

# Correlational Study of Academic Achievement, With Self Confidence and Aggression Among the Adolescents

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## ABSTRACT

The 10 to 19 year old adolescent age range represents a growth and development stage between childhood and maturity. According to UNICEF - India, there are around 253 million adolescents in India, accounting for one-fourth of the country's entire population. Taking into consideration, the present study intends to find out the relationship of academic achievement with self confidence and aggression among the adolescents of District Jammu. The descriptive study was conducted to explore the extent of Aggression, self confidence and academic achievement. This study explores the relationship of various variables (academic achievement, self confidence and aggression) with one another. The study has been conducted on a sample of 280 students selected randomly from high schools of district Jammu.. The standardized questionnaires on Self confidence and aggression have been used for the study. The data has been analyzed by using the Mean Standard deviation, Percentage analysis, Pearson's product moment coefficient of correlation (r), multiple coefficients of correlation (R). The results indicated that there is, significant and negative relationship between academic achievement and aggression, significant relationship of achievement with self confidence.

**Keywords:** Academic achievement, Self confidence, Aggression.

## INTRODUCTION:

One of the most powerful drivers of behavior and behavior regulators in people's daily lives is self-confidence, according to Bandura (1986). According to a growing body of research (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984), one's sense of ability or self-confidence is the key mediating construct of achievement strivings. 253 million adolescents live in India, where one in five people are between the ages of 10 and 19 (UNICEF India). Teenage years are a time of significant growth and change. Adolescence is without a doubt the most important era of life. During this time, a child picks up a variety of abilities and knowledge. At this period, adolescents experience biological, cognitive, and emotional changes that might be accompanied by inappropriate behavioral responses like violence. that help them become ready for adulthood by helping them learn how to manage their emotions. In light of the peer pressure that adolescents experience, self-confidence plays a crucial role in their daily lives. It appears that adolescents' ability to handle these issues successfully depends on their level of self-confidence. Education has an important role in development of any society. Education is the process of enhancing a person's abilities and potential in order to position that

person for success in a particular community or culture. Humans are valuable natural resources and good assets that should be protected, nourished, and developed with vigor. The importance of education in bringing about positive changes in society and in people cannot be overstated. The purpose of education is to genuinely advance one's culture, civilization, and way of life. Getting the most out of one's mind and spirit is beneficial. If we assess the current education being provided to our pupils, we see that it is deficient in judging the permanent values of life, and without these values, students generally behave in an undisciplined manner.

Changing scenario of present education system and moral values in the budding society builders, has led the researcher to design a study on relationship of Academic achievement, Self confidence and Aggression with one another and how they impact one another. This study will extend the previous knowledge of educationists and will help them to determine the effect of these variables, which have a significant role in any adolescent's mental health and social life.

### **ACADEMIC ACHIEVEMENT:**

Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject (Busari, 2000).

Despite contradictory claims about the purpose of education, academic accomplishment has always been a key concern and the main focus of educational research. The core of "educational growth," which refers to growth in all areas, is academic accomplishment. It refers to the breadth of information that students have acquired across their many course subjects. It motivates the kids to exert themselves. Thus, being aware of the student's situation is helpful.

### **SELF CONFIDENCE :**

According to Rosenberg (1965), self-confidence is the sum of one's positive and negative opinions about oneself.

A person's set of positive and negative opinions about themselves is referred to as their level of self-confidence. A key component of academic achievement is student confidence. A child's level of self-confidence will have an impact on all of his or her academic objectives. A child's grades will eventually suffer if they start to lose confidence in school. Outside of academics, one of the most significant areas where teachers and parents can support student achievement is confidence in school.

### **AGGRESSION :**

Aggression, in the words of Johnson (1972), is "physical or verbal behavior with the intent to hurt someone." According to Bhagi and Sharma (1992), aggression is "injurious and destructive behavior".

In its broadest sense, aggression refers to aggressive or forceful behavior or temperament. It could happen casually or in response to something. Aggression is defined more narrowly in social science and behavioral research as an act done with the intent to injure or to increase one's relative social dominance. Violence is the most important psycho-pathological risk factor for children and adolescents, and it can affect their social, psychological, and physical wellness. Aggression in social psychology refers to actions taken with the intent to harm another person.

