



RELATIONSHIP OF SELF-CONCEPT AND STUDENT'S ACADEMIC ACHIEVEMENT AT BS (4-YEAR) LEVEL.

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Abstract

The purpose of the study was to examine the relationship of self-concept and student's academic achievement at BS level. The objectives of the study was to explore the relationship exists between self -concept and student's academic achievement. Population of the study was consisted of all students of BS level in district Lahore. There were 4 (Boys, 2 and Girls, 2) public colleges and accessible population was 5030 (Male, 2210 and Female, 2820) students. Proportional stratified sampling technique was used for selecting the sample to know about the relationship between self-concept and student's academic achievements at BS level in Lahore district. Thus, 500 students were selected as a sample of the study. The data were collected from respondents of the study by using five point Likert type research scale instrument. The questionnaire was used to find out the relationship between self-concept and student's academic achievements. For analysis of data, the descriptive and inferential statistics were used. Pearson Product Movement Method was applied to analyze the data. Pearson correlation was used to check the relationship between self-concept and student's academic achievement.

Keywords: Education, Self-concept, academic achievement, success

INTRODUCTION

Education is necessary for all students, comprising of all those students having learning difficulties. Therefore, it is substantial to explore all the elements of the education that foretell and sustain the academic success of the students to make them more successful and enduring learners who will make effective inspirations to society. Education is the greatest source of development and progress in all walks of life (Nabi & Nazir, 2020).

According to Rogers, A person's self-concept motivates how someone concerns with, both oneself and one's environment. The self-concept of a person consists of her thoughts, experiences, and behavior. Generally speaking, the phrase "self-concept" refers to all potential perspectives, evaluations, and observations a person may have of themselves. The concept of oneself is connected to awareness of one's identity. The self-

concept is a person's faith in himself, including his merits as an individual and concerns about the flaws in oneself. (Seeridevi & Pettugani, 2013).

The self-idea is concerned with the knowledge that each of us has of ourselves, as well as our preferences and perceived likes. We can say, that self-concept is person's insights of herself that is the result of his experiences, understandings and practices of the environment. Self-concept is the mixture of all the thoughts, spirits, insights and behaviors that people must possess about themselves. In addition, this includes insights, the group of distinctiveness, features, deficits, capabilities, restrictions, morals and associations of a person about the data he perceives regarding his personality (Sanchez and Roda, 2007). Many studies have revealed that academic self-concept shows significant contribution in the academic achievement and performances of the learners. That is why, it is imperative to research the development of learner's academic self-concept along with its consequences on their accomplishments. (Wouters, 2015).

We can say that self-concept is the pillar of all the philosophies that an individual possesses towards that view that who they are and how they see about life. An individual's self-concept examines the traits of a person's behavior. Hence, behavior is an important component along with all those faiths that an individual has about himself. In our scenario, little attention has been paid on the beliefs. Recent studies by (Steinke, 2010) reveals that students having positive self-concept show well performances in universities. Though, a few researches have been done to explore the extent of this relationship.

In our culture, little attention has been paid on our attitude towards something. According to (Tabone, 2011) it is emphasized that the person's having optimistic visions of himself struggle for achievement to keep that optimistic attitude. On the other hand, a person having negative self-concept is more expected to view himself as incompetent of attaining the succeeding preferred tasks. (Steinke, 2010) also distinguished all those students having a positive self-concept are energetically involved in college's activities, that makes them to be extra effective as compare to those who do not feel himself proficient. Because of that, it is essential to understand that why these ideas interrelate, influence and relate with the student's academic success and how these are also responsible for the indication to help students to increase their academic achievements. Our insight and awareness of ourselves is the result of our interactions with others and the environment and it takes long time to form. We can say that it does not grow abruptly (Naseebah & Alrehaili, 2015).

On the whole, an individual's self-concept is the keystone of publicity, expressively and intellectually development. There is a great influence and control of one's self concept on an individual's growth and development. Self-concept influences every part of an individual's life. A strong self-concept leads to the optimistic development of any child. The achievement of students, which they obtained in school will have a great influence for making their self-concept positive. Children having poor academics will have a negative influence on their self-concept. Most studies have shown that students who are highly motivated academically are more likely to achieve better grades and show lower dropout rates. (Radi, 2013; Sikhwari, 2014; van danBerg and Coetzee, 2014). However, In Pakistan there is no measure to find performance of students who are least motivated.

