

INFLUENCE OF ACADEMIC PERFORMANCE AND PLACE OF RESIDENCE:A COMPARITIVE STUDY OF SELF-CONCEPT OF ADOLESCENTS

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ABSTRACT:

Present study was undertaken to assess and compare the academic performance and self-concept of adolescents studying at Government Inter Colleges of Uttarakhand. District Udham Singh Nagar and District Pithoragarh were purposively selected as representative of most advanced and underdeveloped districts of Uttarakhand. Sample for the study was drawn from 21 Government schools located in developed areas of District Udham Singh Nagar and remote areas of District Pithoragarh. The criteria used for determining developed and remote areas was the availability of health care, education, communication facilities and connectivity to big cities. Sample of the study comprised of 319 randomly selected adolescents of IX standard. Self-designed socio-demographic questionnaire was used to assess socio-demographic characteristics and self-concept of respondents was assessed through Sharashwat's Self-concept Scale. Uttarakhand Board's criteria was applied to determine academic performance of respondents. Findings highlighted that academic performance of students of Government Inter Collages was not good because only 11.59% students scored I Division marks in half yearly examination. Adolescents who got I Division had significantly high social and educational self-concept than others who got II or III Division or who got failed in half yearly examination. The

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overall self-concept of students who got I division was also significantly higher than others. Comparison of self-concept of adolescents of different academic performance categories across their place of residence showed that adolescents of developed areas who got I Division marks had significantly high physical and overall self-concept than adolescents of remote areas who got I Division marks. No significant differences were found in the self-concept of adolescents who got II or III Division or who got failed.

KEY WORDS: Adolescents, Self -Concept, Academic Performance, Uttarakhand Developed Areas, Remote Areas

I. INTRODUCTION

The self has been defined as the core of one's personality of which one is aware. It refers to all qualities, attributes, values and emotions, including feelings of moral worth, that a person assumes to be his or her own (Charmaz, 2002). Similarly, self-concept can be defined as "the set of perceptions or reference points that the subject has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of himself and which he perceives as data concerning his identity (Sanchez and Roda, 2007). An individual's self-concept covers all convictions, principles and values the person holds deep down in his/her psyche. In other words self-concept is conceived as individual's summary formulation of his or her status (Ossorio, 1978; 1998). The self-concept comprises three main elements: the identity of the subject or self-image, referred to as the perceptions of him/herself; self-esteem, which is related to the value individuals attach to the particular manner in which they see themselves; a behaviour component, reflecting how self-concept influences and formulates the individual's behaviour (Zagol 2001 and Tuttel and Tuttel 2004).

It is generally acknowledged that, a person must possess positive self-concept for effective functioning in every sphere of life. But self-concept is not inherited, it is formed as a result of evolutionary interaction with others, which keeps on refining with maturity and new experiences. Though formation of self-concept starts from infancy but adolescence is a very vital period for the development of real self-concept because at this juncture of time individuals fabricate the foundation of adult life. Adolescents start exploring their world with physical and psychological

maturity. Their immediate environment comprising home, school and peers plays crucial role in the formation of identity. Every success and failure has very significant effect on their self-esteem in this particular age. This is the phase when individuals identify their interests and passions and given the appropriate guidance and motivation, this phase turns as foundational stone of a successful adult life. Since adolescents spend a considerable amount of time at school for this reason high academic achievement during this period is very imperative for formation of positive self-concept. Pandey (2008) defined academic achievement as the performance of the students in the subjects they study in the school. Marks children scores in various courses becomes the parameter of knowledge they adhere in particular subject, which helps in determining their stream in higher education. Across the globe children with high academic achievement are likely to be rated as capable individuals, on the other hand children with poor academic achievement are likely to face adverse comments from parents, teachers and peers. The importance of academic performance lies in the fact that academic records in the school/college life predominates social reactions and adolescents' future occupational picture.

