

## **Academic Achievement among High School Students in Relation to their Self-Concept**

**\*Manpreet Kaur**

Department of Education and community service

Punjabi University, Patiala

**\*\*Dr. Pushpinder kaur**

Centre for Distance and online Education

Block No. 3

Punjabi University, Patiala (PB.)- 147002

### **Abstract**

Self-related perspectives usually convert into an essential subject matter in education. These perspectives have shown their impact on student's academic performance as well as their behavior. The perspectives of self-concepts are dynamic. Academic performance is deeply related to the self-concept of students. The importance of self-concept can be seen in the study of many sociologists. Students who are lagging in the formation of strong self-concepts can be seen as poor decision-makers. In contrast, students with determined self-concepts can easily choose their vocation in the coming years. Self-motivation automatically develops from stable self-concepts. Students must be very clear about what they are and what can they achieve. This present study aimed to investigate the study of self-concept among school students. The researcher used a standardized tool of self-concept developed by Saraswat (2017) and stratified random sampling in this study. It represented a sample of the study on 94 high school students who were studying in 9th class. Descriptive statistics and t-tests were used as statistical techniques in this study. The study's findings represented no significant gender difference in self-concept among high school students. Furthermore, the mean score of females was higher than that of male students. Moreover, the result of the study showed that there was a significant

positive relation found out between academic achievement and self-concept among high school students.

**Keywords:** Academic Achievement, Self-Concept, High School Students.

## **Introduction**

Education is the most important part of every individual. It is the main source of knowledge. It shows the way to an individual for his future settlement. During the process of education period, students learn many new things related to various subjects. The interest and excellence of a student can be seen in their academic achievement record. Academic achievement has been treated as the primary basis for admission and promotion of a student to their next class. It has also been considered a criterion in selecting individuals for various vocational and professional courses. In our Indian society, it depends on the choice of parents but with the change in education policies, this culture is going down nowadays. High school students are mature enough to choose their vocation during schooling only. Achievements of this period become stepping stones for the coming years of students' lives. If an adolescent has a good and determined self-concept, they can easily get success in his life.

## **Academic Achievement**

Academic achievement is the quantity and quality of the learning process in a particular subject or group of subjects as assessed by examination scores. The information about the factors affecting the learning process is very essential. Achievement determines a student's ability and performance and it is multi-dimensional. It is very closely related to human growth in the actual sense. Academic achievement is closely connected to acquiring principles capability to show outcomes efficiently (Singh et. al. 2007). In the words of Vyas and Gunthey, 2019 achievement is all about obtaining the outcomes of a particular effort. Achievement always reflects the whole student. It does not relate to a single instance but occurs across a long time for the overall development of the academic side.

Academic achievement is commonly considered through continuous evaluation or examination. Education was taken to provide the students with information in olden times. For modern educationists, education means the process of development of the individual. Education

offers not only skills & knowledge but also fosters the proper habits and attitudes, instincts training, and instills values also. Education's aim is the development of complete humans. Education that simply trains and educates an individual's overall composition's specific component is not proper. Academic achievement is measured as the educational growth's principal. It plays a vital role in a child's development. In addition, a child's achievement in school might moderately heal any harm done to them at home or in their locality. Increased academic success fosters self-esteem and confidence in the student while dropping exam worry, resulting in a more successful change into adulthood.

### **Self- concept**

According to W. Huitt (2004), self-concept is a sense of self, and self-definition in the social roles one shows including assessment of one's status concerning a single trait or to many human criteria. Self-concept is taken as the most affected factor of an adolescent. It is considered by many researchers for their various studies. Self-concept is a composition of an individual's thoughts, ideas, feelings, aspirations, fears, and attitudes concerning his prosperity. (Shrivastava, 2015)

If an individual has a healthy self-concept, it helps him to go towards progress and development of a well-raised society. Students, with determined self-concepts, are being loved by others and by themselves too. Self-concept contributes to the academic achievement of a student by enhancing their motivation from time to time. Self-concept may also be defined as a cognitive image of who we are as an individual. It is a complex, organized, and changing process of learning ideas, opinions, and every individual's belief to be true for himself. Borah, (2018). Self-concept develops the concept of self-evaluation among students. They evaluate themselves in various situations check their abilities and also work on them if required. Self-concept is a social product that develops through experiences and social actions. All the activities, done by an individual help him to identify himself in a better way. The purpose of this study is to explore the impact of self-concept on the achievements and academic performance of high school students.

