



An Impact Of Self- Concept On Academic Achievement Of B Sc., Under Graduate Students

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Abstract : Self-concept is all the information and beliefs individuals have about their own characteristics and themselves. Self-concept refers to domain-specific evaluations of the self. Children can make self-evaluations in many domains of their life. These include academics, athletics, physical appearance, social interactions, moral, temperamental, intellectual and so on. Students begin to construct a self-concept, the set of attributes abilities, attitudes and values that an individual believes defines who he or she is. The study aims at finding the relationship between Self-concept and Academic achievement. The investigator has adopted descriptive research design for the present study. In order to study the impact of self concept on academic achievement the statistical techniques used in the present study were Mean, Standard Deviation. 't' test and Co-efficient of Correlation. The results of the study indicate that individuals with a high self-concept have higher academic achievement and with a low self-concept tend to have lower academic performance . High self-concept students will perform better which will in turn increase their general academic achievement significantly.

Keywords: Self-concept , Academic Achievement.

Introduction : Education is one of the means to bring out the hidden talents, capacities and abilities of a human being. Education is very important for the progress of individual and society. The quality of life depends on quality of education. Self concept is one of the most popular ideas in psychological literature. Self concept is image a person has regarding himself. Students should process positive self concept in life to reach the peak of success. Self concept is a major role on the development of the child. Self concept is very important to promote the academic achievement of students. Many factors contribute to the development of self concept. The academic achievement of students is related with self concept. Self concept is based on thoughts, feelings, emotions, adjustment to life , honesty, self confidence and various kinds of abilities.

Review of Related Literature : Yates (1975) conducted a study on investigate the relationship between self concept and academic achievement in third, fourth and fifth grade public school gifted children. The finding of the study was there is significant positive relationship between self concept scores and academic achievement. Mohan (1975) conducted a study on the development of self concept in relation to intelligence, learning abilities, achievement and achievement motivation at adolescent level. He found that both low and average groups showed a parallel growth of intelligence, learning ability, achievement and achievement motivation at all the variables of self. Bharathi G (1984) conducted a study of self concept and achievement motivation of early adolescents. The outcome of the research was no age difference was found in self concept with respect to adjustment. Singh A. D. (1983) conducted a

comparative study of high and low academic achievers in self concept formulation. It was found that there is significant relationship between self concept and academic achievement. Dixit Santoshkumar (1989) conducted a study on effect of personality factors and self concept on academic achievement. It was found that personality factors significantly influenced on academic achievement. Balachandra (2007) He conducted a study on investigation in to the association of self concept and academic achievement of 9th standard students. the study found that there is no significant relationship between self concept and academic motivation.

Need and Significance of the Study : Self concepts is most important and play a vital role throughout the life of a person. Many factors contribute to the development of self concept. It is developed on the experience of the child in the home. The quality of the concepts developed by children is influenced by many factors like, sense, organs, intelligence and opportunity to gain different type of experience. Self concept helps the child to know himself that is his weakness and strengths. There are some important correlates of pupil academic achievement. One of them is self concept. The investigator from his own teaching experience noticed that self concept has some relationship with academic achievement. It is relevant to seek systematic information about impact of self concept on academic achievement of under graduate students. This will help the teachers, counsellors, curriculum planners, educationists, parents and other stakeholders in the welfare of the students. The investigator made a review on the related research and conducted a study on this topic.

Objectives :

1. To measure the self concept of BSc. under graduate students.
2. To measure the academic achievement of BSc. under graduate students.
3. To find out the impact of self-concept on academic achievements of B Sc under graduate students.

Hypotheses :

1. There is no significant relation between self-concept and academic achievement of BSc. under graduate students.
2. There is no significant difference between high and low self-concept groups in their academic achievement.
3. There is no significant difference between high and average self-concept groups in their academic achievement.
4. There is no significant difference between average and low self-concept groups in their academic achievement.

Limitation of the study : The present study is confined to B Sc. under graduate students in Davangere city only. The Investigator considered one government, two private aided and one private unaided first grade colleges. The investigator considered only influence of self- concept on academic achievement of B Sc. under graduate students.

Methodology : The investigator has adopted descriptive research design for the present study. The study aims at finding the relationship between independent and dependent variables.

