

Self – Concept, Self – Esteem, Self – Efficacy and Academic Performance of the Senior High School Students

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Abstract: *Self-related perceptions have turned into an essential subject in education, given its impacts on students' behavior and academic performance. These self-related psychological perceptions include self – concept, self – esteem, and self – efficacy. Education in the Philippines represents the ever-changing facets of life. Augmenting the current educational system through the implementation of the K to 12 curriculums. Thus, this study's primary purpose was to determine the students' self-concept, self-esteem and self-efficacy, and academic performance. The respondents of the study were senior high school students. The descriptive-correlation research method was utilized to describe the respondents' profile in terms of self-concept, self-esteem, self-efficacy, and academic performance. The null hypothesis at .05 alpha level of significance was tested to determine the impact of self-concept, self-esteem, and self-efficacy on the students' academic performance. The computed multiple regression analysis results revealed that self-concept, self-esteem, and self-efficacy do not significantly affect senior high school students' academic performance. Moreover, it is suggested that the school personnel and parents monitor and provide the needed support and guidance to their children while searching for their identities. Also, devise additional programs for their students' proper guidance and make progress on the learning activities and teaching-learning plan to maximize their learning experience and boost the students' performance in class.*

Key Words: *Self-concept, Self-esteem, Self-efficacy, Academic Performance.*

1. INTRODUCTION:

Self-related perceptions have turned into an essential subject in education, given its impacts on students' behavior and academic performance. These self-related psychological perceptions include self – concept, self – esteem, and self – efficacy. Education in the Philippines represents the ever-changing facets of life. Augmenting the current educational system through the implementation of the K to 12 curriculums. An additional year for primary education has been implemented, facing the reality that students' workload and financial problems caused most stress (Essel & Owusu, 2017).

Learned beliefs, attitudes, and impressions of an individual towards oneself best illustrate the idea of self-concept. According to the study of Emmanuel (2014), he looked into the correlation among the motivation, self-concept, and academic performance of the basic education students. Results showed that self-concept and academic performance were significantly correlated.

Furthermore, in the study entitled "Self-Concept, Study Habit and Academic Performance of Students" by Chamundeswari (2014), the results showed a significant correlation among the students' self-concept, study habits, and academic performance. Self – esteem is the totality of a person's evaluation of his worth. Mruk (2010) stated the various ways of defining self-esteem: 1) as an attitude whether it is positive, negative or behavioral reaction 2) based on discrepancy—on how the ideal-self differs from the perceived self, 3) a person's response towards himself, 4) a personality.

In the study between self-esteem and secondary school students' academic performance by Bhagat (2017), respondents studying in government and private schools show a positive but not significant relationship found between negative self-males and females with their academic performance. Self – efficacy is the perception to do an assigned task more effectively. It is a positive attitude toward the self that any tasks given could be accomplished through a person's capabilities.

In Bandura's Social Cognitive Theory of 1994, it was stated that four processes could be affected by self-efficacy: cognitive, motivational, affective, and selection processes. Self-efficacy significantly affects the cognitive processes of a person. The more that a person believes in himself, the more that the goal will be more comfortable for them to be achieved while those who have low self-efficacy focuses on the negative side, and it is more likely that they would experience difficulty and failure in achieving their goals. With self-efficacy, a person motivates himself through the goals they set for themselves and how they overcame the challenges while achieving those goals.

Balami (2015) studied the relationship between distance learner students' self-efficacy and academic performance; results showed that learners' self-efficacy has no significant relationship with their academic performance.

In this study, the researcher aims to contribute to Psychology and Education by finding the impact of self-concept, self-esteem, and self-efficacy on senior high school students' academic performance.

1.1 Research Questions

This study's primary purpose is to determine the impact of self – concept, self – esteem, self – efficacy on the academic performance of the senior high school students.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1 self – concept,
 - 1.2 self – esteem, and
 - 1.3 self – efficacy?
2. What is the level of academic performance of the respondents?
3. Do the respondents' self-concept, self-esteem, and self-efficacy significantly affect their academic performance?

2. REVIEW OF LITERATURE:

2.1 Self-Concept and Academic Performance

Self-concept plays a vital role in influencing one's behavior that makes significance in the field of psychology. Self-concept is the knowledgeable information a person has from himself interpreted by the environment one belongs to. In general, it is composed of feelings, ideas, and attitudes that one refers to himself. A person's self-concept is a case-to-case basis that varies and depends on the situation or phases a present in himself towards another. These concepts are primarily influenced by different factors like evaluating significant others, reinforcements, and behavior attributions. It adheres as reference points about himself: a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values, and relationships, which he sees as information relating to his identity (Nalah, 2014).

It is the collation of attitudes and views towards oneself that affects academic performance, gender identity, sexual personality, and racial identity. For the most part, self-concept encapsulates the response to "Who am I?" (Left, Onghena, Colpin, 2010).

Kaur et al. (2009) stated that self-concept has three main elements: self-image or self-identity of an individual, self-esteem, or the worth a person instills on himself/herself; and behavior component wherein self-concept influences and forms the behavior of a person. Self-concept is distinguishable from self-esteem, which refers to the degree to which self-learning is characterized, predictable, and pertinent to one's states of mind and attitudes. Self-idea likewise varies from confidence: self-concept is a psychological or unmistakable segment of one's self (e.g., "I am a quick sprinter"), while self-esteem is opinionated and evaluative (e.g., "I like being a quick sprinter") (Ayduk, Gyurak, & Luerssen, 2009).

