



## Relationship between Students' Academic Performance and their Self-Construction at University Level

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**Abstract-** This research was an endeavor to investigate the possible connection between the self-construction of the undergraduate students and their academic performance. The term self-construction or self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, meditation and feedback from others. The basic purpose of this research is to find out the relationship between self-concept and academic achievement of students at undergraduate level. The research was descriptive in nature. The population contained the undergraduates' students of University of Punjab. A quantitative research method was used which requires a survey to collect the necessary data by questionnaires from undergraduate students of institution of education and research of Punjab University. The sample of the study was 240 students of undergraduate program studying in IER. Convenient sampling technique was used. The collected data was analyzed using SPSS 15.0 by applying t-test and ANOVA. The results indicated that here is no significant correlation exist between students' self-concept and their academic achievement. Results also showed that perceptions regarding self-concept of male students were better than of female students.

**Key Terms:** Self-construction, self-concept, academic performance, experiences

### I. INTRODUCTION

In this world every person has different personalities so every person has different self-concepts and it mean that a person organized by his or her think and what he or she think about her and himself (Purkey, 1988). According to Franken (1994) and Huitt (2004) say that these are conceivable personalities which become a cause for generate the inducement for conducting behavior. Some time we develop our visions about different boundaries and circumstances the impression that one's example

Levy (1942) also cleared high fliers or achievers in the form of students who s' university accomplishments are in additional prospect shaped happening the foundation of their actions. Hamachek (1995) says on the basis of empirical studies but concluded that a confident theoretical self-concept is connected with academic achievement. Complex self theatressignificant part in the mental operative to everybody. Self-concept is related with an extensive variety of presentation pointers (Peixoto, 2003; Jackson, et al. 2001). Self-concept is insight of person around asset, softness, general attention or value by shared and ecological connections (Huitt, 2004; Marsh & Craven, 1997; Slavin, 2003). Brinthaupt and Lipka (1994), Purkey and Novak (1996) define hominid conduct is considerably clarified by self-concept, Aziz and Jamaludin (2009) which is prejudiced due to human essence of individuality.

Rendering to Maslow persons interested to pursue individual goal line that brand exist satisfying or expressive. According his Physical wants must be content primary shadowed by care and safety wants, darling and fitting wants. Confidence wants 4th in the ladder. Nowadays it is become a major issue of today's discussion is gender. Many people believe that males and females self-concept are different from each other. Boys and girls disagree in their primary recourse of self-concept. Mostly boys have high self-concept than girls. Girls are influenced by relationship and boys are influenced by objective success (Booth & Gerard, 2011).

According to the Awad (2007), Thomson and Zand (2007), Tolman et al. (2008) Wigfield, et al. (2001) and Marsh (1989) define that there is also a strong practical facts representing changes between the conceptualization of personality and moot performances according to sex and age. Self-concept and

academic achievement have close relationship and have a lasting impact each other. In height self-concept acting an extremely significant character not solitary in abstract attainments of scholars' nonetheless too communal or individual development as well (Pullmann & Allik, 2008). Rendering to Galbraith et al. (2011) and Wiggins (1987) tricky self or self-concept calls a feeling which leader's character's behavior. Amini (2004), explains that self-concept is the general self-assessment in a obliging technique. It is the confidence that one person has to be accomplished and well-intentioned sufficient to attain rather in lifetime.

According to Woolfolk (2005) defines self-concept calls value or worth that persons ascribe to self-calculations. Anthony et al. (2007) disagree that learners through elevated self-concept consume actually in elevation theoretical attainments than learners through little self-concept. Self-concept moves all features in the lifetime of a separate, such as, occupation achievement, university accomplishment, communal growth and expert progress. But, it has nearby association amid self-concept and equality in instructive learners' ability (Maruyama et al, 2008; Wiggin et al, 1994) describe around that undergraduates who usually textures self-assured demonstration healthier presentation in all parts of studies and those who rapid fewersureness display little presentation.

Great equality of self-concept enables the scholars to accomplish goal mouths of lifespan whatsoever, since self grows in a separate managing services, self-assured and spirits of value. Grantham and Ford (2003) define as well as Beane and Lipka (1986) and Santrock (2001) explain that pupils through great self-concept set advanced goal mouths in life and fight to attain them with asset of attention, piety or correctness. According to Baumeister et al (2003) and Miraei (2005) describe that pupils who touch insufficient and cautious is not join in the learning activities more actively. Zein vand (2006) like these learners frequently remain unsure then unhappy that finally depresses close of self-concept.

