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A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO SELF CONCEPT OF ADOLESCENT

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Abstract

The present study investigates the relationship between self-concept and academic achievement among adolescents. Recognizing that self-concept plays a pivotal role in shaping students' learning behavior, motivation, and overall academic performance, this study aims to explore whether adolescents with varying levels of self-concept differ in their academic outcomes and how strongly the two variables are correlated. The study was conducted using the descriptive survey method, involving a randomly selected sample of 100 adolescent students from Jhajjar district. The Self-Concept Questionnaire developed by Saraswat (2010) was used to assess the self-concept of students, while academic achievement was measured through their previous year's examination scores. Statistical techniques such as Mean, Standard Deviation, t-test, and Karl Pearson's Product Moment Correlation were applied to analyze the data. The findings reveal a significant difference in academic achievement between students with high and low self-concept, with students possessing a high self-concept scoring considerably higher than those with a low self-concept. Moreover, a strong positive correlation was found between self-concept and academic achievement, indicating that students with a more positive self-concept tend to achieve better academically in educational settings. The study concludes that self-concept is a vital psychological factor that significantly influences academic outcomes. The implications suggest that educational institutions should implement strategies to nurture students' self-concept through supportive teaching practices, motivational programs, and inclusive learning environments. Strengthening self-concept can foster greater academic success, emotional well-being, and long-term educational engagement among adolescents. This research emphasizes the need to integrate self-development interventions within the broader educational framework.

Keywords: Adolescents, Self-concept, Academic Achievement

Introduction

Self-concept during student life refers to how individuals view and evaluate themselves within an academic setting. It is a complex and dynamic construct that affects multiple dimensions of a student's educational journey, including learning, social behavior, and emotional well-being. Essentially, it represents a student's perception of their own abilities, value, and potential in the context of education. This self-perception plays a crucial role in shaping their motivation, actions, and academic results. According to recent research by Sharma and Gupta (2023), self-concept is a key factor in determining both academic achievement and psychological well-being among Indian



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students. A strong, positive self-concept is often linked to greater involvement, persistence, and academic performance, whereas a negative self-image can contribute to low self-esteem, reduced motivation, and poor academic outcomes. Marsh (2020) have conducted extensive research on the dynamics of self-concept and its influence on students' academic and personal development. Marsh's findings underline a reciprocal relationship between self-concept and academic performance — while academic success can boost self-concept, having a strong self-concept can, in turn, enhance academic achievement. Similarly, research by Chen and Chang (2019) in the U.S. highlights that a positive self-concept not only supports academic outcomes but also contributes to students' emotional well-being and the quality of their social interactions, ultimately improving life satisfaction and interpersonal relationships.

Recognizing the significance of self-concept in education is vital for both educators and policymakers. It directly shapes students' attitudes toward learning, their readiness to embrace challenges, and their ability to recover from setbacks. Globally, educational strategies that aim to strengthen students' self-concept have yielded encouraging results. Programs designed to build self-esteem, self-efficacy, and a growth mindset — such as those discussed by Yeager and Dweck (2019) — have been successfully applied in diverse educational settings. Moreover, fostering inclusive and supportive learning environments that celebrate individual strengths and provide meaningful opportunities for success is fundamental to cultivating healthy self-concepts in students (Harter, 2015).

Moreover, self-concept plays a significant role in students' social interactions and relationships. A positive self-concept enables students to develop healthy interpersonal connections, assert themselves confidently, and navigate social situations effectively. Conversely, negative self-concepts may lead to social withdrawal, feelings of inadequacy, and difficulties in forming meaningful relationships. Recognizing the impact of self-concept on students' social and emotional development underscores the importance of integrating socio-emotional learning into educational curricula and practices.

In conclusion, self-concept stands as a core element in a student's life, significantly influencing their academic performance, emotional health, and social growth. Research from both Indian and global contexts underscores its pivotal role in shaping educational experiences and outcomes. Fostering positive self-concepts through well-designed interventions, nurturing environments, and comprehensive educational strategies enables educators to support students in achieving success across academic, psychological, and interpersonal domains.

Academic Achievement

Academic achievement is a core indicator of educational effectiveness and student success. It generally refers to the extent to which a learner has attained their educational goals, often measured through grades, standardized assessments, and institutional evaluations. The term encompasses not



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only scholastic performance but also the development of cognitive, emotional, and social competencies. In the Indian educational context, academic achievement is particularly emphasized as a means of upward mobility, personal growth, and national development (Singh & Majhi, 2025). As such, it serves as a critical measure for educators, institutions, and policymakers alike.

