

Self-Image and Academic Achievement of Students at the Higher Secondary Level

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Abstract – Self-image is simply the subjective angle and for the most part alludes to the totality of an intricate, composed and dynamic arrangement of scholarly convictions, dispositions and suppositions that every individual holds to be valid about his or her own reality. Self-image and accomplishment are progressively intelligent and proportional. It is discovered that specific mental variables like self-image assumes a noteworthy part in deciding the scholastic accomplishment of understudies. Consequently the requirement for this examination. An example of 321 understudies in various classifications of schools following diverse frameworks of training at the higher optional level was picked. The discoveries of the investigation directed uncovered that understudies having a place with focal board schools were better in their self-image and scholarly accomplishment when contrasted with understudies from different sheets. There is likewise a noteworthy and positive connection between self-image and scholastic accomplishment of understudies at the higher optional level.

Keywords: Self-image, Academic Achievement, Psychological variables.

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INTRODUCTION

Independent from anyone else, we by and large mean the cognizant impression of one's own being or personality, as a question isolate from others or from nature. There are an assortment of approaches to consider the self. Two of the most broadly utilized terms are self-image and confidence. Self-image is simply the intellectual or thinking viewpoint (identified with one's mental self-view) and for the most part alludes to the totality of a mind boggling, sorted out, and dynamic arrangement of scholarly convictions, states of mind and conclusions that every individual holds to be valid about his or her own reality (Purkey, 1988). As indicated by Franken (1994), there is a lot of research which demonstrates that self-image is, maybe, the reason for all propelled conduct. It is the self-image that offers ascend to conceivable selves, and it is conceivable selves that make the inspiration for conduct. This backings one's worldview or world view and one's relationship to that view give the limits and conditions inside which we build up our vision about potential outcomes. This is one of the real issues confronting youngsters and youth today (Huitt, 2004).

Self-image and accomplishment are progressively intelligent and proportional, each is commonly fortifying to the degree that a positive (or negative) change in one encourages an equivalent change in the

other and scholarly self-image is more very associated with scholastic accomplishment than as a rule self-image. Understudies with high self-image tend to approach school related errands with certainty and achievement of those undertakings fortifies this certainty. The contrary example is probably going to happen for kids with low scholarly self-images.

Self-image

The image of self has three noteworthy parts the perceptual, the applied and the attitudinal. The perceptual segment is the picture the individual has of the presence of his body and the impression he makes on others. The perceptual part is frequently called the 'physical image'. The reasonable segment is the individual's origination of his unmistakable qualities, capacities, foundation and cause and future. It is frequently called the 'mental self-image' and is made out of such life modification characteristics, for example, trustworthiness, fearlessness, freedom, strength and their contrary energies. Incorporated into the attitudinal part are simply the emotions a man has, his demeanor, his present status and future plan, his sentiments about his value and his mentalities of confidence, regret, pride and disgrace.

James (1980) was the first to recommend that a man has numerous selves. The genuine self for instance, is the thing that a man truly trusts he is, perfect self the individual he tries to be and social self is the thing that he accepts, what others consider him and how they see him. The four classifications of self-image are the essential, the fleeting, the social and the perfect.

Academic Achievement

Scholarly accomplishment is the measure of information got from learning. The kid picks up learning by directions he/she gets at school and are sorted out around an arrangement of center exercises in which an educator doles out errands to students and assesses and thinks about the nature of their work. The school gives a wide assortment of accomplishment encounters than does the family. As per Levy (1942), scholastic execution depends on the quantity of components, for example, kids' states of mind, premium, identity qualities and social class notwithstanding learning.

The image of accomplishment has a few references. It more often than not indicates action and dominance, having an effect on the earth and going up against some standard of perfection.

The under accomplishing kid is one whose real fulfillment, as demonstrated by his educational achievement in school, does not make the grade regarding his potential accomplishment as showed by his capacities. Impose (1942) additionally characterized over achievers as students whose school fulfillment is in abundance of desires framed based on their exercises. The image of over and under accomplishment proposes that there are factors notwithstanding capacity which effect sly affect execution and that there is no image positive relationship amongst insight and fulfillment.

