

Relationship between Self-Concept and Academic Achievement of Higher Secondary School Students

Dr. Ayophika W. Pahsyntiew

Assistant Professor, Department of Education (PG), Synod College, Shillong Meghalaya India

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ABSTRACT

Aim. The aim of this research was to determine the relationship between Self-concept and Academic Achievement and also to find out the difference in Self-concept and Academic Achievement between male and female Higher Secondary Students.

Methods. The descriptive survey method was used and the sample was collected by stratified random sampling. The participants consist of 112 Higher Secondary Students which consist of both male and female studying in Higher Secondary Schools in West Jaintia Hills District of Meghalaya. The material used for this study is a self-constructed and standardised Self-concept Scale. Appropriate statistical technique like t-test and correlation method was used for analysing the data.

Results. The findings of the study shows that there is a highly and positive correlation between Self-concept and Academic Achievement. Further the findings also revealed that there was no significant difference in Self-concept between male and female Higher Secondary Students. However a significant difference was found in Academic Achievement between male and female Higher Secondary Students Therefore, the findings indicates that Self-concept and Academic Achievement play an important role in a student life.

Conclusion. As a results, therefore it is important and necessary that the people who are in direct contact with the students like teachers and parents who are in concerned should encourage and take responsibility in encouraging and helping students to have a better Self-concept because this may influence their Academic Achievement.

Key words. Self-concept, Academic Achievement, Higher Secondary Students

INTRODUCTION

Self-concept is the image an individual holds of themselves, comprising beliefs, attitudes, and perceptions that influence their thoughts, feelings, and actions in everyday life [Bharathi & Sreedevi, 2013; Kendra, 2021]. According to Rogers, self-concept plays a crucial role in determining an individual's growth, development, and adjustment to the environment. It is the cognitive aspect of self that shapes motivation, interest, and behaviour in various life situations, including education [Kumari & Chamundeswari, 2013]. [1947] [Mangal] [2014]

Academic Achievement, meanwhile, refers to the level of knowledge attained or skills developed in school subjects, measured through marks, scores, or continuous assessments, and indicates the extent to which a student has achieved their learning goals [Raino & Upadhyay, 2017; Singh & Mahipal, 2015]. While several factors such as aptitude, interest, and motivation affect academic achievement, self-concept has emerged as a significant psychological variable influencing student outcomes. A positive self-concept may enhance confidence, persistence, and effort, thereby improving achievement, whereas a negative self-concept may hinder academic performance.

While reviewing related literature, Kumari and Chamundeswari observed that self-concept and academic achievement share a dynamic, reciprocal relationship. Their study highlighted that psychological factors such as self-concept significantly influence students' academic achievement. In the context of this, the present study

aims to examine the relationship between self-concept and academic achievement among Higher Secondary Students.[2013]

On approaching the previous literatures with respect to Self-concept and Academic Achievement, a study conducted in Nagaland by Chakravarty (1977) revealed that there is a positive correlation between self-concept of Naga pupils and their academic achievement and boy's self-concept was higher than girls. Dkhar (2011) showed that there is no significant difference in self-concept of boys and girls of secondary schools. It is also found that there is no significant difference in the academic achievement of boys and girls secondary schools of Khliehriat Block. Shantharam (2011) found that there is no significant difference in self-concept between boys and girls. However, the study further revealed that significant difference is found in the academic performance between boys and girls and girls have a higher level of academic performance than boys. Kumari and Chamundeswari (2013) found that there is a significant and a positive relationship between self-concept and academic achievement of students at the higher secondary level. Suthar (2016) revealed that there is a significant difference in self-concept among boys and girls and girls have higher self-concept than boys. Ahmad and Ahmad (2016) found that there is a significant relation between self-concept and academic achievement among secondary school student's i.e students with better self-concept have better academic achievement and vice versa. Further they also found that there is no significant relationship between self-concept and academic achievement among female secondary school students and in regard to male secondary school students there is a significant relationship between self-concept and academic achievement. Ahmad and Ahmad (2016)

Objectives of the study

The objectives of the study are as follows

1. To find out the relationship between Self-concept and Academic Achievement of Higher Secondary Students.
2. To find out the difference in Self-concept between male and female Higher Secondary Students.
3. To find out the difference in Academic Achievement between male and female Higher Secondary Students

Hypotheses of the study

The hypotheses of the study are as follows

Ho1: There is no significant relationship between Self-concept and Academic Achievement of Higher Secondary Students.

Ho2: There is no significant difference in Self-concept between male and female Higher Secondary Students.

Ho3: There is no significant difference in Academic Achievement between male and female Higher Secondary Students.

METHOD AND MATERIAL

The descriptive survey method is used in the present study. The stratified random sampling is used and the participants consist of 112 Higher Secondary Students both male and female studying in Higher Secondary schools in West Jaintia Hills District of Meghalaya. The statistical techniques used for analysing the data in the study are t-test and correlation method. The material used in the present study is a self-constructed Self-concept Scale which was standardised and the reliability of the scale was tested by two methods that is the cronbach alpha= 0.782 and the split half method= 0.737. The Scale consists of 50 items and it has both the positive and negative items. For Academic Achievement the results obtained by the Higher Secondary Students at the end of their final examination conducted by the board was collected.

RESULTS AND FINDINGS

Analysis of objective 1: The relationship between Self-concept and Academic Achievement of Higher Secondary Students is stated in the following Table 1. The Null hypotheses is stated as

Ho1: There is no significant relationship between Self-concept and Academic Achievement of Higher Secondary Students.

Table 1: Relationship between Self-concept and Academic Achievement of Higher Secondary Students.

