

A Study on Self-Perception in Relation to Academic Achievement of Adolescents

Dr. Suman Dalal¹, Ms. Riya²

¹Associate Professor, Department of Education, BPSMV, Khanpur Kalan, Sonipat, Haryana, India.

²Student of M.Ed, Department of Education, BPSMV, Khanpur Kalan, Sonipat, Haryana, India

Abstract:

Self-Perception is the way by which individuals view and interpret their own behavior, abilities and traits. This study aimed to investigate the impact of self-perception on the academic achievement of adolescents. A sample of 100 adolescents of age 13-18 from diverse backgrounds in the Sonipat District of Haryana is selected using a stratified random sampling technique. The data is collected through the Self Perception Profile Questionnaire prepared by Susan Harter (2012) designed to assess the self-perception of adolescents. The data is analyzed using descriptive statistics and correlation analysis. The result showed that self-perception significantly influenced the academic achievement of adolescents. Specifically, self-perception was positively and highly correlated with academic achievement, indicating that students with high self-perception tended to perform better academically. These findings suggest that self-perception plays an essential role in students' academic achievement. Therefore, it is crucial for educators and parents to focus on developing positive self-perception in students to enhance their academic performance and overall well-being.

Keywords: Self-perception, Academic Achievement, Adolescents.

Introduction:

Self-perception refers to an individual's beliefs, attitudes and feelings about themselves. It is shaped by a range of factors, including past experiences, cultural background, personality traits and social interactions. During our transition from childhood to maturity, we all have experienced a number of developmental changes. One of the most significant changes is the development of Self-Perception. It is important because it influences how a person perceives themselves and their capabilities. Self-perception can significantly impact various aspects of an individual's life, including academic achievement as it affects their behaviour and the decisions they make.

Academic achievement is an important measure of success for students, it can determine their future prospects in terms of employment opportunities and further education. Several studies have suggested that self-perception can impact academic achievement with positive self-perception being associated with better academic performance. The impact of self-perception on academic achievement is complex

and multifaceted. Students with a positive self-perception tend to be more confident, motivated and persistent in their academic opportunities and take risks in their learning. On the other hand, students who have negative self-perception may be more likely to experience anxiety, low self-esteem and lack of motivation, which can hinder their academic performance. Negative self-perception may also contribute to a fear of failure and a reluctance to take on challenging academic tasks.

This study explores the relationship between self-perception and academic achievement among adolescents.

Review of Related Literature:

- According to **Marsh and Shavelson** (1985), students who have a positive self-concept tend to perform better academically than those who have a negative self-concept.
- **Wigfield and Eccles** (1992), found students who believed they were capable of succeeding in school were more likely to achieve higher grades than those who did not.
- According to **Harter** (1983), students with high self-esteem tend to perform better than those with low self-esteem.
- Similarly, the study conducted by **Bharathi and Sree Devi** (2016) found that teachers and parents can help to maintain the optimum level of self-concept in adolescents.

Justification of the study:

The proposed study on self-perception in relation to the academic achievement of adolescents is important for several reasons. Firstly, the transition from childhood to adulthood is stressful for children. Secondly, in this stage, students generally generate negative thoughts about themselves due to which their whole perception gets impacted. Also, the concept of negative and positive self-perception will raise awareness among parents, educators and learners. So, overall, this study is important for all the adolescents.

Statement of the problem:

“A Study on Self-Perception in Relation to Academic Achievement of Adolescents”.

Objectives of the study:

- To compare the self-perception of male and female adolescents in the Sonipat district.
- To compare the academic achievement of male and female adolescents in the Sonipat district.
- To find out the relationship between self-perception and academic achievement of adolescents in the Sonipat district.

The hypothesis of the study:

- There is no significant relation between the self-perception of male and female adolescents in the Sonipat district.

