

## ACADEMIC SELF-CONCEPT AS CORRELATE OF ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KATSINA ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE

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### ABSTRACT

*This study investigated Academic Self-Concept as Correlates of Academic Performance among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria. Research objectives and hypotheses were formulated to guide the study. Correlational research design was adopted for this study. The population 16,730 and sample size consists of three hundred and seven-seven (377) senior secondary school students using multi-stage sampling technique was drawn from three schools from each L.G.A. were selected in Katsina Zonal Education Quality Assurance, Katsina State. The instruments used for data collection from the respondents include Students' Self-Concept Questionnaires (SSCQ) 0.82 and English Language Achievement Test (ELAT) 0.83 respectively. The hypotheses were tested at 0.05 alpha level of significance. Multiple Regression Analysis and Pearson Product Moment Correlation were employed using SPSS 23 version to facilitate data analysis. The Findings of the study showed that there is significant relationship between academic Self-concept and Academic Performance. The study concluded that academic Self-Concept does significantly correlates with academic performance among Senior Secondary School Students in Katsina Zonal Education Quality Assurance. Based on the findings, it was recommended that Students should be made to understand the unique characteristic of their self-concept, which helps them to be comfortable in learning and how best to play their own strengths and address their own weakness and shortcoming in terms of character base in their relationships with learning tasks.*

**Keywords:** Academic self-concept, Academic Performance, Zonal Education, Quality Assurance.

### Introduction

Education is deemed to be the cornerstone of economic and social development globally on the basis that it improves the social and economic productivity of society. As the world grows increasingly competitive, educational performance has become a key factor for individual progress, making parents to do all they can to support and also demand the academic achievement of their children. Academic achievement represents learning outcomes that reveal how students have managed to accomplish specific goals and objectives that have been the basis for instructional activities (Steinmayr et al., 2014).

Academic self-concept is the information that we have about ourselves, what we think we are like about learning. Academic self-concept is person's perception of himself formed through experience and interpretation of the learning environment. Academic self-concept generally refers to the composite of ideals, feelings, and attitudes people have about learning and experiences. According to Ahmed and Isma'il, (2015), everyone strives to reach on ideal self. He believed that a person get to self-actualized when they prove to themselves that they are capable enough to achieve their educational goals and desires, but in order to attain their fullest potential, the person must have been raised in healthy surroundings. Our self-perceptions vary from situation to situation and from one phase of our lives to another (Muhammad, 2023). These perceptions are influenced by a number of factors such as evaluations of significant other, reinforcements, and attributions of learning behaviour (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). According to Mohammed (2023) any individuals' has a picture or perception of himself. This includes looks and appearance, physical health, ability, weaknesses, and his behaviour. Self-concept is also defined as how one evaluates or judges himself that is either in a positive or negative way.

Academic self-concept (ASC) represents the set of personal beliefs that a student holds regarding their academic skills or abilities, which are also influenced by early educators and parenting styles (Benner & Mistry, 2007). During the developmental structure, a learner's self-concept does not remain static but is dynamically influenced by the interactions between peers and other people (Gage & Lierheimer, 2012). The aspects of students' ASC in this study include general intellectual abilities, self-image, self-esteem, self-regulation or management, creativity, motivation, and attitude. Although self-concept begins to develop early during the stages of human development, research indicates that the development of positive self-concept during the learning stage can positively affect the social and emotional situations of students resulting in successful educational environments. Given that self-concept entails how individuals feel about themselves, the assessment of self can either be positive or negative and once established in the subconscious mind, can affect the individual's consciousness towards acting positively or negatively (Iftayani & Nurhidayati, 2016).

In addition, Ahmad and Ismail (2015) opined that this type of individual will always have no satisfaction, not happy, will easily sulk and be displeased. Such individuals are often criticized by their parents, teachers, friends or anyone around them. This will cause the individual concerned to have low confidence in him/herself. This resulted in the individual as having inferiority complex, passive, dreary, and will not socialize with other students. Ahmad and Ismail (2015) stated that the establishment of one's self concepts is built by the person's nature, maturity, and his natural surroundings. The models that can be looked upon through experience in the build-up of self-concepts are parents, adults, peers and one's own self. According to Muhammad (2023) self-concept is important in determining someone's personality.

