A CASE STUDY OF THE RELATIONSHIP BETWEEN ADOLESCENTS SELF-CONCEPT AND ACADEMIC PERFORMANCE IN SCHOOLS

BY

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APPROVAL PAGE

This project entitled "Relationship Between Adolescents Self-concept and to Academic Performance Among Secondary School Pupils" submitted by Abdullahi Yusuf Baba meets the regulations governing Master of Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge.

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DECLARATION

I hereby declare that this thesis has been produced by me. Its topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of reference.

ABDULLAHI YUSUF BABA

DEDICATION

This Study is Dedicated to the

Blessed Memory of my late

Uncle Mallam HASSAN MUSA

ACKNOWLEDGEMENTS

It may be well said that, no work ever stands alone, so in undertaking this study many teachers, colleagues, friends and students have made significant contributions to the efforts of this researcher in completing this work successfully.

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In conclusion, the researcher readily admits that this is a research report with some imperfections inspite of the contributions and assistance of many competent and knowledgeable individuals. Every effort has been made to eliminate errors, but some may still remain and the researcher accepts full responsibility for them.

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ABSTRACT

This investigation studied the relationship between adolescents self-concept and social economic background to academic performance among secondary school pupils. The purpose was to find out whether there is any relationship between adolescents self-concept and their performance in school subjects.

A total population of two hundred subjects were randomly selected from two secondary schools in Suleja Local Government Area of Niger State. Out of these 120 are male subjects while the remaining 80 were female subjects.

To achieve the purpose of this study, the Adolescents Description Questionnaire (ADQ) which is an adapted version of the Tennessee Self-concept Scale (TSCS) and self Description Question (SDQ) was tested to measure the relationship between self-concept and school performance. The data thus collected from the tests administration were statistically analysed by the use of Pearson's Product Moment Correction co-efficient (PPMr).

The major findings of the study are as follows:

i) Significant relationship was found between the non-academic self-concept (NACD) and academic self-concept (ACD) of the students.

ii) Significant relationship was found between the non-academic self-concept (NACD) and total self-concept (ToT) of the students.

iii) Significant relationship was found between academic self-concept (ACD) and total self concept (ToT) of the students.

iv) Negative insignificant correlation was found between non-academic self-concept (NACD) and school performance.

v) Negative insignificant relationship was found between the academic self-concept (ACD) and performance in school subjects.

vi) Negative insignificant relationship was found between the total self-concept (ToT) and performance in school subjects.

DEFINITION OF TERMS AND ABBREVIATIONS

For the purpose of this study and in order to avoid misrepresentation of meaning of terms and abbreviations used in this study, the operational definition of these terms and full meaning of the abbreviations are provided below:

ADOLESCENCE - Adolescence in the contexts of this research is the span of years within which boys and girls move from childhood to adulthood. It is the period when an individual is capable of producing its own kind. This period starts with the maturing of the sexual organs (puberty) and extend to the late teens -(12 years of age to about 17 years). The period is often regarded as transitional period and the most important period of human life.

CONDITION OF WORTH - These are strong feelings about what kind of behaviours will bring children approval from others.

IDEAL SELF - It is a process of identification through which the child takes on the attributes of such person which he loves, admires or fears.

PHYSICAL SELF-IMAGE - This is the child's physical appearance, its attractiveness and the importance of the different parts of the body to behaviour and to the prestige they give the child in the eyes of others.

PSYCHOLOGICAL SELF-IMAGE - They are thoughts, feelings and emotions, they consist of the qualities and abilities such as courage, honesty, independence, self-confidence, aspirations and abilities of various kinds.

SCHOOL ACHIEVEMENTS - This is achieving or succeeding in what has been learnt in school. In other words it means performing better on what has been taught in school and this can be measured through test and examination scores.

SELF-CONCEPTS - These are all the beliefs, attitudes and opinion that an individual holds about himself. Purkey (1967) defines self-concept as the centre of the individual's universe of experience as well as the criterion against which the world is measured. It is people's awareness of their individual existence which tells them who and what they are.

SELF-WORTH - This implies human value or self-concept as related to achievement. Failure and success of a person is functional to his personal worth.

VOCATIONAL SELF-CONCEPT - Means a person's view of himself or herself in relation to the world of work.

ABBREVIATIONS

ACD	=	Academic Self-concept
ADQ	=	Adolescent Description Questionnaire
NACD	=	Non-Academic Self-concept
SDQ	=	Self-Description Questionnaire
SES	=	Social Economic Status
ToT	=	Total Self-concept
TSCS	=	Tennessee Self-concept Scale
PPMr	=	Pearson's product Moment Correlation Co-efficient

Chapter 1

1.0 INTRODUCTION

Adolescent self-concept has been quite a suitable area for the researchers to enter into, and it is in view of this that the researcher intends to carry out his research on a case study of the relationship between adolescent self-concept and academic performance in schools.

1.1 Background to the study

There is an abundant of research literature providing ample evidence on adolescents self-concept and its relationship to school performance. For example Mead (1934); Vontress (1940); Crutchfield (1955); Shannon (1960); Purkey (1968); Heim (1970); Mead et al (1972); Mukherjee (1978); Marsh et al (1983); and Adediran (1984) amongst others. However, most of these researches have been carried out in western countries, while not much published work has been done in this area in Nigeria.

Therefore, the above research was good for the investigator to try out in Nigeria in the form of empirical research. For adolescents of between ages

(12 years to 17 years) to examine how the self-concept of the studerts as responded to in the ADQ appear, and with this purpose in mind, the investigator will adopt their scale of ADQ among secondary school pupils. The investigator will draw the sample from some schools and will have some class teachers to give responses to the ratings (9 points scale of information of each of the students after instructions were given to them to fill in the ratings correctly. On the basis of this therefore, there was no need for adjustment of the teachers ratings in this research due to the following stated reasons:

a) that teachers in this country (Nigeria) know each and everyone of the students more or less thoroughly about their background and their relationship with their friends, peers and parents;

b) that teachers were well instructed to use the full variability of the range of the ratings having a mean of 5 to 1 scale on the basis of the ratings for each of the

seven categories of the ADQ.

Moreso, since the students will come from barely few classes of the schools under investigation, it was not necessary in standardizing their academic ability performances and hence the investigator will obtain only the school marks of the two terms of the sessions previous examination in English, Mathematics and social studies, and the investigator will obtain the mean of the three subjects of the two terms from them.

Furthermore, the Adolescent Description Questionnaire (ADQ) contain items on seven categories arranged randomly. The scale was arranged in the Likert type 5 point scale ranging from false, true, mostly false, sometimes false, sometimes true, mostly true and true and the items to quote an example were like; I like the way I look; I like reading; I hate Mathematics, I like my peers, etc. On this types of questions children who were given examples are to give the right responses to each of the items and there was thus no question of any form of biased responses from them.

The ADQ scales has the following as the categories of the responses:

1. Physical appearance
2. Physical abilities or sports
3. Relationship with parents
4. Relationship with peers
5. Reading
6. Mathematics
7. Other school subjects

From the categories above, the first four categories will be added up to give the non-academic self-concept (NACD) and the last three categories will be added up to give the academic self-concept (ACD), while the addition of all the seven categories will yield the total self-concept (ToT).

The fact that self-concepts are meaningful i.e. they give a true picture of the things they relate has been used in the assessment of the research. However, the self-concepts arising for the students has been discussed in the review of related literature in the next chapter of this investigation. It is true to say in this connection that by the end of the secondary schooling a student gets a fair and stabilised form of view about himself and about his participation in the world. A good child at school knows that he is good in academic performances

and the question of his doing well in those subjects remain axiomatic. The minority say about one percent of the population whose self-concepts are not really true pictures of themselves and their participation in the world are cases for the school counsellors and this sort of distortion in the true pictures of self-concepts has not been a bother for the investigator in his research where correlations were concerned.

A related study to the researcher's work has been conducted by Marsh et al (1983) for the 11 years old to find the convergent validity of the scale with the teachers ratings and students' academic ability. Three divert samples (total N = 958 students) were used in the study and they showed that the validity of the scale ranged from r = .24 (for relationship with parents), to r = .52 (for Mathematics self-concept), and it was discovered that the self-concept was higher in academic areas than non-academic areas, the academic self-concept for the high SES (Social Economic Status) group being r = .74. The teacher's rating on this SDQ (Self-Description Questionnaire) was obtained with care after the teacher, were instructed fully as to

how the 9-points response scale has to be filled in. Inspite of this care, the authors were aware of the mistakes creeping in the responses of the teachers as bias and the authors makes corrections for the bias to get adjusted ratings. The research already published work showed the validity co-efficient for both unadjusted and adjusted rating of theirs.

In a related study carried out by Wintrose (1968) on a favourable self-concept by actually comparing of high achieving and low achieving fourth-grade culturally disadvantaged pupils was made. The investigator compared selected factors in the background and personal-social adjustment between the two groups of pupils. The high-achieving group was significantly superior to the low-achieving group in total academic performance and on mental tests. Acceptance of self and others was significantly related to total adjustment. Since there is usually little in the disadvantaged culture to encouraged children to develop a positive self-concept or an accepting view of others, the classroom teacher should be trained to help them. Caplan (1957) noted that important changes may be brought about in the self-ideals of junior-high boys

through counselling, while Perkins and Shannon (1965) reported that ideal-self scores of adolescent boys are related to academic success.

It may therefore be said at this point, that an understanding of the adolescents self-concept and its relationship to academic performance is a necessary concern of not only the teachers but of the parents as well.

1.2 Statement of the problem

The role of self-concept in a person's development cannot be over-emphasized, as such through socialization process we form opinions about ourselves; which could be positive or negative i.e. through interaction with parents, peers, teachers and many others. It is quite believed that teachers make some comments on their student's performance which in turn has a lasting influence on their student's self-concept and their academic performance. According to Mead (1934), cited in Mukherjee (1978) the mind of man is essentially a social phenomenon and it is inadequate to look at the mind of a man from the point of view of the individual organism, though it has its centre of attention there.

