



## **A STUDY THE INTERRELATIONSHIP BETWEEN SELF CONCEPT AND ACADEMIC ACHIEVEMENT**

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### **Abstract**

Researcher has pointed out that self-concept plays an important role in social perception- the process by which we form impressions of others. Self-concept seems to play a significant role in the growth and development of a person, a detailed knowledge about its nature and its relation to other important factors of personality. So that researcher has aimed to find out the relationship between academic achievement and self concept of school going adolescents in aurangabad city. The basic objective of study to find out relationship between overall self-concept and each of the dimensions of self-concept. To study the interrelationship between self concept and academic achievement. For this investigation 120 school going adolescents were selected from various schools in Aurangabad. Self Concept Scale by Saraswat and Saraswat was used for data collection and data was analyzed by the correlation method and ANOVA method, researcher concluded that the males and females do not differ in case of moral self-concept and overall self-concept. Academically competent adolescents have better physical, moral, personal, family, social and overall self-concept than academically less-competent adolescents. There is positive association among different dimensions of self-concept as well as overall self-concept in case of girls, but association between physical self- concept and overall self-concept and again

between social self-concept and overall self-concept is very high. Further discussion given full-length paper.

**Keyword:** - Academic achievement, self-concept and relationship.

## Introduction

The self has been defined as that part of one's personality of which one is aware. Self-concept is "the set of perceptions or reference points that the subject has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity" (Hamachek, 1981; Machargo, 1991). Shavelson, Hubner and Stanton (1976) define the term self-concept as the "perception that each one has about himself, formed from experiences and relationships with the environment, where significant people play an important role. According to Harter (1986) general or global self-concept is determined by the degree of importance that we assign to each of its specific components. If, when describing ourselves, our value judgments are satisfactory, then we obtain a positive global self-concept; in the opposite case we generate negative feelings and thus produce a negative global self-concept. In adolescence, school/college experience plays an important role in the development of self-perception and can have powerful and long lasting effect on the self-esteem of the adolescents. Academic competency is among the most demanding cognitive and motivational challenge that growing adolescents face in their life. The importance of academic competence lies in the fact that academic records in the school/college life predominate social reactions and adolescents' future occupational picture. The growing sense of personal control and self-esteem in adolescents as a result of academic achievement serve as a major personal force in their

ultimate level of accomplishment. Studies have suggested that academic competence may be an important influence on an adolescent's self-concept. For instance, Marsh & Yeung (1997) found that not only can adolescents' level of academic self-concept affects their later performance in school, their self-concepts are also influenced by their prior academic achievement. Hence, the relationship between self-concept and academic achievement seems to be reciprocal in nature, with each affecting the other. Academic achievement and self-concept are strong predictors of each other. Individuals with a low self-concept have shown low commitment to academic performance. Cwiok (1996) reported that self-concept was significantly related to academic achievement. An increasing amount of evidence supports the theory that there is a correlation between self-concept and achievement in school (Bell and Ward, 1980). Successful students feel higher sense of personal worth and somewhat feel better about themselves. In general, the higher are the grade averages, the more likely the student is to have a high level of self-acceptance. Strathe and Hash (1979) write: "A significant relationship among academic achievement, school satisfaction, and self-esteem has been reported for students at all grade levels from primary grades through college." There are two seemingly conflicting views regarding the role of gender on the self-concept of adolescents. Some researchers suggest that young girls show lower self-esteem compared to boys (Orenstein, 1994; Marsh and Hattie, 1996 and Oliva, 1999). According to them these differential patterns of self-appraisal have their origins partly in parental gender linked beliefs and partly in cultural stereotypes regarding their capabilities. Some other empirical studies have found no gender difference in the self-esteem of the adolescents. In recent years Indian family life has undergone so many transformations, there have been remarkable attitudinal changes regarding women. The women are no longer seen to have assumed the role of secondary earners in their families; rather they have risen to the height of primary earners or at

least co- earners. In many fields, women prove their intelligence, efficiency and expertise as their male counterparts. Men and women have different beliefs about their strong points and derive their self-esteem from different sources. Women in our society, are judged on the basis of their physical beauty and attractiveness. Intelligence, academic excellences are considered less appropriate criteria for assessing women. In major review of research studies, the consensus is that physical attractiveness is of great importance for women than for men (Feingold,1990). Young adolescent girls are very much aware of the prevailing cultural standard of attractiveness. When they meet these standards, their self-esteem is enhanced. If they are not able to meet the standards, their self- esteem is harmed. They face formidable challenges in meeting the punishing cultural standards of attractiveness. During early adolescence, sometimes there is a decline in the self-esteem of girls for negative body image. Evidence suggests that men derive self-esteem more from individuating themselves from others (i.e. feeling unique in comparison with others), where as women derive self-esteem in terms of their connection to others. Cross & Madson (1997) argue that many of the sex differences we observe in behaviour are due to different ways men and women define themselves. Men maintain an independent sense of self that is separate from others; women by contrast, maintain an interdependent sense of self in which others are integrated into the self. Men are more likely to describe themselves in terms of their independence from others (emphasizing personal attributes and skills) and women are more likely to describe themselves in terms of their connections to others (emphasizing roles, relationship to others). Andrew (2002) found that boys scored significantly lower on social self-concept than girls. In this study, it is expected that in case of girls physical and social self will influence their overall self-concept whereas in case of boys personal self will determine their overall self- concept.