Dambudzo (2009) emphasized the importance of academic performance and self-concept as essential for rehabilitating students that may be victims of their undesirable concepts regarding themselves. A study entitled "A Study of Self-Concept concerning Academic performance among 9th Standard Student" was conducted by Murugan and Jebaraj (2017). The specific requirements for arranging these spectacles of self-concept in connection to academic performance as a typical and unsurprising crucial consequence of the student development and advancement as opposed to among enthusiastic manifestation. The self-concept in connection to academic performance ends up being essential in the activities of an individual. As the students are the stakes of future generations, their self-concept pattern concerning academic performance is significant.

Meerah and Mazlan (2017) identified the relationship between self-concept and an athlete's academic performance. Research findings concluded that there was a weak positive relationship between the variables. This suggests that the respondents possessed considerably higher self-esteem in their study.

In the study entitled "Self-Concept, Study Habit and Academic Performance of Students" by Chamundeswari (2014), a significant correlation among the students' self-concept, academic performance, and study habits was shown. The conclusion of his study suggested that the root of all behavior that is motivated is self-concept. Moreover, Anitha and Parameswari (2013) stated that family experiences were the basis of self-concept. Sikhwari (2014) studied the "The Relationship between Motivation, Self-concept, and Academic Performance of Students at a University in Limpopo Province, South Africa," the results indicated that a significant correlation was evident among motivation, self-concept, and students' academic performance.

According to Naghebzadeh (2014), there are significant differences among boys and girls not in academic motivation but academic self-concept. Furthermore, the result of the multiple regression analysis illustrates that

academic performance is strongly predicted by self-concept. The results revealed a significant correlation between self-concept, students' academic motivation, and academic performance but found no correlation between academic performance and academic motivation.

In the study of Gabriel et al. (2009) stated that failure or success in life or schoolwork would depend on how much individuals feel regarding the attributes and qualities they hold for themselves. It is noted that achievement rests a lot on the student's self-concept of their ability.

The study of Adom et al. (2014) entitled "Achievement Motivation, Academic Self-Concept and Academic performance among High School Students" presented a significant relationship between academic performance and self-concept. The study concluded that a positive correlation was present, although there was no significant correlation between academic motivation and academic performance.

Furthermore, Bacon (2011) studied the correlation between academic performance and academic self-concept with African American students with geographic mobility experience as the focus. Results depicted that a significant relationship is present among the academic performance and the respondents' academic self-concept. It also suggested that enhancing students' motivation in higher learning continued to struggle as several students' eagerness is deemed unpredictable.

According to Jen and Chien (2008), a positive effect will occur on a student's accomplishment based on a student's self-concept within the same learning subject but will negatively affect another. The correlation among the academic self-concept and academic performance of students had three perspectives. It was proposed in the skill development model that a positive effect occurs regarding the student's self-concept when academic performance is exerted. The self-enhancement model states that promoting students' self-concept is necessary to improve a student's academic performance.

Like the abovementioned study, Anitha and Parameswari's study in 2013 entitled "Correlates of Self-concept among High School Students in Chennai City, Tamilnadu, India" revealed that academic performance is positively related to self-concept. Results showed that self-concept is an essential perception of any child's growth and affects as children slowly gain experience, interact with the community, and acquire individuality. Another study conducted by Ghazvini in 2011 determined the relationship between academic self-concept and academic performance. Findings illustrated that there is a close correlation between the variables of academic self-concept and academic performance.

In 2014, Oluwatosin & Bamidele investigated the relationship between self-concept and academic performance of secondary school students in chemistry. Using a descriptive survey research design, the study revealed a positive correlation between students' self-concept and academic performance in chemistry. Also, between students attending public and private schools, it was revealed that chemistry students attending private schools have a higher self-concept level.

Chohan & Khan (2010) examined parental support concerning education on students' academic performance and self-concept. The study revealed that parental contribution regarding their children's education positively and consistently affects academic performance and self-concept. In the study of Musa Matovu (2012), it was shown that gender (male and female) from different faculties shows significant effort on students' academic self-concept.

In general, self-concept is perceived in the following: education, emotional, and extra-curricular activities. Self-concept comprises the general systematic acquired beliefs, attitudes, and opinions a person believes is right in his life, thus defining a positive self-concept which can be achieved through the recognition, appreciation, self-familiarization, and optimistic rational thinking of oneself. In the lens of educational psychology, the student's self-concept varies from the teaching methods and focus of educators inside the classroom premise. With those above, positive self-concept can aid students in academic performances through positive outlooks about themselves (Yahaya, 2009).

In the study of Yahaya (2009), self-concept and interpersonal communication skills on the academic performance aim to identify the students' levels of self-concept: physical, personal, moral and ethical, behavior, social satisfaction, and identity; and the interpersonal communication skills that aided in the findings that: self-concept significantly correlates with interpersonal communication skills. However, contrary to the above, self-concept does not significantly correlate with academic performance. Also, family upbringing, consecutive failure, depression, and internal self-analysis can influence one's self-concept (Aziz & Jamaludin, 2009).

Academic self-concept is the distinction of oneself in related academic activities such as subjects, educators, and educational institutions, while non-academic self-concept is the distribution of oneself in non-academic activities, like physical self and relativity towards family, friends, and society (Tang, 2011).

