A Study on Relation between Self Concept and Academic Achievement among Secondary School Students of Jammu District

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Abstract

Self-concept is the whole set of attitudes, opinions, and cognitions that a person has of himself while the academic achievement or (academic) performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. The objective of the paper is to study the relation between the self concept and academic achievement i.e is there any relation between these two variables or not. The paper is based the sample of 248 students taken from the senior secondary schools of Jammu district through the random sampling technique out of 9 selected schools. However the findings of the study show the significant relation between the self concept and academic achievement.

Keywords: self concept, academic achievement, relation, schools, sampling

Introduction

Human behaviour is a complex phenomenon. Everybody is interested in understanding the human behaviour. Primarily, these were the philosophers who took up the subject of human behaviour and tried to find out the causes for such behaviour. The psychology was wrenched out of the bosom of the philosophy. Later, as the element of the speculative thinking decreases and the objective experiment investigation increased, it gradually developed into a positive science.

One's self-concept (also called self-construction, self-identity, or self-perspective) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, and racial identity. Generally, self-concept embodies the answer to "Who am I?" One's self-concept is made up of self-schemas, and their past, present, and future selves. Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner").

According to **World English Dictionary** self-concept is the whole set of attitudes, opinions, and cognitions that a person has of himself. **Baumeister (1999)** provides the following self concept definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is".

Academic achievement is a dynamic process. It plays a very significant and vital role in the attainment of harmonious development of child in all walks of life. Academic Achievement in general refers to the degree of proficiency attained in some specific area, concerning some scholastic and academic work. Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. When students feel safe, engaged, and respected, they can focus on their academic goals. Effective character educators ensure that these needs are met. Character education is the foundation upon which students can reach academic achievement. It's not just about teaching kids to be good. It's teaching them to be their best. **According to Crow and Crow (1956)** achievement means the extent to which learner is profiting from instructions in given area of learning. Academic Achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. This is measured either by examination or continuous assessments and the goal may, differ from individual to another. **Torres (1994)** defined academic achievement as the attained ability or degree of competence in school task usually measured by standardized test and expressed in grades or units based on worms derived from a wide sampling of pupil's performance. **Ker linger (1995)** Stated that academic achievement is a complex phenomenon. It is an observation of certain behaviour of children which are associated with the Mastery of learning of school task, reading tests, reading words, doing arithmetic problems, drawing pictures so on.

Review of Literature

Kumari (2013) conducted a study on Self-Concept and Academic Achievement of Students at the Higher Secondary Level. She took a sample of 321 students in different categories of schools following different systems of education at the higher secondary level was chosen. The findings of the study conducted revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level.

Kumari (2013) in her study of study habits and academic achievement of students belonging to upper and lower levels of intelligence found that there was significant correlation between study habits and academic achievement of highly intelligent males and females.

Isaac et al (2011) conducted a study on Relationship between Self-Concept and Mathematics Achievement of Senior Secondary Students in Port Harcourt Metropolis. The results of the tests indicated that Mathematics Self-concept is significantly related to Mathematics Achievement, General Academic Achievement and General Academic Self-concept. The main implication of the findings of this study is that self-concept and Mathematics, and General Academic achievement of students are so strongly related that a change in self-concept facilitates a change in achievement. It was therefore, recommended that educational programme designers and developers, teachers, parents and students should make self-concept development of students an educational aim as important as academic achievement.

Kour (2003) conducted a study of self concept and academic achievement in relation to sex and caste found that sex as the single variable does not make a significant effect on the high cost achievers and low cost achievers.

Seema (2002) conducted a study of self concept in relation to sex and academic achievement. She found that high and low achievers do not differ from each other on the factors of happiness and satisfaction of the self concept. When the two independent variables of academic achievement and sex are taken jointly, an effect of the total scores of the self concept has been seen. Academic achievement does not make any significant effect on the other factors of self concept that is anxiety of high achievers and low achievers do not differ significantly from each other on this factor. Male and female students do not differ significantly from each other on the third factor of self concept that physical appearance and attitude.

Rangappa (1992) studied self concept and reading ability in relation to achievement in mathematics of 7th class students with the objective to identify whether boys and girls, rural and urban students differ in their achievement by taking a sample of 1000 students with mean age of 12.5 years and found that the students studying in urban school performed better in mathematics than the students studying in rural school; self concept, location, gender and reading ability affected the achievement of students in Mathematics.

Objectives of the Study

After the extensive literature survey the following objectives have been formulated:

1. To study the relationship between self concept and academic achievement among secondary school students.
2. To study the relationship between self concept and academic achievement among secondary school boys.
3. To study the relationship between self concept and academic achievement among secondary school girls.

Hypotheses of the Study

1. There is no significant relationship between self concept and academic achievement among secondary school students.

2. There is no significant relationship between self concept and academic achievement among secondary school boys.

3. There is no significant relationship between self concept and academic achievement among secondary school girls.

Population of the Study

Population is defined as the number of individuals in any field enquiry under consideration. The population for the study includes all the schools of the Jammu district and from this only senior secondary school students were taken into consideration.

