

RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF FEMALE STUDENTS IN JOS NORTH LOCAL GOVERNMENT AREA, PLATEAU STATE, NIGERIA

FUNMILOLA CHRISTIANA OLANREWAJU

princessfunmiiee@gmail.com

+2348035752206

&

SARAH ERIC OBIDINMA

sarah.ericemmie2@gmail.com

+2347062507921

Department of Educational Foundations, Faculty of Education, University of Jos, Nigeria

ABSTRACT

The aim of this study was to examine the relationship between Self-concept and academic achievement of female secondary school students in Jos North Local Government Area. The specific objectives of the study were to: examine the relationship between self-fulfillment concept and academic achievement among others. The study employed correlational design. The population of the study consisted of all female students of SS 2 totaling 15,497, in all public secondary schools in Jos North. The sample size was 300 participants. A purposive sampling technique was used to sample the participants. Questionnaire divided into six sections was validated to check the internal consistency. The reliability and validity results for all variables were above the minimum acceptable limit of 0.70 thereby indicating a very strong internal consistency. Three experts also validated the content validity of the research instrument. The statistical tools employed for analysis include; Monte Carlo test, Spearman's correlation and multiple regression. The findings revealed, among others that, self-fulfillment concept and honesty self-concept have positive and significant relationship with students' academic achievement, while autonomous concept and emotional self-concept have no significant relationship with students' academic achievement in Jos North Local Government Area. Similarly, attitudinal self-concept was found to have positive and significant relationship with students' academic achievement. Based on these findings, the study concluded that, self- concept is a major variable that gives impetus to students' academic achievement. Consequently, the study recommended that self-concept be considered by educationists as determinant factor when trying to formulate policies on curriculum development for students' academic achievement.

Keywords: Relationship, Self-concept, Female Students, Academic Achievement, Secondary Education.

Introduction

Some female students seem to have a devaluated self-concept, perhaps this is partly because of Gender disparities, access to Education, role of culture in Women lives among others in Nigeria. Generally, it appears some women have negative way of looking at themselves. Sometimes females are not aware of personal virtues and vices objectively. Consequently, some are frustrated, not only with personal vices, but also with virtues. Marsh and Martin,

(2011) posit that self-concept of the learners; which is otherwise called self-construction or self-perspective, plays great role in the academic achievement of learners.

Self-concept refers to the way people think about themselves. It appears that the way a learner thinks about self may be closely related to one's ability to learn and achieve academic excellence. Some people, (student) for instance, may have trouble with school work or life, not necessarily because of low intelligence or low bearing or even poor motivation, but because such individuals have learned to consider themselves inadequate (Trautwein, & Miller, 2016). Thus, how well or poorly students achieve in school or other areas of endeavor depends not only on capability, but also, on self-evaluation. Self-concept is a multidimensional construct that refers to an individual's perception or view of self which is formed through experiences gained in an environment from reinforcement and significant others. It simply refers to how one thinks about oneself. It is based on self-knowledge and evaluation of value or worth of a person's capabilities that are formed through experience and interpretation of an environment. It indicates past selves and future selves. Areepattamannil (2012) is of the opinion that self-concept mediates the effects of academic motivation on achievement, meaning that it explains how motivation influences achievement. He suggest that self-concept is not a static or fixed construct, but rather a dynamic and multifaceted one that can change over time and context.

The study of self-concept has awakened growing interest in psychological research in recent years. Despite the profusion of studies devoted to it, it is difficult to find a unanimous and universally accepted definition of the term, self-concept. Given that it has been approached from different theoretical perspectives. Nonetheless, there is an agreement among the different authors that, the term self-concept, has a multidimensional nature. Self-concept is considered to comprise various dimensions, some of which are more related to certain personality aspects (physical, social, emotional), while others appear to be more linked to academic achievement (in different areas and subjects). Some characteristics of students who exhibit positive self-concept are; having a more optimistic outlook on life, setting realistic and attainable goals, seeking feedback, learning from personal mistakes, and coping better with stress and challenges. An individual with a positive self-concept has a sense of worth, confidence, and acceptance, a person may not be perfect or flawless. People with a positive self-concept do not need others to validate them or make them happy. Such people are able to cope with challenges and make a positive impact on the world. (Gruman, Schneider, & Courts, 2016). Conversely, students with negative self-concept tend to have a more pessimistic view of selves and future, set unrealistic or low expectations, avoids feedback and criticism, and gives up easily when faced with difficulties. Self-handicapping is a behaviour where individuals intentionally engage in actions that may undermine future performance, in order to have an excuse for potential failure. Although self-handicapping may protect one's self-image in the short term, it undermines optimal performance and is self-defeating in the long run. A self-concept is not fixed, but rather influenced by various factors, such a, one's experiences, environment, feedback, and social comparisons. Therefore, it is possible to improve one's self-concept by engaging in positive self-talks, seeking support from others, challenging negative thoughts, and celebrating one's achievements. The multidimensional nature of self-concept refers to the idea that self-concept is not a single, global construct, rather, it consists of multiple facets that reflect different aspects of one's identity, such as; personality, academic achievement, physical appearance, social relationships, and emotional

