

# SELF-CONCEPT AND ACADEMIC ACHIEVEMENT: A STUDY ON THE 11<sup>TH</sup> GRADE STUDENTS OF LAKHIMPUR DISTRICT, ASSAM.

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## ABSTRACT:

### PURPOSE OF THE STUDY:

The study explores the level of self-concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur district of Assam and compares it on the ground of gender difference. The relationship between self-concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur District was also investigated.

**METHODOLOGY:** Descriptive research method was adopted for this study. A standardised self-concept questionnaire, developed by R.K. Swarasat was used to collect data from 358 11<sup>th</sup> grade students of Lakhimpur district which were selected by incidental sampling method to measure their self-concept. Percentage of marks in H.S.L.C examination of the sampled students was collected from school record book to determine their academic achievement. Quantitative approach was adopted to analyse the collected data of the study.

**MAIN FINDINGS:** The study has found above average level of self-concept among the 11<sup>th</sup> grade students. High level of academic achievement is found among the 11<sup>th</sup> grade students. In This study, it is found that girls of 11<sup>th</sup> grade students have more self-concept than the boys of 11<sup>th</sup> grade students. There are no significance of difference is found among the boys and girls of 11<sup>th</sup> grade students in relation to their academic achievement. The study also found a significant correlation between the self-concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur District, Assam.

**SOCIAL IMPLICATION:** From the present study, it is assumed that the teacher, parents and educational planners will able to realise the importance of self-concept deeply. It will also help to prevent serious break down in educational field as well as student's own life which is mostly happen due to improper selection of educational career.

**ORIGINALITY/NOVELTY OF THE STUDY:** The present study is a first attempt to investigate the self-concept and academic achievement among 11<sup>th</sup> grade students in Lakhimpur district of Assam. Considering the importance of self-concept among the 11<sup>th</sup> grade students and its importance in relation to their academic achievements, the investigators have felt to conduct a study in this regards. The result of this study may provide various scopes for different research scholars according their research interest.

**Key words:** self-concept, academic achievement, 11<sup>th</sup> grade students, Lakhimpur District, Assam

## MAIN TEXT BODY:

**1. INTRODUCTION:** In this highly competitive world, academic achievement of the students occupies cordial place in their life. To get admission in a highly demanded course, to achieve a high level job etc. are the prime example of the importance of academic achievements in student's life in now-a-days. In Indian education system, 11<sup>th</sup> grade students are those students who enter in this section of their educational life where they have to select a stream of education for their educational career. In this regards, self-concept is one of the important factor that helps them to take an appropriate decision to select proper stream for their life. Because, without having good self-concept, some factor like parents pressure to choose a stream, attraction gained from colourful advertisements of different fake job guaranteed courses, give high reputation of some specific profession (like doctor, engineer) by the society etc. can distract a student of 11<sup>th</sup> grade to prefer the suitable line for their own ability and interest. Because, self-concept is the individual perception of one's own behaviour, ability and unique characteristic. Realising the situation cited above the investigator of this study decided to study on the self-concept of the 11<sup>th</sup> grade students of Lakhimpur district of Assam in relation to their academic achievements.

**2. LITERACY SURVEY:** The authors had gone through various related studies conducted earlier before undertaking the present study. During the course of study it was found that Kumari, A. et al. (2013) studied on self-concept and academic achievements of higher secondary students and reveals that positive correlation is exist between these two variable.

Oommen, N.M (2014) conducted a study on self-concept and academic achievement of high secondary students and explores positive correlation between these two variable. This study also reveals significant gender difference in case of both self-concept and academic achievements.

Biswal, B.K (2016) had done the study on self-concept and academic achievement and found that a positive correlation existed between self-concept and academic achievement.

Gunassekar, N. *et al* (2016) had done the study on self- concept and academic achievements of secondary school students and found the significant difference of locality of the students in terms of self-concept and academic achievements.

Lone, P. A. *et al.* (2017) conducted a study on self-concept and academic achievements of secondary school students and found a positive correlation between self-concept and academic achievement.

Jaiswal, S.K. *et al.* (2017) had done their study on academic self-concept and academic achievements of secondary school students and explores positive correlation between two variables and reveals the existence of gender difference in case of academic self-concept.

**3.HYPOTHESES:** There are three null hypotheses were tested for significance level in the study:

1. There is no significant difference in self-concept between boys and girls 11<sup>th</sup> grade students of Lakhimpur District, Assam.

