

## Influence of Self Concept on Academic Achievement of Adolescents.

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### ABSTRACT

*The aim of the study was to analyze the self concept, to know the influence of self concept on academic achievements of the adolescents. The sample of 360 students was selected by random sampling. Self concept scale developed by Raj Kumar Saraswat (1992) was administered to study the self concept of the students. For assessing the academic achievement of students, average of last two years annual examination was taken*

**Keywords:** Adolescents, Self Concept, Academic achievement, random sampling.

### Introduction:

Adolescence is the period of transition from a relatively dependant childhood to the psychological, social and economic self sufficiency of adulthood. During this period the individual begins to develop a stance towards the world. Adolescence is the period of time when the surge of life reaches its highest peak. Academic achievement during this period can be a stepping stone for the forthcoming year.

Adolescents with high academic achievement are considered to achieve their identity in the society, get good career opportunities, develop leadership qualities, and enhance their self confidence and self esteem whereas, academic failure leads to frustration, stress, inferiority complex, rejection, increased number of suicides, discouragement and ultimately to dropping out (Ekstrom et al., 1986, Steinberg, Blinde and Chan, 1984; Gadwa and Griggs, 1985).

The development of adequate personality has been found to be closely related to the development of adequate self concept. A child who has an adequate self concept is likely to follow the problem solving approach and tends to be spontaneous, creative and original. He trusts himself and is free to accept others without any negative feelings. As against this, a child with distorted or inadequate self concept does not come to grips with the problems of life. He tends to view himself as unwanted, incompetent and develops inferiority complex. Due to poor self concepts such children have lack of confidence in the mastery of environments and leads to academic failures. Thus, an individual must choose a discipline and career which permits him to function in a role consistent with his self concept which will help them to achieve their desired goal (Sood, 2006).

The way an individual views himself accounts to a large extent for his success. It was found that aspirations and the drive to succeed are good predictors of achievements (Hamaachek, 1995).

### Review of related literature:

Few studies related to some important aspects of self concept and academic achievement has been reviewed as under:

Manocha (1993) carried out a study on "Adolescents self concept: its relationship to academic subjects". Patil et al. (1994) carried out a study on sex role perception of adolescents as influenced by self concept and achievement motivation.

Tyagi and Kaur (2001) conducted a study to find the self perception of adolescent girls and boys with regard to various aspects of behaviour, intellectual, physical, social and emotional aspects of personality.

Chung (2003) designed a study to examine differences of physical self concept between boys and girls Sood (2006) conducted a study on "Educational choices in relation to academic self concept,

Nuthana (2007) carried out a study on gender analysis of academic achievement among school students Marsh and O' Mara (2008) studied the reciprocal effects between academic self concept, self esteem, achievement and attainment over seven adolescent years.

### Objectives of the study:

The present study has been undertaken to know the influence of self concept on academic achievement of adolescents with the following objectives:

1. To know the self concept and academic achievement of adolescents.
2. To know the relationship between self concept and academic achievement of adolescents.

### Method and procedure:

The investigator selected descriptive method of research which is most appropriate to the project under investigation. The sample of 360 school students of class X is drawn from ten schools of Hoshiarpur district (Punjab) by using random sampling technique. The tool used for the study was Self Concept Scale

developed by Raj Kumar Sarawat (1992) and for assessing academic achievement, the average percentage of two previous year's final examination was taken. The data collected was given suitable statistical treatment like frequency, percentage, t-test, and stepwise regression analysis.

**Findings:**

Distribution of students by levels of dimensions and total self concept:

A glance at Table 1 reveals the distribution of students by the levels of self concept on different components. Majority (72.80%) of the students had above average self concept followed by high (20.00%) and average (7.00%) physical self concept. None of the students came under below average category of physical self concept. Similarly it is observed in case of social self concept that none of them had below average self concept, 60.60 per cent students had above average social self concept, followed by high (28.90%) and average (10.60%) social self concept. More than half of (66.10%) of the students had above average temperamental self concept whereas 16.40 per cent of the students had high and 17.50 per cent of the students had average temperamental self concept.

About 44.70 per cent students had above average educational self concept followed by high (41.70%), average (12.50) and below average (1.10%) educational self concept. In case of moral self concept, it is found that only 0.60 per cent of the students had below average self concept. Around 6.10 per cent had average and 65.20 per cent had above average moral self concept, whereas 28.10 per cent had high moral self concepts. Further, it is noted that 57.20 per cent students had above average intellectual self concept, followed by average (27.20%), high (15.30%) and below average (0.30%) intellectual self concept. When the over all self concept is considered, it is clear that majority (52.80%) of them had above average overall self concept followed by high (46.60%) and average (0.60%) overall self concept. None of them had below average self concept.

