Introduction

CHAPTER - I

INTRODUCTION

According to Swami Vivekanand, (1893)

"Education is the manifestation of the perfection already in man. It is remarkable is its simplicity. To realize the self of God in Man is goal of education. This perfection has to be realized and manifested in one's own life."

So self-actualization or realization is most important phenomena in life of an individual.

An individual's self-concept includes awareness of what the individual is and how will the individual perform and achieve. This is innate tendency of an individual that who thinks about himself/herself. In day today life, individual asks number of questions, which are directly or indirectly, related to their 'I' i.e. Self. The self-concept is an universal idea that can be found in all primitive philosophies and religion In Hinduism, we know it as *atma*, well known for its individuality, the integration force of once personality and component for the universal cosmos, Brahma. A person's self-concept is the complete set of the perception persons has of himself or herself. More specifically, we can say that, a person's self-concept may range from high to low in positiveness. And a positive self-concept contributes to personality integration.

The patterns of perception developed by the individual as " he grows from infancy to childhood and maturity is called the self structure." As a child grows up he begins to make differentiation out of the blurred impression that is his/her world. The child begins to see himself/herself as person, somehow separate from the rest of the world. He slowly begins to learn that certain things belonged to him. Ultimately, the self is played an important role in the achievement of an individual's life.

Therefore, self-concept is dominant element in personality patterns and the knowledge of self-concept is very important in the learning process. The self-concept is a universal idea that can be found in all primitive philosophies and religion

The self-concept consists of organized conceptual patterns of the "I" and the "Me" together value attached to these concepts. Self-concept includes only those perceptions, which are vital, central, personal and important to him/her. Self-concept maintains its structure more strongly and consistently over longer period of time. At the elementary stage the development of self-concept is the vital activity. It is necessary to create and appropriate atmosphere around the students in class as well as home. Self-concept has a great deal to do with the students getting success or failure in the academic field. In present context, Padhi (1994) studied the effect of home environment on pupil's academic self-concept and achievement in science. The finding of the study was that control and protectiveness dimensions of home environment were positively related with both academic self-concept and academic achievement.

Larned and Muller (1979) found through cross sectional study that there is positive relationship of self-concept with the four areas- physical maturity, peer relation, academic success, and adaptiveness to school. Hansford and Hattie (1982) found the over all correlation between general self-concept and achievement to range from 0.77 to 0.96. Burns (1979) in his review report average correlation of 0.30 to 0.40 of school achievement with general self-concept and higher correlation with academic self-concept.

Anxiety also plays a crucial role because all of us are victim of anxiety in different ways. More simply we can say that anxiety is common phenomena of every one's life. Generally anxiety can be either a trait anxiety or state anxiety. A trait anxiety is stable characteristic of trait of the person. A state anxiety is one, which is aroused by some temporary condition of the environment such as examination, accident, and punishment.

Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task. Therefore, it is considered by many researchers that anxiety interferes with the activity and so learning is impeded. This notion is based on an erroneous understanding of the role of anxiety. In fact, anxiety might deter learning or might also stimulate it. According to Bugelski, (1983) attention is a primary factor in learning. Attention may result because of desire for reward, desire to escape punishment, curiosity etc. But basic to attention is anxiety. Bugelski (1983) considers that the task of the teacher is of creating the necessary degree of anxiety.

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It is difficult question to answer as how much anxiety is to created, for if the anxiety is too much, it would create a need to avoid the learning situation and to little anxiety would result in a lack of attention. Bugelski (1983) suggests that by arousing student's curiosity, the anxiety is created because curiosity is disguised form of anxiety.

The experiment by Sarah Alleson and Phillip Ash (1960) discovered the effect of anxiety of learning from films showed that the raising of the anxiety level was accompanied by an improvement in scores made on the test.

The children who suffer from over anxiety have difficulty in making progress in learning. They develop the patterns of behaviour, which are undesirable. For example, if students appear in the examination with too high an anxiety, he is likely to misunderstand the questions and forgetting may also result. Therefore, only the anxiety in the ranges stimulates the most effective learning. According to Con (1960) the academic performance of the middle anxiety group was better than that of the other two groups, high and low. In it the poorest was that of the high-anxiety group.