According to Nalah (2014), findings revealed an existing significant relationship between students' high and low self-concept and academic performance. Thus, Nalah (2014) recommended that social indicators (parents, teachers, government, society) should maximize positive and high self-concept as a social self-concept factor that can improve students' academic performance. In addition to his study, self-concept is categorized as having both positive

and negative aspects related to students' academics. However, self-concept differs respectively with gender (male and female), which directly relates to their academic performance.

In the study of Adebule (2014), "Self-Concept and Academic Performance in Mathematics among Secondary School Students in Ekiti-State," it was shown that self-concept did not affect the academic performance of students; in which the researchers suggested that the environment should have an understanding that the rate of academic performance of students does not reveal their self-concept. In support of the study, Laryea, Saani, and Brew (2014) investigated the influence of self-concept on the students' academic performance. Their study shows that self-concept does not directly affect the students' academic performance.

The study of the relationship between academic, physical, and social self-concepts of students with the students' academic performance showed that physical self-concept and social self-concept were not related to academic performance (Zahra, 2010).

Emmanuel et al. (2014) looked into the relationship between achievement motivation, academic self-concept, and high school students' academic performance. The study's results revealed that most high school students surveyed had a high achievement motivation and self-concept and performed well on the Mathematics Achievement Test. It was found out that there was a positive correlation between achievement motivation and academic performance; their correlation was not significant.

Chetri (2014) presented a study of adolescents' self-concept and achievement motivation to their academic performance. The study revealed a non-significant difference among the students' self-concept regarding gender, locale, and management variation. The same result was revealed for the achievement motivation concerning gender and locale variation. On the other hand, it is revealed that there is a significant difference between the students' academic performance regarding locale and management variation. Overall, the two variables of self-concept, achievement motivation, and academic performance were significant. Yengimolki et al. (2015) examined the correlation of self-concept and social adjustment with the students' academic performance. This reveals that while there is a significant difference between genders and adjustments, there is no significant difference between the respondents' self-concept.

2.2 Self – Esteem and Academic Performance

Acquiring knowledge can be influenced by many aspects of the learner's psychological characteristics, such as self-esteem. According to the Self-esteem Theory of Rosenberg (1965), self-esteem is commonly regarded as the belief of the self, which may be positive or negative. Uplifting mentality towards the self's idea is referred to as high self-esteem (HSE), while a negative attitude is a low self-esteem (LSE).

Research on the students' self-esteem and its effects on their academic performance and correlate self-esteem, and the academic outcome of undergraduate students has been conducted at the University of Swat. A total sample of 600 respondents was selected randomly from various departments at the University of Swat. The researchers utilized the Rosenberg Self-esteem Scale (RSES), and the students were also asked about their academic performance from their previous semesters. Results manifested a significant positive correlation between students' GPAs and their scores on the self-esteem scale. It was concluded from the results that students with higher self-esteem level had a higher academic outcome. (Correlating, 2018)

According to Ahmad et al. (2013), in their study "Relationship between Self-Esteem and Academic performances of Students from the Government Secondary Schools," an essential academic construct in the course of education is self-esteem. Also, it is acknowledged as one of the main factors in the students' learning results. The results demonstrate that whenever there is present positive self-esteem within students, they have a high level of academic performance. Therefore, it is indirectly stated that there is a significantly high correlation between academic performances and self-esteem within students.

In the study of Al-Hebaish in 2012 entitled "The Relationship between General Self-Confidence and Academic performance in the Oral Presentation Program," its results showed that academic performance and general self- confidence have a significant and positive relationship with each other. Colquhoun & Bourne (2012) had conducted a study regarding self-esteem in the students' academic performance. The results showed that there is a positive correlation between self-esteem and academic performance. Boys also had lower self-esteem than girls.

Akinleke (2012) studies how student's anxiety and self-esteem can affect academic performance. The study respondents were given two sets of questionnaires, and their Grade Point Averages (GPA) from last year were also collected. Compared with each other, the results showed that low anxiety students had higher GPAs than those high in anxiety. Also, there is a positive relationship between self-esteem and academic performance.

Duru and Balkis (2017) study entitled "Procrastination, Self-Esteem, Academic Performance, and Well-Being: A Moderated Mediation Model." The present study examines the integrated effects of procrastination, self-esteem, and academic performance on well-being in a sample of Turkish college undergraduates. Results affirm earlier confirmation recommending that procrastination and self-esteem were imperative indicators of well-being. Results likewise showed

that both procrastination and academic performance have direct and interactive effects on self-esteem have immediate and intelligent consequences for Self-esteem.

Self-esteem interceded the connections between hesitation and prosperity. Besides, the roundabout impact of stalling on prosperity using intercession of confidence may fluctuate contingent upon scholarly execution. Discoveries were talked about regarding related writing, and further proposals have been made for future investigations. Furthermore, Duru and Balkis (2017) study incorporated the impacts of procrastination; academic performance and self-esteem on well-being have been researched. The accompanying conclusions can be drawn from the present examination: (a) procrastination harms self-esteem by interrupting academic performance; (b) confidence interceded the relationship between tarrying and well-being, and (c) the aberrant impact of dawdling on prosperity by the intercession of self-esteem is more grounded on account of poor academic performance. This exploration added to the writing by proposing that dawdling does not have a defensive part for self-esteem. Moreover, it unfavorably influences students' self-esteem with their academic performance. The present investigation additionally exhibited how and when the stalling influences well-being of the students.

