering emerges as an organism and is shaped into a person. The self has a conscience, the self makes plans, the self-control and regulates the flow of energies.

If there were not certain constancy about a person’s behaviour we might dispense with the concept of self altogether. As for selves there would be a mere aggregate of parts, a collection of reflex and conditioned movements, emotional responses to blow up and anticipations adjusted to immediate future.

1.7.5  GROWTH IN CONSTANCY OF BEHAVIOUR

Selves develop in time and immediate environment, most people leave lives of quite desperation. Through observed “I don’t even like myself I am bored with me”. Pierra Jamet observed calm, confident, tough, aggressive, anxious, fearful, bored, depressed, all of these selves once were young learners under the eyes of watchful teachers. Those who supervise learner read to understand these dynamic qualities which are essence of the self in action.

1.7.6  THE RISE OF THE SELF

The self system including its permalification in the ‘I’ or ‘me’ arises in the course of the satisfaction of the simple needs. It takes shape and acquires its dynamic properties in the face to face contacts with the one. “perhaps the full time settings of school and home would offer even better opportunities provided those who deal with the child are fully aware of the nature of their takes and are willing to make the effort.
The school’s task is to convert him into a working community. From the child’s point of view, the mothering one is the dominant fact in life. She is the towering one and is the world. When she fails to pour her tenderness, the very sun is eclipsed. The infant’s state of mind becomes melancholy and meaningless emptiness afloat on a sea of anxiety with tension, anger, frustration and agitation”.

Davis suggests that “it was his nurse, his sociological mother, who gave effective shape to his self system”.

1.8 SELF-CONCEPT AND ACADEMIC ACHIEVEMENT

The emphasis on the study of the self as an important determinant of behaviour both in psychology and education due to its influence on motivation, personality and learning is of recent origin inspite of Stephenson writing in 1953 that “the self is everywhere implied in common sense psychology” and Allport that “the existence of the self is the one fact of which perfectly convinced”.

The recognition of the importance of the Self-Concept is of even more recent origin and has promoted in very high and the number of variables to which it has been related and is also numerous and extensive. The Self-Concept has been treated both as an antecedent and consequent variables. The functions of the Self-Concept within the self-structure as a pole of reference and its meaning to the individual of all that is important to him, together with the value qualities by positive and negative balance attached to it, make it an important determinant of the value system of the individual concerned. Since criterion of choice is an important determinant of behaviour more than the self, it is possible to affirm that the Self-Concept is an important determinant to behaviour and an important aspect students who are engaged in the process of
education and since it depends on its degree of effectiveness for maximum performance it becomes possible to postulate that the Self-Concept is an important determinant of academic achievement. This relationship has been hypothesized theoretically very early an empirical studies carried out in the west, India has served to confirm the fact that Self-Concept and academic achievement are related positively and significantly. This evidence of the critical role of Self-Concept in academic achievement has important applications the prediction of achievement and the institution of remedial programmes for prevailing failure and under achievement. This is possible because of the particular characteristics of the Self-Concept.

Rogers and other have shown that “the Self-Concept is a variable that is amendable to change. The Self-Concept does have a stronger, consistence and longer stability than the concept of self. But it is a learned constraint, depending on experiences and hence it is possible for the concept to undergo changes. This change can be accidental or unintentional”. Rogers and his associates have provided empirical evidence to show that change can also be intentional, consciences. Through the processes of alient centered therapy it becomes possible to change the Self-Concept in the reputed directions.

While the Self-Concept is unique and personal it derives from social experience. A person sees himself as successor or a failed only in relation to his experience with others or in the way those experiences having been interpreted for him. Continuous discouragement, ridicule or suggestion of failure will instill in the child’s feelings or convictions or inadequacy that will colour his general Self-Concept as well as his judgement of competence in the area in question, should it be inferred,
then, that praise and reward should be unvarying in order that a child may develop a positive image of himself? Of course not.

The Self-Concept is built on a base of reality what the child actually is, physically, mentally and emotionally, it is shaped and moulded by the child’s experiences in the social and physical world. It is maintained as the individual strives to “he himself”. The child accepts what is consistent with his self image and rejects what is incompatible.

Self-Concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each pattern holds to be true about his or her personal existence.

Self-Concept plays an important role in the development of personality of an individual. The positive Self-Concept is likely to enable an individual to lead a happy contended and will managed life.

1.9 THEORIES OF SELF-CONCEPT

A milestone in human reflection about the non-physical inner self came in 1644, when Rene Descartes wrote Principles of Philosophy. Descartes proposed that doubt was a principle tool of disciplined inquiry, yet he could not doubt that he doubted. He reasoned that if he doubted, he was thinking, and therefore he must exist. Thus existence depended upon perception.

A second milestone in the development of Self-Concept theory was the writing of Sigmund Freud (1900) who gave us new understanding of the importance of internal mental processes. While Freud and many of his followers hesitated to make
Self-Concept a primary psychological unit in their theories, Freud’s daughter Anna (1946) gave central importance to ego development and self-interpretation.

The idea of Self-Concept and changes in Self-Concept is central to the psychology of adolescence. Adolescence has been considered as a time when Self-Concept increases in prominence. The adolescent is faced with somewhat difficult task of forming and maintaining a coherent sense of who he is and what purpose he will ultimately serve in this world. As the adolescence progresses, the Self-Concept usually becomes more stable.

The Self-Concept appears to play a critical role in general psychological adjustment among adolescents (Indian Psychological Review 2004). Even infants as young as 12 months appear to recognize themselves. For many personality theorists, such as Carl Rogers, stated Self-Concept represents the single most important aspect of one’s total personality. Many researchers maintain that low Self-Concept leads to economic problems that tax the public purse. Others believe that the economy itself contributes to personality disorders, which result in feelings of low Self-Concept and low self esteem.

There is great deal of research, which shows that the Self-concept is, perhaps the basis for all motivated behaviour. It is the Self-Concept that gives rise to possible selves that create the motivation for behaviour.

The development and maintainance of Self-Concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishments of others. That is, Self-
Concept is not innate, but is developed by the individual through interaction with the environment and reflecting on that interaction.

There were several different components of Self-Concept namely physical, academic, social and transpersonal. The physical aspects of Self-Concept relate to that which is concrete, what we look like, our sex, height, weight etc., our academic Self-Concept relates to how we learn. The social Self-Concept describes how we relate to other people and the transpersonal Self-Concept describes how we relate to the supernatural or unknowns.

By far the most influential and eloquent voice in Self-Concept theory was that of Carl Rogers (1947) who introduced an entire system of helping built around the importance of the self. In Roger’s view, the self is the central ingredient in human personality and personal adjustment.

Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. He maintained that there is a basic human need for positive regard both from others and from oneself. He also believed that in every person there is a tendency towards self actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey and Schmidt, 1987).