Researchers attempted to bring out the significance of Academic Performances of students. In a separate researches conducted by Emmanuel (2019) was of the views that Academic Performances have a great significant on students. Academic performance is the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time. Individual differences in academic performance have been linked to the different academic self-concept. Academic performance is the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time. Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scott's, 2012). Grades are certainly the most well-known indicator of academic performance. Grades are the students' "scores" for their classes and overall tenure. Grades are most often a tallying or average of assignment and test scores and may often be affected by factors such as attendance an instructor opinion of the student as well. Grading systems in school are common scales include a percentage form 1-100, lettering systems from A-F. Academic performance, which is measured by the examination results, is one of the major goals of a school.

Sayid (2011) conducted a study on Relationships between academic self-concept and academic performance in high school students AllIslamic Azad University. The research finding showed a close relationship between academic self-concept and measures of academic performance. Academic self-concept powerfully and positive predicts general performance in literature and mathematics. The study of John, et al., (2014) conducted on the influence of student's self-concept on their academic performance in the Elmina Township. It was found out that students self-concept is perceived positively by students; however, this self-concept does not directly predict students' academic performance. It does so only when students are able to exert some level of effort in learning what they have been taught during their private studies. Samuel (2014) conducted on Self Concept and Academic Performance in Mathematics among Secondary School Students in Ekiti State. The results of the findings showed that self – concept did not influence academic performance of students. The study of Abdulsalam, et al., (2013) conducted on Self-Concept and Academic Performance of Upper Basic Secondary School Social Studies Students in Kwara State, Nigeria and found a significant relationship between self-concept and the academic performance of Social Studies students ( $r=.427$ ). The study of Jerome, et al., (2015) conducted on a study of self-concept and academic performance in Mathematics and English language among High School Students in Kenya and found that there were sex and grade differences in academic performance and most aspects of self-concept. Specifically, girls did better in math. Performance in English was not significantly different.

### **Statement of the Problem**

Negative self-concept is one of the many factors responsible for the luring of adolescents into engagements in negative habits such as engagement in unhealthy social behaviour, cultist activities and other anti-social behaviours that distract them from their academic pursuit. These unhealthy behaviours of which in turn impacts poorly on the academic performance of the students, makes the researcher to ask "why students are not very concern about the current trend on their academic performance in examination?"

The trend of low performance in West Africa Examination Council (WAEC) May/June among students of secondary school has also been confirmed and indicated that, the results scored by students in examination in Katsina State shows that at least five credits, English Language and Mathematics inclusive. The percentages of students who passed during the years, 2017, 2018, 2019, 2020, 2021, 2022 and 2023 were report to be 75.8%, 27.7%, 50.0%, 48.4%, 40.2%, 54.5% and 17.8% respectively (WAEC, 2024). Studies have shown that students' academic performance is very poor now compare to before. This is as a result can be attributed to student poor self-concept, poor study habit, examination anxiety, too much stress etc.

The research would deepend on literature that will be added to existing one in the area of academic self-concept in relation to students' academic performance. The low academic achievement of secondary school students in English language posed a great threat to their academic well-being and societal development. Hence, it is against this background, the researcher has set up to investigate the relationship between self-concept and academic performance of among senior Secondary School Students of Katsina Zonal Education Quality Assurance, Katsina State.

### **Objectives of the Study**

The objective of this study is:

1. To investigate the relationship between academic self-concept and Academic performance of Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State.
2. Find out the gender difference in academic self-concept among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State.
3. Find out the gender difference in Academic performance among Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State.

### **Research Questions**

The following research question guided the study:

1. What is the relationship between academic self-concept and Academic performance of Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State.
2. Does any gender difference exist in academic self-concept among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State.
3. Does any gender difference exist in Academic performance among Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State.

### **Hypotheses**

The following hypotheses are formulated and will be tested in this study:

- HO<sub>1</sub>: There is no significant relationship between academic Self-concept and Academic performance of Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State
- HO<sub>2</sub>: There is no significant gender difference in Self-concept among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State

HO<sub>3</sub>: There is no significant gender difference in Academic performance among Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State.

### **Methodology**

The research design adopted for this study was correlational research design; this design was used to investigate the relationship between two or more variables. Correlational study is a quantitative method of research in which there are two or more quantitative variables from the same group or population as determined to see if there is a relationship between or among them (Nworgu, 2006). This enables the researcher to ascertain the extent to which variations in one variable (self-concept, self-regulation and social skills) are related to variations in another variable (academic performance).

