

Relationship between Self-Concept and Scholastic Achievement of Professional Course Students

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Abstract:

The objective of study is to look into the relationship between self-concept and scholastic achievement of professional course students. Difference between self-concept of male and female, urban and rural as well as students from government and private college is also considered for investigation. The study consist of 600 sample data of professional courses of engineering and diploma of civil, mechanical and computer science branches are participated. The data for this study is collected through the questionnaire which extracts information of student emotional intelligence and the percentage scored in first year is used as a scholastic achievement of the students. For self-concept, Pratibha Deo tool is used for data collection. Pearson correlation coefficient and t-test were used for analyzing the data.

Key words.: Self Concept, Scholastic Achievement, Gender, Urban and Rural, Locality.

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I. INTRODUCTION

All the parents are concern about contributing to academic performance among students in academic institutions, started from primary school to higher school. Students learn basic and fundamental of real life in a school. After completing school, students join the higher education either professional or non-professional courses. There are a lot of ways to think about self. Parents, teachers, university professors, authorities and students preventing them from failing academic achievement. In view of academic achievement, academic failure has a critical effect on individual fate based on several studies. It also enforces responsibility on the family and society. One of the factors which is generally used by the various researches are emotional intelligence. In other ways, emotional intelligent students are more productive in living their college life and are capable to learn and perform academically.

In addition to that, it does not only help students to improve better but also decides their career success, especially for those who want to venture into a profession that require high level of emotion related competency. Emotional Intelligence refers to an ability to distinguish the meaning of emotions and their relationship. It is required in the capacity to comprehend emotions, emotions related feelings, understand the information of those emotions and manage them. It is the power to monitor one's own and other people emotions, to make differentiate between dissimilar emotions and mark them suitable. There are three models of Emotional Intelligence (EI). First ability model, developed by Peter Salovey and John Mayer, concentrates on individual's ability. Second trait model, developed by Konstantin Vasily Petrides, focus behavioral dispositions and self sensed abilities through Self-Report. Third mixed model, is a combination of

both and proposed by Daniel Goleman to define the skills and characteristics that ride leadership performance.

A person with high emotional intelligence perform better with different parameters. It is especially true in profession course that requires the students to be highly emotionally intelligent. A lot of research is being carryout to examine the stress in workplace including in learning institutions and professional courses. Teaching profession is distinguished by one of the stressful professions. Emotional intelligence is one of the important determinants of scholastic achievement among students. It is especially true and more dominant in professions that require the employees to be highly emotionally intelligent.

II. LITERATURE REVIEW

Emotional intelligence means relating to the act of perceiving capacity, tool, recognition, application and management of emotions in self and others (Myre, 1997). In some studies, emotional intelligence correlates positively with academic achievement (Parker, 2004). The concept of emotional intelligence can be applied in educational situation. Individuals, high emotional skills have improved social skills, static long term relations and more ability to solve problems. Children with high emotional skills are more capable of concentrating on problems and using problem solving skill that increases their cognitive abilities (Soltanifar, 2007). Studying the relation between emotional intelligence and academic achievement is very challenging today. Studies done in this respect are often contradictory. Braket and Saluvi (2004), Ilias.et.al (2003), Samari and Tahmasbi (2007), Besharat.et.al (2006) showed the relation between emotional intelligence and academic achievement.

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Koohsar.et.al (2007) expressed that there is no significant relation between emotional intelligence and academic achievement. According to Brodi and Hal who studied emotional differences between male and female genders, females replaced emotional reactions with hand to hand combat better than males. On the contrary, males do not show their feelings and are not aware from emotional state of themselves and others. In this direction, Besharat.et.al (2006) reported emotional intelligence of female students higher than that in male students

Kattekar (2010) presented a study in Kannada language to study the impact of emotional intelligence on the academic achievement of 500 standard IX students in the Karnataka state. In study, the researcher found a positive relationship between emotional intelligence and academic achievement of Kannada language students.

Vijayarani K. (2013) supposed that Scholastic Achievement is considered to be a very important factor in the High School education but, it is an alarming note that parents and schools in their an anxiety to improve the performance of students. Students puts a lot of emotional stress during this stage and work load in schools which skill the Academic Self Concept of students may studies. From the study it is found that there is significant relationship between the Academic Self-Concept and Scholastic achievement in 9th students.

Kolachina A. (2014) proposed that students in higher education institutions are performed as leaders tomorrow and are expected to execute various roles for the society with efficiency and effectiveness. It is necessary to develop a right position and equipped with emotional intelligence to resolve the complexities of life and quality education. When students are educated to emotionally and socially/cultural intelligent, their general performance can be improved.

