

Self-Concept And Its Relation To Academic Achievement Of Class VIII Students Of Hapjan Block In Tinsukia District

Dr. Lokman Ali

*Asst. Professor, Dept. of Education, Doomdooma College, P.O. Rupaisiding, Dist. Tinsukia, Assam-786153 ,
Email: alilokman101@gmail.com*

Abstract

The present study was conducted with a view to find out the relationship between self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district of Assam. Total sample consisted of 200 Class VIII students which were selected randomly. Descriptive survey method was followed to conduct the study. Children's Self Concept Scale (CSCS) developed by Dr. S. P. Ahluwalia (2012) was used as the tool for data collection regarding self-concept. Aggregate percentage of preceding annual examination scores were used as indices of academic achievement of the sampled students. Statistical techniques like mean, median, mode, standard deviation, skewness, kurtosis, t-test and Product moment 'r' were used for data analysis. Findings of the study revealed a significant positive correlation between self-concept and academic achievement scores. Significant difference between self-concept as well as academic achievement scores of the female and male students were also found. The study derived a great significance for the administrators, teachers, parents and curriculum designers.

Key Words: Self-concept, Academic-achievement, Personality.

1.0 Introduction

Each of us carries around a detailed, pervasive set of ideas about ourselves collectively called the self-concept. These ideas affect our relationship with others, our choice of activities or occupation, and our confidence (or lack of it) in many situations. The self-concept is also a highly significant part of what is usually called the personality which may be defined as that unique, individualized pattern of thinking and reacting to the world around us that is characteristic of each of us (Bee & Mitchell, 1984, p. 211).

The study of self-concept represents one of the oldest areas of research in social sciences. The longest chapter in William James' textbook, the first introductory textbook in Psychology, was about self-concept. There

are also interesting peculiarities about research in this area. Unlike other areas of research, the study of self-concept has not occurred within a particular discipline (Marsh et al, 1983, p. 772).

During the last few decades there have been an enthusiastic rebirth of curiosity among psychologists to study the internal and intrinsic motivating forces, particularly with reference to the dynamic importance of 'self'. William James (1890) was the first to analyze 'self' in terms of its constituents. Later, Baldwin (1895) gave an interactions account and attempted to study the concept of 'self' on a scientific footing. Cooley (1902) viewed 'self' through social interaction as a 'looking glass' for the self. Mead (1913) also adopted a similar approach based upon the lines indicated by Cooley and analyzed the 'role-

taking process of the self'. Piaget and Wallen (1932) affirmed 'self' to be the product of social interaction among the members of social or linguistic groups. Koffka (1935) regarded 'self' as a nucleus of the ego and the executive, instead of an object or process. Among the proponents of self theory have been Mead (1934), Angyal (1941), Hilgard (1949), Snygg and Combs (1949), Symonds (1951), Wylie (1968), and Carl R. Rogers (1951) whose works served as a base for research dealing with the concept of 'self' (Bee & Mitchell, 1984, p. 211). The research and writings of Heider (1958), Brookover (1959), Patterson (1959), Combs (1965), Diggory (1966), and Cooper Smith (1967) among other psychologists have set a profound understanding of the dynamics of 'self' in determining behaviour.

Self-concept is one of the most dominating factors influencing the individual's thinking, behaviour, attitudes, motivation, achievement, and personality pattern. In the modern learner-centric education system, it is strongly believed that understanding the learners is a prime condition for bringing excellence in teaching learning process. The curriculum, teaching methods, text books and other learning experiences organized should be based on a careful study and understanding of the child, if he or she is meant to derive benefit out of these educational programmes. Several research findings indicate that pupils differ in their academic achievement due to individual differences in intelligence, aptitude, interests, values, attitudes, habits and many other personality characteristics. Hence, in the present study, efforts have been made to understand the levels of self-concept of the Class VIII students of Hapjan Block in Tinsukia district of Assam. Attempts have also been made to explore the correlation between self-concept and academic achievement of the Class VIII students as self-concept is considered to be one of the chief predictors of one's success in his or her life career.

2.0 Review of Related Literature

Research is a constantly and continuously evolving human pursuit for seeking excellence and development in the field of knowledge and experiences. Every research is built upon the works of the preceding researches and paves the way for future studies. There are lots of research works that have been carried out in India and abroad concerning the field of self-concept and academic achievement. Efforts have been made to cover almost all the important dimensions that may have a direct bearing on the study which have been conducted abroad as well as in India till date. A few studies related to the present problem are reviewed as under:

2.1 Research Conducted in India

A few of the studies conducted in the areas of self-concept and academic achievement in India are listed below:

Ramkumar (1971) conducted a study to investigate the relationship between self-concept and achievement in academic subjects for college students. He found that the relationship between self-concept and achievement in academic subjects was positive and significant, high self-concept being accompanied by high achievement and low self-concept by low achievement.

