

A Study on Self-Concept and Academic Achievement in English of Secondary School Students with Special Reference to Purba Medinipur and Burdwan Districts, West Bengal.

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Received: June 17, 2018

Accepted: August 01, 2018

ABSTRACT

The present study deals with the relationship between Self-concept and Academic Achievement in English of Secondary School Students. The sample size is limited to 178 students (89 Boys and 89 Girls), studying in class IX under West Bengal Board of Secondary Education. The researcher adopted Multi-cluster Sampling technique, and cluster at various level may be stated as districts, schools, rural, urban etc. The study found that (i) In Urban areas, Boys and Girls don't differ significantly on both self-concept and academic achievement in English. (ii) In rural areas, Boys and Girls don't differ significantly on Self-concept but differ significantly in achievement in English. (iii) In case of Girls, Urban and Rural students don't differ significantly on self-concept but differ significantly in achievement in English. (iv) In case of Boys, Urban and Rural students don't differ significantly but differ significantly in achievement in English. (v) Boys and Girls differ significantly on Self-concept and achievement in English. (vi) Urban and Rural students don't differ significantly on Self-concept but differ significantly in achievement in English. (vii) Self-concept of individuals affects his/her achievement in English. Students having higher scores in Self-concept would have higher in English.

Keywords:

1.1. Introduction:

Self-concept is one of the determinants of personality and it is a very dominating factor for controlling anyone's behaviour, success, and other pleasurable events in life. In the early 1920s, psychologists generally assumed that the Intelligent Quotient (I.Q.) is the major determinant or predictor of school achievement. There are other factors such as personality characteristics, environment, attitude, and interest that are also found to contribute greatly to academic success. In this case, a mounting body of evidence including Stern (1953), Bloom (1953) and Warburnfon (1961), Uba (1989), Akinpelu (2000, 2004), Onyilo (2005) has found that academic achievement of a students is significantly related to the self-concept and self-satisfaction. A research study (Salawuki, 1991) claimed that the relationship between self-concept and academic achievement exists for students at all levels.

1.2. Conceptual Framework of Self-concept:

Conceptual Framework of the study is based on some selected theory of self-concept and related perspectives. In Self-Categorisation Theory (SCT), Self-concept consists of at least two levels: a personal identity and a social identity. In other words, people's self-evaluations rely both one's self-perceptions and how one fits in socially. The self-concept can alternate rapidly between the personal and social identity. In his Self-concept theory of Personality, Rogers claimed that our personality is driven by our desire for self-actualization or the condition that emerges when we reach our full potential and our self-concept, self-worth, and ideal self all overlap. Self-concept clarity and self-concept differentiation are two important concepts in the literature. Self-concept clarity (SCC) refers to how clear, confident, and consistent an individual's definitions of his- or herself are (Diehl & Hay, 2011). On the other hand, self-concept differentiation (SCD) refers to the degree to which an individual's self-representations vary across contexts or social roles (e.g., self as a spouse, self as a parent, self as a student).

1.3. Identification of the Problem :

- (i) What is the identifiable level of self concept of male and female secondary school students in those selected schools of West Bengal?
- (ii) What is the certainty that there is difference between self-concept and academic achievement of male and female Secondary students?
- (iii) Is it correct that male perform better than female in English subject?

1.4. Statement of the Problem:

The problem is thus stated as : A Study on Self-Concept and Academic Achievement in English of Secondary School Students with Special Reference to Purba Medinipur and Burdwan Districts, West Bengal.

1.5. Research Objectives

- i) To study the identifiable level of self concept of male and female secondary school students in those selected schools of West Bengal
- (ii) To analyse the relation between self-concept and academic achievement of male and female Secondary students.
- (iii) To study the gender differences in Academic Achievement of English subject.

1.6.Origin of the Research Problem:

Social ills such as drug addiction, teenage prostitution, sexual abuse, gambling and abandoning babies in Indian society are becoming widespread. This worrying scenario invites the researcher to study Secondary School Students on Self-concept ,particularly in achieving academic success of English subject(L2), because students with low self-concept are easily influenced by others and they are willing to involved themselves in doing misdeeds.

