



Self- Concept and Academic Achievement of Higher Secondary Level Students

S. Senthilselvam

Ph.D Research Scholar, Sri Ramakrishna Mission Vidyalyaya College of Education, (Autonomous), Coimbatore-20

Dr. G. Subramonian

Associate Professor, Sri Ramakrishna Mission Vidyalyaya College of Education, (Autonomous), Coimbatore-20

ABSTRACT

This study is aimed to investigate to find out any significance difference between whether Self- concept and Academic Achievement of Higher Secondary Students. The descriptive survey research method was used for this investigation. In this present study sample of 150 students (75 male and 75 female) were taken by using proposanate simple random sampling technique. Self- concept scales developed by the investigator were used for data collection. Moreover, for academic achievement Marks obtained in the XI class of the State board, aided and Matriculation board schools for assessing the achievement of students. The findings of the study revealed that: (i) There is no significant difference between male and female of higher secondary level students on self-concept. (ii) There is no significant difference between male and female of higher secondary level students on academic achievement. (iii) There is no significant difference between self-concept students and academic achievement of students in higher secondary level students.

KEYWORDS : Self-Concept, Academic Achievement, Higher Secondary level, XIth class students.

Introduction

Education is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighbouring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of students self-concept. Individuals will have self-concept, academic achievement, in all stages of life, so that people try for their self enhancement. The self-concept during student's period influences their self-confidence, positive attitudes.

Self-Concept

Self-Confidence is a positive attitude of oneself towards one's self concept. It is an attribute of perceived self. Self-Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. Self-Confidence is the conviction that one is generally capable of producing desired results. Increase in self-confidence helps to develop innate qualities of self-worthy and competency by the reinforcement. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment. In general, self-confidence refers to an individual's ability to act effectively in a situation to overcome obstacles and to get things to go alright. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term Self-confidence is used to refer to individuals' judgment about themselves. Children with over all high self-concept are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers.

Academic Achievement

An achievement is all an obtaining for an exertion or an accomplishment of an effort. Achievement is thus an attainment, a proficiency gained or an ability required. In the field of education an achievement is the amount of knowledge or skills that a student has learnt in a particular field or subject. It is an exposition of his present level of performance. Quality of performance has become the key factor for personal progress. Parents desire that their students climb the ladder of performance to as high a level as possible. In school, great emphasis

is laid on achievement right from the beginning of formal education. So, lot of time and effort of the schools are used for helping students to achieve better in scholastic endeavours.

Review of Related Literature

Affum-Osei Emmanuel et.al (2014) investigated the relationship between achievement motivation, academic self-concept and academic achievement of high school students. In addition, the study found out the students profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. A total of 120 students selected from four high schools participated in the study. The Inventory of School Motivation (ISM) developed by McInerney & Sinclair (1991) and The Self-Concept Scale by Cambra & Silvester (2003) were administered on the sample to assess their motivation and self-concept respectively. Percentages, and Pearson Product Moment Correlation Co-efficient were used to analyse the data. The results showed that, majority of the high school students were highly motivated, have high self-concept and performed well on the Mathematics Achievement test.

Dr. Neeti Naveen (2016) conducted a study on the Self Concept in relation to under-achievement of students at higher secondary level. A sample of 631 students was randomly selected from the schools in Moradabad district. They were administered Jalota's Verbal Group Test of General Mental Ability and Self Concept Inventory developed by the researcher herself. Mean, S.D., and t-test were used to analyse the data. Results show that over achiever students and under achiever students differed significantly on self concept. Underachiever students have significantly low self concept that of overachiever students.

Dr. Sita Chetri (2014) undertaken to study the self concept and achievement motivation of adolescents and their relationship with academic achievement. The sample for the investigation comprises 480 male and female of class Xth from various government and non government managed schools within the age range of 16-17years, from urban and rural areas. One of the findings of the study was that no significant difference was observed in the self concept of the student in gender, locale and management variation. The second finding was in respect of non significant difference in achievement motivation with regard to gender and locale variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation. The study revealed significant relationship between the two variables of self-concept, achievement motivation and academic achievement.

Statement of the Problem

Self- concept and Academic Achievement of Higher Secondary level Students

Objectives of the Study

1. To find out the difference between self-concept and Academic achievement among higher secondary students.
2. To find out the academic achievement that difference between higher secondary level students.
3. To find out the self-concept that is available between higher secondary level students due to variation in there, gender.

Hypotheses of the study

1. There is no significant difference between male and female higher secondary level students on self-concept.
2. There is no significant difference between male and female higher secondary level students on academic achievement.
3. There is no significant difference between self-concept students and academic achievement students in respect of higher secondary level school students.

Methodology

Methodology makes the most important contribution towards the environment of any study. Survey method of research was employed by the investigator.

Sample for the Study

In the present study sample of 150 students (75 male and 75 female) were by using proportionate simple random sampling technique.

Variables

The independent variable of the study was self-concept, dependent variable academic achievement and the researchers have taken demographic variables of gender.

Tools for the Study

Tools used to be;

1. Self-Concept questionnaire developed by the investigator.
2. Marks obtained in the XIth class of state board, aided and matriculation board for assessing the achievement of higher secondary level students.

Statistical Analysis

In the present study to compare the higher secondary school students on the Self-Concept and Academic Achievement Mean, S.D, t-test of a range of was used. For the purpose of the analysis, Descriptive statistical techniques were used. The level of significance was set at 0.05 level.