In support of the previous studies, Bullare et al. (2017) studied self-esteem, extraversion personality, and academic performance among children from intact families and orphans. Determining the differences of self-esteem, extraversion personality, and academic performance among the children from whole families and children who are orphans, and determining the correlation between self-esteem and extraversion personality with academic performance among children from intact families children who are orphans are the priority of the study. The findings concluded that there was no significant correlation between self-esteem and extraversion personality with academic performance.

Moreover, there was an expanding population of orphans. As indicated by Onuoha, Munakata, Serumaga-Zake, Nyonyintono, and Bogere (2009), orphans mean individuals under eighteen who lost one of their parents or the two guardians. Numerous components can cause parental misfortune, including parental demise, separation or partition, and birth before marriage.

Orphans regularly have a more significant duty at home, as they have to help in housework and deal with their kin's welfare. Thus, they tend to have higher self-sufficiency, self-esteem, and desire when contrasted with youngsters from the in-place family. In any case, they expressed that parental hardship can drastically bring down a kid's level of self-esteem.

Naderi, Abdullah, Aizan, Sharir, and Kumar (2009) likewise contended that self-esteem connects with job success, academic performance, relational similarity, and general bliss. The School of Engineering of Universidad Tecnológica del Perú in the third term of 2016, studied whether self-esteem and study habits correlate with academic performance. Their study was descriptive observational, multivariate, or cross-sectional factorial. The study population comprises of 196 students and the sample size of 86 students. Luis Vicuña Peri's Study Habits Inventory and Coopersmith Self-Esteem Inventory and the average grades obtained by respondents were used for research variable measurement. Findings show that self-esteem does not significantly affect academic performance, but study habits do affect academic performance. (Chilca, 2017)

According to Ogot (2017), his research established that students' academic performance depends on their self-esteem and current relationships. Their study observed the extreme connection between academic performance and self-esteem. Students' high self-esteem leads to high grades. Research on students' life satisfaction and its effect on their academic performance was conducted to examine the literature on the connection between students' emotional health and their academic performance. Two hundred twenty-three students from a large rural high school in East Tennessee took a validated survey to assess their level of life satisfaction, and the results were tabulated to their averages to determine the significance level. There was a positive but weak correlation was found between the variables (Cagle, 2017).

2.3 Self – Efficacy and Academic Performance

The concept of self-efficacy focuses on the individual's judgment on executing the course of action based on the situation. Criteria of self-efficacy depends on an individual's ability to execute his coping attitudes, behaviors, and consistent efforts exerted in the face of hardship.

One of the essential concepts in Psychology is self-efficacy because it plays in actual behavior and often has been considered in multiple areas and psychological realm disciplines. The progress in self-efficacy and identifying affecting factors on it will affect students' academic performance. It is considered as the effectiveness and skills to cope with life's struggles. The strength of self-efficacy is based on one's perception of one's own capability to accomplish tasks and goals (Ormrod, 2006). Bandura (2004) has defined self-efficacy as one's perceived ability to surpass specific situations or accomplish a goal.

About the study, Flores (2013) studied the "Self-concept and Self-Efficacy Beliefs as Predictors of Writing Performance of College Freshman Students," multiple regression was used where the predictors for writing

performance were self-concept and self-efficacy. Self-concept, self-efficacy, and writing performance of first-year college students were significant with one another. However, self-efficacy are better predictors.

According to Balami's (2015) study, "Relationship between Self-efficacy Belief and Academic performance of Distance Learners," learners' self-efficacy has no significant relationship with their academic performance.

On the other hand, Awan et al. (2011) stated that lacking motivation as a related concept of self-efficacy was the root of the weakening of education standards and an obstacle in learning. The motivation was defined as an inner condition that guides and upholds behavior, and it was inevitable that a strong correlation is present between motivation and learning.

Furthermore, motivated students with regards to a specific topic are eager to join activities they believe will help them develop such asking for assistance whenever they do not comprehend a certain aspect of the topic and paying attention to others' instructions.

Sikhwari (2014) stated that students who lack motivation in learning tend to be indifferent in creating efforts in learning. There is also a tendency for them to be unorganized with the learning material and maybe unresponsive in lessons. According to Gesinde (2010), the urge to achieve differs from one person to the other. He also states that individuals who have role models in their early years that are high achievers tend to gain an excellent desire for accomplishments compared to those who have low achievers for role models, who tend to foster a desire for accomplishment barely.

In Qassim University, exploratory research on the impact of the perceived self-efficacy on its students' academic adjustment. A sample of 150 students enrolled in the institution of the academic year 2016 - 2017. Results showed that the statistical relationship between the emotional dimension and the academic adjustment dimensions was not significant. However, a significant relationship was found in fortitude, cognitive dimension, perseverance, and the general perceived self-efficacy and the academic dimension. (Yadak, 2017)

Furthermore, the students' most apparent aspect in classes is determined by their ability to follow the lesson, acquire academic experiences, and focus on the information process. Some students find it simple to focus on and gain the information given. Others cannot do so, and some of them are easily distracted, which hinders their continued acceptance of the provided educational experience. (Yadak, 2017)

Its impact on the students' behavior and actions are an essential aspect of the learners' personality. It plays an integral part in leading and determining the student's behavior; he acts based on his thoughts. This means an interdisciplinary process between the way and how he sees himself; this procedure is referred to as the academic adjustment. Perceived students' academic self-efficacy proved to have good abilities in; educational adjustment, struggles, extra efforts, adjustment to the school's extra-curricular activities, agreement with his teachers, less vulnerability to others disorders, and well-disciplined (Yadak, 2017).

