

Perception Of Self-Concept As A Span Of Relationship Between Resilience And Learning Process Of Students At University Level

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Abstract

Children in our country tend to experience a decline in positive self-concept during their adulthood period. The period from the age 18 to 25 is called as adulthood period while the students studying in university level having a negative self-concept of those children tend to show maladaptive behaviour and emotion which effect in academic achievement. Having a positive self-concept tend to proper behaviour in social and emotion context. Education is the modification of behaviour so it should be taught as a cause in the field for development of self-concept of student studying in secondary school. A person self-concept helps them to define the way they think. However, it is useful to understand those children which help the teacher to understand the children in different way. Self-concept is a dominant element in the personality pattern. It means self- concept gives a totality of perception of one's own personality. Because each person has a self- image, self- attribute and self-identity of themselves which plays an important role in each and every individual life. But there is also other variable such as caste, gender and sex influence the self-concept of an individual. So, there is a need to study the self-concept of university level students on the basis of gender, sex and caste in relation to their academic achievement. There has been growing demand of quality of education all over the world. The people of the world living in ultra-modern age, though we use different educational technology in class consciousness, now-a-days education is considered as weapon to make people equally abled to live in the society. So, the study of self-concept of university level students in relation to their academic achievement will help us to define the status of the students in comparison with the other people in matter to gender, status, various area, quality level of academic achievement on self-concept with different component of self-concept.

Key Words: Resilience And Learning Process

Introduction

Self-concept and academic achievement have a positive relationship. self-concept represents one's own belief about himself and herself, personality, knowledge, skill and hobbies and awareness about own physical characteristics and academic achievement represents one's own academic performance. so it is depended on each other child develop his attribute in his early life and which can be seen on later. Findings revealed from the previous research work that There is not a major difference in the self-concept of different achievers namely social, physical, emotional , moral and educational self-concept, R.K Adsul (2011); different type of school had a great impact on self- concept and academic achievement of adolescents and the score of academic achievement differed significantly in case of area as urban adolescents has scored high as compared to rural adolescents, Srivastava and Joshi (2011); student of different faculty and gender had similar general self- concept and female had become more positive and self-concept although a statically significant difference was found for problem solving self-concept, Davis and Lee (2012); there is no significant difference between the boys and girls on self-concept in relation to their academic achievement, Chiniwar (2012); total self-concept and academic achievement were good predictor of general performance and by one established association and prediction between self and academic achievement, Jain (2012); total self-concept and academic achievement were good predictor of general performance and by one established association and prediction between self and academic achievement Positive relation between the self-concept and academic achievement, Chamundeswari and kumari (2013); high and positive self-esteem and self-concept impact increasing on children's confidence and academic success, Kraja (2014); self-concept make student feel proud of themselves, encourage them try new things, develops a high esteem for themselves transition programmer helped student maintain high level of self-concept , Kraja(2014); different category of school following different type system of education which impact a lot on students self-concept and difference in academic achievement of student mainly depend of different factor, Chamundeswari (2014); self-concept indirectly influenced student performance and the level of effort exercised by the students in the learning process mainly contributed significantly by student's self-concept, Board.Lar.etal (2014); the Rural students had better self-concept as compared to urban students and there was a positive relationship between emotional Intelligent and self-concept among student ,Kaur and Singh (2014); the boys had higher self-concept in relation to girls students, Gupta(2014); the difference of self-concept among the student based on their age and there has no significant difference in the development of self- concept, Rasid,eta l(2015); urban area students has found better self-concept then the rural students,

Rasid,etal (2015); female students had high self-concept then other male students, Samal(2015); the male employee had high self-concept as compared to female employee but there was not a big difference between their self-concept, Tripathy and Chouby (2015); self-concept and value help them in the improvement on their work, Tripathy and Chouby (2015); girls were high on social and moral self-concept as compared to the boys, Khan and Kalam(2015); female teacher has high self-concept as compared to male teacher and male teacher had high emotional Intelligence as compared to female teacher, Singh (2017); factors like body image and social acceptance contribute to shaping a teenager's self -perception, Saraswat (2014); individuals with a positive -intergrative self-structure, where the most valued aspects are positive, tend to have better self-knowledge, Leargy and Tangey (2018); a clear and well defined self-concept is associated with greater life, Silvia et.al (2018); the relationship between self-concept clarity and social anxiety in adolescents and self-concept can act as a buffer against social anxiety, Donovan and Jourides (2019). The present study has investigated self-concept on university level students. It is suggested that research in the same design may be conducted on a sample of parents, educational administrators and other stakeholders. The present study investigated self-concept of university level students on four dimensions. It is suggested that further research may include perception of the students and teachers on other dimensions of program. The present study was conducted on a sample university level student selected purposively. It is suggested that research in the same design may be conducted on self-concept of graduate and post graduate students in relation to sex, urban and rural and government and private management. The present study follows quantitative research paradigm to study the self-concept of students in relation to their academic achievement. It is suggested that the present study should be investigated following qualitative research design. The further research may be conducted on the self-concept of general and scheduled tribe students in relation to their academic achievement using qualitative approach followed by such technique as participant observation, informal interview and focused group discussion to explore the self- concept of general and scheduled tribe students in depth.

