ANXIETY AND ACADEMIC PERFORMANCE AS A FUNCTION OF SELF-CONCEPT AND PERCEIVED SCHOOL ENVIRONMENT

ABSTRACT

THESIS

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THE RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC PERFORMANCE
IN AN ENVIRONMENT OF CHANGE

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Abstract

The aim of the present investigation was to study anxiety and academic performance of high school students as a function of their self-concept and perceived school environment. In the light of the nature of investigation, high school students from various schools were chosen. The samples of these students were taken from University-run schools, Private schools comprising both types of school viz., co-ed and non-co-ed. Such sample of school boys and girls studying in different types of school were chosen because of having in-depth investigation for more and more generality. For the purpose of getting information with regard to anxiety, academic performance, self-concept, and perceived school environment, suitable tools were used. Anxiety was measured by using shorter Hindi version of Sinha’s self analysis scale developed by Khan and Hasan (1981), and for measuring academic performance, respondents school results of the last three consecutive years were taken and their averages were calculated for minimizing any discrepancy which could come-up because of any reason. For measuring self-concept Ahluwalia’s (1986) Children’s self-concept scale was used, and school environment was measured with the help of the questionnaire developed by Fatima and Ansari (2002) for measuring school environment.

After collecting the data on afore-mentioned sample by using the above mentioned tools, the data were tabulated and the most appropriate and befitting statistics viz., ‘Stepwise Multiple Regression Analysis (SMRA)’ and ‘One-way ANOVA’ statistical treatment were applied to analyze the data. Stepwise Multiple Regression Analysis was used to find out the significant predictors of anxiety and academic performance, and ‘One-way ANOVA’ was used to compare various sub
sample groups on criterion variables. On the basis of SMRA, it is found in a nutshell that out of sixteen predictor variables, twelve variables emerged as significant predictors of anxiety—a criterion variable. Among all significant predictor variables 'behaviour' and 'anxiety' (the dimensions of self-concept) are found to obtain rank-1, on the basis of their high frequency in predicting anxiety. 'Perceived school environment' as a whole is ranked-2 so far as its significant predictive impact on anxiety was concerned. 'Total self-concept' and 'student attitude towards school' (a dimension of perceived school environment) emerged to occupy rank-3 and remaining significant predictors viz., 'intellectual and school status', 'physical appearance and attributes', 'popularity'(dimensions of self-concept), 'attitude towards teachers', 'home-work', 'extra-curricular activities' and 'teacher-taught relationship' (dimensions of perceived school environment) were ranked-4 in predicting significantly the anxiety level of school goers.

Similarly, academic performance of students was significantly predicted by seven predictor variables, out of sixteen. Among all significant predictor variables 'intellectual and school status' and 'physical appearance and attributes' were found to occupy rank-1, so far as their frequency of significant predictive influence on academic performance of students were concerned. Rank-2 was given to 'home-work'—a dimension of perceived school environment, similarly, rank-3 was given to 'teacher caring attitude for students' while rank-4 was awarded to 'teacher-taught relationship' and 'attitude toward classmates' (these two are dimensions of perceived school environment), and lastly rank-5 was given to 'total self-concept' while its significant predictive impact on academic performance was concerned.
On the basis of the ranking given to different significant predictor variables, the conclusion may be drawn that how much strength these significant predictor variables have in determining anxiety and academic performance.

The multiple comparisons among sub-sample groups very clearly show that in all comparison girls' level of anxiety was found significantly higher than boys irrespective of the types of school they are studying as well as girls academic performance was also found better than boys in most of the cases. Moreover, private non-co-ed school girls were found significantly better on academic performance as compare to private co-ed school girls. The findings were explained in the light of previous researches and other alternative explanations were offered.

In view of the findings of the present investigation, researcher firmly believes that realistic or positive self-concept along-with conducive perceived school environment is highly helpful in negatively influencing anxiety and positively to academic performance.

In the light of whole research experience and pit-fall of the study a few suggestions were put-forth if similar researches are to be conducted in future. Among the numerous suggestions, future researches must undertaken the sample of various socio-economic groups, and home environment also be studies as these two have left a deep sense of curtailed in present endeavor.