Need for the Study

Naming of youngsters in light of school execution as under achievers or over achievers has a tendency to recommend that insight isn't the sole premise of anticipating accomplishment and concurs that there are different factors affecting accomplishment. This leads us to the subject of finding different factors foreseeing accomplishment. It is discovered that specific mental components, similar to self-image assumes a noteworthy part in deciding the scholastic accomplishment of understudies (Shah, 1990). Henceforth it turns out to be extremely basic for the investigates to find out the impact of self-image on the scholarly accomplishment of understudies. Consequently, the agents wanted to choose this fundamental zone for the present examination. In this manner, the targets of the present investigation are as per the following:

- > To examine if there is any critical distinction in self-image and scholarly accomplishment among understudies considering in state, registration and focal board schools at the higher auxiliary level and
- > To research if there is any critical connection between the select factors among understudies in state, registration and focal board schools at the higher optional level.

REVIEW OF LITERATURE

A positive self-image is esteemed as an alluring result in numerous orders of brain research and an imperative go between to different results. As indicated by the exploration and an exhaustive meta-investigation led by Marsh and Martin (2011), self-image has an immediate and circuitous impact on consequent accomplishment. Not exclusively is self-image an imperative result variable in itself, it likewise assumes a focal part in influencing other alluring instructive results. The examinations looked into relating to self-image and scholarly accomplishment are accumulated and displayed hereunder.

Coover and Murphy (2000) led an examination that inspected the connection between self-character and scholastic tirelessness and accomplishment in a counter cliché area. The examination uncovered that the higher the self-image and self-construction, the more positive the self-depictions, the better the scholarly accomplishment at 18. The investigation likewise demonstrated that self-personality enhances through social cooperation and correspondence with others, which would improve accomplishment.

Abisamra (2000) directed an investigation to see whether there is a connection between enthusiastic insight and scholastic achievement. The number of inhabitants in the investigation was five hundred eleventh graders-young men and young ladies - from open and tuition based schools in Montgomery, Alabama. The testing was stratified, ensuring that schools, sexes, races, financial status, and capacities will be fittingly spoken to. The example was given the Bar-On Emotional Quotient Inventory (EQ-I) which is the primary deductively created and approved measure of enthusiastic insight. The Bar-On EQ-I comprises of 133 things that took around 30 minutes to finish. Evaluations were contrasted and the Emotional Intelligence level of every understudy and a connection between passionate knowledge and scholastic accomplishment was observed to be essentially positive.

Pujar and Gaonkar (2000) examined the impact of age and kind of family on self-image of young people having a place with high and low accomplishing English medium secondary school understudies in Dharwad city. The aftereffects of the investigation

demonstrated that method of articulation of self-image among both high and low accomplishing youths enhanced with age and the self-image of understudies from atomic families was higher than that of those from the joint families.

Kevin (2000) inspected the scholarly self-image build in an example of 206 African American understudies going to Historically Black Colleges and Universities (HBCUs) and Predominantly White Colleges and Universities (PWCUs). Discoveries demonstrated that the best indicator of scholarly self-image for understudies going to PWCUs was review point normal, though the best indicator of scholastic self-image for understudies going to HBCUs was nature of understudy staff collaborations. Extra investigations demonstrated that review point normal is altogether more critical for the scholastic self-image of African American understudies going to PWCUs than African American understudies going to HBCUs.

The examination led by Patwardhan (2002) investigated self-image of understudies in two phases a) sexual orientation and grade contrasts, and b) its connection with future character. Self-image is one's general thought of a feeling of self, with multi measurements of self in reference to others. Future character alludes to youth's attention to all consuming purpose in future. In the main stage, 381 understudies (191 females and 190 guys, from seventh grade through under-graduate level) endeavored a stock estimating multi measurements of self-image. They demonstrated an abnormal state of self-image, with no noteworthy sexual orientation contrasts. The distinction in two extraordinary evaluations was noteworthy. In the second stage, 30 college understudies endeavored two inventories estimating self-image and future personality. The relationship between's these two parts was feeble.