1.7.Interdisciplinary Relevance:

Findings of the study will help counsellors while dealing with problems in self-concept of client's age, gender and so on. It will help them to handle their counselling session with different techniques and skills based on these variables. Second, it will be helpful in solving the most serious problems of our country, which are young teenagers with good academic records but have no real self-concept on the topic that is vital for our national development. Such an understanding of the students may prove to be great assistance in prediction of their performance in the school as well as actual life.

1.8. Research Hypothesis:

The following Null Hypothesis are stated and tested :

- H1 There exists significant difference between the mean scores of Urban Boys and Urban Girls in Self-concept.
- H2 There exists significant difference between the mean score of Urban Boys and Urban Girls students in achievement in English.
- H3 There exists significant difference between the mean score of Rural Boys and Rural Girls students in self-concept.
- H4 There exists significant difference between the mean score of Rural Boys and Rural Girls in achievement in English.
- H5 There exists significant difference between the mean score of Urban Girls and Rural Girls students in self-concept
- H6 There exists significant difference between the mean score of Urban Girls and Rural Girls students in English.
- H7 There exists significant difference between the mean score of Urban Boys and Rural Boys students in self-concept.
- H8 There exists significant difference between the mean score of Urban Boys and Rural Boys students in English.
- H9 There exists significant difference between the mean score of Boys and Girls students in self-concept.
- H10 There exists significant difference between the mean score of Rural Boys and Rural Girls students in achievement in English.
- H11 There exists significant difference between the mean score of Urban and Rural students in achievement self-concept.
- H12 There exists significant relationship between the mean score of Urban and Rural students in self-concept and achievement in English.
- H13 There exists significant relationship between the score of students in self-concept and achievement in English.

1.9.Operational Definitions:

Academic Achievement : Knowledge attained or skill developed in school subjects usually measured by designed test scores or assigned by the teacher or the both. (Good ,1973)

Self-concept: The individual's belief about himself or herself, including the person's attributes and who and what the self is.(Baumeister,1999)

1.10. Review of literature:

The researcher identified 15 Articles on Self-concept and academic achievement published in different national and international journals. Cooper's Taxonomy on Reviewing the Literature based Multiple Integration has been adopted. Mathur(1983) and Hussain(2007) found no difference in academic achievement but self -concept differs among the differently abled children and normal children. Vasanta (1972), Arul(1972), Jayswal(1973), Goswami (1978)David(1992), Rehman (2001) , Sangdeep and

Sharma (2004) Kaur (2009), Yahaya(2009), Ganai, Pandith, Ahmed et al. (2011), Cannor(2011) etc. claimed that self –concept significantly reflects the academic achievement of the students. Bratati (1948), Deo and Bhullar (1974) did not find any relation between self-concept, and intelligence achievement. Bratati revealed that no age difference in self –concept with respect to their adjustment.

1.11. Research Methodology:

The researcher adopted The Survey Approach to Research for conducting the study.

1.11.1.Variables of the study:

Two types of variables have been identified:

(i)Independent Variable: Self- Concept

(ii)Dependent Variable: Achievement in English

1.11.2.The Population:

The researcher selected two schools from Purba Medinipur district and another two schools from Burdwan district of West Bengal. 312 students studying in class IX of Bengali medium Secondary School recognised by the W.B.B.S.E. has been demarcated as the population of the study.

1.11.3.Sampling and Sampling Design:

The sample size is limited to 178 students (89 Boys and 89 Girls) only. The researcher adopted Multi-cluster design as sampling technique , and cluster at various level may be stated as districts, schools, rural, urban etc.

Table No.1.

