

An Analysis of the Relationship between Academic Achievement and Self-Concept among B.Ed. Students

ABSTRACT

This study is aimed to assess the Relationship between Academic Achievement and Self - Concept level of B.Ed., III Semester Exam Marks of B.Ed. Students have been taken for Academic Achievement. Self-Concept Scale (SCS) (2023) was constructed and validated by the Hanumantharaju K. B. and Sivakumar R. The investigator has chosen the colleges randomly and selected 14 B.Ed. colleges (7 colleges from urban and 7 colleges from rural) from Bangalore North University. The sample was selected by using the simple random sampling technique. The sample included 840 B.Ed., students studying in affiliated colleges to Bangalore North University. The study concluded with the point that the B.Ed., Students have Academic Achievement, but the Self - Concept was influenced by their gender, marital status and qualification of the students significantly. The study revealed the fact that the level of Academic Achievement and Self - Concept are at high and average levels.

Keywords: Academic Achievement, Self - Concept and B.Ed., Students

1. INTRODUCTION

In the educational life of an individual, academic achievement is a crucial factor in predicting the future success. The prediction of academic achievement has been given greater importance during recent years because of various reasons. Academic achievement is often affected by various cognitive and non-cognitive factors. Academic success depends on Self Concept since it drives students to make the necessary efforts to learn. Academic achievement is in turn influenced by many factors such as academic motivation, learning style and self-concept. So the teacher should take into consideration, all the determinants for the holistic development of an individual and for the betterment of the society.

1.1 Academic Achievement

Academic achievement in teacher education is the hallmark of a well-prepared and effective teaching workforce. The pursuit of excellence in teacher education programs is paramount as it directly influences the quality of instruction and consequently student outcomes [1](Darling-Hammond, 2017). Prospective teachers engage in rigorous coursework, pedagogical training, and practical experiences to acquire the knowledge and skills essential for effective classroom management and teaching methodologies (Morris,2016). Successful academic achievement in teacher education reflects a deep understanding of educational theories, instructional strategies, and the ability to adapt to diverse learning environments.

Moreover, academic success in teacher education is not solely confined to grades; it extends to the development of critical attributes such as empathy, communication, and cultural competence. Teachers are instrumental in shaping the future of the next generation, and their academic achievement during teacher education is indicative of their commitment to lifelong learning and dedication to fostering a positive and impactful educational experience for their future students. Therefore, prioritizing and recognizing academic achievement in teacher education programs is essential for cultivating a proficient and inspiring cadre of educators.

Teachers who excel academically in their training often embrace a commitment to lifelong learning. Beyond the formal coursework, they engage in ongoing professional development, participate in educational research, and contribute to the advancement of teaching practices (Hattie 2009). Recognizing and celebrating academic achievement in teacher education is crucial not only for individual educators but also for the educational system at large, as it contributes to the cultivation of a skilled, dedicated, and continuously improving teaching workforce.

1.2 Self - Concept

Self-concept is a multidimensional construct that encompasses the beliefs, perceptions, and evaluations individuals hold about themselves. It is the foundation of one's identity and shapes how individuals perceive their abilities, worth, and roles in various aspects of life. This internalized self-view influences emotions, behaviors, and interpersonal relationships, playing a fundamental role in personal development and plays a pivotal role in shaping academic achievement (Kiefer, 2018).

Self-concept fosters a sense of self-efficacy, where students believe in their capabilities to succeed academically. This confidence serves as a motivational force, encouraging students to set higher goals, persevere through challenges, and take on more significant academic responsibilities (Bandura, 1997; Schunk, 1991). The influence of self-concept on academic achievement is particularly evident in the way students approach challenges and setbacks.

1.3 Objectives of the Study

1. To find out the level of academic achievement of B.Ed. students.
2. To find out the level of self-concept of B.Ed. students.

3. To find out whether there is any significant difference in academic achievement of B.Ed. students with respect to sub variables for the present study.
 - a. Gender : Male / Female
 - b. Marital status : Unmarried / Married
 - c. Qualification of the students : Graduation / Post-graduation
4. To find out whether there is any significant difference in self-concept of B.Ed. students with respect to the sub variables for the present study.
 - a. Gender : Male / Female
 - b. Marital status : Unmarried / Married
 - c. Qualification of the students : Graduation / Post-graduation
5. To find out whether there is any significant relationship between academic achievement and self-concept of B.Ed. students.

