

Study of Self Concept of Male and Female Secondary School Students in Relation to Their Academic Achievement

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Abstract

The present study examined the influence of Self concept, Gender and their interaction on the Academic achievement of secondary school students. The sample consisted of 416 (208 male and 208 female) secondary school students which were selected purposively. Descriptive method was used and data collected through Sagar Sharmas self concept inventory and Analysed through ANOVA using spss. Study revealed that self concept has a significant influence on the Academic Achievement of Secondary school students. Female students were found to have significantly higher Academic Achievement than Male students. No significant influence of interaction between Gender and Self concept on Academic Achievement was found.

Key Words: Self Concept, Academic Achievement, secondary, students

Introduction

Self-concept is a set of beliefs about oneself that is also known as self-construction, self-identity, self-perspective or self-structure. Academic performance, gender roles and sexuality, and racial identities are all part of it. We focus on what others say about us and compare our own performance to that of others to maintain our self-concept. The phrase "self-concept" refers to a person's organised set of attitudes and ideas about himself or herself. It is the self-concept that gives rise to possible selves, and it is the drive for activity that is created by possible selves. This supports the premise that one's paradigm or world view, as well as one's relationship to it, set the boundaries and

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conditions within which we create our vision of possibilities. This is one of the most pressing challenges confronting today's children and teenagers.

The perusal of the review of related literature provides a picture reflecting self concept of male and female students in relation to Academic achievement. The studies revealed that there is no significant difference in the academic achievement of male and female students (Shabir and yashpal 2013). Self concept was found to have a significant relationship with Academic Achievement (Homchaudhuri and Rani 1980).

Research Methodology

Sample: For the present study sample was purposively drawn from different secondary schools of district Budgam and Srinagar of Jammu and Kashmir UT. Total sample consisted of 416 (208 Male and 208 Female) students.

Tools: Sagar Sharma's Self Concept inventory was used to measure the Self Concept of secondary school Male and Female students.

Procedure: For the collection of data, the nature and purpose of research was discussed with the concerned principals of the schools and the sample population, then the tool was administered. After the administration of the tool scoring was done strictly according to the instructions given in the tool manual. Collected data was statistically analyzed through ANOVA with the help of SPSS software.

Analysis and Interpretation

Table 1.1: Summary of two-way ANOVA for Self concept, Gender and their interaction on Academic Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	94862.488	1	94862.488	14.923	.000
Self Concept	90329.815	3	30109.938	4.737	.003
Gender x Self Concept	19359.471	3	6453.157	1.015	.386
Error	2593614.706	408	6356.899		
Total	60391111.000	416			

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Corrected Total	2769042.190	415	
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From the table 1.1 it is clear that the F-value for Gender on Academic Achievement scores is 8.39 whose significant value with df (1,408) is 0.000 which is less than 0.05 level of significance. Therefore it is significant at 0.05 level of significance. Hence the null hypothesis that there is no significant influence of Gender on the academic achievement of secondary school students is rejected. it means Gender has a significant influence on academic achievement of secondary school students.

Table 1.2: Summary of comparison of estimated marginal means and pair wise comparison of Academic achievement of Male and Female secondary school students

Dependent Variable: Academic Achievement

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Female	385.382	6.434	372.734	398.030
Male	345.234	8.162	329.189	361.279

Pair wise Comparisons

Dependent Variable: Academic Achievement

(I) Gender	(J) Gender	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Female	Male	40.148*	10.393	.000	19.718	60.578
Male	Female	-40.148*	10.393	.000	-60.578	-19.718

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

From table 1.2, Based on estimated marginal means it is clear that the mean academic achievement scores of Female secondary school students 385.382 which is significantly higher than the mean academic achievement scores of rural secondary school students 345.234. Pair wise mean shows difference is significant at 0.05 level of significance.

The above results clarify that the mean academic achievement of Female secondary school students is significantly higher than the mean academic achievement of Male secondary school students.

F-value for self concept (table 1.1) on Academic Achievement scores is 5.011 whose significant value with df (3,408) is 0.003 which is less than 0.05 level of significance. Therefore it is significant at 0.05 level of significance. Hence the null hypothesis that there is no significant influence of Self Concept on the Academic Achievement of secondary school students is rejected. This means self concept does have a significant influence on academic achievement of secondary school students.

Table 1.3: Summary of pair wise comparison of Academic achievement of High, Above Average, Average and Below Average Self Concepts of secondary school students.

Pair wise comparisons

Dependent Variable: Academic Achievement

(I) Total Self	(J) Total Self	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
High	Above average	11.264	12.138	.354	-12.596	35.124
	Average	26.799*	12.331	.030	2.558	51.040
	Below average	62.728*	18.786	.001	25.798	99.658
Above average	Average	15.535	8.896	.081	-1.952	33.022
	Below average	51.464*	16.733	.002	18.571	84.358
Average	Below average	35.929*	16.874	.034	2.758	69.100

Based on estimated marginal means

* The mean difference is significant at the .05 level.

From table 1.3 It is clear that secondary school students with high self concept show a significant mean difference in their academic achievement scores with respect students of average and below average self concept. Secondary school students with above average and average self concept show a significant difference in their academic

achievement scores with respect students of below average self concept. Further students with high and above average self concept does not show any significant mean difference with students of above average and average self-concept respectively.

Further the F-value for influence of interaction between Self concept and Gender on Academic Achievement (**table 1.1**) is 1.105 whose significant value with df (3,408) is 0.386 which is greater than 0.05 level of significance. Therefore it is not significant at 0.05 level of significance. Therefore the null hypothesis that there is a significant influence of interaction of Self concept and Gender on Academic Achievement of secondary school students is accepted. This means Self concept and Gender doesn't have a significant interaction influence on Academic Achievement of secondary school students.

Conclusion

- I. Self Concept was found to have a significant influence on the Academic Achievement of Secondary School students.
- II. Students with high Self Concept had significantly higher Academic Achievement than students with average and below average self concept.
- III. No significant difference in the Academic Achievement of students with High and above average Self Concept was found.
- IV. Students with above average Self concept had significantly higher Academic Achievement than students with average and below average self concept.
- V. There was a significant influence of Gender on the Academic Achievement of secondary school students.
- VI. The female secondary school students were found to have higher Academic Achievement than male secondary school students.
- VII. There was no significant influence of interaction between Gender and self- concept on the Academic Achievement of secondary school students.

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