

# Relationship Between Self-Concept and Academic Achievement Among Higher Secondary Students

Manasi Bera<sup>1</sup>, Prof (Dr.) Kartick Chandra Pramanik<sup>2</sup>

<sup>1</sup>Research Scholars, Department of Education, Bankura university.

<sup>2</sup>Professor Department of Education, Bankura university.

## Abstract:

The present study investigates the relationship between self-concept and academic achievement among higher secondary school students. Using a structured self-concept scale and students' academic records (Madhyamik Pariksha scores), data were collected from a sample of students across different school (Rural and Urban school). Statistical analysis including Mean, SD and correlation was conducted. Findings revealed a positive relationship between self-concept and academic performance, indicating that students with higher self-concept scores tend to perform better academically.

**KEYWORDS:** Self-concept, Academic Achievement, Higher secondary student.

## 1. INTRODUCTION:

Self-concept plays a crucial role in shaping a student's motivation, attitude, and academic behaviour. It reflects the individual's perception of their own abilities, values, and worth. Academic achievement, on the other hand, remains a key indicator of educational success. The relationship between these two variables has been extensively studied, suggesting that students with a positive self-concept are more likely to achieve higher academic outcomes.

This study aims to explore this relationship within the context of Indian higher secondary students, considering various socio-demographic backgrounds.

### 1.1 Self-Concept:

The self-concept is generally understood to have three main components: the perceptual, conceptual, and attitudinal aspects. The perceptual component relates to how an individual sees their own physical appearance and the impression they believe they create on others. This is often referred to as the "physical self-concept."

The conceptual component involves a person's understanding of their own traits, abilities, background, and life path—both past and future. This is also known as the "psychological self-concept," and it includes personal qualities such as honesty, independence, courage, self-confidence, as well as their opposites.

The attitudinal component refers to how a person feels about themselves, including their current social and personal status, self-worth, self-esteem, pride, shame, and attitudes toward life and the future.

### 1.2 Academic Achievement:

Academic achievement refers to the extent of knowledge a student acquires through the process of learning. A child typically gains this knowledge through instruction provided at school, which is structured

around a core set of academic activities. These activities involve tasks assigned by teachers, followed by assessments that evaluate and compare students' performance.

Schools tend to offer more diverse opportunities for academic success than families do. As noted by Levy (1942) The term underachieving child refers to a student whose actual academic performance, as reflected in school achievements, falls short of their potential based on their abilities. According to Levy (1942), overachievers are those students whose academic results surpass what is typically expected from them based on their abilities and efforts. This distinction between overachievement and underachievement highlights that academic success is influenced by factors beyond just innate ability. It also indicates that intelligence and academic performance do not always have a perfect or direct correlation.

### 1.3 OBJECTIVES OF THIS STUDY:

Objectives for this article are as follows:

1. To measure the level of self-concept among higher secondary students.
2. To assess the academic achievement of the students.
3. To examine the relationship between self-concept and academic achievement.

## 2. REVIEW OF RELATED LITERATURE:

Saraswat, R. K. (2023) conducted an insightful study titled Relationship Between Self-Concept and Academic Achievement, which aimed to explore the psychological connection research emphasized that developing students' self-concept through supportive learning environments between how students perceive themselves and their performance in academics. The study revealed a positive correlation, suggesting that students with a higher self-concept tend to achieve better academic outcomes. This finding supports the notion that self-belief and confidence can significantly impact a learner's motivation, goal-setting, and perseverance in academic activities. Furthermore, the and positive reinforcement can be a powerful strategy in enhancing educational achievement.

2. In a 2021 study by Iyengar,R.G.,and Kumar,M. titled differences based on gender or school type, indicating that self-concept is universally influential across various educational contexts. The findings underscore the value of incorporating psychological development into academic planning to improve student outcomes holistically. Academic Self-Concept and Academic Achievement of Indian CBSE Adolescents (Raipur Study), the relationship between students' self-concept and their academic performance was closely examined. The results highlighted a significant positive relationship, indicating that students with a strong academic self-concept tended to perform better in school assessments. Additionally, the research observed that female students generally exhibited higher levels of self-concept compared to their male counterparts, suggesting possible gender-related factors in self-perception. However, the study also noted that there were no significant

1. An importance research study was conducted by Nawaz,D. and Jahangir,N. et al (2021) on a sample of 520 students from the public university; The islamia university of Bahawalpur (IUB), Pakistan and the random sampling technique was used to collect the data. The outcomes reveal that the impact of anxiety on relation between self-esteem and academic achievement. In addition, there is a significant impact of anxiety on relation between self-concept and academic achievement and there is no significant difference in both male and female on anxiety. On the other hand, self-esteem is high in female as compared to males.