As far as relationship of academic performance and self-concept is concerned previous researchers has found the positive relationship between academic achievement and self-concept of Indian students (Kaur, J. et al. 2009; Mara, M. 2008; Pandey, 2008; Nuthana, 2007; Tiwari & Bansal 1994). Presently, the education system of country in rural and distant areas is going through a difficult phase. The only source of education in distant areas like hilly areas of Uttarakhand is Government run Primary and Intermediate schools. These schools usually face the scarcity of teachers, infrastructural challenges, lack of latest teaching methods and materials and lack of exposure. Students who are trained and educated in such setups have to compete with others for higher education as well as for jobs, which somehow explains the prevalence of high unemployment. Though various studies have been carried out to study the self-concept of students but none have ever explored the self-concept of students who resides in such disadvantaged areas like hilly areas of Uttarakhand. Therefore the present study seeking to investigate the academic performance and self-concept of adolescents of Uttarakhand had been taken up with the following objectives:

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1. To explore the self-concept and academic performance trends among students of Uttarakhand's Government Inter Colleges.
2. To compare the self-concept of students of different academic performance level across their place of residence i.e. developed and remote areas.

II METHODOLOGY

Locale

The study was conducted in 21 Government Inter Collages of Uttarakhand, a developing state recently carved out from Uttar Pradesh. The districts purposively selected for the study were Distt. Udham Singh Nagar and Distt. Pithoragarh as representatives of developed and underdeveloped districts respectively. Blocks with good health care facilities, education, communication and with good connectivity to big cities were categorized as developed areas. Contrary to this, blocks with poor health care facilities, education, communication and with poor and no connectivity to big cities were categorized as remote areas. To get the utmost accurate picture of self-concept of adolescents from remotest and most developed areas of Uttarakhand, the most underdeveloped blocks of Distt. Pithoragarh and most developed blocks of Distt. Udham Singh Nagar were selected for the present study.

Sample

The list of government intermediate schools located in both the selected districts was procured from the District Education Department. Twenty-five percent of the schools of both developed areas and remote areas of respected districts were randomly selected. Out of the selected schools 10% of class IX students were randomly drawn as respondents for present study. Thus, sample for the present study comprised of randomly selected 319 IX standard students, both boys and girls, from developed areas of Distt. Udham Singh Nagar and remote areas of Distt. Pithoragarh.

Tools

Self-structured Performa was employed to record the socio-demographic and socio-economic status of the respondents. The self-concept of the respondents was assessed using Self-concept Questionnaire by Sarashwat (1984). The Self-concept Questionnaire assesses self-concept in six dimensions viz. physical, social, temperamental, educational, moral and intellectual. Self-

concept in each dimension is assessed using eight items. For assessment of academic performance student's performance in last half yearly examination was recorded. Uttarakhand Board's criteria (> 60% - I Division, >45< 60 % - II Division, >33<45 % - III Division and <33% - Failed) was used to determine the categories of academic performance.

Procedure and Analysis

The test was administered individually to all the respondents in classroom setting. After administration of tests, answer sheets were scored and raw scores were calculated. Mean values and standard error (sem) were calculated. Z-test, t-test and ANOVA was applied to see if statistical differences exist in the mean scores of respondents across academic performance and place of residence.

III RESULTS AND DISCUSSION

Placement of Figure 1

The distribution of total respondents across their academic performance categories is presented in Figure 1. The total population (N=319) was divided into four categories i.e. I, II, III Division and Failed respectively based on adolescents performance in half yearly examination. Number of students of both developed and remote areas falling in above mentioned four categories is also revealed in the figure. It is quite evident from the figure that majority of respondents of present study scored II or III Division marks in previous class's final examination. Nearly 11.59% of respondents of present study scored I Division. Almost 10% of the participants could not manage to pass in the half yearly examination.

Placement of Figure 2

Figure 2 shows the frequency and percentage distribution of self-concept of adolescents across their academic performance categories. Majority of the respondents who hailed from I Division category were found to have above average physical, social and intellectual self-concept (62.16%, 67.57% and 70.27%), followed by high self-concept. The educational and moral self-concept of majority of respondents who scored I Division was high followed by above average self-concept (62.16% and 62.16%). As far as temperamental self-concept of respondents was concerned, exact equal number of respondents (48.65%) reported high and above average

temperamental self-concept followed by average self-concept. The overall self-concept of more than half (54.05%) of respondents who hailed from I Division category was above average followed by high (43.24%) and average.

In II Division category, majority of respondents reported to have above average physical, social, temperamental, intellectual and overall self-concept (70.07%, 67.35%, 58.50%, 70.75% and 69.39%) followed by high self-concept. On the other hand, the educational self-concept of majority of respondents (61.90%) was high. Half of respondents (50.34%) reported above average moral self-concept closely followed by high self-concept (45.58%).

