PUBLISHED ARTICLES
INTRODUCTION

Although feeling negative yourself an unpleasant situation. (Such people especially get down on themselves when they fail). It isn’t always entirely bad. Fears and feeling interior many some times compel us to work very hard to succeed. Most of the time, however, failure make us (especially if we are extrinsically motivated or conclude we are stupid) feel incompetent and uninterested in the task. Certainly, as we will see, there are better ways to motivate ourselves, but nevertheless self-doubts, fears, and guilt can help us strive to be better. At the other extreme, there are highly arrogant people who are mean, dishonest, immoral lazy, and all sorts of bad stuff. High self-concept can be part of a serious problem as well as parts of solutions.

Our mental processes our “cognition” – play a complex and dramatic role in our lives. Our cognition makes us human. We can cope only by first sensing and understanding the environment. Sometimes we misperceive and wrongly interpret the situation, causing problems. Our expectations and response sets partly determine how we see the world. Our attitudes, suspicious and conclusions about others also determine how we related to people. Our hopes, dreams, and for fears become self-fulfilling prophesies and determine the future to some extent. Our values and goals determine the directions our lives take. Our knowledge of human behaviour, including self-help skills, and our rational planning partly determine our success in achieving our life goals. Our motivation also determines how far we go in the directions set by our needs and values. The discrepancies between reality and our ideals will determine how satisfied we are with ourselves and our lives, most importantly; humans are the only species which can systematically study its own thought processes. We know some of our inner selves. All of this phenomenal world of cognition is due to 2 ½ pounds of 100 billion nerve cells inside each human head. The brain weighs less than 3% of our total weight but burns 25% of our total oxygen intake. It is a busy, powerful, phenomenal, mysterious place.

REVIEW OF LITERATURE

Frank C. et al (2008), Yara (2010) and Maarten Pinxten et al (2011) reported that caste of individuals do have significant difference on self concepts. However, Purdie, N and Mc. Crindle, A (2004), Winnie Mucherah et al (2010), Yamuna (2011) and Padakanti Bal Raju (2012), reported that caste of individuals do not have significant difference on self concepts.


Scope of the Study: The main intention of the present study is to find the relation of self concepts of intermediate students with caste and academic achievement.

Objective of the Study: To study the impact of caste and academic achievement on the self concepts of intermediate students.

Hypotheses of the study

1. There would be no significant impact of ‘caste’ on the self concepts of intermediate students.
2. There would be no significant impact of ‘academic achievement’ on the self concepts of intermediate students.

Tools for the Study

1. The attitude towards self concepts questionnaire was developed by Mukta Rani Rastogi (1974). The tool was highly reliable for the investigation. The total items are 51. There were 23 positive and 28 negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Undecided (U.D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method.
2. The half yearly marks of the students as indices of the academic achievement of the students.


Data Collection
The sample for the investigation consisted of 320 intermediate students in Y.S.R. district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban and third stage gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited intermediate colleges with the permission of the principals of the colleges. The Intermediate students who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Intermediate students of the colleges. The Intermediate students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The self concepts questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique ‘F’ and ‘t’ – tests was employed to test hypothesis.

RESULTS AND DISCUSSION
1. Caste
The relationship of self concept of intermediate students with their caste is studied in the present investigation. On the basis of caste, the students are divided into groups. The academic achievement of students is up to 49% forms with the Group – I, Group – II forms with academic achievement of students is 50% to 59% and Group – III forms with academic achievement of students is above 59%. The corresponding self concept of intermediate students of the groups were analyzed accordingly. The mean values of self concept of intermediate students for the groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

Hypothesis – 1
There would be no significant impact of ‘caste’ on the self concept of intermediate students.

The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 1.

Table – 1: Influence of caste on the self concept of intermediate students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Caste</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>'F' – Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>OC</td>
<td>135</td>
<td>140.80</td>
<td>12.78</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>72</td>
<td>141.18</td>
<td>14.39</td>
<td>10.462**</td>
</tr>
<tr>
<td>3.</td>
<td>SC and ST</td>
<td>113</td>
<td>148.69</td>
<td>16.24</td>
<td></td>
</tr>
</tbody>
</table>

** Indicates significant at 0.01 level

It is clear from Table – 1 that the computed value of 'F' for the self concept of intermediate students is (10.462). It is greater than table value of 'F' (4.680) for 2 and 297 df at 0.01 level. Hence Hypothesis - 1 is rejected at 0.01 level of significance. It is concluded that the caste has significant influence on the self concept of intermediate students.

