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“A STUDY OF SELF-CONCEPT AND LEVEL OF ASPIRATION OF HIGH ACHIEVERS AND LOW ACHIEVERS”

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Abstract:

A significant part of child's life is spent in school and with peers. Unfavorable self-concept undermines the child's self-confidence. All behaviours are governed by the self-concept. Self-concept and group also influence the goal-setting behaviour of students. The main objective of this study is collecting the facts about the self-concept and the level of aspiration of the High achievers and Low achievers. The sample of this research work consists of 100 secondary level students. The data were treated by t-test. Through analysis and interpretation of data, regarding the Self-concept, the High achievers were found having good Self-concept while the Low achievers were found having average Self-concept. Regarding the Level of Aspiration, the High achievers were found having level of inspiration high while the level of aspiration of the Low achievers of average level. The significant differences were found between the Self-concept of the High achievers and the Low achievers as well as the Level of Aspiration.

(Key words: High Achievers, Low Achievers, Self-Concept, Level of Aspiration)

INTRODUCTION

Growth and development of an individual is essentially attributed to his inherited heredity and the environment in which he happens to live his life. Everyone comes to this world with certain characteristics transmitted to him through the parents. The interaction between the forces of heredity and environment determines the personality brought up of

individuals. A significant part of child's life is spent in school and with peers. In our society a child is put into school from age of 3 years onwards and from this very tender age, the child is constant contact with the teachers and peers apart from the parents, family members. Some children have greater problems of social adjustment than others. Friendship fosters acceptance and, withdrawal and hostility encourage rejection. Unfavorable self-concept undermines the child's self-confidence. Such children are not very effective in working with others. Self-esteem goes with popularity and the more frequently chooses students have a higher self-concept and high aspirations. All behaviors are governed by the self-concept. The child's concept of himself as a person is a mirror image of what he believes important people in his life—his parents, brothers and sisters, relatives, playmates, and later, teachers think of him. The adolescent who does poorly in school may feel inadequate and develop behavioral patterns that lead to rejection by the peer group. His personal successes and failures in different situations in the group can lead him to see himself as a leader, a loner, a criminal as well adjusted or maladjusted person. Self-concept and group also influence the goal-setting behavior of students. The teachers and members of the peer group have more influence on educational, vocational, and social aspirations during school period than family members. By success in achieving goals, the students win approval and acceptance of group whereas by failures in achieving goals, they suffer inferiority complex and having low achievement. Parental warmth, support, authoritativeness, harmony foster high self-esteem in children. Family background also influences personality, self-concept as well as goal setting behavior of adolescents. Highest percentage of maladjusted children come from low socio-economic conditions.

The teacher and school assume great responsibility in the process of development of children. They spend a large amount of day time in school and the main focus of the school activities is to develop their potentialities in full. The school provides the proper climate for their physical, social, emotional, and intellectual development. The teacher can contribute significantly in the development of personality, increasing the level of self-concept and level of aspiration of every student by organizing appropriate education programmes.

REVIEW OF RELATED LITERATURE

Many more researches have been trying to discriminate the concerning factors that correlate with high and low achievement. The available literature has been proved that self-concept, personality and tendency of seeking knowledge have a great amount of effect on achievement among the students. Poonawala, N. (2005) studied and results indicated that five factors of personality namely neuroticism, extroversion, agreeableness, openness and conscientiousness were strong predictors of self-esteem as well as ways of coping with stress. Self-esteem was a good predictor of ways of coping with stress. Bamman, S.S. and Ksheersagar, Surekha (2008) found that there were significant differences between the level

of academic achievement among rural and urban school students and the self-concept factor contributing to difference. Urban school students performed better than rural school students and urban students had poor self-concept than rural students. Soneji, Bhawna; Lal, Leela; and Nigam, Bhupendra (2009) indicated that there was very low negative correlation between self-concept and locus of control of deprived girls which was statistically insignificant. Jaglap, Anita, Ajay (2014) studied and found that high achievers have more Academic interest, adjustment power and creativity more than the low achievers. Khan, Mahmood, Ahmed and Rather, Manzoor Ahmad (2015) studied and found that personality factors are the crucial predictors and determinates of one's academic achievement. Sannakkanavan, Prakash (2017) studied and found that the high achievers have better learning ways than the low achievers. Bhimappa, Rangannavar and Nagappa, Shahapur, P. (2018) found that the high achievers having higher self-planning as compared to low achievers. Sawhney, Neena and Bansal, Sneha (2019) found that the self-efficacy and its subs skill components should be emphasized in education. Sharma, Anjali, Rawat: Neha and Pinku (2021) studied and found that language creativity in Hindi writing expressions is affected by high, average and low academic achievement of the students.

