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RESEARCH ARTICLE

A COMPARATIVE STUDY OF SELF-CONCEPT AND ACADEMIC ACHIEVEMENT AMONG MALE AND FEMALE SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study examined the difference in self-concept and academic achievement of male and female secondary school students. The statistical population of the study consisted of all the secondary school students of the Baramulla district of Jammu and Kashmir. A sample of 200 secondary school students was selected through a random sampling technique. Self-concept scale developed by R.K. Saraswat (2011) and the previous year's annual examination marks of 10th-grade students were used to measure the self-concept and academic achievement of students. Results of the study revealed that both male and female secondary school students did not differ in self-concept; however, a significant difference was discovered between male and female secondary school students on the variable academic achievement. Further, the investigator found that self-concept and academic achievement were significantly and positively correlated with each other.

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INTRODUCTION

Education is the catalyst for academic achievement, unlocking doors to endless possibilities, and empowering individuals with knowledge, skills, and opportunities. It instills discipline, perseverance, and a thirst for knowledge. With dedication and guidance, students soar to new heights, mastering subjects, and expanding their intellectual prowess. Academic achievement paves the way for future success, propelling individuals towards their dreams and aspirations. Education fuels academic achievement, igniting a passion for learning and intellectual growth. It equips students with the tools to excel academically, fostering critical thinking, problem-solving, and analytical skills. Through diligent study, they conquer challenges, unlocking their full potential. Academic achievement opens doors to opportunities, shaping brighter futures and creating a foundation for lifelong success through education, students develop confidence, resilience, and the ability to overcome obstacles. Academic achievement showcases their abilities, propelling them towards higher education, fulfilling careers, and making meaningful contributions to society. It is a testament to their dedication, hard work, and commitment to lifelong learning. Achievement in academics plays a major role in predicting career and general success. In every phase of life and at every step some degree of accomplishment determines one's academic success in life and evaluating the future opportunities for learning to be acquired in later life.

Students with a high level of academic achievement have a better chance to secure reputed jobs and success in life, thus directing the whole system to revolve around academic achievement. Self-concept is the sum of a complex, organized, and dynamic system of learned beliefs that each person believes to be true about his or her own existence. It comprises of one's perceptions, emotions, attitudes, aspirations and values pertaining to oneself. Developing a positive self-concept is crucial for personal growth and well-being. It involves self-reflection, acceptance, and nurturing our strengths while acknowledging areas for improvement. A healthy self-concept fosters confidence, resilience, and a sense of worth, enabling us to pursue our goals and navigate life's challenges with authenticity and self-assurance. Self-concept plays a vital role in academic achievement. A positive academic self-concept fosters confidence in our abilities, leading to a greater willingness to take on challenges, persist in the face of setbacks, and engage in effective learning strategies. Conversely, a negative self-concept can undermine academic success, leading to self-doubt, avoidance of challenges, and diminished effort. Nurturing a positive academic self-concept involves recognizing our strengths, setting realistic goals, seeking support when needed, and celebrating our achievements, all of which contribute to a sense of competence and a belief in our ability to succeed academically. Various researchers have found that self-concept was positively and significantly correlated with academic achievement. Minnalkodi (1997); Nuthanap (2007); Biswal (2016) and Siddiqui (2017) in their studies discovered that self-concept was positively and significantly correlated with academic achievement.

REVIEW OF LITERATURE

Studies Related to Self-concept and Academic Achievement.

Malhotra (2020) compared the self-concepts of male and female high school students. The researcher selected 100 students from classes 9 and 10 from government and private schools in Ranchi as the sample for the study. The researcher found that most of the students had a self-concept that was above average. Moreover, the self-concept of girl's school students was found to be comparatively better than that of boy's school students, and students of government and private schools did not differ in self-concept. Siddiqui (2017) explored the influence of school environment and self-concept on academic achievement. The sample of the study comprised of 283 adolescent students (139 Muslim students and 144 non-Muslim students) from Aligarh city, Uttar Pradesh. The study found that self-concept and the school environment have a significant and positive correlation with academic achievement. Moreover, it was also found that non-Muslim adolescents scored higher in academic achievement as compared to the Muslim adolescents and self-concept of non-Muslim students was found to be higher than Muslim students. Mahakud and Joshi (2016) compared the academic performance and self-concept of students with learning disabilities and skilled learners. A total of sixty school-aged children from Delhi were selected using purposive Sampling. The data was collected using the self-concept inventory by Saraswat (1984) and the academic achievement needs scale by Tanwar and Amalnerkar (2010). The findings of the study revealed that children with learning disabilities had a low self-concept compared to children with normal intelligence. In addition, the academic performance of children with learning disabilities was found to be subpar compared to that of skilled learners. Mwangi, C. N., et al. (2015) investigated the relation between academic achievement and academic resilience among secondary school students in Kiambu County, Kenya. The sample of the study comprised of 390 students (198 boys and 192 girls) selected from 10 secondary schools. Using appropriate statistical techniques the researcher reported a high strength of positive and significant relationship between academic achievement and academic resilience. Nandani (2013) examined the impact of academic anxiety on the academic performance among secondary school learners. The research was carried out on 300 secondary school students from the city of Bangalore. Researchers reported that academic anxiety and academic achievement were negatively correlated with each other. A significant difference was discovered in academic achievement between boys and girls. Moreover, students attending private-aided schools performed better academically than those attending private unaided schools. The academic performance of government school students was found to be superior to that of private-aided school students. Kumari and Chamundeswari (2013) examined the self-concept and academic achievement of 321 students attending three different types of schools, namely, state, matriculation, and central board schools. By using appropriate statistical methods, the researcher found that students from central board schools had higher academic achievement and self-concept than students from state and matriculation schools. It was also discovered that a student's concept of themselves had a significant and positive relationship with their academic achievement.