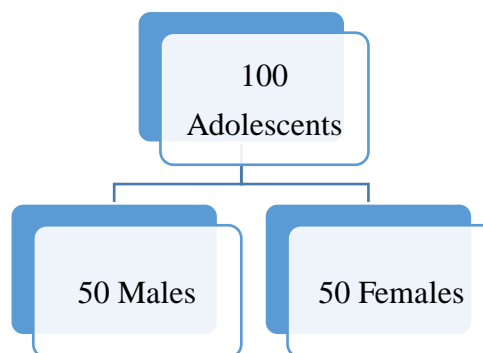
- There is no significant relation between the academic achievement of male and female adolescents in the Sonipat district.
- There is no significant relation between self-perception and academic achievement of adolescents in the Sonipat district.

Methodology of the study:

The students of ages 13-18 completed a questionnaire that included questions about self-perception. Students had to mark X in one box of each statement. There are a few questions which are negative in nature and the scoring of those questions was done as 1,2,3,4. The rest of the questions were positive in nature so the scoring of those questions was done as 4,3,2,1, depending on the box students have chosen. The survey was administrated during regular school hours and was completed in the classroom. Also, the final grades of these students were obtained through school records and obtained through the students themselves. These were classified as insufficient (6-6.9 points), sufficient (7-7.9 points), good (8-8.9 points) and Outstanding (9-10 points). Then the grades were converted into percentages by multiplying each grade by 9.5.

Sample of the study:

The sample consisted of 100 adolescents, ages 13-18, who were enrolled in secondary schools in Sonipat.



Tools of the study:

- Self-Perception Questionnaire by Susan Harter (2012)
- Academic Grades of Students

Statistical Techniques used:

The data were analyzed using descriptive statistics. The data were analyzed using the following statistical techniques:

- Mean
- Standard Deviation
- T-Test

Variables in the study:

There are two variables: Dependent and Independent

Dependent Variable: Academic Achievement

Independent Variable: Self-Perception

Results and Discussion:

Objective: To compare the self-perception of male and female adolescents in the Sonipat district.

Groups	N	Mean	S.D	T-value	Level of Significance
Boys	50	52.82	4.2603535	0.3730049	0.01
Girls	50	51.98	5.0889		

Discussion: The result showed the mean score of self-perception of male and female adolescents is 52.82 and 51.98 respectively. The t-value is 0.3730049 and is significant at 0.01 level. Therefore, the null hypothesis “There is no significant relation between the self-perception of male and female adolescents in the Sonipat district” is rejected.

Objective: To compare the academic achievement of male and female adolescents in the Sonipat district.

Groups	N	Mean	S.D	T-value	Level of Significance
Boys	50	72.276	6.065806	0.157829	0.1
Girls	50	74.29	7.957534		

Discussion: The result showed the mean score of academic achievement of male and female adolescents is 72.276 and 74.29 respectively. The t-value is 0.157829 and is significant at 0.1 level. Therefore, the null hypothesis “There is no significant relation between the academic achievement of male and female adolescents in the Sonipat district” is accepted.

Objective: To find out the relationship between self-perception and academic achievement of adolescents in the Sonipat district.

Variables	Coefficient of Correlation
Self-Perception	0.83043719
Academic Achievement	

Discussion: The number of adolescents in this study is 100. The coefficient of correlation between Self-perception and academic achievement is 0.83043719. So the null hypothesis “there is no significant relation between self-perception and academic achievement of adolescents in the Sonipat district” is

accepted. It also showed that self-perception and academic achievement are positively and highly correlated

Conclusion:

It shows that self-perception impacts the academic achievement of adolescents. I would like to recommend personally that educators must promote positive self-perception by providing academic support, creating a positive learning environment and encouraging student autonomy. Parents also play a significant role in promoting self-perception by providing emotional support, love and encouragement.

