

INFLUENCE OF STUDENTS SELF-CONCEPT ON THEIR ACADEMIC PERFORMANCE IN THE ELMINA TOWNSHIP

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ABSTRACT

This study investigated the influence of student's self-concept on their academic performance. A total of 297 randomly selected junior high school students in the Elmina Township, Ghana completed the questionnaire, comprising 40 close-ended items related to student's self-concept constructs derived from the literature. The average scores of the second term test-scores of students in Mathematics, Integrated Science, English Language and Social Studies were used to measure pupils' academic performance. The questionnaire used for the study was a five-point scale questionnaire. The Cronbach's alpha was used to test for the reliability of the questionnaire. The reliability coefficient was 0.86. Both descriptive and inferential statistics were used to analyse the data. 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. It is therefore recommended that teachers, parents, and indeed all stakeholders should see it as a duty to consider this self-concept of students since they influence the development of positive self-concept among students when dealing or interacting with them. Also, they must help, monitor and supervise students to have private time table for learning and to guide them in their day-to-day learning since such effort boost students' academic performance significantly. If students' effort in learning goes pari passu with their physical, social, esteem, religion, economic and educational orientation self-concepts, then students will perform better academically which will in turn increase their general academic performance significantly.

Keywords: Self-concept; Effort in Learning; Students Academic Performance.