



Relationship between Self Concept and Academic Achievement of Migrated Children in Karnataka

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Abstract: The aim of the research is to identify the relationship between Self-Concept and Academic Achievement of Migrated Children in Karnataka. Descriptive survey method along with and quantitative approach identified as type of research. A sample of 150 migrated children (5th standard to 9th standard) whose parents came to Bangalore from different districts of Karnataka was selected using stratified random sampling technique. Data was collected through Self-Concept Rating Scale was developed by Dr. (Mrs.) Pratibha Deo (1998) and academic achievement scores (in percentages) was collected from their school office records of migrated children along with personal proforma. The collected data was analyzed by 'r' test, and independent 't' test analysis. The level of significance was fixed at 0.05 level of confidence in all the cases. The results were obtained with the help of SPSS Package and MS Office applications. The 'r' analysis result confirmed that there was a significant positive relationship between Self-Concept and Academic Achievement of migrated children. The 't' test analysis shows that there was a significant difference in the Academic Achievement of migrated children having moderate and high & low and high self concept levels. It was inferred that the migrated children having higher self confidence level had higher achievement in academic when compared to moderate and low self concept levels. The result also confirmed that there was no significant difference in the Academic Achievement of migrated boys and girls. Further also shows that, there was no significant difference in the Self Concept of migrated boys and girls. Self-Concepts play an important role in guiding their later achievement. Students who have high Self-Concepts are more likely to take advantage of educational opportunities that may lead to academic success. Educationists, governments and policy makers have to realize the importance of one's expectations of the outcome and not only for children themselves, but also for family, teachers and the community in order to help them to support their kids, students and friends so, the children can realize their potential and expectations.

Index Terms - Self Concept, Migrated Children, Academic Achievement, Gender, Significant

1. INTRODUCTION

Self-concept and academic achievement are two crucial components of a child's development, and their interplay can have significant implications for children who have migrated to a new place. Karnataka is a state in India that has seen a considerable influx of migrant children in recent years, who often struggle to adapt to the new environment, culture, and educational system. Self-concept refers to an individual's beliefs, attitudes, and perceptions about themselves. It is shaped by various factors such as social interactions, personal experiences, and cultural norms. When children migrate to a new place, they often face a sense of dislocation, which can impact their self-concept. This feeling of being disconnected from their familiar surroundings, culture, and language can lead to a negative self-concept. The lack of social support and understanding from their peers and teachers can further exacerbate the situation.

The term self-concept is generally defined as the knowledge and view about oneself. It is built on self-awareness and assessment of qualities and characteristics made through involvements in one's situation (Eccles, 2005). Academic self-concept is the students' self-assessment regarding their educational abilities and potentials they possess (Trautwein, Ludtke, Koller & Baumert, 2006). The impact of self-concept on academic achievement is well-documented. Children who have a positive self-concept tend to perform better in academics, whereas those with a negative self-concept often struggle. A positive self-concept can lead to increased self-esteem, motivation, and a willingness to learn. On the other hand, a negative self-concept can lead to low self-esteem, a lack of motivation, and poor academic performance.

Zimmerman (1997) defines academic achievement as a student's accomplishments in a given academic field. It refers to how students become successful in achieving their educational goals. Educational institutions usually maintain a record of a student's academic achievement in order to find out whether their current educational policies and styles are working or not, and to decide what kind of changes are required in order to increase a student's academic achievements. Byrne and Shavelson defined

academic self-concept as involving a description and an evaluation of one's perceived academic competence (Byrne & Shavelson 1986).

The importance of a good self-concept for students can foster awareness of learning. From the rebuttation of the importance of learning, it will prepare to learn and make Shiva have a learning readiness. It can be understood that the good self-concept of the students makes it ready to receive and perform the learning process so that the results will be better. A good learning objective can also be achieved. Based on the research of Neck, Heidi M., et al. (2018) also gives the appropriate results, where the concept of self will form a perspective and mindset in determining a person's needs and objectives (Neck and Corbett, 2018). Migrant children in Karnataka often face significant challenges in their academic journey due to the language barrier and cultural differences. They may struggle to understand the new language, and their cultural norms may not align with those of the new environment. As a result, they may feel isolated and unsupported, which can lead to a negative self-concept and poor academic performance.