Analysis and Interpretation of Data

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the difference between the variables, which lead to the verification of hypothesis. This is achieved with the logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

Table 4:4:1 Distribution of use of Self-Concept and Academic Achievement by the higher secondary level students scores

Variables	Mean	Median	Mode	S.D	Skewness	Kurtosis
Self-Concept Students	139.76	139.5	130	15.22	0.15	-0.35
Academic Achievement Students	70.14	69.13	66.66	11.20	-0.18	-0.27

From the above table, it is found that the mean scores of use of self-concept is 139.76, the median is 139.5, the mode is 130 and the S.D is 15.22. In this distribution the mean, the median, the mode and S.D fall more or less at the same point, therefore it is inferred that the sample distribution is found to the symmetrical. The skewness for the use self-concept is 0.15. skewness characterizes the degree of regularity of a distribution around its mean. Here the skewness values 0.15. The positive skewness indicates a distribution with an asymmetric tail extending towards more positive value. In this distribution the kurtosis value is -0.35. Negative kurtosis indicates a relatively flat distribution.

From the above table, it is found that the mean scores of use of academic achievement is 70.14, the median is 69.13, the mode is 66.66 and the S.D is 11.20. In this distribution the mean, the median, the mode and S.D fall more or less at the same point, therefore it is inferred that the sample distribution is found to the symmetrical. The skewness for the use academic achievement is -0.18. skewness characterizes the degree of regularity of a distribution around its mean. Here the skewness values -0.18. The negative skewness indicates a distribution with an asymmetric tail extending towards more negative value. In this distribution the kurtosis value is -0.27. Negative kurtosis indicates a relatively flat distribution.

H₀₁: There is no significant difference between male and female higher secondary level students on self-concept

Table-2: Showing the Means, SD, 't' Value and level of Significance of 83 Male Students and 67 Female Students on Self-Concept

Variables	N	Mean	S.D	't' Value	Significance At 0.05 Level
Male	83	141.07	15.74	1.186	NS**
Female	67	138.13	14.51		

S*-Significant NS**-Not Significant

Interpretation: Table -2 shows that the Mean, S.D scores of male students for self-concept are 141.07 ± 15.74 and female students is 138.13 ± 14.51. The calculated t-value is 1.186 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between male and female higher secondary level students on self-concept. Thus, our hypothesis that, "There is no significant difference between male and female higher secondary level students on self-concept" is accepted at 0.05 level of significance.

H₀₂: There is no significant difference between male and female higher secondary level students on academic achievement

Table-3: Showing the Means, SD, 't' Value and level of Significance of 75 Male and 75 Female Students on Academic Achievement

Variables	N	Mean	S.D	't' Value	Significance At 0.05 Level
Male	75	141.1757	14.84	1.12	NS**
Female	75	138.3816	15.56		

S*-Significant NS**-Not Significant

Interpretation: Table -3 shows that the Mean, S.D scores of male student for academic achievement are 141.18 ± 14.84 and female student is 138.38± 15.56. The calculated t-value is 1.12 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between male and female higher secondary level students on academic achievement. Thus, our hypothesis that, "There is no significant difference between male and female higher secondary level students on academic achievement" is accepted at 0.05 level of significance.

H₀₃: There is no significant difference between self-concept students and academic achievement students in respect of higher secondary level school students

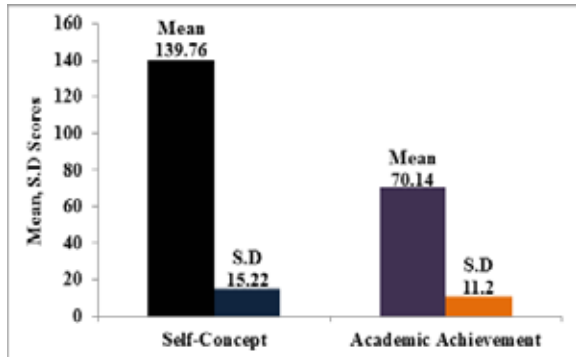
Table-4: Showing the Means, SD, 't' Value and level of Significance for the Self-Concept and Academic Achievement Students on higher secondary level

Variables	N	Mean	S.D	't' Value	Significance At 0.05 Level
Self-Concept Students	150	139.76	15.22	9.12	S*
Academic Achievement Students	150	70.14	11.20		

S*-Significant NS**-Not Significant

Interpretation: Table -4 shows that the Mean, S.D scores of self-concept students for higher secondary level are 139.76 ± 15.22 and academic achievement students is 70.14 ± 11.20. The calculated t-value is 9.12 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between self-concept students and academic achievement students in respect of higher secondary level school students. Thus, our hypothesis that, "There is no significant difference between self-concept students and academic achievement students in respect of higher secondary level school students" is not accepted at 0.05 level of significance.

Figure-1: Showing Means, S.D, of Self-Concept Students and Academic Achievement Students on Higher Secondary Level School Students



Findings

Major findings of the present study are as follows:

1. There is no significant difference between male and female higher secondary level students on self-concept.
2. There is no significant difference between male and female higher secondary level students on academic achievement.
3. There is a significant difference between self-concept and academic achievement of students in respect of higher secondary level school students.

Conclusion

From the above said findings, we can conclude that the male students are different on self-concept as compared to female students. The male students are different on academic achievement as compared to female students. The self-concept students show better higher secondary level school students as compared to academic achievement students. Based on the finding and discussions, it could be concluded that we must develop a self-concept among higher secondary level students and aspire them for good self-concept. In the context of liberalization, privatization and globalization of education, a healthy, productive, creative and innovative education is the need of the hour. The performance development of any area requires integrated personality of society. Based on the finding and discussions, it could be concluded that we must enlarge positive attitude, self-confidence, self-esteem and positive self-concept among higher secondary level school students. Higher secondary level school student's self-concept and academic achievement helps to make the performance better. The young generation should be self-confident and academic performance to do better in their professional career and able to face the any positions in future.

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