1.4 Hypotheses of the Study

1. The level of academic achievement of B.Ed. students is low.
2. The level of self-concept of B.Ed. students is low.
3. There is no significant difference in academic achievement of B.Ed. students with respect to the following sub variables.
 - a. Gender : Male / Female
 - b. Marital status : Unmarried / Married
 - c. Qualification of the students : Graduation / Post-graduation
4. There is no significant difference in self-concept of B.Ed. students with respect to the following sub variables.
 - a. Gender : Male / Female
 - b. Marital status : Unmarried / Married
 - c. Qualification of the students : Graduation / Post-graduation
5. There is no significant relationship between academic achievement and self-concept of B.Ed. students.

2. METHODOLOGY

In the present study, the investigator adopted the Normative Survey method. This method describes and interprets what exists at present. The investigator collected data from the B.Ed., students studying in the colleges randomly and selected 14 B.Ed. colleges (7 Colleges from urban and 7 Colleges from rural) from Bangalore North University. The

sample was selected by using the simple random sampling technique. The sample included 840 B.Ed. students studying in affiliated colleges to Bangalore North University. The sample represents the entire population. Proportionate weightage was given to various sub-samples. III Semester Exam Marks of B.Ed. Students have been taken for Academic Achievement Score. Self - Concept Scale (SCS) (2023) was constructed and validated by the Hanumantharaju K. B. and Sivakumar R. Descriptive analysis, differential analysis and correlation analysis were used for this study.

3. Results and Discussions

Means and standard deviations of the Academic Achievement and Self Concept of the entire sample were calculated.

Table 1. Mean and Standard Deviation of the Total Sample

S. No	Variable	N	Mean	S.D
1.	Academic Achievement	840	73.81	10.391
2.	Self-Concept	840	160.79	37.476

From the above table 1, The mean value of the Academic Achievement score of the total sample is found to be 73.81 and the standard deviation of the same is 10.391. The mean value of Self Concept of the total sample is found to be 160.79 and the standard deviation of the same is 37.476. Regarding the total Academic Achievement, the B.Ed. students are having average level of Academic Achievement. The mean score of Self Concept of B.Ed. students is 160.79, which shows that the B.Ed. students have a high level of self-concept.

Table 2. Mean difference of Gender, Marital Status and Qualification of the Students in respect of Academic Achievement

Sl. No.	Variable	Sample	N	Mean	S.D.	CR Value	LS
1	Gender	Male	450	73.14	9.656	2.014	Significant
		Female	390	74.59	11.143		
2	Marital Status	Married	115	70.59	8.480	4.228	Significant
		Unmarried	725	74.32	10.578		
3	Qualification of the Students	Graduation	569	73.59	10.446	0.912	Not Significant
		Post-graduation	271	74.28	10.280		

The details of the calculation are given in the Table 2 The estimated 't' value is found to be (2.014 and 4.228) which is significant at the 0.05 level. Therefore the null hypothesis is not accepted. It is inferred that there is a significant difference between the mean Academic Achievement scores of (Male and Female) and (Married and Unmarried) B.Ed. students studying in affiliated colleges to Bangalore North University. Female B.Ed. students have

higher Academic Achievement than the Male B.Ed. students and Unmarried B.Ed. students have higher Academic Achievement than the Married B.Ed. students studying in affiliated colleges to Bengaluru North University. So here the null hypothesis is not accepted.

The details of the calculation are given in the Table 2 The estimated 't' value is found to be 0.912, which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is inferred that there is no significant difference between the mean Academic Achievement scores of graduate and post graduate B.Ed. students studying in affiliated colleges to Bangalore North University. Therefore, the null hypothesis is accepted.