Self-concept refers to the way an individual perceives and evaluates them. It includes a person's beliefs about their abilities, values, and personality traits. Academic achievement refers to the level of success a person achieves in their academic pursuits. In India, the self-concept and academic achievement of migrated children can vary depending on various factors such as their socioeconomic status, cultural background, and the quality of education they receive. In particular, in the state of Karnataka, there has been an increase in migration due to various factors such as employment opportunities and better living standards. Studies have shown that migration can have both positive and negative effects on the self-concept and academic achievement of children. On one hand, migration can expose children to new experiences and cultures, which can broaden their perspectives and enhance their self-concept. On the other hand, migration can also cause stress and disrupt the child's sense of identity, leading to a negative impact on their self-concept.

Regarding academic achievement, migrant children may face challenges such as language barriers, cultural differences, and a lack of access to quality education. However, studies have also shown that migrant children can be resilient and adapt to new environments, which can lead to academic success. In Karnataka, there have been initiatives to improve the education system and provide support for migrant children. For example, the state government has implemented schemes such as the 'Sarva Shiksha Abhiyan' to provide universal education and bridge the gap between urban and rural areas. Self-concept and academic achievement of migrated children in India and particularly in Karnataka can be influenced by various factors. It is important to provide support and resources to help migrant children overcome any challenges they may face and ensure that they have access to quality education.

2. REVIEW OF RELATED LITERATURE

A review of related literature is an important component of any research project, as it provides a thorough and systematic examination of relevant research and theoretical frameworks that are relevant to the research question or problem.

Sundaram and others (2021) have examined the role of self-concept in academic achievement among migrant and non-migrant children in Karnataka and found that self-concept was a significant predictor of academic achievement for both migrant and non-migrant children. The study also found that social support played a significant role in mediating the relationship between self-concept and academic achievement, highlighting the importance of social support for migrant children's academic success. **Mohammed and others (2020)** have explored the relationship between self-concept, academic achievement, and parental involvement among migrant children in Karnataka and found that parental involvement had a positive impact on the self-concept and academic achievement of migrant children and study also found that self-concept mediated the relationship between parental involvement and academic achievement, indicating that parental involvement can help improve academic achievement by fostering a positive self-concept in migrant children. **Cespedes and Rubio (2020)** have investigated the relationship among self-concept, self-efficacy and subjective well-being of native and migrant adolescents and results confirmed that migrant students present higher levels of academic self-concept and general self-efficacy than native students. **Mubarok; Suranto and Wardana (2020)** have evaluated the relationship between self-concept and student achievement of children. The findings concluded that high academic self-concept produces high academic achievement of children. **Sreenivasulu and Krishnamurthy (2018)** have found that migrant students had a lower self-concept than non-migrant students and self-concept was positively correlated with academic achievement, indicating that migrant students with a higher self-concept were likely to perform better academically. **Kambalimath and others (2018)** have studied the academic achievement and self-concept of migrant children in Karnataka and found that migrant children faced several challenges such as language barriers, cultural differences, and lack of social support, which affected their academic achievement and also found that self-concept played a significant role in mediating the relationship between migration and academic achievement, highlighting the importance of developing a positive self-concept in migrant children. **Jaiswal and Choudhuri (2017)** examined the Academic Self Concept and Academic Achievement of Secondary School Students, The result revealed that there was a positive relationship between academic self-concept and academic achievement and girls had significantly higher academic self-concept than boys. **Oommen (2014)** has analysed the self-concept and academic achievement of students educating at higher secondary level and output explains that there was a high correlation between students' self concept and academic achievement. The 't' test results shows that, there was significant difference between boys and girls' self-concept; but no significant difference between academic achievement of boys and girls. **Ghazvini (2011)** has

investigated the relationship between academic self-concept and academic performance of high school children and showed a close relationship between academic self-concept and academic performance of children.

From the above studies indicate that self-concept plays a critical role in the academic achievement of migrated children in Karnataka, and interventions aimed at improving self-concept and parental involvement can help improve academic outcomes for these children. However, further research is needed to fully understand the factors that influence the self-concept and academic achievement of migrated children in India and Karnataka specifically.

