

# AN STUDY OF ACADEMIC SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF B.Ed., TRAINEES

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## ABSTRACT

*Self-concept is the perception of each person on himself or herself, which is a component of personality. The objectives we propose are based on the relationship between the academic self-concept and academic achievement of B.Ed trainees. For this study, the survey method was adopted with a sample of 100 trainees. The tool used for measuring academic self-concept was Academic Self-concept Scale developed by Marsh (2010) and the summative marks of the B.Ed trainees were taken in to account for their academic achievement score. The appropriate statistical techniques were used for analysis. The major findings were (i) there was significant relationship between academic self-concept and academic achievement of B.Ed trainees with U.G as their qualification. (ii) Qualification (PG), Type of institution, Locality and Type of family of the B.Ed trainees had no influence on the relationship between academic self-concept and academic achievement.*

## INTRODUCTION

The study of self-concept has awakened interest in psychological research of recent years. Despite the profusion of studies devoted to it, it is difficult to find a unanimous, accepted definition of the term self-concept, given that it has been approached from different theoretical perspectives. Nonetheless, there exists agreement among the different authors in that of the term self-concept has a multi-dimensional nature. Self-concept is considered to comprise various dimensions, areas of facets, some of which are more related to certain personality aspects (Physical, Social, Emotional), while others appear to be more linked to academic achievement ( in different areas and subjects ).

Self-concept "is the set of perceptions or reference points that the subject has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subjects are known to be descriptive of himself and which he perceives as data concerning his identity". It is the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to him and characteristics or attributes that we use to describe ourselves. It is understood to be fundamentally a descriptive assessment and has a cognitive nuance.

The importance of self-concept stems from its notable contribution to personality formation. Self-esteem has to do with social competence, since it influences how

the person feels, how he thinks, learns, values himself, relates to others, and ultimately, how he behaves.

Academic achievement in this study refers to performance, in the form of a numerical score as obtained in an examination or test. The term self-concept is the perception that each one has about him, formed from experiences and relationships with the environment, where significant people play an important role. Therefore seems that achievement depends as much on the self-concept of students. This statement emphasizes the importance of self-concept in an individual. In this study the researcher aimed to characterize the relationship that exists between academic self-concept and academic achievement.

## REVIEW OF RELATED STUDIES

**Bakari Yusuf, Dramanu, Musa Balarabe (2013)** studied the relationship between academic self-concept and academic performance of Junior High School (JHS) students in Ghana. The results showed a positive relationship between academic self-concept and academic

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performance of students. A significant difference was also found between the academic self-concept of students in urban and rural Junior High Schools with students in urban schools recording higher scores. **Ahmad, Jamaludin; Ghazali, Mazila; Hassan, Aminuddin (2011)** studied the relationship between self concept and ability to handle stress on academic achievement of student leaders in University Putra Malaysia. The findings illustrate that there is no significant relationship between self concept and academic achievement. Correlation between self concept and academic achievement is not significant. Meanwhile there is a significant relationship between respondents' response strategies and academic achievements. This would mean that the respondent's response strategy is influenced by his or her academic achievement. The value of frequency contingency, 0.396 illustrate that the relationship is positive and low. **Huang, Chiungjung (2011)** studied the relationship between self-concept and academic achievement in 39 independent and longitudinal samples through the integration of meta-analysis and path analysis procedures. The major findings of the study were (a) prior self-concept and subsequent academic achievement and (b) prior academic achievement and subsequent self-concept. As high self-concept is related to high academic performance and vice-versa, intervention programs that combine self-enhancement and skill development should be integrated. **Agarwal Shivani, Dhillon Navpreet Mann, Babbar Rashmi (2013)** studied relationship between Self-Concept and Academic achievement in 17- 19 years old students. The findings of the study were the authors found no statistically significant differences in the self-concept scores of students, before and after qualifying AIPMT. The results of the study conformed the prior self-concept strongly influences subsequent academic achievement. However, neither academic achievement improves prior self-concept nor failure determinates prior self-concept.

### OBJECTIVE OF THE STUDY

To study the relationship between academic self-concept and academic achievement of the B.Ed. trainees

### HYPOTHESES OF THE STUDY

1. There is no significant relationship between academic self-concept and academic achievement of undergraduate B.Ed trainees.
2. There is no significant relationship between academic

self-concept and academic achievement of postgraduate B.Ed trainees

3. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who studied their previous degree in Government College.
4. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who studied their previous degree in Aided College.
5. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who studied their previous degree in self-financing College.
6. There is no significant relationship between academic self-concept and academic achievement of rural B.Ed trainees.
7. There is no significant relationship between academic self-concept and academic achievement of semi urban B.Ed trainees.
8. There is no significant relationship between academic self-concept and academic achievement of urban B.Ed trainees.
9. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who are in nuclear family.
10. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who are in joint family.

### METHODOLOGY

The survey method was followed in this fact finding investigation.

#### Sample

The 100 Student-teachers (B.Ed., trainees) of Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore, were selected randomly as a sample for the present study.

#### Tool Used

The Academic Self-concept Scale developed by Marsh (2010) was used in this present study.

In order to study the academic achievement of students, the marks obtained by student-teacher in 1<sup>st</sup> semester B.Ed., Degree Examination was taken in to account.



## Statistical Techniques used

Correlation is the statistical technique used for the present study.

## DATA ANALYSIS

The following table shows the detailed analysis of collected data.

Table 1

### RELATIONSHIP BETWEEN ACADEMIC SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF B.Ed., TRAINEES

Variable	Category	N	Calculated 'r' Value	Remark at 5% Level
Qualification	PG	26	0.021	NS
	UG	74	0.277	S
Type of Institution (last studied)	Govt	15	0.389	NS
	Aided	80	0.171	NS
	Self-Finance	5	0.802	NS
Locality	Rural	37	0.321	NS
	Semi urban	14	0.468	NS
	Urban	49	0.092	NS
Type of family	Nuclear	78	0.183	NS
	Joint	22	0.348	NS

## FINDINGS

1. There is a significant relationship between academic self-concept and academic achievement of undergraduate B.Ed trainees.
2. There is no significant relationship between academic self-concept and academic achievement of postgraduate B.Ed trainees
3. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who studied their previous degree in Government College.
4. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who studied their previous degree in Aided College.
5. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who studied their previous degree in self-financing College.

6. There is no significant relationship between academic self-concept and academic achievement of rural B.Ed trainees.
7. There is no significant relationship between academic self-concept and academic achievement of semi urban B.Ed trainees.
8. There is no significant relationship between academic self-concept and academic achievement of urban B.Ed trainees.
9. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who are in nuclear family.
10. There is no significant relationship between academic self-concept and academic achievement of B.Ed trainees who are in joint family.

## CONCLUSION

From the above study, it is observed that the relationship between academic self-concept and academic achievement of undergraduate B.Ed trainees was significant when compared to that of other variables.

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