## Methodology

Co-relational study of self concept on each one dimensions and academic achievement.

### Objectives:-

- I) To find out relationship between overall self-concept and each of the dimensions of self-concept.
- II) To study the interrelationship between self concept and academic achievement.

### Hypothesis:-

- I) There would be found that almost all the dimensions are positively related to each other in case of boys and girls.
- II) There will be positive relationship between overall self-concept and each of the dimensions of self-concept.
- III) There would be positively impact of self concept on academic achievement.

### Research Method:-

In this investigation, a series of activities were carried out to test the effect of gender and academic competence on the self-concept of adolescents.

### Sample:-

In the present study, two hundred forty adolescents were randomly sampled from different urban colleges of Aurangabad. In each group of 120 students, there were 60 boys and 60 girls. All the subjects were +3 first year students. They belonged to the same age group. Care was taken to sample groups equated with respect to their socio-economic status and psychological data has been collected by self concept scale by Dr saraswat and saraswat.

## Results

The present investigation has employed multi-criteria measures of self- concept. As results shown found that almost all the dimensions are positively related to each other in case of boys. Moreover the relationship between overall self-concept and each of the dimensions of self-concept reveals significant correlations. But it has been found that the association between personal self and overall self is very high  $r(118) = 0.84, P < .01$  in case of boys. It has been also found that although there is positive association among different dimensions of self-concept as well as overall self-concept in case of girls, but association between physical self- concept and overall self-concept and again between social self-concept and overall self-concept is very high  $r(118) = 0.84, P < .01$  and  $r(118) = 0.82, P < .01$  respectively.

The Analysis of Variances (ANOVA) performed on different dimensions of self-concept indicate significant main effect for academic achievement in case of physical self, moral self, personal self, family self, social self and overall self,  $F(1,236) = 152.73, P < .01, F(1,236) = 95.23, P < .01, F(1,236) = 55.14, P < .01, F(1,236) = 50.32, P < .01, F(1,236) = 15.40, P < .01,$  and  $F(1,236) = 205.77, P < .01,$  respectively . Also results, academically competent adolescents have better physical, moral, personal, family, social and overall self-concept than academically less-competent adolescents (  $M = 63.30$  &  $54.84, M = 67.20$  &  $60.32, M = 68.96$  &  $62.52, M = 66.67$  &  $60.82, M = 60.97$  &  $58.05, M = 327.09$  &  $296.55,$  respectively). The analysis of variances (ANOVA) performed on different dimensions of self-concept indicate significant main effect for sex in case of physical self, personal self, family self and social self,  $F(1,236) = 109.39, P < .01, F(1,236) = 130.02, P < .01, F(1,236) = 103.84, P < .01, F(1,236) = 112.05, P < .01$  respectively . Results shows that, males have better physical self and personal self-concept than females, ( $M = 62.65$  &  $55.49), M = 70.68$  &  $60.79,$  respectively). Again, females have higher family self and social self-concept than males ( $M = 67.94$  &  $59.55, M = 63.44$  &  $55.57,$

respectively). The analysis of variances performed on moral self- concept and overall self- concept show non-significant effect for sex,  $F(1,236) = 2.89$ ,  $F(1,236) = .87$ , n.s. respectively. The males and females do not differ in case of moral self-concept and overall self-concept (  $M = 64.36$  &  $63.16$ ,  $M = 312.82$  &  $310.83$ , respectively).

## Discussion

The present study provides empirical evidence supporting the role of academic competence (high and low) and gender on different dimensions of self- concept of adolescents. The findings clearly showed that academically competent adolescent students have higher self- concept (physical, moral, personal, family and social self) than less-competent ones. Now a days, academic achievement is considered a key criterion to judge one's total potentialities and capabilities. Academically competent adolescents feel higher sense of personal worth and somewhat better about themselves. Those who have higher academic competence tend to feel more active, capable and confident than those who have less competence. Performance in academic tasks enhances the sense of self-esteem and personal control because academically competent persons always are praised and appreciated and they have more importance in the society. High level of competence promotes better mental health of a person across a wide range of social skills. In family, also, academically competent children are more accepted and responded positively. The result is consistent with the results of the previous researches conducted in India and abroad. Krishnan (1993) found a significant relationship between self- concept and academic achievement in case of college students. Malbi and Reasoner (2000) found from their investigations that good academic grades could enhance one's sense of worthiness and competence. A study by Hollingsworth (2009) showed that the distribution of high academic scores in reading, language and mathematics was with the students who had high scores in their

