

A review based on academic self-concept, self worth, self-discrimination and academic achievements among the Secondary level students

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Abstract

The purpose of the review paper is to investigate academic self-concept and academic achievement among higher secondary level students. The academic self-concept information among school students was collected from various articles and explained here as the existing system, where with the help of those reviews here we have applied the thematic idea in the proposed system using the Liu and Wang (1989) academic self-concept scale using correlation theory in contrast academic confidence and academic effort scales was produced as a data reports. According to the review study it has been noted that, as students grow older their academic self-concept becomes more stable, thus in the review of academic self-concept and academic achievement among school students, the article tried to make understand whether there was a difference among students in academic self-concept, self-worth and academic self-discrimination which has been studied to be an influential factor in their academic achievement.

Keywords: Achievement Motivation, Achievement, Self Concept, Self-Description, Self-Worth and Questionnaire.

1. Introduction

Self-concept is a general view about oneself across various sets of specific domains and perceptions based on self-knowledge and evaluation of values formed through experiences in relation to one's environment (Eccles, 2005). Academic self-concept is referred to as a person's self-evaluation regarding specific academic domains or abilities (Trautwein, et al. 2006). In other words, academic self-concept is how students do school work or feel about themselves as learners (Guay, 2003; Harter, 1998).

Academic self-concept studies were pioneered when Shavelson, et al. (1976) developed a multifaceted hierarchical model of self-concept in which they divided the self-concept into academic and non-academic self concepts (Marsh & Parker, 1984; Shavelson, et al. 1976).

The construct of self-concept is derived from the self-worth theory (Peixoto 2003). Self-concept is associated with a wide range of performance indicators (Peixoto, 2003; Jackson, et al. 2001). These include sets of characteristics, attributes, qualities and deficiencies, capacities and limits, or values and relationships that the subject knows to be descriptive of him/her self and which he/she perceives as data concerning his/her identity (Marchargo, 1991). Self-concept is also composed of the academic, social, emotional, and physical dimensions (Lewis & Knight, 2000; Mui, et al. 2000). The domain-specific perceptions of self-concept (academic, physical, and social) are organized in a hierarchical structure with the general self-concept at the top of the hierarchy (Skaalvik & Skaalvik, 2002; Shavelson, et al. 1976). More contemporary researches in the field self-concept have also been directed towards academic self-concept and its development (Trautwein, et al. 2006; Marsh, et al., 2002; Tymms, 2001; Cheng, & Watkins, 2000).

Else, Self-worth is also generally said as Self-esteem. Perhaps, Self-worth is an important factor contributing to children academic outcomes as well as an important outcome in its own right. Battle (1982) defined the concept of self-esteem as a subjective, evaluative phenomenon which determines the individual's characteristic perception of self-worth. The concept of self-esteem and self-concept are often confused. A number of researchers argue that, conceptually, there are important distinctions between the two concepts. They argue that "self-concept" is a concept that thoroughly "describes" oneself, whereas "self-esteem" differs in being an evaluative judgment of one's self or "self-worth." Despite conceptual claims supporting the distinctiveness of self-esteem and self-concept, Byrne (1996) reminds us that construct validity research has been unsuccessful to date in providing empirical evidence of such discrimination. Although the conceptualization of self-esteem varies among researchers, the general measures of self-esteem in operational definition are usually constructed by students' psychological and social attitudes towards themselves.

To overcome all these things, we want to know basically the Self-discrimination of the students, yes, as we know self-discrimination also said as the social control, the main ethical issue about a human, when we play a crucial role to know about self-discrimination in students specially those who in higher secondary levels, we came the reviews as, Self-determination (Deci & Ryan, 1985, 1991), when applied to the realm of education, is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes. These outcomes are manifestations of being intrinsically motivated and internalizing values and regulatory processes. Research suggests that these processes result in high-quality learning and conceptual understanding, as well as enhanced personal growth and adjustment. Thus, there are so many articles which describe social-contextual factors that nurture intrinsic motivation and promote internalization, leading to the desired educational outcomes. Therefore, to conclude with introduction of this review, it has been noted that, as students grow older their academic self-concept becomes more stable, thus in the review of academic self-concept and academic achievement among school students, the article tried to make understand whether there was a difference among students in academic self-concept, self-worth and academic self-discrimination which has been studied to be an influential factor in their academic achievement.

