

## **ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS IN RELATION TO THEIR SELF CONCEPT AND ANXIETY**

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### **Abstract**

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*The study was designed to examine academic achievement of adolescent students in relation in their self concept and anxiety. Participants were 200 adolescents from Amritsar city. Purposive random sampling technique was used. The findings of study revealed that there is positive relationship between frustration and intelligence, frustration and family climate of adolescents. There exists no significant difference in frustration scores of boys and girls.*

**Keywords:** *Academic achievement, Anxiety, self concept.*



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## **INTRODUCTION**

Adolescence is the most important and critical period of an individual's development. Adolescence period is like a bridge between childhood and adulthood. The adolescent's life is full of opportunities to enter into the new experiences, to explore new relationships, to feel new resources of inner strength and abilities. To face the up and down of the life and to cope up with the difficulties of life, adolescent has to build a self concept about himself or herself.

Each and every adolescent built a self-concept on the basis of his/her childhood experiences. Self-concept refers to the way by which individual perceives his own qualities and characteristics. During this stage i.e. Adolescent stage, an individual always think about himself/herself and he also think what other people think about him/her. This feeling leads to the formation of self-concept among adolescents.

**SELF CONCEPT** refers as those perceptions, beliefs, feelings, attitudes and values which an individual views as part or characteristics of himself. It refers to how we see ourselves, not to how we really are. A poor self-concept of oneself may have a damaging effect on one's ability and growth. During Adolescence, an individual's self-concept is relatively stable. He/she may have either positive self-concept or negative self-concept. Adolescent who have negative self-concept during the initial stage of development, are significantly less stable in their self-concept

than those who have positive self-concept. When an adolescent does not form a positive and healthy self-concept, he may feel anxious. Anxiety is an emotional state of mind where an apprehension of danger or loss or suffering is a prominent feature.

**ANXIETY** belongs to the emotional responses, for it does alert the Individual, heightens his levels of activation and undoubtedly brings up to threshold many anticipatory responses. In its milder forms anxiety appears to facilitate the acquisition of new stimulus response relationships. Anxiety can be caused by a number of factors such as genetics, stressful events and the environment in which an adolescent was raised. An adolescent often feel anxious when he knows that he is insufficiently prepared for the examination. At this stage, great emphasis is laid on achievement performance of the child, right from the beginning of formal education. To certain extent, achievement test is considered as reliable tool for the timely appraisal of the student's learning, which will form the basis for improvement, refinement and teaching-learning process.

**ACADEMIC ACHIEVEMENT** is a measure of student's knowledge, skill and aptitude which he has learnt. Now a day's, academic achievement of the students is the primary concern of all types of educational endeavors. Academic achievement is the level of achievement of individual in various curricular and co-curricular activities. Assessment of academic achievement is largely made to confirm the level of knowledge, skills and understanding of the students.

**Kumar (1972)** conducted a study on "relationship between self concept and academic achievement" and found a positive and significant relationship between self concept and academic achievement.

**Alam(2009)** conducted a study on academic achievement in relation to creativity and achievement motivation . The results indicated that creativity and achievement motivation have significant effect on academic achievement of students.

**Asthana (2011)** in his study of self concept, mental ability and scholastic achievement of secondary school students found that self concept and mental ability plays significant role in academic success of students.

### **RESEARCH OBJECTIVES**

1. To find the relationship between academic achievement and self-concept of adolescent students.
2. To find the relationship between academic achievement and anxiety of adolescent students.
3. To find the relationship between self-concept and anxiety level of adolescent students.

4. To study the academic achievement of adolescent students in relation to their self-concept.
5. To study the academic achievement of adolescent students in relation to their anxiety.

### **HYPOTHESES**

1. There is significant relationship between academic achievement and self-concept of adolescent students.
2. There is significant relationship between academic achievement and anxiety of adolescent students.
3. There is significant relationship between self-concept and anxiety level of adolescent students.
4. There is no significant difference in the academic achievement of adolescent students in relation to their self-concept.
5. There is no significant difference in the academic achievement of adolescent students in relation to their anxiety.

### **RESEARCH DESIGN**

The present study falls under the domain of descriptive research as it intends to Study of Academic Achievement of Adolescent Students In Relation To Their Self-Concept and Anxiety.

### **POPULATION AND SAMPLE**

The population or present study consisted of adolescent girls and boys and purposive random sampling technique was used. A sample of 200 students both boys and girls from govt. as well as private schools were selected.