The term "academic achievement" originates from the broader notion of educational accomplishment. It is defined as the performance outcomes that signify the extent to which a student has mastered content, skills, or competencies as defined by curricular standards. In Indian education, it is often linked with board exam results, entrance test scores, and classroom assessments. According to Lahari, Agrawal, and Chandrakar (2024), academic achievement also involves non-cognitive aspects such as discipline, attendance, and classroom behavior, which indirectly affect student performance.

While traditionally measured through quantitative means, recent educational reforms in India have advocated for more holistic assessments. Baudha (2022) argues that academic achievement must be conceptualized not merely as test scores, but as the learner's capacity to apply knowledge in real-life contexts. This perspective aligns with the National Education Policy (NEP) 2020, which encourages the integration of multidisciplinary learning and practical application in assessment metrics.

Importance of Academic Achievement

The importance of academic achievement cannot be overstated, particularly in India, where academic success is often equated with career opportunities, social status, and economic mobility. Gupta (2025) emphasizes that high academic performance enhances a student's self-concept, increases motivation, and fosters lifelong learning habits. Moreover, schools and universities use academic achievement as a benchmark for admission, scholarship awards, and placement, making it a significant determinant of students' future paths.

Academic achievement also plays a central role in national development. A well-educated and high-performing student body contributes to a more skilled workforce, thereby improving a country's human capital. Ponnala, Suresh, and Kodali (2025) found that increased levels of academic achievement among students led to improved socio-economic conditions, particularly in rural and semi-urban India. Moreover, academic performance influences students' psychological well-being. Lahari et al. (2024) showed a strong correlation between academic success and self-esteem among tribal and non-tribal college students in Chhattisgarh.

In the classroom, academic achievement is also a reflection of effective pedagogy and institutional support. Programs designed to improve teaching methods, student-teacher interaction, and infrastructure have been shown to directly impact student performance (Iyengar & Iftekhar, 2025). Further, school environments that promote inclusivity, provide feedback, and encourage inquiry-based learning foster higher achievement levels.



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Importantly, academic achievement is not solely the responsibility of students; it is a collective outcome of teacher effectiveness, parental involvement, socio-economic background, and institutional policies. Singh and Majhi (2025) emphasize the necessity of culturally responsive teaching strategies that address diverse learner needs. Likewise, Goel and Bhargava (2025) argue that reflective and andragogical teaching methods, even at the university level, enhance conceptual understanding and result in better academic outcomes.

In conclusion, academic achievement is a multidimensional construct with far-reaching implications for individual learners and society at large. It serves as a gateway to personal and professional success and is pivotal in shaping national progress. Indian educational discourse must continue to evolve its understanding and measurement of academic achievement to ensure that all students have equitable opportunities to succeed.

Review of Literature

Harter (2015) emphasized the socio-cultural foundations of self-concept construction, influenced by factors like gender and cultural beliefs. Chen and Chang (2019) highlighted the mediating role of self-concept in enhancing life satisfaction and social relations among emerging adults. Yeager and Dweck (2019) demonstrated the role of growth mindsets in promoting resilience and academic achievement among students. Brackett et al. (2020) found that schools implementing comprehensive socio-emotional learning (SEL) programs witnessed improvements in academic performance and overall well-being. Marsh (2020) synthesized the multidimensional nature of self-concept and its impact on academic achievement. Smith and Jones (2021) highlighted the influence of cultural factors on students' adaptation to the academic environment. Patel and Shah (2023) revealed a positive association between educational adjustment and academic success among Indian students. Sharma and Gupta (2023) underscored the significance of self-concept in predicting academic achievement and motivation among Indian students.

Statement of the Problem

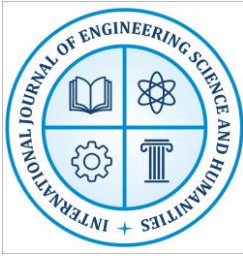
A Study of Academic Achievement in relation to Self Concept of Adolescent

Objectives of the Study

1. To compare academic achievement among adolescents having low and high self-concept.
2. To find out the relationship between academic achievement and self-concept among adolescents.

Hypotheses

1. There exists no significant difference in academic achievement among adolescents having low and high self-concept.
2. There exists no significant relationship between between academic achievement and self-concept among adolescents.



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Methodology

In the present study, Descriptive Survey Method was used.

Population

Adolescence students of Jhajjar districts constituted population of the present study.

Sample

A sample of 100 adolescent students was taken on the basis of Random Sampling Method from Jhajjar district.

Tool Used

- Self-Concept Questionnaire developed by Saraswat (2010)
- Academic achievement was assessed based on the adolescents' performance in their previous year's examinations.

