

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the relevant theories concerned with the self concept in educational. This review covers include: Affective factors of self concept, definition of self concept, the aspect of self concept, the component of self concept, the factors that influence self concept, previous research.

#### **2.1 Affective Factors of Self Concept**

Affect is the expression of one's inner world and attitude toward a certain thing, situation or experience. In studying language, affect is one's attitude, emotion, feeling and mood. The affective factors include motivation, self-esteem, self-confidence, self image and empathy, etc. Stern (1983) indicates that the function of affect has the equivalent position of that cognition. According to Arnold (1999), affect is composed of feelings, attitudes and motivations which will influence the process and result of language learning. Gardner et al (2004) also state that affective factors have some influence on language acquisition and achievement.

Attitude plays an important role in language learning process. A learner's attitude to the learning language will impact the learner outside the classroom. The study done by Burden (2004) showed that a positive attitude would motivate learners to achieve their learning goals. Stern

(1983) stated that three components constituted attitude. The first is cognitive component, which means the belief to a certain aim. The second is affective component, which means likes and dislikes about an aim. The third is conation component, which means someone's intention and action about a certain aim. In English learning process, if a student is eager to learn a foreign language, this positive attitude is helpful for his study. On the contrary, if he regards English as a very difficult language and learning it as a waste of time, this negative attitude will inevitably restrain his English learning. The study done by Bahous, Bacha & Nabhani (2011) told us that promoting positive student attitudes towards the learning language can motivate students to learn and become efficient in the target language.

Motivation is one of the important affective factors in learning process, which helps to determine the level of proficiency achieved by different learners. Motivation is thought of as "an inner drive, impulse, emotion, or desire that moves one to a particular action" (Brown, 2002, p. 152). Proper motivation can facilitate learners' learning process. In Krashen's opinion, the most ideal affect condition is that learners have high motivation and strong self-confidence, with which they can do better in second language acquisition (Krashen, 1982). Lambert and Gardner (1972) stated that there were generally two kinds of motivation: instrumental motivation and integrative motivation. The former emphasizes the function of utility and practicality of learning a language, which is often related with external goals such as finding a job, passing

exams or reading newspapers of a foreign language. While the latter occurs when a learner desires to learn a language inwardly, wishing to learn more about the culture, customs and life styles of the speakers of that language. The results of the study conducted by Luo, Jian and Wang (2004) indicated that students' learning motivation had a strong influence on the study score and that intrinsic motivation and integrative motivation had positive relationship with learning outcome. Xu (2011) also stated in the study that language learning motivation was significantly correlated with the use of language learning strategies and teachers should assist students to achieve better results in English learning by understanding more about students' motivation and strategy use. Therefore, motivation is a key element affecting students' learning process and it is this internal drive that will encourage students to reach their aims.

## **2.2 Self Concept**

Self-concept is defined by Shavelson et al. (1976) as "...a person's perception of himself formed through his experience with his environment". Self-concept is described by Klobal and Musek (in Baadjies 2011) as an individual's perceptions of him/herself; it is a psychological entity and includes one's feelings, evaluations and attitudes, as well as descriptive categories.

Self concept is the sum total of person's perceptions about his/her physical, social, temperamental and academic competence. It covers

beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/her own feelings and thoughts and making his /her own decisions (Sood 2006).

In order to reach a common definition of self-concept, the researcher will make use of the definition by Shavelson et al. (1976) of the self-concept. They indicate that self-concept is the perception that each person has of him or herself, formed from experiences and relationships with the environment, as well as with significant others.

One's self-concept (also called self-construction, self-identity or self-perspective) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, racial identity, and many others. Generally, self-concept embodies the answer to "Who am I?" (Wikipedia)

Thus, self-concept is all aspects of our perception of us which includes the physical, social, and psychological aspects, which are formed because of our past experiences and our interactions with others. Our self-concept precedes and predicts the level of performance and effectiveness of every our action. Real behavior will always be consistent with the self-concept contained within us. Therefore, improvements in all areas of your life start from the improvement in your self-concept.

## 2.3 The Aspect of Self Concept

According to Lawrence (2006), self-concept has three aspects:

1. Self Image (of what the person is)
2. Ideal Self (what the person wants to be)
3. Self Esteem (what the person feels about the discrepancy between what s/he is and what s/he would like to be)

The third elements are an integral and forming your personality, determine what we normally think, feel, and do then will determine everything that happens to us.

### 2.3.1 Self Image

The first part of our self-concept is self-image. This section shows how we envision ourselves, and determine how we will behave in once situation.