According to Saeid & Eslaminejad (2016), in their research entitled "Relationship between Student's Self-Directed-Learning Readiness and Academic Self-Efficacy and Achievement Motivation in Students." Self-directed learning readiness aims are to expand and enhance the learning experience of the students. This is a vital goal of higher education. Their study utilized descriptive-correlation to 322 bachelor students who were selected from Payamnoor University of Rafsanjan (2014-2015) through simple random sampling. The use of multiple regression, simple regression, variance analysis, and T-test was utilized. This research revealed that students' self-directed learning readiness, academic self-efficacy, and academic motivation have a significant relationship.

Bryant (2017) studied the understanding of 10th-grade students' developmental self-efficacy sources, self-efficacy source experiences, and academic motivation. A total of 18 student respondents in a 10th-grade public school at a rural community in a south-eastern state in the United States were interviewed for this research. The research employed a qualitative method that focused on students' voices better to comprehend self-efficacy sources and their academic motivation effects. Findings revealed that students depicted their personal belief in self-efficacy based on the self-efficacy source development that had happened in each student's life, particularly the number of experiences that students had accomplished.

3. MATERIALS AND METHODS:

The descriptive-correlation method was employed in this study. This design was simply the way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).

3.1 Participants

This study's Respondents were the Grade 12 senior high school students of St. Paul College of Bocaue who were enrolled for the school year 2018 – 2019.

The study utilized the universal sampling approach since the Grade 12 Senior High School Students population was not that huge. The participants of the study were the 190 senior high school students.

3.2 Instruments of the Study

The study utilized three primary instruments that determined self-concept, self-esteem, and self-efficacy. For measuring self-concept, the Adolescents' Self-concept Short Scale (ASCSS) - A short version of Piers-Harris Children's Self-Concept Scale (PHCSS) was used. This is a 30-item self-report questionnaire (subtitled "The Way I Feel About Myself") designed to evaluate self-concept in children between the ages of 7 and 18 years. The points of each statement are calculated based on the assignment of the number of points, from one (1) to six (6), corresponding to the statement selected by the participant, from totally disagree (level 1) to agree (level 6). (Community-University Partnership for the Study of Children, Youth, and Families, 2011)

The second device was the Coopersmith Self-Esteem Inventory (SEI). Stanley Coopersmith authored the inventory. The inventory consists of 58 statements answerable by "like me" or "unlike me." The total self-score was computed by summing up the four subscale scores (general self-subscale, social peer-self subscale, home-parents subscale, and school-academic subscale); each item was rated as "1 = "like me" and "2 = "unlike me." Eight of the total items are lying scale items to determine whether the participant is trying too hard to present themselves in a positive light, these items are scored separately and are not part of the final score. It has a test-retest reliability of approximately .80.

For determining the respondents' self-efficacy, the General Self-Efficacy Scale (GSE) of Schwarzer and Jerusalem was used. The scale is a self-report measure of self-efficacy. It consists of 10 items with the internal reliability of Cronbach's alphas between .76 and .90. It is scored on a scale of 1 to 4, and the total score is calculated by finding the sum of all items.

3.3 Procedures

In achieving the vital results of this study in examining the impacts of self-concept, self-esteem, and self-efficacy on the academic performance of the Senior High School Students, the following steps were observed in conducting this research: The researcher submitted a permission letter to the Office of the School Directress to conduct the study and obtain the respondents' general average. The rapport was set up primarily to the respondents before the assessment to establish respondents' interest in the activity to get a desirable and reliable result. The respondents were far from noise and other disturbances. Moreover, the researcher distributed the research instruments to the respondents. The respondents were given enough time to accomplish the questionnaires. After the students finished answering the questionnaires, the results were immediately tallied and tabulated. To measure the students' Academic Performance, the researcher gathered the respondents' general average for the school year 2018 - 2019. The data gathered were the bases for the presentation, analysis, and interpretation of the findings.

4. ANALYSIS & RESULTS :

This part presents the findings according to the study's research questions. To compare the mean and find out the significance between variables, multiple linear regression was computed using IBM SPSS 20.0.

4.1 Respondents' profile in terms of Self-Concept, Self-Esteem, and Self-Efficacy

This part is composed of the different tables for specific self-related perceptions profile variables of the study. It includes three tables, Tables 1 to 3, with the essential information about the respondents' self-concept, self-esteem, and self-efficacy. These were utilized to describe the self-related perceptions of the respondents.

Numerous studies considered self-concept as an essential factor to further progress the academic performance of students. Relative to the study, it is observed that self-concept plays a role in influencing one's behavior, which makes significance in reinforcing the students' potential to achieve their desired academic goals. It adheres as reference points about the students' set of characteristics, attributes, qualities and deficiencies, capacities and limits, values, and relationships, which a student sees as information relating to his identity (Nalah, 2014). Table 1 presents the respondents' self-concept profile based on the Adolescents' Self-concept Short Scale (ASCSS), a short version of the Piers-Harris Children's Self-Concept Scale (PHCSS).