Selection of the Sample

The paper includes a sample of 248, IXth & Xth School students who were selected from the senior secondary schools of district Jammu by a simple random sampling technique. The Jammu district consist total number of 55 senior secondary schools. Out of these secondary schools, only 9 schools of 9th and 10th standard were selected. A sample of 248 was drawn out these schools from through random sampling technique.

Selection of the Tool

The Self Concept tool by R.K Saraswat (English version) was used for data collection. It consists of 48 items which were having five responses from 1st, 2nd, 3rd, 4th, 5th which were scored in reverse order as 5, 4, 3, 2, 1. The scores were added as per the responses to analyze the level of self concept of the student.

Other Sources of Data

The investigator collected the academic achievement scores of the secondary school students from the result register of the concerned schools. The investigator collected the total marks and the marks obtained by the students and on that basis the academic achievement of the students were determined by the investigator.

Statistical Techniques Used

The following statistical tools were used for the data analysis.

1. Mean.
2. Standard Deviation.
3. Karl Pearson's product moment correlation.
4. T-Test.

Analysis and Interpretation

Table 1
Correlation between self-concept and academic achievement of secondary school students

Category	N	Df	r-value	Table values	Result
Self concept and academic achievement	248	246	0.152	*.12 ** .16	Significant

* Significant at 0.05 level   **Not significant at 0.01 level

Table 1 shows that the calculated value of r=0.152 which is greater than the table value for degree of freedom 246 at 0.05 level of significance. This shows that there is a significant relation between self concept and academic achievement among secondary school student's i.e students with better self concept having better academic achievement and vice versa. Hence the hypothesis stating that there is no significant relationship between self concept and academic achievement among secondary school students stands rejected.

Table 2
Correlation between self concept and academic achievement of secondary school female students

Category	N	Df	r-value	Table values	Result
Self concept and academic achievement of female students	120	118	0.159	.174 .228	Not significant

*Not significant at 0.05 level

The above table shows that the calculated value of r=0.159 which is less than the table value for the degree of freedom 118 at 0.05 level of significance. Thus there is no significant relationship between self concept and academic achievement among female secondary school students. Hence the hypothesis stating that there is no significant relationship between self concept and academic achievement among secondary school girls is accepted.

Table 3
Correlation between self concept and academic achievement of secondary school male student

Category	N	Df	r-value	Table values	Result
Self concept and academic achievement of male students	128	126	0.187	.174 .228	Significant

*Significant at 0.05 level   **Not significant at 0.01 level

Table 3 shows that the calculated value of r=0.187 which is greater than the table value for degree of freedom 126 at 0.05 level of significance. Thus there is a significant relationship between self concept and academic achievement among male secondary school students. Hence the hypothesis stating that there is no significant relationship between self concept and academic achievement among male secondary school students

is rejected.

Discussion about the Findings

Table 4 below presents the discussion on the major findings of the study.

Table 4

Consolidated Table on Correlation

S. No.	Category	r-value	Results
1.	Self concept and academic achievement	0.152	Significant
2.	Self concept and academic achievement of girls	0.159	Not significant
3.	Self concept and academic achievement of boys	0.187	Significant

From the Table 4, it can be clearly concluded that there is significant relation between self concept and academic achievement. It means that students having high self concept have higher academic achievement and the students having low self concept does not have higher academic achievement which is also supported by the research studies conducted earlier in this area by [Parkash (1988) and Kumari (2013)]. However, there is insignificant relationship between self concept and academic achievement of secondary school female students. This reveals that the girl students having high self concept does not have higher academic achievement and the girl students having low self concept does not have low academic achievement. The study highlights the significant relationship between self concept and academic achievement of secondary school boys i.e. the male students having higher self concept have higher academic achievement and the male students having low self concept have low academic achievement. It again confirms the established notions about the relationship of self concept and academic achievement.

Conclusion and Suggestions

On the basis of these results, the significant relationship between self concept and academic achievement among secondary school students was found. However, while studying this relationship separately among boys and girls, the girl students have shown no relation of this type while the boys strictly follow the overall results. Keeping these results in view the following suggestions have been made.

Planning which plays a vital role in every field today is affecting the work of educational planners and policy makers also. The incorporation of opportunities and experiences which may boost the self concept of children can be taken into consideration while designing the framework of curricular and co curricular activities.

Curriculum forms the base in every field of education. Curriculum includes all the activities inside and outside the school which the child has to play. It means that it is the runaway or the path which the child has to follow. Therefore, the curriculum framers should include such activities and experiences in the curriculum which can uplift the self concept of the students.

Books are the main agencies which can boost the self concept of the students. It is the duty of the text book writers to raise the self concept of the students. While writing the text books the authors should write such topics and lessons in the text books by which the self concept of the students can be uplifted.

The teacher should organise the classroom activities in such a way that the students get equal opportunity for participation. Such practices should be encouraged that would help in boosting the self concept of students. Interest oriented activities for enhancing students learning should be the focus of teachers.

The parents should provide proper freedom and conductive environment for the expression of the thoughts and feelings of their wards; so that the experience of fearlessness gets reflected in their personalities in terms of high self concept and that in turn will result in the development of balanced personality.

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