Table 3. Mean difference of Gender, Marital Status and Qualification of the Students in respect of Self - Concept

Sl. No.	Variable	Sample	N	Mean	S.D.	CR Value	LS
1	Gender	Male	450	160.50	37.426	0.244	Not Significant
		Female	390	161.13	37.579		
2	Marital Status	Married	115	165.17	29.598	0.920	Not Significant
		Unmarried	725	175.36	31.093		
3	Qualification of the Students	Graduation	569	159.89	37.141	1.008	Not Significant
		Post-graduation	271	162.68	38.171		

The details of the calculation are given in the Table 3. The estimated 't' value is found to be (0.244, 0.920 and 1.008) which is not significant at the 0.05 level. Therefore the null hypothesis is accepted.

It is inferred that there is no significant difference between the mean Self Concept scores of (Male and Female), (Married and Unmarried) and (Graduation and Post-graduation) B.Ed. students studying in affiliated colleges to Bangalore North University. Therefore the null hypothesis is accepted.

Table 4. Correlation Co-efficient (r) of Academic Achievement and Self Concept scores

Variables	'r' value	Remarks
Academic Achievement	0.173*	S
Self-Concept		

S=Significant
* 0.05 level and ** 0.01 level

It is observed from table 4 that the correlation co-efficient of Academic Achievement and Self Concept of B.Ed. students is positive and significant at 0.05 level. It is inferred that Academic Achievement and Self Concept are significant and positively correlated. It shows

that B.Ed. students show average level of Academic Achievement and their self-concept level is high.

FINDINGS OF THE STUDY

- The Academic Achievement of B.Ed. students is average.
- The Self Concept of B.Ed. students is high.
- Results showed that there is a significant difference between the mean Academic Achievement scores of male and female B.Ed. students studying in affiliated colleges to Bangalore North University.
- It is inferred that there is a significant difference between the mean Academic Achievement scores of Married and Unmarried B.Ed. students studying in affiliated colleges to Bangalore North University.
- It is inferred that there is no significant difference between the mean Academic Achievement scores of graduate and post graduate B.Ed. students studying in affiliated colleges to Bangalore North University.
- It is inferred that there is no significant difference between the mean Self Concept scores of male and female B.Ed. students studying in affiliated colleges to Bangalore North University.
- It is inferred that there is no significant difference between the mean Self Concept scores of Married and Unmarried B.Ed. students studying in affiliated colleges to Bangalore North University.
- It is inferred that there is no significant difference between the mean Self Concept scores of graduate and post graduate B.Ed. students studying in affiliated colleges to Bangalore North University.

5. CONCLUSION

The present study aims to find out the Academic Achievement and Self-Concept of B.Ed. students. This study concludes that Academic Achievement of B.Ed. students is average, which is in accordance with the study of (Kraft, 2020). The findings of the study revealed that Self-Concept is high among B.Ed. students, the result seems to be coincide with the study of Deepika and Geetha (2018) where they found that a majority of B.Ed. students exhibited a strong self-concept, which positively influenced their academic performance. The findings also indicated significant difference in academic achievement of B.Ed. students with respect to gender and marital status, which is in conformity with the studies of Gustavsen,

(2015), Wooster, (1979). The study also found no significant difference in academic achievement among B. Ed students with respect to their qualification, same result were found in the studies of Sharma and Kour(2020), Singh and Yadav (2018). The findings further revealed that academic achievement and Self-Concept are significant and positively correlated, which means the more will be the self-Concept, the better is academic achievement and vice versa. Similar result were found in the study of Sikhwari (2014). Based on the above discussion, several strategies can be implemented. First, fostering a positive academic self-concept is crucial, as research shows that self-concept is strongly correlated with academic performance (Sikhwari, 2014). Teachers can enhance self-concept through personalized feedback, recognition of achievements, and opportunities for self-reflection. Second, integrating active learning methods such as group discussions, cooperative learning, and case studies can make learning more engaging and effective. Additionally, providing mentorship programs and workshops on time management, study skills, and emotional resilience can help students balance academic demands and personal challenges. Finally, creating a supportive learning environment with access to resources like libraries, technology, and peer support can motivate students to achieve their full potential. These combined efforts can significantly enhance the academic success of B.Ed. students.

Disclaimer (Artificial intelligence)

Author (s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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