SELF CONCEPT AS A PREDICTOR OF STUDENTS ACADEMIC PERFORMANCE AMONG FEDERAL GOVERNMENT COLLEGES IN NORTH-WEST, NIGERIA

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Abstract

This study investigated self-concept, as predictors of students' academic performance in Federal Government Colleges in North- West Nigeria. Correlational survey research design was used in the study, the population of the study is 3,090 senior Secondary Schools SS II students in Federal Government Colleges in North-West, Nigeria. A sample of 984 students was randomly selected from the 3,090 students. Self-concept Questionnaire (SCQ), Was used to collect data three objectives and three research questions were raised, and three hypotheses were formulated and tested at 0.05 level of significance, data obtained was analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) statistic and t – test for independent sample. The finding of the study indicated that, there is significant relationship between self-concept and academic performance of SS II students of FGCs in North – West Nigeria (p –value. 000 cal. value .504 < 0.05) Based on the findings, the study recommends that teachers should organize classroom activities in such a way that the students get equal opportunity for participation, and parents should provide proper freedom and conducive environment for the expression of thoughts and feelings of their wards.

Keywords: self-concept, students', academic performance

Introduction

The self-concept is the information that we have about ourselves, what we think we are like. Selfconcept is person's perceptions of himself formed through experience and interpretations of the environment. Self-concept generally refers to the composite of ideas, feelings, and attitudes people have about themselves. Our self- perceptions vary from situation to situation and from one phase of our lives to another (Weiner 2001). These perceptions are influenced by a number of factors such as evaluations of significant others, reinforcements, and attributions of behavior (Singh 2015). It further refers to the set of perceptions or reference points what the subject has about him: the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that subject knows to be descriptive about its own and which he perceives as data concerning his identity (Skaalvik 2019). The multifaceted and hierarchical model of self-concept suggested that general self-concept has four domains: the academic self-concept, social self-concept, emotional self-concept and physical selfconcept (Williams 2018).

The academic self-concept can be divided further into second order specific subject self-concept like English, History, Mathematics, and Science etc. which can explain learner achievement in each subject. Social self-concept can be divided into peer self-concept and significant others self-concept. Emotional

self-concept refers to specific emotional states such as anxiety, love, happiness, depression, and anger. The physical self-concept comprises physical ability and physical appearance self-concepts. The overall sense of self thus appears to be divided into at least three separate, but slightly related, self-concepts i.e. academics, emotional, and nonacademic. According to Were (2011), there are three factors, which definitely do influence the degree to students from positive or negative self-concept:

The function of education in influencing one's life for good cannot be overemphasized. It is a basis for living a stirring life in this world. Secondary education is the level of education where development of skills and mental faculty begin. The respect for the worth and dignity of the personality, conviction on one's ability to make realistic determinations and equipped with skills and attitudes for effective living and survival, as well as respect for dignity of labour all begin at secondary school (Sheri 2012). Attainment of successive education is predicted by some factors in which academic self-concept found its expression, the concept of performance is general to all fields of human endeavor. Man's potential is related to his actual performance through learning. Drew and Watkins (2004), viewed self-concept as a psychological construct which refers to a cluster of ideas and attitudes an individual holds about him/her.
(Skaalvik 2019) described self-concept as a person's way of perceiving himself/herself and may be either positive or negative. In this study, academic self-concept is regarded as the main component of the self-concept.

A costa (2001) defines academic self-concept as "attitudes, feelings and perceptions relative to one's intellectual or academic skills". The same author considers academic self-concept to be how a student views his/her academic ability when compared with other students. Students attach a lot of importance to academic ability, so that self-accept is based largely on cognitive abilities (Cokley 2000). A student with a negative academic self-concept, for example, might just avoid studying hard because he would regard the subject content as too difficult. While McCoach and Siegle (2003), point out that academic selfconcept involves a description and an evaluation of one's perceived academic abilities and encompasses beliefs of self-worth associated with one's perceived academic competence. They further state that students compare their own performance with that of their classmates (an internal comparison). This implies that students' academic self-concepts are determined by their perceptions of their academic ability in an area as well as their assessment of their academic standing relative to their classmates Bakari, Dramanu, and Musa (2013) concluded that academic self-concept and academic achievement were strongly correlated.

The concept of performance is general to all fields of human endeavor. Man's potential is related to his actual performance through learning and motivation, although other tasks and variables are also determinants of performance. Cooper and Burgar (2010) defined academic performance as a quality of performance in terms of tasks and class exercises with academic content. It is a level of a given standard content and excellence; a qualified academic achievement.

