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ACADEMIC SELF - CONCEPT AND SELF-EFFICACY OF ADOLESCENTS

Dr. Cindrella D'Mello

Associate Professor, St. Teresa's Institute of Education
S.V. Road,Santacruz West, Mumbai, India

Introduction

Academic Self-Concept (ASC) refers to "the personal beliefs someone develops about their academic abilities or skills". A person's ASC develops with mental and physical growth and begins to develop at early childhood. Parenting styles and early educators have an influence on Academic self-concept. "Self-concept is an important construct in development psychology and education and had multidimensional construct, one general facet and several specific facets, one of which is 'academic self-concept'".

Self-efficacy is essentially the belief in your own ability to control your own behaviour, emotions, and motivations. It is your belief in your ability to solve a problem, reach a goal, complete a task, and achieve what you set out to do. For example, a student who has a high level of self-efficacy in mathematics will feel confident in her ability to do well in a tough statistics class. Even if she is not particularly skilled at this particular type of math, her strong self-belief can help give her the motivation and will to persist even if the lessons and assignments are very difficult.

Teachers show an important role in developing the academic self-concept among school age children. When teachers acted something on a child without respect, he might have a negative effect such as accepting himself as weak. Therefore, there is an association between academic self-concept and academic performance. Individuals, who have high academic performance are characterized by feeling more responsibility in school and seldom violate the rules and regulations.

For developing the student's positive academic self-concept, parents should provide a pleasant atmosphere at home with full of happiness and to fulfil the desires of children. A helpful learning environment by teachers can fulfil the psychological needs of the students. Parent, school, peers, teachers, media, society, and culture all of these influence on the child's academic self-concept. School and teachers have a straight effect on child's feelings, inspirations and attitudes and on their academic achievement

Statement of the Problem

A Study of the Relationship between Academic Self-Concept and Self-Efficacy in Adolescents based on their Gender.

Objectives of the Study

1. To study the Academic Self-concept of adolescents.
2. To study the Self-efficacy of adolescents.
3. To find out the Relationship between Academic Self-concept and Self-efficacy of adolescents.
4. To compare the relationship between Academic Self-concept and Self-efficacy of adolescents based on their Gender.

Hypotheses of the Study

1. There will be a positive correlation between Academic Self-concept and Self-efficacy of adolescents.
2. There is no correlation between Academic Self-concept and Self-efficacy of adolescents on the basis of gender.

Operational Definitions

1. Academic Self-concept

'Academic self-concept' has been defined as the relatively stable idea possessed by a student based on combination of judgments by self and significant others (parents, teachers and peers), concerning his/her behavior, strengths and weaknesses in the academic domain.

2. Self-efficacy

Self-efficacy refers to a student's convictions and confidence about his/her abilities to mobilize the motivation, cognitive resources and courses of action needed to excel in his/her studies and thereby achieve success at the Board examination.

3. Adolescent: A young person in the process of developing from a child into an adult.



Sample

The sample for the present study was 116 adolescents (61 girls and 55 boys) students studying in std 9 in SSC board schools in Mumbai.

Methodology

The present study employed the descriptive method of the correlational type. In descriptive research, the research seeks to find answers to questions through the analysis of variable relationships. Correlational studies are used to obtain description of this existing phenomenon and enable a researcher to ascertain the extent of relationship existing between variables. For the present study, the researcher studied the variables – Academic Self-concept and Self-efficacy.

Sample and Sampling Techniques

Purposive sampling technique was used. The sample for the present study consists of 116 students of standard IX from greater Mumbai schools. (61 females, 55 males)

Tools

1. Academic Self-Concept Scale by D'souza, G. (2006)

The reliability coefficient obtained for internal consistency of the Academic Self-Concept Scale was 0.977. The coefficient of stability obtained for test-retest reliability of the scale was 0.8869. This is a semantic differential rating scale which measures 26 dimensions of behaviour which on comparison with internal and external frames of reference provides a clear estimate of the students' self-perceptions of their activity, evaluation and potency in the academic domain.

2. Self-Efficacy Rating Scale by D'souza, G. (2006)

The reliability coefficient obtained for internal consistency of the Self-Efficacy Scale was 0.8923. The coefficient of stability obtained for test-retest reliability of the scale was 0.7737.

