

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

■ Shubhangi Kamble¹, Ganga V. Yenagi and Sunanda Itagi²

Department of Psychology, College of Agriculture, University of Agricultural Sciences, DHARWAD (KARNATAKA) INDIA

¹Department of Human Development, College of Rural Home Science, University of Agricultural Sciences, DHARWAD (KARNATAKA) INDIA

²Department of Food and Nutrition, College of Rural Home Science (U.A.S.), DHARWAD (KARNATAKA) INDIA

Email : gangayenagi@yahoo.co.in

ARTICLE INFO :

Received : 02.06.2012
Revised : 28.08.2012
Accepted : 03.10.2012

KEY WORDS :

Attitudes, Adolescents, Environment,
Polluters, Wild life, Forests, Population

HOW TO CITE THIS ARTICLE :

Kamble, Shubhangi, Yenagi, Ganga V. and Itagi, Sunanda (2012). Influence of self-concept on academic achievement of Pre-University College students (PUC), *Adv. Res. J. Soc. Sci.*, 3 (2) : 166 - 169.

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

aspect of self-concept is important because it indicates that it can be modified or changed (Franken, 1994). The way an individual views himself accounts to a large extent for his success. It was found that aspirations and the drive to succeed are good predictors of achievement (Hamachek, 1995). Self-concept is not a substance but a process in which a conversation between the “I” and “ME” take place. The “ME” is the more or less integrated set of attitudes and ideas of other people which we have built together as our conscious experience and from which we also choose roles to represent our own ideas of ourselves (Uma Devi *et al.*, 1998).

A child who has an adequate self-concept is likely to follow the problem solving approach and tends to be spontaneous, creative and original. He trusts himself and is free to accept others without any negative feelings. As against this, a child with distorted or inadequate self-concept does not come to grips with the problems of life. He tends to view himself as unwanted, unaccepted, incompetent, more anxious and less adjusted, less effective in groups and develops inferiority complex. He is also likely to exhibit a large extent of anxiety in his behaviour. The children with poor self-concepts will have lack of confidence in the mastery of environment, which leads to academic failures. Hence, an individual must choose a discipline and career which permits him to function in a role consistent with his self-concepts which will help them to achieve their desired goal (Sood, 2006).

METHODS

Sample:

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.

Tools:

The students were given the self-concept inventory of Saraswath (1992). It measures six dimensions of self-concept *i.e.* physical, social, temperamental, educational, moral and intellectual. Average of two previous annual examination scores was considered as an index of academic achievement.

Procedure:

The study has been conducted in Dharwad city of Karnataka. The data were collected in one sitting. Then the responses were scored and subjected to ‘t’ test, correlation and regression analysis.

OBSERVATIONS AND ANALYSIS

The result of the study (Table 1) revealed that about 43 per cent of students had excellent, 44 per cent had good, 9 per cent had average academic performance, while only 4 per cent had poor academic achievement.

It was observed from Table 2 that about 47 per cent per cent of the students had high self-concept and 53 per cent had above average self-concept. The perusal of self-concept dimensions revealed that higher percentage of the students had above average levels of physical (72.80%), temperamental (66.10%), moral (65.20%), social (60.60%), intellectual (57.20%) and educational (44.70%) self-concepts. About 42 per cent of the students had high educational self-concept.

Table 3 reads the comparison of self-concept between the students of PUC-I and II. The observation of ‘t’ values revealed that both the groups differed significantly on educational (2.43) and physical (2.11) self-concepts. The

Academic achievement	Frequency	Percentage
Excellent	156	43.30
Good	159	44.20
Average	32	8.90
Poor	13	3.60
Total	360	100.00

Dimension of self concept	High	Above average	Average	Below average
Physical	72 (20.00)	262 (72.80)	26 (7.20)	-
Social	104 (28.80)	218 (60.60)	38 (10.60)	-
Temperamental	59 (16.40)	238 (66.10)	63 (17.50)	-
Educational	150 (41.70)	161 (44.70)	45 (12.50)	4 (1.10)
Moral	101 (28.10)	235 (65.20)	22 (6.10)	-
Intellectual	55 (15.30)	206 (57.20)	98 (27.20)	2 (0.60)
Overall self concept	168 (46.60)	190 (52.80)	2 (0.60)	1 (0.30)

Figures in parentheses indicate percentages

respective mean scores (29.75 and 29.00) on physical self-concept and (31.45 and 30.03) on educational self-concept showed that the students of PUC-I had significantly better physical self-concept than the students of PUC-II. While the PUC-II students had significantly higher educational self-concept as compared to than PUC-I students. This might be due to that in present day education system PUC-II was a transition period. The result of PUC-II was a deciding factor for most of the professional courses. The students need to work very hard. They have to spare most of their time in attending the coaching classes and tutorials to obtain high scores. Hence they cannot concentrate on any other things except studies during this period. This might have contributed to develop high educational self-concept.

