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## **A STUDY ON THE IMPACT OF THE GRADE FIVE SCHOLARSHIP EXAMINATION ON THE SELF-CONCEPT OF THE STUDENTS**

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The objectives of this study were to identify the level of self-concept and gender differences of those who pass and fail the year five scholarship examination and to identify the perception of teachers and parents about these students' talents and skills.

A mixed research methodology was adopted in this study. A deliberate sampling method was used to select 110 (n=110) students from a National school (1AB) and a Junior school (Type 2) in the Nikaweratiya Educational Zone in the Kurunegala district. A similar sampling method was used to select ten teachers (N=10) and ten parents (N=10) from the same schools. The survey was conducted among the students to measure their self-concept dimensions by using a questionnaire that was developed through the Fleming Courtenay revision of the Janis Field scale - 2005. Apart from this, the parents and the teachers were interviewed. Data were analyzed using both qualitative and quantitative methods. Three null hypotheses were derived from the quantitative data and these hypotheses were tested using a chi-square test, t-test and Pearson's correlation test. Qualitative data were analyzed using thematic analysis.

According to the results the first null hypothesis namely, 'there is no significant connection between the levels of self-concept of students and their achievement at the year five scholarship examination' (the chi-square value counted was higher than the theoretical value ( $9.49 < 112.239$ )) was accepted. The other two null hypotheses namely, 'there is no significant connection between the self-concept levels and the gender differences of the student sample' (the chi-value countered was lower than the theoretical value ( $3.14 > 1.009$ )) and 'there is no significant difference between the self-concept scores and the year five scholarship examination marks' (the calculated t- value of two tailed test was higher than the theoretical value ( $5.095 > 1.980$ )) were rejected. According to the cross tabulation, those who obtained high marks at the year five scholarship examination, had a high level of self-concept scale values. Meanwhile, according to the Pearson's correlation results, there was a slightly positive correlation ( $r=0.18$ ) between the year five scholarship marks and the self-concept marks of the student sample.

Moreover, the parents of the students who passed the year five scholarship examination and also those of the failed students shared the idea that their children were eager to resume their studies soon after the examination. The interviews with the teachers too revealed that soon after the examination the active participation and active learning nature of the both, students who had passed the examination and those who had failed had increased.