well-being. Each facet of self-concept can vary in its level of specificity, hierarchy, and interrelation with other facets. (Arens, Yeung, and Hasselhorn 2011).

Personality aspects and academic achievement are two important domains of self-concept that have been extensively studied in relation to each other and to various outcomes. Personality aspects, refer to the stable traits and characteristics that define one's individuality, such as openness, conscientiousness, extraversion, agreeableness, and neuroticism. Academic achievement on the other hand, refers to the level of performance and competence that one demonstrates in school-related tasks, such as grades, test scores, and learning outcomes. In a recent study on personality aspect, academic achievements and self-concept, Herrera, Al-Lal, and Mohammed, (2020), opined that the above variables are interrelated psychological constructs that influence each other in different ways. The study analyzed these variables according to gender and cultural origin of the participants (European vs. Amazigh) in primary education. The main findings were: The grades in the subject of Spanish Language and Literature varied depending on the gender of the students, Differences were found in self-concept, personality, and emotional intelligence according to gender, The physical self-concept varied according to the cultural group and The academic self-concept showed a greater predictive value for academic achievement than other dimensions of self-concept, personality and emotional intelligence. Personality aspects and academic achievement are both related to self-concept, but in different ways. Personality aspects are more likely to influence the general and nonacademic facets of self-concept, such as self-esteem, emotional self-concept, and social self-concept. Academic achievement, on the other hand, is more likely to influence the specific and academic facets of self-concept, such as math self-concept, verbal self-concept, and academic self-concept. Moreover, personality aspects and academic achievement can also have reciprocal effects on self-concept, meaning that, self-concept can affect and be affected by both personality and achievement. Therefore, the multidimensional nature of self-concept implies that one's self-perceptions are not uniform or homogeneous, rather, diverse and complex, reflecting the various aspects of one's identity and experiences. Understanding the multidimensional nature of self-concept can help one recognize self-strengths and weaknesses, to set realistic and meaningful goals, and to enhance one's personal and academic development.

Academic achievement refers to the acquisition of all the behavioural changes associated with cognitive, affective and psychomotor domains (Bhagat, 2016). Interestingly, academic achievement of female students is influenced by so many factors, such a, student-related, teacher-related and school-related (Vishalakshi & Yeshodhara, 2012). Accordingly, Bhagat (2016), posited that academic achievement is multidimensional as it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects to the whole child; it is not related to single instance, but occurs across time and levels, through a student's life in primary school, into post secondary school years and working life. Academic achievement encompasses students' ability and performance made by students in academic context for a particular period. Academic achievement of students is influenced by so many factors, such as, student-related, teacher-related and school-related, among them, self-concept appears to be an important one.

Academic achievement describes academic outcomes that indicate an extent to which a student has achieved set learning goals. Academic achievement may refer to completing

educational benchmarks, such as bachelor's degree. Academic achievement is often measured through examinations or continuous assessments (Arendale, 2020). Academic achievement, is the extent to which a student or institution has achieved either short- or long-term educational goals. Academic achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates. Completion of educational benchmarks, such as, secondary school, diplomas and bachelor's degrees represent academic achievement (Wikipedia, 2021). Academic achievement refers to what a student has learned or what skills a student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. Academic achievement is often linked with successful students' individual capacities and abilities and is defined by Rodrigues (2001) as the students' school results, that is, a student who, being in the school system, public or private, with the convenient age, finishes a high school degree or equivalent successfully, without neither interruptions nor failings.

Academic achievement is often referred and debated in educational policies and discourses. For instance, Bhardwaj, (2014) sees academic Achievement as the knowledge attained or skills developed in the school subjects, usually determined by test scores or marks assigned by teachers. Academic achievement as specified level of attainment or proficiency in academic work as evaluated by teachers, by standardized tests or by a combination of both. Steinmayr, Meißner, Weidinger, and Wirthwein, (2014), on the other hand, conceived academic achievement as performance outcomes that indicate the extent to which a learner has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Academic achievement to this school of thought is the amount of knowledge derived from learning. A child gains knowledge by instructions received at school and are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of learners. A school provides a wide variety of academic achievement experiences than does the family. Academic achievement is based on a number of factors, such as; learners' attitudes, interest, personality characteristics and social class in addition to learning styles. Academic achievement also indicates knowledge attained and skill developed in a school subject, generally designated by test scores.

