Research Paper

Exploring the Relationship between Self Perception and Academic Achievement among Secondary School Students

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ABSTRACT

The present study is an attempt to explore the relationship between Self-Perception and academic achievement. A number of 100 students studying in private schools of Sonipat district was selected for this study. Random sampling technique was adopted for sample selection. Self-Perception Measurement Scale (SPMS) by Dr. K.G. Agarwal (2005) was used for data collection. The findings of the study shows that there exists a significant relationship between the Self- perception and Academic achievement of secondary school students.

Self-perception is the way a person perceives themselves, including their thoughts, feelings, abilities, and traits. Self-perception shapes behaviour, decisions, and relationships. This is the broadest definition of what people believe, think, and feel about themselves. This includes how people feel about their personalities, skills, beliefs, and social interactions. It includes feelings of worth, self-esteem, self-confidence, self-disbelief and self-love. Self-perception is the complex way in which we perceive, comprehend, and evaluate ourselves. This includes how we perceive our personalities, abilities, beliefs, and roles in the world. Self-perception includes: Self-concept, Self-esteem, Self-identity, Self-efficacy, Self-image, Self-awareness, Self-regulation, Self-perception shapes how we think, feel, and act. It shapes how we interact with others and the world around us. A healthy and well-developed self-perceived world is essential for psychological health and personal development.

The level of success or competence achieved by students in a variety of studies is referred to as academic attainment. Performance in academic subjects, such as mathematics, science, language arts, and social studies, as well as in other areas, such as extracurricular activities, leadership roles, and community service, is usually covered. Scholarly accomplishment is impacted by variables, for example, mental capacities, inspiration, concentrate on propensities, parental help, educator quality, school assets, and financial foundation. It is in many cases estimated through grades, state administered test scores, fruition of coursework, graduation rates, and different marks of mastering and ability securing. Scholastic accomplishment is the finish of understudies' prosperity and capability across different

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instructive spaces. It envelops not just quantitative measurements like grades and grades yet additionally subjective viewpoints, for example, decisive reasoning, critical abilities to think, and profundity of figuring out in scholastic subjects. A few variables add to scholarly accomplishment, including mental capacities, inspiration, concentrate on propensities, parental help, educator quality, school assets, and financial foundation.

The connection between self-perception academic achievement significant and cooperative. An understudy's view of themselves be it regarding confidence, self-viability, or self-personality significantly impacts their scholarly exhibition. At the point when understudies have a positive self-discernment, considering themselves to be fit, commendable, and ready to handle difficulties, they are bound to show strength, put forth significant standards, and endure in their scholarly undertakings, prompting better progress. On the other hand, scholarly accomplishment assumes an essential part in forming self-discernment. Victories support positive self-convictions, reinforcing certainty and self-esteem. Then again, disappointments or battles might subvert confidence and certainty. This corresponding relationship highlights the significance of supporting a positive self-discernment in understudies, as it fills in as an establishment for scholarly accomplishment, while scholastic triumphs further reinforce self-discernment, making a pattern of development and achievement. In this manner, encouraging a steady climate that advances positive self-discernment close by scholastic greatness is urgent for supporting understudies' comprehensive turn of events and expanding their true capacity.

REVIEW OF RELATED LITERATURE

Dalal and Riya (2023) examined the Self-Perception in relation to academic achievement of adolescents. The study was conducted on sample of 100 adolescents of age 13-18 from diverse backgrounds in the Sonipat District of Haryana. The result showed that self-perception significantly influenced the academic achievement of adolescents.

Rui Fu, et. al. (2020) examined the academic self-perception and academic achievement in Chinese children: A multiwave longitudinal study. Data were collected each year in four consecutive years from a sample of children in China 1,156 children Latent growth curve analyses showed that the initial level of academic self-perception and achievement moderated the growth of each other.

S. Gordon (2017) examined the Self-perception and relationship quality as mediators of father's school-specific involvement and adolescent's academic achievement sample of adolescents living and attending school in the United States. Participants of Add Health initially completed in-school and in-home interviews in 1994 and 1995 when they were in 7th through 12th grade. Results from structural equation modelling suggested differential mediating effects for each model, supporting both partial and full mediation.

Bahar (2016) examined the student perception of academic achievement factors at high Samedi. The study was conducted on 2294 high school students. Results indicate student perspective of causes of achievement is somewhat different from those expressed in quantitative studies.

Muzamil and Shah (2016) examined the Cyberbullying and self-perceptions of students associated with their academic performance. The sample was conducted on 610 students at

senior secondary level. The findings from this research study show that socioeconomic status and low self- efficacy are the factors responsible for students' low performance.

Levpuscek and Berce (2012) examined the Social anxiety, social acceptance and academic self-perception in high-school students. The sample was conducted on 277 Slovene high-school students. The results revealed that the most socially anxious students belonged to the sociometric group of rejected students, being described by their classmates as anxious and having negative mood.

Saunders, et. al. (2004) examined the Gender differences in self-perceptions and academic outcomes: A study of the African American high school students. The study was conducted on 243 African American high school sophomores. The results suggested that, overall, females are more favourably oriented toward high school completion.