### 2.3.2 Ideal Self

Ideal self is the second component of our self-concept, our ideal self consisting of expectations, dreams and craving. Ideal self shaped from virtue, values and traits which we most admire even from ourselves or from others that we respect. Ideal self is a figure like what we most want to be and able to be, in all areas of our life. The ideal form will guide you in shaping our behavior.

### 2.3.3 Self Esteem

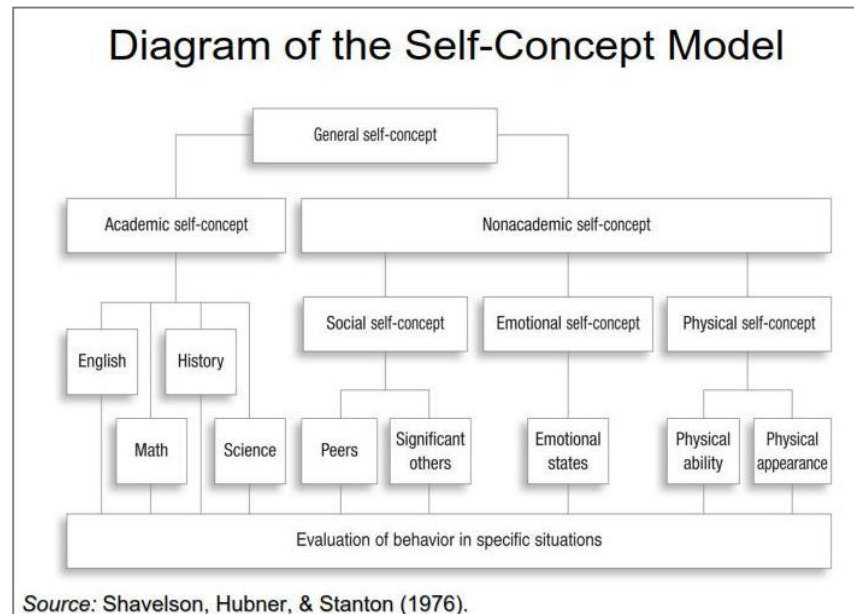
Self-esteem is how much we like ourselves. Increasingly we like ourselves, so we can do our best in the field, and then we will be more like ourselves. This part is the emotional component

of your personality. Dutton and Brown (1997) found that self-esteem could predict participants' attribution of their success or failure in the word test.

## **2.4 The Component of Self-Concept**

Self concept is the whole assumption of someone on himself. This concept is built since little and from time to time it develops through the self judging process. Therefore how parents interact, judging and appreciate their children will have a big impact on the building of their children's self concept. Whilst according to Eggen & Kauchak (1994) self concept consists of academic self concept, social self concept and physical self concept.

Shavelson (1976) created a multi-dimensional, hierarchical model of self-concept, called the Shavelson Model. This model maintains that self-concept consists of a global self-concept, which is comprised of both an academic and a non-academic self-concept. Academic self-concept is how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. Nonacademic Self-Concept consist of, physical self-concept (individual's judgments of both general physical abilities and physical appearance), social self-concept (enhanced by positive interaction with others) and emotional self-concept (cognitive or emotional states).



Effective learning depends on a healthy emotion development. How adults getting involved in the affective process also has its impact on a child's ability to keep up with his studies. Maslow (1976) gave his opinion that children need an emotionally secure condition before a learning process could start (Greenhalgh, 1994). Improving the quality of human relationships amongst the students also improves the quality of academic tasks as well as the school attendance (Hall & Hall, 1988). To be able to explore the needs in autonomic education, a student needs to feel secure and safe when it comes to his relationship with significant adults (Greenhalgh, 1994).

If the children can't enjoy a good relationship with significant adults in their life, they will be negatively affected especially in their self shaping process. There are three ways children can be affected by the emotion that is being shown by their parents. First is when rejection happens. Second is when the parents become overprotected and third when

emotional confusion occurs as the result of the parents keep showing negative and positive emotions towards them one after another ( Barret& Trent, 1991).

.Gage and Berliner (1992), the research on the relationship between self concept and school achievement suggests that measures of general or even academic self-concept are not significantly related to school achievement. It is at the level of very specific subjects (e.g., reading, mathematics, science) that there is a relationship between self-concept and academic success. This suggests that success in a particular subject area is not really changing one's self-concept but rather is impacting one's expectation about future success based on one's past experience.

## **2.5 Factor That Influencing on Self Concept**

Self concept is a person's perception of himself. This perception is formed through his experiences with his environment and influenced by environmental reinforcements and significant others (Chung 1996). Self concept of individual is influenced positively and negatively by following factors.