Data from Table 1 revealed that the respondents obtained high mean scores of 4.58 to 5.17. Specifically, the respondents believe that they can give a good report in class, consider themselves good-looking, have nice hair, be happy, healthy, lucky, and cheerful. The respondents also reported mean scores of 4.16 to 4.49, described as average ratings indicating that they think of themselves as having a pleasant face, being right in schoolwork, and their classmates think that they have good ideas. However, mean scores of 2.52 to 4.23 also interpreted as below-average ratings were recorded on self-concept traits such as finding difficulty making friends, sometimes being sad or unhappy, nervous and afraid, getting into trouble, feeling left-out, doing bad things, being shy, and forgetting what they learn. These mean computations are indications that respondents have average to high levels of self-concept to most of the behavior descriptors, particularly involving their physical appearance and cognitive abilities. However, it

should be noted that they sometimes perceive the negative side of themselves in the social skills and personal characteristics areas.

Table 1 *Respondents' profile in terms of Self-Concept*

Indicators	Mean	Interpretation
1. I am too often afraid.	3.01	Below Average
2. I am good-looking.	4.61	High
3. I often get into trouble.	3.70	Average
4. I feel left out of things.	3.81	Average
5. I am a happy person.	4.79	High
6. I am good in my schoolwork.	4.24	Average
7. I cry easily.	4.04	Average
8. I have a pleasant face.	4.16	Average
9. I get into a lot of fights.	2.81	Below Average
10. I am among the last to be chosen for games.	2.59	Below Average
11. I am unhappy.	2.53	Below Average
12. My classmates in school think I have good ideas.	4.49	Average
13. I am nervous.	3.07	Below Average
14. I have nice hair.	4.73	High
15. In school I am a dreamer.	4.45	Average
16. My classmates make fun of me.	2.84	Below Average
17. I am cheerful.	5.17	High
18. I can give a good report in front of the class.	4.58	High
19. I get nervous when the teacher calls on me.	3.89	Average
20. My looks bother me.	4.23	Average
21. I do many bad things.	3.01	Below Average
22. It is hard for me to make friends.	2.52	Below Average
23. I am lucky.	4.89	High
24. I am an important member of my class.	4.66	High
25. I am shy.	4.12	Average
26. I am strong.	4.81	High
27. I behave badly at home.	2.84	Below Average
28. In games and sports, I watch instead of playing.	3.76	Average
29. I am often sad.	2.81	Below Average
30. I forget what I learn.	3.63	Average
	3.83	Average

Overall, the respondents recorded a computed mean score of 3.83, which is interpreted as average. This would mean that the respondents have moderate levels of positive self-concept who are aware of the totality of themselves as individuals. This awareness of the self is essential because, as stated by Nalah (2014), the self-concept is the individual's reference points about himself, the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values, and relationships which determines his identity.

Self-esteem is regarded as the individual's belief towards the self's perception, which may be positive or negative. It is a crucial human thought process that all individuals attempt to secure and improve. This involves the uplifting of one's cognitive faculty towards the idea of the self is referred to as high self-esteem (HSE), while negative attitude is referred to as low self-esteem (LSE) (Rosenberg's Theory of Self-Esteem, 1965). Based on the Coopersmith Self-Esteem Inventory (SEI) by Stanley Coopersmith, table 2 shows the summary of the study's self-esteem.

Based on the data presented in Table 2, it can be gleaned that about 82.63% to 91.05% of the respondents' self-esteem are likely characterized by being able to take care of him/herself, doing the best work they can, their parents expect much from them and being able to make up their minds and stick to their decisions. There were 135 or 71.05% who can make their minds without too much trouble and 74.74% or 142 feels that they are fun to be with.

Table 2 *Respondents' profile in terms of Self-Esteem*

Indicators	Like Me		Unlike Me	
	Frequency	Percentage	Frequency	Percentage
1. I spend a lot of time daydreaming.	58	30.53	132	69.47

2. I am pretty sure of myself.	145	76.32	45	23.68
3. I often wish I were someone else.	67	35.26	123	64.74
4. I am easy to like.	114	60.00	76	40.00
5. My parents and I have a lot of fun together.	125	65.79	65	34.21
6. I find it very hard to talk in front of the class.	66	34.74	124	65.26
7. I wish I were younger.	89	46.84	101	53.16
8. There are a lot of things about myself I would change if I could.	114	60.00	76	40.00
9. I can make my mind without too much trouble.	135	71.05	55	28.95
10. I get upset easily at home.	88	46.32	102	53.68
11. I am proud of my schoolwork.	132	69.47	58	30.53
12. Someone always has to tell me what to do.	82	43.16	108	56.84
13. It takes me a long time to get used to anything new.	123	64.74	67	35.26
14. I am often sorry for the things I do.	83	43.68	107	56.32
15. I am popular with children my own age.	71	37.37	119	62.63
16. My parents usually consider my feelings.	109	57.37	81	42.63
17. I am doing the best work I can.	167	87.89	23	12.11
18. I give in very easily.	56	29.47	134	70.53
19. I can usually take care of myself.	173	91.05	17	8.95
20. I am pretty happy.	153	80.53	37	19.47
21. I would rather play with children younger than me.	102	53.68	88	46.32
22. My parents expect too much of me.	162	85.26	28	14.74
23. I like to be called on in class.	63	33.16	127	66.84
24. I understand myself.	146	76.84	44	23.16
25. It is pretty tough to be me.	32	16.84	158	83.16
26. Things are all mixed up in my life.	42	22.11	148	77.89
27. Children usually follow my ideas.	102	53.68	88	46.32
28. No one pays much attention to me at home.	123	64.74	67	35.26
29. I am not doing as well in school as I would like to.	77	40.53	113	59.47
30. I can make up my mind and stick to it.	157	82.63	33	17.37
31. I really do not like being a boy (girl).	18	9.47	172	90.53
32. I have low opinion of myself.	37	19.47	153	80.53
33. I do not like to be with other people.	67	35.26	123	64.74
34. There are many times when I would like to leave home.	88	46.32	102	53.68
35. I am not as nice looking as most people.	42	22.11	148	77.89
36. If I have something to say, I usually say it.	142	74.74	48	25.26
37. Children pick on me very often.	36	18.95	154	81.05
38. My parents understand me.	67	35.26	123	64.74
39. My teacher makes me feel I am not good enough.	42	22.11	148	77.89
40. I do not care what happens to me.	28	14.74	162	85.26
41. I am a failure.	14	7.37	176	92.63
42. I get upset easily when I am scolded.	76	40.00	114	60.00
43. Most people are better liked than I am.	43	22.63	149	78.42
44. I usually feel as if my parents are pushing me.	68	35.79	124	65.26
55. I often get discouraged in school.	18	9.47	172	90.53
56. Things usually do not bother me.	32	16.84	158	83.16

