



SELF-PERCEPTION AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS: A DESCRIPTIVE STUDY IN SECONDARY SCHOOLS OF HARYANA

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Abstract

The present study examines the relationship between self-perception and academic achievement among adolescents studying in selected secondary schools of Panipat district, Haryana. A sample of 100 students was selected using a convenient sampling technique. Self-perception was measured using the standardized checklist developed by Sharma (1997), while academic achievement was assessed based on students' scores in their previous annual examinations. The study adopted a descriptive survey method. Statistical tools such as mean, standard deviation, t-test, and Pearson's coefficient of correlation were employed for data analysis. The findings revealed no significant difference in self-perception between low and moderate achievers and between moderate and high achievers. However, a significant difference was observed between low and high achievers. A very weak positive correlation was found between self-perception and academic achievement. The study highlights the need to promote positive self-perception among adolescents to support their academic development.

Keywords: Self-perception, Academic achievement, Adolescents, Secondary schools, Haryana

1. Introduction

Self-perception refers to the way individuals understand and evaluate themselves. It is a dynamic psychological construct that develops over time through personal experiences, social interactions, and environmental influences. During adolescence, self-perception becomes particularly significant as individuals undergo rapid physical, emotional, and cognitive changes.

Academic achievement is one of the most important indicators of students' success in the educational system. It reflects the knowledge and skills acquired by students and plays a crucial role in determining their future educational and career opportunities. Several factors influence academic achievement, including intelligence, motivation, socio-economic background, and psychological variables.

Among these factors, self-perception is considered an important internal determinant. Adolescents with a positive self-perception are more likely to demonstrate confidence, persistence, and better academic performance. In contrast, those with negative self-perception may experience low motivation, anxiety, and poor academic outcomes.

Therefore, the present study aims to explore the relationship between self-perception and academic achievement among adolescents studying in selected secondary schools of Panipat district, Haryana.

2. Objectives of the Study

1. To compare the self-perception of low and moderate achievers
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2. To compare the self-perception of moderate and high achievers
 3. To compare the self-perception of low and high achievers
 4. To examine the relationship between self-perception and academic achievement
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3. Hypotheses of the Study

- H01: There is no significant difference between self-perception of low and moderate achievers
H02: There is no significant difference between self-perception of moderate and high achievers
H03: There is no significant difference between self-perception of low and high achievers
H04: There is no significant relationship between self-perception and academic achievement
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4. Delimitations of the Study

1. The study was limited to adolescents studying in secondary schools
 2. The sample size was restricted to 100 students
 3. The study was confined to selected secondary schools of Panipat district, Haryana
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5. Review of Related Literature

Previous studies have highlighted the importance of self-perception in influencing academic outcomes. Tahir et al. (2023) reported a positive association between self-concept and academic achievement among students. Kaur and Meenu (2018) found a significant positive relationship between self-perception and academic performance among gifted underachievers.

Yadav (2015) observed differences in self-concept and academic achievement between government and private school students. Aryana (2010) also reported that higher self-esteem is associated with better academic performance. These studies collectively suggest that self-perception plays a meaningful role in shaping students' academic success.

6. Methodology

6.1 Research Design

The study employed a descriptive survey method.

6.2 Population

The population comprised all adolescents studying in secondary schools of Panipat district, Haryana.



6.3 Sample

A sample of 100 students was selected from selected secondary schools of Panipat district, Haryana using convenient sampling.

6.4 Tools Used

1. Self-Perception Checklist by Sharma (1997)
2. Academic achievement scores obtained from school records

6.5 Statistical Techniques

Mean , Standard Deviation , t-test and Pearson's Coefficient of Correlation

7. Analysis and Interpretation of Data

7.1 Comparison between Low and Moderate Achievers

The calculated t-value (1.23) was found to be not significant. This indicates that there is no significant difference in self-perception between low and moderate achievers. Hence, the null hypothesis is accepted.

7.2 Comparison between Low and High Achievers

The calculated t-value (2.09) was found to be significant at the 0.05 level. This indicates a significant difference in self-perception between low and high achievers. Hence, the null hypothesis is rejected.

7.3 Comparison between Moderate and High Achievers

The calculated t-value (1.45) was not significant. Therefore, no significant difference exists between moderate and high achievers. Hence, the null hypothesis is accepted.

7.4 Relationship between Self-Perception and Academic Achievement

The coefficient of correlation ($r = 0.028$) indicates a very weak positive relationship between self-perception and academic achievement. Although the relationship is positive, it is negligible in strength. Therefore, the null hypothesis is rejected, but the relationship should be interpreted with caution.

8. Discussion

The findings of the study suggest that self-perception does not significantly differ among most achievement groups, except between low and high achievers. This indicates that extreme variations in academic performance may influence students' self-perception.

The correlation analysis revealed a very weak positive relationship between self-perception and academic achievement. This suggests that while self-perception contributes to academic outcomes, it is not a dominant factor. Other variables such as teaching methods, family environment, and motivation may also play significant roles.



The findings are partially consistent with earlier studies, although the strength of the relationship observed in this study is weaker.

9. Educational Implications

- ✓ Teachers should encourage students to develop positive self-perception
 - ✓ Schools should create supportive and motivating learning environments
 - ✓ Parents should provide emotional and psychological support
 - ✓ Counseling services should be strengthened in schools
 - ✓ Co-curricular activities should be promoted to build confidence
 - ✓ Special attention should be given to low achievers
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10. Conclusion

The study concludes that self-perception has a positive but very limited relationship with academic achievement among adolescents. While it may not strongly influence academic performance independently, it remains an important psychological factor in students' overall development. Enhancing self-perception can contribute to better academic engagement and personal growth.

11. References (APA Style)

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