



## Role of self-concept on the Academic Achievement of the Secondary School Students

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### Abstract

The study was intended to find out the relationship between Self concept and Academic Achievement of secondary school students . The study was conducted over a sample of 100 class ix of secondary school of Behala locality of south 24 pgs , district. Ahluwalia's CSCS(1986) was adapted to measure self-concept of the students where as the Academic Achievement was measured from their school records . Quantitative data analysis procedure was used . The finding of the study was that there exists a perfect positive correlation between Self Concept and Academic Achievement among the secondary school students of the sample group.

**Key Words : Self Concept and Academic Achievement**

### Introduction

A desire for personal progress and for high level of achievement emphasises on the educational system in a larger perspective which has raised several questions for educational researchers in respect of factors contributing and promoting academic achievement. A synoptic review of the researches conducted so far have highlighted academic achievement in relation to certain inherit variables, teaching variables, sociological variables and psychosocial variables. Among the various psychological variables it is found that because of lack of self concept ,mental threats are increasing in the society. So the study aims at finding out the relationship between self concept and academic achievement of secondary school students.

Affum-Osei Emmanuel, Eric Asante Adom, Barnie Josephine and Forkuoh Kwarteng Solomon, in European Journal of Research and reflection in Educational Sciences Vol. 2 No. 2, 2014, ISSN 2056-5852 published an article on the research work of Achievement motivation, Academic Self-concept and Academic Achievement Among High School Students and found out that there is significant relationship between High School Student's Achievement Motivation, Self-concept, Academic Achievement. Akinpelu O.F. (1998) in a study of The Academic Achievement and self-concept of Male and Female Hearing impaired students in Nigeria found that even in this special case students the result also corroborated with the studies of other, that is self-concept has a positive perfect relationship with academic achievement. The self-concept scale by Cambra and Silvatre (2003) was adopted to measure students self-concept The study shows that there is persistent and significant relationship between self-concept and academic achievement, and the change in one seems to be associated with a change in other. The studies of Chetri,

Sita (2014) , Chinimar, Babha S. (2012), Francisco Javier Peratta Sanchez and Maria Dolores Sanchez Roda , Gupta, Rumki (2014) , Kumara Archana and Chamundeswari S. (2013) are also corroborated to this fact.

**Significance of the Study :**

The modern society is very much materialistic in nature. Everybody is running after success at any costs. There is always pressure from both the sides like from family and at the work place .This is the reason that parents , schools , community are now a day's giving more importance on their children's' rate of achievement. As a result of this many students in the race of fulfilling parents dreams became the victims of depression, frustration, high anxiety and likewise. So to remove all these and to maintain a well balanced personality with proper mental hygiene it is essential to know about themselves. This comes the word Self Concept. It is an important psycho social variable which effects in many ways in an individual's life, so also to the field of Education. The researchers desire to find out the exact relationship between these two variables as predictors and criterion.

**Objectives of the Study :-**

1. To find out the level of self-concept of secondary school students.
2. To find out the level of academic achievement of secondary school students.
3. To find out the relationship of academic achievement and self-concept of secondary school students.

**The Hypothesis of the Study :-**

The hypothesis is formed null hypothesis, as it can be statistically verified.  
H01 – There is no significant relationship between the scores of academic achievement and self-concept of the secondary school students

**Method :-**

The purpose of the study is to find out the relationship between the predicting variable of self-concept with the criterion variable academic achievement . So it is a co-relational study.

**Sample :-**

For the present study 100 students were selected from both boys and girls of class 9<sup>th</sup> of Kolkata through stratified random sampling procedure

**Tools :-**

Ahluwalia's CSCS(1986) was adapted to measure self-concept of the students. Academic Achievement scores were taken from their school achievement record.

**Analysis of Data :-**

Data analysis for the present investigation includes techniques for collection of data and scoring, in relation to the objective stated and hypothesis formulated. Collection of data in regards to the redirecting variable was done through administration of relevant that in the form of questionnaire. Responses were collected in independent answer sheets. For scoring procedure, the instruction of as mentioned in the test manual in has been followed.

**Procedure :-**

In the present investigation the IXth students of Behala, South 24 Parganas of Kolkata, West Bengal were selected as the sample. After planning about the sample the investigator has planned about the tools to be used. Self concept scale of Ahluwalia has been used to find out the significant relationship between predictor and the criterion. The investigator has also planned about the procedure of treating the data. For systematic analysis and interpretation of data the investigator found out the central tendency and standard deviations from the raw scores. . The relationship has been studied through the method of co-efficient of co-relation by using the person's product moment method and the significance of correlation was also found out .

