

## Academic Performance of Prospective Teachers in Relation to their Academic Self Concept

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### Abstract

Students' academic performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country economic and social development. This article sought to study the relationship between academic self-concept and academic performance among prospective teachers. A random sample was composed of 292 prospective teachers from teacher education colleges in Erode District. Academic Self Concept scale developed and validated by the investigators and same was used to assess the Academic Self Concept of prospective teachers. The result of the study revealed that there was no influence of gender with academic self concept and academic performance. There exists significant difference in academic self concept and academic performance of prospective teachers with respect to their residence and group of study. There was a significant positive and high correlation exists between the academic self concept and academic performance among prospective teachers.

**KEYWORDS:** Academic Self Concept, Academic Performance, Prospective Teachers

### INTRODUCTION

Self-concept is the core of human personality. It refers to the totality of people's perception about their physical, social and academic competence. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities, deficiencies, capacities limits, values and relationships that the subject knows to be descriptive of him.

Lent, Brown and Gore define academic self-concept as a set of attitudes, beliefs, and perceptions held by the students about their academic skill-sets and performance. Academic self-concept is described by Byrne as involving a description and an evaluation of one's perceived academic abilities, and it encompasses the global beliefs of self worth associated with one's perceived academic competence.

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". Academic self-concept and academic performance directly affect each other. Academic self-concept for example: how one understands himself as an individual who has a set of unique or special characteristics. "Their beliefs and opinions are based on their sensitivity and self awareness about their strength and weakness. Establishment of one's Academic self-concepts is built by the person's nature, maturity, and his natural surroundings". The important people that buildup of Academic self-concepts are parents, adults, peers and one's own self.

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 institutions and seldom violate the rules and regulations.

### **RESEARCH QUESTIONS**

- ✓ Is there a relationship between academic self-concept and Academic performance of prospective teachers?
- ✓ Is there any significant difference in prospective teachers' academic self concept with respect to their gender, residence and group of study?
- ✓ Is there any significant difference in prospective teachers' academic performance with respect to their gender, residence and group of study?

### **OBJECTIVES**

1. To find out the relationship between academic self concept and academic performance among prospective teachers
2. To find out the significant difference if any in prospective teachers academic self Concept with regard to
  - ✓ Gender
  - ✓ Prospective teachers residence
  - ✓ Group of study
3. To find out the significant difference if any in prospective teachers academic performance with regard to
  - ✓ Gender
  - ✓ Prospective teachers residence
  - ✓ Group of study

### **HYPOTHESES**

1. There is no relationship between academic self concept and academic performance among prospective teachers.

2. There exist no significant difference in prospective teachers academic self concept with respect to their: a) Gender, b) Residence c) Group of study
3. There exist no significant difference in prospective teachers academic performance with respect to their: a) Gender, b) Residence c) Group of study

## **METHODOLOGY**

The descriptive survey method was used for the investigators in their study. As the investigators were personally involved the process of data collection, the collected data were hundred percent true. The data were statistically analyzed, interpreted and concluded. The researcher selected a sample of 292 Prospective teachers who are studying in teacher education colleges in Erode, Tamil Nadu, South India. The purpose of the present study is to find out the relationship between the Academic Self Concept and Academic Performance. The investigators have prepared Academic Self Concept Scale (ASCS) with twenty five items and it was used to measure the Academic Self Concept Prospective teachers. It consists of 25 items (13 positive and 12 negative items) in the form of five point scale with three dimensions viz, Academic interest, Academic Satisfaction and Academic Anxiety

The teacher education colleges were selected as the source of the sample. The investigators approached the head of the institutions and got the permission for data collection. After getting permission from the head of the institutions, the investigators personally administrated the tool on the prospective teachers with the help of the teacher educators. Before administering the tool on the prospective teachers, the investigators informed the student teachers about the need and purpose of the data collection. They were also provided necessary information needed to answer the tool and about the confidentiality of the data supplied by them. The pervious Academic Performance marks collected from the consent class in charge teacher educator with prior permission of head of the institution.