One of the newer and seemingly more fruitful approaches to the understanding of personality is the observation of the human being from the point of view of the behaviour himself. This frame of referenced is in sharp contrast to the frame of reference usually used in psychology in which behaviour is observed from the outside or from the observer’s point of views. According to the Self-Concept theory of
personality, an individual’s behaviour is determined by the perception he has of himself as an individual and of the world around him.

Adequately functioning personalities see themselves in essentially positive ways. They assume that they are persons that are liked, wanted and valued for their own sakes. They become Self-confident, self-assured, self-reliant members of society. Self-depreciation results in a falling off of effective functioning. Combs feels that thousands of people in our society are victims of their own Self-Concepts. Seeing themselves as inadequate and they perform inadequately.

The self consists of all the ideas, perceptions and values that deal with I and Me. It includes the awareness of what ‘I am’ and what ‘I can do’. This perceived self in turn influences both the person’s perception of the world and his behaviour. An individual with a strong positive Self-Concept, views the world quite differently from one who possesses a weak Self-Concept.

Ideally a person should have a clear and accurate picture of himself as to both his physique and his personality. For how he sees himself will determine what he does with himself as well as how he feels about himself. Hence it is very important to study the Self-Concept of an individual.

One of the most significant and recent interpretations of human personality is located in the Self-Concept Theory.

There are several selves, the self one thinks he is, the self one would like to be, the self one really is and the self one appears to be to others.

According to Kimball Young, “The self is viewed or known to man within the context of interaction”. He has further said, “An individual self is conscious of his
acts and thoughts as they are related to others. It is really a phase of internationalization but it has its origin in every interaction”.

But if his social context is unreliable, it follows that he cannot say anything legitimately and reliably about himself. His statement of identify has no more than willingness of people to recognize and accept it. We need that we count on our identity not only because of habit but also we can count on people responding to it.

Self-Concept is an important attribute of understanding and predicting behaviour. The Self-Concept may be thought of as an organized configuration of perceptions of the Self-Concept, which are admissible to awareness, Berk (1996) has described Self-Concept as a set of beliefs about one’s own characteristics.

In today’s world creativity is fundamentally important for our personal, social, economic and cultural well-being. The most important developments in civilization have come about through the creative process. This world was built by practical people who knew how to get into an imaginative frame of mind, listen to their imagination and build on any ideas they found there. Through this study the researcher emphasis the significance of creativity as well as the need for developing good and positive Self-Concept for fostering creativity.

Self-Concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

There is great deal of research, which shows that the Self Concept is, perhaps the basis for all motivated behaviour. It is the Self-Concept that gives rise to possible selves that create the motivation for behaviour.
We develop and maintain our Self-Concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishment of others. That is, Self-Concept is not innate, but is developed by the individual through interaction with the environment and reflecting on that interaction.

Self-Concept theory has always had a strong influence on the emerging profession of counseling. Prescott Lecky (1945) contributed the action that self-consistency is a primary motivating force in human behaviour. Rainy (1948) introduced measures of Self-Concept in counseling interviews and argued that psychotherapy is basically a process of altering the ways that individuals see themselves.

While most Self-Concept theorists continued to write and conduct research during the 1970’s and 1980’s general interest in Self-Concept declined. Fortunately, there is a new awareness on the part of both the public and professionals that Self-Concept cannot be ignored if we are to successfully address some nagging problems as drug and alcohol abuse, drop out rates, dysfunctional families and other concerns. In addition to this growing awareness, new ways are being developed to strengthen Self-Concepts. For example, research by cognitive theorists (Me Adam 1986; Ryan, Short and Weed 1986) are demonstrating that negative self-talk leads to irrational thinking regarding oneself and the world.
1.10 SELF-CONCEPT AND STUDENT'S PERFORMANCE

A student with positive or high Self-Concept has high Self-esteem. High Self-Concept develops self-confidence and poor Self-Concept hinders initial school adjustment and academic progress also. Students with high concept tent to accept their failure as well as limitations. They are better achievers. They are more determined to achieve their goals. They do not suffer from inferiority complex. They are free from mental sickness and work vigorously and express their ideas and beliefs to other with confidence and conviction. They are rational in their approach and have an ability to impress others.

1.11 BASIC ASSUMPTIONS REGARDING SELF-CONCEPT

Many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. It is also becoming clear that Self-Concept has at least three major qualities of interest as counsellors:

- It is learned
- It is organized
- It is dynamic

1.11.1 COMPONENTS OF SELF-CONCEPT

The concept of Self has three major components and they are:

- The Perceptual
- The Conceptual
- The Attitudinal
The perceptual component is the image a person has of the appearance of his body, and of the impressions he makes on others. It is often called the physical Self-Concept. The person’s conception of his distinctive characteristics, his disabilities his background, his origin and his future denotes the conceptual component. It is often called the psychological Self-Concept.

The attitudinal components refer to feelings a person has about himself, his attitude about his present status and future prospects, his feeling about his worthiness and his attitudes of self esteem, pride and shame.

1.12 IMPORTANCE OF SELF-CONCEPT OF STUDENTS

Self-Concepts are based on what students believe their teachers, peers and parents think of them. Positive Self-Concept is developed through love, encouragement, positive comments and understanding attitude of the teachers and parents. Teachers should adopt suitable strategies and provide Self-Concept.

We need to maintain rather than develop positive Self-Concept in students. If we stop doing the things that damage Self-Concept and Self-esteem, then we won’t have to work so hard at building positive Self-Concept. Modeling good relationships—respecting them as much as we demand respect going against our own prejudices and discrimination and treating everyone equally and fairly will do more than lesson plans that teach about tolerance and friendship. Holding high expectations in a genuine way will nurture Self-Concept much better than finding token ways to reward our standards of achievement. Revising our curriculum to suit the needs, abilities and interests of our children will work better than trying to force them to fit into our
square “holes”. We do indeed have a responsibility as adults to teach and guide our young people.

Self-Concept is also very important factor in interpersonal communications. It was like an operating system (OS) that run in a computer. A computer won’t perform well if the OS is not really good and has so many bugs. In this case, Self-Concept is an OS that runs a mental computer that affects someone’s ability to think. The better Self-Concept, the more the tendencies to be successful, vice versa. Negative Self-Concept would give rise to inferior behaviour such as pessimistic, low self confidence, having no desire to try new things, and so on. As people with good Self-Concept would seem to be optimistic having desire to try new things, think and behave positively, and capable to be a good leader. That would explain why intelligence without good Self-Concept is like a good software that runs is bad operating system. Also, there is a effective connection between good Self-Concept and good Emotional Intelligence.