J Marchant, et. al. (2001) examined Relations of middle school students perceptions of family and school contexts with academic achievement. The sample was conducted on 230 fifth-and sixth-grade students. The result of this research is students supportive relationships and the internalization of the messages conveyed to them underscore the need for a contextual view by school psychologists when consulting with parents and education staff regarding achievement concerns.

After doing the literature review, the researcher feels a need of research with Self - perception and Academic achievement. There are many studies conducted on both variables at different levels, but the researcher wants to conduct a study with secondary students that's why she chooses these variables for investigation.

Statement of the Problem
"Exploring The Relationship Between Self Perception and Academic Achievement Among Secondary School Students"

Operational Definitions
- **Self-perception:** How people see and understand their identities, beliefs, attitudes, and skills. It includes a person's comprehension of their own ideas, emotions, actions, and traits, all of which have the power to influence their sense of self-worth, self-assurance and general identity.
- **Academic achievement:** The degree of success a student achieves in their academic endeavors is referred to as academic accomplishmet, and it is usually determined by their grades, test scores, completion of courses or degrees, and general academic performance. It shows how well a student has learned the abilities, competences, and information required in a classroom.
- **Secondary school students:** Here, the secondary school students studying in 11th and 12th class of private school of Sonipat District.

Objectives of the Study
- To assess the Self -perception of secondary school students.
- To assess the Academic achievement of secondary school students.
- To compare the level of self -perception and academic achievement of secondary school students.

Hypotheses of the Study

There exists no significant relationship between the level of self -perception and academic achievement of secondary school students.

METHODOLOGY

Population: In this study, the population comprises of the students studying in secondary classes of private school of Sonipat District.

Sample

The sample of the present investigation was drawn from 11th and 12th class students studying in private schools Sonipat District of Haryana state. A sample of 100 students was taken which included 50 girls and 50 boys.

Tool Used

In the present study the investigator used **Self-Perception Measurement Scale (SPMS) by Dr. K.G. Agarwal (2005),** to measure the level of self -perception and for academic achievement, marks of previous class was used to investigate the relationship between the both variables.

Statistical Techniques Used

Statistical techniques used for analyzing data were mean, Sd and correlation. Graphical representation was also done wherever necessary.

RESULTS AND INTERPRETATION

The interpretation of the present investigation was done in three sections.

Section-I Assessment of Self -Perception of Secondary School Students

Table No.-1 Z scores of Self- Perception of Secondary School Students

Sr. No.	Range of z-Scores	Grade	Level of self-perception	Marks	No. of students
1	+2.01 and above	A	Extremely High	39 and above	00
2	+1.26 to +2.00	B	High	35 - 38	00
3	+0.51 to +1.25	C	Above Average	29 - 34	02
4	-0.50 to +0.50	D	Average	22 - 28	48
5	-0.51 to -1.25	E	Below average	17-21	44
6	-1.26 to -2.00	F	Low	11-16	06
7	-2.01 and below	G	Extremely Low	11 and below	00
				Total	100

Interpretation

The above table shows the level of self- perception of secondary school students. Out of hundred students only 2 students have above average level of self -perception. In the other hand only 48 students have average level and 44 students has below average level of self-perception. The result shows that only 6 students have low level of self- perception. No

students have extremely high, high and extremely low level of self- perception. So, it is concluded that most of the students has good level of self -perception.

Section-II Assessment of the Academic Achievement of Secondary School Students

Table No.-2   Level of Academic Achievement of Secondary School Students

Sr. No.	Percentage	Level of Academic achievement	No. of students
1	81% and above	Intelligent	59
2	60% to 80%	Average	29
3	59% and below	Below average	12
		Total	100

Interpretation
The table no. -2 represents the data of academic achievement of secondary school students. The above table stated that a number of 59 students has intelligent level of academic achievement and only 29 students gets marks between 60% to 80 %. It means they lies in the average level of academic achievement. The finding also stated that only 12 students has below average level of academic achievement.

Section-III Significant Relationship Between the Level of Self -Perception and Academic Achievement of Secondary School Students

Table No.-3 Mean Scores of Self-perception and Academic Achievement of Secondary School Students

Variable	N	Mean	SD	'r' value	Level of significance
Self-perception	100	21.85	3.394	0.125	Significant
Academic Achievement	100	81	0.140		

Interpretation
The above table shows the relationship between the level of self -perception and academic achievement of secondary school students. Table no.-3 stated that the mean of self-perception is 21.85 and mean of academic achievement is 81respectively. It is also showing the SD value of both variables i.e. 3.39 and 0.14. Correlation between the above two variables is 0.125, which is significant at 0.1 level of significance. So, it is concluded that the hypothesis, there exists no significant relationship between the level of self -perception and academic achievement of secondary school students is rejected. It means self -perception and academic achievement are related with each other.

CONCLUSION
The finding of the present study shows that there exists a significant relationship between self- perception and academic achievement. Kaur and Meenu (2018) stated that Positive relationship indicated that high self-perception leads to high academic achievement. Shrivastava, et. al. (2024) revealed in his study that here is a strong relation between Self Perception and Academic achievement of senior secondary school students. These studies supported the results of the present study.

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Conflict of Interest

The author(s) declared no conflict of interest.

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