3. SIGNIFICANCE OF THE STUDY

Self-concept refers to an individual's beliefs about their own abilities, personality traits, and values. It plays a significant role in shaping an individual's behavior, attitudes, and performance in various domains of life, including academic achievement. In the case of migrated children, self-concept can impact their academic achievement in several ways. The self-concept of a child can significantly impact their motivation to learn and succeed academically. Children with a positive self-concept are more likely to be motivated and engaged in learning activities, which can improve their academic achievement. Migrated children who have a positive self-concept are more likely to have a positive attitude towards learning, which can lead to increased effort, persistence, and achievement. Migrated children with a positive self-concept are more likely to perform better academically, as they are more confident in their abilities and have a higher sense of self-efficacy. Migration can be a stressful experience for children, and a positive self-concept can help buffer against the negative effects of stress on academic achievement. Positive self-concept can also lead to better social support, which is essential for academic success. Children who feel good about themselves are more likely to seek help from teachers, peers, and parents, which can improve their academic achievement. The self-concept of migrated children plays a crucial role in their academic achievement. Teachers, parents, and policymakers should focus on building positive self-concept in migrated children by providing a supportive learning environment, fostering positive relationships, and promoting a growth mindset. By improving the self-concept of migrated children, we can enhance their motivation, attitude towards learning, academic performance, and ultimately, their overall well-being.

4. STATEMENT OF THE PROBLEM

The intention of this research is to know the relationship between Self-Concept and Academic Achievement of migrated children. The topic identified for the present research is: "Relationship between Self-Concept and Academic Achievement of Migrated Children in Karnataka."

5. OBJECTIVES OF THE STUDY

The following are the objectives for the present investigation

1. To investigate the relationship between Self-Concept and Academic Achievement of Migrated Children.
2. To find out the differences in the Academic Achievement of Migrated Children with regard to different levels of self-concept.
3. To find out the differences in the Academic Achievement of Migrated children with regard to gender.
4. To identify the differences in the Self Concept of Migrated children with regard to gender.

6. RESEARCH HYPOTHESES

The following are the research hypotheses:

1. There is no significant relationship between Self-Concept and Academic Achievement of migrated children.
2. There is no significant difference in the Academic Achievement of migrated children having low and moderate self concept levels.
3. There is no significant difference in the Academic Achievement of migrated children having moderate and high self concept levels.
4. There is no significant difference in the Academic Achievement of migrated children having low and high self concept levels.
5. There is no significant difference in the Academic Achievement of migrated boys and girls.
6. There is no significant difference in the Self Concept of migrated boys and girls.

7. METHODOLOGY

The aim of the research is to identify the relationship between Self-Concept and Academic Achievement of Migrated Children in Karnataka. Descriptive survey method along with and quantitative approach identified as type of research. A sample of 150 migrated children (5th standard to 9th standard) whose parents came to Bangalore from different districts of Karnataka was selected using stratified random sampling technique. Data was collected through Self-Concept Rating Scale was developed by Dr. (Mrs.) Pratibha Deo (1998) and academic achievement scores (in percentages) was collected from their school office records of

migrated children along with personal proforma. The collected data was analyzed by 'r' test, and independent 't' test analysis. The level of significance was fixed at 0.05 level of confidence in all the cases. The results were obtained with the help of SPSS Package and MS Office applications.

8. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows variables, mean, standard deviation, 'r' value and level of significance of Academic Achievement scores and Self-Concept of migrated children.

Variables	Mean	Standard Deviation	Obtained 'r' value	Level. of Sig.
Academic Achievement	66.846	16.438	0.341	*
Self-Concept	104.780	27.919		

*Significant at 0.05 level (0.159)

Table-1 shows that correlation results between Academic Achievement and Self-Concept scores of migrated children are given. The obtained 'r' value of 0.341 are greater than table value 0.159 at 0.05 level which shows significant positive relationship between Academic Achievement and Self-Concept. Hence, the stated null hypothesis is **rejected** and alternative hypothesis has been formulated that 'there is a significant positive relationship between Academic Achievement and Self-Concept of migrated children.' It concludes that self concept is positively correlated with academic achievement of migrated children. The children who had higher self concept had higher achievement in academic and vice versa.

Table-2: Shows independent 't' test results related to Academic Achievement scores of migrated children with respect to self concept levels (low, moderate and high levels).