1.12.1 SELF–CONCEPT IS LEARNED

As far as we know, no one is born with a self-concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences. The fact that Self-Concept is learned has some important implications:

- Because Self–Concept does not appear to be instinctive, but it is a social product developed through experience, it possesses relatively boundless potential for development and actualization.
- Because of previous experiences and present perceptions, individuals may perceive themselves in ways different from ways others see them.
Individuals perceive different aspects of themselves at different times with varying degrees of clarity. Therefore, inner focusing is a valuable tool for counselling.

Any experience which is inconsistent with one’s Self-Concept may be perceived as a threat, and the more of these experiences there are the more rigidly Self-Concept is organized to maintain and protect itself. When a person is unable to get rid of perceived inconsistencies, emotional problems.

Faculty thinking patterns, such as dichotomous reasoning (dividing everything in terms of opposites or extremes) or over generalizing creating negative interpretations of oneself.

1.12.2 SELF-CONCEPT IS ORGANIZED

Most researchers agree that Self-Concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one’s personal existence and each perception is orchestrated with all the others. It is this generally stable and organized quality of Self. Concept that gives consistency to the personality. This organized Self-Concept has corollaries.

Self-Concept requires consistency, stability and tends to resist change. If Self-Concept changed readily, the individual would lack a consistent and dependable personality.

The more central a particular belief is to one’s Self-Concept, the more resistant one is to changing that belief.
At the heart of self-concept is the self-as-doer, the ‘I’ which is distinct from the self-as-object, the various ‘Me’. This allows the person to reflect on past events, analyze present perceptions and shape future experiences.

Basic perceptions of one self are quite stable, so change takes time. Rome was not built in a day, and neither is Self–Concept.

Perceived success and failure have an impact on Self–Concept, failure in a highly regarded area lowers evaluations in all other areas as well. Success in a prized area raises evaluation in other seemingly unrelated areas.

1.12.3 SELF-CONCEPT IS DYNAMIC

To understand the active nature of self-concept, it helps to imagine it as a gyrocompass: a continuous active system that dependably points to the ‘true north’ of a person’s perceived existence. This guidance system not only shapes the ways a person views oneself, others and the world, but it also serves to direct action and enables each person to take a consistent ‘stance’ in life. Rather than viewing self-concept as the cause of behaviour, it is better understood as the gyrocompass of human personality, providing consistency in personality and direction for behaviour. The dynamic quality of Self–Concept also carries corollaries.

The world and the things in it are not just perceived; they are perceived in relation to one’s Self-Concept.

Self–Concept development is a continuous process. In the healthy personality there is constant assimilation of new ideas and expulsion of old ideas throughout life.
Individuals strive to behave in ways that are in keeping with their Self–Concepts, no matter how helpful or hurtful to oneself or others.

Self-Concept usually takes precedence over the physical body. Individuals will often sacrifice physical comfort and safety for emotional satisfaction.

Self-Concept continuously guards itself against loss that produces feeling of anxiety.

If Self-Concept must constantly defend itself from assault, growth opportunities are limited.

1.13 DEVELOPMENT OF SELF–CONCEPT

Self-Concept is not an inborn character but it is developed through experiences and perceptions. Those experiences and perceptions are obtained through following:

- School Environment
- Parental Impact

The Self–Concept of academic ability is that school related competencies and activities, is of particular interest through educational practices.

The impact of school and teacher variables in student’s Self–Concept has been analyzed from various perspectives. Starting from the finding that there are substantial classroom differences not only in the level of Self–Concept, but also in the degree to which students under or over estimate their abilities, two sets of data-one from the research program on ability formation and one using the classroom context approach has shown that an individualistic explanation is insufficient. Rather, the relation between objective performance and the corresponding self-evaluation is moderated by class room composition, the quality of instruction and the teacher–
student relationship. For example, differential treatment that reflects achievement related teacher explanations can be informative to students about their ability and thus affect their Self–Concept of ability. Further more, classroom organization has been shown to affect the ease and the silence of self-evaluation of one’s abilities: there is a high congruence between performance and the corresponding Self-Concept in classroom characterized by ability grouping, low student autonomy, high competition, and high silence of access and failure and highly public feedback. Finally, the style of tutoring student’s achievement also influences the comparability of class performance differences: comparability is high when the evaluation is normative and low when the standard of evaluation is mastery.

According to Leuis and Brooks Gunn (1979), a key to the development of a favourable Self-Concept is the experience of regular consistencies between actions and outcomes in the external environment, which allow the infant to establish generalized expectancies about control of the world. Particularly important behaviours are caregiver’s attempt to meet the infant’s homeostatic needs and parental imitation of infant’s actions.

For children, Self-Concept has been linked to patterns of child rearing. One of the most prominent studies was done by Coppersmith (1967), who found that the parenting style used by parents of boys with high self-esteem was characterized by high acceptance of their children, clearly defined limits on their children’s activities, and within the limits set by parent’s standards and social norms, respect for individuality.
1.14 ACHIEVEMENT MOTIVATION: MEANING

The term ‘achievement motivation’ has historical connections with research on motivation conducted by the pioneers in Germany namely Naraise Ach attempted to explain the achievement related behaviour utilizing the concept “determining tendency” and called need achievement (Naraise Ach) in short N. Ach.

Achievement Motivation may be associated with a variety of goals, but in general the behaviour will involve activity which is directed towards the goal that is attainment of some standard of excellence. It may include competition with others in which they are surpassed. But on the other hand the individual may be chiefly concerned to set himself a high standard of performance and to reach this through his own effort over coming any obstacle to his success. This standard of abstractness generality verses concreteness and specificity. In its simplest form the standard of excellence represents a classification of alternatives as passed, failed, good, bad etc. frequently such a classification is used only in an undeveloped early phase, because if the achieve mental relationship remains achievement oriented for a long period of time, then standards of excellence can be differentiated. Therefore achievement motivation can be defined as the striving to increase or keep as high as possible own capability in all activities, in which a standard of excellence is thought to apply and execution of such activities can either fail or succeed.

1.15 ACHIEVEMENT MOTIVATION: DEFINITION

According to McClelland (1953) Achievement Motivation has been defined as “a competition with a standard of excellence”. For example, “winning or doing as well as or better than someone else”. This concept of a standard of excellence may be
related to a task performance, i.e., whether the task has been performed properly or not or it may be related to the self i.e., whether it is satisfactorily performed to one’s own self-conception. In the same view, Heckhausen (1967) has defined achievement motive as “The striving to increase or keep as high is possible, one’s own capability in all the activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore either be succeeded or failed.