Majority of the respondents (67.96%, 68.94%, 65% and 69.90%) who got III Division scores were found to have above average physical, social, intellectual and overall self-concept. Contrary to above majority of respondents who score III Division marks were found to have high educational self-concept (62.14%) followed by above average self-concept. More than half of respondents were found to have above average temperamental (52.43%) and moral self-concept (50.49%), closely followed by high self-concept.

Comparatively different trend was found in the self-concept of respondents who got failed in half yearly examination. Most of the respondents hailing from failed category were found to have above average in almost all domains of self-concept i.e. physical (78.12%), social (62.50%), temperamental (59.38%), moral (56.25%) and intellectual (68.75%). Educational self-concept of half of the respondents (50%) was high closely followed by above average (40.62%) and average self-concept (9.38%).

Placement of Table 1

Mean differences of self-concept of respondents across academic performance categories are presented in above table. It is quite evident from the table that respondents who score I Division marks had significantly high social self-concept as compared to respondents who score II or III Division marks or who got failed. The educational self-concept of respondents who got I or II or III Division was significantly higher than respondents who got failed. The overall self-concept of respondents who got I Division was significantly higher than respondents who got II Division or

III Division or who got failed. Likewise respondents who scored II Division marks had significantly high overall self-concept than respondents who got III Division. However, no significant difference was found in the overall self-concept of respondents who got II or III Division and failed. No significant difference was found in the physical, temperamental, moral and intellectual self-concept of respondents across their academic performance categories.

Placement of Figure 3

The frequency and percentage distribution of self-concept of adolescents of developed and remote areas on the basis of their academic performance is presented in Figure 3. It can be deduced from figure that majority of respondents who got I division in both developed and remote areas exhibited similar trends in the self-concept under social, moral, and intellectual domains. Maximum numbers of respondents of both areas were found to have above average social (58.33% & 84.62%) and intellectual (70.83% & 69.23%) self-concept. Under moral domain majority of respondents of developed areas (66.67%) and more than half (53.85%) respondents of remote areas exhibited high self-concept (66.67% & 53.85%). Contradictions were found in the physical, temperamental and educational self-concept of respondents of developed and remote areas who got I division. In developed areas more than half (54.17%) respondents exhibited above average physical self-concept, on the other hand majority (76.92%) of respondents of remote areas were found to have high physical self-concept. Majority of respondents of developed areas reported high temperamental and educational self-concept (68.33% & 70.83%), contrary to this in remote areas majority of respondents reported above average temperamental self-concept (61.54%) and more than half (53.85%) respondents were found to have above average educational self-concept.

In both developed and remote areas majority of the respondents who got II division reported above average physical (70.27% & 69.86%), social (67.57% & 67.12%), temperamental (55.41% & 61.64%), intellectual (72.97% & 68.49%) and overall self-concept (63.91% & 75.34%). Completely inverse pattern was found in educational domain, More than half (54.05%) respondents of developed areas and majority (69.89%) were found to have high self-concept. Under moral domain approximately half of the respondents of developed areas (48.65%) reported to have above average self-concept whereas the other half (47.30%) reported to have

high moral self-concept. On the other hand, in remote areas more than half respondent reported above average self-concept (52.05%).

The overview of self-concept of respondents who got III division shows similar trend as of II division category. In both developed and remote areas majority of respondents were found to have above average physical (70.37% & 65.31%), social (70.37% & 67.35%), intellectual (64.81% & 65.31%) and overall self-concept (62.96% & 77.55%). Under temperamental domain more than half (54.81% & 57.14%), of the respondents from both developed and remote areas reported to have above average self-concept. The picture of educational domain was entirely reverse from above mentioned domains, majority (69.86%) of respondents of developed and more than half (55.10%) respondent of remote areas reported high educational self-concept. Contradictory patterns were recorded under moral domain in developed areas more than half (55.56%) of the respondent of developed areas reported high moral self-concept, on the other hand in remote areas more than half (57.14%) of respondents reported above average moral self-concept.