57. I cannot be depended on.	41	21.58	149	78.42
58. I like most things about myself.	157	82.63	33	17.37

Also, 153 or 80.53% who feel pretty happy while 146 or 76.84% are likely to understand themselves. About 145 respondents comprising 76.32% are pretty sure of themselves, and 74.74% consider themselves to be much fun to be with. On the other hand, the majority of the respondents feel that they are unlikely to be a failure (92.63%), often get discouraged in school (90.53%), do not like being a boy or a girl (90.53%), do not care what happens to them (85.26%) and have low opinions of themselves (80.53%). The data would mean that there are indications that the respondents have positive self-esteem, who are happy with who they are, relates well with others, feels optimistic about the future, and are confident of their abilities.

Self-efficacy is one of the psychology concepts, plays an essential role in actual behavior, and often has been considered in multiple areas and education disciplines. The progress in self-efficacy and to identify affecting factors on it affects the academic performance of students. It is considered as competence and the ability to cope with life's challenges. The extent or strength of self-efficacy is based on one's belief in one's own ability to complete tasks and reach goals (Ormrod, 2006). Bandura (2004) has defined self-efficacy as one's perceived ability to surpass specific situations or accomplish a goal. Table 3 presents a summary of the respondents' profile of self-efficacy.

Based on the data presented in Table 3, it can be gleaned that the respondents' self-efficacy beliefs obtained mean scores ranging from 2.65 – 3.26, interpreted as high self-efficacy. These would mean that the respondents perceived themselves as being able to manage to solve difficult problems if they try hard moderately enough, find the means and ways to get what they want when someone opposes them, stick to their aims and accomplish their goals, confident that they could deal efficiently with unexpected events, resourceful who know how to handle unforeseen situations, can solve most problems when they invest the necessary effort, remain calm when facing difficulties, usually find several solutions when faced with problem and when in trouble, they can usually think of a solution and handle whatever comes their way.

Table 3 Respondents' profile in terms of Self-Efficacy

Indicators	Mean	Interpretation
1. I can always manage to solve difficult problems if I try hard enough.	3.01	High
2. If someone opposes me, I can find the means and ways to get what I want.	3.06	High
3. It is easy for me to stick to my aims and accomplish my goals.	3.02	High
4. I am confident that I could deal efficiently with unexpected events.	2.74	High
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	2.65	High
6. I can solve most problems if I invest the necessary effort.	3.26	High
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	3.08	High
8. When I am confronted with a problem, I can usually find several solutions.	3.14	High
9. If I am in trouble, I can usually think of a solution.	3.24	High
10. I can usually handle whatever comes my way.	3.04	High
	3.02	High

4.2 Level of the Academic Performance

This part is composed of the tables for the level of academic performance. Studies considered the student's academic performance as a vital aspect of understanding how the students' knowledge and performance can further progress to meet the institution's standards.

Table 4 Academic Performance of the Senior High School Students

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	29	15.3
85 – 89 (Very Satisfactory)	88	46.3
80 – 84 (Satisfactory)	70	36.8
75 – 79 (Fairly Satisfactory)	3	1.6
Below 75 (Did Not Meet Expectation)	0	0.0
Total	190	100.0

Table 4 presents the academic performance of students. Based on the data presented in Table 4, it can be inferred that the most significant percentage of the students (46.3%) belonged to the group with very satisfactory grades, followed by 36.8% of the respondents with satisfactory grades. It is also significant to note that about 15.3% or 29 out of 190 respondents have outstanding grades. Furthermore, only one among the respondents recorded fairly satisfactory and did not meet the expectation.

4.3 Impact of Self-concept, Self-esteem, and Self-efficacy on Academic Performance

The subject of interest is to determine whether or not there is an impact on self-concept, self-esteem, and self-efficacy on the respondents' academic performance. Utilizing the results of the Adolescents' Self-Concept Short Scale (ASCSS), Coopersmith Self-Esteem Inventory (SEI), General Self-Efficacy Scale (GSE), and the academic performance of the respondents, the data tabulated and summarized in a contingency table.