1.16 CONCEPT OF ACHIEVEMENT MOTIVATION

Achievement motivation is one aspect of motivation. It is an achievement oriented activity. McClelland formulated the concept of the need to achieve (n-Achievement sometimes abbreviated n-ach). It seems to be a relatively state personality trait rooted in experiences in middle childhood. The possible implications of this construct however cover a wide range embracing the achievement motivation of people in various occupations, education at school or college level, in industry and business. McClelland and Winter make the point that a “score” on n-Ach is of an operant, not a respondent, nature. In that it records how often a person spontaneously thinks about improving things, how interested, is in so doing Achievement oriented activities and influenced by the resultant of conflict between two opposing tendencies, the tendency to achieve success and the tendency to avoid failure. Achievement-oriented activities usually are also influenced by other extrinsic motivated tendencies. (Certificates and Medals) like incentives in the industry or marks to grades in schools or colleges. To get improvement in academic activities, achievement motivation is very essential.
Achievement motivation comprises behavioural tendencies such as setting and meeting demanding goals and the need for personal excellence, rendering it a fact of personality trait.

This desire to achieve is as basic and as natural as other biological or socio-psychological needs. However, in a competitive society or setup the desire for surpassing others or achieving more than others is identified too much which is in turn gives birth to a stronger drive to motive and to achieve something or everything that is essential for beating others in the race and consequently feeling a sense of pride and pleasure in one’s achievement. This type of motivation produced by such motive for achievement has been named as achievement motivation.

1.17 IMPORTANCE OF ACHIEVEMENT MOTIVATION

Achievement motivation not only plays an important role in the life of an individual, but also in the economic development of a country. It has been realized rather recently that economic development is due to some of the forces which are within the man himself in his fundamental motives and in the way he organizes relationships with his fellowmen. For, from the time of Darwin it has been the action that man is “Creature” of his environment whether natural or social (McClelland, 1961) thought so in advocating economic determinism, in arguing that a Man’s psychology is shaped by the conditions under which he works. Even, Frued (1963) thought the same in teaching that civilisation is a reaction of man’s primitive urges to the repressive forces of social institutions, beginning with the family. Toynbee’s theory of history (McClelland, 1961) is essentially one of the environmental challenges though he recognizes that state of mind can create internal changes.
According to McClelland, Man is both the creator and creature of his environment and as such, has a direct relationship with the economic development of his country. McClelland believes in, “Invest in a man, not just in plan”, for a country’s economic development. He quotes studies which have shown that economic growth has always been preceded by a period of increased achievement motivation in the population and economic decline by a continuous period of decreased achievement motivation.

1.18 THEORIES OF ACHIEVEMENT MOTIVATION

According to McClelland, the three important needs are the need for achievement (n-Ach) the need for affiliation (n-Aff) and the need for power (n-Pow). The need for affiliation reflects a desire to interact socially with people.

A person who has a high need for power concentrates on obtaining and exercising power and authority. A person who has a high need for achievement has three distinct characteristics. There are (a) Preference for setting, moderating difficult but potentially achievable goals. (b) Doing most things himself but rather than getting done by others and (c) seeking situations where concrete feedback possible.

According to Rogers (1959) the classroom climate is the resultant of the teacher to accept the child as he is, readiness of the teacher to allow himself to be used as a learning source and a readiness to view the learning problems in the learner’s frame of reference. If the classroom climate is not good and the students are not properly motivated the achievements of the students will fall below the standards. Similarly the student’s personality traits, self-concept and their adjustment possibilities do effect their motivation, values, SES and aspiration level to do good
work in school and to enter the world of work successfully. Similarly, different environment have contributed differently to people belonging to different culture. The English Historian Arnold Toynbee utilized a modified environmental theory in his book, ‘A survey of History’. Here the term “Environment” refers not only to climate and geography but also to social conditions. Most important is the ‘Stimulate’ or agent that provokes activity, which may come from such conditions as a difficult climate, now soil to exploit, living in a frontier position, or being treated unfairly as a minority group. The stimulus must be neither strong nor weak, but just right. Perhaps the motives, customers or institutions of men will explain great achievement in the economic field. Different attempts were made by Karl Marx (1918-1883), Maynard Keynes (1883-1946), Max Wober (1881-1961), and Paul Lazerfeld who propounded different types of ideologies for the economic growth of societies. The economic growth was attributed to industrialization. Similarly, Freud also gave his own thinking which related to motives. Freud’s findings for a long time, recognized that a man does not buy a car just because he needs one in rational sense, but because possession of a car may satisfy other motives for power, prestige or even sexual display. But how is one to know exactly what these other motives are? Freud provided us with an important clue for discovering certain motives. He searched in dreams and in fantasy – in the thoughts that come from a person’s unconstrained imagination – in order to discover motives that were not rational. McClelland et al. found a new method measuring achievement motivation which were based on the stories written by the subjects depicting their fantasy levels. Therefore, the achievement motive research came into existence.
Hurray’s (1938) conception of needs, the term ‘achievement motive’ refers to the need for achievement (n-Ach.) (According to McClelland et al. (1953)). McClelland and Atkinson (1966) Conceived motives as latent dispositions to strive for a particular goal, state or aim, and proved that these dispositions can be inferred from the thought processes of individual. As motives are different patterns of thought associated with different goals, they can be classified. Achievement thoughts are those which are associated with striving for some kind of excellence, as opposed to the thoughts associated with gaining prestige and influence (power issue) or the thoughts associated with establishing friendly relations (affiliation motive), Achievement thoughts when analyzed would reflect the following three basic characteristics as suggested by McClelland and Atkinson (1966).

1. Competition with a standard of excellence
2. Unique accomplishment
3. Long term involvement

Thus, it can be said that any person with need for achievement (n-Ach.) would show a concern for standard of excellence, or unique accomplishment, or long term involvement in his thought processes, and such individuals may be regarded as achievement-oriented individuals.

There are many definitions of n-Ach, offered by several authors. The definitions given by Murray (1938), McClelland (1953) Heckhausen (1967), and Mehta (1970) were considered in the present study. However, the different aspects such as need of motive, need for achievement (as defined by Murray, 1938) are being
defined so that the terms used at various aspects of report may be seen in right perspectives.

By achievement motivation we mean an anticipation of an increase in effect aroused by Gues in situations involving standards of excellence. The behaviour of the people highly motivated for achievement is persistent striving notivity, aimed at attaining a high goal in some area involving competition with a standard of excellence. In relation to this standard of excellence, the achievement oriented person directs his efforts towards obtaining the pleasure of success and avoiding the pain or failure.

Engagement in some competitive activity (other then pure cases of aggression), where winning or doing as well or better than other, is actually stated or implied will, therefore, be taken as an indication of the presence of this motive in the study.

Further, the theory of Achievement Motivation is a miniature system in the domain of achievement oriented activities. It is this theory that views the strength of an individual’s goal directed tendency as jointly determined by his motives his expectation about the consequences of his actions and by the incentive values of expected consequences.

Any situation may lead to two types of expectations (1) The section which lead and (2) The threat of failure. Thus achievement oriented activity is always influenced by the resultant of the conflict between the opposed tendencies. Tendency to achieve success and tendency to avoid failure.
The general aim of approach tendencies is usually referred to as appetites that maximize satisfaction. The achievement motivation is considered as a disposition to approach success.