Sham (1978) conducted a study entitled relationship of self-concept to academic achievement of Secondary school pupils. The findings of the study determined a significant positive relationship between self-concept and academic achievement of the Secondary school pupils.

Goswami (1978) reported that there exists a positive relationship between self-concept and scholastic achievement and the adolescents with good self-concept were likely to achieve more than those with poor self-concept.

Sharma (1979) conducted a study on self-concept, level of aspiration and mental health as factors in academic achievement. The main findings of the study were: (i) The level of self-concept affected academic achievement positively and significantly (ii) Differences in academic achievement influenced the level of aspiration (iii) Mental health was positively and significantly related to self-concept (iv) Differences in self-concept affected mental health (iv) Boys scored higher than girls on all the elements of self-concept at the age of 18+.

Singh (1987) in a study entitled 'Relationship between Academic Achievement and Self-concept' found that: (i) it was found that science students studying in city schools possess significantly better self-concepts than their counter parts in rural schools (ii) the academic achievement of urban students was significantly better than rural students in science subjects (iii) the results of the study indicated that self-concept was positively and significantly related to academic performance.

Sandra (1987) in an investigation of the self-concept of black adolescent High schools' students came to the conclusion that there was a positive and significant relationship between self-concept and Arithmetic achievement.

Rana & Iqbal (2005) conducted a study on the effect of student's self-concept and gender on academic achievement in science. The major objective of the study was to explore cause-effect relationship between the independent variables of student's self-concept and gender, and the dependent variable of academic achievement in science. The results of the study showed that student's self-concept and gender had significant effect on their achievement in science.

Nuthanap (2007) carried out a study to make gender analysis of academic achievement among High school students on a sample of 600 students studying in 8th, 9th and 10th standards

of which 325 were boys and 275 were girls. The results of the study revealed that majority of the students had good study habits and possessed high self-concept. Academic achievement was excellent among boys and girls. Self-concept was significantly correlated to academic achievement. Urban students had higher academic achievement than rural students.

Alam (2009) conducted a study to explore the effects of self-concept and social adjustment on academic performance of adolescents. The sample consisted of 500 students (264 boys and 236 girls) of Class IX from different government Intermediate Colleges of Ballia (UP). Children's Self-Concept Scale (CSCS) constructed by Ahluwalia and Adjustment Inventory for school students by Sinha and Singh were used as tools in the study. The findings of the study revealed a significant positive relationship of academic performance with self-concept and social adjustment.

Aryana (2010) carried out a study on relationship between self-esteem and academic achievement amongst Pre-University students. This research highlighted the relationship between self-esteem and academic achievement in the pre-university students. The results suggest that high self-esteem was an important factor and strengthened the prediction of academic achievement in students.

Kaur, et al. (2009) carried out a study on home environment and academic achievement as correlates of self-concept among adolescents. The tools used were Personality Word List by Deo (1998) and Home Environment Inventory (HEI) by Misra (1989). Academic achievement was taken as the percentage of marks obtained in middle standard Punjab School Education Board examination. The study revealed that there was no significant relationship between self-concept and academic achievement among school-going adolescents.

Srivastava & Joshi (2011) in their study on the effect of school and area on academic self-concept and academic achievement of adolescents found no significant difference between self-concept of the students of urban and rural area. They concluded that area (urban and rural) does not have significant impact on academic self-concept of the students.

Sandhu, Mantry & Behl (2012) in their research work on a study of emotional maturity and achievement motivation in relation to self-concept of Secondary school students found that there was a significant difference between the boys and girls, and the rural and urban Secondary school students as far as their self-concept was concerned. However, they found no significant difference regarding self-concept between government and non-government Secondary school students.

Singh (2012) reported that: (i) students coming from urban and rural areas did not differ in their academic achievement, (ii) academic achievement of the students at different levels of their self-concept did not differ significantly, and (iii) area of residence and self-concept did not interact significantly with regard to the academic achievement of the students.

Khaton & Sultana (2013) conducted a study with a view to find out the nature of relationship between self-concept and academic achievement of student-teachers. Two government, two private aided and two private unaided B. Ed Colleges of Gulbarga district of Karnataka state were randomly selected as the sample of the study. The data was analyzed by using the t-test and product moment coefficient of correlation (r). The finding of the study revealed that there was a high significant correlation between self-concept and academic achievement.

2.2 Research Conducted Abroad

The review of related literature reveals that there are a considerable number of research

works conducted abroad relating to the correlation of self-concept and academic achievement of students.