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	't' Value	Sig. level
Self Concept	Low	47	62.297	14.890	1.01	NS
	Moderate	69	65.202	15.608		
	Moderate	69	65.202	15.608	3.29	*
	High	34	76.470	16.686		
	Low	47	62.297	14.890	3.94	*
	High	34	76.470	16.686		

* Significant at 0.05 level; ^{NS}-Not Significant (N=150; df=148, 0.05=1.98)

Table-2 shows the variables along with groups, number of samples, mean scores, standard deviation, 't' value and level of significance pertaining to Academic Achievement of migrated children due to variations in the self concept levels. The independent 't' test it shows that:-

- the obtained 't' value (t=1.01) related to Academic Achievement of migrated children having low and moderate self concept level is less than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is accepted that is, 'there is no significant difference in the Academic Achievement of migrated children having low and moderate self concept levels'. It was concluded that low and moderate self concept level of migrated children had a similar type of academic achievement.
- the obtained 't' value (t=3.29) related to Academic Achievement of migrated children having moderate and high self concept level is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is rejected and in its place an alternate hypothesis has been formulated that 'there is a significant difference in the Academic Achievement of migrated children having moderate and high self concept levels'. The Academic Achievement mean scores of migrated children having high self concept level (M=76.470) is higher than the mean scores of moderate self concept level (M=65.202). It can be concluded that migrated children having high self concept level had higher academic achievement when compared to children having moderate self concept level.
- the obtained 't' value (t=3.94) related to Academic Achievement of migrated children having low and high self concept level is higher than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is rejected and in its place an alternate hypothesis has been formulated that 'there is a significant difference in the Academic Achievement of migrated children having low and high self concept levels'. The Academic Achievement mean scores of migrated children having high self concept level (M=76.470) is higher than the mean scores of low self concept level (M=62.297).

It can be concluded that migrated children having high self concept level had higher academic achievement when compared to children having low self concept level.

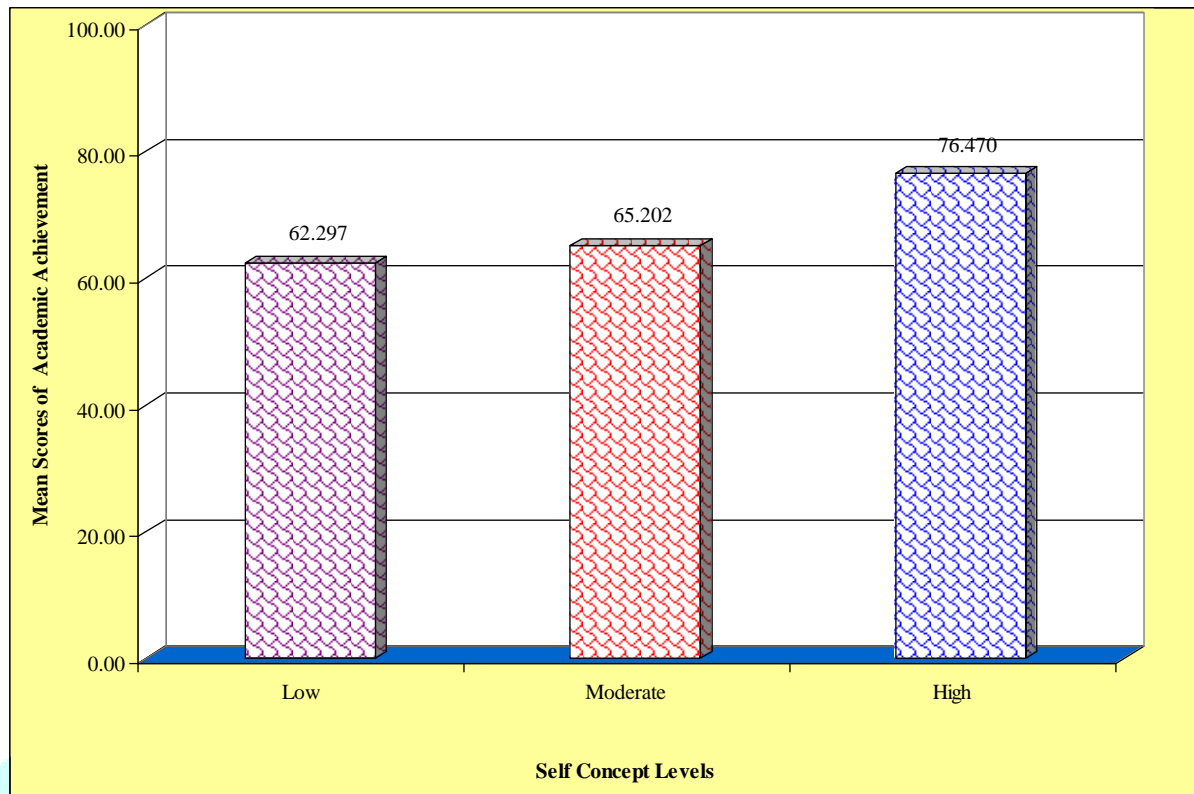


Fig.1: Bar graph shows comparison of Academic Achievement of migrated children having different levels of Self-Concept.