## **STATISTICAL TECHNIQUES**

The researchers used SPSS Version 16 program and Excel Statistical Package in order to ensure speed and accuracy in the statistical treatment. Frequency: Calculates how often values occur within a range of values. The data will be collated and tabulated to determine frequency of responses.

In this study the collected data were computing and analyzed by using appropriate statistical technique such as Percentage, Mean, Standard Deviation and 't'– test. Pearson Product moment Correlation Coefficient was used to compute the relationship between the independent and dependent variable.

## RESULT AND DISCUSSION

**Table 1. Relationship between academic self-concept and Academic performance among prospective teachers (N=292).**

Variables	r	p- value	Description
Academic Self-Concept Vs Academic Performance	0.679	0.000	High Correlations

Table 1 revealed that the correlation between academic self-concept and academic performance of prospective teachers. As can be seen from the table, the Pearson correlations statistic is. 0.679. Which is descriptively interpreted as having "high correlations" and supported by a significant p-value of 0.000. It implies that the prospective teachers' academic self-concept was positively high relationship exists to their academic performance.

**Table 2- Mean, SD values of male and female prospective teachers academic self concept and academic performance**

Variables	Gender				Df	't' Value	'p' Value
	Male (N=111)		Female (N=181)				
	Mean	SD	Mean	SD			
Academic Self Concept	192.80	22.26	195.87	19.91	290	1.22	0.223
Academic Performance	89.29	11.28	88.87	8.17	290	0.37	0.710

Table 2 showed that, gender was not significantly related to academic self-concept and academic performance. This finding implies that there was a no significant difference between male and female prospective teacher's academic self-concept and academic performance.

**Table 3- Mean, SD values of rural and urban prospective teachers academic self concept and academic performance**

Variables	Residence				Df	't' Value	'p' Value
	Rural (N=141)		Urban (N=151)				
	Mean	SD	Mean	SD			
Academic Self Concept	199.63	20.64	190.10	20.03	290	4.00	0.000
Academic Performance	91.07	8.07	87.13	10.25	290	3.63	0.000

Table 3 indicated significance of the prospective teachers residence to academic performance and academic self concept. As shown the table, the ‘t’ value 4.00 (Academic Self Concept) is interpreted as having there is significant difference between rural and urban students academic self concept and it supported by a p-value of 0.000. And also as shown, the ‘t’ value 3.63 (Academic Performance) inferred that student residence exist significant difference in academic performance and it supported by a p-value of 0.000. The above finding implies the prospective teachers have there was a significant difference exist in academic self concept and academic performance with respect to their residence.

**Table 4- Mean, SD values of arts group and science group prospective teachers academic self concept and academic performance**

Variables	Group				Df	‘t’ Value	‘p’ Value
	Arts Group (N=176)		Science Group (N=116)				
	Mean	SD	Mean	SD			
Academic Self Concept	198.57	21.38	188.83	18.61	290	4.00	0.000
Academic Performance	90.45	9.05	86.88	9.68	290	3.21	0.001

Table 4 indicated significance of the prospective teachers studying group to academic self concept and academic performance. As shown, the ‘t’ value 4.00 (Academic Self Concept) interpreted as having there is significant difference between arts and science group student teachers academic self concept and it supported by a p-value of 0.000. And also the table as shown, the ‘t’ value 3.21 (Academic Performance) inferred that there was significant difference exist in academic performance with respect to their group and it supported by a p-value of 0.001. The above finding implies that, there was significant differences exist in academic self concept and also academic performance with respect to their residence of prospective teachers.

## CONCLUSION

Prospective teachers’ academic self-concept affected their performance with respect to their residence and group of study. It further entailed that, gender was not a significant factor to consider when measuring the academic self concept and academic performance of the prospective teachers. A significant positive high statistical correlation was found between prospective teachers’ academic self-concept and with their academic performance.

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