Marx & Winne (1975) carried out a study on self-concept and achievement and its implications for educational programmes. They reported that there existed significantly positive relationship between self-concept and academic achievement.

Rogers, et al. (1978) found that the relationship between academic achievement and self-concept was manifest most strongly within the context of the social comparison group or classroom. When participants were assigned to a high, medium, or low achievement groups within their particular classroom on the basis of either reading or math achievement test results, a strong positive relationship was found between academic achievement and self-concept.

Bulbul (1981) in his study on the relationship between self-concept and academic achievement among Turkish Elementary school children' found a significant positive relationship between self-concept and academic achievement scores of the sample selected from third, fourth and fifth grade public Elementary school children of Turkey.

Silco (1983) revealed a significant positive relationship of self-concept with academic achievement in language and art.

Bourjaily (1984) reported that there was a significant relationship between self-concept and academic performance of the students. Students perceiving higher self-concept (as reported by themselves) showed higher academic performance while students perceiving lower self-concept reported lower academic performance.

Pottebaum, et al. (1986) in a study of causal relationship between self-concept and academic

achievement came to the conclusion that there may be causal relationship between self-concept and academic achievement, but a third variable may be causally predominant over both self-concept and academic achievement.

White, (1986) in his study on dimensions of student's self-concept related to level of academic achievement in adolescents found a significant positive relationship between self-concept and academic achievement. Further, he reported that high achieving adolescents regardless of sex and grade obtained significantly higher scores on the self-concept inventory than the low achieving adolescents.

Gozart (1988) in a study on the relationship among self-concept, race, Socio-Economic Status and Mathematics achievement amongst Black and White fifth grade students reported that self-concept was positively related to Mathematical achievement.

Gordon (1997) carried out a study on a sample of 214 seventh and eighth grade students selected from a rural mid-western school. In this study it was revealed that academic self-concept, academic achievement, and persistence were significantly related.

Kobal & Musek (2001) showed significant correlation between academic achievement and various indices of self- concept, which varied in a nationality-dependent fashion.

Zahra (2010) conducted a study on relationship between self-concept and academic achievement of female bachelor degree students. Sample of the study consisted of 1500 students randomly chosen from 15 selected colleges with 100 students of 3rd and 4th year from each college. The study revealed that a weak, though real, relationship existed between the academic self-concept and academic achievement.

3.0 Significance of the Study

Researchers have recently given increased attention to self-concept as an important educational variable (Marsh & Smith, 1982, p. 430). It is said that teaching the students without proper understanding of their social, economic, cultural, psychological, and other backgrounds, is not much different from prescribing medicine for a patient without proper diagnosis. In recent decades, psychological researches have also revealed that the concept of 'self' is a useful construct in understanding the dynamics of personality. The 'self' gives to the personality its dynamic and unique character. In short, much of what an individual says and does, centers around or is driven by an awareness of the concept of 'self'. It is therefore imperative to investigate the relationship between self-concept and academic achievement in order to rescue those students who may be the victims of their own negative beliefs about themselves. Although a lot of scholarly work has been carried out in Tinsukia district in respect of students' literacy, general conditions, etc., hardly any reference is available regarding the study of the relationship between self-concept and academic achievement in the context of this geographical area. Thus, this idea prompted the researcher to adopt the present problem.

4.0 Research Objectives: The study was carried out with the following objectives in view:

4.1 To study the levels of self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district.

4.2 To study the relationship between self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district.

4.3 To compare the self-concept of female and male Class VIII students of Hapjan Block in Tinsukia district.

4.4 To compare the academic achievement of female and male Class VIII students of Hapjan Block in Tinsukia district.

5. 0 Research Questions and Hypotheses

On the basis of the review of related literature and keeping in view the objectives of the study, the following research questions and null hypotheses were formulated for testing:

5.1 What are the levels of self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district?

5.2 There is no significant relationship between self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district.

5.3 There is no significant difference between self-concept of the female and male Class VIII students of Hapjan Block in Tinsukia district.

5.4 There is no significant difference between academic achievement of the female and male Class VIII students of Hapjan Block in Tinsukia district.

6.0 Operational Definition of Terms: The operational definitions of the key terms used in the present study are as follows:

6.1 Self-Concept: Self-concept refers to the picture or image a person has of himself or herself. In the present study, the term 'self-concept' refers to the scores obtained by the Class VIII students of Hapjan Block in Tinsukia district on the six dimensions of the Children's Self-Concept Scale (CSCS) constructed by Dr. S. P. Ahluwalia and H. S. Singh (2012).