The aim of another class of motives is to minimise pain. These are called, avoidant tendencies. It represents an individual’s capacity to experience pain in connection with negative consequences of acts. The motive to avoid failure is considered a disposition to avoid failure.

**1.19 PARENTAL INFLUENCE AND ACHIEVEMENT MOTIVATION**

Children can be identified easily with their parents by imitating them and expressed their behaving and action. Parents should be a model, reasonable in their expectations and consistent in their beliefs and values. A truly warm parents-child relationship is essential for this.

Wines (1980) says a high achieving individual tends to have parents who expect him demand him, reward his success and/or punish unsatisfactory (which increases the fear of failure).

Johnson (1984) says parents who let them go on their own, let then set their own goals and make their own mistakes produce achievers. These parents encourage high and appropriate goals, respect their abilities, take and show a great pleasure from the child’s success. They let child try hard on their own before giving suggestions or help, but they give help before the child gives up. In general, high achievements have ever been respectful, praising, optimistic, supportive, hard-working and their parents who are themselves learning and success oriented.
The need for achieving the excellence and achievement motivation are important in every stages of human life. Since change is life and only fear of failure 
(1) High standard of excellence (4) sense of completion (5) Optimism (6) Presequence 
(7) Interest in making future plans (8) Concern for creative work (9) Preference for 
difficult and challenging tasks and (10) Identification with a successful authority.

1.20 STUDY SKILLS: MEANING

A skill is the ability, usually learned and acquired through training to perform actions which achieve a desired outcome. By modeling successful practices in a field produced the desired results. Such successful practices can be modeled and theorized as norms for practice (John, 2007).

Study Skill is a set learning skills that lasts a lifetime and bring many rewards. No two people study the same way and the study skill that works for one person may not work for another. However, there are some general techniques that seem to produce results. For any student, success is dependent on his/her ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration and low grades. There is a saying “Practice doesn’t make perfection; perfect practice makes perfection”. Effective study skills need to be always practiced. The skills include setting goals, time scheduling, listening, reading, remembering and problem solving.

1.21 STRATEGIES FOR DEVELOPMENT OF STUDY SKILLS

The following are the important strategies to develop study skills.

a. Skills in identification of important concepts

When student reads, he may find and underline, the important terms,
statements of principles and topical sentences. Underlining gives the student practice in picking out what he thinks is important.

b. Taking notes in classroom also develop writing skills

It is profitable to take notes on material as it is studied. Such notes should represent the important ideas. To a large extend, notes are clues, the content of the material that has been studied.

c. Skill of outlining the important and unimportant aspects

A logical arrangement brings order to, unorganised material, and /thus it can be learned more readily. The important should be distinguished from the unimportant and the main points from sub points sub sumed under them.

d. Skill of recalling the previously studied materials at the time of examinations

After the lesson has been studied, the student should reflect on what the author has said. By reflecting, he can attempt to recall the points in the lesson and evaluate them in the order of their importance.

e. Skill of summarising

In recalling the learning materials, learner summarises silently. He may find it profitable and also write summary with regard to the subject of study.

f. Skill of reviewing

The effectiveness of review has been measured by testing the amount that could be recalled when reviews followed by learning may vary in length of the period of time. Several groups were used so that the test for retention would not be repeated in examining the amount of retention after several weeks.
g. Skill of comparing new material with old material

Usually within the same subjects and among related subjects there is close connection of the content, and when association of this kind is made, the content is easier to recall.

h. Skill of studying several sources

Different authors treat the same subject or topic in a different manner and provide different illustrations, facts and interpretations. So, it is important to study from several sources and this kind of skill is essential for enhancing knowledge.

1.22 DEVELOPMENT OF STUDY SKILLS

Anyone can double his speed of reading while maintaining equal or even higher comprehension. An average student reads between 250 and 350 words per minute on fiction and non-technical materials. A ‘good’ reading speed is around 500 to 700 words per minute but some people can read a thousand words per minute or even faster on these materials.

There are three main factors involved in improving reading speed : i) desire to improve, ii) the willingness to try new techniques, iii) the motivation to practice.

Some of the factors that reduce reading rate are i) limited perceptual span, i.e., word by word reading, ii) slow perceptual reaction time i.e., slowness of recognition, iii) vocalization including the need to vocalized in order to achieve comprehension, iv) faculty eye moments, v) regression (re-read,) vi) faculty habits of attention and concentration, vii) lack of practice in reading, viii) fear of losing comprehension, ix) habitual slow reading, x) poor evaluation, xi) unfamiliar technology, xii) abstract concepts and difficult sentence structure.
REDW (Read, Examine, Decide and Write) is a good strategy to find the main idea in each paragraph. It helps the learners in comprehending the information, contained in an assignment. Each letter in REDW explains a step in the strategy.

**READ**

First, one should spend a few minutes in reading the entire paragraph/page to get an idea of what the paragraph is about. If needed, he/she can whisper the words as he or she reads from a picture in his/her of what he/she reads.

Once the general idea is found out, then one has to identify the key words that tell him/her the basic idea of the sentence, ignoring the non-important words. The key words of each sentence could be noted down in a page.

Here he should Re-read the words, written for each sentence in the paragraph. Then he should decide which sentence contains the words that best describe the main idea of the paragraph. These words are the main idea of the paragraph. The sentence that contains these words is topic sentence.

This refers to writing the main ideas for each paragraph in a note book. This becomes the written records of the important ideas. This will be helpful to take the test that covers the reading assignment.

The SQ4R method is a rise – step strategy for study, which will increase the reading comprehension, concentration and retention. The six steps are i) Survey, ii) Question, iii) Read, iv) Record, v) Recite, vi) Review.
i) Survey

This refers to looking over the materials before the learners read it. Their comprehension and retention will improve because they get an overview of the chapter before reading it.

ii) Question

Questioning makes the person an effective reader. It helps one understand the difficult concepts and correlate the ideas with each other. It helps the learners stay alert through the complicated reading. Question and answer will make sense of the material and helps remembering it more easily because the process will make an impression.

iii) Read

When the learners read the material closely and actively, the appropriate method will be reading part by part. It is not advisable to read the whole assignment at once. The part can be as short as paragraph or as long as a section under a major heading. The next section is to be started only when the learners comprehend the first. They are asked to read everything including tables, graphs and illustrations.

iv) Record

This refers to writing answers to all the questions that they have formulated. They need to write just enough information to answer the questions. Also they have to record what they have grasped through their reading.
v) *Recite*

Reciting is a most powerful technique. That the students can use. In fact, specialist do say that the study time should be spent in recitation. This technique helps the learners transfer the content/ideas from short term to long term memory.

vi) *Review*

A review is a survey of what the learners have covered/accomplished. Reading is an important part of the review process. It helps them to be together what they have read, to consolidate ideas and to retain the information longer.

vii) *Note Taking*

Like reading, note-taking is a skill, which must be learned and refined. Deficiency of not taking is a constant problem in the study methods of school students. The students can take notes during the course of instruction in the class.