Furthermore, the variance of self-concept as it affects the learning and academic performance in our schools could be looked at in terms of the internalization of comments from members of society especially parents, teachers and members of groups, and this may lead one to speculate on the causes of negative self-concepts among students. It is often believed that students who have negative self-concept lack of confidence in themselves, they are nervous, and may be low achievers which could all result from the influences of parents or teachers and this may affect them throughout their life time and some of them even drift in life without any sense of guide.

At this juncture, based on the above attributed facts on negative self-concept, the following questions come to our mind:

1. Could the cause be attributed to parental attitude towards their children, who always remain weak in academic attainment?

2. Could the cause be attributed to teachers labelling of their students as poor, weak, bright and the like which live an indelible mark on the child for life?

3. Could the cause be that some students have false self-concept about themselves which was as a result of interaction with their peers?

4. Could the cause be attributed to the school or government which do not provide adequate room for students to practice their creative potentialities?

In the light of the above stated questions on the negative self-concept, this problem and its attendant effects therefore require redress through research.

This investigator was therefore, motivated to find out the relationship between adolescent self-concept and academic performance among secondary school pupils.

1.3 Objectives of the study

This study is an attempt to:

i) Find out the relationship between adolescents self-concept and academic performance among secondary school pupils;

ii) find out whether there is correlation between the academic self-concept (ACD) of the students and their performance in school subjects;

iii) find out whether there would be correlation between their non-academic self-concept (NACD) and their school performance;

iv) find out whether there is correlation between the total self-concept (Tot) of the students and their school performance.

1.4 Basic Assumptions

The following assumptions have been formulated for the research study:

1. Self-concepts in adolescents differs from individuals due to some hereditary factors.

2. There is a negative self-concept among adolescent because of parental attitude towards children who always remain weak in academic attainment.

3. Students who know about themselves and their capabilities will perform better academically in schools than those who do not know about themselves and what they can do.

1.5 Research questions

This research will attempt to investigate the following questions:

1. Are there any differences between the academic self-concept (ACD) of the students and their performance in school subjects?

2. Would there be ary correlation between the students non-academic self-concept (NACD) and their school performance?

3. Would there also be any significant difference between the total self-concept (ToT) of students and their performance in school subjects?

1.6 Hypotheses

Having observed the broadness and the intended objectives of the study, the researcher therefore

views it necessary and pertinent to channel the course of this study through the following hypotheses:

1. There is no significant relationships between the academic self-concept (ACD) of the students and their performance in school subjects.

2. There is no significant relationships between the students non-academic self concept (NACD) and their school performance

3. There is no significant relationships between the total self-concept (ToT) of the students and their performance in school subjects.

1.7 The Significance of the Study

Adolescence period is the most important period in human life. According to some experts, Douvan and Adelson (1966) quoted in Dill (19:401), adolescence is a developmental period during which three types of autonomy must be achieved; behavioural autonomy, value autonomy and emotional autonomy. It should however, be noted that, for any country to be successful in various fields of life depends on the proper guidance of adolescents.

The significance of this study lies in the fact that all through the researcher's academic endeavour, he has been asking himself such question as what is wrong on what students think about themselves? And how does these self-concepts about themselves affect their academic performance? Though various researches have been carried out, in primary and post-primary schools, the researcher therefore intends to carry out his research on relationship between adolescent self-concept and academic performance among secondary school pupils. It is hoped that the outcome of the researcher's findings would contribute meaningfully to the practice of education on how best parents, teachers and educational planners focuses their attention on positive self-concept development of the child.

The study of adolescent self-concept is very important in order to enhance and influence the achievement of students in schools. The study of any programme of this sort is perceived as a process of obtaining and producing useful information for making judgement on educational decision. In the strength

of the above commitment therefore, one can then say, carrying out this type of research, is of immense importance, and it is hoped that at the end of the study, useful recommendations would be made on how best to help students that are low academic achievers, who tend to underrate their potentialities and abilities in academic performance and are encouraged by bringing them into suitable learning environment.

Moreso, it is also hoped that students who are highly academic achievers, or students who have false beliefs about themselves should be made to realise by their teachers, to work within their abilities by not setting high goals for themselves. The teachers should also realise their roles as moulders and shapers of their students personalities; and should be careful in knowing how to make comments on their students, which may have lasting effects on them; parents should on the other hand be made to realise and understand their roles in self-concept development of their children. Their usefulness of the study to future researchers cannot be over-emphasized, it will open avenues through which further researches could be carried out.

1.8 The Scope and Delimitations of the Study

It may well be said that to carry out a systematic and thorough investigation of this study with degree of magnitude and importance, there are some foreseable factors which may militate against the efficient and effective conduction of this research.

These are unavailability of adequate resources, time limit to cover a wider perspective or scope. As such it becomes necessary to delimit this study to some selected secondary schools in Suleja Local Government Area of Niger State.

In this research, no attempt was made to finding out about self-concept in adolescents as it affects other non-academic discipline.

The research is limited to adolescents within the age range of 12-17 years of the schools under investigation; this then implies that the research is confined only to self-concept in adolescence alone.

The researcher will finally ensure that the results of the findings of this study are incorporated in the research.

1.9 Summary

Adolescence period is the most important stage in the process of human development. The researcher conducted a case study of the relationship between adolescents self-concept and academic performance in schools. Furthermore significance of the study were highlighted as well as the statement of objectives. Research questions were developed; one of these was that: Are there any significant relationship between the academic self-concept (ACD) of the students and their performance in school subjects? This of course lead to the formulation of hypotheses which seek to answer the research questions and finally the scope and limitation of the study has been discussed.

Chapter 2

2.0 REVIEW OF RELATED LITERATURE

The purpose of this study was to investigate a study of the relationship between adolescents self concept and academic performance in schools. To partially achieve the desired purpose, available textbook literature and research reports on adolescent self-concept, and academic achievement were reviewed. Unfortunately, research literature on self-concept of adolescence and academic performance especially in Nigeria has been scanty ard to some extent inconsistent An attempt has therefore been made in this chapter to provide the theoretical background of this study by presenting the review of available literature under the following sub-headings:

2.1 THEORETICAL FOUNDATIONS

2.1.1 Early Development of Self-concept

2.1.2 Ideal Self

2.1.3 Growth of the Self

2.1.4 Enhancement of Self-concept

2.1.5 Self-conception and Personal Aspirations

2.2 RELATIONSHIP BETWEEN SELF-CONCEPT AND SCHOLASTIC ACHIEVEMENTS

2.2.1 Relationship of Self-concept to Academic Achievement

2.2.2 Changes in Self-concept

2.2.3 Self-Ideal Discrepancy and School Achievement

2.2.4 Educational Implication and Summary

2.1 THEORETICAL FOUNDATIONS

2.1.1 Early Development of Self-Concept

According to Rogers (1959) cited by Atoyebi (1989), infants experiences constitute the whole of their reality. Any particular infant alone has access to his unique internal frame of reference. Furthermore, infants have an inherent tendency towards directed behaviour of themselves, such as teething, sucking and touching. Similarly, infants learn to avoid unpleasant experiences, which they find could hinder the actualization of their biological and psychological being. As children engage in the actualising process, their experience become more and more differentiated from each. They begin to symbolise, that is to view their own behaviour as a separate entity. This emerging awareness of their own behaviour and functions is the beginning of the experience of themselves as independent entities.

As children continue to grow and interact with other people, their self-concept then becomes a perpetual object, which each child may experience as "me or I". As children's self-concept develops, they also develop as need for others' positive regard. Rogers (1959) avoids any explicit statement on whether the need for positive regard is learned or inherent, but he does hold that it is a pervasive and persistent characteristics of the individual. He then concludes that the need for positive self regard is a universal need.

In addition, to Rogers' conclusion, it was opined by Afoyebi that when this positive regard is applied to oneself or to those experiences that refers to the self, it could be termed positive self-regard. This appears to be a learned need, which children come to value or devalue themselves on how others may see them. Implicitly, therefore, the question of self-concept may be regarded as non-directive or client-centred. One may reason that the essence of this system is a belief in a person as someone who is able to seek his own solutions to problems. The person, one may conclude is capable of self-direction, and his performance outcome are affected by his personality or self-concept.

In trying to analyse further on self-concept, Burns (1982), defines self-concept or self-structure as an organised configuration of perception of the self, which is admissible to awareness and which eventually affects a person's performance. It is composed of one's characteristics and abilities, concepts and percepts of the self in relation to others and the environment.

According to Adediran (1984) "when the individual's image of himself agree fairly closely with the image others have of him, a degree of stability in adjustment is achieved". A number of studies were reported to show significant relationship on "personality" and the "self", these studies were summarized by Atoyebi (1989) as Rogers (1959), Bakare (1975), Akinboye (1980); and Adediran (1984) and point to the following conclusions:

a) that there are individual differences;
b) individuals have their self-concept through experiences;
c) individual self-concept determines performance and outlook towards the environment.

2.1.2 Ideal-Self

According to Bako (1985), ideal-self is shown in both aspirations and identifications. The concept in either case has been found useful in studying the development of character and personality. To the Freudians, the origin of the ego ideal is a result of identification with individuals that the child loves, admires or fears. It is a process of identification through which the child takes on the attributes of such persons. The social psychologists, on the other hand, regard the ideal self as a term for the roles or aspirations that continuously affect the individual's life. A study by Harvighurst and others (1946-47) dealth with the development of the ideal self during childhood and adolescence.

