



SELF-PERCEPTION OF SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT

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ABSTRACT

Self-perception is a group of process mainly perceiving, thinking and executing a plan of action for attaining satisfaction in response to inner drives and the self as the ways in which the individual reads to himself. Academic achievement is the knowledge attained or skills developed in school subjects. Self-perception of a person is expected to positively affect his/her academic achievement. A student with high self-perception is expected to have better academic achievement than a student with low self-perception. It is vice-versa also. The present study conducted on 100 adolescent students (age range 16-18 years). Self-perception Check list by K. N. Sharma (1997) and Academic achievement of students was taken from the marks obtained in two annual examinations for collecting the data. This study revealed that there is a positive correlation between self-perception and academic achievement of secondary school students. Various types of co-curricular activities should be organized frequently to promote the qualities such as co-operation, tolerance, open mindedness and sharing of responsibilities to enhance their adjustment.

Key Word: Self-Perception and Academic Achievement

Introduction:

Perception (from the Latin perceptio, percipio) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. Perception may be defined as "the set of mental process and experiences asking from processing of the sensory data by brain. The process of perception begins with an object in the real world, termed the distal stimulus or distal object. By means of light, sound or another physical process, the object stimulates the body's sensory organs. These sensory organs transform the input energy into neural activity—a process called transduction. This raw pattern of neural activity is called the proximal stimulus. These neural signals are transmitted to the brain and processed. The resulting mental re-creation of the distal stimulus is the percept. Perception is sometimes described as the process of constructing mental representations of distal stimuli using the information available in proximal stimuli. Ben - Chaim (2001) indicates that the students



assess quite adequately the actual self perception of their teachers. Regarding the significance of the association between the students' preferred and the teachers' actual self perception in College science and mathematics teaching for effective learning, the self-modification of PS by reflective prospective and in-service science teachers is recommended. Ronald W. Stringer (2008) revealed in his study that the children's self-perceptions of academic competence accounted for significant variance in academic performance one year later. However, neither the academic self-perceptions at the beginning of the study nor changes in self-perceptions over time predicted changes in academic performance. Self-perception of academic competence cannot play a simple, causal role in academic achievement. Arnaud Chevalier (2009) the study revealed that pupils with a more positive view of their academic abilities are more likely to expect to continue to higher education even after controlling for observable measures of ability and students' characteristics. University students are also poor at estimating their own test performance and over-estimate their predicted test score. However, females, White and working class students have less inflated view of themselves. Self-perception has limited impact on the expected probability of success and expected returns amongst these university students. Rathee, N. K. (2015) shows that evaluation of self perception among athletes can be very effectively utilized in the process of their performance enhancement. The subjects were administered Semantic Differential Scale and obtained data was statistically analyzed for all 10 components of the variable self perception as well as for overall self perception. The results indicated that sportspersons were significantly better than non-sportspersons on overall self perception and its three components. Meenu (2016) revealed that General Mental Ability, home environment interest and academic achievement are significantly and positively correlated. Whereas the high score of girls indicates that they are superior to boys. Mathew, J.S. (2017) self-perception explains how better the students perform in their various school subjects offered to them like mathematics, science, language arts, social studies etc. It also explores whether self-perception is one-dimensional or multidimensional. The gap analysis conducted during literature review focuses on the need to study the subject-specific academic self-perception and its association with to academic performance. Application/Improvements: Self-awareness is a basic human condition. Self-perception emerges in the early period of life and the significant others set the platform for it. Many studies show that academic self-perception is related to wide variety of school-related variables. The related variables are found to be subject specific school achievement, perceived social status among peers, participation in the class room dialogue, perception of peers and teachers, classroom behavior. Razali, S., Rusiman, M. S., Gan, W. S. & Arbin N. (2018) showed three main factors associated with time management which can be classified as time planning, time attitudes and time wasting. The result also indicated that gender and races of students show no significant differences in time management behaviours. While year of study and faculty of students reveal the significant differences in the time management behaviours. Meanwhile, all the time management behaviours are significantly positively related to academic achievement of students although the relationship is weak. Time planning is the most significant correlated predictor.



Achievement of pupil is the status of his/her with respect to attained skills or knowledge as compared with other pupils or with the schools adopted standards. Academic achievement is the knowledge attained or skills developed in the school subjects usually designed by tests scores or marks assigned by teacher or both. It refers to performance in a standard series of educational tests. It can be defined as performance of students as in education which can be calculated through proper study of his previous records and mark sheets. Academic achievement is of paramount importance particularly in the present socio-economic and cultural context. Academic achievement is directly related to students' growth and development of knowledge in an educational situation where teaching and learning process takes place. Academic achievement is defined as the performance of the students in the subject they study in the school and determines the student's status in the class. It gives children an opportunity to develop their talents, improve their grades and prepare for the future academic challenges. So there is dire need to study self-perception of secondary school students in relation to their academic achievement. So this problem is selected.

Statement of the Problem

Self-Perception of Secondary School Students in Relation to Academic Achievement

Objectives of the Study

- To compare the self-perception of low achievers and moderate achievers of secondary school students.
- To compare the self-perception of moderate achievers and high achievers of secondary school students.
- To compare the self-perception of low achievers and high achievers of secondary school students.
- To study the relationship between self-perception and academic achievement of secondary school students.

Hypotheses of the Study

- There is no significant difference between self-perception of low achievers and moderate achievers of secondary school students.
- There is no significant difference between self-perception of moderate achievers and high achievers of secondary school students.
- There is no significant difference between self-perception of low achievers and high achievers of secondary school students.
- There is no relationship between self-perception and academic achievement of secondary school students.

Method

The objective of this study would be to know about self-perception and academic achievement and assess the relationship of self-perception and academic achievement of secondary school students. For this purpose, a co-relational study design was used for the present research study.