The target population for the study comprised of sixteen thousand seven hundred and thirty (16,730) students in public senior secondary schools in Katsina Zonal Education Quality Assurance, Katsina state. The population consist of senior secondary school students (SSS II) students in the zone. The choice of SSS 2 students is that they are more stable in the school; also they are in second year and semi-exit class in secondary education.

A total sample size that is appropriate for the research was three hundred and seventy-seven (377) students were selected as sample for the study. The sample size estimation is in line with recommendations offered at a confidence level 95% and a Margin Error of 5.0% (Research Advisor, 2006). The sample of this study were drawn from the sixteen thousand, seven hundred and thirty (16,730) senior secondary school (SSS II) students.

The first stage was cluster sampling techniques it was used in order to cluster and grouped the schools according to the three (3) Local Government Areas (LGAs) in Katsina Zonal Education Quality Assurance, (ZEQA) Katsina state; the researcher selected three schools from each LGA and sample randomly which made up nine (9) schools from the zones which were used for the study, while the areas with security challenges were taken into consideration.

**The questionnaire titled** Students' Self-concept Questionnaire (ASCQ), was adapted from Liu and Wung (2005). The items consist of 20 items students' self-concept questionnaire. The questionnaire items are framed in simple sentences to avoid ambiguity. It has 4 points modified likert scale strongly agree (SA) - 4, agree (A) - 3, disagree (D) - 2, or strongly disagree (SD) - 1.

The academic performance instrument was titled English Language Achievement Test (ELAT), the instrument was adapted from WAEC examination questions. This instrument was used to measure the level of academic performance in English language. Pearson Product Moment Correlation (PPMC) was used to test hypotheses 1 while t-test was used to test hypothesis 2 and 3. The PPMC was used to test the relationship between two variables while t-test was used to find the difference in self-concept and academic performance based on gender. All hypotheses were tested at 0.05 level of significance.

## Result

### Testing of Hypotheses

**Hypothesis One:** There is no significant relationship between Academic Self-concept and Academic performance in English Language among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State

*Table 1: r-value of Academic Self-concept and Academic performance in English Language*

| Variable                              | N   | Mean  | S.D   | Df  | r-value | p-value |        |
|---------------------------------------|-----|-------|-------|-----|---------|---------|--------|
| <b>Decision</b>                       |     |       |       |     |         |         |        |
| <b>Self-concept</b>                   | 377 | 48.09 | 12.74 |     |         |         |        |
| <b>Students' Academic Performance</b> | 377 | 16.06 | 3.80  | 375 | .049**  | 0.034   | N Sig. |

\*\*Correlation not significant at 0.05 level (2-tailed)

The result on table 1 shows that there is significant relationship between Self-concept and Academic Performance in English language among Senior Secondary School Students in Katsina Zonal Education Quality Assurance; this indicates that correlation co-efficient of  $r$ -value of -0.049 and  $p$ -value 0.034 is less than 0.05 significant alpha level at 375 degree of freedom. Therefore, hypothesis two is hereby rejected, because there is significant relationship between Self-concept and Academic Performance in English language among Senior Secondary School Students. Therefore, Self-concept was not significantly found to have a greater relationship to correlate Students' Academic Performance.

**Hypothesis Two:** There is no significant gender difference in Self-concept among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State

*Table 2: t-test of Gender difference in Self-concept*

| Variable            | Gender        | N   | Mean  | S.D   | Df  | t-value | p-value | Decision |
|---------------------|---------------|-----|-------|-------|-----|---------|---------|----------|
| <b>Self-concept</b> | <b>Male</b>   | 180 | 48.98 | 12.21 |     |         |         |          |
|                     | <b>Female</b> | 197 | 47.26 | 13.19 | 375 | 1.310   | .127    | Sig.     |

Correlation significant at 0.05 level (2-tailed)

The result on table 2 shows that there is significant gender difference in Self-concept among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State; this indicates that the levene's T-test for equality of variance at which t-test value of 1.310 and  $p$ -value 0.127, since  $t$ -value is greater than  $p$ -value at 0.05 significant alpha level at 375 degree of freedom. Therefore, hypothesis is hereby rejected because there is significant difference in male and female in Self-concept among senior secondary students in Katsina Zonal Education Quality Assurance, Katsina State. This indicates that male mean score of 48.98 is greater than female counterpart of 47.26.

