

# A STUDY OF ACADEMIC SELF-CONCEPT AMONG ADOLESCENTS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES

Sweta Shree\* & Dr. Mini Sharma\*\*

## ABSTRACT

*The present study has been undertaken by the investigator to study the academic self-concept among adolescents in relation to some demographic variables. The study was conducted on 150 adolescents on the basis of gender and of type of institutions. Descriptive Statistics i.e. Mean, Standard Deviation and Standard error deviation was used to ascertain the nature of distribution of the scores of Academic self-concept and Differential Statistics i.e. t-ratio was calculated to see the difference between mean scores of Academic self-concept among boys and girls; and students belonging to PSEB and CBSE schools of Ludhiana district. Academic Self-Concept Questionnaire by Kaur and Chadha (2020) was used to collect the data for the study. The objectives of the study were to compare academic self-concept in adolescents with respect to gender and type of institution. The investigator found that a significant difference exists in the mean scores of male and female adolescents on the variable of academic self-concept whereas no significant difference exists in the mean scores of adolescents of CBSE and PSEB affiliated schools on the variable of academic self-concept.*

**Keywords:** Academic Self-Concept, Adolescents, Type of School

The term adolescence comes from the Latin word 'adolescere' which means 'to grow' or 'to grow to maturity'. So, the word adolescence means growth. In this sense adolescence represents the age of intense growth and change in nearly all aspects of personality i.e. physical, mental, social and emotional. This period emerges from childhood and merges into adulthood.

Today, Adolescents live in a society which has become multi-complex, thus making the roles of adolescents very diffuse and confusing. The roles of adolescents and their developmental tasks are no longer well defined and prescribed. Knowledge explosion, material wealth pursuit, plurality of the society and estrangement from the extended family system, the hypocrisy of

adult standards, the fallacy of physical maturity all present a great battle for adolescents to fight with the dilemma of indefinite status. Self-concept is our own belief about our-self into who we are, including the entirety of our thoughts and feelings about ourselves physically, personally, and socially. Self-concept additionally includes our knowledge of how we behave, our own capacities, and our personal qualities. Our self-concept develops most quickly during early childhood and adolescence.

A considerable amount of research on the concept of self has been carried out in the subcontinent and in the rest of the world, but the work on Academic Self Concept is meager in contrast. Academic self-concept reflects students' approach, viewpoint, and content in a particular

---

\* M.Ed Student, G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana

\*\* Assistant Professor, G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana

course or academic tasks in an educational institution. A student's self-evaluation plays a crucial part in accustom themselves in school during childhood, teenage and accommodating their efforts for their school work. A positive academic self-concept is valuable, especially for encouraging learners to better their academic progression. Academic self-concept is important as it really impacts a person's thinking, feeling and actions in a regular school environment. Having the grasp of Academic self-concept is specifically significant for students and tutors in the light that self-reflection assists in understanding the reason why they act in a certain way as well as how their thoughts and demeanour affects themselves and their peers in school. Although academic self-concept is only a part of many variables affecting the behavior, perceiving, actions, it still is the most significant of those variables on more important educational behaviours.

The period of adolescence is a fast moving, massive and mammoth modification period awakening meritorious prominence in biological, psychological and social realms of individuals. The strength of academic self-concept directly influences the academic interest, involvement, motivation and even the 6 commitment to academics (Devi and Mayuri, 2003). In a better possible way, academic self-concept promotes academic excellence). The learning skills and connected behaviors get energized through academic self-concept. Even the keen educational endeavors, making choices in preparing assignments, academic hope, educational aspiration and various types of school performance are systematically influenced by academic self-concept (Green, Nelson, Martin and Marsh (2006). It also facilitates in building

confidence in academic activities and enables the students to rise to their expected levels in educational pursuits (Dambudzo and Schulze, 2014). During adolescence, improving in academics is one of the paramount development milestones. Over and above, the underlying dynamics to progress and accomplishments on the educational pursuits have clearly revolved around the academic self-concept of the adolescents (House, 1993, Damrongpanit, 2009). It has undoubtedly been established that the change either in the positive or negative direction has a deep and direct influence on a student's academic progress (Damrongpanit, 2009). In essence, during adolescence academic self-concept serves as a vital force for progress in general and academic advancement in particular.

### **Objectives of the Problem**

- To study academic self-concept among adolescents.
- To compare academic self-concept in adolescents with respect to gender.
- To compare academic self-concept in adolescents with respect to type of institution.

### **Design of The Study**

Descriptive survey method was employed to find the Academic Self- Concept of Male and Female adolescents from the PSEB and CBSE schools of Ludhiana District.

