Original Research Paper

Education

Relationship Between Self Concept and Academic Achievement of Class X Students

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ABSTRACT

The objective of the study is to see the relationship between self-concept and academic achievement of class X students. The population for the study consisted of 120 students. Self-concept was the independent variable and academic achievement was the dependent variable in this study. In the present study, correlational method was used falling under the Descriptive Methodology. The tools used in the study were Children's Self Concept Scale (CSCS) by Dr H.S.Singh and Dr.S.P.Ahlutalia and to find out the academic achievement, academic marks scored by the students in the entire year were taken. The results of the study revealed that there is positive relationship between self-concept and academic achievement of students. Self concept has a direct and positive relationship with academic achievement which will further enhance their success in academic field.

KEYWORDS | Self-Concept, Academic Achievement.

Introduction

Marsh (1986) considered self-concept to be a very important educational achievement indicator as well as a desirable mediating variable leading to other positive outcomes, such that educational policy statements throughout the world list self-concept enhancement as a central goal of education.

Carl Rogers and Abraham Maslow were the first to establish the notion of self-concept. According to Rogers, everyone strives to reach an "ideal self". According to Hattie (1992) the most influential and eloquent voice in self-concept theory was that of Carl Rogers who introduced an entire system built around the importance of the self. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. He maintained that there is a basic human need for positive regard both from others and from oneself. He also believed that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment.

Klobal and Musek (2001) defined self concept as an individual's perceptions of him/herself; it is a psychological entity and includes one's feelings, evaluations, and attitudes, as well as descriptive categories. Woolfolk (2001) defined self concept as the value that an individual places on his or her own characteristics, qualities, abilities and action.

The term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about him herself (Woolfolk, 2001 and Tuttel and Tuttel, 2004).

Objectives of the Study

The objective of the study was to find out the relationship between self concept and academic achievement level of class X students.

Hypothesis of the Study

The following null hypotheses had been set up for the purpose of this study.

$H_0 1$ There is no relationship between self concept and academic achievement of class X students.

In order to test this hypothesis, the following sub-hypotheses were formulated:

$H_0 1a$ There is no relationship between behavior dimension of self concept and academic achievement level of class X students.

$H_0 1b$ There is no relationship between intellectual and school status dimension of self concept and academic achievement level of class X students.

$H_0 1c$ There is no relationship between physical appearance and attributes dimension level of self concept and academic achievement level of class X students.

$H_0 1d$ There is no relationship between anxiety dimension of self concept and academic achievement level of class X students.

$H_0 1e$ There is no relationship between popularity dimension of self concept and academic achievement level of class X students.

$H_0 1f$ There is no relationship between happiness and satisfaction dimension of self concept and academic achievement level of class X students.

Variables Included in the Study

Self-concept and Study habits were the independent variables in this study. Academic achievement was the dependent variable.

Methodology

In the present study, correlation method was used falling under the Descriptive Methodology. Research designed to answer questions about the current state of affairs is known as descriptive research. The purpose of the descriptive research strategy is to describe variables as they exist. Consequently, a descriptive study typically measures a variables or set of variables as they exist naturally at the time of study. Descriptive method of educational research was to study the self concept in relation to academic achievement of class X Students. In the present study correlation was studied between self concept and academic achievement.

Sampling

A list of Secondary Schools was collected from the office of Directorate of Education, Delhi. From all the schools 2 schools were selected randomly as per the objectives of the study. Table 1 shows the sampling frame of the study. Total number of subjects in the sample were 120 Class X students (60 stu-

dents of Govt. Boys Senior Secondary School Shakti Nagar No. 1 and 60 Students of St. Andrews Scotts Senior Secondary School, Delhi).

Table1 : Sampling Frame of the Study

S. No.	Name of School	No. of Respondents
1.	Government Boys Senior Secondary School Shakti Nagar No. 1	60
2.	St. Andrews Scotts Senior Secondary School	60
	Total	120

Simple Random Sampling
The sample for the study was collected using simple random sampling technique. This sampling technique gives each element on equal and independent chance of being selected. An equal chance means probability of selection. An independent chance means that the draw of one element will not affect the chances of other elements being selected.

