



Academic Achievement Among Intermediate Students in Relation to Self Concept

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ABSTRACT

This study aims at investigating the relationship between the Intermediate students self concept and their academic achievement in relation to gender and management. The objective of this study was to know the academic achievement among Intermediate students in relation to self concept. For the purpose of the study a sample of 100 Intermediate students was selected by simple random sample technique. Mean, SD, t-test and correlation were used to analyze the data. From the results it is revealed that there would be no significant influence of gender and management on the self concept of Intermediate students and also there would be a significant relationship between academic achievement and the self concept of Intermediate students.

KEYWORDS

Self concept, Academic achievement, Intermediate students

INTRODUCTION:

One's self-concept (also called self-construction, self-identity, self-perspective or self-structure) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, and racial identity. Generally, self-concept embodies the answer to "Who am I?". One's self-concept is made up of self-schemas, and their past, present, and future selves. Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner").

Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts.

According to Ormrod (2000), there are three factors, which definitely do influence the degree to students from positive or negative self-concept:

- ✓ Their own prior behaviors and performance
- ✓ The behaviors of other individuals toward them
- ✓ The expectations that others hold for their future performance

Each one offers insights as to how teachers, can enhance their students' self-concept. Researchers have been concerned with analyzing of relationships, both associative and predictive between self concept and academic performance. Purkey (1970) for example, observed that there is a persistent and significant

relationship between the self-concept and academic achievement and that change in one seems to be associated with change in the other.

It would seem logical to reason that a poor self-concept, which implies a lack of confidence in the environment, would be related to deficiency in one of the most important areas of accomplishment for children - their performances in school

It was intended to study the relationship between self-concept and academic achievement in order to rescue those students who may be victims of their own negative beliefs about themselves. The study is significant because the results may generate useful knowledge and understanding of the relationship between the female students' self concept and academic achievement.

REVIEW OF RELATED LITERATURE

Silberglitt et al. (2006) investigated the effects of grade retention on reading performance. This study included one hundred and forty-seven students in first through eighth grade enrolled in schools across Minnesota. His study emphasized using a control group and randomly selected participants. Participants were in one of three groups, which included retained, promoted, and a randomly selected control group. Within the group of students who had been retained, he looked at the achievement the year following retention, as well as the longitudinal academic achievement of retained students compared to the promoted and control group. The results showed that the year following retention the students who had been retained made academic gains. This was attributed to the fact that the students were already starting at a higher point than at the beginning of the year before and therefore were going to gain after an extra year within the same grade. For this group of students retention was used as an intervention method in order to improve achievement; however when he looked at the rate of growth from year one to year two there were no differences and concluded that retention was not an effective intervention in order to improve academic achievement. Over an eight-year period he found that there was not a significant difference in overall achievement between the retained students and the promoted students. However in the seventh and eighth year the retained students began to show a decrease in academic achievement while promoted students continued to make consistent progress. These results show that a more longi-

tudinal study should be conducted to look at the effects of early grade retention on the academic achievement in high school.

Asma-Tuz-Zahra (2010) investigated the relationship between self-concept and academic achievement of bachelor degree students. Female students at bachelor were considered the target population. A sample of 1500 students was selected by using two stage cluster sampling technique. An amended form of Self-Descriptive Questionnaire developed by Marsh (1985) was used as tool of research. Factor analysis was employed to explore the pattern of inter-item correlations of the questionnaire. Kendall's-Tau-b technique of correlation was applied to correlate responses obtained on academic, physical and social self concepts related items with the academic achievement scores of students Physical self-concept and social self-concepts were found unrelated to academic achievement. However, a significant but weak correlation was found between academic self concept and academic achievement.

STATEMENT OF THE PROBLEM:

The title of the problem is "Academic achievement among Intermediate students in relation to self concept."

OBJECTIVES OF THE STUDY:

➤ To study the influence of the gender, management and academic achievement on the self concept of Intermediate Students.