Objectives

- 1) To study the Prospective of self-concept among the university level students.
- 2) To examine the effect of self-concept on resilience of university level students.
- 3) To study the effect of self-concept on learning process of university level students.

Hypothesis

- 1)There is significant prospective of self-concept among the university level students.

2) There is significant effect of self-concept on resilience on university level students.

3) There is significant effect on learning process of university level students.

Research Method And Design

In this study Random sampling is employed to the university level students of different stream i.e. MEDICAL, ENGINEERING, POST GRADUATION and Ph.D. students. Given the practical constraints and limitations in accessing the entire population of university level student of different streams, the sample of students of different stream is 200 (50 from each stream).

- The tool used for data collection in this study is a questionnaire designed specifically for surveying university level students. The questionnaire is developed by the researcher to gather information on students' self-concept, academic achievement and learning process. It includes a series of structured close-ended questions with predefined response options addressing various aspects of students' and learning process.

- One standardize tool named as "self-concept scale" designed by Dr. K.P.Nimbalkar is used for this study.

The procedure for data collection involves visiting universities of different streams of Sambalpur district and distributing the printed questionnaire directly to each available university level students. The researcher coordinates with school administrators to schedule visits and ensure access to students during convenient times. Upon arrival at each school, the researcher introduces the study's objectives and seeks permission to distribute the questionnaire among the students. The researcher conducted brief informational sessions to explain the purpose of the study, assure confidentiality, and address any questions or concerns raised by the teachers. The data was assessed using a straightforward statistical approach involving percentage calculation. The questionnaire, designed for data collection, utilized a nominal scale to gather responses from secondary teachers across various questions. Responses were recorded by frequency and numerical values, which were then converted into percentages for analysis. In this survey study, a self-report data collection tool has been used that a participant filled out as a part of a research. And I being the researcher use this information collected through questionnaire for the understanding of beliefs, attitudes, values and perspectives of the participants. The questionnaire circulated to the students and gave the researcher a better idea towards the research topic and helped them for what they were looking to prove the hypothesis. This study made a clarity about the importance of self-concept and how it leads to positive learning process and academic achievement.

Analysis And Interpretation Of Data

The data collected through the survey revealed the perception of university level students on self- concept, resilience and learning process. The results of the observation and its interpretation is as follows.

Self-Concept

Revealed the perceptions over self-concept under the dimension of physical, social, moral and temperamental among university level male students that 56% post graduate students (i.e. 36% Very High and 20% High), Medical students (i.e. 8% Very High and 48% High), Engineering students (i.e. 10% Very High and 46% High) and 67% Ph.D. Scholars (i.e. 19% Very High and 48% High) possessed higher order self-concept skill. Whereas, 44% post graduate students (i.e. 20% Moderate and 24% Low), Medical students (i.e. 5% Moderate and 39% Low), Engineering students (i.e. 32% Moderate and 46% Low) and 33% Ph.D. Scholars (i.e. 25% Moderate and 8% Low) possessed lower order self-concept. The collected responses also indicated that Ph.D. Scholars were showing high order self-concept skill as compare to other. However, the perceptions over self-concept under the dimension of physical, social, moral and temperamental among university level female students that 80% post graduate students (i.e. 40% Very High and 40% High), 52% Medical students (i.e. 12% Very High and 40% High), Engineering students (i.e. 16% Very High and 36% High) and 84% Ph.D. Scholars (i.e. 16% Very High and 68% High) possessed higher order self-concept skill. Whereas, 20% post graduate students were Moderate, 48% Medical students (i.e. 24% Moderate and 24% Low), Engineering students (i.e. 36% Moderate and 12% Low) and Ph.D. Scholars (i.e. 16% Moderate an) possessed lower order self-concept. The collected responses also indicated that Ph.D. Scholars were showing high order self- concept skill as compare to other. Facts interpret on Post-graduate female student' self-concept that 18% surveyed female students neutral in there believe 12% disagree with their confidence level and some female students equally agreed and strongly agreed in their ability to succeed in their studies which 10% in number. 20% female students strongly disagree with the believe that they had ability to excel in their chosen field, which is high in number 12% students high agree as well as disagree in the given context, 6% female students are neutral in their opinion and 8% student strongly agree that they have necessary skill and knowledge to excel in their chosen field. 20% female students were strongly agreed in their opinion about the capability of overcoming the challenges in their life,14% female students are neutral in their opinion in the context and same percentage of female students are strongly disagree as well disagree in their opinion which is 08%. 20% female

