

Impact of Self Concept, Social Competence and Level of Aspiration on Academic Achievement of Adolescents: A Review

Ifshana Gul¹, Manzoor A. Bhat²

^{1,2}Bhagwant University, Ajmer, Rajasthan, India, 305004

Abstract: *In this paper, a brief literature review about the impact of self concept, social competence and level of aspiration on academic achievement of adolescents have been studied. The survey shows that self concept, social competence and level of aspiration had a significant effect on academic achievement of adolescents. During the literature survey, a number of research articles published in various national and international journals of repute have been evaluated and studied. Their objectives, problem solving methods and methodology have been verified. The main motive of this review paper is to find the best method which gives a significant and easy way to evaluate the variables like self concept, social competence and level of aspirations on academic achievements of adolescents.*

Keywords: Self concept, social competence, level of aspiration and academic achievement

1. Introduction

In the contemporary world of competition and achievements, education plays the major role in motivating students to achieve higher and to have higher realistic aspirations especially during the adolescent stage. Since the dawn of civilization, people started to think about themselves. Even the philosophers in ancient time's advocated people to think about themselves like Socrates a Greek Philosopher mentioned to 'know thyself'. When a child is born, he tries to know about the world and environment surrounding him but as he grows he tries to know and understand himself. Human beings have a natural tendency to know themselves and to study various factors affecting him and his goals.

Adolescence is the developmental period of transition between childhood and adulthood; it involves biological, cognitive and socio-emotional changes. These changes transform the young person's vision of self into more complexes, well organized and consistent picture. Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. In this paper a brief literature review of eminent research scholars has been carried out and the impact of various variables on the life of adolescents has been studied. The variables have been discussed in the sections 1.1, 1.2 and 1.3 respectively.

1.2 Self Concept

The term self concept is a general term which refers to how someone thinks about, evaluates or perceives themselves. To have concept of oneself, one is supposed to be aware of him. Baumeister in 1999 defined self concept as "the individual's belief about himself or herself, including the person's attributes and who and what the self is". In 1961 Allport explained the self concept as, 'the self is something of which

we are immediately aware, we think of it as the warm, central private region of our life as such it plays a crucial part in our consciousness (a concept broader than self in our personality and in our organism (a concept broader than personality), thus it is some kind of core in our being.

Due to the turbulent periods of identity crisis and reassessment, a person's self concept may change with time. Haque and Rana in 2010 stated that self concept not only consists of past selves but also future selves. Future selves or "possible selves" represent individual ideas of what they might become, what they would like to become and they are afraid of becoming. Carl Rogers in 1959 believed that self concept has three different components:

- Self Image (the view you have of yourself)
- Self Esteem or self worth (how much value you place on yourself)
- Ideal self (what you wish you were really like)

1.2 Social Competence

In the modern civilization, social competence is the most important ingredient and is an essential attribute of the members of a progressive inward moving society. It also forms the foundation upon which expectations for future interaction with others are built and upon which individuals develop perceptions of their own behavior. The characteristics of social competency are the potency (power) dimension of social measurements. Social competencies are conceptualized differently across disciplines and even within disciplines; there is no agreed consensus of their definition. In 1980 Diana Rathjan explained some of the criteria of social competence. They are

- Social power
- Social relation
- Social skills
- Social mobility

Volume 9 Issue 1, January 2020

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

- Social attraction
- Communicability
- Social participation

Intrapersonal aspects of social competence such as social goal setting, problem solving capabilities and feelings of social support and trust have been linked to intellectual accomplishments as well (Ford, 1982, 1987; Wentzel, Feldman and Weinberger 1991).

1.3 Level of Aspiration

Through various civilizations over centuries in the sphere of human development, education has played a tremendous role in changing a human being into a productive citizen. In our achievement oriented culture like ours a person is judged by what his achievements are. A person comes to expect something of himself and he sets his goals for the quality, quantity and timing of achievement. The desire to excel over others or to achieve higher level of performance than the previous one is intensified in human beings. Will and desire to achieve higher goals is the natural biological and socio-psychological need of all humans. Aspiration means yearning for and efforts for some goal higher than oneself or one's present status, which differs from ambition, which is the tartness or passionate desire to achieve a particular honor or power. Ordinate desire is a long term achievement which is motivated by the result(outcome) itself and satisfaction is attained by recognition and applause by society, whereas in the psychological motive of aspiration ,emphasizes something more than one's own present status regardless of social appreciation.

