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**SELF-CONCEPT AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY
SCHOOL STUDENTS IN UYO LOCAL GOVERNMENT AREA**

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ABSTRACT

The study examined self-concept and academic performance of senior secondary school students in Uyo Local Government Area. Two research questions and two null hypotheses were raised to guide the study. Correlational research design was adopted for the study. The population of the study consisted of all 2,748 students in public secondary schools in Uyo Local government area. A sample size of 200 SSII students was selected using a random sampling technique. Two researchers made instruments titled: Self-concept Questionnaire (SCQ) and Government Achievement Test (GAT) were developed by the researchers and used as instruments for data collection. The instruments were subjected to a face validity and reliability test. Pearson Product Moment Correlation was used to answer the research questions and to test the null hypotheses at .05 level of significance. The results indicated that there is a significant relationship between academic self-concept, social self-concept and academic performance of secondary school students in Government in Uyo Local Government Area. Based on the findings of the study, it was recommended among others that parents and teachers should create a positive home and classroom environments that are necessary for the development of adequate self-concept for better academic performance.

KEYWORDS: Self-concept, Academic Performance, Academic Self-concept, Social self-concept

INTRODUCTION/LITERATURE REVIEW

The issue of academic performance of learners has been a core area of interest in education. Academic performance is a term generally used to represent how well an individual is able to assimilate, retain, recall and communicate his knowledge of what has been learnt (Kpolovie, Joe and Okoto, 2018). The ability of student to record a better academic performance can be attributed to different factors. Shah and Hussain (2021) argued that academic achievement is affected largely due to the intra individual differences, (differences within the individual from time to time) or with individual differences, (between one individual and another, between one group and another). Besides areas of functioning, individuals of the same group, same grade and same potential ability may differ in their academic proficiency due to many factors. Ekanem (2020) averred academic performance is a function of many factors. The author further argued that among the many factors that moderate academic performance

in secondary schools, psychological variables seem to be prominent. Furthermore, within the psychological domain, self-concept has been found to contribute significantly to students' academic performance. The Bandura's social cognitive theory provides theoretical base for the understanding of the importance of 'self' in goal performance, thus, Riaz-Ahmed, Yasien and Ahmed (2019) have argued that the sense of self plays a vital role in human beings' psychological well-being, physical health, and interpersonal relationships.

Self-concept has continued to play important role in moderating acquisition of skills and disposition necessary for today's competitive society. Accordingly, educationists, psychologists and researchers have underscored self-concept variables as significant predictor of student's learning outcomes. Fernández-Zabala, and Rodríguez-Fernández (2019) opined that self-concept is central to psychological explanations of both personal wellbeing and psychosocial adjustment. Laryea, Saani and Dawson-Brew (2018) further explained that self-concept may be understood as a perception every human has of himself or herself. It is a component of personality development and indicates who we are and how we fit into the world (Ekanem, 2023). It is a set of perceptions or reference points that the person has about himself, a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individual knows to be descriptive of himself and which he perceives as data concerning his identity. Self-concept is made up of a series of academic and non-academic perceptions, which in turn form three domains: the social, the emotional or personal and the physical domains (Fernández-Zabala, and Rodríguez-Fernández, 2019).

Academic self-concept according to Villegas, Tomasini and Lagunes (2023) is the perception that a student has about his/her own academic abilities, constitutes one of the most relevant variables in the academic world, because of its influence on learning and cognitive functioning. According to Fernández-Zabala, and Rodríguez-Fernández (2019) different empirical studies have found important divergence between students with high academic self-concept and students with low academic self-concept. Students with high academic self-concept value their own abilities, accept challenges, take risks, try new things and consolidate strategy for learning. Positive academic self-concept is concerned with, the confident and assurance a person has of himself; good interests, objective and not too sensitive. This individual may accept the criticism from others and may be able to express their views and opinions. On differing point, individual who has negative academic self-concept has too subjective nature.

Social self-concept, is used to explain people's perceptions of themselves as social beings either in accordance with different relational contexts or depending on their assessment of certain competences (such as, for example, social skills, prosocial behaviour, aggressiveness and assertiveness, etc.) that are activated during an individual's social life. Thus, their peers, as well as their leadership status and popularity sometimes understand social self-concept as a person's perception of their social acceptance. Udo and Ukpong (2016) social-awareness emphasized social relationships and social influence. Persons with good sociability have better social interaction. They have good listening skills and can communicate clearly and confidently with people from diverse background. They also believe that individuals with social-awareness empathize with others, comprehend and accept the emotions of others as well as see things from another person's point of view and therefore develop a stronger bond and understanding with other people (Udo and Ukpong, 2016). Accordingly, high social self-concept can contribute positively to a students' learning process. Students with low self and social awareness may find failure more difficult to deal with, thus is unable to develop sustaining study behaviour.

