

Academic Achievement in Relation to Their Self-Concept of Class 9th Students

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Abstract: This study was undertaken to investigate the relationship between Academic Achievement and Self-concept. Four Government schools were selected through the lottery method and the sample consisted of 200 students of class 9th was randomly selected from Ludhiana district of Punjab. The final examination marks was taken as the academic achievement of the students and self-concept was measured by a scale which was developed by Saraswat (1984) (revalidated by the investigator) was used. For analyzing the data statistical techniques 't' test, product moment co-efficient were used. Finding revealed that there were significant gender differences also correlation was found to be significant.

Key Words: Academic Achievement, Self-concept, Class 9th Students.

1. INTRODUCTION:

This present society is achievement oriented. Everywhere academic achievement is given a lot of weightage in admitting the students for higher studies and selecting the candidate for the job etc. Academic achievement of the students depends upon a number of factors. In this process of educating the students and its emphasis is to measure the school subjects, as well as teacher grades. The education of the child is not only for the purpose of knowledge but for his/her harmonious development. So the education system should be such that it can exit in preparation and development to face challenges of life as its focus is to tap the skills of learner. Academic achievement is a scale to know the capability and ability of the student, even the quality of teacher and standard of school depends upon the performance of student. The academic achievement has been provided a very high place in child's life as it builds self-esteem and self-concept as well as emotional security. It refers to the extent to which one has acquired knowledge gained by the individual that remains with him for entire life. It includes the theoretical knowledge and ability of the individual to apply his learning to life situation in an intelligent way. Academic achievement is the weightage of learning obtained by the learner in different subjects. It is also helpful for educator to understand the whether their teaching methods are fruitful or not and brings improvement to both teacher and students to know where they stand. Academic achievement is not deal with the quantity but also with the quality of learning obtained in subjects.

Good (1959) has defined "academic achievement as knowledge attained or skills developed in the school subjects, usually designated as test scores or marks assigned by teachers or by both".

Stenberg (1993) defined "academic achievement encompasses student's ability and performance. It is multidimensional. It is intricately related to human growth and cognitive, emotional, social and physical development".

Factors affecting academic achievement

Environment Factors: Home environment, Community, Social environment, Class room environment, Friends, Socio economic status.

Personal Factors: Self-concept, Intelligence, Motivation, Creativity, Learning Capacity, Attitude.

Individual's self-concept is considered as one of the most basic and crucial component of personality. In simple words, it can be described as the imagery a person has of oneself. An individual's adjustment, academic achievement and general behavior are among the departmental features which are subjects to the influence of self-concept.

Kenneth and Irwin (2001) defined "self-concept is the basic understanding of how we define ourselves and the resources of information we use reflected appraises, social comparison and self-observation".

Ambrom (2007) defined "self-concept as the description of oneself including a person' mental image of his physical self, his expectations about his own behavior and other such expression of the person's sense of himself".

2. REVIEW OF THE RELATED LITERATURE:

Kaur, Rana and Kaur (2009) in their study explored the relationship of academic achievement and home environment as correlates of self-concept among 300 adolescents. The results of the study depicted that self-concept to be positively correlated with academic achievement.

Parmar (2012) conducted the study on self-Concept, adjustment and academic achievement of X and XII class students. Stratified random sampling method was used to select the sample. Total sample of the investigation comprised 400 students. Results of the study show that the self-concept of urban group of students was found significantly higher and more positive than rural group of students. Male and female students were not found significantly differing on their academic achievement.

Oommen (2014) conducted this study on self-concept and academic achievement. Total sample of the study comprised 300 higher secondary students. Stratified random sampling method was used to select the sample. The statistical technique correlation and t-test were used. The correlation was significant and there was no significant gender difference between the self-concept and academic achievement.

Jaiswal and choudhuri (2017) conducted study on self-concept and academic achievement to examine the relationship. The sample was 615 students. The students were selected from 15 CBSE schools. Result of the study revealed that there was a positive relationship and gender differences were also found. Females were significantly higher self-concept than male students.

3. METHODOLOGY:

The present study investigates the descriptive survey method was used to study academic achievement in relation to self-concept. Academic achievement was dependent variable and self-concept the independent variable.

3.1. OBJECTIVES

- To explore the relationship between academic achievement and self-concept.
- To find gender wise differences on the variables of academic achievement and self- concept.

3.2 HYPOTHESES

- There will be significant relationship between academic achievement and self-concept.
- There will be no significant gender differences with regard to academic achievement and self-concept.

3.3 DELIMITATION

- The study was confined to school affiliated to Punjab School Education Board.
- The sample of the study was taken from Ludhiana district only.

3.4 SAMPLE

The study was conducted on class 9th of 200 students. The schools were selected randomly through the lottery method from the Government Schools of Ludhiana district of Punjab. Students from four schools were randomly selected for the purpose.

3.5 TOOLS

- Self-concept questionnaire by Saraswat (1984) revalidated by the investigator.
- Academic Achievement marks of final examination from reputed school record.

3.6 STATISTICAL TECHNIQUES

Descriptive statistics mean and SD, product moment co-efficient of correlation method and differential analysis such as 't'-ratio were used.

4. RESULTS AND DISCUSSION:

Table 1: Relationship between the Academic Achievement and Self-concept of class 9th students

Variables	N	R
Academic Achievement	200	.641*
Self-Concept	200	

* Significant at 0.01 level ($r = 0.181$)

Table 1 shows the value of correlation between academic achievement and self-concept is .641 which is significant ($p < 0.01$) that indicates there is significant relationship between academic achievement and self-concept. Hence, the hypothesis 1 which stated that (there is significant relationship between academic achievement and self-concept) was accepted. The finding is supported by the study conducted by Kaur, Rana and Kaur (2009) and Oommen (2014).

Table 2: Gender differences with regard to academic achievement and self-concept.

Variables	Mean		S.D		't'-ratio
	Boys (N=103)	Girls (N=97)	Boys (N=103)	Girls (N=97)	
Academic Achievement	397.58	395.33	50.30	51.12	.314
Self-Concept	176.48	171.28	18.82	18.23	1.98*

* Significant at 0.05 level (t=1.98)

Table 2 show the significant gender differences were found in academic achievement and self-concept. When boys ($M=397.58$) and girls ($M=395.33$) were compared on the variable of academic achievement 't'-ratio obtained was .314 which not significant. Gender wise comparison on the variable of self-concept indicated that obtained 't'-ratio 1.98 was significant favoring boys. Hence, the hypothesis 2 which stated that "There will no significant gender difference with regard to academic achievement and self-concept" was not accepted in this study. The finding is supported by the study conducted by Parmar (2012) and Oommen (2014).

5. IMPLICATIONS:

- The students to know themselves, their area of interest, need and it will them to bring improvement in themselves about their unhealthy self-concept.
- The teachers to know the individual differences in term of their academic achievement. In case of any hindrance in teaching learning process a teacher can also deem over these aspects to give remedial measures.
- The understanding of academic achievement and effect of self-concept may help in developing plans to optimize the student's productive activities for achieving the goals of education.

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