Objectives of the Study

The objectives of the present study are as follows:

- To find out mean difference in self-concept between male and female secondary school students
- To find out mean difference in academic achievement between male and female secondary school students
- To examine the relationship between self-concept and academic achievement among secondary school students

Hypotheses of the Study

On the basis of the above mentioned objectives, the following null hypotheses were formulated:

- There is no significant mean difference in self-concept between male and female secondary school students
- There is no significant mean difference in academic achievement between male and female secondary school students
- There is no significant relationship between self-concept and academic achievement among secondary school students

METHODS

The present study is based on the quantitative research design and descriptive survey method.

Population and Sample: The population of the study consists of all the secondary school students of Baramulla district of Jammu and Kashmir. A sample of 200 students was selected from six secondary schools of Baramulla district of Jammu and Kashmir through random sampling technique.

Research tools used in the present study

- Self-concept Scale developed by R.K. Saraswat (2011). The test-retest method was used to determine the inventory's reliability, which was found to be .91 for the total self-concept measure.
- Academic Achievement: Percentage of total marks obtained by the students of 10th class in their previous annual examination.

Statistical Techniques Used

Following statistical were employed in the present study:

Correlation

T-Test

- Pearson correlation was used to find out the relationship between self-concept and academic achievement among secondary school students.
- Independent sample t-test was used to compare self-concept and academic achievement of male and female secondary school students.

Data Analysis and Interpretation

Hypothesis 1: There is no significant mean difference in Self-concept between male and female secondary school students

Table 1. Comparison of Self-concept among Male and Female Secondary School Students

Variable	Groups	N	Mean	s.d.	Df	t-value	Sig.
Self-concept	Male	108	166.00	9.025	198	0.118	.906 ^{NS}
	Female	92	166.14	7.734			

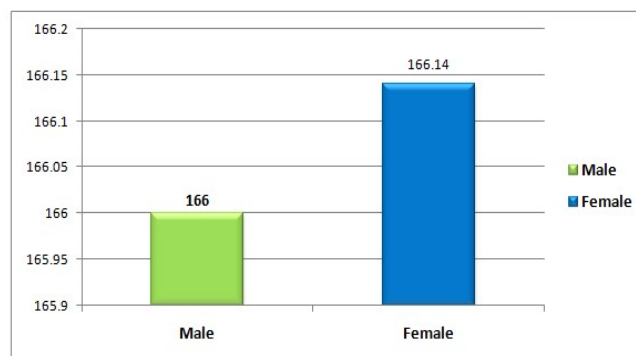


Figure 1. Representing Mean Difference in Self-concept among Male and Female Secondary School Students

In order to compare the Self-concept of male and female secondary school students, an independent sample t-test was applied. The calculated t-value (0.118) is less than the tabulated t-value (1.97) at 0.05 level of confidence, which depicts that male (Mean= 166.00, S.D= 9.025) and female (Mean= 166.14, S.D=7.734) secondary school did not differ significantly on self-concept. Therefore, the null hypothesis, “There is no significant mean difference in self-concept between male and female secondary school students” is accepted. Thus, it can be concluded that there is no significant difference between male and female students in respect of their self-concept.

Hypothesis 2: There is no significant mean difference in academic achievement between male and female secondary school students.