In 1940 Gardern defined level of Aspiration as, level of aspiration is a truly quantitative concept, which has two requirements that the subjects make some public indication of his aims and that, he makes this in quantitative term. Level of Aspiration is defined by Frank, as the levels of future performance in a familiar task (studies) and the explicitly undertaken to reach. Level of Educational Aspiration is defined when level of aspiration is centered on the field of education. The four kinds of events involved in a level of aspiration situation are:

- Last Performance
- Sitting of level of aspiration for next performance
- New performance
- Psychological reaction to the new performance

1.4 Academic Achievement

Academic Achievement may be referred to as marks, grades achieved through an academic year. Academic achievement is the knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance (Trow 1956). Sinha (1970) defined Academic Achievement as the students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates, on the other hand, students who fail in

the previous examination and obtain low divisions in their examinations are considered as individuals who have failed in their examination. How far do the different factors contribute towards Academic Achievement? Ramaswamy 1990.

Academic Achievement is a capacity to excel which is a important component for every person especially for a student to be successful, as he/she is always facing competitive situation in his educational career. Achievement is the end product of all educational endeavors. The main concerns of all educational efforts are to see that the learner achieves.

The adolescents are being affected by internal and external factors which influence their general well being. The internal factors include how an adolescent perceives himself, how he sets his goals and how he is able to compete in a society. The external factors include family background, peer pressure, societal pressure etc. Both the internal and external factors are equally important for an adolescent, however in my research major focus has been laid on three factors, viz:

- Self concept
- Social Competence
- Level of Aspiration

All these main three factors affect an adolescent generally but in particular his academic achievement is affected.

2. Literature Review

2.1 Level of Aspiration

Rothon (2011) examined the relationship between educational aspiration and achievement of secondary education in deprived areas of London. It was observed that girls were more likely than boys to express a wish to remain in education beyond the age of 16 and also ethnic differences, socio – physiological distress associated with high educational aspirations.

Raj. Kunwar, et-al (2016) investigated Adjustment, Level of Aspiration, self-concept and Academic Achievement of Visually Handicapped School Children of Assam. The data was collected from a sample of 400 visually handicapped students, 200 boys and 200 girls who were studying in the classes VI to X (age 12 to 16 years) in six visually handicapped schools of lower and upper Assam selected by using simple random technique. The descriptive survey method was used. The result obtained revealed that the adjustment of visually handicapped boys and girls was similar on overall adjustment.

Jan Kaunsar (2016) examined the level of aspiration of children of working and non working mothers in Kashmir J&K. The sample was collected from different secondary schools in Kashmir, J&K and 100 children were selected which comprised of 50 children of working mothers and 50 children of non working mothers. Dr. Mahesh Bhargava and Prof. M.A. Shah's Level of Aspiration scale was used. The

results indicated that the children of non working mothers were high in level of aspiration towards their children as compared to children of working mothers.

Salgotra. K and K. Roma (2018) examined Educational Aspiration among adolescents studying in secondary schools in relation to their Socio-Economic Status. They confined their study to class 10th students and applied Multistage Sampling. The study was in Jammu district on a sample of 351 students by using Level of Educational Aspiration test by Yasmin Ghani Khan. The research revealed that the children from low-SES households and communities develop academic skills slower than children from higher SES groups.

ALLI (2018) studied the relationship between Educational Aspiration and Academic achievement of Senior Secondary School students. The investigator took sample of 450 Students (240 Boys and 210 Girls) of class 11th from different urban and rural schools of Moradabad district (U.P) by applying Simple Random Sampling technique. Educational Aspiration Scale developed by V.P. Sharma and Anuradha Gupta (2011) was used and academic achievement was measured by marks obtained in the previous class. The results found that the students belonging to urban background differ significantly in their Academic achievement than that of rural students. The results also indicated that gender plays insignificant role in educational attainment of students.