Ahmed, et al (2018) investigated the role of self-concept on academic achievement of University students in Chittagong, Bangladesh. The study was a survey research design conducted on a population of 128 Chittagong University students from arts, social science, and business studies faculty were selected as a sample following multi-stages sampling technique. Pearson Product Moment Correlation was used to test the null hypotheses at .05 level of significance. The result revealed that both self-concept is positively correlated with academic achievement. On the other hand, partial correlation analysis showed that only academic self-concept was significantly correlated with academic achievement. Furthermore, the mediation analysis indicated that social self-concept had no direct significant effect on academic achievement.

Hadi (2017) carried out a study on emotional self-concept among a sample of faculty members and its relation to gender (male/female), experience, qualification, and specialization. The study aimed to identify the level of emotional self-concept among a sample of faculty members who speak Arabic at the Abu Dhabi University. The study sample consisted of 99 faculty members Ph.D. and master's holders from scientific, social and education and management and humanities disciplines in University branches: Abu Dhabi and AlAin. The study found that there were no statistically significant differences at the level (0.05) or less between faculty members due to the variables gender (male/female), qualification, specialization, and years of experience. The researcher recommended the importance of academic community awareness of emotional self-concept and further studies on the subject of emotional self-concept in the light of other variables such as self-regulation and self-awareness.

Mayanchi, Khan and Abdul Latif (2019) conducted a study on the relationship between self-concept and academic achievement of the Pre-NCE students of Zamfara state College of Education Maru. Two hundred and ninety five (295) students were sampled from the total population of 1268 Pre-NCE students of 2011/2012 academic session. Four hypotheses were generated in the study and correlational research design was used to analyze the data. Adopted versions of Akinboye's Adolescent personality Data inventory (APDI) 1985) and researcher's self-designed instruments on English and mathematics to serve as (A.A.T) was used to collect data for this study. Multiple regression analysis and the Pearson Product Moment Correlation Co-efficient were used to analyze data collected at 0.05 alpha levels. Results of the study showed that self-concept emerged as a positive predictor of academic achievement.

Statement of Problem

The secondary education in Nigeria according to the National Policy on Education (2014) is expected to serve as a critical bridge between primary education and tertiary education or vocational training. It aims to equip students with the knowledge, skills, and values necessary for personal development, further education, and meaningful participation in society. However, the ability to develop intellectual capability among secondary students has been undermined by low academic self-concept which has resulted in the inability of students to develop and consolidate their private learning plans. Consequently, this situation has resulted in the inability of students to achieve meaningful learning outcomes. Observations have showed that students' inability to develop sustaining self-regulatory mechanism may have made it almost impossible to acquire intellectual value, academic knowledge and skills needed for worthwhile learning experiences. This has therefore, resulted in difficulties of attending further studies and having meaningful living after graduation. Continuous low self-concept among secondary school students may have also triggered the tendency to involve in malpractices in examination and social vices as a way to ameliorate the negative tendency associated with low self-esteem. From

the foregoing, the study examines the relationship between self-concept and academic performance of senior secondary school students in Uyo Local Government Area.

Purpose of the Study

The purpose of the study is to examine the relationship between self-concept and academic performance of senior secondary school students in Uyo Local Government Area. Specifically, the study examines:

- i) The relationship between academic self-concept and academic performance of senior secondary school students in Uyo Local Government Area.
- ii) The relationship between social self-concept and academic performance of senior secondary school students in Uyo Local Government Area.

Research Questions

The following research questions are raised to guide the study

- i) What is the relationship between academic self-concept and academic performance of senior secondary school students in Uyo Local Government Area?
- ii) What is the relationship between social self-concept and academic performance of senior secondary school students in Uyo Local Government Area?

Research Hypotheses

The following null hypotheses are formulated for the study and will be tested at .05 level of significance

- i) There is no significant relationship between academic self-concept and academic performance of senior secondary school students in Uyo Local Government Area.
- ii) There is no significant relationship between social self-concept and academic performance of senior secondary school students in Uyo Local Government Area

Research Design

Correlational research design was adopted for the study. A correlational research design according to Udoh and Joseph (2005) usually studies the relationship between measures of different variables obtained at almost the same time. It is a type of research design that is usually used to discover or clarify relationship between variables by using correlation coefficient. The design allowed the researcher to uncover the magnitude of the relationship between academic self-concept and study habit among senior secondary school students in Uyo Local Government Area.

Population of the Study

The population of the study consisted of all 2,748 students in public secondary schools in Uyo Local government area. According to Akwa Ibom State Secondary Education Board, (AKSSEB, 2026).

Sample and Sampling Technique

A sample size of 200 SSII students was selected using a random sampling technique. 8 schools were randomly selected from the 14 schools in the area. In each school, 25 students were selected. Balloting without replacement method was used. This process involved folding pieces of paper with 'YES' and 'NO' options and mixing them up in a basket before drawing. Students who picked paper with Yes options were used for the study.