Respondents of developed areas who got failed projected entirely different picture than the respondent of remote areas who got failed. Majority of respondents of developed areas who got failed were found to have above average self-concept under physical, social, temperamental, moral and intellectual domains (76.67%, 60%, 60%, 60%, 66.67%), alike these domains overall self-concept of majority (80%) of respondents was also above average. Under educational domain more than half (53.33%) respondents were found to have high self-concept. On the other hand, in remote areas cent percent respondents were found to have above average physical, social, temperamental and overall self-concept. Moral and intellectual self-concept of all the respondents was high. Under educational domain exactly (50%) respondents reported high self-concept and other half (50%) reported above average self-concept.

Placement of Table 2

Mean differences of self-concept of adolescents of different academic performance categories across developed and remote areas is presented in Table 2. It can be analyzed from the table that respondents who got I division in developed areas possess significantly high physical and overall

self-concept as compared to the respondents from remote areas who got I division. However, no significant difference was found in the self-concept of respondents who got II or III division or got failed across developed and remote areas. Though Bamman and Ksheersagar (2008) also found that students of urban areas have greater self-concept than students of rural areas, but in the present study difference was found only in the physical self-concept of adolescents who got I division because of which significant difference were found in the overall self-concept. As the sample size of I division category was relatively very small as compared to II & III division categories, and significant difference was found in II and III division categories hence it can be stated that more variation in data via larger sample size in I division category may have projected the genuine image of self-concept of respondents.

Findings of the present study indicated that in Uttarakhand the performance of students of both developed and remote areas' Government Inter Colleges in academics is not admirable. Merely 11% of students managed to get more than 60% marks in examination in this era of competition. The significant differences in self-concept of respondents across academic achievement categories shows that good academic achievement helps in acquiring high social, educational and overall self-concept among adolescents. Broadly no significant difference in the self-concept of respondents of different academic achievement categories were found across developed and remote areas. These findings signify that poor educational, health-care and communication facilities and poor or no exposure do not have any adverse effect on the self-concept of respondents of remote areas. As sample of the present study was drawn only from Government schools, and in both developed and remote areas the condition of government schools is almost similar. Reliance on traditional teaching methods, lack of subject teachers, lack of interesting teaching techniques, teaching aids, and lack of proper guidance were commonly observed by researcher in the Government Schools of both developed and remote areas of Uttarakhand. Hence it can be conjectured that quality of education and environment of government schools have more effect on the self-concept of adolescents than their place of residence.

IV CONCLUSION:

A person with adequate self-concept trusts himself and tends to be spontaneous, creative original, innovative and confident. Adolescence is the period of time when the surge of life

reaches its highest peak, with endless opportunities and potential. In this particular phase self of an individual crystallizes; revised and refined. Hence it is suggested that for the cultivation of an all-round personality parents, teachers and other professionals, who care enough to make a difference, can, through the medium of a meaningful relationship, become significant and positive forces in helping adolescents grow in healthy and self-actualizing ways.

V RECOMMENDATIONS:

1. Resources should be provided to Government schools to enrich the learning environment of students.
2. Self-concept of Government and private school students can be compared to assess the impact of lack of resources on the self-concept of respondents.

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Table 1: Comparison of Self-Concept of Adolescents Across Academic Performance Categories

S. No.	Self-concept	Total Population N=319				F cal.
		I Div. (n ₃₁ =37)	II Div. (n ₃₂ =147)	IIIDiv. (n ₃₃ =103)	Failed (n ₃₄ =32)	
1.	DOMAINS	\bar{x}	\bar{x}	\bar{x}	\bar{x}	
	a. Physical	30.19	30.46	29.69	29.61	0.80
	b. Social	30.59 ^a	28.63 ^b	29.55 ^b	28.72 ^b	2.64*
	c. Temperamental	31.18	31.84	30.06	30.38	1.96
	d. Educational	34.19 ^a	33.35 ^a	33.48 ^a	31.63 ^b	2.68*
	e. Moral	32.88	32.59	31.81	31.96	1.29
	f. Intellectual	28.05	28.59	28.32	26.59	1.73
2.	OVERALL	188.54 ^a	184.35 ^b	179.31 ^c	181.91 ^{ac}	2.71*

NOTE: \bar{x} = Mean Scores, F cal. = F calculated, Div. = Division, N= Frequency of sample, n₁ and n₂ = Frequency of sub samples, *significant at 5% level of significance.