U.O. Emmanuel et. al. (2014) investigates the relationship between academic motivation, academic self-concept and academic achievement of high school students. It is found that the students profile to check the levels of achievement motivation, self-concept, and their academic achievement. A total of 120 students selected from four high schools participated in the study. Pearson Product Moment Correlation Coefficient are used to analyze the data and it is found that the students who have good self-concept of themselves is performing well in mathematics (Olantunde 2010), physical science and that they needed to do well in mathematics and physical science in order to please themselves their parents and to get admission into high institutions of their choice (Raju 2013).

Satish M.T. (2015) research has the following educational implications in special schools, special instructional methods, instructional material and supportive services should meet their needs so that we get good academic results. Attention should be given towards the physically challenged students, so that these children may develop real self concept among themselves.

Barimah et. al. (2017) inquires the relationship between motivation, academic self concept and academic achievement of Sunyani Technical University students. It is found that there were significant correlations between academic self concept, motivation and academic

achievement of students. It was also found that female students are more motivated than male students.

S. Vidhya and Subramonian G. (2017) investigated the self concept and academic achievement among B.Ed students in Coimbatore district and found that female students have better self concept than male students. It is also found that tamil mdeiu studied B.Ed students have more academic achievement than English medium students.

III. STATEMENT OF THE PROBLEM

There are various significant manifests proving, that emotional intelligence can help in the whole life transaction from schol to college and later after start the carrier in the entire world. During college level, emotional intelligence is viewed as a worthwhile value that helps to students to manage and deal with the requirement of the nature of the academia. A lot of students have already established the positive relationship between students' emotional intelligence and academic achievement, referring reasons such as emotionally intelligent students have better interpersonal and intrapersonal skills are more and better understanding to manage stress. In other ways, emotional intelligence students have better understanding and are more successful in living their college life and are able to learn perform academically.

In addition, emotional students does not only help to determine the problems but also to take decisions in their career success, especially for those who wants to venture into a professional courses that requires high level of emotion related competence, such as behavior, culture and emotions. Emotional labour refers to "the extent to which a worker must express a suitable emotions to distinguish in his or her job ((Kremenitzerand Miller, 2008, p. 107), which is really important to being emotinally intelligent. Therefore, there is a demand for those who have some aim and objectives to become proficient to possess the skills of emotional intelligence.

Therefore, due to various claims on the influence of emotional intelligence on academic achievement and its professional success, this study is to find the emotional intelligence among the students of professional courses of Engineering and Diploma in Gorakhpur, Uttar Pradesh and to investigate the influence on their academic acheivement. Later, the respondents are future students of professional corses who will join the professional course in future; it would be insightful to find out how emotional intelligence they are and easily to handle whether emotional intelligence does help to establish to perform industries and professions in their recreation to achieve their degree in professional courses.

IV. OBJECTIVES OF THE RESEARCH

The study is guided by the following objective:

- To study the relationship between self-concept and scholastic achievement of professional students.
- To study the differences in the self-concept of students based on gender.
- To study the differences in the self-concept of students based on locality.
- To study the differences in the self-concept of students based on college.

For the above objectives, the hypothesis is as follows:

- Ho : There is no statistically relationship between self-concept and scholastic achievement of professional students in Gorakhpur, Uttar Pradesh.
- Ho : There is no statistically significance difference between male and female of professional course with their scholastic achievement.
- Ho : There is no statistically significance difference between Urban and Rural of professional course with their scholastic achievement.
- Ho : There is no statistically significance difference between government and private of professional course with their scholastic achievement.

V. RESEARCH METHODOLOGY

Research Design

The purposive design methodology is applied in this study. This design was tooked because the study aims to examine the relationship between emotional intelligence and scholastic achievement. Hence, the independent variable examined in this study is emotional intelligence whereas the dependent variable is scholastic achievement of professional course of 1st year percentage in a form of Cummulative Grade Point Average (CGPA).

Fraenkel and Wallen (2007) express that correlational research is also referred to as descriptive research when the research efforts to describe relationships between two variables. On the other hand, description from a correlational research is different than other types of studies. Hence, in this study, t-test was carried out to determine the degree of relationship between the independent variable with students' scholastic achievement.

Therefore, the study is based on the purposive design methodology, the solitary instrument utilized for data collection was questionnaire. It is an important and popular procedure for collection of data (Singh and sindhu, 2006). It is also cost effective and suitable to be used as a tool to evoke information and response from a particular group of people.