Instead, Pullmann and Allik (2008) elucidate that a definitely in height self-concept amongst undergraduates principals to accomplishments scholastically and informally. Low self-concept creates in students feelings of insufficiency and powerlessness. Students touch disallowed that hazardously moves the presentation of schoolboys in the progress of teaching and learning (Supple, 2000). Chiu (1990) revealed that low self-concepters typically misplace hopefulness and self-assurance at the appearance of disappointments, disapproval or negative response. Dawes (1998) and Delacourt (1997) explained low self-concreters, they don't appear vigorous or careful sufficient used diversity of plans or responses once it comes instimulating responsibilities. Liu (2009) defines that learners, they do not fewer filling theoretical recital might mature a smaller amount confident theoretical or academic self-assurance, which in the end, may lead to lower academic self-concept. At the end it is find that some expert agree with the proposal by Marsh and Craven that theoretical self-concept become a cause of effected academic attainment in previous theoretical self-concept effects successive academic achievement outside the properties of previous theoretical achievement.

The result of self-assured and undesirable theoretical self-concept in the abstract. Pupils essential a moral abstract self-concept in instruction to remain fruitful academically (Marsh, 1990; Olatunde 2010). It is a general trust that a confident self-concept equal with all things necessary aimed at pupils in college, though an undesirable self-concept associates to uninvited products (Hamachek, 1995). Some researchers, Ahmed and Bruinsma (2006) defined some type of researches in those apprentices generate a main connection between academic self-concept and academic performance. Michie, Glachan, and Bray (2001) fixed investigation at 112 apprentice thinking pupils at the London University. They originate, pupils with the greatest positive academic self-concepts arrived campus quoting reasoning notice as the motive aimed at incoming campus.

Dambudzo (2009) used an instance through Mudra of Illinois University grounds to show in what way an uninvited confidence of the personality director to disappointment. The study by Chapman and Boersma (1979) learning of incapacitated broods, students originate that those families obligated meaningfully more negative self-perceptions of their abilities. Chapman and Boersma (1979) itemized the harmful self-insights are allied through fewer self-assurance in university, or an extra adverse arrogancenear college. Lui's study indicated (2009) his means a little theoretical self-concept consequences is become a cause fewer individually confidence, and pupils through little self-ideas are fewer interested to put an exertion to study. Olatunde (2010) situations as persons by a little theoretical self-concept consumer revealed little promise to school.

According to Cokley, Komarraju, King, Cunningham and Muhammed (2003) it is binary dissimilar viewpoint of theoretical self-concept. The primary viewpoint states equal general self-concept. As a sample, these are English or mathematics self-idea (Cokley, 2000; Shavelson, Hubner & Stanton, 2006). Educational attainment is definite by Crow and Crow (1969) and Reber (1985) as the extent to that learners are profiting from teaching is given part of learning and on the other hand, attainment is reproduced (Marsh & Maritn, 2011). There are two types of academic achievements.

According to the Gbati (1988) and Khadivi-Zand (1982) that academic achievement denotes the mathematical notches of a scholar's information, the amount the grade of a scholar's disparity moot effort and instructive arrangement (Klobal & Musek 2001). According to the Howcroft (1991) that speculative attainment is the definite spot or notch of the students that they obtained in an examination. Children teacher expectations and effect of peer relationships and parental expectations (Muola, 2010). Additionally 45 years before, Prescott Lecky (1945) was one of the primary to opinion that the scholars' level of realization is connected to the understandings they have of ourselves as students (Hamachek, 1995). Educations on the association among self-concept and scholars' hypothetical accomplishment in enlightening locations have been a major focus of investigation from numerous ages (Hamachek, 1996). The first sign of studies on individual-concept in the 1950s by Benjamin, Reeder, Buckley, Scalan and Hamachek 1995 and Brogan (1998) create an important association amid self-concept and theoretical attainment. House (1993) investigation study which he examined at American university and conclude that the association among self-concepts and the moot attainment. According to Sikhwari (2004) and Kumar (2001) research which he conducts in University of Venda, there was find out there was an important association amid abstract triumph and self-concept. Areepattamannil and Freeman (2008) describe lone unimportant to reasonable associations between moot self-concept and moot attainment. Baadjies (2008) study which he done in South Africa he suggests it has happened no momentous association amid self-concept and theoretical accomplishment. According to the Zeinvand (2006), research study in which he find an association amid self-concept and educational student's progression in a high university in Dareh Shar, Irana city. The results shows that association amid self-concept and theoretical attainment (Miraei, 2005). According to Emamzadeh (2004) research in which he compares the communal services and individual concept and attainment amid scholars (teen-agers male and teen-agers female) in Orumieyeh city. According to PourSina (2003) research study in which he permitted examination of self-concept sadness abstract attainment of both girls and boys scholars in famous city Tehran.

### **Objectives of the study**

The objectives that guided this study were to:-

1. To investigate effect of self-concept on academic performance among students studying in universities at the undergraduate level.
2. To investigate any relationship between self-concept and academic performance between the students at the undergraduate level.
3. To investigate any difference in effect of self-concept on academic performance between the male and female students studying in public and private universities at the undergraduate level.

