A study of Self Concept in relation with Academic Achievement of Secondary School Students of Bagalkot District

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Abstracts

Self concept is perhaps the single most important attribute and the key to understand the behavior of an individual. An individual’s self concept is a critical face of his/her personality. The role of self concept as a determinate of human behavior and its acceptance as a concise measure of personality is increasingly realized.

In this study self concept is defined as the total/integrated perception of themselves with respect to their physical, social, temperamental, educational, moral and individual aspects.

Self concept is influenced by many factors like, one’s home environment, school environment, socio economic status level, peer group, etc. Even though, many factors influence one’s self concept in this study, only the factor like academic achievement has been studied.

The adolescence should be viewed as having an opportunity for achieving a realistic, stable, socially acceptable and personally satisfying self concept. Adolescents need experience that helps them to move towards others with friendliness. They need to understand their development and take pride in the growth of their wisdom, status, human relations and specific skills.

Key Words: Self Concept and Academic Achievement

Introduction:

Self concept is perhaps the single most important attribute and the key to understand the behavior of an individual. An individual’s self concept is a critical face of his/her personality. The role of self concept as a determinate of human behavior and its acceptance as a concise measure of personality is increasingly realized.

The importance of studying the self concept of students is because it is the single most important attribute and the key to understanding the behavior of an individual. The problem of self has come into the forefront in psychology in the recent years. It is more so due to the realization of the need for an integrating concept to deal with individuals experience and behavior.
According to Cattel, self concept is the key stone of the personality development. It is importance steams from its influence over the quality of a present’s behavior and his methods of adjustment to life situations.

James (1950) defined ‘self” as the sum of that entire one can call his clothes, his house, his wife his children his ancestors and friends his relation and works his lands and bank accounts.

Self concept is not inherited but is acquired. It develops in a person as a result of his interactions with the environments. It is a continues and life long process and develops in a social setting. The child learns more and more as he develops. Self concept is not taught to the child rather he acquires it.

Success of an individual in later life is not determined by his high academic achievement only. It is only by developing self reliance and becoming well adjusted that one can hope to be a successful individual in his future life. Thus, their grows a self concept within each individual.

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Self concept is influenced by many factors like, one’s home environment, school environment, socio economic status level, peer group, etc. Even though, many factors influence one’s self concept in this study, only the factor like academic achievement has been studied.

**Self Concept**

The personality pattern is composed of traits or specific qualities of behavior, which characterize the individual’s unique adjustment to life as shown in his behavior and thoughts. Allport described personality as the dynamic organization within the individual of those psychophysical systems that determines his characteristic behavior and thought. Organization emphasizes the patterning of the independent parts of the personality structure, each of which has a special relation to the whole. It points out that personality is not just a sum of traits, one added to another, but rather the different traits or manifest aspects of the personality which are held together and influenced by a central core, called the “concept of self”

Self – awareness does not happen all at once but it is a dynamic, on going process that being during infancy. Glanz and Walston are of the opinion that many of the objectives that a child hears become a significant part of his earliest conception of his self image.

**REVIEW OF RELATED LITERATURE**

Self – concept is dominant element in personality pattern. It is the positive self concept which facilitates the students educational and vocational planning. At the same time, the self concept of an individual may be influenced by several factors in the social
environment. Factors such as environment, education, age, sex, mental maturity, philosophy of life, economic conditions, personality adjustment, family background, religion, parents influence, social norms, school norms etc., probably play a major role in the development of one’s self concept.

Various attempts have been made to establish relationship between self concept and the factors which are hypothesized to be the correlates of it. A brief review of the available studies in this direction is given below.

**Self concept and Academic Achievement**

Academic achievement influences the students’ concept of self by telling him how others judge him and how he rates himself in relation to others. They affect the amount of time and energy he can spend on social activities and this will determine how sociable he becomes. Mark influence his estimate of himself; serve as a sign to him that he was liked or disliked; and determine whether he has to remain with classmates or instead to become (what he considers) an outcaste and forced to join a group of strange students in another class. Marks indicate success or failure; they determine promotion, indicate the probability of future success, and influence his parents attitude towards him. Marks help to determine whether a student though of himself as successful, smart, or as a failure, and outcaste, stupid or a nitwit.