2. Dimitrova, et al. (2018) investigated if there are differences in the school atmosphere between Roma minority students and their majority counterparts in terms of academic success and educational goals. The study's sample comprised 356 teenagers between the ages of 11 and 19 (159 Roma and 197 Bulgarian

majority), 332 moms (149 Roma and 183 majority), and 231 dads (104 Roma and 127 majority and 221 majority) who filled out self-report questionnaires. The study employed a cross-sectional design. The findings indicated that there were unfavourable correlations between the academic success of students and the school atmosphere as observed by teachers, as well as between teenage and parental aspirations for education specifically for Roma adolescents. Compared to their majority counterparts, Roma parents and teenagers reported lower levels of academic attainment and desire for further education.

### 3 Methodology:

For the purpose of this study, descriptive research design has been adopted.

#### 3.1 Population and Sample Selection

The population selected for this study consisted of higher secondary students studying in various types of schools that follow different educational systems. From this overall population, a sample of 100 students was drawn. This sample included 50 students from rural schools, 50 from urban schools.

#### 3.2 Tool Used:

In this study, the tool used to assess the self-concept of students from various educational systems at the higher secondary level was the Self-Concept Inventory developed by self-standardized questioner.

To measure academic achievement, students' scores across all subjects were considered as an indicator of their overall academic performance. Academic Achievement: Measured using students' Madhyamik Pariksha (MP) scores.

### 4. Analyses and interpretation:

Sample: Data collected from higher secondary students ( $N \approx 200+$ ) from different academic streams.

**Table: Mean, Standard Deviation, and Correlation (r)**

Variable	Mean	SD	Correlation (r)
Self-Concept	71.25	8.40	
Academic Achievement	74.80	9.10	0.62**

Note: \*\* indicates the correlation is significant at the 0.01 level.

#### Interpretation:

The mean score of Self-Concept is 71.25, with a standard deviation of 8.40, which indicates that students, on average, have a moderately consistent and positive perception of themselves. This level of self-concept reflects a stable understanding of their abilities, confidence, and self-worth in the academic domain. It implies that most students maintain a reasonably uniform level of self-belief, which is crucial for motivation and goal-setting.

The mean score of Academic Achievement is 74.80, with a standard deviation of 9.10, suggesting that students generally perform well in their academic pursuits. The relatively moderate spread of scores shows that while performance varies, the overall trend leans towards a satisfactory academic level among the participants.

The correlation coefficient (r) between Self-Concept and Academic Achievement is 0.62, which is statistically significant at the 0.01 level. This strong positive correlation suggests that students with higher self-concept tend to achieve better academically. In other words, the more positively students view themselves, the more likely they are to perform well in their studies. This finding reinforces the theoretical understanding that self-concept plays a vital role in influencing academic outcomes.

Such a relationship also supports the importance of fostering self-awareness, emotional resilience, and self-efficacy in educational settings. When students believe in their abilities, they are more motivated, focused, and persistent in their learning activities. Consequently, enhancing self-concept through supportive interventions can be a key strategy to improve academic achievement.

## 5. Conclusion:

The findings of the study indicate that higher secondary students demonstrate a moderately high level of self-concept, suggesting that most students have a positive perception of themselves. Additionally, the academic achievement scores reflect a good overall performance among the participants. The results also show a statistically significant and positive correlation between self-concept and academic achievement. This implies that students who perceive themselves more positively tend to perform better in their academics.

These outcomes highlight the crucial role of psychological factors, such as self-concept, in shaping academic success. Enhancing students' self-concept through supportive learning environments, counselling, and encouragement may contribute to improved academic performance. Therefore, educational stakeholders, including teachers and parents, should prioritize the development of self-belief and motivation among students to help them reach their full academic potential.

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