6.2 Academic Achievement: In the present study, the aggregate percentages (rounded off) of marks obtained by the Class VIII students of Hapjan Block in Tinsukia district in their preceding annual examinations i.e., Class VII

annual examination were used as the measure of their academic achievement.

7.0 Methodology

A brief description of the methodology adopted to carry out the present study has been mentioned below:

7.1 Method: The study was carried out through selecting a suitable research method called the descriptive survey method.

7.2 Population: The population of the present study involved all the Class VIII students of Hapjan Block in Tinsukia district of Assam.

7.3 Sample: Total sample included 200 Class VIII students of Hapjan Block in Tinsukia district. This students' sample was drawn from five Middle English Schools of Hapjan Block in Tinsukia district.

7.4 Tools: In the present study the following tools and techniques were used by the investigator for collecting data and related information:

7.4.1 Children's Self-Concept Scale (CSCS): The Children's Self-Concept Scale (CSCS) constructed by Professor S. P. Ahluwalia and Dr. Hari Shankar Singh was used by the investigator to study the self-concept of the sampled students. This scale has been prepared based on the well-known Piers-Harris Children's Self-Concept Scale (1969) containing eighty (80) items in all, with 'Yes' or 'No' responses. It is a verbal paper-pencil test. The six sub-scales viz., behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction, included in the scale are considered to be important in the psychological world of childhood and adolescence. A high score on the scale is presumed to indicate a favourable self-concept which is inter-changeable with the term "self-esteem" or "self-regard". The scale has been

used successfully for children and adolescents who can read and write, of school Classes from III to XII. The test-retest and split-half reliability (of the standardized scale) for male students was found to be 0.83 and 0.74 and for female students was found to be 0.88 and 0.79 respectively.

The CSCS was translated into Assamese language by the investigator as some Assamese-medium schools were also selected as the sample. After translation of the CSCS into Assamese, the reliability of the Assamese version of the CSCS will be tested, using the test-retest method.

7.4.2 Annual Examination Scores: In the present study, the aggregate percentage of marks obtained by the Class VIII students of Hapjan Block in Tinsukia district in their previous annual examination i.e., marks obtained in their Class VII examination was used as the index of their academic achievement.

7.5 Data Collection: The investigator visited the sampled schools and administered the Children's Self Concept Scale (CSCS) for collecting data from the respondents. After administration of the scale, the investigator also collected the aggregate percentage of marks obtained by the sampled students in their Class VII Annual Examination from the school record books with due permission of the concerned school authorities.

7.6 Data Analysis: The data collected were analyzed with the help of different statistical techniques. Descriptive statistics like mean, median, mode, standard deviation, skewness and kurtosis were used to study the levels of self-concept, and levels of academic

achievement of the Class VIII students of Hapjan Block in Tinsukia district. Pearson's Product-moment co-efficient of correlation (r) was used to find out the relationship between self-concept and academic achievement scores. The t-test was used to study the difference between self-concept as well as the difference between academic achievement of the male and female Class VIII students of Hapjan Block in Tinsukia district. The percentage of the scores and graphical representations shall also be used as and where necessary.

8.0 Findings & Discussion

The data collected through administration of research tool were analyzed with the help of different statistical techniques like mean, median, mode, standard deviation, skewness, kurtosis, t-test and Pearson's product moment coefficient of correlation (r) etc. The percentage and graphical representations were also used where necessary. Keeping in view the objectives and hypotheses of the study attempts has been made to present the analysis and interpretation of the data as follows.

8.1 Levels of Self-Concept and Academic Achievement of the Class VIII Students of Hapjan Block in Tinsukia District. In the present study, levels of self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district were examined. Variable-wise distribution of different measures on levels of self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district shows a clear picture in this context, which have been presented in Table-1.

Table-1 Levels of Self-Concept and Academic Achievement of the Class VIII Students of Hapjan Block in Tinsukia District

Variables		Sample (N)	Mean (X)	Median (Mdn)	Standard Deviation (SD)	Skewness (sk)	Kurtosis (ku)
Self-concept	Female Students	100	50.81	52	9.08	-0.39	-0.21
	Male Students	100	53.47	55	9.25	-0.24	-0.78
Total		200	52.14	53	9.24	-0.29	-0.46
Academic Achievement	Female Students	100	40.57	41	10.33	0.22	0.72
	Male Students	100	43.99	42.5	13.37	0.86	0.44
Total		200	42.28	41	12.04	0.66	0.94

Table-1 reveals that the computed skewness indices of self-concept scores of female and male Class VIII students of Hapjan Block are negative. These negative indices of skewness indicate that the distribution of self-concept scores of Class VIII female and male students of Hapjan Block in Tinsukia district are skewed negatively or to the left. Therefore, the scores are massed at the high end of the scale (the right end) and are spread out more gradually towards the low end (or the left).

