Influence of self-concept on academic achievement of Pre-University College students (PUC)

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ABSTRACT

The study was conducted to know the influence of self-concept on academic achievement of PUC students during 2008-09. The sample comprised of 360 pre-university course students which was randomly selected from colleges in Dharwad city of Karnataka state of which 180 were from PUC-I and 180 were from PUC-II classes. Self-concept scale of Saraswat (1912) was used to analyse the self-concept. Average marks of previous two years annual examinations were taken as an index of academic achievement. The results revealed that about 43 per cent of students had excellent, 44 per cent had good, 9 per cent average academic performance, while 4 per cent had poor academic achievement. Further the results showed that majority of the students had above average levels of physical, social, temperamental, educational, moral, intellectual and overall self-concepts. Students' educational, intellectual and temperamental self-concepts were positively and significantly influenced the academic achievement. Educational self-concept was the major contributor for the academic achievement.

INTRODUCTION

Academic achievement is the performance of the students in the subject they study in the school (Pandey, 2008). Academic achievement determines the student's status in the class. It gives children an opportunity to develop their talents, improve their grades and prepare for the future academic challenges.

Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. Academic achievement during this period can be a stepping stone for the forthcoming year.

Adolescents with high academic achievement are considered to achieve their identity in the society, get good career opportunities, get acceptance from peer, parents and teachers, develop leadership qualities, and enhance their self-confidence and self esteem. Where as, academic failure leads to frustration, stress, inferiority complex, rejection from the loved ones, increased number of suicides, discouragement and ultimately to dropping out, higher rates of unemployment, welfare dependency, and criminal behaviour. (Ekstrom *et al.*, 1986, Steinberg, *et al.*, 1984; Gadwa and Griggs, 1985),

Hence, there is a need to give due attention to the factors, which are directly, or indirectly influencing the academic achievement. Academic achievement depends on a number of factors like student's interest and attitude towards the subject of study, aptitude, intelligence, achievement motivation, socio-economic status, locality of institution, sex, physical health etc. (Pandey, 2008) There are also several other factors like home environment, parental relations, parent's education, occupation, students, self-concept etc. which have a close relationship with academic performance.

Self-concept is the picture the individual has of himself / herself. Self-concept is not innate, but is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. This dynamic