



A Study of Effect of Self-concept on Scholastic Achievement of Students of Standard 9

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1. Introduction

Who am I? This philosophical question confuses every human being on earth. Every man and woman has their own concept for it. Every human being has some beliefs for themselves which is known as self-concept. A self-concept determines some one's not only progress but nature, behaviour, idea of theisms and characters. The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

In present study, the researcher had studied the self-concept of students of standard in context of their scholastic achievement.

2. Definitions and meaning of Self-Concept

Baumeister (1999) provides the following self-concept definition:

"The individual's belief about himself or herself, including the person's attributes and who and what the self is." According to Merriam-Webster online dictionary,

"A self-concept is the mental image one has of oneself."

According to J. Baily (1986),

"Self-concept is generally thought of as our individual perceptions of our behavior, abilities, and unique characteristics - a mental picture of who you are as a person."

Self-concept tends to be more malleable when people are younger and still going through the process of self-discovery and identity formation. As people age, self-perceptions become much more detailed and organized as people form a better idea of who they are and what is important to them.

According to the book Essential Social Psychology by Richard Crisp and Rhiannon Turner:

- The individual self consists of attributes and personality traits that differentiate us from other individuals. Examples include introversion or extroversion.
- The relational self is defined by our relationships with significant others. Examples include siblings, friends, and spouses.
- The collective self reflects our membership in social groups. Examples include British, Republican, African-American, or gay.

Like many topics within psychology, a number of theorists have proposed different ways of thinking about self-concept. According to a theory known as social identity theory, self-concept is composed of two key parts: personal identity and social identity.

3. Different parts of self-concept

Humanist psychologist, Carl Rogers believed that there were three different parts of self-concept:

1. Self-image – how you see yourself.

Each individual's self-image is a mixture of different attributes including our physical characteristics, personality traits, and social roles. Self-image doesn't necessarily coincide with reality. Some people

might have an inflated self-image of themselves, while others may perceive or exaggerate the flaws and weaknesses that others don't see.

2. Self-esteem – how much you value yourself

A number of factors can impact self-esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to our behaviour, we are more likely to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem.

3. Ideal-self – how you wish you could be.

In many cases, the way we see ourselves and how we would like to see ourselves do not quite match up.

4. Objectives of present study

1. To construct a Self-concept Scale for the students of standard 9.
2. To study the self-concept of students of standard 9.
3. To study the self-concept of students of standard 9 in context of their scholastic achievement.

5. Hypotheses

Ho₁: There is no significant difference between mean scores obtained in Self-Concept Scale by students having higher and lower scholastic achievement.

Ho₂: There is no significant difference between mean scores obtained in Self-Concept Scale by boys having higher and lower scholastic achievement.

Ho₃: There is no significant difference between mean scores obtained in Self-Concept Scale by Girls having higher and lower scholastic achievement.

6. Sample of the study

The present study was conducted on the students of standard 9 of Viapur city. The researcher had randomly selected three different schools of Vijapur city. The sample of the present study was as below.

Table 1: Sample of the study

Gender →	Boys	Girls	Total
Achievement ↓			
High	57	42	99
Low	108	93	201
Total	165	135	300

Total sample of the present study was 300 students of standard 9 from Vijapurcity. Out of this, 165 were boys and 135 were girls.

7. Research tool

In present study, the researcher had constructed Self-Concept Scale. This tool has 25 items. Each item has 3 responses: Agree Neutral and Disagree. The tool was given to the different experts and it was amended as per suggestions obtained from them.

8. Data analysis

The research tool, Self-Concept Scale was given to sample of the study. The scores obtained from data collection was classified, tabulated and used for t-test. The researcher had constructed three hypotheses to be checked. The hypotheses were checked using t-test.

9. The results of t-test

Table 2: Results of t-test of hypotheses

No.	Hypothesis	df	Table t value		Cal. t value
			0.05	0.01	
1	There is no significant difference between mean scores obtained in Self-Concept Scale by students having higher and lower scholastic achievement.	298	1.97	2.59	4.52
2	There is no significant difference between mean scores obtained in Self-Concept Scale by boys having higher and lower scholastic achievement.	163	1.97	2.61	5.36
3	There is no significant difference between mean scores obtained in Self-Concept Scale by Girls having higher and lower scholastic achievement.	133	1.98	2.61	4.12

10. Interpretation of data analysis

From Table 2.0 it is seen that in all three hypotheses, the calculated t value is more than table t values at 0.05 and 0.01 levels. Therefore, in all three cases hypotheses are rejected and there is significant difference between mean scores obtained in Self-Concept Scale of students having higher and lower scholastic achievement.

11. Findings of the study

1. From above study, it was revealed that the self-concept of the students having higher scholastic achievement is higher than that of students having lower scholastic achievement.
2. The self-concept of the boys having higher scholastic achievement is higher than that of boys having lower scholastic achievement.
3. It was also revealed that the self-concept of girls having higher scholastic achievement is higher than that of girls having lower scholastic achievement.

12. Conclusion

From above findings obtained above in this study, it was revealed that the self-concept has a positive effect on scholastic achievement of students of standard 9. The students who have a high scholastic achievement also scores high in their scholastic achievement.

References

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