NEED AND SIGNIFICANCE OF THE STUDY

Education plays an important role to provide opportunities for the development of the potentialities of individual to contribute for the development of the nation. Educational backwardness and low academic achievement of children is most crucial problem for school and teachers. The aspiration of making thinking and problem solving a target for all our student population has several sources. Providing educational facilities or offering scholarships did not solve the problem of student's backwardness. Students who are not working hard in their studies and brooding or day dreaming and consider the schooling process as boring are important for the teachers. The teachers can face many problems and hurdles to handling low achieving students in the class room. There is a challenge to cater the problems for better achievement. So, it's a very difficult task for a teacher to manage classroom to ensure that high achievers do not dominate learning conditions and opportunities.

It appears that High achievers have better understanding than the Low achievers. It is necessary to develop better understanding among teachers about the High achievers and Low achievers. In this connection, various questions arise such as Is there any difference exist between the self-concept of High achievers and Low achievers? Is there any difference exist between the level of Aspiration of High achievers and Low achievers? How far a teacher can help the Low achievers? For this purpose, the researcher was selected this problem for investigation.

OBJECTIVES OF THE STUDY

The main objective of this study is collecting the facts about the self-concept and the level of aspiration of the High achievers and Low achievers. The objectives of the present study were-

1. To study the self-concept of High achievers.
2. To study the self-concept of Low achievers.
3. To study the level of aspiration of High achievers.
4. To study the level of aspiration of Low achievers.
5. To study the difference exists between the self-concept of High achievers and Low achievers.
6. To study the difference exists between the level of aspiration of High achievers and Low achievers.

HYPOTHESES OF THE STUDY

The research hypotheses of the present study were:

H₁ The significant difference exists between the self-concept of High achievers and Low achievers.

H₂ The significant difference exists between the level of aspiration of High achievers and Low achievers.

DELIMITATIONS OF THE STUDY

Present study has been delimited in following aspects.

1. The study was limited to the secondary level schools in Meerut City.
2. The sample of the study was selected from both aided and non-aided schools affiliated with U.P. Board of Meerut City.
3. Girls and boys both were selected as a population of the research work.

METHOD OF THE RESEARCH

To present research work 'Descriptive Survey Research' method has been used as method of research. A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. In the present study the researcher had made a survey of the High achievers and Low achievers of secondary schools to know their self-concept level and aspiration level.

POPULATION

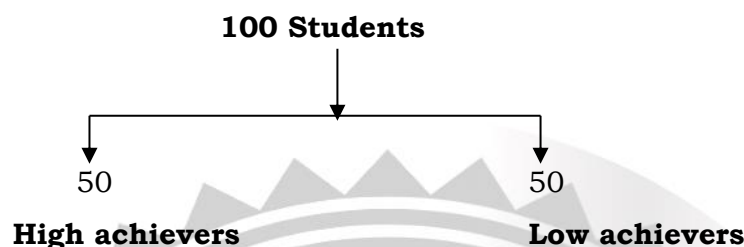
A population refers to any collection of specified groups of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas etc. It is called as Universe. The population of the present study consists of all the secondary level students studying in various secondary and higher secondary schools of Meerut City.

SAMPLE AND SAMPLE TECHNIQUE

The sample of this research work consists of 100 secondary level students studying in various secondary and higher secondary schools of Meerut City.

Sample

Layout of Sample



Sample Technique

In present study random sampling method has been used which is a type of probability sampling method. First of all, the researcher found out the list of all secondary and higher secondary schools of Meerut city affiliated to U.P. Board. The names of schools were written on slips and 10 slips were chosen randomly. Thereafter 5 High achievers and 5 Low achievers were selected on the bases of information got from concerning teachers, classmates and school cumulative records of particular students. Thus, the researcher was selected total 100 students - 50 as High achievers and 50 as Low achievers from remaining schools.