The sharp increase in the number of research studies on self concept since 1960 has been described as being in line with the current concern in education with enhancing the child’s self concept. Consequently, the fundamental responsibility of schools towards improving the self concept of their students has been recognized by Clark (1963).

It has been commonly experienced by teachers that good and healthy relationship amongst the students of a class are conducive to efficient learning, only when teacher is well acquainted with the personality traits of the students. It is due to this fact that now-a-days educators are more concerned not only with the students’ class achievement but also with the factors related to the personality development.

Many researchers have found a positive correlation between academic achievement and self concept. Most educators and researchers concede that the relationship between the self concept and academic achievements partially reciprocal.

Friedmen (1970) concluded on the basis of his study that inter-correlations between self concept disparity scores and variables of achievement were low but statistically significant. Lewis (1971) studied 152 black students and reported that high achieving boys have higher self concept than low achievers. Sidwai (1971) reported a correlation range of 37 to 54 between self concept of academic ability and school achievement of VII and IX grade boys.

Robinson (1976) found that student’s academic self concept had a correlation of 31 with success criterion. Larry (1976) studied 144 Japanese-American Sanssis and concluded that positive self concept is correlated to academic achievement. High achievers were found
to have significantly more positive self concept than low achievers. Richard (1976) concluded that students who achieved high in biology had high self concept in science.

**THE PRESENT STUDY**

The imputes for this study came from the belief that schools vary considerably in their climates and that it can be hypothesized that school climate is one of the important variables which influences the development of the self concept of students including their total performance in the school. It is the self concept of students which might influence most or their goal seeking behavior.

Even though there are many factors which may influence on individuals self concept, in this study it has been decided to find out the relationship of the self concept with Academic Achievement of IX class student of Bagalkot district.

**STATEMENT OF THE PROBLEM**

A study of Self Concept in relation with Academic Achievement of Secondary School Students of Bagalkot District

**OBJECTIVES OF THE STUDY**

1. To find out the difference between the self concept of boys and girls studying in IX class of Bagalkot District.
2. To find out the relationship between self concept and academic achievement of Students studying in IX class of Bagalkot District.

**HYPOTHESES OF THE STUDY**

1. There is no significant difference between the self concept of boys and girls studying in IX class of Bagalkot district.
2. There is no significant relationship between self concept and academic achievement of students studying in IX class of Bagalkot district.

**DELIMITATIONS OF THE STUDY**

Owing to paucity of time have the following delimitations:

a) The study is related only to Bagalkot district
b) The study is confined only to 150 students, studying IX class of Bagalkot district.
c) Even though there are many variables which influence the self concept of students, in this study only one variable - academic achievement has been studied.

**DESIGN OF THE STUDY**

The present study is designed to find out the relationship of academic achievement on the self concept of the students studying in IX class of Bagalkot District. This study
employed field survey method to collect data about self concept and academic achievement of IX class students.

Self concept is the dependent variable of the study, where as academic achievement is the independent variable.

**POPULATION AND SAMPLE**

The population for the present study is defined as number of students (boys and girls) studying in 14 schools of 9th class in Bagalkot district. One hundred and fifty students were selected as sample through the random sampling technique. Thus there are 150 students in the study as sample.

**Table 1 : Date indicating number of Boys and Girls included in the study**

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Category</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys</td>
<td>77</td>
</tr>
<tr>
<td>2</td>
<td>Girls</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Total No</td>
<td>150</td>
</tr>
</tbody>
</table>

**THE RESEARCH TOOLS**

The following tools/techniques have been used to obtain the measure of self-concept and academic achievement of IX class students of Bagalkot district.