Population

A population is usually defined as the members of any well defined class of people, event's or objects'. It represents a complete enumeration method in which all the units are reached or at least theoretically conceived to have been reached. The total group with which the study is concerned is called population or universe of concern. The population or universe is the group to whom the researcher would like to generalize the obtained results, and make statements which are valid for total group. The population in this sense does not refer to the inhabitants of some geographic area.

This study was confined to only professional students of Gorakhpur, U.P. (India). The population selected to carry out this study were 600 professional course students. For the selection of students we have confined the students of engineering and polytechnic colleges of government and private studying in second year in this study. Three branches of engineering and diploma are selected for this study, generally in all the collages are Civil, Mechanical and

Computer. This study applied purposive sampling a non probability sample that is selected based on characteristics of a population. Based on the amount of sampling procedure 24% Civil, 48% Mechanical and 28% Compute students were selected as a participant. It means that 144 from Civil, 287 Mechanical and 169 Computer.

Data Collection Procedure

Participants were approached and informed that they have been selected as the respondent for some purpose and they have participated for abbreviated amount of information for the study and their contribution to the field of education. Participants were given abbreviated instruction on how to respond on various questions of items in order to make sure that what is required from them. Once the questionnaire was distributed, the respondent were given copious time to finish it and the questionnaire was collected on the same time and day to ensure high reply rates.

Data Analysis Procedure

Once the entire questionnaires were collected, all the data gathered were described and analyzed using SPSS for statistical analysis. The results obtained are presented in form of percentage, mean and standard deviation. T-test and coefficient correlation is used to carried out in order to establish the relationship between the dependent and independent variables.

All the obtained results are presented in the form of tables and graphs are participated by descriptions explaining the results. Discussion of the results is carried out with the help of answer the research questions and necessary conclusion based on the findings of the research. On the base of overall findings, the researcher discusses the significant implications of the study and put a few suggestions for further and future research.

VI. ANALYSIS AND INTERPRETATION

Hypothesis Ho: There is no statistically relationship between self-concept and scholastic achievement of professional students in Gorakhpur, Uttar Pradesh.

Table 1: Correlation between self concept and Scholastic Achievement

		SC Score	SA
SC Score	Pearson Correlation	1	.094*
	Sig. (2-tailed)		.021
	N	600	600
SA	Pearson Correlation	.094*	1
	Sig. (2-tailed)	.021	
	N	600	600

Pearson's correlation and T-test were used. Pearson's correlation coefficient showed that there is a significant ($p=0.021$) relationship between self concept and scholastic achievement while findings indicated a meaningful relation ($p<0.05$) between its two subcomponents self concept, and scholastic achievement performance. There were significant differences in the self concept scores by habitat of students ($p<0.01$). considering the low level of self concept among students the meaningful relation between total and some components of self concept with scholastic achievement

Table 2: Significance of difference between self concept and scholastic achievement

Variable	Mean	SD	N	df	p-value	Result
Self Concept	150.18	46.150	600	598	.021	Significant
Scholastic Achievement (SA)	68.337	7.638				

Table 2 shows that the correlation between self concept and scholastic achievement is positive and significant at 0.01 levels of significance. This shows that there is a significant relationship between self concept and Scholastic achievement of professional course students of engineering and diploma courses. It implies that scholastic achievement supports the development of self concept someone has higher scholastic achievement, he/she is able to have take decisions and knowledge of his potential which in turn are the essential characteristics of an self concept of individual student. A student with high scholastic achievement may have more confidence and carries on various situations in a positive way. Therefore, a scholastic achievement has a positive correlation with self concept.

Hypothesis Ho: There is no statistically significance difference between the self-concept of male and female of professional course of Gorakhpur, Uttar Pradesh.

Table 3: Significance of difference between male and female of professional students Self-Concept

Gender	N	Mean	SD	df	Calculated t-value	Sig. Level	H0
Male	369	160.54	42.633	598	0.031	Z	Rejected
Female	231	160.43	43.400				

Table 3 shows that the self-concept of male students are 369, mean value is 160.54, standard deviation is 42.633. The number of female students are 231, mean value is 160.43, standard deviation is 43.400. The 't' value or calculated value between male and female is 0.031 at 598 degree of freedom at 0.05 level of significance. It indicates that there is no significance difference between self-concept of male and female students of professional course. Hence, the hypothesis is rejected.