TOOLS USED

Researcher uses tools to obtain the data related to the research questions on the sample. In the present study three standardized tools have been used. They are as follows:

1. Swatva Both Parikshan was designed by Dr. (Mrs.) G.P. Sherry, Dr. R.P. Verma and Dr. P.K. Goswami. The main objective of this test is to measure the self-concept of the school going adolescents. Swatva Both Parikshan, is a forty-eight items test yielding scores in eight different dimensions of the self-concept and on the total. The present test provides eight separate measures of self-concept as health and physique, temperamental qualities, academic status, intellectual abilities, habits and behaviour, emotional tendencies, mental health, and socio-economic status.
2. Level of Aspiration Measure test was constructed and standardized by Dr. Mahesh Bhargava and Prof. M.A. Shah to measure the level of aspiration of individuals. This test provides three types of scores for measure of aspiration level of individuals as 1. Goal Discrepancy Score (GDS), 2. Attainment Discrepancy Score (ADS), and 3. The Number of Times the Goal Reach Score (NTRS). In present study the level of aspiration has measured in term of Goal Discrepancy Score (GDS).

APPLIED STATISTICAL TECHNIQUE

In the present study to know the differences between the self-concept and level of aspiration of the High achievers and Low achievers, t-test was used as statistical technique. Analysis of the data means to make the raw data meaningful or to draw some result from the data after the proper treatment. The hypotheses are tested with the help of analysis of data to obtain some significant results. In the present research, researcher collect required all data through survey and is being calculated mean and S.D., to find out the validity of the research hypotheses t-test has been conducted on scores.

For defining the Self- concept of the High achievers and Low achievers, the mean value of scores on self-concept is present in the following para-

Table - 1

Mean Value of Scores on Self-concept of the High achievers and Low achievers

S.No.	Group	No. of Students	Mean	Interpretation
1.	High achievers	50	39.74	Good Self-concept
2.	Low achievers	50	27.86	Average Self-concept

The above table shows that the High achievers obtained higher mean score as compared with the Low achievers on self-concept. The mean self-concept score of the High achievers (39.74) is belonged with the category '39-44' that indicates 'Good self-concept' and the mean self-concept score of the Low achievers (27.86) is belonged with the category '27-38' that indicates 'Average self-concept' in given manual of the test.

For defining the level of aspiration of the High achievers and the Low achievers, the mean value of scores on level of aspiration regarding GDS (Goal Discrepancy Score) is present in following para-

Table - 2

Mean Value of Scores on Level of Aspiration of the High achievers and the Low achievers regarding GDS (Goal Discrepancy Score)

S.No.	Group	No. of Students	Mean	Interpretation
1.	High achievers	50	5.384	High Aspirant
2.	Low achievers	50	1.422	Average Aspirant

The above table shows that the High achievers obtained higher mean score as compared with the Low achievers on level of aspiration regarding GDS. The mean value of scores on level of aspiration of the group of High achievers (5.384) indicates that the High achievers are high aspirant students whereas the mean value of scores on level of aspiration

of the group of Low achievers (1.422) indicates that the Low achievers are average aspirant students.

For testing the hypothesis of 'Equality of Means' of two independent samples of the High achievers and the Low achievers, t-test has been applied to the data of self-concept and results are presented below:

(H₁)- The significant exists difference between the self-concept of the High achievers and Low achievers.

Table - 3

Showing Number of students, Mean, S.D. and t-test of scores on Self-concept of the High achievers and the Low achievers

S. No.	Group	No. of Students	Mean	S.D.	D (M ₁ -M ₂)	σ_D	t-value	Result
1.	High achievers	50	39.74	4.902	11.88	0.984	12.073	Significant**
2.	Low achievers	50	27.86	4.941				

** Significant at 0.01 level of significance.

The summary of table shows that the calculated value of 't' has been highly significant at 0.01 level of significance. The average of self-concept of the group of High achievers is 39.74 and that of the group of Low achievers is 27.86. The group of High achievers has been found to have self-concept significantly higher than that of the group of Low achievers. Therefore, research hypothesis that the significant difference exists between the self-concept of High achievers and Low achievers, is accepted.