student were neutral with their academic performance where as 16% female students were agreed that they were satisfied in their academic performance and 14% female students were strongly agreed that they are satisfied with their academic performance. 18% female students strongly disagreed about value and expansion of knowledge and 16% female students believe about the value and expansion of their knowledge ,8% students are neutral in nature whereas 4% female students both disagree and agree with the belief that they were motivated to expand their knowledge. 14% female students were strongly disagreeing that they were able to bounce back from academic failure, 12% female students were agreeing that they were able to bounce back from failure ,10% female students were neutral in their opinion, 8% female students are strongly agreeing that they were able to bounce back from the failure and 6% female students are strongly disagreed about the same.

Resilience

Facts interpret presents the resilience of post-graduation female students that 24% female students agreed that they were able to learn from their mistakes and used them to improve their academic performance, 14% female students were neutral in their opinion, 12% female students were strongly agreed that they were learn from their mistakes and use them to improve their academic performance. 24% female students were strongly agreed that they seek help from other to overcome academic challenges, 22% female students were agreed that they seek help from other to overcome academic challenges, 4% female students disagree with the same. 20% female students disagree with the statements that they were good at finding positive solutions to academic problems, 12% female students with the statements that they were good at finding positive solutions to academic problems, 8% female students disagree with the statements that they were good at finding positive solutions to academic problems, 6% female students neutral with the statements that they were good at finding positive solutions to academic problems , only 6% female students strongly disagree with the statements that they were good at finding positive solutions to academic problems. 22% female students were strongly disagreed that they were persistent on their academic goals, 12 % female students were disagreed that they were persistent on their academic goal, Same numbers of students were neutral as well as agreed for the same statement which is 6% in number. 14% female students were strongly disagreed that they were motivated to learn.12% students were agreed that they were motived to learn. 10% students were neutral with their opinion.06% were disagreed that they were motivated to learn, 08% strongly agreed that they were motivated to learn.18% female students strongly agreed that their resilience helps them to persevere through

challenging learning experiences where as 12% female students agreed their resilience helps them to persevere through challenging learning experiences, same number of students believes that their resilience helps them to persevere through challenging learning experiences which is 10% in number.20% female students were neutral on the perception about the abilities and their influence, 16% students were strongly agreed where as 14% students agreed on the same statement.24% female students were believed that effective learning requires a positive self-concept, 14% students neutral with their opinion on the same statement where as 12% students were agreed that they believed that effective learning requires a positive self-concept.

Learning Process

18% female students agreed that they were motivated to learn beyond their requirements, 16% students disagreed that they were motivated to learn beyond their requirements,14% female students strongly agreed that they were motivated to learn beyond their requirements whereas only 2% female students disagree with the same statements.20% female students disagreed that they utilize effective study strategies to learn and retain information.12% students both strongly disagreed and agreed that they utilize effective study strategies to learn and retain information.8% were strongly disagreed that they utilize effective study strategies to learn and retain information whereas only 6% students were neutral with their opinion 20% female students were neutral in their opinion that they seek help from professors and peers when They encountered with academic difficulties.16% female students were strongly agreed that they seek help from professors and peers when they encountered academic difficult Table 20% female students strongly disagree with the believe that they had ability to excel in their chosen field, which is high in number 12% students high agree as well as disagree in the given context, 6% female students are neutral in their opinion and 8% student strongly agree that they have necessary skill and knowledge to excel in their chosen field 20% female students were strongly agreed in their opinion about the capability of overcoming the challenges in their life,14% female student are neutral in their opinion in the context and same percentage of female students are strongly disagree as well disagree in their opinion which is 08%. 20% female student were neutral with their academic performance where as 16% female students were agreed that they were satisfied in their academic performance and 14% female students were strongly agreed that they are satisfied with their academic performance. 18% female students strongly disagreed about value and expansion of knowledge and 16% female students believe about the value and expansion of their knowledge ,8% students are neutral in nature whereas 4% female students both disagree and agree with the belief that they were motivated to expand