Sample Selection : In the present study researcher has used Stratified Random Sampling technique for the selection of sample in four first grade colleges. The researcher draws the sample in such a way that every unit of population will be having equi-probability to be included in the sample.

Data Collection : The investigator collected data from four first grade colleges (100 BSc students from each college studying in 5th semester) in Davangere city. The researcher administered the test to 400 students by seeking a prior permission from respective principals of the colleges. The researcher collected 3rd and 4th semester result scores of students and the same is used for consideration of academic achievement for the present study.

Statistical Techniques used : The following statistical techniques were used to study the impact of self-concept on academic achievement. Mean, Standard Deviation. 't' test and Co-efficient of Correlation.

Data Analysis and Interpretation : Analysis of the data has been done by using statistical techniques such as Mean, Standard Deviation. 't' test for testing the significance of two means at 0.05 level of significance.

Table 1 : Level of Self -concept among B. Sc., under graduated students.

Level of Self Concept	Number of Students	Percentage
High	54	13.5
Average	270	67.5
Low	76	19
Total	400	100

The above table reveals that the percentage of students with high level of self- concepts is 13.5, average level of self-concept is 67.5 and low level of self-concept is 19. Hence it may be concluded that in the present study majority of B.Sc., under graduate students have average level of self-concepts.

Table 2 : Mean, SD and 't' test values of high self concept and low self concept groups with respect to their academic achievement.

Variables	N	Mean	SD	't' Value	Level of Significance
High Self –concept	54	33.92	7.60	4.50	S
Low Self-concept	76	27.13	5.67		

S=Significant at 0.05 level

The above table reveals that the 't' value 4.50 is significant at 0.05 level as it is more than theoretical value 2.63. The mean of high self-concept group 33.92 is more than that of low self- concept group 27.13. Hence it may be concluded that there is significant difference between high self-concept and low self-concept groups with respect to their academic achievement.

Table 3 : Mean, SD and 't' test values of high self concept and average self-concept groups with respect to their academic achievement.

Variables	N	Mean	SD	't' Value	Level of Significance
High Self –concept	54	33.92	7.60	4.77	S
Average Self-concept	270	28.85	7.82		

S=Significant at 0.05 level

The above table reveals that the 't' value 4.77 is significant at 0.05 level as it is more than theoretical value 2.63. The mean of high self-concept groups 33.92 is more than that of average self-concept groups 28.85. Hence it may be concluded that there is significant difference between high self-concept and average self-concept groups with respect to their academic achievement.

Table 4 : Mean, SD and ‘t’ test values of average self-concept and low self-concept groups with respect to their academic achievement.

Variables	N	Mean	SD	‘t’ Value	Level of Significance
Average Self –concept	270	28.85	7.82	3.052	S
Low Self-concept	76	27.13	5.67		

S=Significant at 0.05 level

The above table reveals that the ‘t’ value 4.77 is significant at 0.05 level as it is more than theoretical value 2.63. The mean of average self-concept group 28.85 is more than that of low self-concept group 27.13. Hence it may be concluded that there is significant difference between average self-concept and low self-concept groups with respect to their academic achievement.

Findings of the study :

1. It is found that majority of B.Sc., under graduate students have average level of self-concept.
2. Self-concept is positively and significantly related to academic achievement of B.Sc., under graduate students.
3. Academic achievement of high self-concept group is more than that of low self-concept group.
4. Academic achievement of high self-concept group is more than that of average self-concept group.
5. Academic achievement of average self-concept group is more than that of low self-concept group.

Conclusion: It is concluded that self-concept is significantly related to academic achievement of students. At the college level students are more autonomous and independent in their studies. Developing the self image and self-concept is possible by imitating the elders and teachers. Hence it can be recommended that proper self-concept should be inculcated among students from both parents and teachers. Home environment should be congenial, healthy and harmonious. Parents should be role models to their children, it facilitates the development of self-concept. The college environment should be supportive, encouraging, democratic, free from stress and tension. The creative, healthy and happy college environment certainly helps in the development of self-concept among the students. The pleasing open environment helps to develop self-regard, self-esteem, self-respect and self-concept this will certainly influence on academic achievement of students.

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