### **TOOLS USED**

Tools provide framework within which goals of research are to be achieved. Tools are required for the collection of certain type of evidence or information. In order to collect the relevant data, the following tools are used-

- 1) In order to measure the self-concept of adolescent students Self-concept Questionnaire- DR. Raj Kumar Saraswat (2005) was used.
- 2) For testing Anxiety of adolescent students Academic Anxiety Scale For Children- Dr.A.K Singh and Dr.A. Sen Gupta (2009) was used.
- 3) In order to measure academic achievement of adolescent students General Classroom Achievement Test- Dr. A.K. Singh and Dr. A. Sen Gupta(1998) was used.

## ANALYSIS OF DATA

The data was scrutinized, classified, tabulated and analyzed variable wise. As the data is quantitative in nature such as t-test and 2\*2 ANNOVA was employed and numerical results obtained have been interpreted numerically.

## ANALYSIS AND INTERPRETATION OF DATA

**For testing Hypothesis I,** correlation analysis was applied. Value of r came out to be 0.054 which is in comparison to the table value is found to be insignificant at 0.05 level of significance. Hence the hypothesis that there is significant relationship between academic achievement and self-concept of adolescent students is not accepted at 0.05 level of significance.

**For testing hypothesis II,** The hypothesis was tested by applying correlation analysis. The r value testing the significant relationship is -0.032 which is in comparison to the table value is found to be insignificant at 0.05 level of significance. Hence the hypothesis that there is significant relationship between academic achievement and anxiety of adolescent students is not accepted at 0.05 level of significance.

**For testing hypothesis III** correlation analysis was applied .The r value testing the significant relationship is 0.013 which is in comparison to the table value is found to be insignificant at 0.05 level of significance. Hence the hypothesis that there is significant relationship between self-concept and anxiety level of adolescent students is not accepted at 0.05 level of significance.

**For testing hypothesis IV** t-test to the mean scores of academic achievement in relation to their self-concept was applied. The result of this analysis is being reported in Table 4.1 It can be observed from Table 4.1, that the mean of academic achievement of adolescent students in relation to their self-concept are 57.15 and 58.45 respectively. The t value testing the significance difference is 1.81 which in comparison to the table value is found to be insignificant at 0.05 level of significance. Hence the hypothesis is accepted.

**Table 4.1 Showing Results Of Academic Achievement Scores Of Adolescent Students In Relation To Their Self-Concept**

Level of Self-concept	N	Mean of academic achievement	S.D	$\sigma d$	$\sigma dm$	t-ratio	Inference
Below average	34	57.15	13.5	1.3	0.717	1.81	Insignificant
Above	48	58.45	12.0				

average

For testing hypothesis V t-test to the mean scores of academic achievement in relation to their anxiety was applied. The result of this analysis is being reported in Table 4.2

**Table 4.2 Showing Results of T-Test Applied To the Academic Achievement Scores of Adolescent Students In Relation To Their Anxiety**

Level of anxiety	N	Mean of academic achievement	S.D	$\sigma d$	$\sigma dm$	t-ratio	Inference
Below average	39	58.35	12.93	3.47	0.55	6.31	Significant
Above average	52	54.88	11.6				

It can be observed from Table 4.2, that the mean of academic achievement of adolescent students in relation to their anxiety are 58.35 and 54.88 respectively. The t value testing the significance difference is 6.31 which in comparison to the table value is found to be significant at 0.01 level of significance. Hence the hypothesis is not accepted.

## RESULTS AND DISCUSSION

The researcher found that there is insignificant relationship between academic achievement and self-concept of adolescent students. The reason may be that in some cases, students know their abilities, they can achieve higher scores in their examination, and they can excel in different areas. But they are not sincere about their studies.. Family environment may be another reason for this insignificant result.

The researcher found that there is a negative correlation between anxiety and academic achievement. It is clear that as anxiety increases, academic achievement decreases and vice versa. So, highly anxious students are low in their academic achievement. The reason of low academic achievement may be that the students having symptoms of high anxiety may face difficulties in studies, in using and transferring their knowledge and applying their knowledge in examination. Due to this, the students are not able to perform well and achieve their target. The researcher found that there is insignificant relationship between self-concept and anxiety. The reason may be that the adolescent period is that period in which students do not develop their self-concept properly; they do not have full knowledge about their weakness and strength.

The researcher concluded that there is no significant difference in academic achievement of adolescent students in relation to their self-concept. It is clear that students with different self-

concept do not differ in their academic achievement. The reason may be that self-concept is an important factor that influences academic achievement of adolescent students. Positive self-concept increases the academic achievement and negative self-concept decreases the academic achievement. So the hypothesis is accepted.

The researcher found that the students with different anxiety level do not differ in their academic achievement. The reason may be that the high achievers have less anxiety and are more stable, confident and motivated to achieve the target where as the low achievers are unsatisfied, less motivated and as a result their anxiety level is high. So the hypothesis that there is no significant difference in the academic achievement of adolescent students in relation to their anxiety is accepted.

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