their knowledge. 14% female students were strongly disagreeing that they were able to bounce back from academic failure, 12% female students were agreeing that they were able to bounce back from failure, 10% female students were neutral in their opinion, 8% female students are strongly agreeing that they were able to bounce back from the failure and 6% female students are strongly disagreed about the same.

Major Findings

1. Females seem to be more interested in pursuing higher education than males across all streams with a higher percentage in the "Very High" and "High" categories. In PG, both genders show moderate interest, with females having a slightly higher interest in "Very High." In Medical Similar interest levels are observed for males and females in "High" but a higher percentage of females fall under "Very High" and "Very Low." In Engineering, Males show a higher interest in "Moderate" compared to females, while females have a higher concentration in "Very High" Ph.D. Females show a significantly higher interest in "Very High" compared to males, with all females falling under "Very High" or "High." Males have a more balanced distribution across categories. Self-concept and Motivation: The responses indicate a range of agreement regarding the impact of self-concept on motivation. There is variability, with some respondents strongly agreeing with (23.5%) and others less so.

2. Resilience and Perseverance: Similar to the first item, responses vary regarding the role of resilience in persevering through challenging learning experiences. Some respondents strongly agree (34%) while others show less agreement.

3. Perception of Abilities: The data suggests that most respondents agree (27.5%) that their perception of their abilities influences how they approach learning tasks, with a few exceptions.

4. Coping with Stress and Setback: There is a broad range of responses regarding the impact of coping with stress and setbacks on learning outcomes. Some respondents strongly agree (41%) while others disagree.

5. Belief in Effective Learning: Respondents generally agree (39.5%) that effective learning requires a positive self-concept and strong resilience, though there is variability in the degree of agreement.

6. Motivation Beyond Course Requirements: The responses indicate varying levels of motivation to learn beyond the requirements of courses, with some respondents showing higher levels (35%) of motivation.

7. Utilization of Study Strategies: Most respondents agree (25%) that they utilize effective study strategies to learn and retain information, with some variability in responses.

8. Seeking Help: There is a range of responses regarding seeking help from professors and peers when encountering academic difficulties. Some respondents strongly agree (30.5%), while others show less agreement.

Discussion And Conclusion

Finding emerged from the analysis revealed that there was a significant relationship between gender and self-concept which is directly associated with the academic achievement, which is supported by Chiniwar (2012) that there is a significant relationship between gender and self-concept in relation to their academic achievement and Board.et.al (2014) self-concept indirectly influenced student performance and the level of effort exercised by the students in the learning process mainly contributed significantly by student's self-concept; the positive self-concept had a high academic achievement with relation to low self-concept, which is as same as by Kraja (2014) that high and positive self-esteem and self-concept impact increasing on children's confidence and academic success and self-concept make student feel proud of themselves, encourage them try new things, develops a high esteem for themselves transition programmer helped student maintain high level of self-concept; resilience and self-concept both the concept are closely influence each other in order to get the academic achievement, which is supported by Wills and Bornett (2019) that there was a positive relationship between self-concept and resilience; person with low self-esteem has low academic achievement and they had a significant impact on resilience also which is supported by Coleman (2020) that the negative behavior of people has negative on self-concept and low self-concept reduced resilience; the current study had the same result as a study by Abol Ghasemi and Veranayab (2022) that Resilience acts as a partial mediator in the relationship between stress and student life satisfaction; In most of the streams female students had more self-concept as compare to male which is supported by Samal(2015) that female students had high self-concept then other male students; boys had more physical and temperamental self-concept but girls were high on social and moral self-concept which is supported by Khan and Alam (2015) that Girls were high on social and moral self-concept as compared to the boys and Self-concept had a positive relation with achievement on motivation of university level student; physical self-concept is very low among the students which is supported by Saraswat(2018) that Factors like body image and social acceptance contribute to shaping a young age self-perception; positive self-concept has a impact on academic achievement and learning process which is supported by Leary and Tangney(2018) that Individuals with a positive -integrative self-structure, where the most valued aspects are positive, tend to have better self-knowledge and achievement.

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