## **Review of Related Literature**

Bhagat (2017) designed research that examined the relationship between academic achievement and self-esteem of secondary school students. results of the study show a significant and positive relationship was found between academic achievement and self-esteem.

Bursa and Kose (2020) investigated the study effect of flipped classroom practices on students' academic achievement and responsibility levels in the 5<sup>th</sup> class Social Studies course. The results show that flipped classroom practices significantly increased the academic achievement and responsibility levels of the students in the experimental group. Teachers and students emphasized that e-learning videos had a significant effect on the increase in achievement and responsibility level.

Ates (2021) investigated the study to examine the relationship between parental involvement and student's academic achievement by meta-analysis method. It was seen in this study that the relationship between parental involvement and academic achievement did not differ significantly according to course areas, school levels, and geographical areas.

Yahya et.al (2023) studied on how biological learning achievement and student perceptions of teachers' performance are related. The results indicated that learning motivation and achievement were positively correlated. Learning achievement, student evaluations of the performance of the teacher, and learning motivation all have a positive connection.

Istiana (2017) examined the connection between vocation choice and self-concept. It consists 151 students of high school students. Proportional random sampling is used by the investigator to gather data. Career maturity and self-concept scales were used to get output. The study showed a 74.1% contribution of self-concept in vocation choice which is enough for career choice.

Rashi (2017) designed a study of self-concept, emotional intelligence, and social awareness of secondary school female students. The study showed a significant difference in self-concept among secondary school students. Female students showed higher school awareness than their counterparts.

Mehar (2018) studied the relationship between self-concept and vocation choice of senior secondary school students. The study found a significant relationship between self-esteem and vocation choice of males as well as females.

Tentama and Abdillah (2019) examined a study on student employability, academic achievement, and self-concept. The method used by the investigator was quantitative in nature. The study showed a significant relationship between academic achievement and self-concept.

Kaur (2020) studied the relationship between parenting style, self-concept, gender, and locale on career decision-making among adolescents. The results of the study specify that there exists a significant difference among adolescents with less and more level of self-concept in career decision-making.

Tus (2020) investigated a study to determine student self-esteem, self-concept self-efficacy, and academic performance among adolescents. The testing resulted in a null hypothesis at 0.05 alpha level of significance was determined. The impact of self-esteem, self-concept, and self-efficacy of adolescents on their academic performance can be seen clearly in this study.

Cheema & Bhardwaj (2021) explored the connection between teenage self-esteem and academic achievement and their home environment. During the collection of the sample, a random sampling method was used. The findings showed that higher home environment scores equal higher self-esteem; higher home environment scores equal higher academic accomplishment; higher self-esteem scores equal higher academic achievement

Dalal and Kamlesh (2022) studied an attempt at self-concept among school students that was randomly selected sample of 100 high school students. The findings showed no significant relation between self-concept and personality of high school students.

Gul et al. (2023) the effects of several aspects of self-concept on academic achievement among university students between the ages of 18 and 19. A chance sampling design was utilized to choose 1470 participants at random. The findings also demonstrated a substantial positive relationship between social self-concept and academic achievement, and regression analysis supported these conclusions. The study found that social self-concept is more essential than other factors.

Wei, Ying, and Yiqing (2024) examined the relationship between parental autonomy support and children's self-concept, and explored the role of basic psychological needs in Chinese primary schools from the perspective of self-determination theory. A total of 3109 children aged 6–13 years joined in eastern China. The findings showed that a significant correlation between parental autonomy support, basic psychological needs, and children's self-concept.