Influence of Ideal-self on the Self-Concept

Mead (1934), described the self-concept as emerging directly from the behaviour of others towards the individual and indirectly from physical and mental attributes of the individual himself. A study by Smith and Lebe (1956) had an important bearing on this problem. Forty-two boys, aged twelve to fifteen were used in studying the relative effects

of physiological development and emancipation. physiological growth status was obtained from ratings of pubic hair development, where as the chronological age provided a measure of the quantity of experiences along with the years of maturity. The following and conclusions appeared from comparisons made:

1) prepubescent and post-pubescent boys differed significantly in certain projective aspects of the human figure drawing. "Adequate sex role identification was assumed from the fact that all subjects drew the male figures first". post-pubescent as compared with pre-pubescent males appeared to project their stronger feelings of sexual virility or masculinity into the male they drew by their excessive attention to hair. prepubescent as compared with post-pubescent male appeared to express their need for proving masculinity and achieving the body image by their excessive use of masculine objects such as cigars, pipes, cigarette, sears, masks, and Adam's apple(73).

2) Their findings also indicates that measures of self attitudes in the area of hetero-sexual development are more dependent on chronological age and experience than on sexual maturation.

3) Their firding still indicate that adolescent emancipation from parental ties and concept of independence from parents are more closely related to age and experience than to physiological maturity.

The study of Mussen and Jones (1957) disclosed that in the group they studied early-maturing boys and discovered they are self-confident than late maturing boys. They found that late maturing boys were likely to have stronger feelings of inadequate, feelings of being rejected and dominated, more dependency needs and a negative attitude towards parents, only a few of the early maturing boys had these same feelings. Most of the latter appeared self-confident, independent, and capable of playing adult roles in interpersonal relationships. Perhaps these attitudes resulted to some extent from the actions of classmates. The early maturer got a more favourable ratings from his classmates than did the late maturer.

Shannon (1960's) study indicates that there is a relationship between the child's class schedule and his self-concept. The three organisations studied were the departmental structure, the self-contained classroom design and the block departmental pattern. Shannon found that in the situations he investigated, the self-contained classroom appears to develop more self-acceptance attitudes than the others. In this respect the departmental design appeared to be less successful than the other two.

Furthermore a direct but unclear relationship appears to exist between academic achievement and self-concept. Shaw and others (1960) indicate that male achievers feel more positive about themselves than male under achievers. They point out, that female underachievers are ambivalent in their female roles and therefore, it is not so clearly defined in terms of academic success as is the male's.

For many years culturally disadvantaged adolescents have accepted a given status in society which was important to their own self-image. Acceptance of this status tends to lower their aspirational level and self-images. This lowered

self-concept not only affects how adolescents learn but also how they behave. Many negro boys in their attempt to maintain their self-image emphasize physical prowess and rebellion, while renouncing artistic, abstract, and intellectual activities. In view of the poor academic concept of many Negro boys, it is not strange that there are usually more Negro girls on the honour rolls than boys (Vontress 1966:217).

2.1.3 The Growth of the Self

As early as 1934, Mead conceived that the mind of a man is essentially a social phenomenon, and it is useless to look at the mind of a man from the point of view of the individual organism though it has its centre of attention there. He approaches the topic from the consideration of social intercourse which takes place through the medium of gestures and language communication. In the conversation of gestures, human beings acquire meaning of various gestures during social intercourse by internalising them into their own selves, when gesture become significant. A child observed his mother's smiles followed by her cuddling. The smile become significant gesture when the child is able to interprete them as signs of happiness and

pleasure. When internalisation of these gestures and their corresponding meaning have been accomplished, they become significant variables in the self-concept of the child. But human beings have a more powerful medium of social intercourse in the use of language. He explains internalisation of the meanings conveyed by language by stating that an uttered sentence or command evokes some physical action in the cognition of an individual. When an individual says please bring a "chair", it arouses in the mind of the speaker and his listener an activity of bringing a chair. If a child is appreciated because of his goodness in something by his parents, saying: "Babs, is a good boy", then the child internalises into himself three things: (a) his act which is approved; (b) parents approval of his act; and (c) interpretation of that act being 'good'. From such internalisation of 'good' behaving, the child is likely to say to himself in our imagination: "If I do this others will think that I am good". Argyle (1978) considers this as a result of introjection. Its of course possible for the child to think. Later if the child is asked or tempted to behave differently. "If I do this then I would kick myself". In both ways therefore the child learns to behave in a way which others want him

to behave. Mead still maintained that during the process of socialisation, we take upon ourselves a host of others, attitudes towards us. "How we should behave". The means of gathering such attitudes during the long process of growth are too many to quote. For instance we take the attitude from our school masters, parents, friends, heroes of novels and films etc. By a process of internalisation of the attitudes of others in our society, we create in ourselves the concept of the generalised others, as Mead calls it. It is the influence of the generalised others that gradually shape our self-concepts. We behave in a way as others would like us to behave and we appreciate others expectations and thus strive to develop a personality consistent with the norms of our perspective societies. This however, does, not mean that the individuals are moulded in the same pattern from the internalisation process of others' attitudes. There is enough room for diversity among the unifying process of incorporation of the generalised others' since other individuals differ in their attitudes and behaviours, and further since we tend to select some of these attitudes while rejecting the rest. It is to be

understood that any of such process of internalisation includes sub-processes of evaluation, comparison and intergration without these the generalised others of the last century and victorian norms would have prevailed on us. From an internalisation of the attitudes of others, an individual begins to think of 'I and Me', as he say to himself "I and Me". The behaviour of an individual at this moment represents the 'I' of his behaving self and this becomes the 'Me' of his self-concept of the following moment. It seems that 'I' has direction and it is self-expression, while 'Me' is the totality of underlying aspects of an individual's self or self-concept.

According to Phillips (1963) there is a progressive and age-related pattern in the development of the self. This is a factor in the accuracy and dimension of self perception. Other children seem to furnish more accurate information in some types of studies. In the study by Phillips classes of third and fourth grade pupils were tested with a modification of Amatora's children personality scale to secure self-ratings. Teachers ratings and peers ratings were also obtained. The findings really indicated that sixty-grade estimates were in

closer agreement with those of teachers and peers than third grade estimates. This study further suggested that of disadvantaged children with accurate self-perceptions feel that high aspirations are futile. Other studies show that a culturally disadvantaged boys and girls progress through school both their I.Q and academic achievement deteriorate.

The self-concept of the culturally disadvantaged child has been shown to deteriorate as she gets older. This is most important, for one hopes, fears, defenses and self-esteem are bound up with one's self-concept. It is at the third and fourth grade levels that the self-concept appears to take a precipitious drop, it is also at these levels when many culturally disadvantaged children begin to have really serious learning problems at school. Morse (1964) analysed the responses of more than 600 pupils (in alternate grade from three through eleven) to a self-esteem inventory. The pupils had a high self regard at the third grade but showed a significant decrease in subsequent grades, so that at the eleventh grade 44 percent of them wishes they were someone else. This study suggest that the longer culturally disadvantaged children and adolescents

remain in school, the less positive their self-concept.

In the light of the above, there are noticeable sex differences in the sources of self-concept and self-esteem. Lynn (1969) suggests that cultural stereotypes determine male sex role identification. Thus, the first step for the adolescent male is to recognise the cultural stereotype of the masculine role, while the next step is to conform to it. The results of a study by Connell and Johnson (1970) with eight-grade males and done by Hollender (1972) with under-graduates support the conclusion that the maintenance of high self-esteem in males is contigent upon success in meeting cultural standards of masculine achievement.

However, the result of the study by Hollender with college students indicate clearly that the maintenance of self-esteem in girls is quite different from that in boys. A girl who indicates in her social position and status a high score on social self-esteem obtains a low score on need for approval, and does not necessarily exert herself to obtain high grades at school. Hollender states

"it may be that both social skills and adolescent self-esteem are dependent on earlier acceptance by parents of the female child for the person she is, an intrinsic valuation, as opposed to the more extrinsic valuation of male". (1972;346). This would account for the greater competitive nature of adolescent boys in and out of school.

Erikson (1978) considers the development of personal identity from his theory of socialisation arising out of resolutions of the psycho-social crises corresponding to the psycho-sexual stages of Freud's theory of personality development. His work is essentially a work on mutuality of the effects of interaction to which the child is put from his early years. The mutuality arises out of interaction of the need of the child and the various influencing factors of his milieu, thus seducing the child to his particular life style. When the child begins to walk he realises that he is one who can walk. This realisation depends on three factors, viz: (a) the maturation of the child's physical skill to walk, (b) the approval from others that his skill of walking meets the standards set by others, and (c)

the pleasure the child derives from his behaviour of walking. Erikson assumes that the thesis on mutuality depends on the transformation of the child's instinctive modes of functioning through a course in evolution. The development of the child is then successively characterised by imbalance of interaction, which Erikson refers to as psycho-social crises. It is noticed that his thesis on mutuality ~~a~~arises out of the child at one end, and his social milieu at the other and the resultant socialised behaviour manifested by the self-concept of the child depends on how the child resolves his psycho-social crises at each developmental stage. All developmental process, particularly that of identity formation, are governed by an epigenetic principle of maturation. By this Erikson means that there is a grand plan out of which parts or organ develop. Each part or organ in its developmental process meets with its decisive and critical time of origin and special ascendancy until development has been synthesized into an intergrated whole. Normal development of personality and self-concept of an individual depends on the proper role and proper sequence of these maturational and interactional process.

In the oral stage, according to Erikson, the child's instinctive function is one of incorporation, or of getting something from his milieu. Furthermore the psycho-social mode of functioning of this incorporation behaviour is the generation of the child's awareness that he is one who can get, and since he is given something by his milieu to incorporate he becomes also aware of the fact that he is "one who can get to be the giver". Longer (1978) also indicated from his analysis of Erikson's thesis on mutuality how one's psychosexual mode of functioning are transferred to one's psycho-social modes of functioning in the slow and gradual differentiation of one's personality and self-concept. The child at the oral stage internalises the value of trust and mistrust to the extent to which he is exposed in the interactions with his milieu.