Bog and Koller (2004) utilized the longitudinal information (five waves) from expansive partners of seventh grade understudies in East Germany (n=2,119) and West Germany (n=1,928) which were gathered from the beginning of the reunification of the educational systems following the fall of the Berlin Wall. They incorporated the two noteworthy hypothetical models of relations between scholarly self-image and accomplishment. They found that in help of the proportional impacts show, earlier self-image and earlier accomplishment effectsly affected consequent self-image and resulting accomplishment and in help of the inward/outside casing of reference display. Arithmetic accomplishment positively affected Mathematics self-image yet a negative impact on German self-image, though German accomplishment positively affected German self-image however a negative impact on Mathematics self-image. Predictable with the unification of these models, earlier

self-image in each school subject effectsly affected accomplishment in a similar subject, yet negative impacts of accomplishment in the other school subject. Multi-assemble Structural Equation Models exhibited that all expectations were bolstered for both East and West German understudies.

The significant point of the investigation directed by Rana and Iqbal (2005) was to investigate cause-impact connection between the free factors of understudies' self-image and sexual orientation and the needy variable of scholastic accomplishment in Science. Information were gathered from 2142 understudies of review 11 and 12 chose from 88 (44 male and 44 female) universities all through the Punjab. The consequences of the investigation demonstrated that understudies' self-image and sexual orientation has noteworthy impact on their accomplishment in Science.

Trough and Eikeland (2006) in their investigation of the impact of Mathematics self-image on young ladies' and young men's scientific accomplishment found that Norwegian rudimentary schoolboys demonstrated altogether higher Mathematics self-image than young ladies. Young men likewise had an altogether higher scientific accomplishment score than young ladies. Be that as it may, controlling for Mathematics self-image delivered a few intriguing outcomes. To begin with, there was no huge impact of sexual orientation on general scientific accomplishment. Second, despite the fact that the sexual orientation contrast in accomplishment favoring young men expanded with expanding undertaking trouble, no critical impacts of sex were found in sub-tests of troublesome assignments. At long last, a noteworthy impact of sexual orientation favoring young ladies showed up in sub-tests of simple undertakings and in routinizing very much characterized procedural assignments. These outcomes demonstrate that Mathematics self-image is an imperative variable representing contrasts in basic schoolgirls' and young men's Mathematical accomplishment.

Ishak and others (2010) analyzed the understudies' self-image among 16-and 17-year-old youths in Malaysian auxiliary schools. A sum of 1168 understudies took an interest in the review. This examination used the CoPs (UM) instrument to quantify self-image. Key Component Analysis (PCA) uncovered three variables: scholastic self-image, physical self-image and social self-image. This examination affirmed that understudies apparent certain inner setting factors, and uncovered that outside setting factor likewise affect their self-image which thus impacted decidedly their scholastic execution.

Punithavathi (2011) directed an examination to research self-image and scholarly accomplishment of understudies at the auxiliary level. The consequences of the investigation uncovered a critical connection between's self-image and scholastic accomplishment. Advance a huge contrast in self-image and scholastic accomplishment was seen among understudies in various classes of school, in particular, state, registration and focal board schools. Validating investigations were directed by Kezhia (2012) and Subbulakshmi (2012).

The comprehensive outcomes in the past inquires about and shortage of concentrates in the Indian setting have started assist examination of self-image and scholarly accomplishment of understudies.

METHODOLOGY

Population and Sample Selection

The objective populace for the present examination was understudies in various classes of schools following diverse frameworks of instruction at the higher auxiliary level. From the objective populace, an example of 321 understudies was picked.

Instrument

The examination device utilized for the present investigation to dissect the self-image of understudies in various frameworks of instruction at the higher auxiliary level is Self-image Inventory (Sharma, 1967) and for scholarly accomplishment the accomplishment in all subjects was taken.