Instrumentation

Two researchers made instruments titled: Self-concept Questionnaire (SCQ) and Government Achievement Test (GAT) were developed by the researchers and used as instruments for data collection. The SSQ contained 15 items developed on a four-point rating scale of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and weighted 4, 3, 2 and 1 respectively.

A face validation method was adopted to establish the validity of the instrument. The instrument was given to the researchers' supervisor and two research experts in measurement and evaluation,

Method of Data Analysis

Pearson Product Moment Correlation was used to answer the research questions and to test the null hypotheses at .05 level of significance.

Results

Analysis of Research Questions

Research Question One: What is the relationship between academic self-concept and academic performance of senior secondary school students in Uyo Local Government Area?

Table 1: Correlation Analysis of Academic Self-concept and Academic performance of Senior Secondary School Students

Variables	n	r	Remarks
Academic self-concept			
	200	.832	High relationship
Academic Performance			

The analysis in Table 1 showed the r-value of .832 which implies that academic self-concept has a high relationship with academic performance of senior secondary school students in Uyo Local Government Area.

Research Question Two: What is the relationship between social self-concept and academic performance of senior secondary school students in Uyo Local Government Area?

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Table 2: Correlation Analysis of Social Self-concept and academic performance of senior secondary school student

Variables	n	r	Remarks
Social Self-concept	200	.681	Moderate relationship
Academic Performance			

The analysis in Table 2 showed the r-value of .681 which implies that social self-concept has a moderate relationship with academic performance of senior secondary school students in Uyo Local Government Area.

Hypotheses One: There is no significant relationship between academic self-concept and academic performance of senior secondary school students in Uyo Local Government Area.

Table 3: Pearson Product Moment Correlation between Academic Self-concept and academic performance of senior secondary school students

Variables	n	r	p-value	r-crit.	Df	Decision at < .05
Academic Self-concept	200	.832	.001	.138	198	Reject H ₀
Academic Performance						

Significant at .05 Alpha level

The analysis in Table 3 shows that the p-value of .001 is significant at .05 level of significance hence the null hypothesis is rejected. This implies that there is a significant relationship between academic self-concept and academic performance of senior secondary school students in Uyo Local Government Area.

Hypotheses Two: There is no significant relationship between social self-concept and academic performance of senior secondary school students in Uyo Local Government Area.

Table 4: Pearson Product Moment Correlation between Social Self-concept and academic performance of senior secondary school students

Variables	N	R	p-value	r-crit.	Df	Decision at < .05
Social self-concept	200	.681	.005	.138	198	Reject H ₀
Academic Performance						

Significant at .05 Alpha level

The analysis in Table 4 shows that the p-value of .005 is significant at .05 level of significance hence the null hypothesis is rejected. This implies that there is a significant relationship between social self-concept and academic performance of senior secondary school students in Uyo Local Government Area.

Discussion of Findings

The findings of the study revealed that there is a significant relationship between academic self-concept and academic performance of senior secondary school students in Uyo Local Government Area. This finding implies that, secondary school students with high academic self-concept would have the confident and academic motivation to face any academic challenge. This finding aligns with Mayanchi, et.al, (2019) whose findings revealed that academic self-concept of students is a significant predictor of students' study habit and academic performance.

The findings of the study revealed that there is a significant relationship between social self-concept and academic performance of senior secondary school students in Uyo Local Government Area. This finding implies that, secondary school students with high social self-concept can develop social skills that can enhance their academic performance. The finding is also supported by Udo and Ukpong (2016) whose findings revealed that high social self-concept can contribute positively to students' learning process and improve their academic performance. However, Students with low social self-concept may find failure more difficult to deal with, thus are unable to develop sustaining study behaviour to improve their academic status. The finding is also supported by Mayanchi, et.al, (2019) whose findings revealed that social self-concept was significantly related to students' ability to be consistent with study schedules.

CONCLUSION

Based on the findings of the study it was concluded that academic self-concept, social self-concept and emotional self-concept significantly contribute to the academic performance of secondary school students in Government in Uyo Local Government Area. These findings have implications on the pedagogical processes. The findings imply that, the development of academic self-concept, social self-concept and emotional self-concept would not only facilitate improvement in academic performance but would lead to integration of psychological dimension to instructional strategies in secondary schools in Uyo Local Government Area.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

- i) Parents and teachers should create a positive home and classroom environments that are necessary for the development of adequate self-concept for better academic performance.
- ii) Students should develop and consolidate their academic self-concept through regular review of their interaction with friends and significant others.
- iii) school counsellors should regularly sensitize secondary school students on how to maintain a develop self-concept productive study habit.

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