Academic achievement is a significant component in nationwide education because it forecasts that whether the education in a country is effective or not. (Dambudzo, 2009) describes the fact that society has paid more prominence on the academic accomplishments of its people over past years. (Louise Rolene Coetzee, 2011). It is

foreseeable that university students who perform well will land good jobs and receive incentives.. In short, we can say that good academic performance has great influence because it upholds the success in future. (Areepattamannil & Freeman 2008). However, previous studies are unable to recognize the effect of self-concept on student's academic accomplishments.

In our atmosphere, there are numerous variables that have a great influence on a person's academic achievements, comprising cognitive as well as non-cognitive features such as, inspiration, the family situations, background, previous academic performances and study assistances etc. Similarly, cognitive factors, comprised of IQ level and test scores are also related with the academic success. Many researches has been completed on concerns that are linked with the academic achievement and emphasis on the cognitive aspects, but the affective aspects are always ignored. (Sikhwari 2014). As we are failed to find the affective aspect, Therefore, it is important to explore the affective factor in academic research and endeavors of students. (Sikhwari 2014).

Many studies have revealed about the positive relationship of academic self-concept and academic performance of students.(Areepattamannil 2012a; Fryer 2015). This reciprocal link self-concept and accomplishments show that both of these are the forecasters and products of the learning process (Fryer, 2015).

In our scenario, Inconsistency in academic achievement is directly related with the affective variables and among them self-concept is more significant. This analysis is pointed to provide more data on the probable relations between the self-concept and academic achievement. All these variables may differ with each other in terms of which variable are more dependent on each other. In this background, student's accomplishments and their academic self-concept are observed as intertwined elements of formal education, and self-concept is measured as a most significant feature for forecasting upcoming achievements. (Fryer, 2015).

Regardless of many studies, however, no certain conclusion have been appeared, which may provide help to identify the level of association of self-concept and academic performance. Therefore, it was suggested that we investigate the connection between students' academic success and their own perceptions of themselves. So that, we can save those students who are suffering from poor self-perceptions about themselves. The current study is substantial because the results may produce useful information and understanding of the association of self-concept of the students and academic performance.

OBJECTIVES OF STUDY:

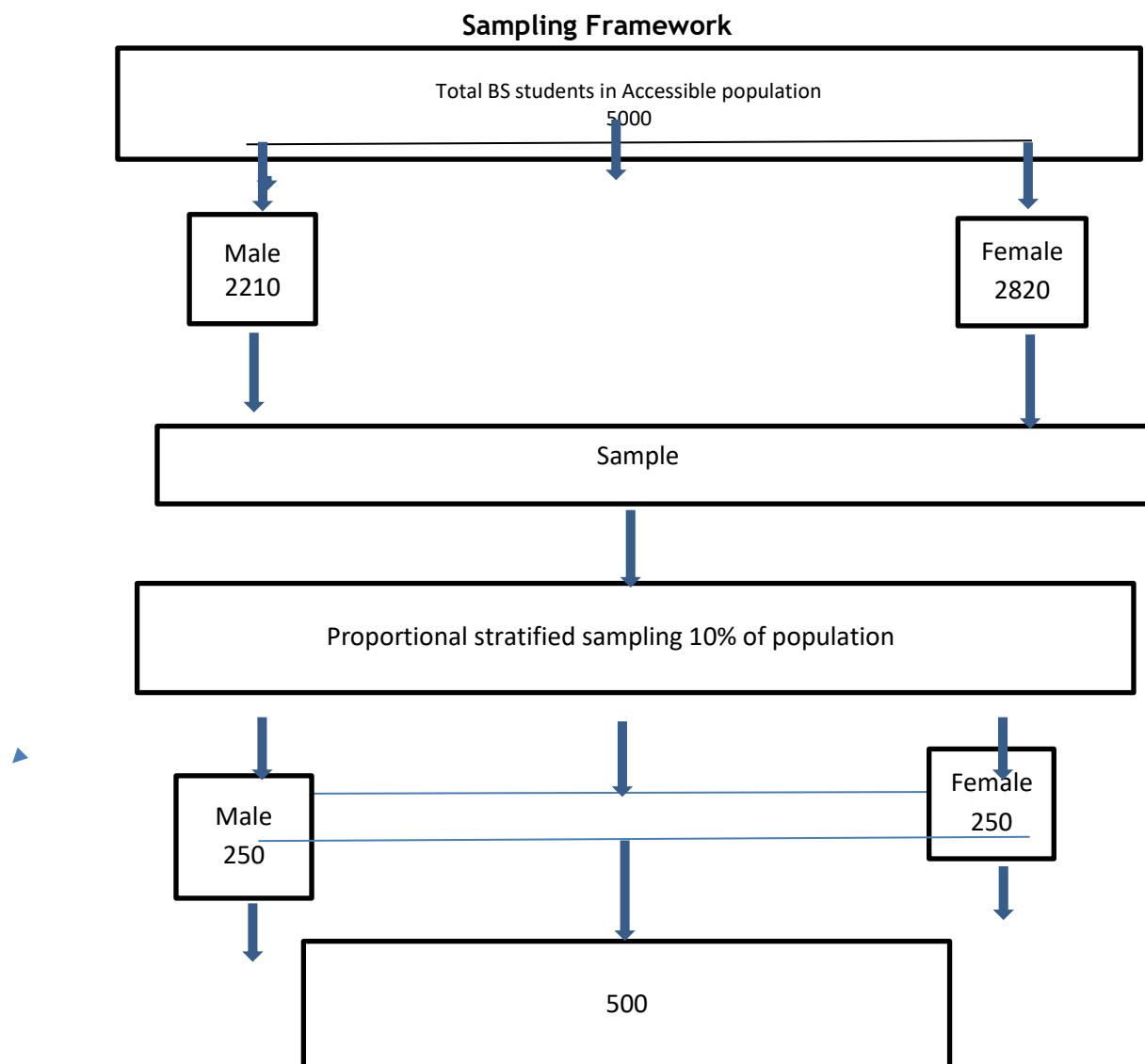
Following were the research objectives of this study to:

- explore relationship of self-concept and student's academic achievement at BS level.

RESEARCH METHOD AND PROCEDURE

This study was quantitative in nature, survey method was used to know the relationship between self-concept and students' academic achievements at BS level. The correlation research is used to explore the nature of relationship between the different groups of variables. Population of the study was consisted of all students of BS level in district Lahore. There were 4 (Boys, 2 and Girls, 2) public colleges and accessible population was 5030 (Male, 2210 and Female, 2820) students. Proportional stratified sampling technique was used for selecting the sample to know about the relationship

between self-concept and student's academic achievements at BS level in Lahore district. 500 students were selected as a sample.



INSTRUMENT OF THE STUDY:

Questionnaire was used to collect the information from the teachers to know about the relationship between self-concept and student's academic achievements at BS level in Lahore District. Closed ended questionnaire was used that was rated on five-point Likert scale (1= strongly agreed, 2= disagreed, 3= undecided, 4=agreed, 5=strongly agreed).

DATA ANALYSIS:

The data was analyzed by using SPSS (Statistical Package for Social Sciences). Inferential statistics, Pearson Product Movement Method was used to check the relationship between self-concept and student's academic achievement.

Table

Relationship between Verbal Response pattern dimension of self-concept and academic achievement



Variables	N	r-value	Sig.
Verbal Response pattern and academic achievement	300	0.16	.001

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between self-concept and student's academic achievement at BS level. The first dimension of self-concept is Verbal response pattern and it showed weak positive correlation with academic achievement. The r -value shows that there was positive relationship $r = 0.16$ at $p < .05$ between the two variables. It means positive relation exists between academic achievement and Verbal Response pattern dimension of self-concept.

Table

Relationship between Academic Response pattern dimension of self-concept and academic achievement

Variables	N	r-value	Sig.
Academic Response pattern and academic achievement	300	0.28	.001

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between self-concept and student's academic achievement at BS level. The second dimension of self-concept is academic response pattern and it showed weak positive correlation with academic achievement. The r -value shows that there was weak positive relationship $r = 0.28$ at $p < .05$ between the two variables. It means positive relation exists between academic achievement and academic response pattern dimension of self-concept.

Table

Relationship between Physical ability response patterns dimension of self-concept and academic achievement

Variables	N	r-value	Sig.
Physical ability response patterns and academic achievement	300	0.09	.001

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between self-concept and student's academic achievement at BS level. The third dimension of self-concept is physical ability response pattern and it showed weak positive correlation with academic achievement. The r -value shows that there was weak positive relationship $r = 0.09$ at $p < .05$ between the two variables. It means positive relation exists between academic achievement and physical ability Response pattern dimension of self-concept.

Table

Relationship between peer relationship patterns dimension of self-concept and academic achievement



Variables	N	r-value	Sig.
peer relationship patterns and academic achievement	300	0.04	.001

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between self-concept and student's academic achievement at BS level. The fourth dimension of self-concept is peer relationship pattern and it showed weak positive correlation with academic achievement. The r -value shows that there was weak positive relationship $r = 0.04$ at $p < .05$ between the two variables. It means weak positive relation exists between academic achievement and peer relationship pattern dimension of self-concept.

Table

Relationship between parents relationship patterns dimension of self-concept and academic achievement.