1.23 **THEORY OF STUDY SKILLS**

The philosophy of education is the study of the purpose, nature and ideal content of education. Pure philosophy is concerned with the process of mental life, which not be concerned with the concrete life of an individual. Where as when we think of education, we always mean it in terms of practical processes and programmes which shape an individual. But philosophy influences education in deciding various aspects of education such as aims, curriculum, methods, status of teachers and students.

Study habits according to Kundu (1989), are regularity hours. The study habits of the learner mean the ability to schedule his time, the plan for his study, the habit of concentration, note-taking, mental review and the judicious application of various
methods of study, such as whole and part method, learning by doing and recitation. Proper use of time is ensured through time scheduling.

Listening is a cognitive act that requires the student to pay attention and think about and mentally process what he hears. He should be essentially a good listener, for much of what he has to learn, will be presented verbally or orally by teachers.

Reading is a primary means by which the learners acquire information. They need to read with a purpose. Getting the main idea in reading is control to effective studying. Every paragraph contains a main idea. There is normally one important detail associated with every main idea. The more links they can make between details and ideas, as well as ideas themselves, the more powerful will be the effort of their study.

1.24 ASSESSMENT OF STUDY SKILLS

Problem students perform slightly lower on general intelligence tests than normal children. Anestopeulos and Berkley (1992) Sonuga Barke (1994) found that intellectual impairment has been linked to hyperactivity in children as young as three years of age (Reddy & et al., 2006).

Therefore, academic failure is also a striking factor among problem students. It is evidenced by low achievement test scores, school grades, failure to get promoted in school and placement in special education classes (Dulcan, 1989). According to Lahey and et al. (1998), academic problems are found among the problem students. Tannock (1998) found evidence for deficits in executive functions that involve planning, organizing, actions, inhibiting responses, mentally representing a task, switching strategies and self-regulation.
In short, problem students achieve poorly in academic, as they do not have proper planning, preparation and lack of proper study skills. Study skills, include the learner’s abilities for keeping time scheduling and for developing learning concentration, listening note-taking, reading and writing. As the problem students are the non-motivated group, they have minimum concentration and listening power. Space, time and energy are not accounted for, rather life is just uncared. They are to be oriented towards higher achievement first and subsequently for the abilities of planning and concentrating. Inculcating proper study skills means disciplining the person with listening, motivation and concentration in his subjects. This also includes the element of making the person aware of one’s potential. When he/she is aware of his/her potentials, he/she undergoes a modification of behaviour, he/she pays attention on his/her academic achievement. Then he/she will be practising more study skills. It is said that there is an interrelationship between study skills and problem behaviour, self-awareness which can lead to observance of study skills which certainly modify the problem behaviour.

Heredity and environment are the two main factors influencing every aspect of growth and development. As a matter of fact, the importance of the one is to be determined in the background of the other. It is erroneous to suppose that these two acts as separate entities, one is the cause and the other is the effect. They one the other hand, act and reset on heredity and environment, and where one is lacking the other can compensate.

The home environment plays a vital part in cultivating the study skills of pupils. It is easy to distinguish between pupils who come from an educated family
and from illiterate family on the other. The former enjoys encouragement, supervision and guidance while the latter is left to himself to do thing. This has its definite impact on academic attainment of pupils. Even in families where parents are not educated, they can create study atmosphere for their children by showing interest in their studies and motivating them to do more by more praise and rewards. Well-to-do parents can provide many facilities like test books, necessary furniture, good study place and if necessary, a private tutor to their children. Thus, the home environment can help children to cultivate better skills and standard of education.

The school environment also influences the study skills of learners. The students studying in schools where the better facilities and learning environment are available, gain good study skills. But the students studying in poor schools indulge in all sorts of malpractices. They lack motivation to study, do not listen to teachers and depend on printed guides which replace the teachers.

The best place to study whether at home or in the library is the one where there are few people and where there is the least noise. For library study a corner place is good for concentration. Pupils should make their own plan to meet peers for discussion later and cut short all conversation. For study at home, a quite room is preferable let it be known to others that they wish to be left alone.

A skill is developed or acquired ability. It comes from practice or training. At school, the child develops the skills needed in listening, reading, speaking, dancing, playing and studying. A study means devotion of time and thought to getting of knowledge or to a close examination of a subject. Study skills focuses on 1) Goal setting, 2) internalization or positive attitude towards academics, 3) self-awareness
and decision making. They are really best understood as learning skills. People skilled at learning get more out of their lives because they look for opportunities to grow and gain more knowledge. This is a world that favours people who have skills and who are willing to learn new ones in order to gain new knowledge. If we have learning skills, we will not only get more out of our experiences in school. We will better equipped to meet our other goals in life.

Learning or “Study skills” carry over into other areas of life beyond school. Good listening skills help us in our relationship with peers, colleagues, friends and family. The ability to solve problems or issues help us in our personal and professional experiences beyond school. We need learning skills for everything we do in life. We have probably heard the phrase “Knowledge is power” there are stages towards gaining knowledge that might seem difficult along the way, the transitions from first grade to high school from high school to college, or a training program. But there is nothing to fear except, perhaps, that our life will be progressively more interesting and building our own knowledge is a gradual process.

1.25 ACADEMIC PERFORMANCE: MEANING

Performance refers to the knowledge attained or skill development in school subjects usually designated by test scores or by marks assigned by the teachers or by both. According to carter V. Good (1973), Performance means accomplishment or proficiency or accomplishment or proficiency or achievement in a given still or body of knowledge, help in declaring the exam successful or unsuccessful choosing the students for various professional and academic courses and selecting the candidates for different jobs.
Evaluation of learning outcomes of the students by measuring their academic performance, the appropriateness of the methods of imparting knowledge may be judged. In the present socioeconomic and cultural context, academic performance is of paramount importance and the schools place great emphasis on it. At all school levels there exist enormous differences in the academic attainment of students ranging from high to low. Progress in future to a great extent depends upon the academic attainment of the students.

The term “Performance” is freely used in this study in the sense of ‘Acquired ability’ or ‘Tendency to do’ the understanding, memorizing, mental processes such as thinking, reasoning, attitudes and motor skills would be included.

A test score is a description of the performance of pupil. Tests of academic achievement determine the individual’s knowledge and skills pertaining to various subjects at school level. Sometimes, the expression of interests and aptitude of the individual’s best to learn and retain, for which they have the aptitude or in which they are interested.

Academic Performance is the accomplishment or proficiency of performance in a given task or body of knowledge in the school curriculum and the subjects.

