

**SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF ADOLESCENT BOYS
AND GIRLS IN SRINAGAR****Shabir Ahmad Bhat, Ph.D.**

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Abstract

The study was conducted to compare the self concept and academic achievement of adolescent boys and girls in Srinagar, J&K (India). The sample of the study consisted of 100 adolescent students (50 boys and 50 girls) the sample was selected from different schools of Srinagar by adapting the simple random technique. The investigators used Sagar Sharma's Self Concept Inventory to assess the self concept of the sample subjects. The tool which was used by the investigators is highly valid and reliable. The academic achievement of previous two years of sample subjects was collected from the official records of their respective schools. The study revealed that the adolescent boys have better self concept than the adolescent girls. No significant difference was found between boys and girls so far as their academic achievement are concerned.

Keywords: *self concept, academic achievement, adolescent, boys and girls*



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Introduction

Self-concept is also called self-construction, self-identity or self-perspective. It is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any characteristics, such as academics (and nonacademics's), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one's self-concept is a collection of beliefs about

oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but it is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Another model of self-concept contains three parts: self-esteem, stability, and self-efficacy. Self-esteem is the "evaluative" component it is where one makes judgments about his or her self-worth. Stability refers to the organization and continuity of one's self-concept. Is it constantly in flux? Can singular, relatively trivial events drastically affect your self-esteem? The third element, self-efficacy, is best explained as self-confidence. It is specifically connected with one's abilities, unlike self-esteem.

The students may be at different levels of achievement in different subject areas. Therefore, achievement is the learning outcome of students in classrooms. A level of achievement in academic fields includes the performance of students.

Borncl and Montsre K. (2004) found that there is a significant difference between male and female students in mental health and academic achievements. Students from small families have higher mental health and academic achievement than students from large families.

Today's self-esteem, as one of the influential factors that affects students academic achievement, has received increasing attention. It has been declared that high self-esteem can lead to high academic achievement. The Self-esteem can be referred to as a person's global judgments of competency regarding one's self-worth (Harter, 1988). This construct emerges when children compare their self-evaluation with actual performance on a variety of tasks. Moreover, this comparison between the perceived self and the ideal self is very crucial especially during adolescence because of the challenges typical of that age. Hence, development of self-esteem is considered as one of the most important developmental processes in adolescence (**Sirin and Rogers-Sirin, 2004**).

SAMPLE: The sample for the present study consisted of 100 secondary school adolescents (50 boys and 50 girls) from ten higher secondary schools of Srinagar.

The breakup of the sample is as under:

Group	N	Total
Adolescent Boys	50	50
Adolescent Girls	50	50
Total		100

Data Collection Instrument: The data for the present study was collected using the self-concept inventory, *Real Self and Ideal Self* by Sagar and Sharma (2003).

Procedure : In order to collect the information the investigator visited various secondary schools Srinagar . The investigator administered the self-concept inventory to 100 students (50 boys and 50 girls) to assess their self concept. The academic achievement of the previous two years of the sample subjects was collected from official records from the schools.

STATISTICAL TREATMENT

The data collected was subjected to the following statistical treatment.

Mean, S.D., and t-test was used to find the significant difference between boys and girls on self concept and academic achievement.

ANALYSIS AND INTERPRETATION

Table 1.1: Showing the Mean Comparison of Adolescent Boys and Girls

Students on Ideal Self Dimension of Self concept (N= 50 in each group)

Group	N	Mean	S.D	t- value	Level of Significance
Boys	50	165	5.4	3.37	Significant at 0.01 Level
Girls	50	162	3.2		

Table 1.1 shows the mean comparison of adolescent boys and girls on the Ideal Self-dimension of the self-concept inventory. The calculated t-value (3.37) is greater than the tabulated t-value at 0.01 level of significance. This indicates that there is a significant difference between adolescent boys and girls on the Ideal Self of the Self-concept inventory. The above result clarifies that adolescent boys have better Ideal Self than adolescent girls.

Table 1.2: Showing the Mean Comparison of Adolescent Boys and Girls on Real Self Dimension of the Self concept Inventory (N= 50 in each group)

Group	N	Mean	S.D	t- value	Level of Significance
Boys	50	167	4.47	4.5	Significant at 0.01 Level
Girls	50	163	4.40		

Table 1.2 shows the mean comparison of adolescent boys and girls on the self dimension of self concept inventory. The calculated t-value (4.5) is greater than the tabulated t-value at 0.01 level of significance, which indicates that there is a significant difference between adolescent boys and girls on the Real self of the Self concept inventory. The above result clarifies that adolescent boys have better Real self than adolescent girls.

Table 1.3: The Mean Comparison of Adolescent Boys and Girls Students on Self concept

Group	N	Mean	S.D	t- value	Level of Significance
Boys	50	168	4.816	3.94	Significant at 0.01 Level
Girls	50	164.5	4.024		

Table 1.3 shows the mean comparison of adolescent boys and girls school on the Self Concept Inventory. The calculated t-value (3.94) is greater than the tabulated t-value at 0.01 level of significance, which indicates that there is a significant difference between adolescent boys and girls on the Self Concept Inventory. The above result clarifies that adolescent boys have a better Self Concept than adolescent girls.

Table 1.4: The Mean Adolescent Comparison of Boys and Girls on Academic Achievement (N= 50 in each group)

Group	N	Mean	S.D	t-value	Level of significance
Boys	50	66.96	7.01	0.643	In Significant
Girls	50	67.61	7.41		

Table 1.4 shows the mean comparison of Boys and Girls on academic achievement. The table reveals that there is no significant mean difference between adolescent boys and girls on academic achievement, which means that adolescent boys and girls have similar

academic achievement. Though the mean difference favoured girls but the difference failed to arrive at any level of confidence.

CONCLUSIONS

The following are some of the conclusions drawn from the present study:-

1. It was found that adolescent boys and girls differ significantly on the ideal self dimension of the Self Concept inventory. The adolescent boys had better ideal self than the adolescent girls.
2. It was found that adolescent boys and girls differ significantly on real the self dimension of the Self Concept Inventory. The adolescent boys had better real self than the adolescent girls.
3. It was found that adolescent boys and girls differ significantly on the overall dimensions of the Self Concept Inventory. The adolescent boys had a better self concept than the adolescent girls.
4. It was found that there is no significant difference between adolescent boys and girls on academic achievement.

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