Many other studies (Hussain, 1977; Pandya, 1996) conducted in the field of anxiety bring out some interesting facts. It has been found that a high level of anxiety aids the learning of simple materials but interferes with the learning complex materials. This finding is quite puzzling to a teacher who is supposed to create middle anxiety. Such problem for the teacher to make teaching a tough job. It is difficult to give specific

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instructions to the teacher as how to create anxiety or cope with too much anxiety in the class. An effective teacher is the one who is able to sense the level of anxiety in his classroom. If he finds it more he has to take steps to reduce it. If it is less, he has to create more of it. There are number of studies in this context, but some studies have been specifically conducted on the subject that the relationship between anxiety and achievement in mathematics. (Baya, 1988;) These studies have shown the positive relationship between anxiety and academic achievement in Mathematics.

Academic achievement is of paramount importance particularly in the present socio-economic and cultural context. Obviously in the school great emphasis is placed on achievement right from beginning of formal education.

The school has its own systematic hierarchy, which is largely based on achievement and performance. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general education system it self. In former discussion, we have seen that self-concept and academic anxiety have great influence on the scholastic achievement. (Ramkumar 1972; Ravinder, 1977; Mehrotra, 1989; Pandya, 1996).

No doubt that self-concept and academic anxiety have more effect on the achievement of the individual. Therefore, teachers should take care of these two factors by providing appropriate environment in the classroom.

Self-concept

The self-concept consists of an organized conceptual pattern of the "I" and the "Me" together with values attached to these concepts self-concept includes only those perceptions, which are vital, central, personal and important to him. Self-Concept maintains its structure more strongly and consistently over a longer period of time.

Roger (1941) equates the Self-concept with self structure when he says, the self-concept as the structure may be thought of is an organized configuration of perceptions of the self which are admissible to awareness. It is composed of the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment and to the value qualities. According to Kehas (1962), self-concept can be defined as that the cluster of the most personal meaning to person attributes to the self.

Jung does not deny the outer world but he gives importance to the inner world, and the deep-seated unconscious. He gives a complete picture of the 'Self' with its various aspects in the outer as well as inner world. He things that the term "Self" stands for the integration of the various aspects of the personality, conscious and unconscious. Development of

personality takes place when an individual chooses his way and separates himself from the crowd.

The Self-concept is what the individual think of as, his actual self. The part of the environment in which he is involved is known as his 'phenomenal self' and the rest of the environment of which he is aware or to which he responds is called 'phenomenal environment'. It is said that Self-Concept and phenomenal self are included within the phenomenal or perceived environment. Other psychologists refer to it as the individual 'personal field', his 'behavioural field' or his 'life space'.

One's self-concept too can act as powerful motive. Self-concept includes the cultural picture of what one is, as a teacher, as a student, as a person, with the particular background and level of aspiration. A person's self image determines not only the kinds of goals he see as suitable for him to strive for, but also his level of aspiration. One's life goals too function like strong motives.

According to Rao (1987), the self-concept comprises the system of attitudes or beliefs about oneself, which an individual acquires through one's experiences.

Anxiety

Like its Latin original *anxieties,* anxiety commonly connotes an experience of varying blends of uncertainty, agitation and dread. The Latin usage included a suggestion of strangulation, which is sometimes implied in the present-day connotation. The term was introduced into psychology when Freud (1894) described the anxiety neurosis as a syndrome distinct from neurasthenia. But its acceptance in the discipline did not become general unit more than forty years later. May (1950) has noted that, outside the publications of psychoanalytic, writes; anxiety was not even listed in the indexes of psychological books written before the late 1930s.

Anxiety is one of the most studied phenomenon in psychology. Although process has been in the theoretical analysis of anxiety, the identification of conditions of its development the construction of tools to diagnose anxiety as well as the invention of therapeutic techniques, the concept of anxiety has been clearly defined and agreed upon. But the concept of anxiety is differentiated from fear as a response to an unidentifiable threat or an anticipated danger, while fear is a response to a clearly identifiable danger. The operational definition demands in every case of specification of the antecedents of the emotional responses. If this is done, there is clearly little point in the definition proposed by Freud (1994) between fear and anxiety.