**Hypothesis Three:** There is no significant gender difference in Academic performance among Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State.

**Table 3: *t*-test of Gender difference in Academic Performance**

| Variable                       | Gender | N   | Mean  | S.D  | Df  | t-value | p-value | Decision |
|--------------------------------|--------|-----|-------|------|-----|---------|---------|----------|
| Students' Academic Performance | Male   | 180 | 17.01 | 3.94 | 375 | 4.736   | .032    | Sig.     |
|                                | Female | 197 | 15.20 | 3.46 |     |         |         |          |

Correlation significant at 0.05 level (2-tailed)

The result on table 3 shows that there is significant gender difference in academic performance of Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State; this indicates that the Levene's t-test for equality of variance at which t-test value of 4.736 and p-value 0.032 since r-value is less than p-value at 0.05 significant alpha level at 375 degree of freedom. Therefore, hypothesis is hereby rejected because there is significant difference in male and female academic performance in English language among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State. This indicates that male mean score of 17.01 is greater than female counterpart of 15.20.

### Summary of Findings

The major findings from the analysis of the data and test of the research hypotheses are summarized below:

1. There is significant relationship between Self-concept and Academic performance of Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State
2. There is significant gender difference in Self-concept among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State
3. There is significant gender difference in Academic performance among Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State.

### Discussion of Findings

Hypothesis states that, there is significant relationship between Self-concept and Academic performance of Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State. The finding of this study was in line with the finding of Abdulsalam, et al., (2013) who found that there was a significant relationship between self-concept and the academic performance. In addition, the finding of this study was in line with the finding of John, et al., (2014) who found out those students' self-concept is perceived positively by students; however, this self-concept does not directly correlate with students' academic performance. In contrary the finding of this study was in contradicts with the finding of Samuel (2014) who showed that self-concept did not correlate with academic performance of students. In addendum, the finding of this study was in disagreeing with the finding of (2021) who revealed that self-concept is not only significantly related to academic performance of the students.

Hypothesis two there is significant gender difference in Self-concept among Senior Secondary School Students in Katsina Zonal Education Quality Assurance, Katsina State. The finding of this study was in line with the finding of Jerome, et al., (2015) who showed sex and grade differences in academic performance and most aspects of self-concept. Specifically, female did better than male academic performance in English language. In contrary, the finding of this

study was in contradicts with the finding of Sayid, (2011) who showed a non-direct relationship between academic self-concept and measures of academic performance. He further, findings that grade level differences showed a downward trend relative to norms in English language performance with better grade performing.

The result of hypothesis three revealed that, there is significant gender difference in Academic performance among Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State. The finding of this study was in line with the finding of Suman, et al., (2023) who revealed that the female secondary school students were found to have more academic achievement than male secondary school students. In contrary, the finding of this study was in contradicts with the finding of Benenson, et al., (2006) who found gender differences among male and female students where males performed almost twice as well in groups than in pairs whereas females did not show such a difference. Also, the finding of this study was in line with the finding of Bassey, (2020) who revealed that male students perform positively significantly in the academic performance secondary school students in English Language than their female counterpart.

### **Conclusion**

There is significant relationship between Self-concept and Academic performance of Senior Secondary School Students in English language in Katsina Zonal Education Quality Assurance, Katsina State. Self-concept was not significantly correlation with Students' Academic Performance in English Language. The study concluded that, efforts should be done by school principals; English Language teacher and school counsellors taking into account the academic self-concept of the students in school by using counselling services to further improve the academic performance up to external examination for (WAEC, NECO, JAMB etc). The study concluded that the factors determining the formation of the self-concept of an individual are: the environment, the people with whom the

### **Recommendations**

The following are the recommendations of this study:

1. Students should be made to understand the unique characteristic of their self-concept which helps them to be comfortable in learning and how best to play their own strengths and address their own weakness and shortcoming in terms of character based on their relationships with learning tasks.
2. Parents should not rate academic performance of students based on their self-concept. Parents should guide their children and feel free to discuss vital and relevant issues with them so as to develop their educational interest.
3. Teachers and indeed all stakeholders should see it as a duty to consider this self-concept of students as it may influence the development of positive self-concept among students when dealing or interacting with them.
4. Educational Psychologists and Guidance Counsellors should be equipped with appropriate techniques in applying psychological principles in solving educational related problems that confronting student's traits such as self-concept.

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