Tehlan.B.Indu (2018) studied the parental involvement and level of aspiration among senior secondary school students. A sample of 100 senior secondary school students was selected by random sampling technique from two schools of Rohtak District. The tools used in the study were parental encouragement test by Dr. Nalini Rao and level of aspiration test by Dr. M. A Shah and Dr. Mahesh Bhargava. The results revealed that there is significant difference of parental involvement between male and female senior secondary school students. It also showed that there is a significant relationship between the parental involvement and level of aspiration among the male and female senior secondary school students.

Dimitrova.R, etal (2018) examined the school climate with relation to academic achievement and educational aspirations and whether such relations vary for Roma minority as compared to their majority peers. The sample consisted of 356 adolescents aged 11 -19 years old (159 Roma, 197 Bulgarian majority), 332 mothers (149 Roma, 183 majority), 231 fathers (104 Roma, 127 majority and 221 majority teachers who completed self report surveys to address the study goals. The cross sectional study was used. The results found that there were negative associations between teacher reported school climate and student's academic achievement as well as adolescent and parental educational aspiration for Roma adolescent's only. Roma adolescents and parents reported lower academic achievement and educational aspirations than their majority counterparts.

2.2 Self Concept

Nanda S and Rath S (2012) examined the effect of gender and academic competence on the self-concept of adolescents. The sample consists of 240 adolescents (120 academically less competent adolescents securing 80% or more marks and 120 less competent adolescents securing 50% or less marks) selected by random sampling from different urban colleges of Odisha. Each group of 120 adolescents consisted of 60 girls and 60 boys. Factorial design was used for the data. The results indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self concept than less competent ones.

Puju J and Netragoankar Y (2014) explored the self concept and academic achievement of undergraduate male and female students of Kashmir. The data was collected from sample of 600 students which comprised of 300 male and 300 female students. Sagar and Sharma self inventory scales was used and for academic records were used. The results found that undergraduate male students were found to have better self concept as compared to their counterparts. However male and female undergraduate students were similar on academic achievement.

Sharma.N and Juyal.L (2015) examined the effect of parenting of employed mothers on self concept of their adolescents sample of 200 parents and 100 students was selected for the study, which comprised of 100 parents with employed mothers and 100 with homemaker mother and 50 adolescent boys and 50 adolescent girls from the schools of Dehradun, Haridwar, and Roorkee district of Uttarakhand. Parent child relationship scale was used for the parents and self concept scale for adolescents. The results revealed that there is significant difference in favour of parenting of homemaker mothers in the dimensions of marital conflict vs. marital adjustment and the faulty role expectations vs. realistic role expectations. Employed mother's adolescents showed high self-concept on the dimension of social, temperamental and on total self concept. Boys of the same group found to be high self-concept on physical and temperamental and girls on the dimension of social self concept than the counter group

Bharathi. A and Sreedevi. P (2016) studied the self-concept of adolescents.40 adolescents of two cities, Hyderabad and Telegana were selected for sampling. To analyze the data Saraswat (1984) scale of self concept was used .The results found that higher percentage of adolescents had above average levels of self concept in dimension of temperamental (85), intellectual (77.5), physical (60) and social (52.5), and about 47.5 percent of adolescents equally had high and above average self concept in education and 57.5 percent of adolescents had high moral self concept.

2.3 Social Competence

Singh. G (2013) studied the relationship of social competence among adolescents with emotional intelligence and home environment. A sample of 100 students studying in class 8th from different Government schools of Ludhiana was selected.

For collection of data, Social competence scale by Sharma, Shukla and Shukla (2013) (Revised), Emotional Intelligence scale by Singh and Narain (2014) and Home Environment Inventory by Mishra (2012) (Revised) was used. The results found that there is significant positive relation between social competence and emotional intelligence, and significant positive relation between social competence and all the dimensions of home environment.

Gul. A (2015) studied the impact of socio-emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir. The descriptive survey research method was used for the study and. A sample of 250 participants from ten higher secondary schools of Kashmir was selected by Random Sampling technique. The descriptive survey research method was used. For collection of data the socio-emotional adjustment scale developed by Najam and Simeen (1991) and previous year academic records were used. The results revealed that the socio-emotional adjustment of adolescent girls has a significant effect on their academic achievement and there was significant difference between rural and urban adolescent girls in their socio-emotional adjustment.