Variables Used
Self Concept was the independent variable and academic achievement was the dependent variable used in the study.

Tools Used in the Study
Children's Self Concept Scale (CSCS) by Dr H.S.Singh and Dr.S.P.Ahluwalia

The scale has six dimensions: Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity and Happiness and Satisfaction. The test contains eighty items in all with 'Yes' or 'No' responses. It is a verbal paper-pencil test. The six dimensions which are included in the self-concept scale are considered to be important in the psychological world of childhood and adolescent. The maximum score for the total self-concept scale can be 80, whereas the minimum score can be Zero.

To find out the academic achievement, academic marks scored by the students in the entire year were taken.

Statistical Techniques
To study the self concept in relation to academic achievement of Class X students Pearson Product Moment Correlation (r) was used.

Analysis and Interpretation of Data
Table 2 Association of Self Concept with Academic Achievement of class X Students

SELF CON-CEPT	ACADEMIC ACHIEVEMENT				
	DISTINC-TION	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	TOTAL
Extremely High	-	-	-	-	-
High	20 (74.1)	10 (20.8)	6 (20.0)	-	36 (30.0)
Above Average	4 (14.8)	23 (47.9)	9 (30.0)	6 (40.0)	42 (35.0)
Average/ Moderate	3 (11.1)	9 (18.7)	7 (23.3)	2 (13.3)	21 (17.5)
Below Average	-	4 (8.3)	6 (20.0)	2 (13.3)	12 (10.0)
Low	-	2 (4.1)	2 (6.7)	2 (13.3)	6 (5.0)
Extremely Low	-	-	-	3 (20.0)	3 (2.5)
Total	27 (100.0)	48 (100.0)	30 (100.0)	15 (100.0)	120 (100.0)

Figures in parenthesis indicate percentage

Table 2 shows the association of self concept with academic achievement of class X students. Above table revealed that

74.1 percent students with distinction had high self concept and 14.8 percent students with distinction had above average self concept and 11.1 percent students with distinction had average/moderate self concept. 20.8 percent students with first division had high self concept, 47.9 percent students with first division had above average self concept, 18.7 percent students with first division had average/moderate self concept and 8.3 percent students with first division had below average self concept and 4.1 percent students with first division had low self concept. 20 percent students with second division had high self concept, 30 percent students with second division had above average self concept, 23.3 percent students with second division had average/moderate self concept and 20 percent students with second division had below average self concept and 6.7 percent students with second division had low self concept. 40 percent students with third division had above average self concept, 13.3 percent students with third division had average/moderate self concept and 13.3 percent students with third division had below average self concept and 13.3 percent students with third division had low self concept and 20 percent students had extremely low self concept.

Hypothesis 1 (H_01): There is no Relationship between Self Concept and Academic Achievement Level of Class X Students.

Objective of the study was to ascertain the relationship between self concept and academic achievement of Class X Students. In order to arrive at some definite conclusion in this regard, the product moment correlation was used to analyze the relationship between each dimension of self concept and academic achievement. To obtain academic achievement marks scored by students in the entire year were recorded.

TABLE 3 COEFFECIENT OF CORRELATION BETWEEN SELF CONCEPT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

S.NO.	N	VARIABLES	COEFFECIENT OF CORRELATION (r)
1.	120	Self Concept and Academic Achievement	0.76*

*Significant at .01 level of significance.

Table 3 revealed that the value of correlation between self concept and academic achievement was 0.76, which was positive and significant at 0.01 level of significance. Therefore hypothesis H_01 which states **"No relationship exists between self concept and academic achievement of class X students"** was thus rejected. The study showed that self concept and academic achievement were positively and significantly correlated.