### **2.5.1 Age**

Changes in the individuals self concept may occur at any time during his life but they occur at the beginning of each developmental phase so age is considered to be a very important factor in self concept. Uma Devi *et al.* (1998) in their study observed the relationship of age



to self concept of 4th, 5th, and 6th grade 92 school children. The chronological age of Harmohan Singh and Sarswathi Singh's self concept scale was administered to determine the self concept level of children age ranged between 8 to 12 years. The results indicated that chronological age had significant effect on self concept ( $r = 0.436$ ) at 1% level.

Kalyani and Anitha (2002) studied the self concept of 150 children, studying in 8th, 9<sup>th</sup> and 10th standards of five private and one municipal co-educated high school of Tirupati town. To measure the self concept of adolescents, the revised version of Fitts-Tennese's self concept scale, modified and cross validated by Vasundaradevi (1985) was used. The result revealed no significant difference between different grades with regard to the self concept. It showed that grade had no influence on self concept of adolescents.

### 2.5.2 Gender

Every one's personality represents a blend of masculinity and femininity although each sex possesses a relatively greater proportion of traits appropriate to its own role Bennett and Cohen (1959).

Thakur and Prasad's (1977) self esteem inventory was used to measure self concept of adolescents. The results revealed that sex variation had a significant impact on personality perceived and socially perceived self. The females possessed more positive self concept in comparison to the males.

Patil *et al.*(1994) carried out a study on sex role perception of adolescents as influenced by self concept and achievement motivation. The sample consisted of 360 adolescent boys and girls studying in 8th, 9th, 10th standards with equal number of students from English and Kannada medium schools of Hubli and Dharwad city. Test of self concept developed by Singh and Singh (1988) was used to measure self concept. The results revealed that sex role perception had significant positive relationship with self concept.

Uma Devi *et al.* (1998) noticed that higher percentage of girls had average and high self concept compared to their counterparts, but the difference is not statistically significant. The sample consisted of 92 school children studying in 4th, 5th, and 6th grade. The chronological age of the children ranged from 8 to 12 years. Harmohan Singh and Sarswathi Singh's self concept scale was administered to determine the self concept level.

During 1998, Bajpai conducted a study on effect of sex on self concept of high school tribal students. Sample chosen were 873 students, consisting of 364 boys and 134 girls. Deo's self concept scale was used to measure self concept of students. The results showed that the scheduled tribes boys were significantly higher than scheduled tribe girls in perceived and social self concept. Tyagi and Kaur (2001) conducted a study to find the self perception of adolescent girls and boys with regard to various aspects of behaviour, intellectual, physical, social and emotional aspects of personality. The sample consisted of 100 boys and 100 girls in

the age group of 15 to 16 years were selected. Self concept scale developed by Ahluwalia was administered. Results revealed that respondents in general had positive self concept towards themselves. However girls had higher level of self concept than boys, especially in the subscales of behavior, intellectual school status and popularity.

Chung (2003) designed a study to examine differences of physical self concept between boys and girls. A physical self description questionnaire (Marsh *et al.* 1994) was administered on 184 university students with equal numbers of male and female. The findings revealed that the mean score of males in body fat, co-ordination activity, endurance, flexibility, activity, sports competence, strength and global physical were significantly higher than that of females.

Kalyani Devi (2004) reported no significant gender difference in self concept of boys and girls but the mean scores which indicated that girls had high self concept than boys. The sample chosen for the study were 150 children, studying in 8th, -10th standards of five private and one municipal co-educated high school of Tirupati town. the self concept of adolescents was measured by using the revised version of Fitts Tennessee's self concept scale, modified and cross validated by Vasundaradevi (1985).

Bester (2007) conducted a study on personality development of the adolescent peer versus parents. The sample chosen were 53 boys and 55 girls. The respondents completed Fourje's (2001) self concept scale, and it was found that there was no gender difference in boys' and girls' self concept.

Similarly Sood (2006) reported that there was no significant gender difference found in the boys and girls in relation to academic self concept. Self concept scale developed by Kumar (1998) was administered on 180 students studying in the second year intermediate in junior college of Hyderabad and Secunderabad.

Nuthana (2007) carried out a study on gender analysis of academic achievement among school students. A sample of 600 students in 8th, 9th and 10th standards of which 325 boys and 275 girls were selected. To measure self concept of students, self concept scale of Singh and Singh (1998) was used. The findings revealed that boys and girls did not differ significantly on self concept.

### 2.5.3 Educational Disciplines

Individual's self concept is also influenced by which subjects he/she studies and how he/she feels about it. Manocha (1993) carried out a study on "Adolescents self concept: its relationship to academic subjects". The tool used was semantic differential scale which was administered to the 297 students of 3 different schools (i.e., Science, Commerce and Humanities). The study revealed that self concept of students of different groups differed. Science group students formed significantly separate group considering themselves to be much superior to both commerce and humanity groups. The humanity group seemed to suffer from inferiority feelings considering themselves as lower than both science and commerce groups.