Bakashi. R (2015) investigated the social competence in relation to study habits and academic achievement of secondary schools students. For collection of data 7 secondary schools of Jammu district were selected by simple random sampling and Social competence scale developed by Prof. Kiran Shukla and Dr. Prabha Shukla and Study habits inventory developed by Dr. B.V. Patel was used

Khan, et-al (2015) developed a social competence scale for adolescents (SCSA). This study explored different dimensions of social competence in adolescents within the context of Pakistani culture. The method adopted consisted of construct identification, item generation and formulation, and finally empirical evaluation of items. The sample size was 398 drawn from adolescents belonging to various schools and colleges in Pakistan. Their age ranged from 14 to 18. Finally, the social competence scale for adolescents was developed with 53 items. The key dimensions derived were self-efficacy, sociability, adaptability, self-confidence, social initiative, and leadership. These findings would help the educationalists to develop training programs to improve the social competence of adolescents.

Kaul.H (2018) investigated social competence among adolescents in relation to their emotional maturity. A sample of 100 students was selected by random sampling technique from government and private senior secondary schools of Mohall. For collection of data social competence scale (SCS) by Dr. V. P. Sharma and Dr. (Mrs.) Prabha Shukla and Emotional maturity scale (EM.S) by Dr. Yashvir Singh and Dr. Mahesh Bhargava were used. The results revealed that emotionally mature adolescent have more social competence and vice-versa. Social competence and emotional maturity among adolescents do not vary on the basis of sex (Male and Female) and type of school (Government and private.)

2.4 Academic Achievement

Sarkar. S and Banik. S (2015) examined the adjustment of the adolescent students in relation to their academic achievement, age, gender etc. A sample of 120 adolescents (60 boys & 60 girls) was selected from West Tripura. The data was analyzed by using Standard Deviation, Mean, Percentile, t-test, Pearson Product Moment Correlation. The results found that there were no significant differences between boys and girls in adjustment and academic achievement in adolescence period; it also revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment and academic achievement in adolescent period.

Joshi. S and Srivasta. R (2016) studied the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. For collection of data self esteem questionnaire was used and academic achievement was measured by academic school records. The results found that there were no significant differences with regard to self esteem of rural and urban adolescents. It was found that urban adolescent scored higher in academic achievement as compared to rural adolescents.

Pooja .B (2016) investigated and compared Emotional adjustment of Secondary School Students in relation to their Gender, Academic achievement and Parent-child relationship. A sample of 200 secondary school students of 9th class studying in Government and Private schools of Samba District (J&K) were selected by random sampling technique. For collection of data A.K.P. Sinha and R.P. Singh Adjustment Inventory and Parent-Child Relationship Scale developed and standardized by Nalini Rao were used .The results revealed that female secondary school students are emotionally more adjusted as compared to male secondary school students and the high achiever secondary school students are emotionally more adjusted as compared to low achiever secondary school students. It also revealed that the high Parent-child relationship students are emotionally more adjusted as compared to low parent-child relationship students.

Luong. T (2017) studied the relationship between time-of-day and academic performance of adolescent students. Academic grades achieved by students were used to measure their learning and performance. He applied Multi variety regressions on a sample of 6870 Vietnamese first year students for a period of five years. The results revealed that given a school start time, students whose lecture section meets in later time have higher performance than in the morning. However, the time effect varies significantly for different groups of subjects. It was also found that that the morning effect on academic outcomes diminishes over the week.

Andrabi. A (2017) investigated the academic achievement of tribal and non Tribal students Sample was randomly selected from three secondary schools. non-tribal adolescent students' in secondary schools of Kashmir division Sample of 564

students were selected by using random sampling technique. The results found that the Nontribal adolescents have a higher level of academic achievement than tribal students. It also revealed that there is no significant difference between male and female adolescents on the measure of academic achievement.

Puju. A, (2017) studied the academic achievement of adolescents in relation to parental encouragement. A sample of 200 secondary school students (100 boys and 100 girls) was selected by random sampling technique from district baramullah of Kashmir. A Descriptive survey method was used and Parental Encouragement scale and Total scores of students in previous class were used for collection of data. The results found that there exists a significant relationship between academic achievement and Parental Encouragement of students, also there is significant difference in Academic Achievement of Boys and Girls and the boys of urban areas achieve good Academic Achievement as compared to the boys of rural area. It also found that the Girls of urban areas achieve good Academic Achievement as compared to the Academic Achievement of Girls of rural area.