### **Need and Significance of the study**

Academic achievement plays a vital role to know about student's interest. The results of academic performance show the exact information about a student. Self-concept is one of the most important elements of an individual's future. It usually provides motivational basis for promoting high school student's learning process. Academic achievement show the result of a student's knowledge in various primal subjects. The performance of the academic tasks depend on the self-concept of students. Student's self-concept become prominent for parents as per today's environmental and social conditions are changed a lot. Students with high self-concept automatically get self-encouragement or internal motivation within them. It helps them to achieve more in their future. Students perform well in academic achievement with determined self-concept on the other hand students, who have poor self-concept cannot perform well academically. The world around us is changing day by day. To survive in it, one needs to learn essential skills such as critical thinking, reasoning, etc. So the students must have very strong self-concept to cope with the world.

The self-concept is a combination of both self-esteem and self-image. One must know about their abilities to do something. Self-concept encourages one to work on their abilities so that one can succeed in a particular field. Academic performance is very closely related to the self-concept of students. They know about their interest more clearly and put effort towards it.

### **Statement of the problem**

Academic Achievement among High School Students in relation to their Self-concept

### **Objectives**

- To study gender differences in self-concept among high school students.

- To study the relationship between academic achievement and self-concept among high school students

### **Hypotheses**

- There will be no significant gender differences in self-concept among high school students.
- There will be no significant relationship between academic achievement and self-concept among high school students

### **Research Methodology**

In this study, the researcher used a descriptive method. A stratified random sampling technique was used by the researcher for data collection.

### **Sample**

A representative of 94 high school students of the 9th class was taken as a sample of study of the Punjab School Education Board, S.A.S. Nagar Mohali.

### **Operational definitions**

**Academic Achievement:** Academic achievement is defined as the result of some lessons or training program. It is the magnitude to which students have achieved their scholastic goals. Academic achievement is usually measured by analysis or constant assessment, but this researcher has measured students' academic achievement based on previous class marks.

**Self-concept:** A standardized tool of self-concept scale (Saraswat,2017) was used in this study. The reliability of this scale is 0.91.

### **Statistical techniques used in this study**

The Descriptive statistical, Mean, Median, Mode, SD, t-test, and correlation statistical techniques were used by the researcher.

### Analysis and interpretation of the data

In this research section, the researcher used descriptive and t-test statistical techniques for the analysis of data.

Hypothesis 1: There will be no significant gender differences in self-concept among high school students.

Table-I

Gender differences in self-concept among high school students.

Self-concept	Mean	Median	Mode	SD	t-test	Significant
Female	105.47	103.52	102.21	45.62	0.98	No Significant
Male	98.17	96.32	95.89	32.33		

Table –I showed that gender differences in self-concept among high school students found that the mean self-concept score for female students was 105.47, with a standard deviation of 45.62, while male students had a mean score of 98.17 and a standard deviation of 32.33. Despite the higher mean score for females, the t-test value of 0.98 indicated that the difference was not statistically significant, suggesting no significant gender differences in self-concept among the students.

Hence, a hypothesis that there will be no significant gender differences in self-concept among high school students stands accepted.

Hypothesis 2: There will be no significant relationship between academic achievement and self-concept among high school students



Table –II

Correlation between academic achievement and self-concept among high school students

Variables	Correlation	Significant
Academic achievement	Male= 0.79	Significant
Self-concept	Female= 0.88	Significant
	Total =0.94	Significant

Significant level 0.05

The study examined the correlation between academic achievement and self-concept among high school students. The results showed a strong positive correlation for both male (0.79) and female students (0.88), with an overall correlation of 0.94 when combining both genders. All these correlations were statistically significant, indicating that higher self-concept is strongly associated with better academic achievement among high school students. Hence, hypothesis showed that there will be no significant relationship between academic achievement and self-concept among high school students stands accepted.