Harry stack Sullivan (1953) on neo-Freudian, also support this early differentiation of the child's personality formation, as he suggests that personification of a good or bad mother develops right from the days of early childhood depending on the kind of treatment the child's awareness results in his internalisation of his psycho-social resolutio of the

crisis corresponding to this stage, as he thinks to himself: "I am one what I will". While at the phallic stage this awareness results in his thinking "I am what I will be". Also at the latency stage, the child actually acquires values, and this awareness of his success or failure of his behaviour results in his thinking. " I am what I learn". At this genital stage the child is able to think: "I am one who can lose and who can find oneself in another". Still in its order of sequence the child at adulthood, the socialised and internalised values dictate the child to take care of, to be through having been; and to face not being; with regard to his milieu.

In summary, Erikson's thesis of mutuality explains the possibilities of wide differences existing in the self concepts of individual growing up in the same environment. The theory also emphasized the importance of the influence of the environment and the milieu of the growing child on the terminal structure of his self or self-concept. His theory also postulates that occationally mosatorums can be declared in the growth and development of identity of the child till satisfactory resolutions of the crises are attained by him.

Purkey (1978) on the other hand, offers his views in his search for self and states that the self is organised, the self is dynamic, and the self is learned. In a broader perspective the self is organised in the sense that it consists of the complex system of organised and incorporated beliefs, values and cognition of the individual's abilities and attitudes. For instance an organised self-concept of a child may continually remind the individual child that he is more intelligent than the social competence in his interactions with other members of his society or group, and that he is able to achieve success in his academic engagements. If the child really deserves the above complements of personality but problems step in when the self-concept of the child is not organised on the basis of realities about himself. The self is said to be dynamic in the sense that it is capable of being changed and changing itself. For instance, if a child confronts a situation which he fails to handle successfully, then the new learning that will take place will alter his awareness that he is not perhaps that good in handling that situation, as he believed in the past. The opposite of this instance is also true for

example, if a child due to lack of opportunity in his life, failed to manifest or realise his total potential in education, he is likely to go in further on the arrival of appropriate environmental interaction, and his former self-concept of his not being that good will be dynamically changed to one of being quite good in academic engagements. As it has been pointed out that learning determines the dynamic growth of the self can be examined from the consideration of one's self image, self-esteem and ideal self.

2.1.4 Enhancement of self-concept

There are many ways by which we can enhance self-concept. Some of these are highly conscious, well-thought-out and entirely rational. While some are less rational and in which we may lack insight into just what is happening.

According to some experts, Purkey and Grades (1970); Ainsworth and Alford (1972); Howard (1974); Sellers (1981) cited in Okatahi (1984:18), positive self-concept is essential for individuals, more so

for students because it fosters academic competence and social relationship with others.

Similarly, significant positive self-concept were found by Spaulding (1964), in classroom where teachers were calm, attitude were found to be reverse. In a related study Santrock and Rose (1975) discovered that children who were compared negatively to others while attempting to solve a difficult problem were less confidence in their expectations of success than a control group who received a reward.

Sartain et al (1973) however, asserted that there exist three general ways of enhancing the self-concept of an individual and these are: through defence by attack, through defence by withdrawal and through defence by artistic restructuring.

A number of studies on enhancement of self-concept reported by Lead (1971), Felker (1978) Learned and Muller (1979), Martineck and Johnson (1979), and Parish and Philip (1982) were summarized by Okatahi (1984) and reveals that verbal feedback enhances self-concept of kindergarten children. It also reveals that self-reinforcement is important in enhancing self-concept as it gives the children verbal feedback relating to their performance.

In the light of above findings of various literature used in these studies, has shown the various strategies of enhancing self-concept of an individual.

2.1.5 Self-Conception and personal Aspiration

There is growing indication in the literature that aspirations may be bias-conception (Akinboye 1980; Atoyebi, 1989). Wanting to be something can influence one to see oneself as one wishes to be. Yet one's conception of self can also affect one's aspiration of what one chooses to do and how much effort expends in doing it. The primary reason is what people aspire to do that which will yield success and shown activities which may lead to failure. (Adediran 1984; Atoyebi 1989).

Balkman and Second (1968) studied the preferences of undergraduate females for certain marital roles. They (Balkman and Second) followed earlier research which had isolated three major types of roles. The traditional wife and mother role in which the woman is expected to bear and rear children, care for the home and maintain a dependent economic and social

status. The companion role, in which she shares a variety of pleasure and activities with her husband, strives to be attractive, intellectually challenging and stimulating, and cultivates social contacts. And the partner role, in which she has equal authority in making family decisions, maintains an independent career and does not provide domestic services. These roles were described in greater details to the students and they were asked to order their prefererce for each. On a separate occasion they were asked to judge themselves in relations to a variety of traits such as "absent-minded", "ambitions", "bossy", and "cautious". A group of independent raters then judge each of the role models on the series of traits. The partner role, for example was rated high on "ambition" while the wife and mother role received a low rating on this trait.

Armed with these data the investigators asked whether the students' judgements of self would predict their preference for roles as adults. The answer to the question was highly affirmative. The findings showed that the closer the subject's self description, to the characteristics of a given role were the greater the preference for the role.

Although this research states the close relationship between self-concept and aspiration for the futures it does not demonstrate that self-concept affects actual behaviour. However, a laboratory experiment by Diggory, Klien and Cohen (1964), did not only show the close tie between self-conception and behaviour but, in addition, highlights the close dependency of this process on the individuals momentary experience of success and failure. One glaring revelation from the outcome of Diggory et al's experiment is that it is not only under working conditions that successful subjects showed greater tension, they did under conditions of rest as well. In essence according to the findings when the subjects feel they are capable of succeeding they remain tense and involved in the job, but when it appears they will fail, the subjects diminish their efforts. Not to believe that one is capable of success in an endeavour may actually guarantee one's failure.

2.2 Relationship between Self-Concept and Scholastic Achievement

2.2.1 Relationship of Self-Concept to Academic Achievement

There is abundant research evidence showing that there is a positive relationship between the

adolescent's self-concept and academic achievement, in the light of this Butcher (1968) noted that "there is a pattern of the child's self-concept taking on an increasing negative quality as he progresses through the elementary and secondary schools". Furthermore, he discovered that there is a closer relationship between the measures of self-concept and intelligence test results than with standardised achievement test results.

According to Joyce (1970) the purpose of his study was to gain information on personality characteristics which differentiate achieving and underachieving high school students from lower socio-economic environments. ACademic discrepancy scores between a student's composite score on an academic progress test and that predicted from his performance on the verbal battery of an intelligence test. Joyce concludes from his comparison that "high achievers were characterised by high concepts of ability, lack of a need for aggression, positive self-concepts, and a tendency to perceive a high press of achievement in their particular school".

Walsh (1956) conducted research who interested herself indifferences in self-concept between very

bright boys (IQ above 120) who fell in the lowest quarter of their class in terms of academic achievement, and a group of carefully matched adequate "achievers" whose academic achievement was in the top half of their class.

The study of Coopersmith (1959) of the fifth and sixth grade children which has already been mentioned in this section supports this prediction. For the 102 children included in the study, a correlation of .36 was found between positive self-concept and school achievement. Hill and Sarason (1966) has reported similar findings.

Brookover et al (1964), found a positive significant correlation between self-concept and academic performance, even when intelligence scores were controlled. Thus, Bloom (1976), observed that past affective and cognitive achievement increased as a predictor of success as students advanced through school and various learning stages.

It is in line of this connection, that Long and Henderson (1966), who were working in a southern community, adopted the hypothesis that community

conditions will affect the self-concepts and social concepts of Negro and white children differentially to the adisadvatange of the Negro child and that these differential effects will manifest themselves in school. In fact they worked with the children from a rural areas who were just beginning school, thirty-six Negro boys, thirty six Negro girls and seventy two white children of the same age, grade, sex and community were used as subjects. The Negro children (when compared with the white youngsters) were from a lower socio-economic class, were of lower intelligence, had more brothers and sisters and more frequently came from father absent homes.

In an attempt to compare the white children, the Negro children had lower self-esteem, were less realistic in evaluating their skin colour, were more identified both with their mothers and teachers this quite probably means they were more dependent on adult female persons who loomed important in their lives, and less identified with their fathers.

Having consider the group of the Negro youngsters separately, it was discovered that teachers made higher ratings of those who had higher self-

esteem, who were realistic in their estimate of their skin, colour, and were quite identified with the teachers.

Truely speaking those Negro children from their father present at home identified more highly with fathers than did children of their other counterparts whose fathers had left the home.

A number of studies (Morse, 1964; Purkey, 1967; Bloom, 1976) as cited in Atoyebi (1989) have been reported on how people perceive the causes of their success or rewards. Individuals who believe that they are in control of their lives and provide their own reward have been labelled "internals". Those who believe that these events and factors are outside their control are labelled "externals". There are several conclusions concerning locus of control and achievement. Generally, interrals achieve high levels and exhibit more persistence and initiative in seeking achievement goals than externals. Murray and Steebler (1974) found that students taught by internal teachers gained more on achievement measures than those taught by external teachers. Adediran (1984) reported that school achievement of children could be predicted from

locus of control as well as from other attitudinal school mate, family or teachers variables.

Summarily, self-concept does not appear to be evidently related to school adjustment. However, substantial evidence indicate that children as well as adults with poor self-concepts when compared with those who have more positive self-concept are more anxious and less well adjusted generally, are less popular, are less effective in groups (although they value groups that accept them more highly, and less honest about themselves or more defensive). Parental notable reward and punishments pattern seems to affect the self-concept, and quite certainly, the self-concepts of bright but under-achieving youngsters are less positive than those of children who are doing as well as can be expected in school. It becomes interesting that children mould their self-concepts according to the manner they envisage that their teacher will regard them.

