



Research Paper - Psychology

Self Concept of High And Low Achieving Adolescents

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Studies of the relationship between self-concept and achievement in educational settings have been a major focus of research and theory for many years (Hamachek, 1995; House, 1996; Hattie, 1992; Marsh et al., 1988; Burns, 1979). Research has supported the belief that there is a persistent and significant relation between the self-concept and academic achievement. Fink, (1962); Doyle and Purkey (1970) have documented a significant relationship among variables such as academic achievement, school satisfaction, and self-concept. It has also been noted that this relationship has been reported for children all grade levels, from the primary grade levels through college (Mc Candless and Evans, 1973; Adeniran, 1985; Salawn, 1991). Academic success and positive self-concept have also been shown to be positively correlated in Black and Hispanic children (Vasquez, 1974; Borovetz, 1975). Ram Kumar (1972) found positive and significant relationship between self-concept and academic achievement. Sharma (1979) reported that self-concept affects academic achievement. Calsyn and Kenny (1977) stated that self-concept whether high or low, is a primary predictor of achievement levels. Accordingly, if a student with special needs enter an already low self-concept his

or her academic performance could be similarly lowered.

Bolus (1982) found that grades in English, mathematics and science were more highly correlated with matching areas of self-concept than with general self-concept

Byrne (1984) found that nearly all studies report that self-concept is positively correlated with achievement and many find achievement to be more strongly correlated with academic self-concept than with general self-concept.

Pathani, R.S (1985) designed to study the effect of identity versus role confusion, self-concept and need (self-actualization) on academic achievement of adolescents. The sample of the study consisted of 700 adolescents (360 boys and 340 girls) studying in intermediate colleges. The finding revealed that self-concept was a significant predictor of academic achievement.

Eitan et al. (1992), examined academic and social self-concept of 594 Israeli 7th grade children. Results indicate that low achieving students of Middle Eastern background only in the comparison group sustained a significant negative change in their social and academic self-concepts.

Trusty, Peak; and Mathew (1994) investigated the relationship among achievement,

SES and self-concept in 392 fourth graders. Results indicate that low achieving low SES students generally had negative social and emotional self-perceptions whereas low achieving higher SES students had more negative school related self-perceptions.

Tiwari and Bansal (1994) from a sample of 885 girls of four different places of UP selected only 100 effective samples on the basis of marks obtained by them in UP Board examination. On the basis of their marks 50 girls were treated as high achievers and 50 other were low achievers. Their self-concept was measured. High achievers exhibited superior self-concept as compared to the self-concepts exhibited by low achievers.

Many studies illustrate the positive relation between school achievement and academic self-concept (Jones and Grineeks, Burns, 1979, Boxtel and Monks, 1992). Low self-concept tends to appear together with students underachievement.

Academic achievement was found to be having significant relationship with self-concept (Saraswat 1982; Desai and Uchat 1983; Panwar 1986; Lyon 1993; Kobal and Musek 2001; Trautwein et al. 2006 and Tracy 2007).

Deshmukh, N.H (2000) designed to study to compare high and low self-concept groups of junior college students with anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement, 832 self-concept scores of students are classified into two extreme groups viz. high and low P73 and P27 being the cutting

points. Results reveal that high and low self-concept groups of Junior college students differ significantly on anxiety, n Ach, intelligence. These groups do not differ significantly on goal discrepancy and academic achievement.

Franzis et al. (2008) investigated gender differences in 181 gifted and 181 average ability 6th graders in achievement, academic self-concept interest and motivation in mathematics. Researchers found that boys earned significantly higher score than girls. Girls scored lower on measures of academic self-concept interest and motivation.

AIM OF THE STUDY :

The study intends to measure the self-concept of high achievers and low achievers of urban and rural secondary school students and to find out whether they differ from each other on the measures significantly or not.

OBJECTIVE OF STUDY :

To measure the difference in high and low achieving secondary school students on six self-concepts, namely-physical, social, intellectual, emotional, moral and educational.

HYPOTHESES :

In the present research work, following hypotheses were formulated,

- 1 High achiever students will show high physical self-concept than low achiever students.

- 2 High achiever students will show high social self-concept than low achiever students.
- 3 High achiever students will show high intellectual self-concept than low achiever students.
- 4 High achiever students will show high emotional self-concept than low achiever students.
- 5 High achiever students will show high moral self-concept than low achiever students.
6. High achiever students will show high educational self-concept than low achiever students.