The computed positive indices of skewness on academic achievement scores indicate that the distribution of academic achievement scores of the female and male Class VIII students of Hapjan Block in Tinsukia district are skewed positively or to the right. Accordingly, the scores are massed at the low end of the scale (the left end) and are spread more gradually towards the high end (or the right).

The computed negative indices of kurtosis in the distribution regarding self-concept scores of the Class VIII female and male students of Hapjan block in Tinsukia district indicate that the distribution is platykurtic. Therefore, the scores are scattered more evenly than the

normal distribution and the shape of the curve is flatter than the normal distribution.

The computed positive kurtosis indices indicate that the distribution on academic scores of the Class VIII female and male students of Hapjan Block in Tinsukia district is leptokurtic. Therefore, the scores are mostly concentrated in the same place or in some limited points than the normal distribution and the shape of the curves are more peaked than the normal one.

8.2 Relationship between Self-Concept and Academic Achievement of the Class VIII Students of Hapjan Block in Tinsukia District. In order to study the relationship between self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district, the Karl Pearson's product-moment coefficient of correlation (r) was computed. Table-2 shows the correlation between self-concept and academic achievement scores of the Class VIII students of Hapjan Block in Tinsukia district.

Table-2 Relationship between Self-Concept and Academic Achievement Scores of the Class VIII Students of Hapjan Block in Tinsukia District

Variables	Mean	SD	N	df	r	Significance
Self-concept	52.12	9.24	200	198	0.35	Significant at 0.01

Academic Achievement	42.28	12.04				level
-----------------------------	-------	-------	--	--	--	-------

Table-2 reveals that the computed value of 'r' was found to be 0.35 which is greater than the critical value of 'r' (0.181) with 198 degrees of freedom to be significant at 0.01 level of significance. Hence, it is significant at 0.01 level and the null hypothesis that "There is no significant relationship between self-concept and academic achievement of the Class VIII students of Hapjan Block in Tinsukia district" may be rejected. In other words, we may conclude that there is a significant positive relationship between self-concept and academic achievement scores of the Class VIII students of Hapjan Block in Tinsukia district.

This result is in agreement with the findings of other studies carried out by many researchers in different parts of India and abroad. Sharma

(1970), Singha (1970), Ramkumar (1971), Goswami (1978), Sham (1978), Rogers, et al. (1978), Shah (1979), Hirunval (1980), Bulbul (1981), Singh (1987), Rehman (2001), Rana & Iqbal (2005), and Alam (2009) reported a significant positive relationship between self-concept and academic achievement.

8.3 Comparison of Self-Concept of the Female and Male Class VIII Students of Hapjan Block in Tinsukia District. In order to find out the difference between self-concept of the female and male Class VIII students of Hapjan Block in Tinsukia district, the t-value was computed. Table-3 shows the difference between self-concept of the female and male Class VIII students of Hapjan Block in Tinsukia district.

Table-3 Significance of the difference between Mean Scores of Self-Concept of Female and Male Class VIII Students of Hapjan Block in Tinsukia District

Gender	N	Mean	SD	df	t-value	Significance
Female Students	100	50.81	9.08	198	2.05	Significant at 0.05 level
Male Students	100	53.47	9.25			

Table-3 reveals that the computed t-value was found to be 2.05, which is greater than the critical value of 't' (1.96) with 198 degrees of freedom to be significant at 0.05 level of significance. Hence, it is significant and the stated null hypothesis that "There is no significant difference between self-concept of the female and male Class VIII students of Hapjan Block in Tinsukia district" may be rejected. This implies that there is a significant difference between the self-concepts of the female and male Class VIII students of Hapjan Block in Tinsukia district.

Theoretical and empirical research shows contradictory results regarding the difference

between self-concept of the male and female respondents. Buch, et al. (1979), in their study on Gujarati medium students of India, found that boys and girls did not differ significantly in respect of their self-concept is concerned. Shah (1979) reported in his study that there was no significant sex difference in self-concept at grade IX while the same at grade X was statistically significant. Again the girls as a group did not indicate higher positive self-concept. Goswami (1978) reported a contradictory result that there tend to be significant sex difference in self-concept of the respondents. He found that the male adolescents received more encouragement and attention in the home and society than the female counter parts and developed brighter

self-concept than the later. Hirunval (1980) found that boys scored better on the self-concept scale than the girls.