2.2.2 Changes in Self-Concept

Abundant evidence have shown that self-concept can be changed by teaching either positively or negatively as the case may be. However, the study of Stain (1958) found that the people most likely to determine the self-pictures of children are the teachers. He discovered from his finding during classroom teaching situation which indicated that:

i) Self-pictures are learned structures as being called in the study.

ii) Changes actually occur in the self pictures of children from their interaction with various sorts of comments of the teachers during teaching; and

iii) Definite changes in the directions sought for can be affected by adapting a teaching method.

It is assumed that teachers make certain kind of comments during teaching. For instance "Shittu you are tall, can you help me"? "Ramatu has the right features to play the role of the queen".

"You are good at Mathematics sums, come to the board and work this sums out for the children, etc". Notwithstanding all these comments have nothing to do with actual teaching, but they, especially if they are used in the primary schools, help to influence changes in the self-concepts of children.

In the recent times today, most of the disinterested students are perhaps so believed, due to some unthoughtful remarks once made by their teachers in the past. For example, if a child makes some mistakes in his Arithmetic and if he is admonished for this by his teacher who he had admired in the past, then he may develop a kind of a version for sums and may even generalise this a version to other subjects of learning or other teachers, and perhaps eventually to the entire schooling system.

It may further be said that changing self-concepts is even more difficult than changing social concepts. This is due to the fact that the emotional weighting of the former is greater than the emotional weighting of the latter. Therefore children

are usually incapable of seeing below the surface of the speech and behaviour of others. As a result they fail to grasp the true motivation of the treatment they receive from others. Should for example, a teacher give more time and attention to a slow learner than to one who learns more rapidly, children who learn rapidly may readily interprete this to mean that the teachers likes the slow learners better. This in turn leads them to interprete this as "favouritism" - a common cause of children's dislike of a teacher and of school. It also makes children feel that they are inferior to the children who appears to be the object of the teachers attention and interest. At certain times, some of these changes are affected by the children themselves by appreciating the gaps or differences existing between what they think are and what they actually are. According to Singer (1966) adolescence is a period of inflation of ego aspiration and self-estimate. In contrast to early crisis of devaluation it may be regarded as a time of ego revaluation. All of the maturational tasks of adolescence acquisition of personal independence and earned status, emancipation from parents achievement of

economic independence, release from dependence on parents in assimilating values, learning a biological sex roles; emphasis on executive independence and long range status goals, and acquisition of adult body form have ego-inflationary implications. This supposition is confirmed by analysis of the content of adolescent fantasy, which casts the ego in heroic and amorous roles.

Infact, few adults are aware that children build up unfavourable self-concepts through mis-interpreting the speech and behaviour of others. Consequently, such concepts get a strong hold on children before they are detected and corrected. Even more important, few adults, whether parents or teachers, try to control the development of self-concept among children and to ensure that they will be both realistic and favourable. The result is that many self-concept develop haphazardly and contain many misconceptions. Even though children develop better social and self insight as they grow older, and as a result, are able to make better appraisals of their appearance, abilities, achievement, and roles, the self concept are likely to be colored by the mirror images they formed earlier. And because

of the heavy emotional weighting of these early mirror images, changing them into more favourable self-concepts is an almost impossible task.

In an experiment conducted by Edward and Mirram Clifford (1978) on "Survival Training" of adolescent boys in consumer camp where every child has pushed to his limit in sharing the vigorous experiences of lives in camps that (i) the measure of ideal self remained more or less the same; (ii) changes in self-concept and ideal self of all children was reduced. It was discovered that the children who has initial poor self-concepts about themselves (i.e. under estimators) gained in their estimation of themselves as a result of the experience, and children with exaggerated self-concept lost some of the attributes or degrees of attributes about themselves towards reality. Actually the changes that took place were thus in both directions, i.e. the over-estimators lowered their self images to reality, and the under-estimators began to think of their abilities in real terms than they used to see themselves in the past. The findings of this experiment shows the merits that

can be obtained by proper planning or confronting situations which bridge the gap between the self-concept and reality about a child and with proper planning in teaching situations, many of the under-achievers can be helped to realise the promise and many of the problems of children having exaggerated views about their abilities can be successfully handled.

In a related study conducted by Payne, Drummond and Lunghai (1978) with male school leavers students of average age of sixteen years being taken on an Arctic expediction, showed that the gap between self-concept and ideal self of the children was reduced as a result of the experiment. The main object of this study of Clifford, though the experimental exposure was perhaps more rigorous than that of the former. Since according to Mukherjee (1978), both self-concept and ideal self measures of the children changed, and since the gap between the two was considerably reduced as a result, this finding contradicts to some extent the former findings. Though according to him insofar as our concern is centred on the changes of the self

concepts, we find that both studies showed that changes in the self-concepts of the children take place when they are confronted with challenging environment of any sort. Sometimes it is likely that changes in the ideal self of children are to take place if confronting environments are really challenging thereby providing instances to the subjects of what can be acquired and what cannot be acquired. In view of this fact, there is need for special consideration in teaching. For instance, if a child believes that he has ability to become a great scientist like Einstein, then this belief will introduce into him an element of the ideal-self, and if experience tells us that the child can at best be an average man of science, then care should be taken to bring his inflated concept of ideal self to earth and reality, by providing environmental avenues for him to realise the differences in abilities existing between a scientist of international fame and average man of science.

At this juncture, it is pertinent to note that there are a number of reasons for believing that the self-concept occupies a more prominent place in the individuals' psychological field during adolescence, and that considerable upward revision of self

estimate and level of ego aspiration take place (Elkind, 1967). In contrast to the carefree and extroverted self of later childhood, the adolescent self becomes a more crucial and clearly delineated object of awareness (Montemayer and Elsen, 1977). According to Kuhlen (1952), the adolescent appears concerned with more precise verbalisation of his feelings about himself. For all practical purposes, diaries are almost an exclusive adolescent (and feminine) phenomenon. Stone and Church (1973) opined that day dreaming is more common in post pubescent than in prepubescent youth. Some experts such as Clifford (1971), Schachter et al (1971), and Eagleson (1946) believed that increased awareness of an interest in other traditional symbols of self-hood such as the body are also characteristics of adolescence. Concern with intellectual status and social relations have considerable self-reference and are important sources of self-esteem in the adolescent (Jersild, 1952). Finally, adolescent pre-occupation with dating can be partly explained by the usefulness of the opposite sex as a contrast medium for self-expression and sharper definition of individuality.

2.2.3 Self-ideal Discrepancy and School Achievement

A number of studies were conducted to determine the personality factors that affect academic achievement as reviewed by Bischop (1970), Baron and Byrne, (1977) and Hamachele (1978). The investigations undertaken so far have tended to focus upon a wide variety of personality traits hypothesized as factors of academic achievement.

Recently, however, it has been found that self concept may be a prominent factor influencing academic achievement, though very little study if any has been done on their relationship in the Nigerian context. Akinboye (1980) observed little relationship between self-estimates and achieved standings among entering college freshmen. Many times, relationship may not present a clear picture unless a linear relationship is established. This is true if only extreme groups are compared. Moreover, no direct studies are available where the exact relationship or self-ideal discrepancy and academic achievement has been established by utilising the two groups.

2.2.4 Educational Implication and Summary

The educational implication of these review of related literature to this study lies in the fact that environmental influences enhances the development of the growing child. As such teachers and parents should endeavour to search for knowledge of the self in the study of psychology so as to enable the children to develop a matured personality. Adequate care should be taken of the children who usually underrate their potentials and abilities in academic attainments by bringing them into a suitable teaching environment by minimal steps in learning so that success at every step can carry them forward. If they realise that it is compulsory for them to cope with the challenging situations of learning they will change positively on their estimations of themselves as regard their abilities. Children who are too overzealous should be confronted with task or lessons of such sort so that they realise that they have their limitations.

Summarily, attention was based specifically on studies which bear some relevance to the specific variables of interest. The findings of the above discussion has shown that self-concept is acquired

through the socialisation process. As such various theoretical foundation and discussion on the formation of self-concept of an individual have discussed as well explain the early development of the self-concept, ideal self, growth of the self, and the self conception and personal aspiration. The discussion further revealed how an awareness of the underlying factors influencing the self-concepts of children can lead the concerned teacher to actually shape the personalities of the children towards normal development. The findings of the various experiments discussed have also shown the relationship between the students self-concept and their academic achievement. The self-concept-self-consistency importance has also been pointed out as it helps the aspiring child to get on in life and to be happy without any manifestations of neurosis or mal-adjustment in behaviour. The findings has equally shown how the self-concept of the children can be changed towards reality to the advantage of the children and their teachers. The discussion finally shade more light on self-ideal discrepancy and school achievement of children.

The next chapter contains the research procedure and the design of this study.

Chapter 3

3.0 METHODOLOGY

Introduction

As the purpose of this study was to determine a case study of the relationship between adolescents self-concept and academic performance in schools, a two-group design was used in the study. A total population of 200 subjects were used. Group one consisted of 120 male students and group two consisted of 80 female students selected at random from two secondary schools in Suleja township for the purpose of this investigation. The research design adopted for this study were discussed under the following major sub-titles: the research method used; sample and sample description, the instrument, pilot study, the reliability and validity of the instrument, procedure for gathering data and procedure for analysing data, data matrixs, scoring of the tests and limitation of the study.

3.1 Research Method Adopted

The research method adopted for this study is a case study research method. This empirical

research method really involves finding out the relationship existing between two or more variables. The data collected should enable the researcher answer the research questions formulated for this study.

3.2 Sample and Sample Description

Since this research is mainly on adolescents, both sexes were used as sample population. The sample is arrived at through random selection of subjects. This was to ensure that all the schools used for the study were represented. In this sampling procedure, some selected secondary schools in Suleja Local Government Area of Niger State were used for the purpose of this investigation.