Table 2: Comparison of Self-Concept of Adolescents from different Academic Performance Categories across Developed and Remote Areas

S. No.	Self-concept	I Division (n ₁ =37)		t cal.	II Division (n ₂ =147)		Z cal.	III Division (n ₃ =103)		Z cal.	Failed (n ₄ =32)		t cal.
		Developed Areas	Remote Areas (n ₁₂ =13)		Developed Areas	Remote Areas (n ₂₂ =73)		Developed Areas	Remote Areas (n ₃₂ =49)		Developed Areas	Remote Areas (n ₄₂ = 2)	

1.	DOMAINS	(SEM)	(SEM)		(SEM)	(SEM)		(SEM)	(SEM)		(SEM)	(SEM)	
a.	Physical	31.79 (0.84)	28.00 (0.83)	3.20 *	30.58 (0.39)	29.71 (0.41)	0.1 8	29.37 (0.49)	29.94 (0.59)	0.1 0	29.56 (0.65)	31.50 (0.50)	0.5 3
b.	Social	31.13 (0.71)	29.62 (0.89)	1.33	29.81 (0.40)	29.14 (0.48)	0.1 3	29.24 (0.74)	28.14 (0.76)	0.2 0	28.47 (0.85)	31.00 (1.00)	0.5 2
c.	Temperament al	32.54 (0.67)	30.54 (1.16)	1.49	31.15 (0.44)	30.55 (0.43)	0.1 1	30.22 (0.75)	30.55 (0.79)	0.0 5	30.43 (0.64)	24.50 (5.50)	0.6 9
d.	Educational	34.75 (0.72)	33.15 (0.91)	1.37	33.62 (0.48)	32.88 (0.45)	0.1 3	33.57 (0.79)	33.10 (0.82)	0.0 9	31.77 (0.83)	29.50 (1.50)	0.4 5
e.	Moral	33.00 (0.66)	31.85 (0.73)	1.17	31.73 (0.39)	32.18 (0.42)	0.0 9	32.69 (0.78)	31.16 (0.80)	0.3 4	32.83 (0.42)	33.50 (0.50)	0.2 7
f.	Intellectual	29.08 (0.89)	27.69 (1.08)	1.00	28.76 (0.48)	27.88 (0.50)	0.1 5	28.63 (0.73)	27.41 (0.75)	0.2 1	29.88 (0.81)	33.50 (0.50)	0.8 0
2.	OVERALL	192.7 1 (2.96)	180.8 5 (3.90)	2.42 *	185.8 0 (1.75)	182.8 8 (1.88)	0.1 3	183.9 6 (2.16)	179.6 5 (1.91)	0.2 1	179.8 3 (2.57)	171.5 0 (10.50)	0.4 1

NOTE: \bar{X} = Mean Scores, SEM = Standard Error, Z cal. = Z calculated, t cal= t calculated, N= Frequency of sample, n₁, n₂, n₃ and n₄ = Frequency of sub samples

