

Research Paper

A Study of Academic Achievement of Secondary School Students in Relation to Self-Concept

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ABSTRACT

The present study was carried out to investigate the impact of self-concept on academic achievement. A sample of 100 secondary school students from diverse backgrounds in the Sonipat district was selected using a stratified random sampling technique. The population was distributed equally. For measurement of self-concept, Self-Concept Inventory (SCQ) by Dr. Raj Kumar Saraswat was administered. After the analysis, the result showed a positive correlation between self-concept and academic achievement of secondary school students. It was also found that there was no significant difference between academic achievement and self-concept of boys and girls students based on gender and type of schools.

Keywords: *Self-Concept, Academic Achievement, Secondary School Students, Government and Private Schools*

The single most crucial quality and the key to comprehending a person's behavior is arguably their understanding of themselves. Students' self-concept about their academic ability is pivotal at the secondary level. The most important aspect of a person's personality is their sense of their self. Self-concept is being increasingly recognized as a factor in influencing human behavior and as a succinct indicator of personality. According to Harter (1996), "The self-concept is our total image of us. It is our total picture of our abilities and traits. It is a cognitive construct which determines how we feel about ourselves and guides our actions". According to Carl Rogers, "self-concept is an overarching construct that self-esteem is one of the components of it" (McLeod, 2008). Self-concept is influenced by many factors, one of these factors is academic achievement. Self-concept has been demonstrated to have an impact on academic achievement. So, we can say that both are interrelated. An individual's ideas, beliefs, and attitudes about oneself are described by self-concept. It can influence and shape their emotions, actions, and behaviors. Contrarily, academic achievement can be defined as the level of success of an individual in academic pursuits. These two ideas are intimately connected because an individual's self-concept has a substantial impact on their academic achievement. A person having a positive self-concept tends to be more motivated, perform better with confidence, can solve problems in academic

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Received: May 17, 2023; Revision Received: June 27, 2023; Accepted: June 30, 2023

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endeavors, and improved mental health. We can say that a person's positive self-concept is beneficial. On the other hand, a person with having negative self-concept is less likely to try or put forth effort. This can lead him to a lack of motivation, poor study habits, lack of confidence, poor academic performance, low self-esteem, and negative self-talk.

REVIEW OF LITERATURE

The literature review recognizes the contributions made by earlier researchers, reassuring the reader that your work is well-planned. It is assumed that the author has read, assessed, and assimilated any preceding work in the subject of study that is cited in their work.

Prabha S. et al. (2012) conducted a study on Self-concept and academic achievement of secondary school students, in which they concluded that there is an insignificant difference between scores of self-concept boys and girls. She also found no relationship between self-concept and academic achievement.

Gupta G.& Priyanka et al. (2022) conducted a study, the result showed a high and same level of self-concept in both groups of males and females.

Narendra K. et al. (2017) have found a positive relationship between academic achievement and the self-concept of boys and girls students.

Tapas B. et al. (2018) conducted a study to examine the impact of self-concept on academic achievement. The result showed that the impact of boys' self-concept is more than girls' self-concept on academic achievement.

Sandeep K Jaiswal & Rashmi Ch. et al. (2017) noted that the academic self-concept of female students was higher as compared to male students.

Objectives of the study:

- To find out the relation between self-concept and academic achievement of secondary school students.
- To find out the difference in the self-concept of secondary school students based on gender.
- To find out the difference in the self-concept of secondary school students studying in government and private schools.
- To find out the difference in academic achievement of secondary school students based on gender.
- To find out the difference in academic achievement of secondary school students studying in government and private schools.

The hypothesis of the study:

- There is no significant relation between Self-Concept and Academic Achievement of secondary school students.
- There is no significant difference in the self-concept of secondary school students based on gender.
- There is no significant difference in the self-concept of secondary school students studying in government and private schools.
- There is no significant difference in academic achievement between secondary school students studying in government and private schools.

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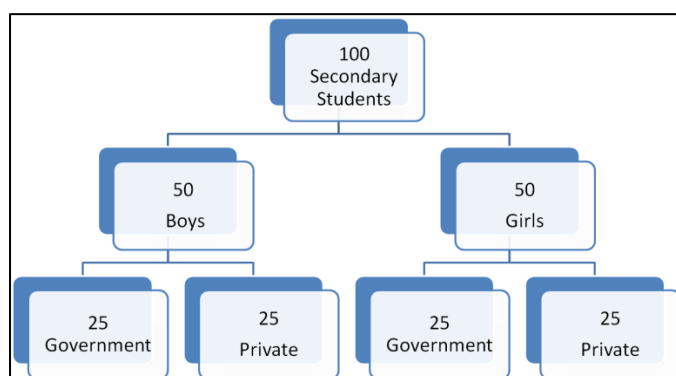
- There is no significant difference between the academic achievements of secondary school students based on gender.