Sood (2006) conducted a study on “Educational choices in relation to academic self concept, self concept scale developed by Kumar (1998) was administered on 180 students studying in the second year intermediate in junior college of Hyderabad and Secunderabad. They were from 4 educational streams viz., BPC, MPC, Commerce and humanities. A significant variation in the academic self concept of the educational streams was not observed.

#### 2.5.4 Socio-economic Status

Adolescent growing up in low socio-economic status does not face challenges similar to those who grow up in families of high socio-economic status. Inadequate income is known to induce stress, anger, frustration and sense of helplessness which in turn may promote hostile family relationship and it may have a negative impact on self concept of adolescents.

Gupta and Wogu (1989) studied the self concept of students in relation to socioeconomic status. The sample consisted of 120 Nigerian students. Self concept personality word list by Pratibha Deo and socio-economic status scale by Sharma and Chauhan were administered on the respondents. The results revealed that there was no significant difference between high and low socio-economic groups with respect to self concept.

Sundaram (1989) in his study urban-rural differences in academic achievement and achievement related factors observed that there was a significant difference between urban and rural students in their self

concept. The rural students had higher self concept than urban students. The sample of the study included 490 final year degree class students from 14 colleges of Madras University and among them, 291 were from urban college and 199 from rural college.

Agnihotri (1990) reported that adults belonging to low socio-economic status had better self concept than adults belonging to high socio-economic status. The sample was drawn from the postgraduate's institutions of Agra city belonging to different faculties, science, arts, law and commerce.

A study was carried out by Uma Devi *et al.* (1998) in an attempt to explore the self concept of urban school students and its relationship with SES. Harmohan Singh and Sarswathi Singhs self concept scale and Kuppuswami's (1962) socio-economic status scale was administered on 92 children, whose age ranged from 8 to 12 years. It was found that there was no relationship between socio-economic status and self concept.

Sundaram (1989) in his study urban-rural differences in academic achievement and achievement related factors, observed that there was a significant difference between urban and rural students in their self concept. The rural students had higher self concept than urban students. The sample of the study included 490 final year degree class students from 14 colleges of Madras University, among them 291 were from urban college and 199 from rural college.

During 1998, Bajpai examined the effect of locale on self concept of high school tribal students. The sample consisted of 873 tribal and non-tribal students, out of which 498 were tribal and 375 were non-tribal students of the tribal areas of districts of Jhabua, Dhar and Khargene in Madhya Pradesh. De Pratibha Deo's self concept scale has been used to measure the self concept. The findings revealed that the scheduled tribe urban students were significantly higher than scheduled tribe rural students in ideal self concept and scheduled rural students were significantly higher than scheduled tribe urban students in social self concept. In the same year (1989) Uma devi also found that majority of the urban boys and girls had high and average self concept than rural boys and girls.

Kalyani Devi (2004) investigated the self concept of adolescents in urban and rural areas. The sample constituted 90 adolescents from rural and 90 from urban area. The findings indicated that there was no significant difference with regard to the self concept of urban and rural adolescents. However, It was noticed that self concept of urban students was greater than the rural adolescents. Nuthana (2007), in her study of gender analysis of academic achievement among high school students, noticed that about 50 per cent of the rural students had high self concept whereas about 22 per cent of the students had high self concept

## 2.6 Previous Research

Matovu (2012) in his journal's title *Academic Self-Concept and Academic Achievement among University Students* conclude that implications applicable in the teaching and learning process among university students. In the teaching and learning situation targeted on students' academic self-concept, the instructors should consider gender, and faculties of students in adjusting their instructions on teaching not the levels of study (Postgraduate or undergraduate). The findings of this study reveal that there are gender and faculty differences in academic effort and academic achievement among students in universities which do not exist in their levels of study. This means that gender and faculties of students might be influential factors on students' academic self-concept which can be reflected in their academic achievement as well. Instructors should be aware that students' academic efforts are contributors to their academic achievement. So, instructors should go an extra mile to look at the interaction between gender, faculties, and levels of study for the students in order to improve on their learning and thus their academic achievement.

The differences between journal above and this thesis are; the writers analyze student's self concept in different level, journal above analyze university students while this thesis analyze 12<sup>th</sup> grade of senior high school. Journal above want to know about the influence of self concept and student's achievement generally whereas because of limited purpose and needs then in this thesis the writers just want to know how student's self concept about English course is.



The similarity between journal above and this thesis is equally concerned on the differences of gender, and in this thesis the writer adds age to determine the extent the influence of age in developing thought of students.