### Results of the study

The declarations of the study showed that there exists no significant gender difference among high school students and also presented that females have better self-concept formation as compare to male students. Despite the observed difference in mean scores, the t-test value of 0.98 indicated that the difference was not statistically significant. These findings suggest that there are no significant gender differences in self-concept among high school students, aligning with some studies in the field but contrasting with others that have found gender to play a more significant role (Gentile et al., 2009; Kling et al., 1999). Furthermore, the results of the study indicated that there is a significant relation between academic achievement and self-concept among high school students. The study revealed a significant positive correlation between academic achievement and self-concept among high school students. Specifically, the correlation coefficient for male students was 0.79, for female students 0.88, and the overall correlation combining both genders was 0.94. These findings suggest that students with a higher self-concept tend to achieve better academically, consistent with previous research on the relationship

between self-concept and academic performance (Marsh & Craven, 2006; Valentine, DuBois, & Cooper, 2004). The significance of these correlations underscores the importance of fostering a positive self-concept to enhance academic outcomes.

### **Conclusion of the study**

For high school students to perform well academically and develop decision-making skills, they must have healthy and firm self-concept formation. Academic achievement shows the outcomes of the students' aims achieved in their learning procedure. Academic achievement is important for a variety of reasons in students' life such as personal growth, career opportunities life-long learning, etc. The above study revealed a relationship between self-concept and vocation choice. The study showed that self-concept is a very important factor in career choice making which is closely related to academic achievement. It affects the decisions of adolescents strongly. The results of the study found that self-concept helps individuals to grow more and more in the field they choose. It encourages them internally. However, students with low or poor self-concept face problems in career choice decisions. They cannot perform well in the field of skills required. So, one must learn skills willingly. It is possible if and only if the students have a very strong self-concept. Students with firmed self-concepts can perform well in academic tasks and can improve themselves from time to time.

### **Educational Implications of this Study:**

#### **Academic Achievement Implications**

1. Improved performance: A positive self-concept is linked to higher academic achievement and better grades.
2. Increased effort: Students with a strong self-concept tend to put in more effort and persist in their studies.
3. Better time management: Students with a healthy self-concept manage their time more effectively, leading to better academic outcomes.
4. Enhanced creativity: A positive self-concept can lead to increased creativity, critical thinking, and problem-solving skills.

### **Self-Concept Implications:**

1. Confidence boost: A positive self-concept can enhance academic confidence, leading to increased motivation and engagement.
2. Resilience: Students with a strong self-concept are more likely to bounce back from setbacks and persist in the face of challenges.
3. Autonomy: A healthy self-concept fosters independence, self-regulation, and self-directed learning.
4. Goal-setting: Students with a positive self-concept are more likely to set realistic goals and work towards achieving them.

### **Educational Strategies:**

1. Foster a growth mindset: Encourage students to view challenges as opportunities for growth and development.
2. Positive reinforcement: Provide genuine praise and recognition to boost students' self-concept.
3. Self-reflection: Encourage students to set goals, reflect on their progress, and celebrate their achievements.
4. Inclusive learning environments: Create supportive and inclusive environments that promote diversity and promote positive self-concept.
5. Teacher-student relationships: Build strong, supportive relationships with students to enhance their self-concept and academic achievement.

By understanding the interplay between self-concept and academic achievement, educators can create targeted strategies to support students' holistic development and promote academic success.

### **References**

- Ates. A (2021)The Relationship Between Parental Involvement in Education and Academic Achievement: A Meta-analysis Study. *Pegem Journal of Education and Instruction*, Vol. 11, No. 3, 2021 (pp. 50-66).