TABLE 4 Correlation Between Dimensions of Self Concept and Academic Achievement of Class X Students

S.No.	Dimensions of Self Concept	df	Coefficient of Correlation with Academic achievement
	Behaviour		0.41*
	Intellectual and School Status		0.27*
	Physical Appearance and Attributes		0.28*
	Anxiety	118	0.44*
	Popularity		0.37*
	Happiness and Satisfaction		0.31*

*Significant of 0.01 level

Table 4 shows correlation between dimensions of self concept and academic achievement. Therefore hypothesis H_{01a} which states **"No relationship exists between behavior dimension of self concept and academic achievement level of class X students"** was thus rejected. The study showed that

behavior dimension of self concept and academic achievement were positively and significantly correlated. It was revealed that coefficent of correlation between behaviour and academic achievement was 0.41 which was positive and significant at 0.01 level of significance.

Above table shows coeffecient of correlation between intellectual and school status and academic achievement was 0.27 for df 118 which was also positive and significant at 0.01 level of significance. Therefore hypothesis **H_{01b}** which states **"No relationship exists between intellectual and school status dimension of self concept and academic achievement level of class X students"** was thus rejected. The study showed that intellectual and school status dimension of self concept and academic achievement were positively and significantly correlated.

Above table shows coefficient of correlation between physical appearance and attributes and academic achievement 0.28 for df 118 was positive and significant at 0.01 level. Therefore hypothesis **H_{01c}** which states **"No relationship exists between physical appearance and attributes dimension of self concept and academic achievement level of class X students"** was thus rejected. The study showed that physical appearance and attributes dimension of self concept and academic achievement level were positively and significantly correlated. It indicated that the physical appearance and attributes of students had contributed to their academic achievement positively.

Above table shows coefficient of correlation between anxiety and academic achievement was 0.44 at df 118 was not significant at 0.01 level. Therefore hypothesis **H_{01d}** which states **"No relationship exists between anxiety dimension of self concept and academic achievement level of class X students"** was thus rejected. The study showed that there exists a relationship between anxiety dimension of self concept and academic achievement level of class X students.

Above table shows coefficient of correlation between popularity dimension of self concept and academic achievement was 0.37 at df 118; that was not significant at 0.01 level. Thus hypothesis **H_{01e}** which states **"No relationship exists between popularity dimension of self concept and academic achievement level of class X students"** was thus rejected. The study showed that there exists a relationship between popularity dimension of self concept and academic achievement level of class X students.

Above table shows coefficient of correlation between happiness and satisfaction dimension of self concept and academic achievement level was 0.31 at df 118; that was significant at 0.01 level. It indicated that the happiness and satisfaction had contributed to their academic achievement positively. Thus hypothesis **H_{01f}** which states **"No relationship exists between happiness and satisfaction dimension of self concept and academic achievement level of class X students"** was thus rejected. The study showed that there exists a relationship between happiness and satisfaction dimension of self concept and academic achievement level of class X students.

Conclusion
Self concept has a direct and positive relationship with academic achievement which will further enhance their success in academic field. This means that students with higher self-concept will put in more attempts to achieve better performance and they can face challenges with confidence in the process of learning. The study had shown that all the six dimensions of self concept i.e. behaviour; intellectual and school status; physical appearance and attributes, anxiety, popularity and happiness & satisfaction were related to academic achievement level of students. The higher the scores on these dimensions, the higher is the self concept. The better the self concept; better is the academic achievement.

Educational Implications
- Students as well as teachers should select the education programmes that would help them to have better self-concept.
- Teachers and school administrators may plan various activities/programmes to develop high level of self-concept for enhancing academic achievement. Also teachers can introduce different methods in their teaching so that it can develop the self concept among students.
- All schools should have a child counselor to help not only the class X students but also their caretakers and the teachers in dealing with the children.
- Parents should be sensitized not to pressurize students.
- Parents should be more committed to their children's education and well being so as to enhance the development of positive self- concept.

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