2. Literature Survey

Decades of research on self concept have contributed significantly as well as independently to our understandings of how critical students' appraisals of themselves can be for their successful functioning and well-being in school (Bong, and Clark, 1999). This self-construct has been particularly beneficial when used to predict or explain students' motivation and achievement. A substantial body of literature indicates that self-concept is related to academic performance. Moderate to strong relations between academic achievement and academic self-concept has been found in a large proportion of research (Abouserie, 1995; Chowdhury & Pati, 1997; Collins, Hanges, & Locke, 2004; Wang & Lin, 2008). Abouserie (1995) gives evidence that self-concept and achievement motivation are correlated and his analysis suggests that self-concept makes a positive contribution to students' scores on deep processing. Achievement motivation contributes positively to students' scores on achieving orientation, meaning orientation and methodical study. Findings of many studies (Abouserie, 1995; Tella, 2007; Broussard, 2002; Wilkins, 2006) suggest that achievement motivation and self

concept are directly and indirectly related to academic achievement. Highly motivated students perform better academically than the lowly motivated students (Tella, 2007). Therefore the students' personality variables in general and self-concept and achievement motivation in particular, have a substantial influence on their approaches to study. Academic achievement refers to particular learning in a particular setting which is defined by examination marks, teachers' given grades and percentiles in academic subjects (Chowdhury, and Pati, 1997, 138). School success depends upon the ability of the students to qualify such examinations. For present study Academic Achievement is defined as that which is indicated by the total marks in English and mathematics subject obtained by the pupil out of 100, in the final examinations conducted by the Board of Intermediate and Secondary Education (BISE) Sargodha, during the year 2009. The purpose of this research study is to examine relationship among achievement motivation, academic self-concept and academic achievement of the student at the secondary school level in district Sargodha. The main objectives of this study are: i) To find out the relationship between achievement motivation, self concept and academic achievement. ii) To investigate gender differences for achievement motivation, self concept and academic achievement.

The institutional discrimination theory cannot, furthermore, explain the extent of parental involvement in Asian culture. Stevenson and Stigler (1992) found that Japanese and Chinese people appeared to maintain a relatively sharp differentiation between the functions of school and home. Schools are primarily held responsible for developing academic skills and the social skills required for integration into group life; the home is responsible for supporting the school's role and for providing a healthy emotional environment for the child (1992). In brief, there is the teacher's domain and the parent's domain in Asian culture. Asian teachers view parents as the primary educators, monitors, and supporters of their children's schooling *at home*. In Asian parents' view, management and leadership in school affairs resets with the teachers. Teachers want parents to be "distant assistants" and most parents accept this role and find this "separated model" comfortable (Trautwein et al., 2006 and Tracy 2007). In other words, there seems to be no institutional discrimination of parental involvement in Asian culture, or at least, most Asian parents do not feel that they are being discriminated against by schools. In sum, Asian parents and teachers are used to working in separate domains. They do not duplicate one another's roles. The perusal of

review of some related literature provides a theme reflecting on self-concept in relation to academic achievement and self-discrimination operational in different settings and population groups. Academic Achievement was found to be having significant relationship with self-concept, self-worth and finally with self-discrimination.

3. Existing study

Influence on academic achievement and educational performance is school mobility, which may be associated with parents seeking a higher quality school and educational experience for their children (Gruman et al., 2008; Mehana & Reynolds, 2004). Few studies have focused on the experiences of African American students while examining the influences of school mobility and urban to rural school transitions (Mehana, 1997; Temple & Reynolds, 1999). Mehana and Reynolds (2004) identified explanations for changes in academic achievement as a result of academic achievements. School atmosphere can create a fluctuation in student learning and instruction as curriculum varies across schools, (b) generate a disturbance or disruption in a student's peer relationships and social interactions, and (c) be impacted by the family's economic status as this is often a rationale for change in schools (Mehana & Reynolds, 2004). Temple and Reynolds (1999) acknowledged that academic achievements is a prevalent variable in U.S. education and expressed that although residential relocation in rural and suburban areas may not warrant a change in schools, relocation to an urban area would most likely result in considerable changes in school setting and academic environment due to the vast population in cities. Specifically, Temple and Reynolds examined the relationship between school mobility and academic achievement in inner-city children from low income families to determine the influences of school mobility over time, and the results indicated that a higher frequency of mobility was associated with lower achievement scores throughout the students academic progression (Temple & Reynolds, 1999). Other research has indicated that intervention strategies and programs such as parent education and orientation for families of high-risk students could be used to decrease the effects of mobility on student achievement (Mehana & Reynolds, 1995). Additionally, improving relationships between parents and schools could lead to early notification of upcoming moves to allow for better facilitation of student transitions, including forwarding of school records, initiating new student/family orientation, and establishing support services where needed (Smardo, 1987). School transition involves a combination of experiences: Students may have a

physical change in school environment, a social change in peers and teachers, and a change in academic curriculum. Transitioning students may experience a decrease in motivation toward school and a change in personal academic performance goals after transitioning, which can lead to a decline in academic measures such as grade-point average and standardized test scores (Anderman, Maehr, & Midgley, 1999).