Sl. No.	Name of the school	Districts	Gender of the sample	Urban/Rural	No.of Pupils	No of Pupils randomly selected
1.	Nabagram Mayna Pulin Behari High School	Burdwan	Boys	Urban	80	45
2.	Bidyarthi Girls School	Burdwan	Girls	Urban	75	47
3.	Pulsita Bholanath Vidyapith	Purba Medinipur	Boys	Rural	85	44
4.	Balluk Bina Pani School(H.S.)	Purba Medinipur	Girls	Rural	72	42
	Total				312	178

1.11.4. Assessment of Variables and Tools used :

The researcher used the following two tools:

(i)**Atma Bodh Nirayak (ABN)** , a scale consisting of 70 items developed by Basu (1980) to measure the self concept of the sample under consideration. The concept of self has three main components: Perceptual Components (13 items), Conceptual Conceptual Components(32 items) and Attitudinal Components (25 items). 5-Point Likert scale has been utilised, namely Never=1, Rarely=2, Sometimes=3, Often=4, and always=5. The scale has been administered on a sample of 8,000 boys and girls of Class -IX from H.S. Schools (N/Total Sample =8,000, Mean=240.00 , SD=28.22)

(ii)**Achievement Test in English**, a scale consisting of 25 questions was developed by the researcher himself in order to measure the chievement in English of the sample under consideration.

1.11.5. Reliability of the ABN Scale :

The reliability of the self-concept scale was determined by **Spilt-half method** and reliability co-efficient was found to be 0.77 . The reliability was also established through **the test-retest method** and it was found to be 0.81.

1.11.6.Validity of the ABN scale:

The validity Coefficient was found to be 0.72 . It was determined by finding finding out of correlation coefficient between test scores which were obtained by the administration of this test and by the administration of the Don Dinkmeyers self-concept Scale upon a sample of 100 pupils.

1.11.7. Construction of Achievement Test in English:

Six units has been selected from the syllabi in English of class IX of W.B.B.S.E. was analysed by the researcher.

1.11.8.Content Analysis of the subject (English):

Twenty five (25) Instructional objectives in behavioural terms as per the guideline of Revised Bloom Taxonomy(2001) has been constructed for framing 25 objective questions(textual) in English.

1.11.9.Stages of the construction of achievement test:

(i) Planning of the test (ii) Preparing of the test (iii)Try out of the test and (iv) Evaluating the test.

Evaluation of the test was done through item analysis, difficulties value of the items, discriminating power of the items, and selection of the items. Items having discriminating index lower than 0.2 were rejected with the help of Jonson's (1951) formula of upper-lower difference : $ULI = \frac{RU - RL}{F}$ (where ULI =Upper-Lower index, RU= No of correct responses in the upper group ,RL= No of correct responses in the lower group). **In try out stage there were 30 items , but through the items analysis 5 items were rejected.**

Table .No.2

Difficulty Value	Frequently
90-99	0
80-89	1
70-79	4
60-69	15
50-59	5
40-49	0
30-39	0
20-29	0
10-19	0
00-19	0
	N=25

1.12. Analysis and Interpretation of Data:

1.11.1.Frequency Distribution of Raw Score of Self-concept with Sex and strata wise

Frequency distribution of raw score of self-concept and achievement in English are shown IN Table No.3.

Table No.3

Score	fUB	fUG	fRB	fRG	fB	fG	fU	fR	fST
280-294	0	1	0	1	0	2	1	1	2
265-279	3	0	2	5	5	5	3	7	10
250-264	15	13	10	8	25	21	28	18	46
235-249	10	8	18	3	28	11	18	21	39
220-234	6	11	7	5	13	16	17	12	29
205-219	5	2	3	13	8	15	7	16	23
190-204	2	7	3	1	5	8	9	4	13
175-189	3	0	0	2	3	2	3	2	5
160-174	0	3	0	0	0	3	3	0	5
145-159	1	2	1	4	2	6	3	5	8
TOTAL	45	47	44	42	89	89	92	86	178

Table No. 4

Frequency Distribution of the Raw Scores of Achievement Test in English

Score	fUB	fUG	fRB	fRG	fB	fG	fU	fR	fST
20-24	6	1	16	19	22	20	7	35	42
15-19	13	14	24	14	37	28	27	38	65
10-14	19	27	4	8	23	35	46	12	58
5-9	7	5	0	1	7	6	12	1	13
TOTAL	45	47	44	42	89	89	92	86	178

After arranging the variables in frequency distribution the Mean and SD of variables were computed.