METHODOLOGY

The descriptive method was used for the study. Mean, Standard Deviation, t-test, and coefficient of correlation were used to analyze the collected data.

Sample:

A sample of 100 secondary school students from various schools (government and private) was selected based on gender. Students of 8th & 9th from various schools were selected for a target population.



Tools used:

- Self-Concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat (2010).
- Academic Achievement: Collected through school records.

RESULTS

To achieve the objectives and test the hypothesis, the following observations are recorded and interpreted below:

Table 1: To find out the relationship between self-concept and academic achievement of secondary school students.

Variables	Coefficient of Correlation
Self-concept	0.632
Academic achievement	

From Table 1, it is concluded that there is a positive correlation (0.632) between self-concept and academic achievement of secondary school students. Therefore hypothesis “There is no significant relation between Self-Concept and Academic Achievement of secondary school students” is rejected.

Table 2: To find out the difference between the Self-Concept of boys and girls.

Gender	N	Mean	S.D	t-test value	Level of Significance
Boys	50	183.84	18.262	0.931	0.05
Girls	50	184.18	21.334		

From Table 2, it is concluded that the mean score of boys (183.84) is less than that of girls (184.18). The t-test value is 0.93 which is not significant at 0.05. Hence, the null hypothesis

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“There is no significant difference in the self-concept of secondary school students based on gender” is accepted.

Table 3: To find out the difference between the self-concept of secondary school students studying in government and private schools.

Schools	N	Mean	S.D	t-test value	Significance
Government	50	185.94	20.70	0.307	0.05
Private	50	181.88	18.86		

From Table 3, it is concluded that the mean value of self-concept of private school students (185.94) is less than government school students (181.88). The t-test value is 0.307, which is not significant at 0.05. Therefore, the null hypothesis “There is no significant difference in the self-concept of secondary school students studying in government and private schools” is accepted.

Table 4: To find out the difference between in academic achievement of secondary school students based on gender.

Gender	Mean	S.D	t-test value	Significance
Boys	72.27	6.07	0.1578	0.05
Girls	74.29	7.11		

From Table 4, it is concluded that the mean value of academic achievement of boys (72.27) is less than girls (74.29). The t-test value is 0.1578 which is not significant at 0.05. Therefore, the null hypothesis “There is no significant difference in the academic achievement of secondary school students studying in government and private schools” is accepted.

Table 5:

School	Mean	S.D	t-test Value	Level of significance
Govt.	73.169	7.21	1.0	0.05
Private	73.397	7.07		

From Table 5, it is concluded that the mean value of academic achievement of government school students (73.169) is less than private school students (73.397). The t-test value is 1.0, which is not significant at 0.05. Therefore, the null hypothesis “There is no significant difference between the academic achievements of secondary school students based on gender” is accepted.

Educational Implications

The findings of the research study have further implications for teachers and professionals in addressing the self-concept of secondary school students. As low self-concept leads to low academic achievement. Therefore, teachers or professionals should adopt various measures so that self-concept among students could be managed. Teachers should create an affirmative environment that allows students to concentrate rather than get distracted. Sometimes there is a difference between the academic achievement of girls and the academic achievement of boys due to differences in the level of self-concept. This school administration and teachers might close this gap by providing them with specialized instruction. Teachers and administrators should take steps to improve the academic

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performance of male pupils, including special/remedial coaching sessions, training, and the use of various strategies.

CONCLUSION

The study shows that self-concept impacts the academic achievement of secondary school students. The purpose was to find out how secondary school students' self-concept and academic achievement differed based on gender and type of school. Friedman (1970), Lewis (1971), Sidwai(1971), Robinson (1976), Larry (1976), Woods (1998), Ghazvini (2011), Archana K. et al. (2013), and Morris D. (2015) found that there exists a positive correlation between academic achievement and self-concept. Many researchers have found a positive correlation between academic achievement and self-concept and on the other hand, most educators accepted that the relationship is reciprocal. In addition to this, the researcher also found that academic achievement and self-concept are closely related.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Rani, S., Anjali, Usha & Sudesh (2023). A Study of Academic Achievement of Secondary School Students in Relation to Self-Concept. *International Journal of Indian Psychology*, 11(2), 2868-2872. DIP:18.01.280.20231102, DOI:10.25215/1102.280