**Table 2: Variables and tools/technique**

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Variables</th>
<th>Tools /Techniques</th>
<th>Author/Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self concept</td>
<td>Self concept</td>
<td>Dr. R.K. Saraswat</td>
</tr>
<tr>
<td>2</td>
<td>Academic Achievement</td>
<td>Collected through school records</td>
<td>By the Investigator</td>
</tr>
</tbody>
</table>

**Description of Self-Concept Inventory**

The self concept inventory provides six separate dimensions of self concept, viz, Physical, Social, Intellectual, Moral Education and Temperamental Self Concept. The inventory contains of 48 items. Each dimension contains of eight items. Each item is provided with five alternatives. For the first alternative the score is 5, second – 4, third -3, fourth – 2 and fifth – 1, respectively. The summated score of all the forty-eight items provides the total self concept score of an individual. A high score on this inventory indicates a higher self concept.

**Academic Achievement**
In this investigation the investigator collected the information about secondary school students academic performance in six subjects namely Kannada, Hindi, English, Mathematics, Science and Social Studies constituted the academic achievement test respondents in this study.

On the basis of their marks obtained in all the six subject are put together they were classified under three categories namely students with high academic achievement scores, average/middle group and low group.

ANALYSIS AND INTERPRETATION OF THE DATA

Hypotheses 1

There is no significant difference between boys and girls in their scores on the self concept test.

To test the above hypothesis, re-test was used. The 0.05 level was established to determine the significance of difference between the means. The results are shown in Table 3.

Tables 3 : Comparison of Scores of boys and girls in their self concept test using t-test.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation (SD)</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>175.3</td>
<td>10.2</td>
<td>1.90(n.s.)</td>
</tr>
<tr>
<td>Girls</td>
<td>174.5</td>
<td>13.1</td>
<td></td>
</tr>
</tbody>
</table>

The obtained t-value of 1.90 is less than the table value of 1.96 at 0.05 level. Therefore it is interpreted that there is no significant difference between boys and girls in their Self Concept Scores.

Therefore the initially formulated hypothesis has been accepted.

Hypothesis 2

There is no significant relationship between self concept and academic achievement of students studying in IX class.

On the basis of the self concept scores of the respondents they were classified into five categories namely

(1) High self concept, (2) Above average self concept, (3) Average self concept, (4) Below average self concept and (5) Low self concept.

A 5x3 contingency table was prepared representing the self concept level and academic achievement level of the respondents and is shown in Table 4.

Table 4 : Relationship between self concept and academic achievement of IX class students studying in Bagalkot district

<table>
<thead>
<tr>
<th>Academic achievement self</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>concept</td>
<td>1(1.4)</td>
<td>4(4.34)</td>
<td>2(1.26)</td>
<td>7</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>High self concept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above average self concept</td>
<td>29(28.6)</td>
<td>89(88.66)</td>
<td>25(25.74)</td>
<td>143</td>
</tr>
<tr>
<td>Average self concept</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Below self concept</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Low self concept</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>93</td>
<td>27</td>
<td>150</td>
</tr>
</tbody>
</table>

Chi-square (x²) = 0.604

Df = (5-1) x (3-1)

4x2 = 8

The obtained x² (chi-square) of 0.604 is less than the table value of 15.507 at 0.05 level with df = 8.

Therefore it is interpreted that there is no significant relationship between self concept level and academic achievement level of the IX class students. Therefore the above hypothesis has been accepted.

FINDINGS OF THE STUDY

The main objective of the study was to find out self concept of IX class students and to compare it with their academic achievement.

In order to test the objectives of the study 2 hypotheses were framed and each one of them has been tested for its significance. The results obtained have been presented in the following.

a. There is no significant difference between boys and girls in their self concept scores. That means, in the study boys and girls do not differ in their scores on self concept.

b. There is no significant relationship between self concept and academic achievement. This may be interpreted as that academic achievement is independent of self concept level of IX class students.

CONCLUSION

The above studies reveal that adolescence should be viewed as having an opportunity for achieving a realistic, stable, socially acceptable and personally satisfying self concept. Adolescents need experience that helps them to move towards others with friendliness. They need to understand their development and take pride in the growth of their wisdom, status, human relations and specific skills.

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