

Self Concept and Academic Achievement among Students at Higher Secondary Level

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Abstract: *The term self-concept is a general term used to refer to how someone thinks about or perceives themselves. It is an important term for both social psychology and humanism. The scholastic achievement for learning outcome that a student gains in his school is known as academic achievement. The way that pupils apply themselves is an important factor in life. In this rapidly changing world and with the growing advancement good academic achievement helps pupils for their proper development. This study focuses on the important psychological variables like self-concept and academic achievement. Normative survey method was used for the research. Sample includes higher secondary students. Stratified sampling technique was used. The statistical technique used was correlation and t test. The hypotheses state that. 1) There will be significant correlation between self-concept and academic achievement of higher secondary students. 2) There will be significant difference between male and female students in their self-concept. 3) There will be significant difference between male and female students in their academic achievement.*

Keywords: Self- concept, Academic Achievement, Higher Secondary Students, Self Image, Human Behavior

1. Introduction

Carl Rogers (1959) Believes that the self concept has three different components: The view you have of yourself (**Self image**), How much value you place on yourself (**Self esteem** or self-worth), What you wish you were really like (**Ideal self**). The scholastic achievement for learning outcome that a student gains in his school is known as academic achievement. The way that pupils apply themselves is an important factor in life. In this rapidly changing world and with the growing advancement good academic achievement helps pupils for their proper development. On the basis of their academic credit, children get admission on professional courses like engineering, medicine, etc. Measures of achievements are evolutionary technique which provides additional information concerning an individual and provide hunches about his/her acceptance. Thus academic achievement is an inevitable component in one's life. This study focuses on the important psychological variables like self-concept and academic achievement.

2. Need and Significance of the Study

The varied experiences of children in their school life, the relationships they form with their fellow pupils and their teachers, their degree of participation and level of performance in school work and activities, the extent to which they benefit from the opportunities and facilities offered in the school are of great importance in the holistic development of the child. Academic achievement is the end product of all educational endeavours. The main concern of all educational efforts is to see that the learner achieves after exploring the concept of achievement in the cognitive, affective and psychomotor aspect of human behaviour. Self concept plays vital role in the life of student. Only when these factors are harmoniously blended, students can attain maximum achievement. The present study is an attempt to find out the relationship between self concept and academic achievement among higher secondary students.

3. Statement of the Problem

The present study is entitled as 'self concept and academic achievement among students at higher secondary level.'

4. Operationalisation of Technical terms

Self concept

Self concept comprises self assessment of one's ability and self efficacy. It is the evaluative component of one's self worth.

Academic achievement

Knowledge attained or skill developed in the school subjects, usually designated by test scores or by marks assigned by teachers to Higher Secondary Students. The XI and XII standard students come under higher secondary education.

Objectives of the Study

The objectives formulated for the present investigation are as follows:

1. To find out whether there is any relationship between self concept and academic achievement of higher secondary students.
2. To find out whether there exist any difference between male and female students in their self concept.
3. To find out whether there exist any difference between male and female students in their academic achievement.

5. Hypotheses of the Study

The hypotheses formulated for the present investigation in accordance with the objectives are as follows:

1. There will be significant correlation between self concept and academic achievement of higher secondary students.
2. There will be significant difference between male and female students in their self concept.
3. There will be significant difference between male and female students in their academic achievement.

6. Methodology in Brief

Methodology is the procedure or technique adopted in research and it occupies a very important place in any type of research.

Method chosen for the Study

The investigator selected the normative survey method for the present study as the research problem in question was concerned with studying the relationship between variables.

Population

The population of the study consisted of higher secondary school students of Kerala (Standard XI and XII).

Sample

The data for the study have been derived from a representative sample size of 300 higher secondary students drawn from 5 schools of Pathanamthitta, Kottayam and Allapetty districts. The sample was obtained from standard XI and XII pupils by using stratified sampling procedure. Rejection of incomplete cases reduced the final sample from 400 to 300.

Measuring Tools

1. Self Concept scale (Nair,1976)

Statistical Techniques Employed

The statistical techniques used in the present study were:

1. t-test
2. Pearson's Product moment method of correlation

7. Scope of the Study

The study has been designed with a view to find the relationship between self concept and academic achievement. The selection of the variables has been made, giving due consideration that they should have a reasonable chance of being related to academic achievement of pupils. By assessing self-concept of students, teachers can improve the teaching methods by making teaching learning process enjoyable. The present study helps the teachers, students as well as educational experts who engage in teaching.

8. Analysis and Discussion

Measures of Relationship between the Variables

Table 1: Correlation coefficient (r) between Self concept and Academic achievement

Variables Correlated	N	M	σ	r	Level of significance	Verbal interpretation of r
Self concept	300	77.43	13.89	0.84	0.01	High correlation
Academic achievement	300	55.71	18.36			

From the Table 1 it was found that the correlation between the variables self concept and academic achievement among higher secondary school students was 0.84 which was significant at 0.01 level. The value indicates there was a high correlation between the two variables as suggested by

Garret (1969). The relationship between self concept and academic achievement supports that self concept affect academic achievement positively among higher secondary school students. A student with high self concept may have high academic achievement and vice versa.

Test of Tenability of Hypothesis 1

The hypothesis 2 entitled "There will be significant correlation between self concept and academic achievement among higher secondary school students" was accepted.

Test of Significance of Difference between Means (T Test)

self concept and academic achievement of higher secondary school, school students-analysis based on sex.

Comparison of male and female students in their self concept

The comparison of male and female students under study was done by selecting 154 males and 146 females for the variable self concept.

Table 2: Data and results of significance of difference between means of scores of male and female students in their self concept

Category	N	Mean	Standard deviation	t	Level of significance
Male	154	73.07	13.96	5.499*	0.01
Female	146	82.02	14.45		

Note: * indicates that t is significant at 0.01 level.

The data and results given in Table 2 indicate that there was significant difference between male and female students in their self concept as noted by the t of 5.449. The t was found to be significant at 0.01 level. It was evident that male students are more superior to female students, since the former group obtained a mean value of 82.02 and later obtained a mean value of 73.07.

Test of Tenability of Hypothesis 2

The hypothesis 5 entitled "There will be significant difference between male and female students in their self concept" was accepted.

Comparison of Male and Female Students in their Academic Achievement

The comparison of male and female students under study was done by selection 154 males and 146 females for the variable academic achievement.

Table 3: Data and results of significance of difference between means of scores of male and female students in their academic achievement

Category	N	Mean	Standard deviation	t
Male	154	55.46	18.308	0.67
Female	146	54.006	19.35	

The data and results given in Table 3 indicate that there was no significant difference between male and female students in their Academic achievement as noted by the t of 0.67.

Test of Tenability of Hypothesis 3

The hypothesis 3 entitled “*There will be significant difference between male and female students in their academic achievement*” was rejected.

9. Conclusion

In general, it may be said that the teacher should identify children with low academic achievement, poor home environment and poor self concept, and then should try to find what create such difficulties. This can be possible only through a personal attachment of the teachers to their students. The teacher should keep a good report with parents of the students also, and give their suggestions if any required to overcome the difficulties. In other words the teacher should help the students in all possible ways to develop self concept and to increase academic achievement. The mental set up of the individual is important for the success of all his activities.. Academic achievement is the end product of all educational endeavours. The main concern of all educational efforts is to see that the learner achieves after exploring the concept of achievement in the cognitive, affective, and psychomotor aspect of human behavior.

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