### **Research Questions**

The Questions of the study were to:

1. What is any effect of self-concept age among students studying in university at the undergraduate level?
2. Is there any relationship between self-concept and academic performance between the students at the undergraduate level?
3. What is the difference of self-concept on academic performance between the male and female students studying in university at the undergraduate level?

### **Implication of this Research**

This study is an important implication aimed at educator's parent's policy makers and educational psychologist. It high spot the heroine of character factors in wisdom and achievements. This study improve instructor sympathetic of how learner experiences education task learning environment, consequence on theoretical and academic achievements. This study will assistance educational establishments to articulate rules that search for progress learner's appointment in educational foremost the improved act. Study will generate consciousness midst instructors and teachers that improve academic services unaccompanied is not sufficient toward advanced theoretical presentation but character factors, self-concept to meanwhile and have mutual association. Lastly, this study will exposed additional chances aimed at investigators who are interested in this topic and they would be able to get use full information from this study. This study will guide for further researcher drilling in this field.

## **II. METHODOLOGY**

In this research we used quantitative research method which requires a survey to collect the necessary data by questionnaires from undergraduate students of institution of education and research of Punjab

University. The basic purpose of this research is to define association between self-concept & academic attainment or achievement of students at undergraduate level.

The population of the study was undergraduates' students of University of the Punjab, for this study 240 undergraduates were selected as a sample, studying in IER. 80 students were selected from B. Ed Honours program of Elementary Education department, 80 were selected from B. Ed Honours program of Secondary department 80 were selected from B. Ed Honours program of Science department. Convenient sampling technique was used.

The instrument (questionnaire) of data collection was adopted according to our study to express the self-concept's effect on academic achievement of undergraduate students in IER. It was properly constructed and administered; it was distributed among respondents for data gathering in this particular research work. The researcher circulated questionnaire personally among students of IER and gathered data. After data collection it was arranged, processed and analyzed using SPSS 15.0 by applying t-test and ANOVA.

**Table 1**  
*Difference between the Self-Concept by Gender*

	Department	N	Mean	df	t-ratio	P
Self-Concept	Male	17	3.33	238	2.740	.007
	Female	223	3.11			

Table above describes that t-value (2.740, df=238, p=.007) is significant at level of significance ( $\alpha \leq .05$ ). The mean achievement score of Male students (M=3.33) is greater than Female students (M=3.11). Perceptions regarding self-concept of male students was improved than womanly.

**Table 2**  
*Difference between the male and female students and Academic Performance*

	Department	N	Mean	df	t-ratio	P
Academic Performance	Male	17	3.35	238	2.014*	.045
	Female	223	3.16			

\*p < 0.05

It is found that t-value (2.014, df=238, p=.045) is significant at level of significance ( $\alpha \leq .05$ ). The mean achievement score of Male students (M=3.35) is greater than of Female students (M=3.16). Academic Performance of male students was well than of womanly.

**Table 3**  
*Difference between Academic Performance and Age*

	Department	N	Mean	df	t-ratio	p
Academic Performance	20 Year and Below	51	3.15	238	-.601	.549
	21 Year and Above	189	3.18			

It is found out that t-value (-.601, df=238, p=.549) is not significant at level of significance ( $\alpha \leq .05$ ). The mean achievement score of above and 21 year old students (M=3.18) is almost same with below and 20 year old students (M=3.15). Therefore it is concluded that academic performance of both below and above 20 year old students was same.

**Table 4**  
*Relationship between academic achievements and self-concept*

	Academic Performance	Self-concept
Academic Performance	Pearson Correlation	1
	Sig. (2-tailed)	.008
		.902

Table above shows that it has no significant relationship exist between students self-concept and academic getting ( $r=.008, p=.902$ ).

### III. CONCLUSION

It is concluded that perceptions regarding self-concept of male students were better than of female students. It is concluded that perceptions regarding self-concept of both below and above 20 year old students was same. It is concluded that Academic Performance of male students was better than of female students. It is concluded that academic performance of both below and above 20 year old students was same. It is concluded that different mother education level group does affects the perception of students for self-concept further it is conclude that it is no significant relationship exist between undergraduates' self-concept and academic performance.

### IV. RECOMMENDATIONS

Teachers should give awareness to students about the self-concept. Students should be learning about the self-concept development skills. Self-concept development skills should be promoted in students by their parents. Self-concept activities should be conducted in workshops and seminars. Similar type of research should be conducted in others departments of Punjab university. Problems related to self-concept should be discussed with teachers and parents. Media should play role in order to develop self-concept among youngster and students by inviting area of expert among universities colleges and schools. The topics related to self-concept comprised in curriculum instruction to motivate students

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