METHOD:

SAMPLE :

The universe of the study was limited to the 10th standard students enrolled in the secondary schools of Sangli city, Miraj and Tasgaon Taluka. Only the students enrolled in 10th standard were included in the sample. List of these students and percentage of marks obtained by them in the 9th examination were collected. All these students were arranged in hierarchical order on the basis of marks obtained by them in 9th examination. Those who had obtained more than 70% marks selected as high achievers and those who secured less than 45% marks as low achievers.

The sample for the present study consisted of 400Ss, of which 50% were boys and remaining

were girls. Thus the male female ratio was 1:1. Age rang of the Ss was 14 to 16 years.

TOOLS USED FOR DATA COLLECTION:

One standardized technique is used for collecting data. It is described below.

SELF-CONCEPT QUESTIONNAIRE (SCQ)

This inventory was constructed and standardized by Dr. Raj Kumar Saraswat. It consists 48 items and six dimensions. Each dimension contains eight items. Each item is provided with five alternatives. Responses are obtained on the test booklet itself. There is no time limit but generally 20 minutes have been found sufficient for responding all the items.

This is widely used inventory for measuring self-concept of the Ss. The author has given the scoring method for scoring the responses given by the Ss. The maximum obtained score is 240 and minimum 48. High score in this inventory indicates a higher self-concept, while a low score shows low self-concept. It is highly reliable inventory. Reliability of the inventory was found by test- retest method 0.91 for the total self-concept measure. The reliability coefficient of various dimensions varies from 0.67 to 0.88.

RESULTS AND DISCUSSION:

Table 1: Mean, SD and 't' value of six dimensions of self concept of academically high and low achieving adolescents.

Sr.No.	Self concept	Academic achievers	N	Mean	SD	't'	Level of significance
1.	Physical	High	200	29.94	3.98	0.92	NS
		Low	200	29.59	3.66		
2.	Social	High	200	30.83	4.23	1.50	NS
		Low	200	30.17	4.47		
3.	Intellectual	High	200	31.82	3.82	1.95	0.05
		Low	200	31.06	3.97		
4.	Emotional	High	200	32.93	3.72	1.63	NS
		Low	200	32.28	4.20		
5.	Moral	High	200	32.51	3.11	1.77	NS
		Low	200	31.94	3.27		
6.	Educational	High	200	28.16	3.85	1.27	NS
		Low	200	27.61	4.73		

From the results given in table No.1 it is clear that with respect to physical self-concept of high achievers are not significantly differ from low achievers. Both high and low achievers have above average physical self-concept. High achievers having 29.95 mean score and 3.98 SD while low achievers having 29.60 mean score and 3.66 SD. There was no significant difference on social self-concept in adolescents on the basis of the academic achievement. The obtained results indicate that both high and low achievers having similar level social self-concept that is above average. High achievers having 30.83 mean score and 4.24 SD while low achievers having 30.18 mean score and 4.47 SD on social self-concept. It is seen that the mean of intellectual self-concept of the high achievers is 31.83 with SD 3.82 while mean of intellectual self-concept of low achievers is 31.07 with SD 3.98. Table value reveals that 't' ratios between high and low achievers emerged significant ($t = 1.95$). It means that these two groups are significantly different according with intellectual self-concept. In order to compare the emotional self-concept of high and low achievers 't' value were computed and recorded in the table. It appeared that mean value and S.D of high achievers is 32.94 and 3.73, while mean value and S.D of low achievers is 32.29 and 4.21

respectively. It is seen that the 't' value 1.63 is not significant. The mean value and S.D of the moral self-concept of high achievers is 32.51 and 3.12 respectively, while mean values and S.D of the moral self-concept of low achievers is 31.95 and 3.28 respectively. 't' value 1.77 of mean difference for high and low achievers is found not to be significant. It is found that level of academic achievement does not influence on the educational self-concept of adolescents, because obtained 't' value 1.27 was found not to be significant at any level of significance. Mean and S.D of educational self-concept for high achievers is respectively 28.16 and 3.85 while mean and S.D for low achievers is respectively 27.61 and 4.73.

Conclusion :

Thus, it may be concluded that there is no significant difference between high & low achievers on self-concepts namely-physical, social, emotional & moral and educational, self-concepts. So hypothesis No. 1, 2, 4, 5, 6 are rejected. But it is found that there is significant difference in high & low achievers on intellectual self-concept. So hypothesis No. 3 is accepted.

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