

ABSTRACT

Name of Institution: De La Salle University-Aguinaldo

Address: Dasmariñas, Cavite

TITLE: The Relationship of Academic Performance to the Self-Concept of Selected Junior High School Students in Immaculate Concepcion Academy, SY 1995-1996.

AUTHORS/PROPONENTS: Blessie A. Anadilla, Grace N. Belardo, and Anna Lizza S. Camaclang

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OBJECTIVES OF THE STUDY:

A. GENERAL

To determine the relationship of academic performance to the self-concept of selected junior high school students in Immaculate Concepcion Academy, school year 1995-1996.

B. SPECIFIC

1. To find out what is the academic performance of selected junior high school students in Immaculate Concepcion Academy.

2. To find out the self-concept of selected junior high school students in Immaculate Concepcion Academy.

3. To determine if there is a significant difference in the academic performance of the respondents when they are grouped according to sex.

4. To determine if there is a significant difference in the self-concept of the respondents when they are grouped according to sex.

5. To determine the relationship between the academic performance and the self-concept of the respondents.

SCOPE AND COVERAGE:

The general idea of this study was to determine the relationship between the academic performance and the self-concept of selected junior high school students in Immaculate Concepcion Academy. A sample of 90 students were randomly drawn from the total population of 479 in 3rd the junior year level or 18.79% of the total population.

METHODOLOGY:

This study utilized the descriptive method of research. The respondents of the study were selected junior high school students in ICA, SY 1995-1996. The Pasao Self-Concept Scale by Myrna M. Pasao was used as the main research instrument and the GPA for the 2nd quarter SY 1995-1996 of the respondents was considered as the basis of academic performance.

MAJOR FINDINGS:

The study showed that the academic performance of selected junior high school students in Immaculate Concepcion Academy was very good ($\bar{x} = 85.261852$) based on the

equivalent grading system of the school.

Their self-concept was considered average ($\bar{x} = 392.56667$) based on the standardized norms of the Pasao Self-Concept Scale.

A significant difference was found in the academic performance of the respondents when they were grouped according to sex ($r = 0.05$, $t_c = 2.548583 > t = 1.990065$) with female students having a higher rate than male students. On the other hand, findings showed that sex was not related to self-concept ($r = 0.05$, $t_c = 1.108875 > 1.98896$)

A significant relationship exists between the academic performance and self-concept of the respondents ($r = 1.96$, $p < 0.05$; $r = 2.358$, $p = 0.01$)

CONCLUSIONS:-

Based on the findings of the study, the authors concluded that females tended to be more serious in valuing their academic performance while the males were more likely to disregard the importance of their academic endeavors.

The authors also concluded that gender differences had nothing to do with self-concept.

Finally, the scholastic standing was seen to have had a significant bearing in the formation of self-concept. It

was concluded that there is a circular relationship between self-concept and academic performance.

RECOMMENDATIONS:

This research recommended to the professors and instructors that they should motivate male students to strive harder in their studies.

Homeroom program that stresses on the development of a realistic and extensive curriculum should be implemented in secondary education. The concern of educators should not be confined solely on the academic standing of the learners. Assistance on their part towards the students self discovery should also be emphasized.

An exploration on the dimensions of self-concept which, among the ten factors assessed by the Pasao Self-Concept Scale is the best predictor of self-concept, is also recommended.

Further research should be done on the stability and consistency of self-concept over a certain period of time in order to create more effective self-concept enhancement programs that would promote a sense of inner continuity among adolescents.