Statistical Techniques

Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Coefficient Correlation was used to analyze the data.

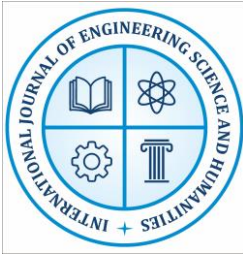
Data Analysis

Table 1: Mean, SD and 't' value of Academic Achievement among Adolescents Having Low and High Self Concept

Group	N	Mean	Std. Deviation	't' test	'p' value
Students with high Self Concept	54	82.73	13.264	6.541**	0.000
Students with low Self Concept	24	70.99	9.004		

** Significant at 0.01 level

The results presented in Table 1 provide a comparative analysis of academic achievement among adolescents with high and low self-concept. The table clearly indicates that students with a high self-concept (N = 54) have a higher mean academic achievement score (M = 82.73, SD = 13.264) compared to those with a low self-concept (N = 24), who have a mean score of 70.99 (SD = 9.004). The difference between the two groups is statistically significant, as shown by the t-value of 6.541, with a p-value of 0.000, which is well below the 0.01 level of significance. This statistically significant result ($p < 0.01$) suggests that the observed difference in academic performance is not due to chance. In other words, adolescents with a higher self-concept tend to perform significantly better academically than their counterparts with a lower self-concept. This finding supports the psychological theory that self-concept plays a critical role in shaping students' motivation, confidence, and learning outcomes. A high self-concept likely encourages greater perseverance, engagement, and positive attitudes toward education, which in turn enhances academic success.



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Therefore, the results highlight the importance of nurturing positive self-concepts among students through supportive educational practices and interventions. Educators, school counselors, and parents should focus on building students' self-perception and confidence as a pathway to improving their academic achievement.

Table 2: Relationship between Academic Achievement and Self-Concept among Adolescents

Variables	N	Mean	Std. Deviation	"r" value
Academic achievement	100	76.86	11.134	0.712**
Self Concept	100	54.52	7.623	

** Significant at 0.01 level

Table 2 illustrates the relationship between academic achievement and self-concept among a sample of 100 adolescents. The mean academic achievement score is 76.86 with a standard deviation of 11.134, while the mean self-concept score is 54.52 with a standard deviation of 7.623. The calculated correlation coefficient ($r = 0.712$) indicates a strong positive relationship between the two variables. This correlation is statistically significant at the 0.01 level, suggesting that the association is not due to chance. In simple terms, this means that students with a higher self-concept tend to achieve higher academic scores, while those with lower self-concept may perform less well academically. The strength of the correlation highlights the important role of self-perception in influencing learning and academic success. It suggests that enhancing students' self-concept could positively impact their academic performance, making it a key focus area for educators and mental health professionals working with adolescents.

Findings of the Study

1. The comparison of academic achievement between students with high and low self-concept reveals a significant difference, with students having a high self-concept scoring notably higher ($M = 82.73$) than those with low self-concept ($M = 70.99$). The t-test result ($t = 6.541$, $p < 0.01$) confirms that this difference is statistically significant, suggesting that self-concept plays a key role in academic performance.
2. A strong positive correlation ($r = 0.712$, $p < 0.01$) was found between self-concept and academic achievement among adolescents. This indicates that students with a more positive self-concept and higher academic success, emphasizing the importance of psychological factors in learning outcomes.

Conclusion

The findings of the study clearly indicate that self-concept has a significant impact on the academic achievement of adolescents. Students with a high self-concept perform better academically compared to those with a low self-concept, as reflected by the statistically significant difference in their mean scores. Additionally, the strong positive correlation between self-concept and academic



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achievement confirms that a positive self-perception is closely linked to better educational outcomes. This highlights that self-concept is not just a personal trait but a powerful psychological factor that influences students' motivation, learning behavior, and academic performance.

Educational Implications

These results carry important implications for the educational system. Schools, teachers, and counselors must recognize the vital role of self-concept in shaping students' academic success. Educational practices should focus on building students' self-esteem and self-awareness through encouraging feedback, positive reinforcement, and inclusive classroom environments. Programs that promote self-confidence, goal-setting, and emotional resilience should be integrated into the school curriculum. Teachers should adopt learner-centered methods that recognize individual strengths and provide opportunities for success, which in turn help strengthen students' self-concept. Moreover, regular assessments of students' emotional and psychological well-being can support timely interventions, ensuring that academic support is complemented with personal development. Investing in self-concept development is not only beneficial for academic improvement but also essential for the holistic growth of adolescents.

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