In the analysis of data in table 8 would show the probability of the null hypothesis is correct, about the profile of respondents' self-concept with moderate levels of self-concept, the respondents' having positive self-esteem, a moderate level of self-efficacy, and the academic performance of the students with a mean score of very satisfactory.

Results of the statistical analysis in table 5 reveal that self-concept ($B = .24$), self-esteem ($B = .015$), and self-efficacy ($B = .26$) are not significant with associated probability greater than 0.05 alpha level of significance. Therefore, the null hypothesis is accepted.

In the study conducted by Adebule (2014), he examined self-concept and academic performance in mathematics among secondary school students. It was shown that self-concept did not affect students' academic performance, in which the researcher suggested that the environment should understand that the rate of students' academic performance does not reveal their self-concept.

Table 5 Regression analysis of Respondents' Profile on Academic Performance

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	86.77	1.999		43.408	0
Self-Concept	0.241	0.201	0.089	1.198	0.232
Self-Esteem	0.015	0.022	0.05	0.68	0.497
Self-Efficacy	0.264	0.32	0.061	0.826	0.41
R-squared = .012					
F-value = .745					
p-value = .526					
alpha = 0.05					

In support of the abovementioned study, Bullare (2017) studied self-esteem, extraversion personality, and academic performance among intact families and orphans. Results revealed that there was no significant correlation between self-esteem and extraversion personality with academic performance. Further, a study on the correlation of self-esteem and study habits on the academic performance of 86 students from the School of Engineering of Universidad Tecnológica del Peru; findings suggested that self-esteem does not significantly affect academic performance, but the study habits do affect academic performance. (Chilca, 2017)

Likewise, Balami (2015) quantified the relationship between self-efficacy and distance learners' academic performance. His study suggested that learners' self-efficacy has no significant relationship with their academic performance.

5. DISCUSSION:

The research's principal goal is to evaluate the self-concept, self-esteem, self-efficacy, and academic achievement of senior high school students. The purpose of this research is to explore the effect of these expectations on their academic success. Thus, this analysis used the descriptive-correlational analysis approach to define the respondents' profile in terms of self-concept, self-esteem, self-efficacy, and academic success. The research also established the magnitude of impacts that occur between and within the variables in this study. Specifically, it established the substantial influence between the self-concept, self-esteem, and self-efficacy of the respondents on their academic success.

The respondents had average favorable self-concept ratings that were mindful of the entirety of themselves as individuals. However, they often viewed the derogatory aspect of themselves in cognitive abilities and personal

characteristics. The respondents had positive self-esteem, were satisfied with who they were, had a strong friendship with others, were hopeful about the future, and were enthusiastic about their skills.

The respondent's self-efficacy was at a high degree, which described them as being able to overcome tough challenges if they worked hard moderately enough, found the ways and means to get what they needed when they were opposed, kept to their objectives, and accomplished their goals, optimistic that they could cope successfully with unforeseen incidents, resourceful who know how to do it. Thus, the importance of self-concept, self-esteem, and self-efficacy in academic success was measured using Multiple-Regression. The statistical study's effects suggest that self-concept, self-esteem, and self-efficacy are not significant.

Furthermore, the psychological consequences of this study were: high school students were still in the process of searching for their specific identities; their degree of self-esteem and self-efficacy could enable them to achieve successful academic performance; self-esteem and self-efficacy in their pursuit to achieve their goals in life was an uplifting mechanism and a key to the process of human thought;

6. CONCLUSION:

Several studies consider self-related perceptions, such as self-concept, self-esteem, and self-efficacy, as significant determinants of the students' academic performance. Indicators such as leaned beliefs, a person's evaluation of his worth, and the belief to perform a given task effectively categorize the self-related perceptions.

Self-related perceptions as a general impression towards the self should be enhanced through the school's environment and learning activities. Despite that, it can be assumed that higher self-concept will not predict excellence in academic performance; either way, students' academic performance does not reflect on their self-concept. Likewise, it should be noted that the respondents were still in the process of searching for their unique identities. Further, students need extensive educational learning experience from the school and their environment to harness their skills and develop their self-efficacy.

In particular, the researcher has reached an understanding that parents, teachers, and academic institutions should acknowledge the importance of self-image, self-confidence and self-worth that students of our present generation need to improve. This would greatly help the senior high school students under the K-12 curriculum with the additional two (2) years to their primary education; and the stress from their workload (Essel and Owusu, 2017). In this quest, esteem needs and personal worth would help them do their best to surpass this new curriculum's challenges. Strengthening these self-related perceptions may drive them to be an achiever and excel in their college life. Further, this may help them to be responsive and successful in their future chosen career.

Further, the students were still in the process of developing their sense of identities, manifested moderate levels of self-esteem, and high self-efficacy. These may be attributed to their families' upbringing, the excellent curriculum, and practices that the institution had brought to them. The level of academic performance showed that the mean score of the respondents' academic performance was very satisfactory. Moreover, there was no respondent whose grade did not meet the expectations of the institution. This suggests that the respondents performed well in class.

Moreover, it is suggested that the school personnel and parents monitor and provide the needed support and guidance to their children while searching for their identities. Also, devise additional programs for their students' proper guidance and make progress on the learning activities and teaching-learning plan to maximize their learning experience and boost the students' performance in class

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