social and physical self-pattern and the distribution of low academic scores in reading, language and mathematics was with the students who had low scores in their social and physical self-pattern. It has been found that although boys have more physical self-concept than girls, but the strength of association between physical self-concept and overall self-concept in girls is higher than that of boys. Physical appearance is a powerful contributor to self-esteem in adolescent girls (Harter, 2006). In Harter's research, physical appearance consistently correlated with global self-esteem. In our society, physical attractiveness is considered a more appropriate criterion for assessing girls than boys. In case of girls, looking attractive is considered more feminine than doing well in academic field. Physically attractive girls receive more favourable treatment and help from others and they are more positively evaluated at work. Presumably, less attractive girls are more likely to be lonely, which means they are more likely to be stigmatized. This means that self-esteem is closely related to acceptance and satisfaction with a physical self (Padin, Lerner and Spiro, 1981; Pomerantz, 1979). This societal emphasis on attractiveness has an unfortunate impact on the self-esteem of girls, because many of them consider themselves to be unattractive. At least in part, this negative self-perception explains why studies in a wide range of countries have found that, on average, girls have a lower sense of physical self-esteem than boys do (Harter, 1999, Wichstrom, 1998). Probably because physically attractive girls are treated more favorably, they tend to become more confident and do have better social skills (Goldman & Lewis, 1977; Hatfield & Sprecher, 1986). Presumably, the popularity, social skills, high self-esteem, and tendency to self-disclose among those who are attractive occur primarily because such individuals have spent their lives being liked and treated nicely by others who respond positively to their good looks (Zebrowitz, Collins & Dutta, 1998). These positive evaluations increase the higher level of self-esteem in case of physically attractive girls. The present study

also reveals that girls have higher social self-concept compared to boys. The strength of association between social self-concept and overall self-concept in girls is much higher than the association found in boys. Interestingly, the strength of association between personal self-concept and overall self-concept in boys is much higher than the association found in girls. In our society, girls appear to be more self-conscious, more concerned with others' opinions about them, more eager to avoid behaviour eliciting negative reactions than boys. They are more eager to be liked, more desirous of making a favorable impression on others. Girls' concerns with relationships may lead them to express emotions that strengthen relationships and inhibit emotions that could harm relationships (Timmers et al 1998). This suggests that girls become much more "other-directed" or "people-oriented" than boys. Their self-consciousness may derive from the fact that they are much more concerned with other's attitudes towards them and thus tend to see themselves through the eyes of others. To adolescent girls, interpersonal success acquires prime importance. Girls are subjected to social pressures that induce them to strive for cooperation and generosity rather than competition and selfishness. In a similar way, women may have better social skills than men because they have to (Margalit & Eysenck, 1990). Women get pleasure and self-satisfaction by contributing to others' well-being which increases their social self-concept. This finding is consistent with research conducted by Andrew(2002) that males scored significantly lower on social self-concept than females.

In our society, boys are expected to become independent, ambitious, competitive, self-reliant and achievement oriented. Boys are taught to be assertive and encouraged to control their expression of feeling, whereas girls are taught to express concern for others and to control their assertion. Boys are basically independent and they have the motive to express power and control over others. They have the ability to take care of themselves in any situation. They are less

vulnerable to criticism or disapproval of others than girls. This sense of adequacy increases the personal self-concept in case of boys. Another interesting feature of this investigation is that there is no gender difference in overall self-concept. Series of empirical studies did not get evidence supporting the overall sex difference in self-esteem of adolescents. On some dimensions of self-concept, boys score higher and on some other dimensions girls score higher. Now days, societal attitude has changed towards girls. Structural changes in the society encourage girls to choose their own career. Girls have proved their competence in different fields like politics, administration, sports, flying, journalism, media which were once considered the purview of men only. We have women astronauts, women president and prime-Minister , even women wrestlers. Women try to do multiple roles of daughter, wife, mother and employee and they feel a need to justify their roles within the family and also in different social setup. This societal change has strengthened women's intrinsic capability and self-confidence to overcome the external barriers.

## Conclusions

- 1) The males and females do not differ in case of moral self-concept and overall self-concept.
- 2) Academically competent adolescents have better physical, moral, personal, family, social and overall self-concept than academically less-competent adolescents
- 3) There is positive association among different dimensions of self-concept as well as overall self-concept in case of girls, but association between physical self- concept and overall self-concept and again between social self-concept and overall self-concept is very high.

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