Academic Performance in a subject may be defined as the acquisition of knowledge, understanding and skills of that particular subject.

Further it refers to the pupil’s knowledge attainment and skill developed in the school subject which is assured by the authorities with the help of achievement test in the form of examinations.
It is also considered as a measure of knowledge gained in formal education usually indicated by test scores, grade point averages and degrees.

Students performance in the Academic area indicates the overall aspect of the total behaviours, it is the product of the interaction of the students as an individual with his environment namely schools, teachers and parents.

Educational development in India is changing curricula, teaching techniques, needs systematic and up to date information to correlate pupil’s performance. It is very opt to consider various factors affecting the academic performance. Pupil’s study habits, socio-economic status, intelligence, language, medium of instruction, personality traits, motivation, interest and method of teaching have added their effect on academic performance.

These factors help in developing and designing suitable curricula and teaching-learning process to suit the needs of pupils of various backgrounds. The study has special relevance to indicate to the teacher’s planning, execution and effective teaching and better academic performance.

Lack of motivation may lead to bright students to lose their potentiality and future. Some pupils have higher aspirations, but may not achieve the expected level, due to improper method of study and may lead to inferiority complex. Many below average pupils may not come up due to lack of knowledge and skills.

Dull students have to face still worst situations due to language and the limitations beyond their control. Such students start disliking the school. It is the responsibility of the teacher to make school the best place for students to learn.
1.26 NEED FOR THE STUDY

Despite many hard and scientific efforts of teachers to improve the capacity of achievement level of students, there is a downward trend in their achievement level contrary to the expectations.

There is no doubt that it is a tragic experience to a teacher, yet they can avoid the frustration by sincerely involving into the matter and discovering the real cause for the deterioration. Most probably, the root cause for this backwardness of achievement level will prove to be almost universal absence of study skills among school goers.

In order to reduce the deterioration in achievement, a thorough need for the study of self-concept, achievement motivation and study skills of students at X standard level become vital and the need for the study arises.

Socialization involves the complementary process of individualization and along with social development, every individual develops a self-concept. The self-concept is a major importance in understanding an individual, his Motivation, interest, study habits and study skills and in short his behaviour. The self is a system of attitudes, feeling and perception that the individual has himself or herself.

These are all important in determining behaviour either at home or at school. Self-concept is the feelings which one has about one self and such a self-evaluation greatly influences behaviour and interpretation of environmental situations in which he is studying different subjects with different motivation, study skills and students self-concept. With a positive self-concept, higher achievement motivation and good study skills of an individual is creative, novel, spontaneous and achieve anything as
he/she likes. So, the self-concept of oneself, proper motivation and study skills will make him to develop his potential powers and capacity which will enhance his achievement. Students self-concept, motivation and study skills are the determinants to perform better in every subject. It is therefore felt need to study the problem entitled, “Self-Concept, Achievement Motivation, Study Skills in Relation to Academic performance of X Standard Students”.

1.27 SIGNIFICANCE OF THE STUDY

The National Policy Education NPE (1986) specially emphasised on fostering better study skills and the development of self-concept among students.

It is sincerely hoped that the present study will definitely find solutions to help in good achievement with development of self-concept and good study skills of learners at the secondary level.

For every activity of an individual, skills make his daily routine or path easier and well planned. In a similar way, study skills provide a smooth path for achieving the goal in education as well as all walks of life. The study skills, with achievement motivation, for example, sitting in an ideal place and studying may increase one’s concentration and the art of remembrance. Remembrance of power of memory in turn increases confidence and consciousness and it leads to achievement at the end. It saves the energy and time of the student as well as in improving study skills, discipline, planning, execution, systematization, orderliness and almost all desired activities and behaviours among the learners.

Self-concept, achievement motivation and study skills play an active role in the all around development of an individual. In this context, the present study is
significant. In the knowledge era, the X standard students have an opportunity to
develop their personality and use their potential abilities irrespective of the socio-
economic characteristics for achieving excellence in secondary education.

The self-concept is very important for individual to do anything in his life according to his potentialities and capacities including academic performance.

This study will estimate on the one hand, the role of social structure in
determining achievement motivation and on the other hand, the role of achievement motivation in determining achievement. In addition to that the study skills can influence learning any subjects easily and interestingly. Thus, this study has its own significance.

1.28 SCOPE OF THE STUDY

It has been observed that lack of achievement motivation, negative self-concept and poor study skills of an individual not only retards school progress but also develops frustration, destroys initiatives and losing confidence, and makes prominent the feeling of worthlessness towards himself and the subject of study, whereas effective achievement motivation, positive self-concept and good study skills ensure one’s own development, academic performance, success, happiness and sense of accomplishment are possible to acquire in students.

This study will definitely throw more light on students at standard tenth level to improve their knowledge and skills. The outcome of the study may be useful to formulate appropriate strategies to improve student’s self-concept, achievement motivation and the study skills of learners.
This study will give an idea about the sections of society and the teachers that requires special attention in enhancing academic performance.

1.29 ASSUMPTIONS OF THE STUDY

The study is based on the following assumptions.

1. The X standard students are more aware of self-concept, achievement motivation and study skills, they can secure more marks in the examinations. The students may or may not be aware of all these things.

2. To make them aware of all these variables the support of teachers and parents are necessary for students to achieve good academic performance.

3. The students are expected to know previous years question papers to familiar with the pattern of question papers and marks allotted to each question prior to examinations.

4. The students strive to achieve at higher level in their academic performance.

5. Every student will have an achievement motivation but the levels may vary.

6. The social groups, culture and value system will determine the level of achievement and the level of achievement motivation, self-concept and study skills.

Being highly motivated can lead to a more rewarding life. It can improve upon existing aspects of life (such as better relationships with friends and family) and can change or introduce other aspects namely non-scholastic achievements.
1.30 STATEMENT OF THE PROBLEM

To be successful in life one should achieve something in his life. To achieve something in his life one needs interest, attitude, aptitude, sincerity and dedication towards work and study. These qualities make one to achieve the aims and goals which he sets for himself.

For achieving something, the basic need is to understand the aims and objectives completely. In this context, the researcher wants to study the X standard students’ self-concept, their achievement motivation and study skills and how far these elements influence them for achievement. The present study is stated as follows “Self-Concept, Achievement Motivation and Study Skills in Relation to the Academic Performance of Tenth Standard Students”.

1.31 OPERATIONAL DEFINITIONS OF THE KEY TERMS

1. SELF-CONCEPT

Self-concept implies a person’s perception or view of himself, self-concept is what the individual thinks of his actual self. Self-concept is the totality of attitude, Judgements and value of an individual, related to his behaviours abilities and qualities (According to Hari’s, 1960).