Anxiety will be covered from two major psychological points of view, the psychodynamic and the behavioural. Freud's clinical experience with adults and their memories of their past led him to conclude that

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traumatic states are most likely to occur in young children or infants, when the ego or the mental abilities necessary to blind or discharge instinctual energy are not fully developed. A child may come to fear his own instinctual wishes and react with anxiety, which allows him to oppose the instinctual wish by compelling the ego to oppose the wish raised their anxiety.

According to H. S. Sullivan, (1965) "anxiety intensely unpleasant state of tension due to experiencing disapproval in interpersonal relationship".

Rollo May (1953), described anxiety is apprehension caused by the treat to values which the individual holds essential to his / her existence as a personality.

According to one fairly widely used definition, anxiety is the autonomic response pattern characteristic of a particular individual organism after the administration of a noxious stimulus.

Achievement

Achievement is a general term for the successful attainment of some goal requiring –

1. a certain effort
2. the degree of success attained in a test
3. the result of a certain intellectual or physical activity defined according to individual and/or objective (organizational) prerequisites: i.e. proficiency.

In the first half of this century children from the most part entered school on the basis of their chronological ages five years old began kindergarten, six years old started first grade and so on. The chronological age as at which a specific level of achievement is usually attained.

David McClelland (1961) believes that in the course of development individuals acquire a need for achievement, and he has conducted research to demonstrate the degree to which this need varies among individuals. Atkinson (1964) hypothesizes that differences in the strength of the need for achievement can be explained by postulating a constructing need to avoid failure. Through experimentation Atkinson and George Litwin (1960) showed that success –oriented individuals are likely to set personal goals of intermediate difficulty, where as anxiety ridder persons set goals that are either very high or low. Atkinson (1964) believes that the tendency to achieve success is influenced by the probability of success and the attractiveness of achieving it. A strong need to avoid failure is likely to develop in people who experience repeated failure and set goals beyond what they thinks they can accomplish.

While some students may avoid success because they fear they will jeopardize their relationship with press, others may have a weak need for achievement because of conflicts with parents. Weiner (1950) proposes that many adolescents who seek counseling because of academic performance problems express resentment about parental

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demands, which they cannot meet. If the resentment is strong enough, the high school students may retaliate by deliberately earning low grades.

The main implication of Zimmerman (1979) and Ringle (1981) studied that, to the degree that academic success depends on persistent effort and self confidence are, however, at some point they have to be supplemented by effective cognitive skills.

There are several methods designed to measure an individual's achievement against a specific achievement norm: e.g. achievement batteries, achievement quotient, thematic appreciation test and so on.

Kendriya Vidyalayas

Origin of scheme of central schools now known as Kendriya Vidyalayas:the scheme of KVS was approved by the government of India in 1962,on the recommendations of the second pay commission, for catering to the educational needs of the children of transferable Central Government Employees including defense personal who are liable to frequent transfer. The scheme came into operation in 1963.

Kendriya Vidyalayas Sangthan (KVS) manages Kendriya Vidyalayas. The Ministery of Human Resource Development is ex-officio chairman of this Sangathan. And the commissioner is the executive head of Kendriya Vidyalayas Sangathan and is guided by its Board of governors. Initially, 20 regimental schools in different states were taken over as central school. Currently the number of these schools is nearly

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900, all these schools are affiliated to the Central Board of Secondary Education (CBSE), New Delhi.

The main objective of this scheme is to facilitate the admission of the children on the transfer of their parents and to provide inexpensive education with the reasonable quality.

Missionary School

Europeans from different countries had started visiting India in connection with their trade since the last quarter of fifteenth century. Vasco De Gamma Portuguese Sailor came to India in 1498. They begin to acquire land through different means. They started to spread their religion Christianity and influence the political field. They took the course of primary education among Indian Allen (1963) had put forward two reasons, why missionary spread –

1.   that they could make Indians understand their religious theories and principles better if they got their education on the western times,

2.   to gain contact with Indians through these institutions.

Therefore they started educational institute almost in all the big towns of India, through their own method of education. East India company also made education as a means to spread Christianity but it had to give it up due to political and administration reasons. In fact the credit for present form of education has to be the Christian missionaries.