Variables	N	r-value	Sig.
parents relationship patterns and academic achievement.	300	0.07	.001

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between self-concept and student's academic achievement at BS level. The fifth dimension of self-concept is parents relationship pattern and it showed weak positive correlation with academic achievement. The r -value shows that there was weak positive relationship $r = 0.07$ at $p < .05$ between the two variables. It means weak positive relation exists between academic achievement and parents relationship pattern dimension of self-concept. Therefore, it is concluded that self-concept factors had weak positive significant relationship with student's academic achievement.

Table

Relationship between self-concept and student's academic achievement.

Variables	N	r-value	Sig.
Self-concept and student's academic achievement.	300	0.45**	.001

Table shows the relationship between self-concept and student's academic achievement. There was moderate positive correlation ($r = 0.45^{**}$ at $p < .05$) between self-concept and student's academic achievement at BS level. It is concluded that there was moderate positive relationship exist between self-concept and student's academic achievement.

DISCUSSION

Self-concept is regarded as a crucial component of academic output. It can be described as an overall perspective of one's many features and the perception made on information

that has been enlarged and evaluated via experiences, such as the person's surroundings (Eccles, 2005). An important factor that is connected to a variety of educational outcomes for young people is their self-concept, which is defined as the "cognitive evaluations, articulated in terms of expectations, descriptions, and prescriptions, which one attributes to the self" (Hattie, 2014). (Buhs, 2005; Raufelder., 2015). The outcome of the my research is related with the above mentioned previous researches.

Academic self-perception is the most significant aspect of student is the part of their basic self that deals with how others see their capacity as learners. Our academic self-concept shows how well we study or how well we learn is a part of our self.. The results of this research also supports the previous researches. Academic success and self-esteem are tightly intertwined. Children anticipate to learn and do well when they are young, but as they get older, their activities and triumphs change this expectation. (Reynold, 1988) defined academic self-concept as perceptions of an individual's competence and performance level in relation to his or her talents in the academic contexts. It might also be regarded as an individual's assessment of their own academic abilities and skills (Trautwein,., 2006). The results of this research is also similar.

According to the proposed framework of the self-concept conceptual framework as explained by many researchers, the inquiry of the association of self-concept and academic success in school, specifically whether academic achievement in academic settings influences student self-concept or whether academic achievement inspires academic self-concept, has not yet been resolved (Marsh & Hau, 2004).

The results of this investigation and those of Marsh are extremely similar. Lau According to a study by McCullough et al. from 2000, academic self-concept was determined to be the best indicator of adolescent wellbeing. The previous idea The results of research by Reynolds, Tan & Yates, Marsh, and Cokley, who each exhibited a positive and substantial association of academic self-concept and academic achievement, confirm this. Similar to secondary-level pupils in India, adolescents in western countries like Canada and Germany and Asian countries like China and Hong Kong also showed a optimistic and substantial association between self-perception and academic attainment. The most recent research supports students' optimism.

When self-concept and academic performance of the two groups of students were compared, there was no appreciable difference in the academic achievement of male and female students at the BS level. This suggests that BS students of both genders share the same ideas and beliefs about their academic abilities. Results from previous research studies like Marsh, Lau, and Ireson & Hallam differ from those of the current study. This supports Kling's conclusion that male learners had a stronger intellectual self-concept than female pupils. There is a durable and persistent relationship between academic success and self-concept, according to (Marsh and Craven 1997), Marsh 1993, & Felson 1984), and a change in either one seems to be accompanied by a change in the other. The outcomes of this research support the claim that there is a strong positive relationship between students' academic success and self-concept. Examining the connections between learners' self-concept and the classroom environment, gender roles, intellectual prowess, and academic success was the aim of Rehman's (2001) study.

Therefore, it may be concluded that relational self-concept and academic performance are positively correlated. This result supports the self-improvement paradigm, which maintains that improving one's self-concept is a requirement for improving academic performance. Students will achieve higher marks if they believe they are capable

academically and have confidence in their efforts because their self-concept will inspire them to work more while in college. Additionally, it was shown that the learner's self-concept is strongly related to academic accomplishment because it not only motivates them to participate in academic tasks but also takes into account their aptitude for learning.

RECOMMENDATIONS:

Following recommendations were made under the light of this research study:

- Programs to improve self-esteem and a positive self-concept should be widely available to pupils. The results of learning may increase as a result of active learning in such programs.
- For the purpose of enhancing their students' overall performance, lecturers should concentrate on motivational techniques that will get them involved in academic activities.
- Students should provide themselves enough intellectual and emotional assistance.
- Organization of debates in class and quiz competitions for students to boost their self-concept.

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