

**RESEARCH PAPER****A Study of Academic Achievement in Relation to Self-Concept of Secondary School Students****Garima Singh^{1*} and Sanjay Kumar Upadhyay²**¹Research Scholar, Department of Education, Shri Venkateshwara University, Gajraula, U.P²Ph.D. Supervisor, Department of Education, Shri Venkateshwara University, Gajraula, U.PEmail: garimampcollege@gmail.com*, sanjaytundla5054@gmail.comReceived: 10th April 2019, Revised: 5th May 2019, Accepted: 11th May 2019**ABSTRACT**

This paper present the results of an investigation aimed to explore the relationship between self-concept and academic achievement of secondary school students. The research was carried out on random sample of 400 secondary students of Rohtas district of Bihar state. Self concept questionnaire by Raj Kumar Saraswat was used for data collection. The data was analyzed by using mean, standard deviation, product moment coefficient of correlation. The conclusion was that self-concept and academic achievement are positively related to each other.

Key words: Academic Achievement, Self-Concept, Secondary School Students

INTRODUCTION

Academic achievement is a very important factor in the life of students. As the children grow up, parents wish to have them admitted to good schools. On the basis of their academic achievement students are promoted from one class to the next. After completing their school education when the students seek admission to institutions of higher general education, they are admitted on the basic of their marks in the qualifying examination. After completion of education the students go in search of jobs, they again find that weightage is attached to their academic record. School academic achievement may be affected by different factors like social and emotional intelligence, attitude towards learning and school study habits, socio economic status and different aspect of their personality etc.

In our society academic achievement is considered as the key principle to judge one's total capacities and potentialities. Hence academic achievement possesses a very imperative place in education as well as in the learning process. As Crow and Crow (1969) defined academic achievement as the extent to which a learner is profiting from instructions in the given area of learning i.e. achievement is reflected by the level to which skill and knowledge has been imparted to him. Academic achievement also indicates the knowledge attained and skill developed in the school subject, generally designated by the test scores. Academic achievement is influenced by the personality, opportunities, motivation training and education. The other factors that influence the academic achievement of students are self-concept, study habits, socio-economic status, intelligence etc. Self-concept is an important attribute and a key to understanding the behaviour of children (Goswami 1980). Self-concept play a significant role in the educational process when a child is accepted, approved, respected and liked for what he is. One will have and opportunity to acquire an attitude of self- acceptance and respect for oneself. The term, self-concept is a general term used to refer to how someone thinks about himself/ herself. All port (1961) has described self-concept as "the self is something of which we are immediately aware, we think of it as the warm, central private region of our life, as such it plays a crucial part in our consciousness (a concept broader than self in our personality) and in our organism (a concept broader than personality). Thus it is some kind of core in our being". Combs and Syngg (1964) refers to self-concept as "the individual's perception or view of himself". It can be concluded that self-concept is the sum total of all that the individual can call 'I' or 'Me'. It refers to those perceptions, beliefs, feelings, attitudes and values which the individual views as part or characteristics of himself. It includes the person's abstractions and evaluations about his physical abilities, mental abilities.

Appearance, intellectual capacities, social skills psychological self-image, self-confidence, self-respect and self-adequacy self-concept closely related. Maqsd Mohammad (1991) has found that self concept affected the achievement of the students in English. Baran, Medine (2011) also reported that self-concept affects achievement in Physics. Kaur, Jagpreet (2009) reported positive and significant relationship between self-concept and academic achievement.

NEED AND SIGNIFICANCE

The purpose of the present study is to determine whether or not significant relationship exists between self-concept and academic achievement of secondary school students. The study is important for educational administrators, teachers and parents to know the role of self-concept towards academic achievement among students. It will help students to develop their self-concept, as we know that self-concept is important for students to get education in systematic manner and for excelling in school. A teacher after knowing the relationship between self-concept and academic achievement of secondary schools students, can change his teaching methodologies and attitudes towards teaching to get good academic results.