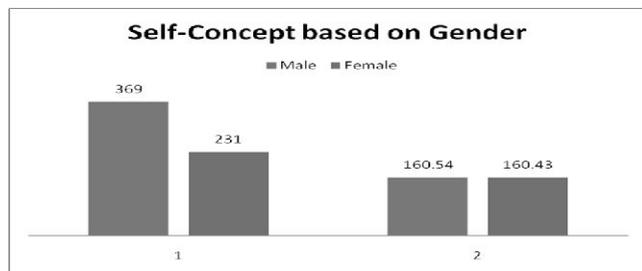


Figure 1: Self-Concept based on Gender

Figure 1 shows that, there is no significant difference between Male and Female on Self-Concept. This reveals that the level of Self-concept of Male and Female are same. i.e. the male and female students of professional course self-concept are almost same.

Hypothesis Ho: There is no statistically significance difference between the self-concept of Urban and Rural of professional course of Gorakhpur, Uttar Pradesh.

Table 4: Significance of difference between Urban and Rural of professional students Self-Concept

Gender	N	Mean	SD	df	Calculated t-value	Sig. Level	H0
Urban	339	160.00	42.198	598	0.321	NS	Rejected
Rural	261	161.14	43.854				

Table 4 shows the self-concept of Urban students are 339, mean value is 160.00, standard deviation is 42.198. The number of Rural students are 261, value of mean is 161.14, standard deviation is 43.854. The 't' value or calculated value of Urban and Rural is 0.321 at 598 degree of freedom at 0.05 level of significance. Therefore, the hypothesis is rejected.

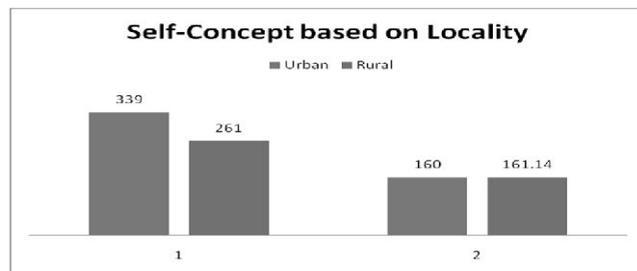


Figure 2: Self-Concept based on Locality

Figure 2 shows that, there is significant difference between Urban and Rural on self-Concept. This reveals that the level of Self-concept of Urban and Rural are not same. i.e. the Urban and Rural students self concept are not same.

Hypothesis Ho: There is no statistically significance difference between the self-concept of Government and Private college of professional course of Gorakhpur, Uttar Pradesh.

Table 5: Significance of difference between Government and Private college of professional students on the measure of Self-Concept

Gender	N	Mean	SD	df	Calculated t-value	Level of significance	Sig. Level	H0
Government	272	143.18	46.538	598	3.413	0.05	Significant	Accepted
Private	328	155.99	45.078					

Table 5 shows that the number of Government college student is 272, value of mean is 143.18, standard deviation is 46.538. The number of Private College students is 328, value of mean is 155.99, standard deviation is 45.078. The 't' value or calculated value between government and private is 3.413 at 598 degree of freedom and table value or CR value is 1.97 at 0.05 level of significance. Here, calculated value is smaller than tabulated value, therefore the hypothesis is accepted.

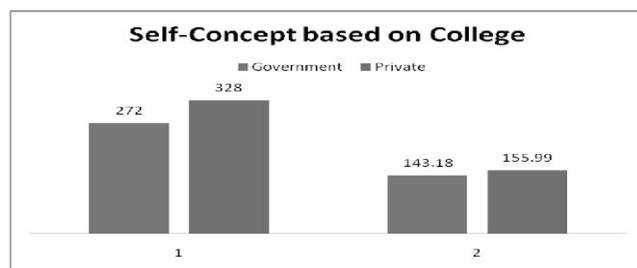


Figure 3: Self concept based on College

It means there is no significant difference between Government and Private college of students on self concept. This reveals that the level of self concept of government and private students are same i.e. the government and private college students self concept are almost same.

VII. MAJOR FINDINGS OF THE STUDY

The findings of the study are as follows:

- Result is obtained from first hypothesis after analysis it data are show table no -1 reveals that a scholastic achievement has a positive correlation with self concept..
- There is no significant difference between Male and Female on Self-Concept. This reveals that the level of Self-concept of Male and Female are same.
- There is significant difference between Urban and Rural on Self-Concept. This reveals that the level of Self-concept of Urban and Rural are not same. Self concept of rural students are better than the urban students of professional courses.
- There is no significant difference between Government and Private college of students on self concept. This reveals that the level of self concept of government and private students are same

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