2. Academic achievement
The relationship of self concept of intermediate students with their academic achievement is studied in the present investigation. On the basis of academic achievement the students are divided into groups. The academic achievement of students is up to 49% forms with the Group – I, Group – II forms with academic achievement of students is 50% to 59% and Group – III forms with academic achievement of students is above 59%. The corresponding self concept of intermediate students of the groups were analyzed accordingly. The mean values of self concept of intermediate students for the groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

Hypothesis – 2
There would be no significant impact of ‘academic achievement’ on the self concept of intermediate students.

The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 2.

Table – 2: Influence of academic achievement on the self concept of intermediate students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Academic achievement</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>'F' – Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Group – I</td>
<td>132</td>
<td>147.21</td>
<td>14.49</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Group – II</td>
<td>88</td>
<td>142.25</td>
<td>14.02</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Group – III</td>
<td>100</td>
<td>140.25</td>
<td>15.22</td>
<td>6.984**</td>
</tr>
</tbody>
</table>

** Indicates significant at 0.01 level

It is clear from Table – 2 that the computed value of ‘F’ for the self concept of intermediate students is (6.984). It is greater than table value of 'F' (4.680) for 2 and 317 df at 0.01 level. Hence Hypothesis - 2 is rejected at 0.01 level of significance. It is concluded that the academic achievement has significant influence on the self concept of intermediate students.

Findings: There is significant influence of caste and academic achievement at 0.01 level of significance on the self concepts of intermediate students.

Conclusions: In the light of the findings, the following conclusions are drawn. Caste, academic achievement have significant influence on the self concepts of intermediate students.

EDUCATIONAL IMPLICATIONS
The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their self concepts of intermediate students.

1. Caste is highly influence on the self concept of intermediate students. SC and ST students have positive self concept than the other caste group students. The administrators to provide facilities for the various caste groups.

2. Academic achievement is highly influence on the self concept of intermediate students. Low achievement students have positive self concept than the high achievement students. The administrators to provide extra coaching facilities for low achievement students.
REFERENCE
Today our self-concept, i.e., our knowledge assumptions, and feelings about ourselves, is central to most of the mental process. The self-awareness is one of the most important concepts in psychology. We know that each person's self-concept is different from all others. The main objective of the present study is to study the influence of group of study, size of the family on the self-concepts of intermediate students. Self-concept questionnaire developed by Mukta Rani Rastogi (1974) was adopted. A sample of 320 Intermediate students representing all categories of intermediate colleges in Y.S.R. District by following the standardized procedures, ‘t’-test and ANOVA (‘F’-test) were employed for analysis of the data. There is significant influence of group of study and size of the family at 0.01 level of significance on the self-concepts of intermediate students.

INTRODUCTION

The self-concept is probably primarily learned or acquired, but basic tendencies, such as to like or dislike others or oneself, might be inherited as well. The self-concept may have conscious and unconscious facets: it is a safe but that the former is more socially acceptable than the later. Sorely very few of us would consider even our conscious selves to be perfect. Some think the "self" we know is just a highly verbal part of us that tries to understand our other parts. Obviously, there are many different notions about the self.

The concept of good self-concept becomes clearer, however, if you think of it was having to parts: (a) a generally positive but realistic self-evaluation and (b) the generally positive belief that one can handle life's problem. Currently, there is a national debate between two groups of theorists: (i) those who believe low self-concept causes most social problems school failure, strained relationships, drug use, unwanted pregnancy, delinquency and all kinds of troubles. They, of course, advocate building children's self-concept but mostly by giving rewards and praise even for easy tasks in school, self-concept is considered so vital that some even say “don’t make your kids feel bad if they lie and steal” (2) the other theorists tasks it is the other way around i.e.; that failing in school, getting in trouble, fighting in the street and at home, being irresponsible and anti-social etc. cause low self-esteem. I suspect both views are right to some extent, i.e. the "self" we know is just a highly verbal part of us that tries to understand our other parts. Obviously, there are many different notions about the self.

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The self-concept questionnaire was developed by Mukta Rani Rastogi (1974). The purpose of the present study was to study the relation of self-concepts of intermediate students with group of study and size of the family.

Hypotheses of the study

1. There would be no significant impact of ‘group of study’ on the self-concepts of intermediate students.
2. There would be no significant impact of ‘size of the family’ on the self-concepts of intermediate students.

Tools for the Study

1. The attitude towards self-concepts questionnaire was developed by Mukta Rani Rastogi (1974). The tool was highly reliable for the investigation. The total items are 51. There were 23 positive and 28 negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Undecided (U.D.), Disagree (D.A.) and Strongly Disagree (S.D.A.).