1.12.2.Mean and Standard Deviation (SD) of Different Variables (Sex and Strata-wise)

Table No. 5

Variables Sex and Strata wise	Mean /SD	Self-concept	Achievement in English
Urban Boys	Mean	235.70	14.13
	SD	27.20	4.26
Urban Girls	Mean	226.74	13.17
	SD	30.12	3.57
Rural Boys	Mean	237.79	18.5
	SD	22.98	3.05
Rural Girls	Mean	225.47	17.54

	SD	34.28	4.77
Boys Students	Mean	236.24	16.29
	SD	25.10	4.29
Girls Students	Mean	226.14	15.23
	SD	31.97	4.70
Urban Students	Mean	230.65	13.64
	SD	28.85	3.93
Rural Students	Mean	231.77	18.03
	SD	29.53	3.99

Table No. 6

1.12.3. Mean, SD, Skewness and Kurtosis of Raw scores of total sample of differently variables

Variables	MEAN	SD	SK	KU
Self -concept	231.19	19.11	-1.01	0.78
Achievement in English	15.76	4.52	-0.18	-0.97

1.12.4. Testing of Hypothesis

For testing the hypothesis, the researcher applied Ms Excell, Calculated Mean, SDF, 'T' Value, Coefficient of correlation etc.

Table No.7

't' Value of Gender difference of Urban Students

Variables	MEAN	SD	MEAN	SD	MEAN DIFFERENCE	'T'VALUE
Self-concept	235.70	27.20	226.74	30.12	9.26	1.55(NS)
Achievement in English	14.13	4.26	13.74	3.57	0.96	1.88(NS)

The H1 is rejected as Table No.7 shows that the obtained 't' value indicating non significant of mean difference between Urban Boys and Urban Girls even at 0.05 level of significance. **Hence we conclude that Urban Boys and Urban Girls don't differ significantly in measure of self-concept.**

The H2 is also rejected as 't' value indicating of mean difference between Urban Boys and Urban Girls even at 0.05 level of significance (at df=90) in English is found non significant. **Hence Urban Boys and Urban Girls don't differ significantly in measure of achievement in English.**

Table No. 8

't' value of Gender difference of Rural Students

Variables	Rural Boys (N=44)		Rural Girls (N=42)		Mean Difference	't' value
	Mean	SD	Mean	SD		
Self-concept	237.79	22.98	225.47	34.24	12.32	19.95(NS)
Achievement in English	18.50	3.50	17.54	4.77	0.96	1.11 (NS)

The H3 is rejected as the Table No. 8 shows that the obtained 't' value indicating non significant of mean difference between Rural Boys and Rural Girls even at 0.05 level of significant (df=90) in measures of Self-concept. **Hence it is concluded that Rural Boys and Rural Girls differ significantly in measures of self-concept.**

Again, H4 is rejected as 't' value indicating of Mean difference between Rural Boys and Rural Girls even at 0.05 level of significance (df=90)in measures of achievement in English. **Hence Rural Boys and Rural Girls don't differ significantly in measure of achievement in English.**

Table No.9

Variables	Urban Girls (N=47)		Rural Girls (N=47)		Mean Difference	't' value
	Mean	SD	Mean	SD		
Self-concept	226.74	30.12	225.47	34.24	1.27	0.18(NS)
Achievement in English	13.17	3.57	17.54	4.77	4.37	4.85(S)

The H5 is rejected as the the Table No. 9 shows that the obtained 't' value indicating non-significant of mean difference between Urban Girls and Rural Girls even at 0.05 level of non significant in measures of self-concept. **Hence The Urban Girls and Rural Girls don't differ significantly in measures of Self-concept. The H6 is retained** as 't' value indicating significant of mean difference between Urban Girls and Rural Girls at 0.01 level of significant in measures of achievement in English is found significant.