Category	N	Mean	SD	df	'r'	Remarks
Self-concept	112	113.27	11.27	110	0.96	Significant
Academic Achievement	112	251.29	64.02			

****Significant at .05 level**

From Table 1, it is observed that the 'r' value = 0.96 with df = 110 was positively significant at .05 level. Hence the stated null hypothesis, "There is no significant relationship between Self-concept and Academic Achievement of Higher Secondary Students" was rejected. Thus there is a highly and positive relationship between Self-concept and Academic Achievement of Higher Secondary Students.

Analysis of objective 2: The difference in Self-concept between male and female Higher Secondary Students is stated in the following Table 2. The Null hypotheses is stated as

Ho2: There is no significant difference in Self-concept between male and female Higher Secondary Students.

Table 2: Difference in Self-concept between male and female higher secondary students

Self-concept	Group	N	M	SD	df	t-value	Sig.
	Male	45	114.98	12.18	110	1.27	0.20
	Female	67	112.12	10.55			

***Not Significant at .05 level**

From Table 2, it is observed that there is no significant difference in Self-concept between male and female Higher Secondary Students in Self-concept An independent sample t-test showed the difference in Self-concept between male (N=45, M=114.98 and SD= 12.18) and female (N=67, M=112.12 and SD= 10.55) was statistically not significant, $t(110) = 1.27, p = 0.20$, Hence the null hypothesis is accepted at .05 level of significant.

Analysis of objective 3: The difference in Academic Achievement between male and female Higher Secondary Students is stated in the following Table 3. The Null hypotheses is stated as

Ho2: There is no significant difference in Academic Achievement between male and female Higher Secondary Students.

Table 3: Difference in Academic Achievement between male and female higher secondary students

Academic Achievement	Group	N	M	SD	df	t-value	Sig.
	Male	45	229.4	70.96	110	3.18	0.00
	Female	67	266	54.68			

****Significant at .05 level**

From Table 3, it is observed that there is a significant difference in Academic Achievement between male and female Higher Secondary Students. An independent sample t-test showed the difference in Academic Achievement between male (N=45, M=229.4 and SD= 70.96) and female (N=67, M=266 and SD= 54.68) was statistically significant, $t(110) = 3.18$, $p = 0.00$, Hence the null hypothesis is rejected at .05 level of significant.

DISCUSSION

On observing the findings of the study, it was found that there is a highly and positive relationship between Self-concept and Academic Achievement, this finding is in line with the findings of (Chakravarty (1977): Kumari and Chamundeswari (2013) Ahmad and Ahmad (2016)) who found that there is a significant and a positive relationship between self-concept and academic achievement of students at the higher secondary level. Moreover, the study also found that there was no significant difference in Self-concept between male and female Higher Secondary Students but the mean score of male Higher Secondary Students is more than the female which shows that male Higher Secondary Students have a slightly better Self-concept than female, this finding is in line with the findings of Chakravarty (1977) who found boy's self-concept was higher than girls and Dkhar (2011) and Shantharam (2011) showed that there is no significant difference in self-concept of boys and girls. However this finding is in contrasts to the finding of Suthar (2016) who found that there is a significant difference in self-concept among boys and girls and girls have higher self-concept than boys. Lastly, the study also founded that there was a significant difference in Academic Achievement between male and female Higher Secondary Students and the mean score is in favour of the female Higher Secondary Students. This finding is in line with the findings of Shantharam (2011) who found that significant difference is found in the academic performance between boys and girls and girls have a higher level of academic performance than boys and in contrast to the findings of Dkhar (2011) who found that there is no significant difference in the academic achievement of boys and girls secondary schools of Khliehriat Block.

CONCLUSION

It may be concluded that the study main purpose was to find out the relationship between Self-concept and Academic Achievement of Higher Secondary Students and the difference in Self-concept and Academic Achievement between male and female Higher Secondary Students. The findings of the study shows that there was a highly and positive relationship between Self-concept and Academic Achievement which implies that students who have a better Self-concept have better Academic Achievement. Ahmad and Ahmad (2016) also in their study found that students with better self-concept have better academic achievement and vice versa.

Moreover, the findings of the study reveals that no difference was found in Self-concept between male and female Higher Secondary Students however the mean score is in favor of male Higher Secondary Students, the probable reason for this finding may be that boys are more self-confident in many aspects when compare to females . Golan, M. (2015) in her study stated that self-confidence is a stereotypical male feature, presentation of self-confidence for girls is considered a breach of traditional gender roles.

Lastly, the findings also revealed that there was a significant difference in Academic Achievement base on gender and the mean score is in favor of female Higher Secondary Students, thus the probable reason may be that female Higher Secondary Students put more effort in studies than male Higher Secondary Students, another probable reason may be that females are more attentive in the class, obedience to teachers, do their homework on time, write and prepare their notes and many other factors which are important in a student school life.

Thus to sum it up, the above findings indicates that Self-concept and Academic Achievement plays a very important role in a student life. Therefore it is important and necessary that the people concerned should encourage and take responsibility in encouraging and helping students to have a better Self-concept because this may influence their Academic Achievement. Further schools and teachers can also help students improve the Academic Achievement by motivating students, guiding them and using different kinds of teaching methods in order to attract the attention of the students, we need teachers to be empathetic and to understand the students not only in the academic perspective but also from different perspective like emotional and social aspects. Also parents plays an important role in determining the Self-concept and Academic Achievement of their children, parents can encourage their children to be more positive about life, help their children to be self-confident, to

believe in themselves and to love and improve themselves in order to have a healthy and happy life and also to become a productive member of the society and contribute towards the betterment of the society.

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