References:

1. Anderson, Emily K., "A Study Looking at How Youth's Self-Perception is Affected by Their Temperament" (2017). Undergraduate Honors Theses. Paper 408. <https://dc.etsu.edu/honors/408>.
2. Bong M, Skaalvik EM. Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review*. 2003 March; 15(1):1–40. Crossref
3. Gordon, M. S. (2017). Self-perception and relationship quality as mediators of father's school-specific involvement and adolescent's academic achievement. *Children and Youth Services Review*, 77, 94- 100. doi:10.1016/j.childyouth.2017.04.001
4. Kaur. (2018, April 2). STUDY OF SELF-PERCEPTION IN RELATION TO ACADEMIC ACHIEVEMENT OF GIFTED UNDERACHIEVERS. *International Journal of Creative Research Thoughts*, 6(2320–2882). <https://ijcrt.org/papers/IJCRT1813307.pdf>
5. Mathew. (2017, April). Self-perception and Academic Achievement. *Indian Journal of Science and Technology*, 10(14). <https://doi.org/10.17485/ijst/2017/v10i14/107586>
6. Rhodes, Kirk Lamar, "Self-Perception as a Predictor of Academic Performance in Adolescents With Learning Disabilities" (2015). *Walden Dissertations and Doctoral Studies*. 1657. <https://scholarworks.waldenu.edu/dissertations/1657>
7. Stringer, & Heath. (2008, February 31). ACADEMIC SELF-PERCEPTION AND ITS RELATIONSHIP TO ACADEMIC PERFORMANCE. *CANADIAN JOURNAL OF EDUCATION*. <https://files.eric.ed.gov/fulltext/EJ797194.pdf>
8. Rajkumari & Rachna.(2022). A STUDY OF TEACHER FREEZING AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SELF CONCEPT, *EPRA International Journal of Research & development*,7(8),23-26.
9. Rajkumari & Devi,S & Sushila.(2022). INFLUENCE OF GENERAL WELL-BEING IN RELATION TO SOCIAL SKILL AMONG SECONDARY SCHOOL STUDENTS, *EPRA International Journal of Multidisciplinary Research (IJMR)*,8(8),53-57.
10. Rajkumari & Devi,S. (2022), A STUDY OF SELF-PERCEPTION OF SECONDARY SCHOOL STUDENT IN RELATION TO EDUCATIONAL ADJUSTMENT, *Lex Humanitarian: Journal for a Change*,7(2),8-12.

11. Rajkumari.(2022). A Comparative Study of Learning Style and Mental Health of Graduate Students, *International Journal of Innovative Science, Engineering & Technology*, 9 (02),108-112.
12. Rajkumari & Devi,S.(2019) A study of the empowerment of adolescent's girls studying in government and private senior secondary school, *International Journal of Humanities and Social Sciences (IJHSS)* 8(5),67–72.
13. Rajkumari.(2019), A COMPARATIVE STUDY OF THE EMPOWERMENT OF ADOLESCENT GIRLS STUDYING IN RURAL AND URBAN SCHOOLS, *International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, 7(8),15-20.
14. Rajkumari & Devi,S & Ronak.(2022).A Study Of Life Skills Of Secondary School Students In Relation To Their Psychological WellBeing, *International Journal of Creative Research Thoughts (IJCRT)*10(9),668-674.
15. Devi, S. & N,(2022). A comparative study between self-perception and social skill of secondary school students, *EPRA International Journal of Research & development*,7(8),2022.
16. Devi,S. & B. (2021),A study of emotional stability in relation to educational adjustment of secondary school students, *Shodh Shindu*,7(2),1-6.
17. Devi,S.(2023).An Investigation of Learning through Open Learning System of Senior Secondary School Students, *International Journal of Innovative Science, Engineering & Technology*, 10 (01),64-71.
18. Devi.S (2022).Role of peace in reducing conflicts without violence and to build harmonious relationship, *Research Trends in Multidisciplinary Subjects*, 7, 68-7.
19. R & Devi,S.(2019) A study of the empowerment of adolescent's girls studying in government and private senior secondary school, *International Journal of Humanities and Social Sciences (IJHSS)* 8(5) 67–72.
20. R and Devi, S. (2019), A study of the empowerment of adolescent's girls studying in government and private senior secondary school, *International Journal of Humanities and Social Sciences (IJHSS)*, 8(5), 67–72.