Statement of the Problem

Against the background of the ongoing academic argument for and, against the relationship between self-concept and academic achievement, the question that arises is, what would be the direction and strength of the relationship between self-concept and academic achievement of female students in Jos-North Local Government Area. Several dimensions of variables have been identified that account for students, school grades, these include among others: family income, parents' education, school facilities, teacher-student ratio, and distance of school. These factors, from the Researcher's experience have affected the access, quality and motivation of female students in no small measure. Other variables include gender stereotypes, early marriage, domestic chores and norms. These factors have influenced the attitudes, expectation and roles of female students in families and communities. Furthermore, such factors as; self-esteem, interest, motivation, aptitude and study habits have been found to affect the academic achievement of female students in different subjects and examination. Other factors include peer pressure, lack of female role model teachers, expectations regarding

gender roles. Over time, efforts have been put in place by government, concerned individuals and NGOs to address low academic achievement of female students in Nigeria. Some of these efforts are: Promoting gender equality in education policies and programs, such as the Girls' Education Project and the Safe Schools Initiative, encouraging more girls and women to pursue STEM (science, technology, engineering and mathematics) careers, by providing scholarships, mentoring, and collaborative research opportunities. Supporting alternative and flexible learning pathways for girls, such as digital and transferable skills, and integrating foundational literacy and numeracy in Quranic schools. All these efforts, from the researcher's experiences have not yielded encouraging results. According to a UNESCO report, Nigeria has not implemented its inclusive education policy effectively, and has not allocated sufficient resources and coordination to address the barriers and challenges faced by girls and other marginalized groups. The report also states that Nigeria has not met its commitments to the Education 2030 Agenda and the Convention on the Rights of Persons with Disabilities.

Gender Disparities, Access to Education and Role of Culture in the lives of females seem to have made girls develop negative self - perception. At present, the development of self-concept among female students is worrying. Most female students seem to have negative self-concept, are so passive and negative towards life and all it represents, these in turn, affect female students' academic achievement in schools. Nigerian women still suffer a lot of constraints and inhibitions which militate against their personal and national development and hence affect their self-concept

Aim and Objectives of the Study

The aim of this study is to examine the relationship between self-concept and academic achievement of female students in Jos-North Local Government Area, Plateau State, Nigeria. The specific objectives of the study are to:

- i. determines types of self-concept among female secondary schools' students in Jos-North Local Government Area.
- ii. examine the relationship between Self-fulfillment concept and academic achievement of female students in Jos-North Local Government Area,

Research Questions

The following research questions were posed to guide the study:

1. What are the types of self-concept among female secondary schools' students in Jos-North Local Government Area?
2. What are relationship between Self-fulfillment concept and academic achievement of female students in Jos-North Local Government Area?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho: There is no significant relationship between Self-fulfillment concept and academic achievement of female students in Jos-North Local Government Area.

Literature Review

Self-concept is the perception and evaluation of oneself in various domains, such as academic, social, physical, and emotional. Academic self-concept is a specific aspect of self-concept that refers to one's beliefs and feelings about one's academic abilities and performance. Academic

achievement is the outcome of one's learning process, such as grades, test scores, and academic awards. In education, success is measured by academic (achievement) or how well a student meets the standard set out by the institution. Jain (2019) defines academic achievement as the marks scored in subject. Academic achievement refers to what the student has learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2016). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make use of Cumulated Grade Point Average (CGPA) since it provides information of the students' academic achievements across time. Academic achievement, which is measured by the examination results, is one of the major goals of a school. Hoy and Miskel, (2017) argued that Nursery schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic achievement. The academic heads and the quality assurance committee are concerned about those who do not perform well because if this poor achievement goes unchecked, the school may lose its reputation, which may result in loss of confidence in secondary school graduates.

According to Egbule, (2019), academic achievement is often measured using the following: Grades: People often consider grades first when evaluating academic achievement. This includes schools, which rank students by their GPA, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class. Scholarship organizations and universities also start by looking at grades, as do some employers, especially when hiring recent graduates. Grades carry more weight in some industries, especially technical professions such as law, medicine and finance. Other industries place less importance on GPA, particularly creative professions such as writing or art and occupations such as sales where people skills are more crucial than technical knowledge. Test Scores: Grades don't always reflect a person's knowledge or intelligence. Some students don't perform well in a classroom setting but are very intelligent and earn high marks on IQ tests, standardized testing or college entrance examinations. Universities and employers consider these scores along with other measurements and may forgive a less-than-perfect GPA for students who perform well on these tests. Some tests, such as the Law School Admission Test (LSAT) and Medical College Admission Test (MCAT), determine if a student is accepted into graduate school. Law firms and medical facilities also place great importance on these scores and may eliminate anyone who scores below a certain number.