**REVIEW OF RELATED LITERATURE:**

In order to conduct the present study researcher reviews various articles, papers, Journals and books in the library. However, researcher has mentioned few most important studies related to the present study.

**Manoranjan Tripathy & Dr. Prama Sharma** (2017) in their study “Aggression of adolescents in relation to their academic achievement” found that there is a negative correlation between academic achievement and aggression of school students.

**Virender Singh, Seema Bajaj & Vikram Vir Sharma** (2017) in their study about aggression among adolescent in rural and urban area found that aggression among the rural adolescents is significantly higher than the Urban adolescents.

**Asiya Jamali, Dr. Punita Govil & Dr. Swati Gupta** (2018) in their study “Aggression among adolescents: A Study” revealed that an average senior secondary school student has high level of aggression i.e. senior secondary school students possess higher aggressive tendencies.

**Khabirul Alam & Ujjwal Kumar Haider** (2018) studied Aggression and academic achievement of higher secondary students. The study revealed that there is a negative and statistically significant correlation between aggression and academic achievement of the students.

**Prabhjot Kaur** (2019) revealed in her study “Aggression among adolescents: A cross sectional study” found that males have more physical aggression and females have hostility associated significantly with age distribution, residency type.

**Verma, R. K.**, (2016), studied effect of self-confidence on academic achievement of children at elementary stage. Findings of the study revealed that significant relationship exists between self-confidence and academic achievement of elementary school students.

In a study on the academic achievement of teenagers in connection to their anxiety and self-confidence, **Fatima** (2017) discovered a beneficial relationship between self-confidence and adolescent academic success. Positive association suggests that as adolescent academic achievement rises, so does self-confidence. This finding indicates that there is negligible positive correlation between academic achievement and self confidence.

**Manisha vijay vargiya** (2020) conducted a Correlational Study of Self-Confidence of adolescent students with reference to scholastic and coscholastic achievement the calculated value through Pearson’s product Moment method shows a negative correlation between self-confidence and Scholastic achievement.

**Sona Thakur & Dr. Kuldip Kaur Grewal** (2021) studied aggression in relation to family environment and found that there is negative relationship between aggression and various dimension of family environment of adolescents.

**OBJECTIVES:**

1. To study the extent of academic achievement among adolescents of District Jammu.
2. To study the extent of self confidence among adolescents of District Jammu.
3. To study the extent of aggression among adolescents of District Jammu.
4. To study the relationship between academic achievement and self confidence among adolescents of District Jammu.
5. To study the relationship between academic achievement and aggression among adolescents of District Jammu.

6. To study the relationship between self confidence and aggression among adolescents of District Jammu.
7. To study the combined relationship of academic achievement with self confidence and aggression among adolescents of District Jammu.

#### **HYPOTHESES:**

1. There will be no significant relationship between academic achievement and self confidence among adolescents of District Jammu.
2. There will be no significant relationship between academic achievement and aggression among adolescents of District Jammu .
3. There will be no significant relationship between self confidence and aggression among adolescents of District Jammu.
4. There will be no significant combined relationship of academic achievement with self confidence and aggression among adolescents of District Jammu.

#### **METHODOLOGY:**

In the present study ‘survey method’ under descriptive method of research was used.

#### **VARIABLES OF THE STUDY**

The following variables were studied in present investigation

#### **DEPENDENT VARIABLES OF THE STUDY**

Self confidence

Aggression

Academic Achievement

**Population:** In the present study, adolescents studying in IX<sup>th</sup> and X<sup>th</sup> class comprised the population of the study.

**Sampling Technique:** The sample was selected by simple random sampling technique (lottery method) For this purpose investigator visited the heads of the schools and sought the permission from heads of respective schools.

**Sample:** For the present investigation the sample of 280 students was randomly selected from High Schools of District Jammu.