Table 4 reveals that positive and significant relationship between self-concept academic achievement (0.54). It was also observed that educational self-concept (0.66), intellectual self-concept (0.47) and temperamental self-concepts (0.18) were

positively and significantly related to academic achievement. The regression analysis (Table 5) also revealed that educational, intellectual and temperamental self-concepts together have contributed to the extent of 50 per cent for the academic achievement. This result is supported by the study of Nuthana (2007) who reported that there was a positive and significant relation between self-concept and academic achievement. Further, Varma (1976) found that a high level of ego involvement helps the students to secure better performance in their studies. When children develop positive attitude / view towards their school, teacher, educational activities, automatically they take interest in studies which could have enhanced their educational self concept. Once the children realize that they have potential to solve the problems, take decisions and control over their emotions, they feel more confident which promote their academic achievement. All these factors might have contributed for higher academic achievement.

Table 3 : Comparison of students on self-concept

Sr. No.	Dimensions of self concept	I PUC	II PUC	t-value
1.	Physical	29.75 (3.25)	29.00 (3.51)	2.11*
2.	Social	29.81 (4.64)	30.54 (4.10)	1.58 ^{NS}
3.	Temperamental	28.19 (4.40)	28.47 (3.74)	0.65 ^{NS}
4.	Educational	31.45 (5.31)	30.03 (5.70)	2.43*
5.	Moral	29.88 (3.91)	30.43 (3.66)	1.37 ^{NS}
6.	Intellectual	27.92 (4.73)	27.12 (4.32)	1.67 ^{NS}
7.	Overall	192.00 (15.72)	190.95 (13.70)	1.06 ^{NS}

Note ** Significant at one percent level of probability
 Figures in parentheses are standard deviations

* Significant at five percent level of probability
 NS = Non-significant

Table 4 : Correlation coefficient between self-concept and academic achievement

Sr. No.	Self concept	r ² value
1.	Physical	0.08
2.	Social	0.01
3.	Temperamental	0.18**
4.	Educational	0.66**
5.	Moral	0.09
6.	Intellectual	0.47**
7.	Overall	0.54**

* and ** indicate significance of values at P=0.05 and 0.01, respectively

Table 5 : Influence of self-concept on academic achievement

Steps	Self concept dimension	R ²	F
1.	Educational	0.43	277.13**
2.	Educational, intellectual	0.49	172.62**
3.	Educational, intellectual, temperament	0.50	121.90**

** indicates significance of value at P=0.01

REFERENCES

- Ekstrom, R.B., Goertz, M.E., Pollack, J.M. and Rock, D.A. (1986). Who drops out of high school and why? Findings from a national study. *Teachers College Record*, **87**: 356-373.
- Franken, R. (1994). *Human motivation* (3rd). Brooks/Cole Publishing Co. Pacific Grove, CA
- Gadwa, K. and Griggs, S.A. (1985). The school dropout : implications for counsellors. *The School Counselor*, **33** : 9-17.
- Hamachek, D. (1995). Self-concept and school achievement: Interaction dynamics and a tool for assessing the self-concept component. *J.Counselling & Development*, **73**(4) : 419-425.
- Nuthana, P.G. (2007). Gender analysis of academic achievement among high school students, M.Sc. (Ag.) Thesis, University of Agricultural Sciences, Dharwad, KARNATAKA (INDIA).
- Pandey, R.C. (2008). Academic achievement as related to achievement motivation and parental background, *Indian Psychol. Rev.*, **70** (4): 213-216.
- Steinberg, L., Blinde, P.L. and Chan, K.S. (1984). Dropping out among language minority youth. *Rev. Edu. Res.*, **54** :113-132.
- Sood, P. (2006). Educational choices in relation to academic stress, achievement motivation and academic self-concept. *J. Communication Guidance Res.*, **23** (2) : 141 – 152.
- Saraswath, R.K. (1984). *Manual for self concept questionnaire* published by National Psychological Corporation, Agra.
- Uma Devi, L., Sudha Rani, J and Venkatamaiah, P. (1998). Self concept of urban school children : Relationship with selected personal social variables, *Indian Psychol. Rev.*, **50** (1) : 11-16.
- Varma, M. (1976). Significant correlates of secondary school failures, Department of Education, Gorkhpur, University, Gorakhpur (U.P.) INDIA.