Table 2. Comparison of Academic Achievement among male and female secondary school students

Variable	Groups	N	Mean	s.d.	df	t-value	Sig.
Academic Achievement	Male	108	66.95	8.386	198	2.598**	.010
	Female	92	69.97	7.923			

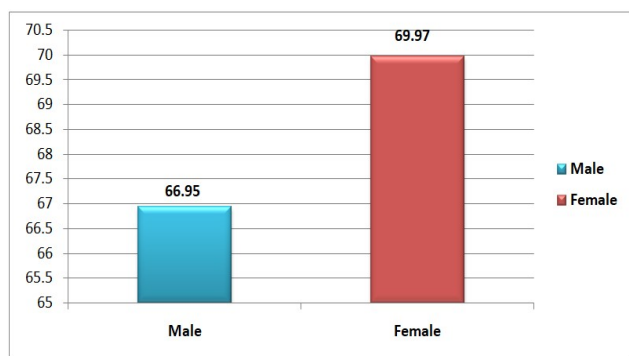


Figure 2. Representing Mean Difference in Academic Achievement among Male and Female Secondary School Students

In order to compare scores between male and female secondary school students on the academic achievement, an independent sample t-test was applied. The calculated t-value was found to be $t = 2.598$, which is significant at 0.01 level of confidence. The result presented in the table (2) indicates a significant difference between male ((Mean= 66.95, S.D= 8.386) and female (Mean= 69.97, S.D= 7.923) secondary school students in academic achievement. The mean scores of academic achievement of female secondary school students were found to be higher than male secondary school students. Therefore, the null hypothesis, “There is no significant mean difference in academic achievement between male and female secondary school students” is rejected.

Hypothesis 3: There is no significant relationship between self-concept and academic achievement among secondary school students. Pearson product-moment correlation was used to determine the relationship between self-concept and academic achievement of secondary school students. Table (3) clearly shows that the correlation between self-concept and academic achievement of secondary school students is statistically significant as $r = 0.352$, $p < 0.01$. This can also be seen from the scatter plot figure (3) as data points are clustered along the line of best fit. Therefore, it indicates a significant and positive relationship between self-concept and academic achievement among secondary school students.

RESULTS AND DISCUSSION

The findings of the present study indicate the significance of self-concept in the academic performance of secondary school students.

Table 3. Correlation between Self-concept and Academic Achievement among secondary school students

Variables	N	Mean	s.d.	r
Self-concept	200	166.07	8.435	0.352**
Academic Achievement	200	68.34	8.294	

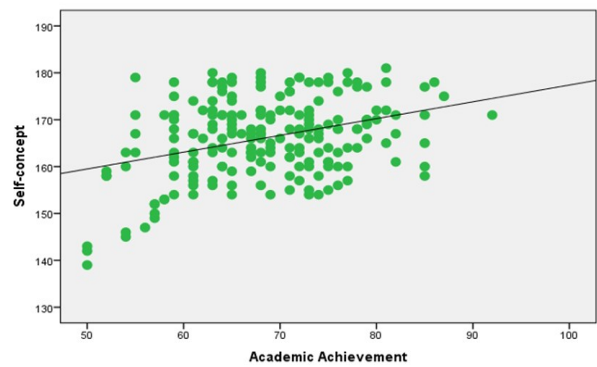


Figure 3. The Scatter plot of the Correlation between Self-concept and Academic Achievement

It was discovered that self-concept and academic achievement are significantly and positively correlated. This result is in agreement with the finding of Minnalkodi (1997); Nuthanap (2007); who also discovered that self-concept and academic achievement are significantly and positively correlated. The study also revealed that there exists no significant difference in self-concept between male and female secondary school students. This result is consistent with the findings of Olatoye (2009), which revealed that there is no significant difference between male and female students in self-concept. However, a significant difference was observed between male and female secondary school students on the variable academic achievement. Female students were found to have better academic achievement as compared to male secondary school students. Dev (2016) and Joshi & Srivastava (2009) in their study also found similar results that female students performed better than male students in academic achievement.

Findings of the Study: The following main findings have emerged as an outcome of the present investigation:

- No significant difference was observed between male and female secondary school students on the variable self-concept.
- A significant difference was found in academic achievement among male and female secondary school students. Female students were found to have better academic achievement as compared to male secondary school students.
- A significant relationship was found between self-concept and academic achievement among secondary school students.

Recommendations and educational implications of the study

The results of the study revealed that self-concept and academic achievement are positively and significantly correlated with each other. Therefore, the study proposes that adequate consideration should be given to assist students reflect on their strengths, achievements, and areas for improvement. Guide them to recognize their unique qualities and talents, and encourage them to set goals based on their personal interests and aspirations. It is recommended that counselling psychologists and school’s counsellors should work on the self-concept of students in the school in order to improve their academic achievement. The present study will help administrators in providing professional development opportunities for teachers to enhance their understanding of self-concept and its impact on academic achievement. It will also help in providing insight into the implementation of policies and practices that promote student well-being and support positive self-concept.

CONCLUSION

The findings of the study led to the following main conclusions. Self-concept was found to be positively and significantly correlated with academic achievement. The performance in academic achievement of female students was found to be better than male students.

Further, no significant difference was observed in self-concept between male and female secondary school students.

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