These schools are, model secondary school, Suleja, Government Secondary School, Suleja, Niger State. A total population of 200 subjects were used, out of which 120 weremale students and 80 were female students which was arrived at through random selection of subjects. The students age ranges between 12 years to 17 years of age. Though it may be possible to use the entire population of the students in the lower classes of the school

under investigation as the population, but due to some constraints which are inevitable such as logistics and time factor did not provide such an opportunity, as such the researcher decided to delimit the sample population to 200 subjects so that the study would be most convenient for him. It is then of course reasonable to believe that the students between the ages (12 and 17 years) are beginning to attain some stability in their self-concept, and teachers are able to have a knowledge of the students academic performance as well as their relationship with their peers.

3.3 The Instrument

The instrument of data collection for this study is a questionnaire. Adolescent description questionnaire (ADQ) was the instrument used for the purpose of this study, and it is an adapted version of the Tennessee Self-concept Scale (TSCS) of Fitts (1965) and pre-adolescent self-concept questionnaire (SDQ) of Marsh et al, 1983).

However, Kerlinger (1973) asserted that to implement the general plan for research, method of data collection must be used and that there had always been a mutual interplay of "problem and method".

Therefore, method quite differed widely in what they could and could not do and that users should be able to choose the methods suited to their problems. The reason why the researcher employed the use of questionnaire is because of the constraints he is likely to encounter, even though the questionnaire have their limitations, they require less personnel to administer them, and it can easily get to whatever localities intended.

The questionnaire would in some way structure the respondent to think in a particular way, for example, the questionnaire is designed with the information and ideas obtained from "Tennessee Self-concept scale" (TSCS) and "pre-adolescent-self-description questionnaire" (SDQ) as well through literature review of relevant areas to the topic and lastly the use of questionnaire once again has the advantage of reaching the respondents at a time and their reliability is actually fair.

3.4 The pilot study

The questionnaire (ADQ) were pre-tested on 70 students of the Demonstration Secondary School

of Ahmadu Bello University, Zaria. The pilot study sample consisted of 40 male students and 30 female students of the school in question. The purpose of this pilot study was to measure the internal consistency and reliability of the test instrument.

The respondents were requested to indicate their response to each statement by ticking one of the five alternative responses to ensure that individual opinions about themselves were truely expressed. Respondents were requested to work on the questionnaire in their classrooms. The researcher however, went round to check if the respondents had any question. The responses of the test were scored and item analysis computed and were found to be reliable. The result of the pilot study shows a correlation at 0.987 or 0.99 which was significant at 0.05 level of significance.

3.5 The Reliability and Validity of the Instrument

Despite research reports on the validity of the instrument on similar to the one used in the study (Fitts, 1965; Akinboye, 1980; Adediran, 1984;

Bako 1985); further validation of the instrument was obtained from a result of the pilot study which was pre-tested among the sample drawn from Demonstration Secondary School, Ahmadu Bello University, Zaria.

Reliability on one hand refers only to the consistency of the scores obtained for the individuals on successive administrations of the measuring device (Don and Budd 1972: 29). A reliable test however, tends to give the same score to the same individual on each of several administration. While content validity on the other hand has to do with determining the extent to which a test represents the objectives and content of a specific course of instruction (Gronlund, 1976:81).

The instrument used for this study were distributed among eight senior lectures in the faculty for veting particularly those in the Department of Education. With minor alterations the instrument was declared valid.

The Adolescents Description Questionnaire (ADQ) was pretested on a pilot sample of 70 subjects out of which 40 are males and the remaining 30 were

females. The results of the responses in the ADQ were collected and computed. The Pearson Product Moment Correlation Co-efficients (ppmr) was used in computing the result. Test Retest reliability eventually was computed to be 0.987 or 0.99 which was significant at 0.05 level of significance. The 0.05 level of significance was chosen by the researcher for rejecting the null hypotheses. This means that in rejecting a null hypothesis at that level, the chances of commiting the type 1 error is not more than 5 out of 100. The other levels of significance used simply indicate higher levels or rejection.

The questionnaire is an adapted version of (TSCS and SDQ) which was modified and standardised to Nigerian condition, it has been found suitable for multi-dimensions of self-concept and particularly to meet various personality needs.

3.6 Procedure for Gathering Data

The questionnaire were administered with the co-operation of the principal and some subject head

teachers in each of the selected schools for the study. In each of the schools, the researcher presented the letters of introduction and permission from Ahmadu Bello University, Zaria.

The students were instructed to read the instruction carefully before responding to the questionnaire. They were further asked not to discuss the questions with any one else but to respond to them as if they were describing themselves to their selves. The students were also instructed to respond to all the items contained on the questionnaires and their personal views would be treated confidentially.

The researcher administered questionnaire to the total population of 200 students through random selection of subjects. And 100 percent returns was achieved due to the co-operation of the teachers as well as the researchers presence in administering and collecting them in each of the schools. To obtain the total scores of the students, non-academic ability of the students (NACD), the adolescents two terminal grades in Mathematics, English and Social Studies were obtained to yield the academic

self-concept scores of (ToT) as well the total of both (NACD and ToT).

3.7 Procedure for Analysing Data

The statistical analysis of data obtained from this study was analysed by employing the use of Ahmadu Bello University Computer Centre because of some reasons such as time factor and reliability of the test results.

The following statistical techniques was used in analysing the data obtained for this study; the Pearson's Moment Correlation Co-efficient was used in analysing the data matrix.

3.8 Data Matrix

The data matrix of this empirical study consisted of their sex and the scores in the Adolescents Description Questionnaire (ADQ) scale, the transformed scores of (NACD, ACD and ToT from both the student responses and the mean average of school marks of students in their terminal examination in Mathematics, English and Social Studies was obtained.

3.9 Scoring of the Tests

The investigator scored the student's reponses of the Adolescent Description Questionnaire (ADQ) according to the responses falling in the 5 alternatives for each of the items. For the positive items the alternative boxes were to be scored as 1, 2, 3, 4 or 5 and for the negative items the scores were 5, 4, 3, 2 or 1. For the boxes were set as False, Mostly False, Sometimes False, Sometimes True, Mostly True and True. The scores of each of the 7 categories were totalled separately and the total scores of physical abilities, physical appearance, relationship with parents and relationships with peers were totalled as to give non-academic self-concept (NACD) of the students.

The total of the scores of reading, Mathematics and the school subjects categories yielded the academic self-concept (ACD) scores of the students. The total self concept score (ToT) was obtained as the total of both NACD and ACD scores. Lastly, the school marks of the preceeding terminal school examination of the students in Mathematics, English and Social Studies were also obtained.

3.10 Limitation of the Study

This entire study is based on only adolescents of some selected secondary schools in Niger State. The findings of this empirical research may be useful pointers to what obtains in other schools but cannot be however, generalised to other secondary schools in Nigeria.

3.11 Summary

This chapter considered the procedure used in the selection of the sample and sample description. The sample consists both boys and girls. Thus the investigation would be conducted with a mixed sex sample.

The instrument of data collection for the study was Adolescents Description Questionnaire (ADQ) which is an adapted version of Tennessee Self-Concept Scale (TSCS) and the pre-adolescent Description Questionnaire (SDQ) and the student academic performance was obtained in Mathematics, English and Social Studies and reported in percentages. The total mean scores was obtained which will

be used to correlate the scores of the responses in the ADQ. The data is organised and analysed by means of using a questionnaire - the Pearson's Correlation Coefficient for testing all the hypotheses.

All analysis tested for significant at 0.05 level.

Chapter 4

4.0 ANALYSIS OF DATA AND RESULTS

4.1 Introduction

This study is set out to investigate a case study of the relationship between adolescents self-concept and academic performance in schools. In attempt to find the solution to this investigation, three null hypotheses were formulated. These null hypotheses were tested with data collected from the subjects responses to the adolescents description questionnaire. The subjects' scores were analysed using, the Pearson Product Moment Correlation Co-efficient (PPMr), the results of which are presented in this chapter.

4.2 Analysis of Data and Results

Table 1: MEAN AND STANDARD DEVIATION OF THE AGE OF SUBJECTS

	AGE	MEAN	S.D.
NACD	10-15	15.73	± 3.73
N = 200	16-20	15.48	± 4.18
ACD	10-15	10.99	± 2.89
N = 200	16-20	10.97	± 3.27
ToT	10-15	52.08	± 8.18
N = 200	16-20	48.36	± 8.33

Table 1 above shows the mean and standard deviation of the various age groups that responded to the adolescent description questionnaire under the NACD, ACD and ToT.

Table 2: COMPOSITION OF STUDENT RESPONDENTS ACCORDING TO SEX

SEX	N	%
Male	120	60
Female	80	40
TOTAL	200	100

Table 2 above shows that the students are made up of 120 males (60%) and 80 females (40%).

Table 3: MEAN AND STANDARD DEVIATION OF RESPONSES OF NACD, ACD, ToT AND SCHOOL PERFORMANCE

VARIABLES	N	MEAN	SD
NACD	200	15.60	3.96
ACD	200	10.98	3.09
ToT	200	26.58	7.02
Sch. Per.	200	150.5	25.21

Table 3 above shows the mean and standard deviation of how the subjects responded to the three categories of adolescents description questionnaire that is NACD, ACD, TOT as well as their school performance.

HYPOTHESES TESTING AND RESULTS

Hypothesis 1

There is no significant relationship between the non-academic self-concept (NACD) of the students and their performance in school subjects. The scores were correlated using the Pearson product Moment Correlation Co-efficient (Ppmr). The result as illustrated in Table 4 below reveals that there is a negative

insignificant relationship of -0.020 at df 195 and at 0.05 level of significance between the non-academic self-concept of the students and their performance in school subjects. The hypothesis of null significant is therefore retain.