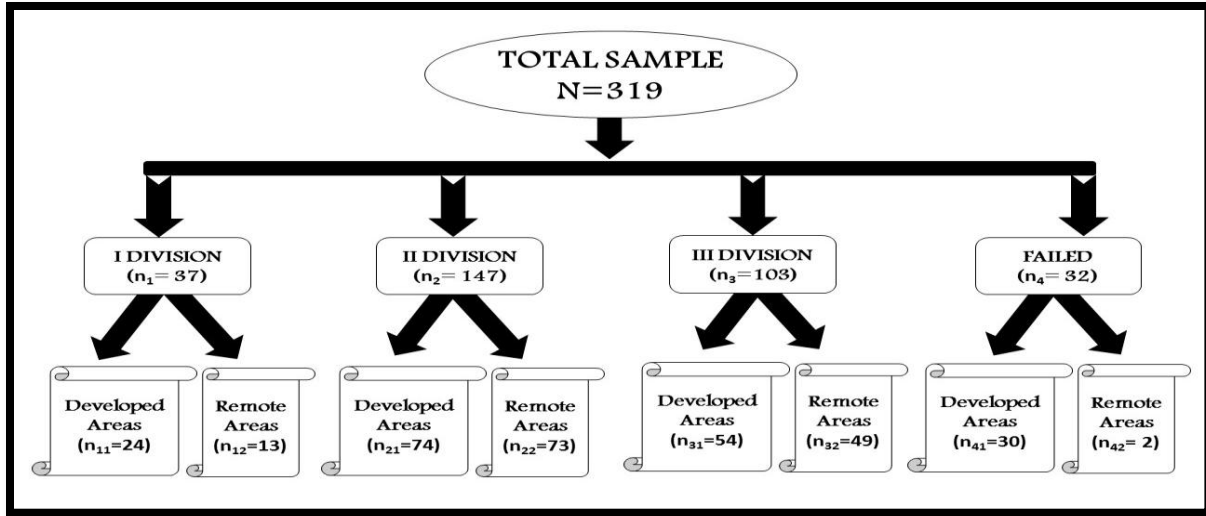
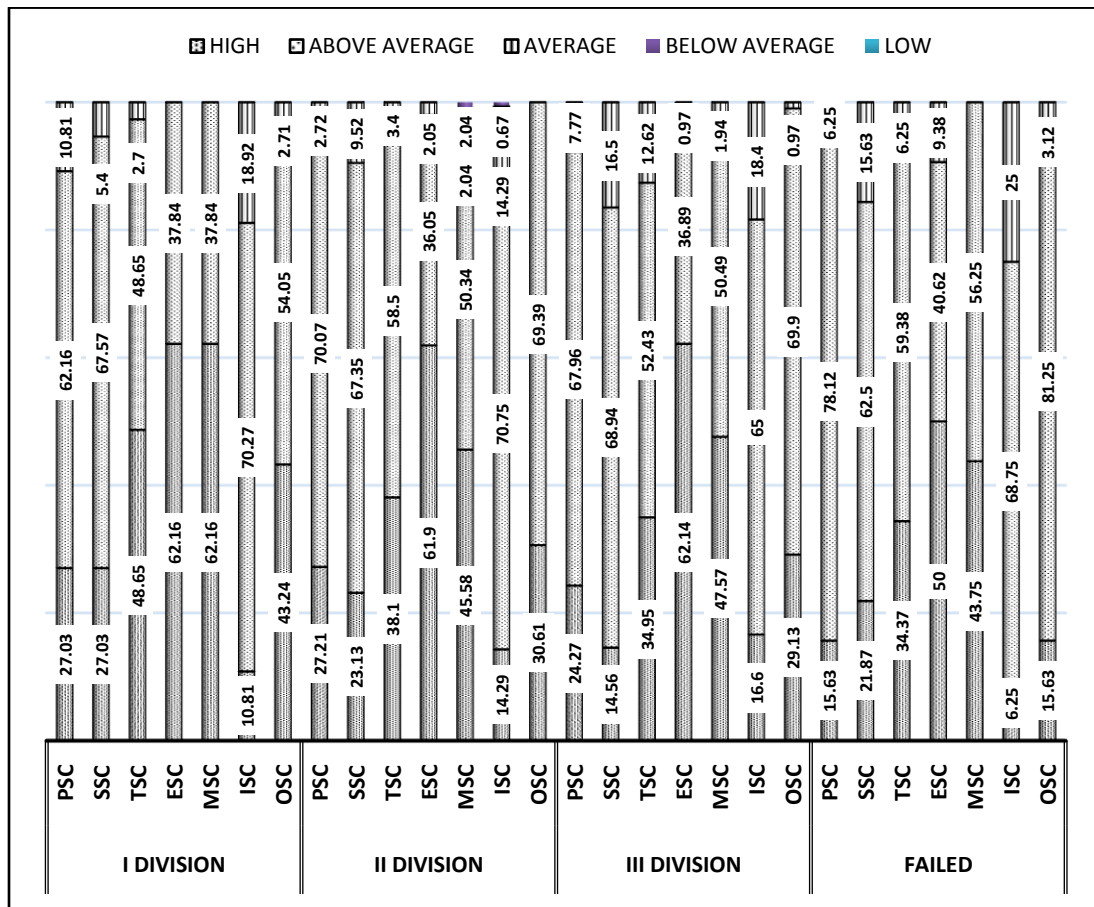
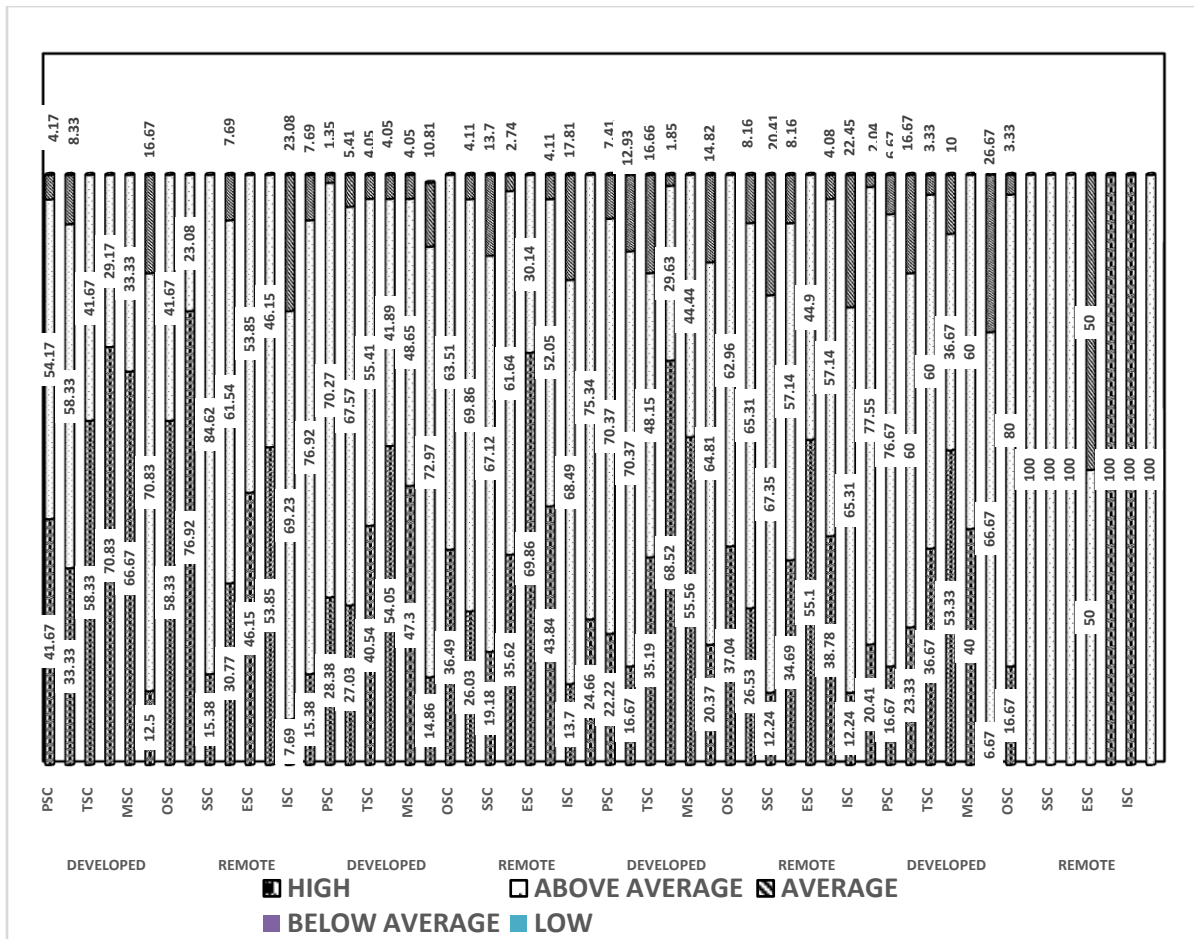


Fig.1: Flow Chart showing Distribution of Sample across Academic Achievement Categories and Place of Residence



Note : PSC indicates Physical self-concept, SSC indicates Social self-concept, TSC indicates Temperamental self-concept, ESC indicates Educational self-concept, MSC indicates Moral self-concept, ISC indicates Intellectual self-concept and OSC indicates Overall self-concept

Fig. 2: Percentage distribution of Self-Concept of Respondents across Academic Achievement categories



Note : PSC indicates Physical self-concept, SSC indicates Social self-concept, TSC indicates Temperamental self-concept, ESC indicates Educational self-concept, MSC indicates Moral self-concept, ISC indicates Intellectual self-concept and OSC indicates Overall self-concept.

Fig. 3: Percentage Distribution of Respondents of Different Academic Performance Categories across Developed and Remote Areas