2. Personal data regarding the student – 1. Name, 2. Group of study, 3. Size of the family.

Data Collection

The sample for the investigation consisted of 320 intermediate students in Y.S.R. district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban and third stage gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited intermediate colleges with the permission of the principals of the colleges. The Intermediate students who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Intermediate students of the colleges. The Intermediate students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The self-concepts questionnaire and personal data sheet were administered. The data on each variable in the investigation.

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ABSTRACT

Today our self-concept, i.e., our knowledge assumptions, and feelings about ourselves, is central to most of the mental process. The self-awareness is one of the most important concepts in psychology. We know that each person's self-concept is different from all others. The main objective of the present study is to study the influence of group of study, size of the family on the self-concepts of intermediate students. Self-concept questionnaire developed by Mukta Rani Rastogi (1974) was adopted. A sample of 320 Intermediate students representing all categories of intermediate colleges in Y.S.R. District by following the standardized procedures, ‘t’-test and ANOVA (‘F’-test) were employed for analysis of the data. There is significant influence of group of study and size of the family at 0.01 level of significance on the self-concepts of intermediate students.
RESULTS AND DISCUSSION

1. Group of study
The relationship of self concept of intermediate students with their group of study is studied in the present investigation. Group of study means Intermediate students are taken some specializations for example M.P.C., B.L.P.C. C.E.C. and H.E.C. etc. On the basis of group of study, the students are divided into three groups. Group – I is formed with M.P.C. and B.L.P.C. students Group – II formed with C.E.C.students and Groups – III is formed with H.E.C. students. The corresponding self concept of intermediate students of the three groups were analyzed accordingly. The mean values of self concept of intermediate students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 1
There would be no significant impact of ‘group of study’ on the self concept of intermediate students.

The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 1.

Table – 1: Influence of group of study on the self concept of intermediate students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Group of study</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘F’ – Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Group – I</td>
<td>66</td>
<td>138.91</td>
<td>9.79</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Group – II</td>
<td>134</td>
<td>142.84</td>
<td>15.19</td>
<td>8.359**</td>
</tr>
<tr>
<td>3.</td>
<td>Group – III</td>
<td>100</td>
<td>148.10</td>
<td>16.05</td>
<td></td>
</tr>
</tbody>
</table>

**Indicates significant at 0.01 level

It is clear from Table – 1 that the computed value of ‘F’ for the self concept of intermediate students is (8.359). It is greater than table value of ‘F’ (4.680) for 2 and 317 df at 0.01 level. Hence Hypothesis – 1 is rejected at 0.01 level of significance. It is concluded that the group of study has significant influence on the self concept of intermediate students.

2. Size of the family
The relationship of self concept of intermediate students with their size of the family is studied in the present investigation. Size of the family means total members of the family. On the basis of size of the family, the students are divided into three groups. Group – I is formed with three members of the family, Group – II formed with four members of the family and Group – III is formed with five members and above. The corresponding self concept of intermediate students of the three groups were analyzed accordingly. The mean values of self concept of intermediate students for the three groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

Hypothesis – 2
There would be no significant impact of ‘size of the family’ on the self concept of intermediate students.

The above hypothesis is tested by employing ‘F’ - test. The results are presented in Table – 2.

Table – 2: Influence of size of the family on the self concept of intermediate students

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Size of the family</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘F’ – Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Group – I</td>
<td>94</td>
<td>141.36</td>
<td>15.92</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Group – II</td>
<td>93</td>
<td>147.95</td>
<td>15.09</td>
<td>5.641**</td>
</tr>
<tr>
<td>3.</td>
<td>Group – III</td>
<td>133</td>
<td>142.32</td>
<td>13.35</td>
<td></td>
</tr>
</tbody>
</table>

** Indicates significant at 0.01 level

It is clear from Table – 2 that the computed value of ‘F’ for the self concept of intermediate students is (5.641). It is greater than table value of ‘F’ (4.680) for 2 and 317 df at 0.01 level. Hence Hypothesis – 2 is rejected at 0.01 level of significance. It is concluded that the size of the family has significant influence on the self concept of intermediate students.

Findings:
There is significant influence of group of study and size of the family at 0.01 level of significance on the self concepts of intermediate students.

Conclusions:
In the light of the findings, the following conclusions are drawn.
Group of study, size of the family have significant influence on the self concepts of intermediate students.

EDUCATIONAL IMPLICATIONS
The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their self concepts of intermediate students.

1. Group of study is highly influence on the self concept of intermediate students. H.E.C. group students have positive self concepts than the M.P.C. and B.L.P.C. group students. The administrators to provide facilities for M.P.C. and B.L.P.C. students.

2. Size of the family is highly influence on the self concept of intermediate students. Small family group students have positive self concepts than the big family group students. The administrators to provide facilities for big families.

REFERENCE


ses. S.V.University. Tirupati.