8.4 Comparison of Academic Achievement of the Female and Male Class VIII Students

Table-4 Significance of the difference between Mean Scores of Academic Achievement of Female and Male Class VIII Students of Hapjan Block in Tinsukia District

Gender	N	Mean	SD	df	t-value	Significance
Female Students	100	40.57	10.33	198	2.02	Significant at 0.05 level
Male Students	100	43.99	13.37			

Table-4 indicates that the computed t-value was found to be 2.02 which is much greater than the critical value of 't' (1.96) with 198 degrees of freedom to be significant at 0.05 level of significance. Hence, it is to be taken as significant and the null hypothesis that "There is no significant difference between academic achievement of the female and male Class VIII students of Hapjan Block in Tinsukia district" may be rejected. This implies that there is a significant difference between academic achievement of the female and male Class VIII students of Hapjan Block in Tinsukia district. This might be due to the reason that boys are more exposed to education, provided better facilities in comparison to the boys in Hapjan Block of Tinsukia district.

9.0 Implications

The self-concept is considered to be one of the most dominating factors that influence the individual's thinking, behaviour, attitudes, values, motivation, achievement, and personality pattern. It is said to be the central theme around which a large number of the major aspects of personality are organized. Hence, the study of self-concept has been initiating increasing interest in Psychological as well as Educational research in recent days. In the present study attempts were made to explore the correlation between self-concept and academic achievement of the students as

of Hapjan Block in Tinsukia District. To compare the academic achievement of the Class VIII students of Hapjan Block in Tinsukia district, the t-test was used. The result of t-value has been shown in Table-4.

self-concept is considered to be one of the chief predictors of one's success in his or her life career. On the basis of the findings of the present study, the following educational implications may be derived:

- (i) The school managements should make provisions for organizing training programmes for the development of students' self-concepts. Individual counseling can serve as an effective means to improve the student's self-concept.
- (ii) Students with low levels of self-concept and academic achievement should be provided with special guidance and counseling services. Remedial classes should be a part of the school curriculum in schools so that each child is able to get individual attention.
- (iii) Given the significance of self-concept in enhancing academic achievement of the students, the development of self-concept should be of major concern to educators, curriculum designers, teachers, parents and counselors. In other words, self-concept development should be made a

central focus of educational policies and programmes.

- (iv) Wherever possible students should be encouraged in their efforts, even if they make mistakes and fail at times, so that they develop self-confidence in themselves and in their studies. No matter how poor a student's performance may be, the school must be able to find those particular traits in each child that will aid him/her to be successful in life and to build on them. Every child is endowed with certain special qualities and hence it should be the task of an education system to underscore the fact mere academic achievement alone does not help a person to do well in life, as actual success in today's society requires one to be practical and skilled as well as to be able to communicate and lead. Thus, excessive emphasis on mere academic achievement is of little value in today's world.
- (v) Lack of recognition in one's life tends to result in low self-concept which in turn tends to result in poor performance. Here, what is important for teachers is that they should accept the child as he is with all his talents and faults, strengths and weaknesses and help him to get adjusted with his classmates and to accept himself as worth being.

10.0 Conclusion

The result of present study indicates the levels of self-concept and levels of academic achievement of the Class VIII students of Hpjan Block in Tinsukia district. A positive self-concept is beneficial for the students with poor performance following failure and

disappointment. Hence, a positive self-concept will promote better academic achievement and future success. In a rapidly changing world, the cultivation of an all-round personality is not only important but also an urgent need of education. A special care and personalized support system is therefore, imperative to nourish the potentialities of adolescent. During adolescence, the self concept of an individual begins to be crystallized, wherein it also goes through a period of revision and refinement. So, parents, teachers and other professionals, who care enough to make a difference, can, through the medium of a meaningful relationship, be significant and positive forces in helping adolescent students grow in healthy and self-actualizing ways. Parents should respect the child's efforts and let them know that they have confidence in their ability to do well.

11.0 References

- Ahluwalia, S. P., & Singh, H. S. (2012).** Manual for Children's Self-Concept Scale. Agra: National Psychological Corporation.
- Alam, M. (2009).** Self-Concept and Social Adjustment: Effect on Academic Performance of Adolescents. The ICFAI University Journal of Organizational Behaviour. vol. 8, No.1. Retrieved from <http://ssrn.com/abstract=1326793> on May, 20, 2010.
- Aryana, M. (2010).** Relationship between Self-esteem and Academic Achievement amongst Pre-University Students", Journal of Applied Sciences, 2010, vol. 10, 2474-2477. Retrieved from <http://scialert.net/fulltext/?doi=jas.2010.2474.2477&org=11> on March 15, 2011.
- Bee, Helen L. & Mitchell, Sandra K. (1984).** The Developing Person: A