Hypothesis II

The study indicates that there is no significant relationship between the academic self-concept (ACD) of the students and their performance in school subjects. Pearson Product Moment Correlation Co-efficient (Ppmr) was used to correlate the scores. The result as still illustrated in Table 4 below shows that there is no significant relationship between academic self-concept (ACD) of the students and their performance in school subjects, even though the insignificant relationship was still found to be negative. The hypothesis of null significant is accepted.

Hypothesis III

There is no significant relationship between the total self-concept (ToT) of the students and their performance in school subject. Also the scores were correlated using Pearson product Moment

Correlation Coefficient (PPmr). The result as illustrated in Table 4 below also reveals that there is a negative insignificant relationship of -0.024 at degree of freedom 195 and at 0.05 level of significance between the total self-concept (ToT) of the students and their performance in school subjects, thereby upholding the null hypothesis.

The reason for the insignificant relationship in the results on the hypotheses tested were discovered from the poor scores of the two terms in the sessional examination of the school subjects used in correlating the responses of the students in the Adolescents Description Questionnaire (ADQ).

However, the items in the questionnaire that requested the respondents to test the students social economic status as responded to by the students are provided in Appendix III.

Table 4: PEARSON PRODUCT MOMENT CORRELATION CO-EFFICIENT FOR NACD, ACD, ToT AND SCHOOL PERFORMANCE

	NACD	ACD	ToT	SCH. PER
NACD	1.0000	0.9826 *	0.9966 *	-0.0201 NS
ACD		1.0000	0.9944 *	-0.0289 NS
ToT			1.0000	-0.024 NS
Sch. Per.				1.0000

df = 198 at 0.05 = 0.195

* = significant

NS = Not significant

Table 4 above shows a significant relationship between NACD and ACD of the students. The table further reveals a significant relationship between NACD and ToT at 0.05 but shows no significant relationship with school performance. Therefore the hypothesis of null significance which say that there is no significant relationship

between the non-academic self concept (NACD) of the students and their school performance is accepted.

Academic self concept (ACD) on the other hand was found to significantly correlate with the ToT but shows a negative insignificant correlation with the school performance. Thus acceptirg the null hypothesis which says that there is no significant relationship between the students ACD and their performance in school subjects.

similarly the table further reveals that TOT and performance in school subjects had a negative in-significant relationship between them thus rejecting hypothesis III which says that there is no significant relationship between total self-concept (ToT) of the students and their school performance.

4.3 Summary of the Results on the Hypotheses Tested

All the three hypotheses tested for this study were retained.

HYPOTHESES	RESULTS
I: There is no significant relationship between the non-academic self-concept (NACD) of the students and their performance in school subjects	Accepted
II: There is no significant relationship between the academic self-concept (ACD) of the students and their performance in school subjects	Accepted
III: There is no significant relationship between the total self-concept (ToT) of the students and their performance in school subjects	Accepted

The conclusion based on the results of these hypotheses show that there is a negative insignificant relationship between the adolescents self-concept and their performance in school subjects.

It could also be said that the chronological age and sex of the subjects did not show much influence on the students self-concept and their performance in school subjects.

4.4 Summary

In this chapter, the data gathered from the adolescents description questionnaire and the students performance in school subjects were presented and analysed on the basis of the data, all the three (3) hypotheses (Ho) tested for this empirical study are accepted.

The next chapter discusses the findings, summary, conclusions and gives recommendations based on the finding as well as suggestion for further research.

Chapter 5

5.0 DISCUSSION OF FINDINGS, SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Discussion of Findings

This study reveals a positive significant correlation of 98% between the non-academic self-concept (NACD) and academic self-concept (ACD) of the students. The study of (Bako, 1985; Abdullahi 1985) is in line with this finding, whose study reveals a positive correlation between non-academic self-concept (NACD) and academic self-concept (ACD) of the students. It also discovered a significant relationship of 99% between academic self-concept (ACD), non-academic self-concept (NACD) and total self-concept (ToT) at 0.05 level of significance which also correlates the finding of Idris (1985). However, these findings discussed above were not hypothetically tested in this study.

Perhaps the significant correlation between the two components of self-concept was mainly responsible for the significant correlation found between the total self-concept (ToT), academic self-concept (ACD) and non-academic self-concept (NACD) of the students.

Previous studies have reported significant correlation between self-concept and academic performance. For instance, Butcher (1968) discovered a closer relationship between the measures of self-concept and intelligence test results than with standardized achievement test result. In a related study Brookover et al (1964) found a positive significant correlation between self-concept and academic performance even when intelligence scores were controlled. In studies like Akinboye, (1980) and Adediran (1984), it was found that high self-concept and good achievement were associated. American Educational Research Journal summarized the findings of (Shevelson and Bolus 1982; Shevelson et al, 1976; Wylie 1979) to have shown a positive correlation between academic achievement and self-concept.

These studies tends to suggest significant positive correlation between self-concept and academic performance. The findings of this study is contrary to these findings, as the insignificant correlation between self-concept and academic performance was found to be negative.

This study was further justified by the fact that it shares the views of (Birney et al, 1969 Brittle, 1979; Adediran, 1984) whose studies found no significant relationship between self-concept and academic performance. It could, however, be stressed that researches in this area have paid little attention to other factors, such as the academic or social economic background. The study of Marsh, Parker and Smith, (1983) reported a low correlation between students self-concept and academic achievement. A likely reason for this low correlation according to them is the combination of the test difficulty, the time limits of the test, and the low reading ability of the students. similarly their findings reported that students from high social economic status (SES) perform better in terms of academic achievement than their counter-part from low social economic status, (SES).

Bloom (1956); Bloom and statler (1957) clearly indicated that adolescents of low SES fail to attain levels of academic performance commensurate with those of their counterparts from high SES. The adolescents from low SES areas tend to have retarded academic performance, a great number of variables have been examined to account for discrepant scores, such

as the home as an unstimulating environment, parental interaction, poor language skills and general intelligence.

It may therefore be said that the results of this investigation have shown enough evidence to support the hypotheses of this research and have pointed out the importance of the self-concept NACD, ACD and ToT and school performance to education.

5.2 Summary

The purpose of this study was to specifically investigate the relationship between adolescents self-concept and social economic background to academic performance among secondary school pupils. It was also to find out if social economic background influence the self-concept and academic performance of adolescents.

To achieve this, 200 questionnaires (ADQ) were randomly distributed to secondary school students. The data subsequently collected were analysed using the Pearson Moment Correlation Coefficient at 0.05. The findings reveals that:

1. Significant relationship was found between NACD and ACD of the students.

2. Significant relationship was found between NACD and ToT.

3. Significant relationship was found between ACD and ToT.

4. Negative insignificant correlation was found between the NACD and school performance.

5. Negative insignificant relationship was found between the ACD and performance in school subjects.

6. Negative insignificant relationship was found between the TOT and performance in school subject.

5.3 Conclusion

On the basis of the aforementioned findings, the following conclusions are drawn:

1. That NACD and ACD are significantly related.

2. That both NACD, ACD and ToT are significantly related and either of NACD or ACD can influence ToT.

3. That NACD does not necessarily affect performance in school subjects.

4. That performance in school subjects was not influenced by ACD.

5. That relationship does not exist between ToT and performance in school subjects.

5.4 Recommendations

The study unfolds to us how environmental interactions can be planned especially in the early day of the child, so as to help him develop a matured personality. Teachers should endeavour to fish out the adolescents who tend to underrate their potentials and abilities in academic performances and concerted efforts be made by the teachers to bring such adolescents into a suitable teaching environment which focuses on gradual steps in learning so that success at every step can carry them forward.

similarly, appropriate challenging tasks or lessons should be prepared for adolescents who are over-estimators of their capabilities so that they realise that they have their limitations. plans should be made by teachers to shape the ideal-self of adolescents in such a manner that the ideals are realistics for them to achieve and not sheer fatansies. Teachers should also be conscious of the comments they make about the performances of each individual pupils, as these normally serve as bases for the formation of adolescents self-concepts. Thus, comments of the parents and siblings should be given prominence, when considering factors that could motivate the pupils to work hard or otherwise.

Curriculum planners and implementers endeavour to include the psychology of socialization in the curriculum of both primary school and secondary school, since the psychology of self-concept concerns the individual and his interaction with others.

5.5 *Suggestion for Further Study*

This study has opened up areas yet un-investigated about the relationship between some

unidentified factors of self-concept and school performance. The following areas are therefore recommended for future research:

1. Further research into the relationship between adolescents from high SES and low SES and its effects on performance in school subjects be carried out.

2. It is similarly recommended that this study be carried out in other states of the federation so as to form a basis for generalization.

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Appendix 1: ADOLESCENT-DESCRIPTION QUESTTIONNAIRE (ADQ)

INSTRUCTION

This is a chance to look at yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. PLEASE DO NOT TALK ABOUT YOUR ANSWERS WITH ANYONE ELSE. When you are ready to start, please read each senterce and decide your answer by carefully selecting one of the five responses listed below. On the right hand side of the question put a tick ( ) in the space for the response you have chosen.

Remember, to put a tick ( ) in the space for the response you have chosen for each statement.

	/1/	/2/	/3/	/4/	/5/
RESPONSES	FALSE	MOSTLY FALSE	SOMETIMES FALSE	MOSTLY TRUE	TRUE

However, you will still find these responses numbers repeated at the bottom of each page to help you remember them. If you want to change an answer you have marked, you should cross out the tick and put a new tick ( ) in the space of your new choice in the same line.

If you have any questions, put up your hand. Turn over the page and begin. Once you have started, PLEASE DO NOT TALK.