4. Proposed study

The aim of the proposed study is to bring out the research data's on the theme about the achievement and its relationship between self concepts versus self worth along with academic achievement motivation among the high school students in Vellore district, Tamilnadu. The subjects consisted of 25 students from a public school of the Vellore district at the higher secondary level. The integral sections like section A, B and C of all students enrolled in 9th grade were involved in the study. An 'Academic Self-Description Questionnaire' with prioritization to self concept, self worth and 'General academic Achievement' was used. The findings of this study will reveal the information on how to assist administrators, parents, educators, and school counsellors with understanding the effects of self discrimination on academic self-concept and academic achievement, in contrast, it was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

The research finding data's collected were used to compare self-concept, self-worth, self-discrimination and academic achievement. The covariates in the analysis were gender, standardized test scores, and length of time since transition. The demographic data were obtained through permanent student records and self report. Factors influencing academic achievement were measured by the academic self-concept scale (ASCS; Reynolds et al., 1980) and a modified version of the school attitude assessment Survey (SAAS; McCoach, 2002) and the school attitude assessment survey-revised (SAAS-R; McCoach & Siegle, 2003). The ASCS was developed to measure general self-concept as it relates to academic achievement and the student's perception of academic success (Reynolds, 1988). Marsh and Yeung (1997) conducted a longitudinal evaluation of self-concept and academic achievement and examined influences of school grades and teacher ratings on student's academic performance, resulting in a more critical understanding of causal effects on self-concept. McCoach (2002) developed the SAAS to measure students' self-concept, self-motivation, and self-

regulation along with attitudes toward school and teachers to examine the effects on academic achievement. Evaluating student's global scores on the ASCS and their subscale scores on the modified SAAS/ SAAS-R also provided insight into influences on academic achievement and performance.

The data for the proposed consisted a sample of 25 male students from each sections (Section A/Section B and Section C) who had transitioned to Iowa were administered the scales, and the analysis was based on gender and the length of time since transition as reported by the students. The researcher converted time since transition into months for data analysis. A length of time beyond 7 months was not considered as a recent transition for determining the influence of urban to rural transition on academic self-concept and academic achievement.

Students were asked to sign an assent form agreeing to participate in the research as a means of allowing the students to understand the procedures for the study. Students were asked to complete a demographic form, the Academic Self Concept Scale (ASCS), and the Modified School Attitude Assessment Survey/School Attitude Assessment Survey-Revised (SAAS/SAASR). The surveys were administered in paper and pencil format, and students had a maximum time of 30 minutes to complete the measurements. This was also done to ensure that neither school personnel nor the researcher could identify student responses.

The following analyses were used to answer the research questions related to this study. The relationship between academic self-concept and academic achievement of transitioned and non-transitioned students was investigated by correlating (a) the global scores of the ASCS, (b) ITBS composite scores, and (c) cumulative GPAs. Correlation was used to examine the relationship between students' attitude toward teachers and their academic self-concept and academic achievement. Correlation was also used to determine how does the students respond when social activities done in class in case of self-discrimination. The relationship between the teachers and the students in motivation is done as part of self-worth was identified through a multivariate analysis of variance, using independent variables of time since transition and dependent variables of motivation/self regulation and attitude toward school. Last but not the least, the current data gained through overall academic achievements of the 9th grade students, represents it as a data report?

5. Results

The purpose of this proposed study was to examine the relationship of academic self concept versus self worth versus self discrimination and academic achievement of 9th grade students in Vellore district. Thus the results of this study were used to examine if there was a relationship between academic self-concept, academic achievement, and other variables influencing these factors. As discussed in methodology, participants were convenience subjects of 25 male students (Sec.A-25+Sec.B-25+Sec.C-25) with a significant increase in students transitioning to those Vellore schools.

6. Discussion

From the review of the proposed study the expected results will suggest a significant relationship among variables of academic self-concept versus self-worth versus academic achievement, and other factors influencing student outcomes. Thus to conclude the review, the improvement in learning and achievement is the basic agenda of every education system. It is therefore suggested that an exposure to self-esteem enhancement programmes and enhancement in positive self concept should be made to change students' perceptions of themselves leading to an improvement in learning outcomes Riffat.et.al (2011). The parents as well as the education authorities should engage in programmes that can motivate the students to improve their academic performance. In short we may conclude in the words of Cassidy (2000) who asserts that achievement motivation appears to take on an important role in terms of the development of identity. This identity may improve the perceptions of students about themselves and about their academic competence.

7. Future Enhancements

Thus this research will support enhancing the quality of interactions between students and teachers and encouraging others associated with student's education to be involved as these factors relate to student perceptions of academic ability and actual performance on academic measures in futures and it the help of these review and collected data's we would like to produce a data report of academic achievements among the 9th class students in Vellore district Tamilnadu.

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