2. ACHIEVEMENT MOTIVATION

Achievement motivation is defined as the desire to accomplish something of value or importance through effort and to meet standards of excellence in that activity (MC Clelland et.al., 1953).
3. STUDY SKILLS

The study skills are the abilities and approaches applied in learning. They are generally critical to success in school. They are considered essential for acquiring good grades, and are useful for learning throughout one’s life. It be developed in order to improve a learner’s capacity to learn.

4. ACADEMIC PERFORMANCE

“Performance is proficiency of achievement in a given skill or body of knowledge” (Dictionary of Education, 1954).

Academic performance is a measure of knowledge gained in formal education usually indicated by test scores, grade, point, average and degrees. (Encyclopedia Dictionary of Psychology and Education, 2005).

Student’s performance in academic and their level of attainment of knowledge about the subjects or their level of acquisition of knowledge, understanding and skills of that particular subject viz., Mathematics, General Science and Social Science.

1.32 OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To study the level of self-concept of the X standard students.

2. To find out the significant difference in the self-concept mean scores of the X standard students in terms of sex, locale, medium of instruction, community, type of school, type of management, parent’s educational status, parent’s occupation and type of stay.
3. To study the level of achievement motivation of the X standard students.

4. To find out the significant difference in the achievement motivation mean scores of the X standard students in terms of sex, locale, medium of instruction, community, type of school, type of management, parent’s educational status, parent’s occupation and type of stay.

5. To study the level of study skills of the X standard students.

6. To find out the significant difference in the study skills mean scores of the X standard students in terms of sex, locale, medium of instruction, community, type of school, type of management, parent’s educational status, parent’s occupation and type of stay.

7. To study the level of academic performance of the X standard students.

8. To find out the significant difference in the academic performance mean scores of the X standard students in terms of sex, locale, medium of instruction, community, type of school, type of management, parent’s educational status, parent’s occupation and type of stay.

9. To find out the significant relationship between self-concept, achievement motivation, study skills and academic performance of the X standard students.

10. To compare groups of X standard students with different levels of academic performance with respect to self-concept, achievement motivation and study skills.
1.33 HYPOTHESES OF THE STUDY

In the light of the above objectives, the following null hypotheses are formulated for testing.

1. There is no significant difference in the self-concept mean scores between boys and girls.

2. There is no significant difference in the self-concept mean scores between rural and urban schools X standard students.

3. There is no significant difference in the self-concept mean scores between Kannada and English medium X standard students.

4. There is no significant difference in the self-concept mean scores between SC/STs and non-SC/ST students.

5. There is no significant difference in the self-concept mean scores between co-education and girls school students.

6. There is no significant difference in the self-concept mean scores among government, private aided and private unaided schools X standard students.

7. There is no significant difference in the self-concept mean scores between X standard students of graduate and non-graduate parents.

8. There is no significant difference in the self-concept mean scores among X standard students of employed, agriculture and business parents.

9. There is no significant difference in the self-concept mean scores between X standard students, hostellers and dayscholars.
10. There is no significant difference in the achievement motivation mean scores between X standard boys and girls.

11. There is no significant difference in the achievement motivation mean scores between X standard rural and urban students.

12. There is no significant difference in the achievement motivation mean scores between Kannada and English medium X standard students.

13. There is no significant difference in the achievement motivation mean scores between SC/STs and non-SC/ST students.

14. There is no significant difference in the achievement motivation mean scores between co-education and girl’s school students.

15. There is no significant difference in the achievement motivation mean scores among government, private aided and private unaided schools X standard students.

16. There is no significant difference in the achievement motivation mean scores between X standard students of graduate and non-graduate parents.

17. There is no significant difference in the achievement motivation mean scores among X standard students of employed, agriculture and business parents.

18. There is no significant difference in the achievement motivation mean scores between hostellers and dayscholars X standard students.

19. There is no significant difference in the study skills mean scores between X standard boys and girls.
20. There is no significant difference in the study skills mean scores between X standard rural and urban students.

21. There is no significant difference in the study skills mean scores between Kannada and English medium X standard students.

22. There is no significant difference in the study skills mean scores between SC/STs and non-SC/ST students.

23. There is no significant difference in the study skills mean scores between co-education and girls school students.

24. There is no significant difference in the study skills mean scores among government, private aided and private unaided schools X standard students.

25. There is no significant difference in the study skills mean scores between X standard students of graduate and non-graduate parents.

26. There is no significant difference in the study skills mean scores among X standard students of employed, agriculture and business parents.

27. There is no significant difference in the study skills mean scores between X standard students hostellers and dayscholars.

28. There is no significant difference in the academic performance mean scores between X standard boys and girls.

29. There is no significant difference in the academic performance mean scores between X standard rural and urban students.

30. There is no significant difference in the academic performance mean scores between Kannada and English medium X standard students.
31. There is no significant difference in the academic performance mean scores between SC/STs and non-SC/ST students.
32. There is no significant difference in the academic performance mean scores between co-education and girls school students.
33. There is no significant difference in the academic performance mean scores among government, private aided and private unaided schools X standard students.
34. There is no significant difference in the academic performance mean scores between X standard students of graduate and non-graduate parents.
35. There is no significant difference in the academic performance mean scores among X standard students employed, agriculture and business parents.
36. There is no significant difference in the academic performance mean scores between X standard hostellers and dayscholars students.
37. There is no significant difference in the mean scores of self-concept between high performing and low performing X standard students.
38. There is no significant difference in the mean scores of achievement motivation between high performing and low performing X standard students.
39. There is no significant difference in the mean scores of study skills between high performing and low performing X standard students.
40. There is no significant relationship between self-concept and achievement motivation of the X standard students.
41. There is no significant relationship between achievement motivation and study skills of the X standard students.

42. There is no significant relationship between study skills and academic performance of the X standard students.

43. There is no significant relationship between self-concept and study skills of the X standard students.

44. There is no significant relationship between achievement motivation and academic performance of the X standard students.

45. There is no significant relationship between self-concept and academic performance of the X standard students.

1.34 LIMITATIONS OF THE STUDY

1. The study was limited to the selected high schools in Mysore.

2. This study has been confined only to X standard students.

3. The size of the sample has been restricted to a maximum of 800 students.

4. Among the various boards of secondary level, only the students from ‘Karnataka Secondary School Examination Board’ has been considered.

5. The study was confined to the variables under consideration viz. self-concept, achievement motivation, study skills and academic performance of X standard students.
1.35 ORGANISATION OF THE THESIS

The thesis is divided into five chapters followed by Bibliography and Appendix.

Chapter I deals with the statement of the problem, objectives, the need and significance of the study.

Chapter II deals with the review of related literature. An attempt is made to find the research gap of the study by reviewing the studies conducted in India and Abroad.

Chapter III describes the detailed methodology employed for studying the present investigation.

Chapter IV deals with the analysis and interpretation of the data.

Chapter V deals with summary and conclusions. A brief summary of the study is presented along with recommendations and suggestions for further research in this area of study.