- Bhagat, P. (2017) Relationship between self- esteem and academic achievement of secondary school students. *International Journal of Social Science & Interdisciplinary Research*, 6(4), 29-42.
- Borah, J. (2018).A study on Self-Concept and Adjustment of the B.Ed. Teacher Trainees in Assam. Ph.D. thesis, Gauhati University.
- Bursa.S and kose.C T (2020). The effect of flipped classroom practices on students' academic achievement and responsibility levels in social studies course. *Turkish Online Journal of Distance Education*, Volume: 21 Number: 4 Article 8,143-159.
- Cheema G.K. & Bhardwaj M. (2021). Study of self-esteem and academic achievement in relation to home environment among adolescents. *European Journal of Molecular & Clinical Medicine*, 8(1), 2515-8260.
- Dalal and Kamlesh (2022). A Study of Self-Concept of Secondary School Students in Relation to Personality. *The International Journal of Indian Psychology*, 10 (3), 1-6
- Gentile, B., Grabe, S., Dolan-Pascoe, B., Twenge, J. M., Wells, B. E., & Maitino, A. (2009). Gender differences in domain-specific self-esteem: A meta-analysis. *Review of General Psychology*, 13(1), 34-45.
- Gul Rani, Umbreen, Ishfaq, Sadia Batool & Tehseen Tahir (2023). (2) Relationship between self-concept and academic achievement: an evidence of female students. *Russian Law Journal*, XI (5s),11-23, doi: 10.52783/rlj.v11i5s.888
- Huitt,W. (2004). Psychology and life. In Neetu (2006), self-concept and self-esteem. *Educational Psychology Interactive*, Valdosta, G.A: Valdosta State
- Istiana (2017). The relationship between self-concept and career maturity viewed from students' gender at Panca Budi Medan. *Indonesia. Journal of Humanity and Social Science*, 22(9,3), 56-66.
- Kaur, R. (2020). *Career Decision Making among Adolescents in relation to Gender Locale Parenting Style and Self-Concept* (Ph.D. thesis). Punjab University, Chandigarh.

- Kling, K. C., Hyde, J. S., Showers, C. J., & Buswell, B. N. (1999). Gender differences in self-esteem: A meta-analysis. *Psychological Bulletin*, 125(4), 470-500.
- Marsh, H. W., & Craven, R. G. (2006). The pivotal role of frames of reference in academic self-concept formation: The “big fish–little pond” effect. In A. H. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 93-121). Academic Press.
- Mehar, R. (2018). Career decision making of senior secondary school students in relation to their self-esteem. *International Journal of Scientific research and reviews*, 7(4), 901-914.
- Raino, (2017). A study of academic achievement in relation to study habits, self-concept and emotional intelligence of senior secondary school students (Unpublished doctoral thesis). Maharshi Dayanand University Rohtak
- Reshi, A. A. (2017). Study of Self-Concept, Emotional Intelligence and Social Awareness of Demoninational, Private and Govt. Secondary School Female Students of South Kashmir. Ph.D. thesis, central University of Kashmir
- Sarswat. R. K. (2017). *Self-Concept Questionnaire*. Agra: National Psychological Corporation
- Shrivastava, R. (2015). A Study of Self Concept of Graduate Level Students with Reference to Their Values and Adjustment (Ph.D. thesis). Jiwaji University, Gwalior.
- Singh, A., & Singh, A. K. (2007). Impact of caste sex and habitat on achievement in Mathematics at upper primary school. *Journal of Teacher Education and Research*, 2(2), 23-27.
- Tentama, F., & Abdillah, M. H. (2019). Student employability examined from academic achievement and self-concept. *International Journal of Evaluation and Research in Education*, 8(2), 243-248. Retrieved from <https://eric.ed.gov/?id=EJ1220573>
- Tus, J. (2020). Self–Concept, Self–Esteem, Self–Efficacy and Academic Performance of the Senior High School Students. *International Journal of Research Culture Society*, 4(10), 45-59.

Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist*, 39(2), 111-133.

Wei Chen, Ying S & Yiqing H(2024). The relationship between parental autonomy support and children's self-concept in china-the role of basic psychological needs. *Xiaochun Xie*, 14, 415-426. <https://doi.org/10.3390/bs14050415>

Yahya.M.D, Suwarna.A.I, Ginting.D, Bakri.A.A and Ramli.A (2023). The Relationship Between Learning Motivation, Academic Achievement, Student Perceptions And Teacher Performance Of High School Students. *Communnity Development Journal*,4(2) ,105-121.

Vyas, T. and Gunthey, R. (2017). Emotional maturity, self-confidence and academic achievement of adolescents in relation to their gender and urban-rural background. *International Journal of Social Science & Interdisciplinary Research*, 6(7), 3746.