2. There is no significant difference in academic achievement between boys and girls 11<sup>th</sup> grade students of Lakhimpur District, Assam.

3. There is no significant correlation between self-concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur District, Assam.

**4.METHODOLOGY:** Descriptive method was adopted in the present Study. The population of the present study comprised of all 11<sup>th</sup> grade students studying in different Government and private educational institutions of Lakhimpur District, Assam which offering higher secondary level of education in the academic year 2019. There are twenty (20) educational institutions which offering higher secondary level of education in Lakhimpur District, Assam. The investigators of the study selected 10 educational institutions as sample educational institutions for the present study by using simple random sampling (lottery method). After that, a sample of 358 students was selected from sampled educational institutions of the study by using incidental sampling technique. Thus the sample of the present study comprised of 197 boys and 161 girls out of 358 total sampled students included by the investigators.

**Tools and techniques:** Considering the objective of the study and nature of the sample of students, the investigators had used standardised Self Concept Questionnaire developed by R. K. SARASWAT to measure the self-concept of the sample students of the present study.

The investigators collected the percentage of marks of the sampled students in their H.S.L.C examination of 2019 from their school record book to determine their academic achievements.

Mean, standard deviation, skewness and kurtosis were used to study the level of self-concept and academic achievement.

‘t’ test was used to study the significant difference boys and girls 11<sup>th</sup> grade students of Lakhimpur district, Assam in their self-concept and academic achievement.

Product moment co-efficient of correlation was used to study the relationship between self-concept and academic achievement of students.

**5.DELIMITATION:** Keeping in view of the scope, time and purpose, the present study will be limited to the following aspects:

1. Delimitation of the period of the study: the study has been confined to the academic session 2019.

2. Delimitation of the sample students of the study: the study has been limited to only 11<sup>th</sup> grade students of Lakhimpur District, studying in the year 2019.

**6.FINDINGS:** 1. Levels of self concept of the 11<sup>th</sup> grade students of Lakhimpur District, Assam:

**Table:1.1**

The distribution of the 11<sup>th</sup> grade students of Lakhimpur District, Assam on the basis of the Self-concept Scale (figure in bold face indicates percentage of respective totals)

Category	Self-Concept Scores	No of 11 <sup>th</sup> Grade students
High Self-Concept	193-240	25 ( <b>6.98%</b> )
Above Average Self-Concept	145-192	165( <b>46.09%</b> )
Average Self-Concept	97-144	141 ( <b>39.38%</b> )
Below Average Self-concept	49-96	27 ( <b>7.54%</b> )
Low Self-Concept	1-48	0
Total		358

**Table : 1.2**

**1.Levels of Self-Concept of the 11<sup>th</sup> Grade Students of Lakhimpur District, Assam**

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Self-Concept	183.92	13.51	-716	.931

From the table:1.2, it is shown that the value of mean and standard deviation of the self-concept scores of 11<sup>th</sup> grade students are 183.92 and 13.51 respectively. The computed value of skewness of the distribution indicates that the distribution of the self-concept scores is negatively or to the left. It means scores are massed at the higher end of the scale. The negative kurtosis value denotes that the distribution of the self-concept score is platykurtic. Hence, the scores are scattered more evenly than the normal distribution.

**2. Levels of academic achievement of the 11<sup>th</sup> grade students Lakhimpur district Assam:**

**Table:2.1**

**Distribution of the respondents based on Academic Achievement**

Category	No. of Students
High (who scored 60% and above)	166
Medium (who scored 45% and above)	108
Low (who scored 44% and below)	84
Total	358

**Table: 2.2**

**Levels of Academic achievement of 11<sup>th</sup> Grade students of Lakhimpur District, Assam**

Variable	Mean	Standard Deviation	Skewness	kurtosis
Academic Achievement	62.16	17.45	.015	-.583

From the table:2.2, the findings of the study regarding levels of the academic achievement of the 11<sup>th</sup> grade students, it is clear that the computed value of mean and standard deviation of the academic achievement scores of the 11<sup>th</sup> grade students are 62.16 and 17.45 respectively. The computed value of skewness of the distribution is .015 and it refers that the distribution of the academic achievement scores is skewed positively or to the right. It refers that the academic achievement scores are massed at the lower end of the scale. The negative kurtosis value of the distribution of academic scores indicates that the distribution is leptokurtic and it denotes that the scores are mostly concentrated in same place than the normal distribution.