**See Table 1**

Distribution of students by levels of academic achievement: -

Table 2. shows the distribution of students on academic achievement. It is evident from the table that 44.20 percent of the students had good academic achievement, followed by excellent (43.30%), average (8.90%) and poor (3.60%) academic achievement

**Table 2. Distribution of students' by levels of academic achievement**

Academic Achievement	Frequency	Percentage
Excellent	156	43.30
Good	159	44.20
Average	32	8.90
Poor	13	3.60
<b>Total</b>	<b>360</b>	<b>100.00</b>

**Influence of self concept on academic achievement: -**

Table 3 depicts the correlation between self concept and academic achievement of the students. The academic achievement was positively and significantly correlated with educational self concept (0.66), intellectual self concept (0.47) temperamental self concept (0.18) and overall self concept (0.54) self concept. This indicated that better the self concept better would be the academic achievement. Further, it is observed that physical (0.89) and social (0.08) self concept was positively related with academic achievement, but these results were non-significant. The data was subjected to the step wise regression analysis. The results (Table 4) revealed that educational self concept alone has contributed to the extent of 43.00 per cent for the academic achievement. Secondly, when educational self concept combined with intellectual self concept the percentage contribution increased up to 49 per cent. Finally educational, intellectual and temperamental self concept all together contributed to the extent of 50 per cent for the academic achievement. This was significant at one per cent level of probability.

**Table 3. Correlation coefficient between self concept and academic achievement**

S.No.	Self Concept	'r' value
1.	Physical	0.08
2.	Social Physical	0.01
3.	Temperamental	0.18**
4.	Educational	0.66**
5.	Moral	0.09
6.	Intellectual	0.47**
7.	Overall	0.54**

**Table 1. Distribution of students' by levels of dimensions and total self concept Dimensions of Self**

Concept	High	Above Average	Average	Below	Average
Physical	72 (20.00)	262 (72.80)	26 (7.20)	-	-
Social	104 (28.80)	218 (60.60)	38 (10.60)	-	-
Temperamental	59 (16.40)	238 (66.10)	63 (17.50)	-	-
Educational	150 (41.70)	161 (44.70)	45 (12.50)	4 (1.10)	-
Moral	101 (28.10)	235 (65.20)	22 (6.10)	2 (0.60)	-
Intellectual	55 (15.30)	206 (57.20)	98 (27.20)	1 (0.30)	-
Overall self Concept	168 (46.60)	190 (52.80)	2 (0.60)	-	-

Note: Figures in parentheses are percentages

**Table 4. Stepwise regression showing the influence of self concept on Academic Achievement**

Steps	Self Concept Dimension	R <sup>2</sup>	F
1.	Educational	0.43	277.13**
2.	Educational, Intellectual	0.49	172.62**
3.	Educational, Intellectual, Temperamental	0.50	121.90**

Note : \*\* significant at 0.01 level

**Conclusion:**

**Self concept of students:**

It is very interesting to observe that, none of the students had below average self concept (Table 1). Half of them have above average and high self concept. With respect to the components of self concept, results revealed that two-third of students had above average physical, social, temperamental and moral self concept and half of them had average intellectual self concept. Nearly 44.70 per cent of the students had above average and 41.70 per cent had high educational self concept. The results are in accordance with the Taygi and Kaur (2001) who reported that respondents in general have positive self concept towards themselves. The self concept depends upon how others react towards the child.

**Academic achievement of the students:**

Results (Table 2) revealed that majority of the students (87%) had excellent and good academic achievement. This might be because of their school environment, teaching faculty, their interest in studies, confidence and hard work.

**Influence of self concept on academic achievement of students:**

The results in the present study (Table 3) revealed that the overall self concept was positively and significantly related to academic achievement,

indicating that as the student's educational, intellectual and temperamental self concept increases the academic achievement also improves.

Self concept is the totality of one's way of seeing himself. When a person feels good about himself in any terms whether it might be physical appearance, intelligence, educational, temperament he approves himself, feel more cheerful, confident competent and naturally get the feeling of adequacy, which might inturn help him for his academic success .The results are congruent with Nuthana (2007) who reported that there was a positive and significant relation between self concept and academic achievement.

The results (Table 4) revealed that among all the components viz., physical, social, temperamental, educational, moral and intellectual self concept, educational self concept was the major component which positively and significantly influenced student's academic achievement. While educational, intellectual and temperamental, self concept together exerted a positive and significant influence on the student's academic achievement. When children develop positive attitude / view towards their school, teacher, educational activities, automatically they take interest in studies which could have enhanced their educational self concept. All these factors might have contributed for higher academic achievement.

**Suggestions for further study:**

1. Study on influence of parental relationship on self concept of rural and urban students
2. Study on parental relationship and self concept of primary and high school students
3. Comparative study of self concept on residential and nonresidential student.

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