### **Results**

**Hypothesis 1- There exists no significant difference in academic self-concept among adolescents with respect to gender.**

**Table 1: Significance of difference between mean scores of Male and Female adolescents on Academic Self Concept**

Group	N	Mean	S.D	SEd	t-test
Male	75	92.91	6.36	1.07	2.26**
Female	75	95.33	6.86		

**\*\* - Significant at 0.01. & 0.05 level**

Entries made in Table 1 reveal that mean scores of Academic Self Concept of Male adolescents is 92.91 and the standard deviation is 6.36 while mean scores of female adolescents on academic self-concept variable is 95.33 and the standard deviation is 6.86. The value of SEd is 1.07 and the calculated t-value is 2.26 which is greater than 1.96. The t- value is significant at 0.05 level of confidence. It means that there is a significant difference among the Male and Female adolescents on the variable of Academic self -concept. Further it is observed that mean scores of female adolescents are higher than their male counterparts. It is clear that female adolescents show better Academic Self Concept as compared to male adolescents. The higher academic self-concept of females can be attributed to the traits of commitment and hard work. Also, girls focus on academic ability and performance, which are instrumental in gaining adult approval and praise. Therefore Hypothesis 1 There exists no difference in the mean scores of adolescents on the variable of Academic self-concept with respect to gender stands rejected.

**Hypothesis 2 - There exists no significant difference in academic self-concept among adolescents with respect to type of institutions.**

**Table 2: Significance of difference between mean scores of Academic Self Concept of adolescents of CBSE and PSEB affiliated schools**

Group	N	Mean	S.D	SEd	t-test
CBSE	75	93.95	6.82	1.09	0.311
PSEB	75	94.29	6.63		

**NS- Non-Significant**

Entries made in the Table 2 reveal that mean scores of Academic Self Concept of adolescents from CBSE affiliated schools is 93.95 and the standard deviation is 6.82 while mean scores of adolescents belonging to PSEB affiliated Schools on academic self-concept variable is 94.29 and the standard deviation is 6.63. The value of SEd is 1.09 and the calculated t-value is 0.31 which is less than 1.96. The t-value is not significant at 0.05 level of confidence. It means that there is no significant difference among the adolescents belonging to CBSE and PSEB affiliated schools on the variable of Academic self-concept. Further it is observed that mean scores of adolescents from PSEB affiliated schools are higher than their CBSE counterparts. It is clear that adolescents belonging to PSEB schools show higher Academic Self Concept as compared to adolescents from CBSE affiliated schools. The possible reason behind the more academic self-concept between adolescents from PSEB schools can be due to the natural environment of mother tongue surrounding them.

Therefore Hypothesis 2 stating that There exists no significant difference in academic self-concept among adolescents with respect to type of institutions stands accepted.

### Conclusions

- Significant difference exists in the mean scores of male and female adolescents on the variable of academic self-concept.

- No significant difference exists in the mean scores of adolescents of CBSE and PSEB affiliated schools on the variable of academic self-concept.

### Educational Implications

As adolescents it is a period of stress and strain and is associated with great upheaval of emotions therefore the academic performance of adolescents could be affected if some intervention is not made to help them in having regularity in their academic performance. Academic performance could be further boosted by alleviating the academic self-concept of adolescents. Adolescents' academic performance is widely considered a key measure of their learning capabilities. Research has identified various psychological factors, aside from classroom teaching methods, that impact academic success. One significant factor is academic engagement, which not only predicts students' current performance but also plays a crucial role in their future development. This study highlights the importance of educators focusing on adolescents' academic self-concept to improve psychological interventions for those with low academic engagement. Additionally, the findings are essential for policymakers, educators, counselors, principals, and teachers in fostering better educational outcomes.

### References

- Dambudzo, I. I. & Schulze, S. (2014). An Investigation into the Relationship between Student Physical Self-motivation and Academic Achievement in Zimbabwe Secondary Schools. *Scholars Journal of Arts, Humanities and Social Sciences*, 2(5), 739-752.
- Damrongpanit. S. (2009). The study of growth between academic self-concept, non-academic self-concept, and academic achievement of ninth-grade students: a multiple group analysis. *Research in Higher Education Journal*, 5:1-13. Retrieved from: <http://www.aabri.com/manuscripts/09309>
- Devi, S. & Mayuri, K (2003). The effects of Family and School on the Academic Achievement of Residential School Children. *Journal of Community Guidance & Research*. 20 (2), 139-148.
- Green, J., Nelson, G., Martin, A. J., & Marsh, H. (2006). The causal ordering of self-concept and academic motivation and its effect on academic achievement. *International Education Journal*, 7(4), 534-546.
- House, J. D. (1993). The relationship between academic self-concept and school withdrawal. *Journal of Social Psychology*, 133(1), 125-127.
- Marsh, H. W., Pekrun, R., Murayama, K., Arens, K. A., Parker, P. D., Guo, J. & Dicke, T. (2018). An integrated model of academic self-concept development: academic self-concept, grades, test scores, and tracking over six years. *Developmental Psychology*, 54(2), 263-280.