Name..... (optional)

Gender: Male /__/ Female /__/

Age: 10-15 years /__/

16-20 years /__/

21-25 years /__/

26-30 years and above /__/

PHYSICAL APPEARANCE

S/NO.	ADOLESCENT SELF CONCEPT	1	2	3	4	5
1.	I am good looking	—	—	—	—	—
2.	I like the way I look	—	—	—	—	—
3.	I have good looking body	—	—	—	—	—
4.	I try to be careful about my appearance	—	—	—	—	—
5.	I am ugly	—	—	—	—	—
6.	I am not beautiful	—	—	—	—	—
7.	I am handsome	—	—	—	—	—
8.	I have a healthy body	—	—	—	—	—
9.	I like my looks just the way they are	—	—	—	—	—
10.	I have good sight	—	—	—	—	—
11.	I like the whole features in my body	—	—	—	—	—
	PHYSICAL ABILITY/SPORTS					
12.	I am neither too fat nor too slim	—	—	—	—	—
13.	I like sports and games	—	—	—	—	—
14.	I am a skilled player	—	—	—	—	—
		/1/	/2/	/3/	/4/	/5/
	RESPONSES	FALSE	MOSTLY FALSE	SOMETIMES FALSE	MOSTLY TRUE	TRUE

S/NO.	ADOLESCENT SELF-CONCEPT	1	2	3	4	5
15.	I like sports and games that demands little energy	—	—	—	—	—
16.	I have a strong body	—	—	—	—	—
17.	I can run a long way without stopping	—	—	—	—	—
18.	I am good at shooting a ball	—	—	—	—	—
19.	I am good athlete	—	—	—	—	—
20.	I am always taking part in all sports	—	—	—	—	—
21.	I have a strong body	—	—	—	—	—
22.	I like swimming	—	—	—	—	—
23.	I like individual sport	—	—	—	—	—
24.	I enjoy dual sport than individual sport	—	—	—	—	—
	ITEMS ON SOCIO-ECONOMIC STATUS					
25.	My parents are rich	—	—	—	—	—
26.	I like my parents	—	—	—	—	—
27.	My parents are poor	—	—	—	—	—
28.	I understood my parents more	—	—	—	—	—
29.	My parents attended school	—	—	—	—	—
30.	My parents have interest in my education	—	—	—	—	—
31.	I seek for advice from my parents	—	—	—	—	—
32.	My parents didn't attend school	—	—	—	—	—
33.	I am satisfied with my family relationship	—	—	—	—	—
34.	I take real interest in my parents	—	—	—	—	—
35.	I feel very free with any of my family member	—	—	—	—	—

RESPONSES	/1/ FALSE	/2/ MOSTLY FALSE	/3/ SOMETIMES FALSE	/4/ MOSTLY TRUE	/5/ TRUE

S/NO.	ADOLESCENT SELF-CONCEPT	1	2	3	4	5
36.	My parent and I share things in common	—	—	—	—	—
	RELATIONSHIP WITH PEERS					
37.	I am a friedly person	—	—	—	—	—
38.	I am an extrovert person	—	—	—	—	—
39.	I am happy when I see my peer group	—	—	—	—	—
40.	I am better looking than most of my friends	—	—	—	—	—
41.	I have more friends than most other kids	—	—	—	—	—
42.	Most of other studerts like me	—	—	—	—	—
43.	I should be more polite to others	—	—	—	—	—
44.	I try to understand the other fellow's point of view	—	—	—	—	—
45.	I do not forgive others easily	—	—	—	—	—
46.	I feel very free with any stranger of my age	—	—	—	—	—
47.	I do not like everyone I know	—	—	—	—	—
48.	Overall, I have a lot to be proud of	—	—	—	—	—
	READING/ENGLISH					
49.	I am interested in reading	—	—	—	—	—

	/1/	/2/	/3/	/4/	/5/
RESPONSES	FALSE	MOSTLY FALSE	SOMETIMES FALSE	MOSTLY TRUE	TRUE

S/NO.	ADOLESCENT SELF CONCEPT	1	2	3	4	5
50.	I get good marks ir READING Test	—	—	—	—	—
51.	I look forward to READING	—	—	—	—	—
52.	I always like READING	—	—	—	—	—
53.	I like READING every moment	—	—	—	—	—
54.	I learn things quickly in READING	—	—	—	—	—
55.	I hate READING	—	—	—	—	—
56.	I enjoy READING AlWAYS	—	—	—	—	—
57.	I find READING difficult	—	—	—	—	—
58.	I get along easily wher READING	—	—	—	—	—
59,	Overall, I like READING text	—	—	—	—	—
60.	I am proud of my READING ability	—	—	—	—	—
	MATHEMATICS					
61.	I like MATHEMATICS	—	—	—	—	—
62.	I get good marks ir MATHEMATICS	—	—	—	—	—
63.	I hate MATHEMATICS	—	—	—	—	—
64.	I erjoy doing work ir MATHEMATICS	—	—	—	—	—
65.	I look forward to MATHEMATICS	—	—	—	—	—
66.	I am dumb at MATHEMATICS	—	—	—	—	—
67.	I am irterested ir MATHEMATICS problems	—	—	—	—	—
68.	I find problems ir MATHEMATICS difficult	—	—	—	—	—
69.	I am not getting alorg well in MATHEMATICS	—	—	—	—	—

RESPONSES	/1/ FALSE	/2/ MOSTLY FALSE	/3/ SOMETIMES FALSE	/4/ MOSTLY TRUE	/5/ TRUE

S/NO.	ADOLESCENT SELF CONCEPT	1	2	3	4	5
70.	MATHEMATIC problems are brain tasking	—	—	—	—	—
71.	Overall, I like MATHEMATICS	—	—	—	—	—
72.	MATHEMATICS problem is meant for gifted studerts	—	—	—	—	—
	OTHER SCHOOL SUBJECTS					
73.	I am good at all school subjects	—	—	—	—	—
74.	I get good marks in all school subjects	—	—	—	—	—
75.	I am interested in all school subjects	—	—	—	—	—
76.	I am dumb in all school subjects	—	—	—	—	—
77.	I look forward to all school subjects	—	—	—	—	—
78.	Work in all school subjects is easy for me	—	—	—	—	—
79.	I like all school subjects	—	—	—	—	—
80.	I am not getting alorg with all school subjects	—	—	—	—	—
81.	I am all round good in all school subjects	—	—	—	—	—
82.	Some school subjects are difficult for me	—	—	—	—	—
83.	I like science subjects than art subjects	—	—	—	—	—
84.	I get alorg easily in science subjects	—	—	—	—	

	1	2	3	4	5
RESPONSES	False	Mostly False	Sometimes False	Mostly	True

Appendix II:

Educational Psychology Section
Department of Education
Ahmadu Bello University
Zaria

Date.....

Dear Sir/Madam,

REQUEST TO VET THE ADQ

I am sorry to take a few minutes of your precious time and I shall be very delighted for going through this my piece.

I am a postgraduate student of the Department of Education, Educational Psychology Section, Ahmadu Bello University, Zaria majoring in Adolescence. My M.Ed thesis is on "A Case study of the Relationship Between Adolescent Self-Concept and ACademic Performance in Schools", under the supervision of Dr. A.B. Alhassan and Dr. (Mrs. A.O. Okatahi. In the study I am conducting one instrument adapted from the "Tennessee Self-concept Scale (TSCS)" and "Self Description Questionnaire (SDQ)". In this regard, I am requesting you to please comment on the nature of the items of all parts of the instrument (see attached). My expectation is that you will either AGREE or DISAGREE with the items on the questionnaire, if these items satisfactorily represent the way an individual perceives of himself in the case of the TSCS and if the statement in SDQ correctly describe the way an individual feels about himself.

Your expertise and experience will heavily be relied upon in finalising many of the technical matters herein.

Thanks for sparing time for the exercise. I look forward to hearing from you.

Yours faithfully,

Appendix III: ITEMS ON SOCIO-ECONOMIC STATUS

S/NO.	ADOLESCENT SELF-CONCEPT	1	2	3	4	5
1.	My parents are rich	—	—	—	—	—
2.	I like my parents	—	—	—	—	—
3.	My parents are poor	—	—	—	—	—
4.	I understood my parents more	—	—	—	—	—
5.	My parents attended school	—	—	—	—	—
6.	My parents have interest in my education	—	—	—	—	—
7.	I seek for advice from my parents	—	—	—	—	—
8.	My parents didn't attend school	—	—	—	—	—
9.	I am satisfied with my family relationship	—	—	—	—	—
10.	I take real interest in my parents	—	—	—	—	—
11.	I feel very free with any of my family member	—	—	—	—	—
12.	My parents and I share things in common	—	—	—	—	—

	/1/	/2/	/3/	/4/	/5/
RESPONSES	FALSE	MOSTLY FALSE	SOMETIMES FALSE	MOSTLY TRUE	TRUE

Appendix IV

Faculty of Education
Ahmadu Bello University
Zaria

The Principal
Govt. Sec. School
Suleja - Niger State

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer: ABDULLAHI YUSUF BABA is conducting research in: A Case Study of Adolescents Self-Concept and Academic Performance in Schools.

For the degree of: M.Ed. Educational Psychology

The Faculty of Education will be grateful if you could permit him to conduct classroom experimentation/collect data at your school: Govt. Sec. School, Suleja - Niger State.

Thank you for your continued cooperation with us.

Yours sincerely,

(Sgd)
(Dr. A.G. Adeyanju)
Coordinator
Postgraduate Studies Committee

Appendix V

FACULTY OF EDUCATION
Ahmadu Bello University
Zaria

The Principal
Model Secondary School
Suleja

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer: ABDULLAHI YUSUF BABA is conducting research in: A Case Study of Adolescents Self-Concept and Academic Performance in Schools.

For the degree of: M.Ed. Educational Psychology.

The Faculty of Education will be grateful if you could permit him to conduct classroom experimentation/collect data at: your school - Model Secondary School, Suleja, Niger State.

Thank you for your continued cooperation with us.

Yours sincerely,

(sgd)
Dr. A.G. Adeyanju
(Coordinator)
Postgraduate Studies Committee