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**THE STUDY OF SELF CONCEPT AND ACADEMIC ACHIEVEMENT
OF HIGH SCHOOL STUDENTS**

The study of Self concept and academic achievement of High school students

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Abstract

The study was conducted to examine the self concept and academic achievement of male and female senior college students. The sample for the study consisted of 50 male and 50 female college students. The investigator used Sagar Sharma Self Concept Inventory to collect the data. The data collected was subjected to statistical analysis like mean, S.D. and t-test. After analyzing the data it has been found that female students achieved better self concept and academic achievement than the male students.

Self Concept:-

Self concept is the sum of all individuals, including both physical and mental data. The self is the totality of our impressions, thoughts and feelings such that we have a continuing conscious sense of being. It is a composite of ideas, feeling and attitudes, a person has about himself. It includes one's self esteem sense of personal worth, and one's sense of whom would like to be or one's ideal self. According to Dombudzo, a renowned Psychologist "That consistent success or failure has an effect on self-concept, and that the level of academic achievement is influenced by an individual's self-concept of ability" [1] The following highlights the importance of self-concept in academic achievement, when [2] contends that a positive self-concept is one of the most vital elements for success, and because self-concept is both a personal and motivational variable, its overall contribution to the variance of academic achievement should be quite high; individuals seem to be motivated to perform in a manner consistent with their self-concept.

Self-concept is defined by [3] as "...a person's perception of himself formed through his experience with his environment". Self-concept is described by [4] as an individual's perceptions of himself/herself; it is a psychological entity and includes one's feelings, evaluations and attitudes, as well as descriptive categories. Thus, self-concept is a cognitive generalization about the 'self', which mostly includes self-descriptions of neutral values. By way of a formal definition, self-concept refers to the person's total appraisal of his appearance, background and origin, abilities and resources, attitudes and feelings, which culminate as a directing force in behavior [5]. They indicate that self-concept is the perception that each person has of himself or herself, formed from experiences and relationships with the environment, as well as with significant others.

Academic Achievement:-

We live in a competitive society where excellence is often defined in terms of an individual's achievement in relation to other persons' achievement [6] state that it is possible that an exclusive focus on "winning" the contest for grades and academic advancement may interfere with involvement and learning in university classes, the deep processing of study materials and continued interest in an academic discipline. On the other hand, [6] argue that if success does depend on outperforming others, a focus on winning might actually prove adaptive in a university context. Academic achievement is very important in any educational setting, as it indicates the level of the student's competence in respect of the academic content.

Indeed, Academic achievement does create competition between students, and it may remove the focus from the academic content of a course, but it a prerequisite in order to obtain success at university level, and equally important in life after university. The academic achievement of a student determines whether he or she is considered to be successful or not, and as a result, academic achievement is very important in education.

Academic achievement is represented by the actual mark obtained by the participants in an examination. Success is typically defined in terms of performance, and grades represent the most obvious and universally accepted indicator of academic performance in educational contexts [6].

Objectives of the study:-

1. To study Self-Concept of male and female students.
2. To study the Academic Achievement of male and female Students.
3. To Compare male and female Students on self concept.
4. To compare male and female Students on academic achievement

Hypotheses:-

1. There is significant difference between male and female Students regarding Self-Concept.
2. There is significant difference between male and female Students regarding Academic Achievement.

Sample:-

The sample for the present study consisted of 100 college students (50 male and 50 female) selected randomly from the S.G.M.School, karad.

Group of students	N
male	50
female	50
total	100

Tools:-

Self concept inventory by: - Sagar and Sharma. The test-rates coefficient on self concept are .81 and test-retest ideal discrepancies use found to be.72.

PROCEDURE:-

The information collect is of 10th class students. 50 male and 50 female students are chosen. The students are achieved above 65 percent marks, 9th class. in annual exam and are assessed for their self concept and academic achievement. The academic achievement of students is an important indicator of academic success at annual exam. Students with higher achievement at school are found more efficient to obtain good academic performance in the school level.

Statistical treatment:-

The data collected was subjected to the following statistical treatment. Mean, S.D, t-test.

Result and interpretation:-

The data was collected by administering the self concept inventory by Sagar and Sharma. The collected data was scored as per manual instruction and same is presented, discussed and interpreted as follows.

Table 1: Showing the mean comparison of boy and girl Students on Self dimension of Self concept.

Self Dimension of Self concept	Group of students	N	Mean	S.D	t- value	Level of Significance
Ideal Self	Male	50	167	6.28	4.21	Significant at 0.01 Level
	Female	50	163	4.61		
Real Self	Male	50	170	5.26	4.43	Significant at 0.01 Level
	Female	50	166	4.64		
Self concept	Male	50	169	4.83	4.12	Significant at 0.01 Level
	Female	50	164	3.90		

Mean score of male students is 167 with S.D. of 6.28 whereas of female students is 163 with S.D. of 4.61. The difference between mean score of male and female students is significant at 0.01 level as t-value is 2.68. There is significant gender difference in ideal self dimension of self concept. The result was male students have better Ideal self than female Students. The mean have compared of male and female students on real self dimension of self concept. The t-value 4.43 at 0.01 level with is significant, this is significant difference between male and female students on Real self. The result was male students have better Real self than female Students. The male students' self concepts mean is 169 and female students' mean is 164. S.D. of male students is 4.83 and of female students is 3.90, 't' value is 4.12 at 0.01 level with indicates significant difference so the both hypothesis are accepted.

Table 2 Showing the mean comparison of male and female students on academic Achievement

Group of Students	N	Mean	S.D	t- value	Level of Significance
male	50	53.41	6.4	3.47	Significant at 0.01 Level
female	50	48.02	5.2		

The college male and female students, male students' mean is 59.41 and female students mean is 48.02. The difference between two means is 5.39. The male students' academic achievement is more than female students. SD value of males 6.04 and females 5.2 and 't' value is 3.47 at 0.01 level with is significant. The male students show better academic achievement than the Female Students.

Conclusion:-

- 1) Male has more self Concept and academic Achievement than female.
- 2) Male and Female self Concept and Academic Achievement have significant deference.

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