ANALYSES AND INTERPRETATION

Table-1 Analysis of Variance of Self-image and Academic Achievement among Students in various Categories of Schools at the Higher Secondary Level

Variable	Source of Variation	df	Sum of Squares	Mean of Sum of Squares	F-ratio
Self-concept	Between	2	1630685.50	815342.75	869.43*
	Within	318	298214.73	937.78	
	Total	320	1928900.23	-	
Academic Achievement	Between	2	2048.55	1024.28	4.94**
	Within	318	65910.63	207.27	
	Total	320	67959.18	-	

**Significant at 0.01 level

In Table-1, for the examination of difference distinctive classes of schools are dealt with as various gatherings. The F-proportions are 869.43 and 4.94 for self-image and scholastic accomplishment separately, which are noteworthy at 0.01 level. Along these lines, there is a huge contrast in self-image and scholastic accomplishment among understudies in various classifications of schools at the higher optional level.

In order to set up the real level of contrast between the understudies having a place with various classes of schools, in particular, state, registration and focal board schools, basic proportions were worked out and the real distinction between the mean scores were built up. The tables introduced beneath along these lines demonstrate the mean contrast between the understudies in the distinctive classes of schools at the higher auxiliary level.

Table-2. Measurable Analysis of Means of Self-image and Academic Achievement among Students in State, Matriculation and Central Board Schools at the Higher Secondary Level

Variable	Category of Schools	Sample Size	Mean	SD	SEM	SED	CR
Self-concept	State Board	106	108.19	18.19	1.77	3.99	20.61**
	Matriculation Board	110	190.36	36.96	3.52		
	State Board	106	108.19	18.19	1.77	3.68	47.75**
	Central Board	105	283.90	33.19	3.24	4.80	19
	Matriculation Board	110	190.36	36.96	3.52		
	Central Board	105	283.90	33.19	3.24		
Academic Achievement	State Board	106	59.58	13.74	1.33	1.92	1.97*
	Matriculation Board	110	63.35	14.47	1.38		
	State Board	106	59.58	13.74	1.33		
	Central Board	105	65.75	14.96	1.46	2.01	3.12**
	Matriculation Board	110	63.35	14.47	1.38		
	Central Board	105	65.75	14.96	1.46		

In Table-2, it is apparent that the registration board school understudies are better in their self-image when contrasted with the state board school understudies; the focal board understudies are better in their self-image when contrasted with the state board school understudies; the focal board school understudies are better in their self-image when contrasted with the registration board understudies at the higher auxiliary level.

In the above (Table-2) it is likewise observed that the registration and focal board school understudies are better in their scholastic accomplishment when contrasted with the state board understudies. Be that as it may, no such noteworthy contrast was seen between the registration and focal board school understudies pertaining to their scholarly accomplishment at the higher auxiliary level.

Table-3. Examination of Correlation between the Select Variables among Students at the Higher Secondary Level

Variable	Self-concept	Academic Achievement
Self-concept	1	0.23**
Academic Achievement		1

From the above (Table-3), it is apparent that the select factors of the present investigation, in particular, self-image and scholastic accomplishment are for the most part decidedly corresponded with each other and noteworthy at 0.01 level.

SUMMARY

Research performed throughout the years has recommended that there is a connection between self-image and scholastic accomplishment in higher optional and auxiliary understudies. Society assumes a prevailing part in forming self-image of a man. Self is in actuality a perplexing entire, which comprises of a few sections and sub-parts which have practical between relationship. Self isn't an intrinsic quality; it grows bit by bit because of social collaboration. It is the totality of mentalities, judgment and estimations of an individual identifying with his practices, capacities and accomplishment are commonly strengthening builds, each prompting picks up in the other. Improving self-image is a key objective all by itself and that self-image is a vital intervening variable that causally impacts on an assortment of attractive results including scholarly accomplishment (Marsh and Craven, 1997). From the present examination, it is obvious that there is a noteworthy and positive connection between the select factors, in particular, self-image and scholarly accomplishment of understudies in various classes of schools following diverse frameworks of training at the higher optional level.

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