Sample

The population for the present study comprised of secondary school students. The population being large in number and vastly distributed it was very difficult exercise to collect the data from whole population, when only small but representative samples



could furnish the details. So, a sample of 100 secondary school students selected on the random basis from secondary schools of Sonapat district.

Research Tools Used

In the present study, the researcher has been collected the data related to self-perception and academic achievement among secondary school students by using the following tools:

- Self-perception checklist by K.N. Sharma (1997).
- Academic achievement of students was taken from the marks obtained in last two annual examinations.

Data Collection

The researcher was used survey method in the present study to collect the data related to self-perception and academic achievement among secondary school students. A clear cut instruction was given to fill up the questionnaires.

Statistical Techniques

For the analysis of data collected, differential analysis, such as Mean, Standard Deviation, t-test and Product Moment Co-relation were used.

Data Analyses

Comparison between the Self-Perception of low achievers and moderate achievers of secondary school students

Variables	N	Mean	S.D.	't' value	Remarks
LA	33	308.50	10.12	4.83	Not Significant
MA	33	221.36	21.18		

LA Low Achievers

MA Moderate Achievers

Interpretation

The result shown in table indicated that the mean of self-perception of low achievers and moderate achievers of secondary school students have come out to be 308.5 and 221.36 respectively with S.D being 10.125 and 21.18. To test the hypothesis that there is no significant difference between self-perception of low achievers and moderate achievers of secondary school students, the mean difference, S.E.D. and t-values were computed. For evaluating the significance level of difference of mean, t table value was 2.00 at the levels of 0.05. It is clear from the table that the difference between the self-perception of low achievers and moderate achievers of secondary school students is not significant at the 5% level, i.e. 4.8394.

The significant difference between self-perception of low achievers and moderate achievers among secondary school students implies that the hypothesis of the study that, "There is no significant difference between self-perception of low achievers and moderate achievers of secondary school students" is rejected.

Comparison between the Self-Perception of moderate achievers and high achievers of secondary school students

Variables	N	Mean	S.D.	't' value	Remarks
MA	33	221.36	21.18	1.81	Significant
HA	33	230.0	17.68		



MA Moderate Achievers

HA High Achievers

Interpretation

The result shown in table indicated that the mean of self-perception of moderate achievers and high achievers of secondary school students have come out to be 221.36 and 230 respectively with S.D being 21.18 and 17.68. To test the hypothesis, that there is no significant difference between self-perception of moderate achievers and high achievers of secondary school students, the mean difference, S.E.D. and t-values were computed. For evaluating the significance level of difference of mean, t table value was 2.00 at the levels of 0.05. It is clear from the table that the difference between the self-perception of moderate achievers and high achievers of secondary school students is significant at the 5% level i.e. 1.8113.

The non-significant difference between self-perception of moderate achievers and high achievers among secondary school students implies that the hypothesis of the study that, "There is no significant difference between self-perception of moderate achievers and high achievers of secondary school students" is accepted.

Comparison between the Self-Perception of low achievers and high achievers of secondary school students

Variables	N	Mean	S.D.	't' value	Remarks
LA	33	308.5	10.125	4.3903	Not Significant
HA	33	230.0	17.60		

LA Low Achievers

HA High Achievers

Interpretation

The result shown in table indicated that the mean of self-perception of low achievers and high achievers of secondary school students have come out to be 308.5 and 230 respectively with S.D being 10.125 and 17.60. To test the hypothesis that, there is no significant difference between self-perception of low achievers and high achievers of secondary school students, the mean difference, S.E.D. And t-values were computed. For evaluating the significance level of difference of mean, t table value was 2.00 at the levels of 0:05. It is clear from the table that the difference between the self-perception of low achievers and high achievers of secondary school students is significant at the 5%levels, i.e. 4.3903.

The significant difference between self-perception of low achievers and high achievers among secondary school students implies that the hypothesis of the study that, "There is no significant difference between self-perception of low achievers and high achievers of secondary school students" is rejected.



Showing mean, standard deviation (S.D.) and rank orders of self-perception of secondary school students

S.No.	Dimension	Mean	S.D.	Rank
1.	High Achievers	230	17.60	2
2.	Moderate Achievers	221.36	21.18	3
3.	Low Achievers	308.50	10.12	1

Relationship between self-perception and academic achievement

Variables	N	r (Coefficient of correlation)	Remark
Self-Perception	100	0.028	Positive Correlation
Academic Achievement			

Variables	Self Perception	Academic Achievement	LA	MA	HA
Self Perception	1	0.028			
Academic Achievement		1			
LA			1		
MA				1	
HA					1

LA Low Achievers

MA Moderate Achievers

HA High Achievers

INTERPRETATION:

The results shown in table indicated that mean of self-perception of high achievers, moderate achievers and low achievers have come out to be 230, 221.36 and 308.5 respectively with standard deviation being 17.60, 21.18 and 10.125. To test the hypothesis that "there is no relationship between self-perception and academic achievement of secondary school students", mean difference and standard deviation were computed. On the basis of mean scores it can be said that low achievers of secondary school have high self-perception than the moderate achievers and high achievers of secondary school students.

Conclusion

On the basis of the present study, it concluded that there was significant difference between self-perception of low achievers and moderate achievers among secondary school. There is no significant difference between self-perception of moderate achievers and high achievers of secondary school students. There was significant difference between self-perception of low achievers and high achievers among secondary school students. On the basis of mean scores it can be said that low achievers of secondary school have high self-perception than the moderate achievers and high achievers of secondary school students. A.D. Singh also conducted a comparative study of high and low academic achievers in self-perceptual



formation and found that there was a significant difference in self-perception of high and low academic achievers. There is positive relationship between self-perception and academic achievement of secondary school students

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