Table-3: Shows independent 't' test results related to Academic Achievement scores of migrated children with respect to Gender.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	't' Value	Sig. level
Gender	Boys	82	76.061	19.109	0.74	NS
	Girls	68	65.974	18.635		

^{NS}-Not Significant (N=150; df=148, 0.05=1.98)

Table-3 shows the variables along with groups, number of samples, mean scores, standard deviation, 't' value and level of significance pertaining to Academic Achievement of migrated children due to variations in the gender. From the independent 't' test it was shown that, the obtained 't' value ($t=0.74$) related to Academic Achievement of migrated boys and girls is less than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is accepted that is 'there is no significant difference in the Academic Achievement of migrated boys and girls'. It can be concluded that migrated boys and girls had a similar type of academic achievement.

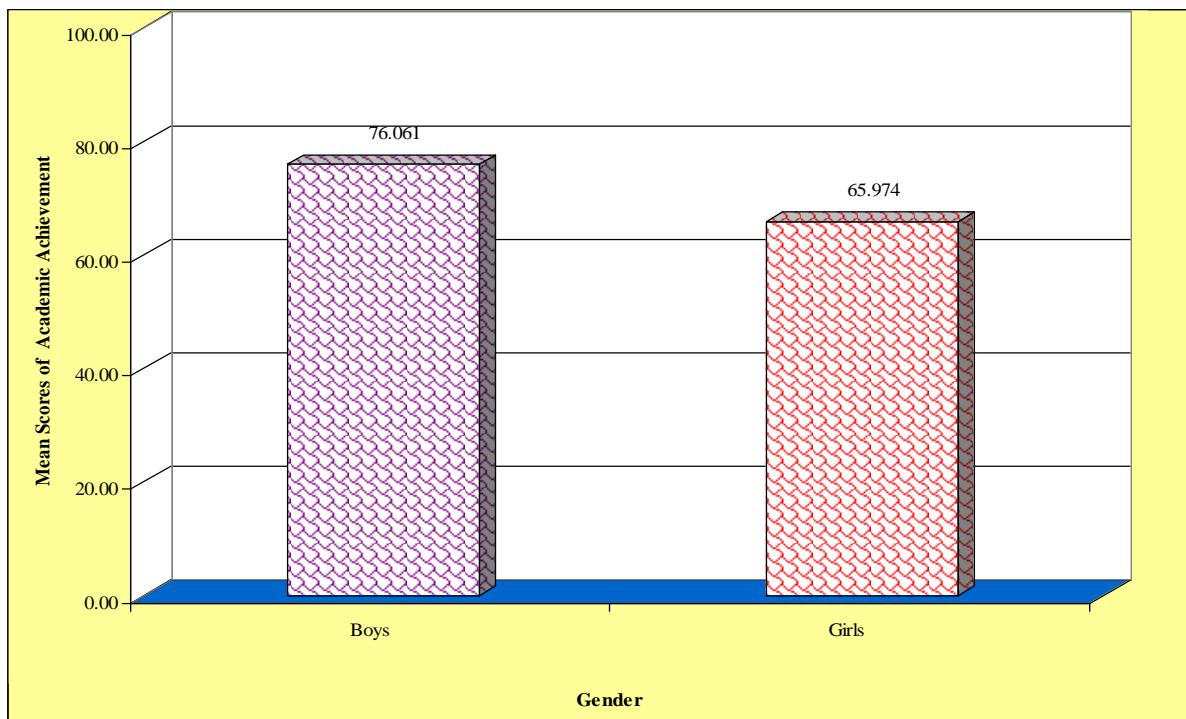


Fig.2: Comparison of mean Academic Achievement scores of migrated boys and girls.

Table-4: Shows independent ‘t’ test results related to Self Concept scores of migrated children with respect to Gender.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Gender	Boys	82	105.975	25.522	0.56	NS
	Girls	68	103.338	30.695		

^{NS}-Not Significant (N=150; df=148, 0.05=1.98)

Table-4 shows the variables along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance pertaining to Self Concept of migrated children due to variations in the gender. From the independent ‘t’ test it was shown that, the obtained ‘t’ value (t=0.56) related to Self Concept of migrated boys and girls is less than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is accepted that is ‘there is no significant difference in the Self Concept of migrated boys and girls’. It can be concluded that migrated boys and girls had a similar type of self concept.