**Scoring the Scales :-**

The self concept scale was scored as per the scale manual. The data sheet was prepared accordingly where a detailed record of the respondents standing in the scale was determined.

**Study of Score Distribution for the predictor ( Self Concept )**

The scores of the total sample on the self concept scale have a tendency of showing larger cluster of scores in the mid class internals and gradually tapering towards the upper and lower end.

In order to test the distribution of scores along the liens of normality the measures of central tendency variations and percentile scores have been computed .The distribution of scores on self concept scale range from 35 to 77. The sample mean median, mode were found to be 56.02, 56 and 55 respectively. The measures of central tendency namely the mean, median and made are found to fall in the class interval of (55-59). The standard deviation of the score distribution is 10.80963.

**Study of Score Distribution for the Criterion measure ( Academic Achievement )**

Academic Achievement as a criterion measure is influenced by a number of variables . In the present study the investigator tries to find out the relationship between self concept and Academic Achievement where selfconcept is being measured by adopting CSCS scale of S.P. Ahluwalia (1986) . the academic achievement is being measured from the school annual examinations . The marks in aggregate have been converted to percents and an individual student's score on academic achievement has been taken as the percent of marks obtained by him or her in aggregate in school annual examination. For the entire sample of mean , median and mode found to be 63.03 , 66 and 67 respectively . The mean fall within the class interval of 60 – 64 and the median and mode falls within the class interval of 65 – 69 . The skewness of the curve was found to be -0.88585 against '0' in case of normal curve and kurtosis was found to be 0.346038 as against 0.264 .

**Relationship between Self Concept and Academic achievement**

Relationship between self concept and academic achievement has been reported earlier by many investigators. To find out the relationship between the two variables in the present study that is academic achievement and self concept, the scores obtained by administering CSCS of S.P. Ahluwalia and the school annual examination scores were correlated by using product moment Correlation Coefficient formula.

**Table -1**

**Co-relation of Coefficient between Self concept and Academic Achievement**

Sample	200
r	0.94485
t	29.841
df	198

Significant at 0.01

The observed value of r when converted to ‘t’ value showed the outstanding results. The relationship between academic achievement and self concept was found to be significant at 0.01 level of significance.

**Interpretation**

In the present study the investigator desires to find out the relationship between self concept and academic achievement of secondary school students. The self concept has been measured by using Ahluwalia’s (1986) CSCS and academic achievement has been measured from school annual examination results. One of the objectives of the study was to find out the level of Self concept of Secondary School students. To study this, the researcher administer the children’s self concept Scale of S.P.Ahluwalia (1986) on 100 students of class IX from the schools of Behala, Kolkata. All the schools adopt to the norms of West Bengals Board of Secondary Education. The samples were selected randomly and proper examination situation was created, discipline was maintained and the test was administered by establishing a prior rapport with the head of the institution, the school teachers and the students. The result suggested that the main score or the average students’ scores is nearly 56 which lies within the class interval of 55 – 59. The total score in self concept seale is ‘80’, the average is 40,whereas the sample students average score is self concept scale is ‘56’ which is 70% . So it can be concluded that the level of self concept of the secondary school students in West Bengal Board of Secondary Education schools in Behala is 70% .The academic achievement scores of the same group of students has been taken from their school annual examination record. It is found that the students’ average performance is 63.03%. The average score has been calculated by converting raw scores into percentage. It can be said that the level of Academic Achievement of the students of West Bengal Board Secondary Education, Behala, Kolkata is average is 63%.

The relationship between academic achievement and self concept has been studied through product moment coefficient of correlation. The coefficient of correlation ‘r’ between the two variable is found to be 0.94485 which is perfect positive. The ‘t’ value is also found out.. It is 29.841 which is significant at 0.01 level of significance with the degrees of freedom of 198. This shows that there is a perfect positive relationship between the predictor and the criterion and which is also significant at 0.01 level of significance.

So it can be said that the null hypothesis,” there is no significant relationship between the scores of academic achievement and self concept of secondary school students” is rejected.

## **Conclusion**

There are many psychosocial variables which contributes a lot for proper scholastic achievement. So the present study tries to find out the relationship between academic achievement and one of the most important psychosocial variable, that is self concept. It is found that there is a perfect positive relationship between the two. So it can be concluded that with the increasing level of self concept, the academic achievement can be increased.

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