**Tools used :** In the present study the instrument employed for the collection of data were:

1. Self confidence scale (2011) D.N. Sansanwal & Smita Bhawalkar
2. Aggression scale (1986):Km. Roma Pal and Mrs. Tasneem Naqvi.
3. Academic achievement of the students was taken from secondary data ( percentage of marks obtained by students in their previous class)

**ANALYSIS AND INTERPRETATION OF DAT**

<b>EXTENT OF ACHIEVEMENT</b>		
<b>ACADEMIC ACHIEVEMENT</b>	<b>TOTAL NO. (N)</b>	<b>PERCENTAGE</b>
Above average	81	29.92%
Average	112	40%
Below average	87	31.07%
<b>EXTENT OF SELF CONFIDENCE</b>		
<b>SELF CONFIDENCE</b>	<b>TOTAL NO. (N)</b>	<b>PERCENTAGE</b>
Above average	71	25.35%
Average	130	46.42%
Below average	79	28.21%
<b>EXTENT OF AGGRESSION</b>		
<b>AGGRESSION</b>	<b>TOTAL NO. (N)</b>	<b>PERCENTAGE</b>
Above average	82	29.28%
Average	113	40.35%
Below average	85	30.35%

**INTERPRETATION**

The interpretation of the above data shows that majority of students fall under the category of average level of achievement (40%), Self confidence (46.42%) and Aggression (40.35%).

**Table : Showing relationship among various variables involved in study**

<b>Variables</b>	<b>Total no.</b>	<b>Pearson coefficient of correlation</b>	<b>Df</b>	<b>Result</b>
Academic achievement	280	0.23**	278	Hypothesis I is rejected
Self confidence	280			
Academic	280	-0.3**	278	Hypothesis II is

<b>Achievement</b>				<b>rejected</b>
<b>Aggression</b>	<b>280</b>			
<b>Self Confidence</b>	<b>280</b>	<b>-0.1*</b>	<b>278</b>	<b>Hypothesis III is rejected</b>
<b>Aggression</b>	<b>280</b>			
<b>Academic Achievement</b>	<b>280</b>	<b>0.35*</b>	<b>278</b>	<b>Hypothesis IV is rejected</b>
<b>Self confidence</b>	<b>280</b>			
<b>Aggression</b>	<b>280</b>			

**INTERPRETATION OF DATA:**

From the above data the following interpretation can be drawn:

1. There is a significant positive relationship between academic achievement and self confidence among the adolescents of District Jammu.
2. There is a significant negative relationship between academic achievement and aggression among the adolescents of District Jammu.
3. There is a significant negative relationship between self confidence and aggression among the adolescents of District Jammu
4. There is a significant positive relationship of academic achievement with self confidence and aggression among the adolescents of District Jammu.

**CONCLUSIONS**

Based on the above findings it was found that there exists a significant relationship between Academic achievement and self confidence among the adolescents of District Jammu which is in line with Fatima 2017. Also ,significant and negative relationship was found between achievement and aggression among the adolescents of District Jammu and same results were found by Manoranjan Tripathy & Dr. Prama Sharma in their study in (2017), significant negative relationship between self confidence and aggression among the adolescents of Jammu District result are in line with result of study done by Dr . Fareeda Shaheen &Dr . Musaddiq Jahan in (2014) and Positive correlation of lesser degree of academic achievement with self confidence and aggression among the adolescents of district Jammu was found in this study.

This study has ramifications for concerned stakeholders viz. teachers, educators, and administrators, in determining/planning of experiences according to individual differences of students which in turn will be fruitful in improving their mental and social health.

### RECOMMENDATIONS:

Adolescent aggression can be difficult for teachers and parents to control. To help adolescents manage their emotions and lessen their anger, teachers and parents can employ different techniques. Here are a few examples:

- Interventions to change anger from a destructive to a constructive trait are urgently needed to safeguard our children from adverse life experiences.
- In order to address the teenagers' problems as soon as possible, they must get health education as well as motivational counseling.
- A few examples of remedies include deep breathing exercises, interactive meetings with parents, teachers, and counselors, regulating the stress caused by relationships and academic performance, regular team sports activity, meditation, and yoga.
- In order to establish an environment that supports the development of healthy behaviors in children, parents can be made more aware of the demands of growing children. It is possible to draw the conclusion that school administrators, counselors, and teachers should be aware of the relationship between student academic accomplishment and self-confidence.
- When students realize that their failures are the consequence of their efforts rather than their aptitude, they are likely to be more determined to succeed in the future rather than adopting a powerless mindset.

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