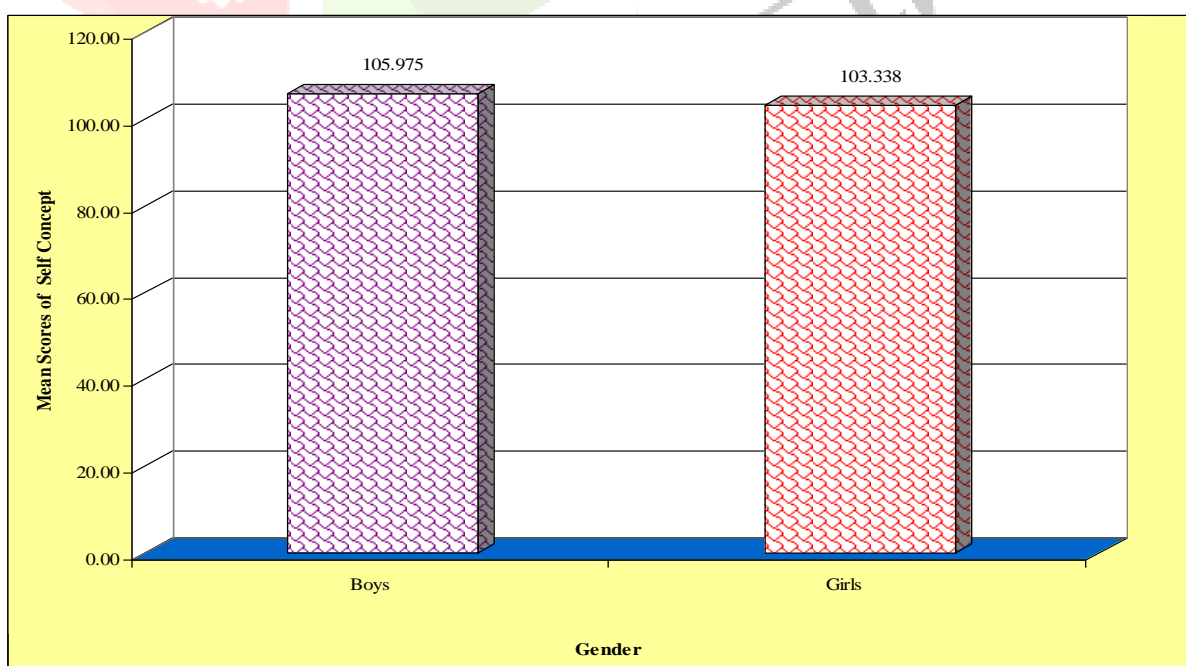


Fig.3: Comparison of mean Self Concept scores of migrated boys and girls.

9. MAJOR FINDINGS

1. There was a significant positive relationship between Academic Achievement and Self-Concept of migrated children.
2. There was no significant difference in the Academic Achievement of migrated children having low and moderate self concept levels.
3. There was a significant difference in the Academic Achievement of migrated children having moderate and high self concept levels.
4. There was a significant difference in the Academic Achievement of migrated children having low and high self concept levels.
5. There was no significant difference in the Academic Achievement of migrated boys and girls.
6. There was no significant difference in the Self Concept of migrated boys and girls.

10. CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the present study, the 'r' analysis result shows that there was a significant positive relationship between Self-Concept and Academic Achievement of migrated children. It shows that the children who had higher self concept had higher achievement in academic and vice versa. Self-Concept and academic achievement are important aspects of the education of migrated children in India. However, cultural, linguistic, and socio-economic barriers can negatively impact their Self-Concept and academic achievement. To overcome these barriers and improve the Self-Concept and academic achievement of migrated children in India, it is essential to have a comprehensive support system in place that addresses these issues and provides resources to help students succeed. The 't' test analysis shows that there was a significant difference in the Academic Achievement of migrated children having moderate and high & low and high self concept levels. It was inferred that the migrated children having higher self confidence level had higher achievement in academic when compared to moderate and low self concept levels. Creating an inclusive and welcoming learning environment that acknowledges and addresses the unique needs of migrated children is crucial. Also shows that there was no significant difference in the Academic Achievement of migrated boys and girls. Self-Concepts play an important role in guiding their later achievement. Students who have high Self-Concepts are more likely to take advantage of educational opportunities that may lead to academic success. Educationists, governments and policy makers have to realize the importance of one's expectations of the outcome and not only for children themselves, but also for family, teachers and the community in order to help them to support their kids, students and friends so, the children can realize their potential and expectations.

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