**3. Comparison of the self- concept of boys and girls 11<sup>th</sup> grade students of Lakhimpur district, Assam:**

**Table:3**

**Significance of difference in Self Concept between boys and girls 11<sup>th</sup> grade students of Lakhimpur district, Assam**

Gender	N	Mean	Standard deviation	Standard Error of Mean	Degrees of Mean	t-value	Significance
Boy	197	179.20	15.11	1.32	356	3.881	Significant at .05 level
Girl	161	188.63	12.52	1.17			

From table: 3, it is clear that the significant t-value confirms that there is a significant difference in the self-concept between boys and girls 11th grade students of Lakhimpur district, Assam. So, the null hypothesis that “there is no significant difference in self-concept between boys and girls 11th grade students of Lakhimpur district, Assam” is failed to accept.

**4. Comparison of the academic achievement of boys and girls 11th grade students of Lakhimpur district, Assam**

**Table: 4**

**Significance of difference in Academic Achievement between boys and girls 11th grade students of Lakhimpur district, Assam**

Gender	N	Mean	Standard Deviation	Standard Error of Mean	Degree of Freedom	t-value	Significance
Boy	197	63.20	18.36	1.31	356	1.08	Not significant at .05 level
Girl	161	61.12	17.15	1.26			

In the table:4, it is seen that the calculated t-value (1.08) is smaller than the tabulated t-value (1.97). it reveals that there is no significant difference in academic achievement between boys and girls 11<sup>th</sup> grade students of Lakhimpur district, Assam. Therefore, the null hypothesis that “ there is no significant difference in academic achievements between boys and girls 11<sup>th</sup> grade students of Lakhimpur district, Assam” is failed to reject.

**5. Relationship between self -concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur district ,Assam**

**Table:5**

**The product- moment coefficient of correlation between self-concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur District, Assam.**

Variable	Product-Moment Coefficient of Correlation (r)	Significance
Self-Concept and Academic Achievement	0.29	Significant at .05 level

From the table:5, it is seen that the value of product-moment coefficient of correlation between self-concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur district, Assam is 0.29 and it is significant at .05 level. It denotes that there is significant correlation between self-concept and academic achievement. Therefore, the null hypothesis that is “there is no significant correlation between self-concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur district, Assam” is failed to accept.

**7. RESULT AND DISCUSSION:** The result and discussion are given below on the basis of the findings of the study-

1. In case of the level of the self-concept of the 11<sup>th</sup> grade students, the present study reveals that the 11<sup>th</sup> grade students have above average level of self-concept as 46.09% belong to this category. . Moreover, it is seen that 6.98%, 39.38% and 7.54% of sampled students belong to high self-concept, average self-concept and below average self-concept respectively.
2. The result of the study regarding the level of academic achievement reveals that the academic achievement of the 11<sup>th</sup> grade students is high as majority of the students scored 60% and above.
3. The study reveals that there is a significant difference between boys and girl’s 11<sup>th</sup> grade students of Lakhimpur district in case of their self-concept. This result is similar with the result of Jaiswal, S. K (2017), Oommen, N.M (2014), Biswal, B.K (2016)etc.
4. The study found that there is no significant difference between boys and girls 11th grade students in their academic achievements. This result is similar with the result of the of Oommen, N.M (2014), Biswal, B.K (2016) and Gunasekar, N. *et al.* (2016) etc.
5. This study finds a positive correlation between self- concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur district, Assam. This result is complimentary with the result of Kumari, A.*et al.* (2013), Lone, P. A. *et al.* (2016), Oommen, N.M (2014), Biswal, B. K (2016) etc.

**8.CONCLUSION:** From the study, the investigators made a small effort to ensure the level of self -concept and academic achievement of the 11<sup>th</sup> grade students of Lakhimpur district, Assam and found a significant correlation between these two variables. Self- concept makes the students to know effectively their own capability and aptitude which leads to choose proper career for their life. It brings better academic achievement to their life and helps to become better human resource of the society. The investigators have concluded the study with the hope of that the result of the study encourage the educational planners, teachers and parents to promote adequate strategy so that it can strengthen the self- concept level of the students.

**9.FUTURE SCOPE OF THE STUDY:** The study tried to explore the level, significant difference and significant correlation of the self-concept and academic achievement of the 11<sup>th</sup> grade students. It is recommended that further research be conducted to investigate the factor related to self-concept. It is also be investigated to find critical relationship of self-concept and academic achievement with other psychological traits like emotional intelligent, achievement motivation, self-efficacy etc. One of most important and relevant investigation can be made to explore different strategies taken by educational institutions to enhance and strengthen the self- concept of the students.

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