



The Learners' Academic Self-Concept and Its Influence to Their Academic Performance Amidst the Online Learning Modality

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Abstract

Self-concept is a complex psychological construct that psychologists and educators must grasp since it has an impact on an individual's behavior, particularly at school. Further, this study investigates the influence of academic self-concept on learners' academic performance amidst the online learning modality. Employing descriptive correlational design, results of the statistical analysis suggested that academic self-concept had an influence on the learner's academic performance in school with initiatives and effort to maximize their learning capacity. Thus, this implies that education stakeholders should use all measures required to ensure that learners make an effort throughout their daily learning activities.

Keywords: Academic Performance, Quantitative Research, Academic Self-Concept, Online Learning Modality, Senior High School Students

Introduction

Self-concept is a complicated psychological construct that psychologists and educators must comprehend since it influences an individual's behavior, especially at school. According to Jaiswal and Choudhuri (2017), self-concept is a set of personality traits based on self-awareness or experience. It comprises mental and intellectual grasp and devotion to one's knowledge and comprehension, according to Bacon (2014). Task completion, failure, success, and vocal performance, according to Amalu and Okon (2018), all affect an individual's judgment of their capacity to complete a task. The self-concept is the sum of one's academic, social, and personal self-concepts. There are two types of self-concepts: emotional and physical.

Furthermore, academic self-concept refers to a person's academic competence and achievement judgment. Academic self-concept refers to a person's confidence in their intellectual abilities. Academic self-concept is a term that describes how a student perceives their academic ability (Jones, 2017). It influences academic performance (Chen et al. 2013), social and emotional well-being (Harter, 2012), and daily living (Marsh et al. (2018). This shows how students' academic self-concept affects their self-regulated behavior, influencing their activities, efforts, and persistence—an individual's temperament, maturity, and natural surroundings all impact academic self-concept. Academic self-concepts are established in partnership with parents, peers, adults, and oneself (Rady, el-Nady, and Kabeer, 2016)

Academic success is a cause-and-effect relationship, which means academic success is related to academic self-concept. Academic success has been linked to academic self-esteem (Unimna, 2018). Jaiswal and Choudhuri (2017), assessed the academic self-concept and performance of secondary school students aged 14-17 years from 15 secondary schools. Academic achievement and academic self-esteem are intricately linked. Izuchi and Onyekuru (2017) investigated the association between academic self-concept, motivation, and achievement in college students. 528 college students were polled for the study. Academic self-concept is intrinsically linked to academic motivation and achievement. Meshkat and Hosseini (2015) investigated students' academic self-concepts in English and General Subjects. A total of 320 fourth-graders from western Mazandaran participated in the program. The study found a strong relationship between academic self-concept and academic accomplishment in both English and GPA.

Bakari and Baralabe (2013) studied 756 male and 714 female Junior High School pupils in Ghana. A stratified sampling strategy was used to choose two youngsters from each 24 Junior High school. According to the study, there was a link between academic self-concept and academic achievement. Obi, Onyegirim, Ani, and Ebe are four brothers and sisters (2017). Enugu State University researchers investigated academic self-concept and academic achievement in English. Enugu State's three educational zones were used to pick 800 pupils (400 males and 400 girls). Academic self-concept and English language ability have a significant association.

Moreover, Ghazvinia (2011) investigated high school students' academic self-concept and performance. 363 students from ten high schools were chosen using a multistage cluster sampling approach. The study found a link between academic self-concept and academic achievement. Another study looked at the connection between academic self-esteem and academic success. There are 2950 handicapped children between the ages of 8 and 14. (Grades1-9) Academic performance is related to academic self-concept. Thus, a negative academic self-concept can reduce a student's motivation and interest in studying. In contrast, a positive academic self-concept can increase a student's ability to self-motivate at school or in the classroom.

Research Question

This study investigates the influence of academic self-concept on learners' academic performance amidst the online learning modality. Specifically, it answers the following question:

1. Do the respondents' academic self-concept significantly affect their academic performance?

Literature Review

Self-Concept and Academic Performance

In psychology, self-concept influences behavior. The term "self-concept" refers to a person's perception of themselves as perceived by the world in which they live. It includes one's self-perception, emotions, and beliefs. In relation to others, a person's environment influences their self-concept. Various factors influence these thoughts, such as relevant evaluations, reinforcement, and behavioral attributions. In it, he reveals his personality traits, flaws, abilities, limits, values (Nalah, 2014).

In the words of Kaur et al. (2009), self-concept is comprised of three critical components: identity, self-esteem, and behavior. Unlike self-esteem, self-concept is concerned with how well one's feelings and attitudes can be described, anticipated, and linked to self-learning. Self-concept is distinct from confidence in that it is a psychological or unquestionable attribute of the individual (e.g., "I am a fast sprinter"). In contrast, self-esteem is subjective and evaluative (e.g., "I like being a quick sprinter") (Ayduk, Gyurak, and Luerssen, 2009).

Dambudzo (2009) emphasized academic success and

self-esteem in rehabilitating low-esteem students. These self-concept presentations are inevitable outcomes of learner development and advancement, rather than ecstatic displays, according to Murugan and Jebaraj (2017). A person's self-concept increasingly influences academic attainment. The pattern of their academic self-concept is crucial since children are future generations' investors.

Meerah and Mazlan (2017) discovered a relationship between athletes' self-concept and academic success. According to the study's findings, a minor positive connection exists between the parameters. This shows that the participants in their investigation had substantially better self-esteem.

Chamundeswari (2014) established a relationship between students' self-concept, academic achievement, and study habits. According to his study, all motivated behaviour is dependant on one's self-concept. According to Anitha and Parameswari (2013), familial experiences impact one's self-concept. Sikhwari (2014) investigated learner motivation, self-concept, and academic achievement and identified a high association between motivation, self-concept, and academic attainment.