For testing the hypothesis of 'Equality of Means' of two independent samples of the High achievers and the Low achievers, t-test has been applied to the data of Level of Aspiration and results are presented below:

(H₂)- The significant difference exists between the level of aspiration of the High achievers and the Low achievers.

Table - 4

Showing Number of students, Mean, S.D. and t-test of scores on Level of Aspiration of the High achievers and the Low achievers regarding GDS (Goal Discrepancy Score)

S. No.	Group	No. of Students	Mean	S.D.	D (M ₁ -M ₂)	σ_D	t-value	Result
1.	High achievers	50	5.384	2.745	3.962	0.475	8.341	Significant**
2.	Low achievers	50	1.422	1.941				

** Significant at 0.01 level of significance.

The summary of table shows that the calculated value of 't' has been highly significant at 0.01 level of significance. The average of level of aspiration regarding GDS of the group of High achievers is 5.384 and that of the group of Low achievers is 1.422. The group of High achievers has been found to have level of aspiration significantly higher than that of the group of Low achievers. Therefore, research hypothesis that the significant difference exists between the level of aspiration of the High achievers and Low achievers, is accepted.

FINDINGS

Through analysis and interpretation of data, the researcher has drawn some results which are given below:

1. Regarding the Self-concept, the High achievers were found having good Self-concept while the Low achievers were found having average Self-concept.
2. Regarding the Level of Aspiration, the High achievers were found having level of inspiration high while the level of aspiration of the Low achievers of average level. In order to compare between the Self-concept and the Level of Aspiration of the High achievers and the Low achievers, the following results were found-
3. Regarding the Self-concept, there was found a great difference between the self-concept of High achievers and Low achievers.
4. Regarding the Level of Aspiration, there was found a great difference between the level of aspiration of High achievers and Low achievers.

DISCUSSION

Results indicate that the self-concept of the High achievers are good to the Low achievers. This might be due to their all over performance and confidence. It is clear that higher self-esteem goes with higher school performance. Parental encouragement also influenced the self. In academic status and intellectual abilities, the High achievers are higher than the Low achievers. It is obvious that academic status and intellectual abilities influence the position of students in the class. It is observed that the High achievers are having good mental health than the Low achievers. The reasons being that the environment of home, society and school.

In case of the Level of Aspiration, the results show that the High achievers are high aspirant students to the Low achievers. This might be due to their level of self-concept because self-concept directly related to the level of aspiration. If once self-concept is poor, is not has confidence to do anything. The Low achievers suffer from the feeling of insecurity and feeling of inferiority. They think that they make failure whatever they do. Because of this feeling they do not set their goal on high level. They underestimate themselves.

CONCLUSIONS

From the above discussion, the following conclusions can be drawn:

1. High achievers have high self-concept as compared with that of the Low achievers.
2. The level of aspiration of High achievers is higher as compared with that of Low achievers.

For proper development of every student in the class, it is essential to understand why a particular student is sitting on back benches and need to decide what to do to help. The teacher should take the help of the High achievers and they should be assigned responsibility for their adjustment in the class. The High achievers can help in locating their problems easily. The teacher must avoid the labelling of the students because label is not temporary. 'Backward child', 'the last bencher', 'the late comer' etc. are some of the labels tied to a child. Instead of labelling a child, the teacher should better understand why the child creates problems. If it is beyond his capacity to deal with the child, he may refer the child to the appropriate expert.

The parents play most important role in shaping the personality pattern of children. Don't call them such name as 'weak', 'foolish' etc. and should not ignore their child's needs because lack of facilities increases the feeling of inferiority, feeling of insecurity and frustration. The parents must take their children's problem seriously. Cheerfulness is one of the most important quality for getting along with others. So the parents should make healthy, cheerful climate at home for proper development of the children. Effective parent-child relationship is must for proper development of a child. Effective parent-child relationship can be increase child's self-confidence level. Parental warmth, support, authoritativeness, harmony foster high self-concept in the children.

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