- Life-Span Approach (2nd Edition). New York: Harper & Row Publishers.
5. **Best, J. W. & Kahn, J. V. (1999).** Research in Education (Seventh Edition). Delhi: Prentice Hall of India.
 6. **Bourjaily, A. K. (1984).** The Relationship among Self-Concept, Achievement and Occupational Aspiration of High School Senior Students. Dissertation Abstracts International. vol. 45, No. 3.
 7. **Bulbul, R. (1981).** The Relationship between Self-Concept and Academic Achievement among Turkish Elementary School children. Dissertation Abstracts International. vol. 41, No. 9, 1981, p. 3947-A.
 8. **Charavarty, M. B. (1998).** A study of Certain Correlates of Scholastic Achievement of Students in Catholic Mission Schools. Unpublished Ph.D. Thesis submitted to Department of Education, Dibrugarh University, 1998.
 9. **Chiniwar, Prabha S. (2012).** A Study of Self Concept in relation with Academic Achievement of Secondary School Students of Bangalkot District. International Multidisciplinary e-Journal, vol. I, Issue-VII, July-2012. Retrived from <http://www.shreepakashan.com> on August 10, 2013.
 10. **Garrett, H. E. & Woodworth, R. S. (1981).** Statistics in Psychology and Education (Tenth Indian Reprint). Bombay: Vakils, Feffer and Simons Ltd.
 11. **Gordon, D. (1997).** The Relationships among Academic Self-concept, Academic Achievement, and Persistence with Self-Attribution, Study Habits, and Perceived School Environment, 1997. Retrieved from <http://docs.lib.purdue.edu/dissertations/AAI9818955/> on 12/07/2013.
 12. **Goswami, P. K. (1978).** A Study of the Self-Concept of the Adolescents and Its Relationship with Scholastic Achievement and Adjustment. Third Survey of Research in Education (1978-1983), New Delhi: NCERT, 1987.
 13. **Goart, (1988).** The Relationship among Self-Concept, Race, SES and Maths Achievement in Black and White Fifth Grade Students. Dissertation Abstracts International, Jan 1989. vol. 49, No.7.
 14. **Hirunval, A. (1980).** A Study of Pupils' Self-concept, Academic Motivation, Classroom Climate and Academic Performance. In Third Survey of Research in Education, (1978-1983), New Delhi: NCERT, 1987.
 15. **Homchaudhuri, S. (1980).** An Analytical Study of Correlates of Academic Performance of College Students (Tribal) of Mizoram. Third Survey of Research in Education (1978-1983). New Delhi: NCERT.
 16. **Jackob, Annie K. (2007).** Relationship between Creativity and Self-Concept. Edutracks, Vol. 7, No. 2, Oct, 2016.
 17. **James, W. (1890).** The Principles of Psychology. In Frank, J. Bruno's, Dictionary of Key Words in Psychology. London: R. Keegan Paul, 1986.
 18. **Kaur, J. et al. (2009).** Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents. Stud Home Comm. Science, 3(1): 13-17