According to Naghebzadeh, males and girls have considerably distinct academic self-concepts than academic desire (2014). (2014). Furthermore, multiple regression analysis reveals that self-esteem is a major predictor of academic performance. The findings showed a high link between learners' self-concept, academic motivation, and academic achievement but no correlation between academic performance and academic motivation.

According to Gabriel et al. (2009), a person's level of dedication to the ideals and traits they hold for themselves affects their success or failure in life and school. It's worth emphasizing that a learner's assessment of their talents significantly influences performance.

Adom et al. (2014) identified a significant association between academic performance and self-concept among high school students in their study on performance motivation, academic self-concept, and academic accomplishment. Although there was no statistically significant correlation between academic motivation and academic achievement, the study discovered a good correlation.

Bacon (2011) also explored the association between academic success and academic self-concept in highly mobile African American children. According to the

research, academic achievement and respondents' academic self-concept have a significant association. Additionally, increasing student motivation in higher education continues to be a struggle, since many children's eagerness is perceived as surprising.

According to Jen and Chien (2008), a favorable influence on a learner's accomplishments based on his or her self-concept happens within the same learning subject but negatively affects another. Three viewpoints were presented on the relationship between academic self-concept and academic accomplishment. According to the skill development paradigm, increased academic achievement has a favorable effect on a learner's self-concept. According to the self-enhancement technique, it is necessary to construct learners' self-concepts in order to boost academic accomplishment.

According to Anitha and Parameswari's 2013 study on the association between self-concept and academic performance among high school students, academic accomplishment is positively connected to self-concept. According to studies, self-concept is a critical component of each child's development, and it influences how children gather experience, interact with their community, and establish a sense of identity. Ghazvini published research in 2011 on the association between academic self-concept and academic accomplishment. According to the study, there was a substantial association between academic self-concept and academic accomplishment.

Oluwatosin and Bamidele (2014) conducted a study in 2014 on the association between self-concept and academic achievement among secondary school students. Using a descriptive survey research approach, the study discovered a favorable correlation between learners' self-concept and academic accomplishment. Additionally, research indicates that children who attend private schools have a stronger sense of self-esteem than children who attend public schools.

Chohan and Khan (2010) investigated the effects of parental education support on students' academic achievement and self-esteem. The data indicate that parental involvement in their children's education has a constant positive effect on academic performance and self-esteem. Musa Matovu (2012) discovered that the gender (male and female) of learners from diverse faculties has an effect on their academic self-concept.

Generally, self-concept is described in terms of academic achievement, emotional well-being, and extracurricular activities. A positive self-concept is a

comprehensive system of taught concepts, attitudes, and beliefs about oneself and one's life that may be learned via self-awareness, appreciation, self-familiarization, and hopeful logical reasoning. According to educational psychology, the learner's self-concept is distinct from the educator's teaching strategies and attention inside the classroom premise. Good self-concepts, such as those mentioned before, can help pupils improve their academic performance by developing a positive self-image (Yahaya, 2009). (Yahaya, 2009).

Yahaya's (2009) study of the effects of self-concept and interpersonal communication skills on academic performance examines learners' self-concepts in the following domains: physical, personal, moral and ethical, behavior, social satisfaction, and identity; and interpersonal communication skills, which revealed a significant correlation between self-concept and interpersonal communication skills. Contrary to popular belief, self-esteem does not appear to be a significant predictor of academic achievement. The self-concept of an individual may be shaped by family history, repeated failure, bereavement, and internal self-analysis (Aziz and Jamaludin, 2009). (Aziz and Jamaludin, 2009).

The study found no significant variations in learner self-concepts by gender, location, or management variation. Additionally, there were disparities in performance motivation by gender and geography. On the other hand, academic success of children has been shown to vary significantly depending on their location and management. Academic achievement, self-esteem, and ambition to perform all played a part. Yengimolki et al. (2015) examined the relationship between self-perception, social adjustment, and academic success in students. This demonstrates that, despite significant gender and adjustment differences, respondents' self-concept remains unaltered.

Methodology

This study employed descriptive correlation to investigate how learners' academic self-concept affects academic accomplishment. The study included 251 senior high school students. The Academic Self-Concept Questionnaire (ASCQ) was used to examine academic self-concept. The ASCQ has ten questions that range from Strongly Agree to Strongly Disagree. The Cronbach's Alpha technique was used to determine the reliability coefficients of 0.76 and 0.78.

Result

This study aims to see how online learners' academic success is influenced by their academic self-concept. We used a four-point Likert scale to assess academic self-concept. They had a poor academic self-concept, but individuals in the 16-20 and 20-24 age groups had a high to excellent academic self-concept. The hypothesis was tested using regression analysis. Thus, the findings concluded that academic self-concept significantly affects academic performance of the learners.

Discussion

Students' academic self-concept affected their academic progress, according to the study. This shows that a positive academic self-concept is linked to academic success. Bakari and Baralabe (2013) and Ghazvinia (2011), who discovered a significant positive association between academic self-concept and student academic performance, agree with the findings. The number of effort students put into their studies has a considerable impact on their academic self-concept and accomplishment. Academic self-concept, which evaluates a learner's perceived academic talents and interests, is used to assess learning styles. A strong academic self-concept encourages students to be more independent at school and persist at a task for longer periods. Students with a low academic self-concept, who consider academic work a personal hazard, have little desire and lack motivation, are more motivated to complete difficult tasks and set higher goals.

Conclusion

The study revealed that academic self-concept affects the children's academic progress in school via their effort in studying. This means that education stakeholders should use all measures required to ensure that learners make an effort throughout their daily learning activities.

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