OBJECTIVES

The main objectives of the present study are-

1. To study the relationship between the self-concept and the academic achievement of the girls studying at secondary level.
2. To study the relationship between the self-concept and the academic achievement of the boy students studying at secondary level.
3. To study the relationship between the self-concept and the academic achievement of girls and boys studying at secondary level.

HYPOTHESIS

In order to achieve these objectives, the following hypotheses were formulated-

1. There is no significant relationship between self-concept and academic achievement of the girls students studying at secondary level.
2. There is no significant relationship between self-concept and academic achievement of the boy students studying at secondary level.
3. There is no significant relationship between self-concept and academic achievement of the girls and boys studying at secondary level.

METHODOLOGY

DESIGN:

A correlation design was employed to study the relation between self-concept and academic achievement of secondary school students.

RESEARCH METHOD:

The researcher employed normative survey method for the present study.

POPULATION:

In the present study all the students studying in private and government secondary schools of Rohtas district of Bihar constituted the population.

SAMPLE:

400 regular students (200 boys and 200 girls of class X) were selected as sample by stratified sampling technique from the secondary schools of Rohtas district of Bihar.

RESEARCH TOOL:

'Self-concept questionnaire' developed by Raj kumar Saraswat (1982) was used to collect data. The test-retest method was employed to establish reliability of the tool. The reliability was found to be 0.91. The content and construct validity were established. Previous annual examination marks were used for measuring academic achievement.

STATISTICAL TECHNIQUE:

Mean, Standard Deviation and Pearson's product moment correlation coefficients were calculated.

TESTING OF HYPOTHESIS AND RESULTS**HYPOTHESIS 1:**

There is no significant relationship between self-concept and academic achievement of the girl students studying at secondary level.

Table 1: Correlation between self-concept and academic achievement of secondary school girl students

Variable	Number of Units(N)	Co-efficient of Correlation(r)	Significance
Self Concept	200	+0.263	Significant at 0.01 level
Academic Achievement	200		

Table 1 shows that calculated 'r' value +0.263 was found to be greater than the table value of 0.182 at 0.01 level of significance when $df = 198$. Therefore the Null hypothesis was rejected. It is clear that there is significant positive relationship between self-concept and academic achievement of girl students at secondary level.

HYPOTHESIS 2:

There is no significant relationship between self-concept and academic achievement of the boy students studying at secondary level.

Table 2: Correlation between Self-Concept academic achievement of secondary school boy students

Variable	Number of Units(N)	Co-efficient of Correlation(r)	Significance
Self Concept	200	+0.289	Significant at 0.01 level
Academic Achievement	200		

Table 2 shows that calculated 'r' value +0.289 was found to be greater than the table value of 0.182 at 0.01 level of significance when $df = 198$. Therefore the Null hypothesis was rejected. It is clear that there is significant positive relationship between self-concept and academic achievement of boy students at secondary level.

HYPOTHESIS 3:

There is no significant relationship between self-concept and academic achievement of the girls and boys studying at secondary level.

Table 2: Correlation between Self-Concept academic achievement of secondary school girl and boy students

Variable	Number of Units(N)	Co-efficient of Correlation(r)	Significance
Self Concept	400	+0.267	Significant at 0.01 level
Academic Achievement	400		

Table 3 shows that calculated 'r' value +0.267 was found to be greater than the table value of 0.1284 at 0.01 level of significance when $df = 398$. Therefore the Null hypothesis was rejected. It is clear that there is significant positive relationship between self-concept and academic achievement of girls and boy at secondary level.

CONCLUSION

The present study denotes that self-concept has positive correlation with academic achievement. self-concept among pupils leads to better achievements in academic. Students should have. A strong positive self-concept in order to be self-motivated, when students have a high understanding for themselves, they will get high achievement in academics and will become good citizens. It is very essential for students to be stable and have all the positive dispositions because they are the ones who are going to shape the destiny of the nations. Everybody shape play a significant role in developing positive shape concept amongst students.

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