HYPOTHESIS OF THE STUDY:

- There would be no significant influence of gender on the self concept of Intermediate students.
- There would be no significant influence of management on the self concept of Intermediate students.
- There would be no significant relationship between academic achievement and the self concept of Intermediate students.

METHODOLOGY:

Method: In the present study Descriptive Survey Method of investigation was employed by the investigator.

Sample: For the purpose of the study a sample of 100 Intermediate students was selected in S.P.S.Nellore District through stratified random sampling technique. The stratified random sampling was applied in two stages. The first stage is management i.e. Government and Private and second stage is gender i.e. boys and girls. It is a 2X2 factorial design with 100 sample subjects. The investigator personally visited intermediate colleges with the permission of the principals of the colleges. The Intermediate students who attended to the college on the day of collection of data are considered for the purpose of the investigation.

Tool: Self concept of Intermediate students was assessed by self concept inventory adopted, developed by Jagadeesh & Srivastava(1983). The self concepts questionnaire and personal data sheet were administered.

Statistics Used: The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. Mean, S.D, t-test and correlation were used to test the formulated hypothesis.

ANALYSIS AND INTERPRETATION OF THE DATA:

Hypothesis – 1: There would be no significant influence of gender on the self concept of Intermediate students.

To test this hypothesis, the technique t-test was employed and the results are shown in table-1.

Table-1: Influence of gender on the self concept of Inter-

mediate Students and their t- value.

Gender	N	Mean	Std. Deviation	Std. Error Mean	T-Value
Boys	50	58.82	11.096	1.569	0.378@
Girls	50	58.02	10.050	1.421	

Note: @: Not significant at 0.05 level.

It is found that from the table-1, that the calculated t-value (0.378) is lesser than the table t-value (1.96) for 98 df at 0.05 level. Hence we accept the null hypothesis. Hence we conclude that the gender has no significant influence on the self concept of Intermediate students. From the results boys has more self concept than the girls.

Hypothesis – 2: There would be no significant influence of management on the self concept of Intermediate students.

To test this hypothesis, the technique t-test was employed and the results are shown in table-2.

Table-2: Influence of management on the self concept of Intermediate Students and their t- value.

Management	N	Mean	Std. Deviation	Std. Error Mean	T-Value
Government	50	57.76	9.373	1.326	0.624@
Private	50	59.08	11.649	1.647	

Note: @: Not Significant at 0.05 level.

It is found that from the table-2, that the calculated t-value (0.624) is lesser than the table t-value (1.96) for 98 df at 0.05 level. Hence we accept the null hypothesis. Hence we conclude that the management has no significant influence on the self concept of Intermediate students. From the results private colleges' Intermediate students has more self concept than the Government colleges' Intermediate students.

Hypothesis – 3: There would be no significant relationship between academic achievement and the self concept of Intermediate students.

To test this hypothesis, the technique correlation was employed and the results are shown in table-3.

Table-3: Influence of the self concept on academic achievement of Intermediate Students and their t- value.

Variable	r-value
Academic Achievement	.859**
Self Concept	

** . Correlation is significant at the 0.01 level (2-tailed).

It is found that from the table-3, that the calculated r -value is greater than the table r-value .Hence we reject the null hypothesis. Hence we conclude that the there is a significant correlation between self concept and academic achievement of Intermediate students.

FINDINGS OF THE STUDY:

- There would be no significant influence of gender on the self concept of Intermediate students.
- There would be no significant influence of management on the self concept of Intermediate students.
- There would be a significant relationship between academic achievement and the self concept of Intermediate students.

CONCLUSION:

Self-concept is primarily influenced by the interactions people have with important people in their lives. According to Oxford Dictionaries, self-concept is constructed from the beliefs one holds about oneself and the responses of others. From the results it is revealed that there would be no significant influence of gender and management on the self concept of Intermediate students and also there would be a significant relationship between academic achievement and the self concept of Intermediate students. From the results boys has more self concept than the girls and also private colleges' Intermediate students has more self concept than the Government colleges' Intermediate students.

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