Table No 10

't' value of each variables of Urban Boys and Rural Boys

Variables	Urban Boys (N=45)		Rural Boys (N=44)		Mean Difference	't' value
	Mean	SD	Mean	SD		
Self-concept	235.70	27.20	226.74	22.98	8.96	1.688(NS)
Achievement in English	14.13	4.26	18.5	3.50	4.37	5.60 (S)

The H7 is rejected as the Table No. 10 shows that the obtained 't' value indicating non significance of Mean difference between Urban Boys and Rural Boys even at 0.05 level of significance in measures of self-concept. **Hence the Urban Boys and Rural Girls don't differ significantly in measures of self-concept. The H8 is retained** as 't' value indicating significant of Mean difference between Urban Boys and Rural Boys at 0.01 level of significance in measures of achievement in English is found significance. **Hence the Urban Boys and Rural Boys differ significantly in measures of achievement in English.**

Table No.11

't' value of Boys and Girls in the measures of Variables

Variables	Boys (N=89)		Girls (N=89)		Mean Difference	't' value
	Mean	SD	Mean	SD		
Self-concept	236.24	25.10	226.1	31.97	10.1	2.43(S)
Achievement in English	16.29	4.29	15.23	4.27	1.06	2.36 (S)

The Table No. 11 shows that the obtained 't' value indicating significant Mean difference between Boys and Girls at 0.05 level of significance in measures of self-concept. **Hence the H9 is retained and it is concluded that the Boys and Girls differ significantly in measures of self-concept.**

The H10 is also retained as 't' value indicating significance of Mean difference between Boys and Girls at 0.05 level of significance in measures of achievement in English is found significant. **Hence it is concluded that Boys and Girls differ significantly in measures of achievement in English.**

Table No 12

Variables	Urban Students (N=92)		Rural Students (N=86)		Mean Difference	't' value
	Mean	SD	Mean	SD		
Self-concept	230.65	28.85	223.77	29.53	1.14	0.25(NS)
Achievement in English	13.61	3.93	18.03	3.99	4.42	7.62 (S)

H11 is rejected as Table No 12 shows that the obtained 't' value indicating non significant of Mean difference between Urban and Rural Students even at 0.05 level of significant(df=176)in measures of self-concept. **Hence it is concluded that the Urban and Rural Students differ non significantly in measures of self-concept.** Again 't' value indicating significant of Mean difference between Urban and Rural students at 0.05 level of significance in the measures of achievement in English is found significant. **Hence H12 is rejected and it is concluded that the Urban and Rural students differ significantly in measures of English.**

Table No. 13 (Coefficient of Correlation among Variables)

Correlation between	Correlation Coefficient (r)
Self-concept and Achievement in English	0.06

The Table No 13 shows the Product Moment Coefficient between Self-concept and Achievement in English was found to be 0.06 . **Thus H13 is retained and it is concluded that Self-concept of individuals affects his/her academic achievement in English.**

1.13.Major Findings and Conclusion:

In this study the Hypothesis No 6,8,9, 10,12 and 13 were retained and Hypothesis No. 1,2,3,4,7,11 were rejected. Therefore the following conclusion can be drawn:

(i) In Urban areas, Boys and Girls don't differ significantly on both self-concept and academic achievement in English. (ii) In rural areas, Boys and Girls don't differ significantly on Self-concept but differ significantly in achievement in English. (iii) In case of Girls, Urban and Rural students don't differ significantly on self-concept but differ significantly in achievement in English. (iv) In case of Boys, Urban and Rural students don't differ significantly but differ significantly in achievement in English. (v) Boys and Girls differ significantly on Self-concept and achievement in English. (vi) Urban and Rural students don't differ significantly on Self-concept but differ significantly in achievement in English. (vii) Self-concept of individuals affects his /her achievement in English. Students having higher scores in Self-concept would have higher in English.

1.14. Limitations of the Study:

(i) Sample size is limited to 178 students only.

(ii) Advanced statistical analysis such as Path-Analysis or Regression Analysis is not utilised to show the hidden relationship between the variables.

1.15. Suggestions:

On the basis of the present study the investigator would like to put the following suggestions for further study:

(i) A comparative study may be conducted on other independent variables like adjustment, study habit, ambition etc.

(ii) This study may be undertaken to highlight the different dimensions of self-concept, attitudinal self and reflective self of differently abled children and normal Secondary school students.

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