Need and Importance of the study

Our present education system is mainly, based on competition which is reflected in almost every aspect of it. Right from the stage of admission to nursery class up to the highest-level students have to compete with their fellow students. Too much competition in education tends to snatch away childhood from children and youth from the young adolescents.

Manyresearchers, (Shivappa, 1980; Shrivastava, 1988; Burwani, 1991; Gosami,1985) conducted studies related to the achievement of students , they show that the achievement in subjects like mathematics and English is some how low. The reason of the low achievement may be generally due to the academic anxiety and also, because of the lack of high self-concept and too much anxiety. Though many studies have been related to Self-concept and Anxiety. But very few studies have been conducted precisely on Kendriya Vidyalayas and Missionary Schools. The purpose of the present study is to find out the status of these variables i.e. self-concept and academic Anxiety, which might be affecting the achievement of Kendriya Vidyalayas and Missionary Schools students. There is a need to conduct research to discover whether students of Kendriya Vidyalayas and Missionary Schools differ in self-concept, academic anxiety and achievement and also to find out the relationship between three variables for both the schools. This study would be helpful for the teachers and administrators who are planning for both these schools. By knowing the status of these schools self-concept and anxiety of students, the teachers can make an effort to manipulate the environment to improve the status of these variables for

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the students. As the effect of all the variables is cumulative and attention at primary level becomes more essential.

In India each and every educational policy emphasizes on the good and proper educational environment. For that purpose government opened school like Kendriya Vidyalayas and Navodaya Vidyalayas, which provides good environment and quality education for children. In private sector today, Missionary Schools also provide good education for children. As management and environment of Kendriya Vidyalayas and Missionary Schools are different from each other, the question arises as to whether the children who have studied at the Kendriya Vidyalayas are comparable to those studying in Missionary Schools. Therefore this is an effort to examine whether there is any equivalence with respect to self-concept, academic anxiety and achievement of children studying in Kendriya Vidyalayas and Missionary Schools.

Statement of the problem

In the present study effort has been made to analyze self-concept, academic anxiety and academic achievement of Kendriya Vidyalayas and Missionary Schools and stated as follows-

"A Study of Self-concept, Academic Anxiety And Achievement of Students of Kendriya Vidyalayas And Missionary Schools."

Objectives of the study

To find out the ...

1. status of self-concept, academic anxiety and achievement of Kendriya Vidyalayas students.

2. status of self-concept, academic anxiety and achievement of Missionary Schools students.

3. difference in self-concept, academic anxiety and achievement between the students of Kendriya Vidyalayas and Missionary Schools.

4. sex difference with respect to self-concept, academic anxiety and achievement of Kendriya Vidyalayas students.

5. sex difference with respect to self-concept, academic anxiety and achievement of Missionary Schools students.

6. correlation between self-concept, academic anxiety and academic achievement of Kendriya Vidyalayas and Missionary Schools students.

7. difference in academic anxiety for high self-concept and low self-concept students.

8. difference in achievement for high self-concept and low self-concept students.

Hypotheses of the study

1. The self-concept would be high, academic anxiety would be moderate and achievement would be high of Kendriya Vidyalayas students.

2. The self-concept would be high, academic anxiety would be moderate and achievement would be high of Missionary Schools students.

3. The self-concept and achievement would be higher and academic anxiety would be lower for the students of Kendriya Vidyalayas students than that of Missionary Schools students.

4. In case of Kendriya Vidayalaya, the boys would be better in self-concept and achievement and would have lesser academic anxiety than that of girls .

5. In case of Missionary Schools, the boys would be better in self-concept and achievement and would have lesser academic anxiety than that of girls

6. There would be significant correlation between self-concept, academic anxiety and achievement of Kendriya Vidyalayas and Missionary Schools students.

7. There would be difference in academic anxiety for high self-concept and low self-concept students.

8. There would be difference in achievement for high self-concept and low self-concept.

Delimitation Of The Study:

1. The present study is confined to students of class VII only.

2. The present study is confined to only four Kendriya Vidyalayas and four Missionary Schools

3. Only status and relationship of the variables have been taken up the study.