- (2009). Retrieved from <http://www.krepublishers.com/02-Journals/S-HCS/HCS-03-0-000-09-Web/HCS-03-1-000-09-Abst-PDF/HCS-03-1-013-09-117-Kaur-J/HCS-03-1-013-09-117-Kaur-J-Tt.pdf> on March 16, 2010.
19. **Kaur, R. & Gil, T. K. (1993).** Sex difference in academic achievement in different subjects of rural and urban students. *Indian Psychological Review*, vol. 40, No. 12.
20. **Khaton, S. & Sultana, H. (2013).** Emotional Intelligence & Self-Concept as Correlates of Academic Achievement of Student-Teachers. *The CTE National Journal*. vol. XI, NO.1, Jan-June, 2013.
21. **Kobal, D. & Musek, J. (2001).** A study of Self-concept and Academic Achievement. *Journal of Psychology*. Vol. 3, pp. 44-47.
22. **Kobal, D., & Musek, J. (2001).** Self-Concept and Academic Achievement: Slovenia and France. *Personality and Individual Differences*. vol. 30, No. 5.
23. **Marsh, Herbert W. & Smith, Ian D. (1982).** Multitrait-Multimethod Analyses of two Self-Concept Instruments. *Journal of Educational Psychology*, 1982, Vol. 74, No. 3.
24. **Marx, Ronald W. & Winne, Philip H. (1975).** Self-Concept and Achievement: Implications for Educational Programmes”, *Equity and Excellence in Education*, vol. 13, Issue-1, (January, 1975). Retrieved from <http://www.adserving.cpxinte> on March 15, 2010.
25. **Mucherah, W., Dixon, F., Hartley, Kyle., & Hardin, T. (2010).** Perceptions of self-concept and actual academic performance in Math and English among High School Students in Kenya. *Educational Research*. vol. 1, No. 8, September 2010. Retrieved from
26. **Nuthanap. G. (2007).** Gender Analysis of Academic Achievement among High School Students. Unpublished Thesis of University of Agricultural Sciences, Dharwad, 2007. Retrieved from <http://etd.uasd.edu/ft/th9874.pdf>, on May, 2013.
27. **Pottebaum, Sheila M., Keith, Timothy Z., Ehly, Stewart W. (1986).** Is there a Causal Relation between Self-Concept and Academic Achievement? *Journal of Educational Research*, vol. 79, 1986. Retrieved from <http://www.Questa.Com> on March, 15, 2010.
28. **Ramkumar, V. (1971).** ‘Self-Concept and Achievement’. *Journal of Educational Research and Extension*. Vol.8, No.2, October, 1971, 91-94.
29. **Rana, R. A. & Iqbal, M. Z. (2005).** Effect of Students’ Self-Concept and Gender on Academic Achievement in Science. *Bulletin of Education & Research*, December 2005, vol. 27, No. 2, 19-36. Retrieved from <http://www.scribd.com/doc/45569984/2-Effect-of-Students-Self-Concept> on May 20, 2013.
30. **Rogers, Carl M., Monte D. Smith, and J. Michael Coleman. (1978).** Social Comparison in the Classroom: The Relationship between Academic Achievement and Self-Concept. *Journal of Educational Psychology*. vol. 70, No.1.
31. **Sandhu, R., Mantry, A. K., & Behl, M. (2012).** A Study of Emotional Maturity and

- Achievement Motivation in Relation to Self-Concept of Secondary School Students. *The Light of Education*. vol.1, Issue. 2, September, 2012.
32. **Sandra, J. S. (1987).** An Investigation of the Self-Concept of Black Adolescent High School Students. *Dissertation Abstracts International*. Vol. 49, No. 4.
 33. **Sarkar, U. (1983).** Contribution of Some Home Factors on Children's Scholastic Achievement. *Fourth Survey of Research in Education*, Vol. I, NCERT, New Delhi, 1991.
 34. **Sarsani, M. R. & Maddini, R. (2010).** Achievement in Mathematics of Secondary School Students in Selected Variables. *Edutracks*. vol. 9, No.6, February 2010.
 35. **Sharma, R. R. (1979).** Self-concept, Level of Aspiration and Mental Health as Factors in Academic Achievement. *Third Survey of Research in Education*, (1978-1983), New Delhi: National Council of Educational Research and Training; 1987, pp. 687-688.
 36. **Silco, J. R. (1983).** The Relationship of Family Management Style, Locus of Control, Sex and Self-Concept to Academic Achievement in Elementary School Black Children. *Dissertation Abstracts International*. vol. 44, No. 12, June 1989, p. 3692-A.
 37. **Singh, R. R. (1987).** Relationship between Academic Achievement and Self-concept. *Indian Educational Review*, vol. XXII, No.1, January, 1987.
 38. **Singh, S. (2012).** A Study of Academic Achievement of IXth Class Students of District Solan of Himachal Pradesh in Relation to their area of Residence and Self-Concept. *International Indexed & Referred Research Journal*. vol. IV, No. 39, April 2012.
 39. **Srivastava, R. & Joshi, S. (2011).** The Effect of School and Area on Academic Self-concept and Academic Achievement of Adolescents. *Delhi Psychiatry Journal*, vol. 14, No. 2, (October, 2011), 331-336. Retrieved from <http://medind.nic.in/daa/t11/i2/daat11i2p331.pdf> on March 16, 2012.
 40. **White, J. L. (1986).** Dimensions of Students Self-Concept Related to Level of Academic Achievement in Adolescents. *Dissertation Abstracts International*, 1986, vol. 48, No.1, p. 89-A.
 41. **Yara, Philius O. (2010).** Students' Self-Concept and Mathematics Achievement in Some Secondary Schools in Southwestern Nigeria. *European Journal of Social Sciences*. vol. 13, No. 1, 2010; p. 127. Retrieved from [http:// www.eurojournals.com/ejss](http://www.eurojournals.com/ejss) on March 11, 2011.
 42. **Zahra, A. (2010).** Relationship between Self-Concept and Academic Achievement of Female Bachelor Degree Students. Unpublished Ph.D. Thesis, University Institute of Education and Research, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi, Pakistan. Retrieved from <http://www.prr.hec.gov.pk/Thesis/520S.pdf> on March 25, 2013.