

A STUDY ON SELF CONCEPT IN RELATION TO THE ACADEMIC ACHIEVEMENT OF PRE-UNIVERSITY STUDENTS



LEELAVATHI, C.M.,

Research Scholar, Department of Education & HRD, Dravidian University, Kuppam,
Chittoor, Andhra Pradesh

Dr. S. VIJAYAVARDHINI,

Assistant Professor, Department of Education & HRD, Dravidian University, Kuppam,
Chittoor, Andhra Pradesh

RESEARCH PAPER IN EDUCATION

ABSTRACT

This study was conducted to study the relationship and effects of self concept on the academic achievements of students. A sample of 400 students of first year of pre –university students was taken through random sampling technique. A reliable and valid, self concept was standardized by the investigator to collect the data. Mean, S.D., and t-test were used for the analysis of the data. The findings of the study reveal that there is significant difference in the self concept of boys and girls. It is concluded that girls have more self concept than boys of pre university colleges, urban students have more self concept than rural students of pre university colleges and girls have academically performed better than boys of pre university colleges.

Keywords: Self concept, academic achievement, Pre university students.

Introduction

Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purpose of specific deems important. Academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. Achievement is influenced by several factors like personality, motivation, opportunities, education socio economic status and also self-concept. Self-Concept is the mental and conceptual awareness and persistence regard that sentient begins hold with regard to them. Self - Concept is organized. Self-Concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perception regarding one's personal existence and each perception is orchestrated with all others. It is this generally stable and organized quality of self-concept that gives consistency to the personality". (Wikipedia Encyclopedia, 2003). Academic self-concept is thus comprised of a set of attitudes, beliefs and perceptions held by the students about their academic skills and performance (Lent, Brown & Gore 1997). Academic

self-concept and academic achievement are often linked together. A higher academic self-concept has been associated with better academic achievement (Marsh 1990). Burns (in Sikhwari 2004:40) concludes that, "...not only is self-concept present in all learning but is also a major outcome of all learning situations, though its presence might pass unnoticed by teachers intent on the inculcation of academic knowledge and skills".

Self-concept and achievement are dynamically interactive and reciprocal, each is mutually reinforcing to the extent that a positive (or negative) change in one facilitates a commensurate change in the other and academic self-concept is more highly correlated with academic achievement than in general self-concept. Students with high self-concept tend to approach school related tasks with confidence and success of those tasks reinforces this confidence. The opposite pattern is likely to occur for children with low academic self-concepts.

Objectives

- To find out whether there is any significant difference between boys and girls of first year students of pre-university in their self concept.
- To find out whether there is any significant difference between rural and urban students of first year students of pre-university in their self concept.
- To find out whether there is any significant difference between boys and girls of first year students of pre-university in their achievement.

Hypotheses

1. There is no significant difference between boys and girls of first year

students of pre-university in their self concept.

2. There is no significant difference between rural and urban students of first year students of pre-university in their self concept.
3. There is no significant difference between boys and girls of first year students of pre-university in their achievement.

Method

Normative survey Method has been used in the present study. 400 students were chosen from different pre university colleges in rural and urban Bangalore district. It was selected by using random sampling technique. The self concept tool was administered to all the students. The achievement scores are scores obtained by the students in the midterm examination and are collected from the colleges. The data was collected and subjected to analysis and interpretation.

Tools

- Self-concept Tool was developed and validated and also reliability was established by the investigator.
- The achievement scores are scores obtained by the students in the midterm examination and are collected from the colleges.

Analysis and Interpretation

Hypothesis 1: There is no significant difference between boys and girls of first year students of pre –university in their self concept.

Table 1: Mean, SD and t-value of Self-Concept among Pre-University Boys and Girls

Gender	N	Mean	S.D.	t-value
Boys	208	62.3	16.75	8.24*

Girls	189	74.90	17.01	
-------	-----	-------	-------	--

***significant at 0.01 level**

The above table reveals that the obtained t-value is 8.24 is greater than table value and is significant at 0.01 level of significance. Therefore the null hypothesis is rejected. It means that the obtained t-value is found to be significant. Hence, it is inferred that there is significant difference in the self concept of boys and girls. It is concluded that girls have more self concept than boys of pre university colleges.

Hypothesis 2: There is no significant difference between rural and urban students of first year students of pre – university in their self concept.

Table 2: Mean, SD and t-value of Self-Concept among Urban and Rural Pre-University Colleges

Gender	N	Mean	S.D.	t-value
Urban	248	71.21	17.61	2.298*
Rural	149	65.75	17.59	

***significant at 0.01 level**

The above table reveals that the obtained t-value is 2.298 is greater than table value and is significant at 0.01 level of significance. Therefore the null hypothesis is rejected. It means that the obtained t-value is found to be significant. Hence, it is inferred that there is significant difference in the self concept of urban and rural students. It is concluded that urban students have more self concept than rural students of pre university colleges.

Hypothesis 3: There is no significant difference between boys and girls of first

year students of pre-university in their achievement.

Table 3: Mean, SD and t-value of Achievement among Boys and Girls of Pre-University Colleges

Gender	N	Mean	S.D.	t-value
Boys	208	68.35	17.61	8.12*
Girls	187	74.90	17.59	

***significant at 0.01 level**

The above table reveals that the obtained t-value is 8.12 is greater than table value and is significant at 0.01 level of significance. Therefore the null hypothesis is rejected. It means that the obtained t-value is found to be significant. Hence, it is inferred that there is significant difference in the achievement of boys and girls of pre-university colleges. It is concluded that girls have performed better than boys of pre university colleges.

Findings

1. There is significant difference in the self concept of boys and girls. It is concluded that girls have more self concept than boys of pre university colleges.
2. There is significant difference in the self concept of urban and rural students. It is concluded that urban students have more self concept than rural students of pre university colleges.
3. There is significant difference in the achievement of boys and girls of pre-university Colleges. It is concluded that girls have performed better than boys of pre university colleges.

References

- Corlos & Rodrgvez. (2009). The Impact of Academic Self Concept, Expectations and The Choice of Learning Strategy on Academic Achievement, Higher Education Research & Development, 28(5), 523-539.
- Krishna Reddy. (2008). Scholastic Achievement of 10th Class Students in Relation to Certain Psycho-Sociological Variables.
- Manger, T. & Eikeland, O. (1988). The Effect of Mathematics Self-Concept on Girls and Boys' Mathematical Achievement. School Psychology International. 19(1), 5-18.
- Meinefeld, W. (1988). Einstellung;[Attitude], in: R. Asanger; G, Wenninger (eds): Handwörterbuchder Psychologische Verlagsunion,4.Auflage, 120-126.
- Murphy (1947) "Public opinion and the individual "Harper & Co, Newyork.
- Philiias Olatunde. (2010). Students Self Concept and Mathematics Achievement in Some Secondary Schools in Southwestern Nigeria. European Journal of Social Sciences, 13(1).
- Taneja. (1991). Dictionary of Education, Anmol Publications. New Delhi, pp. 3, 4, & 224.
- Thomas. (2005). Comparing Theories of Child Development. California Thomson and Wad Worth.
- Thomas & Robert. (2006). Inter Relationships among Student's Study Activities, Self Concept of Academic Ability and Achievement as a Function of Characteristics of High School Biology Courses. Applied Cognitive Psychology, 7(6), 499- 532.