Objective of the Study
The main objective of this study was to investigate the self-concept as predictor of students' academic performance in Federal Government Colleges in North-West Nigeria. Specifically the study sought to:
1. Examine the relationships between self –concept and academic performance among SS II students of FGC in North – west Nigeria.

Research Hypothesis
HO1: There is no significant relationship between self -concept and academic performance of SS II students of Federal Government Colleges in North – West Nigeria.

Methodology

The study adopted a correlational research design to establish the relationship that exists between selfconcept and academic performance, the population of the study comprised 3,090 Federal Government Colleges Senior Secondary Schools (SS2) students in North-West, Nigeria. In which seven hundred and fifty three (753) are males while two thousand three hundred and thirty seven (2337) are females.

Table 1: SS 11 Students Population of the Study

State	School	Male	Female	Total
Katsina	FGC Daura	61	84	145
	FSCT Dayi	96	38	134
	FGGC Bakori	-	198	198
KANO	FGC Kano	80	56	136
	FGC Munjibir	-	215	215
KADUNA	FGC Kaduna	96	74	170
	FGC Kafancan	-	181	181
	FGGC Zaria	-	226	226
ZAMFARA	FGCC Gusau	-	174	174
	FGC Anka	98	36	134
KEBBI	FGC Gwandu	-	218	218
	FGGC BirninYawuri	-	216	216
	FSCT Zuru	66	43	109
JIGAWA	FGC Kazaure	-	188	188
	FGC Kiyawa	73	54	127
SOKOTO	FSCT Sokoto	87	67	154
	FGGC Tambuwal	-	215	215
	FGC Sokoto	96	54	150
TOTAL		**753**	**2337**	**3090**

Source: From respective school principals/ State Zonal Offices, May 2023.

Sample size for the study is nine hundred and seventy five (975) out of which five hundred and sixty one (561) are male while four hundred and fourteen (414) are females. The researcher arrive at this sample by taking the entire SS 11 Students from the seven schools selected for the study, one mix school from each state across North-West because they are available, convenient, and represent some characteristic of the study.

Table 2: showing schools sampled and their population

STATE	SCHOOL	MALE	FEMALE	TOTAL
KATSINA	FGC DAURA	61	84	145
KANO	FGC KANO	80	56	136
KADUNA	FGC KADUNA	96	74	170
KEBBI	FSCT ZURU	66	43	109
JIGAWA	FGC KIYAWA	73	54	127
SOKOTO	FGC SOKOTO	87	67	154
ZAMFARA	FGC ANKA	98	36	134
TOTAL		**561**	**414**	**975**

In order to obtain a representative sample size, a Purposive sampling Technique was used for this study. Self-Concept Questionnaire (SCQ) developed by Liu and Wang (2005) was used and contained twenty (20), sixteen items were selected from the established instruments and four additional items were constructed. Data collected was analyzed by the researcher. Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypothesis.

Result

HO1: There is no significant relationship between self -concept and academic performance of SS II students of FGC in North – West Nigeria.

Table 1: Pearson's Product moment Correlation Coefficient analysis showing the relationship between self -concept and academic performance of SS II students of FGC in North – West Nigeria

	AP	**SC**

Academic Performance	R		.504*	
	R^2		.254(25.4%)	
	Mean	55.74		62.89
	SD	11.554		9.667
Self-Concept	N	944		942
	Sig.		0.00	

DF=942, AP= Academic Performance, SC= Self-Concept

Tables: 1: was the result of the hypothesis testing the relationship between self -concept and academic performance. The result shows the mean of 55.74 with the standard deviation of 11.554 for academic performance (AP) and mean of 62.89 with the standard deviation of 9.667 for self-concept (SC). The computed r –value was .504 this shows that there is significant relationship between the self -concept and the student's academic performance. The p –value is .000 which is less than .05 alpha. In view of this the stated hypothesis was rejected. Indicated that there is significant relationship between self concept and the student's academic performance in both English language and mathematics for SS II students of FGC in North – West Nigeria

Conclusion

The study concluded that, there is moderate relationship between self -concept and academic performance of SS II students of FGC in North-West Nigeria, with 25% of the variance observed in students' academic performance in Mathematics and English language. This implies that students' selfconcept has moderate relationship to their academic performance.

Recommendations

Based on the results of the study the following recommendations were made:

1.   Academic counsellors should organize guidance programmes such as workshops, symposia, and public lectures periodically for school students to equipped them with the needed skills to enhance their self-concept.

2.   Students should be provided with sufficient emotional and academic support by the school through the guidance and counselling unit of the school ,students should be exposed to self-esteem and positive self-concept enhancement programmes as participation in such programmes may lead to an improvement in learning outcome

3.   Counselling centres' should be put in placed in all secondary schools to help students build their positive self-concept since positive self-concept has a strong correlation with academic performance.

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