It comprised of a four-point Likert type scale which included nine dimensions of self-efficacy, namely, perseverance strategies, cognitive strategies, resource management strategies, self-regulated learning, ability to meet parental expectations, self-assertiveness, social self-efficacy, academic self-efficacy and enlisting parental support. The scale included 25 negatively worded items and 26 positively items.

Analysis of data: Following descriptive and inferential analysis techniques were used in the study

- **Descriptive statistical analysis-** Measure of Central Tendency, Measures of Normality, Measures of Deviation and Graphical Representation
- The parametric statistical techniques which have been used in the study is Coefficient of correlation (r).

Findings and Discussion

Table 1
Correlation between Academic Self-concept (ASC) and Self-efficacy (SE) of adolescents.

Group	N	Obtained 'r'	Tabulated Value 'r'	
			0.05	0.01
Total Sample	116	-0.02	0.174	0.228

Df=N-2

L.O.S = Level of Significance at 0.05 and at 0.01 level.

The value of obtained 'r' for the correlation between Academic Self-concept and Self-efficacy of total sample is -0.02 which is very close to 0. It indicates that there is no correlation between Academic Self-concept and Self-efficacy of the adolescents. Hence the above hypothesis is rejected.

There is no correlation between Academic Self-concept and Self-efficacy of adolescents. It indicates that there is no relationship, connection, or interdependence between the two variables. This could be because of efforts put in by the teachers in maintaining the academic self-concept of the students irrespective of their self-efficacy. Also, the school environment, activities and peer group have a role to play in the academic self-concept of the students. Motivation and encouragement from the family, teachers and peer in developing self-efficacy could be contributing factor too.



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Table 2
Correlation Between Academic Self-Concept and Self-Efficacy of Adolescents on the Basis of Gender

Correlation of Academic Self-Concept and Self-Efficacy	Group	N	Obtained 'r'	Tabulated Value 'r'	
				0.05	0.01
	Females	61	0.17	0.25	0.32
	Males	55	-0.22	0.25	0.32

Df=N-2

L.O.S = Level of Significance at 0.05 and at 0.01 level.

The obtained 'r' is less than the tabulated 'r' for the female and male adolescents. Hence the above hypothesis is accepted. There is no significant correlation between Academic Self-concept and Self-efficacy of adolescents based on their Gender.

Self-efficacy and Academic Self-concept of adolescents do not have any correlation which indicates that one variable moves one way, the other moves in another unrelated direction. It means that change in one variable has no impact on other variable. Academic Self-concept and Self-efficacy of the adolescents has no correlation with each other. This could be because of influence of the other variables like achievement-motivation, academic achievement and aspirations of the students. Also, role of family, school, teachers and mass media could contribute towards no correlation between Self-efficacy and Academic Self-concept of the adolescents.

Conclusion

There is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with difficulties. They are full of impediments, adversities, setbacks, frustrations, and inequities. People must have a robust sense of personal efficacy to sustain the perseverant effort needed to succeed. In pursuits strewn with obstacles, realists either forsake them, abort their efforts prematurely when difficulties arise or become cynical about the prospects of effecting significant changes.

It is widely believed that misjudgment breeds personal problems. Certainly, gross miscalculation can get one into trouble. However, the functional value of accurate self-appraisal depends on the nature of the activity. Activities in which mistakes can produce costly or injurious consequences call for accurate self-appraisal of capabilities. It is a different matter where difficult accomplishments can produce substantial personal and social benefits and the costs involve one's time, effort, and expendable resources. People with a high sense of efficacy have the staying power to endure the obstacles and setbacks that characterize difficult undertakings.

Social reformers strongly believe that they can mobilize the collective effort needed to bring social change. Although their beliefs are rarely fully realized they sustain reform efforts that achieve important gains. Were social reformers to be entirely realistic about the prospects of transforming social systems they would either forego the endeavor or fall easy victim to discouragement. Realists may adapt well to existing realities. But those with a tenacious self-efficacy are likely to change those realities.

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Total Editing Time: 27 Minutes
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As of Last Complete Printing
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 Number of Words: 1,801 (approx.)
 Number of Characters: 10,268 (approx.)