3. Conclusion

In this paper literature survey of various research scholars has been carried out. The various research scholars include Raj. Kunwar, Jan Kaunsar, Salgotra. K, Tehlan. B., Nanda S, Puju J, Sharmas. N, Bharathi. A, Singh. G, Gul. A, Khan, Pooja. These research scholars included various methods in their study like qualitative method, quantitative method, descriptive methods. The methods also included random sampling technique, multistage sampling, purposive sampling etc and among these methods descriptive method and random sampling technique was good as these methods yielded better results.

References

- [1] Social Psychological Education 2011 June 14(2):209-231 Structural and socio-psychological influences on adolescents' educational aspirations and subsequent academic achievement.
- [2] Catherine rothon, Muna Arephin, Emily Kline berg, Vicky Catell and Stephen Stansfled. Jan, K. (2016). To study the level of educational aspiration of the children of working and non-working mothers. International Journal of scientific research and education, 4(2), 4910-4913.
- [3] Ajay Kumar sulgotra, Kumari Roma IOSR Journal of humanities and social science (IOSR-JHSS). Volume 23, issue 3, (march, 2018) pp 25-29. Educational Aspiration and socio economic status among secondary school students.
- [4] Mohammad imran Ali – Academic achievement of senior secondary school students in relation to gender and area. Zenith international Journal of multi disciplinary research. ISSN 223/-5780, volume 8(4) April 2018 pp 34-38.
- [5] A study of parental involvement and level of aspiration among senior secondary school students. International Journal of Advanced Educational research. ISSN:2455-6157, P-151-154 vol-3, issue 2.
- [6] School Climate, Academic Achievement and Educational Aspirations In Roma Minority And Bulgarian Majority Adolescents. Child And Youth Care Forum October 2018, Vol.47, Issue 5, Pp 645-658. Radosveta Dimitrova, Laura Ferrer-Wreder Johan Ahlen.
- [7] Self-Concept: A Psychological Study on Adolescents. Sangeeta Rath Sumitra Nando, Zenith International Journal of Multi Disciplinary Research. vol. 2, issue 5, May 2012 ISSN, 223-5780.
- [8] Self Concept and Academic Achievement of Undergraduate Male and Female Students of Kashmir-Javeed Ahmed Puju, Yashpal D NetroGoenkar, August-September 2014, vol.1, issue-v, page no. 670-676.
- [9] Self Concept And Academic Achievement Of Adolescent Boys And Girls In Srinagar, Shabir .Ahmed Bhat, Yashpal D. Netrogoenkar. Studies The Self Concept And Academic Achievement Of Adolescents Boys And Girls In Srinagar, J&K (India).
- [10] A study on the self concept of adolescents, international journal of science and research (IJSR). ISSN (online) 2319-7064. Index copercicus value (2013):6.14/ impact factor (2015) 6.391, vol.5 issue 10, October 2016, p-512-516.
- [11] Social competence of adolescents in relation to emotional intelligence and home environment. Dr. Gurmeet singh-international Journal of science and research (IJSR). ISSN (online) 2319-7064. Vol 4, issue 9, September 2015.
- [12] Social competence of secondary school students in relation to study habit and academic achievement, kumari roma, dr. ritu bakashi. International journal of applied research p- 223-227. volume 1(13).
- [13] Journal of behavioral sciences, vol, 25, issue 1(2015). Social competence scale for adolescents (SCSA): development and validation within cultural perspective by sultan shujja, Farah malik, nashi khan.
- [14] Social competence among school going adolescents with respect to their gender and type of school. Prakash Chandra jena. An international scientific journal. 2019 p-14-28.
- [15] A study of problem solving ability and academic achievement of rural and urban students at upper primary level in west Tripura. Educational research international peer reviewed journal. Page 110-121.
- [16] Journal of the Indian academy of applied psychology, January 2009, 35-33-39.
- [17] Comparative study of emotional adjustment of secondary school students in relation to their gender, academic achievement and parent child relation. Bhagat pooja, international journal of recent scientific research, vol. 7, issue 7, pp-12459-12463, July 2016.
- [18] The international journal of Indian psychology. Vol- 4, issue 3, april-june 2017, scientific temper and academic achievement among tribal and non-tribal students.