There is a significant but complex relationship between self-concept and academic achievement. Self-concept influences academic achievement, as students with higher and positive self-concept tend to have more motivation, confidence, and persistence in academic tasks. Other researchers such as; Cruz, and Lumahan (2022) have suggested that academic achievement is influenced by self-concept, as students with higher achievement tend to have more positive feedback and recognition from their teachers, peers, and parents. Some researchers have also argued that self-concept and academic achievement have a reciprocal and dynamic relationship, as they mutually affect each other over time and across different contexts. Relationship between self-concept and academic achievement may also vary depending on the level, domain, and dimension of self-concept and achievement. General self-concept is more strongly related to overall academic achievement than domain-specific self-concept, such as math or verbal self-concept. However, other studies have found that domain-

specific self-concept is more predictive of achievement in the corresponding domain, such as math self-concept and math achievement. Moreover, some studies have distinguished between different dimensions of self-concept, such as academic effort and academic confidence, and found that they have different effects on academic achievement.

Relationship between self-concept and academic achievement may also be influenced by various factors, such as: gender, age, culture, and educational environment. For example, some studies have found that the relationship is stronger for females than males, or for younger students than older students. Some studies have also found that the relationship is moderated by cultural values, such as individualism or collectivism, or by educational practices, such as ability grouping or cooperative learning. In summary, the relationship between self-concept and academic achievement is an important and complex topic in educational psychology, as it has implications for students' learning, motivation, and well-being.

Methodology

This study employed the use of correlational research design. Correlational research designs are founded on the assumption that, reality is best described as a network of interacting and mutually causal relationship. Everything affects and is affected by everything else. This web of relationship is not linear. Thus, the dynamics of a system, that is, how each part of the whole system affects each other part is more important than causality. The correlational investigations attempt to compare the level of one variable (self-concept) with those of another (academic achievement), to see if a relationship exists between the two. Correlational design is one in which a researcher collects two or more sets of data from the same group of subjects so that the relationship between the two subsequent sets of data can be determined. The population of the study consisted of all female students of SS 2 numbering 15,497 in total, in all public secondary schools in Jos-North, consisting of 22 public schools 13-25 years of age and living with either one or both parents in Jos-North Local Government Area of Plateau State. The sample size of 300 was arrived at by using a planning value of $p^* = 0.05$ so that an estimate of a population proportion with a margin of 0.05 at 95% confidence was obtained. A purposive sampling technique was used to select the respondent from SS2 in selected Government Secondary Schools in Jos-North Local Government Area. Structure of the Personal Self-Concept Questionnaire (PSCQ), was adapted for this study. PSCQ is a measure of personal development, which consists of four scales: Self-fulfillment, Autonomy, Honesty and Emotional Self-concept. The instrument was developed after thorough scrutiny of literatures side-by-side the objectives, research questions and hypotheses of the study, items were generated and edited. The inventory contains 16 items. The reliability of the inventory was found by test-retest method. For the purpose of this research, the content validity was used as the best criterion for validity for the study, the questionnaire was focused on Relationship between Self-concept and Academic Achievement of Female Senior Secondary Students in Jos-North Local Government Area, Plateau State. The internal consistency and reliability of the instrument was estimated a using the Cronbach's reliability coefficient, this is based on its ability to measure internal consistency and provide a stable measure of homogeneity. The reliability coefficient of 0.80 was observed. This reliability index obtained is quite high therefore, justifying the reliability of the test. Model specification –Self-concept and students' academic achievement was use in order to test for the students' academic achievement, the multiple regression was used to jointly test the hypotheses of the study.

Results

What are the types of self-concept among female secondary schools students in Jos-North Local Government Area?

Table 1: Types of self-concept of students in selected Government Secondary School in Jos-North Local Government Area?

	N	Mean	Std. Deviation	Minimum	Maximum	Coefficient of variation	Monte Cqrlo Sig.
Self-fulfilment (SFC)	300	4.4711	0.96727	1.00	6.17	0.21633844	.000 ^b
Autonomous (ASC)	300	3.5733	1.23281	1.20	6.40	0.34500293	.000 ^b
Honesty self-concept (HSC)	300	5.5053	1.02287	1.20	7.00	0.18579585	.000 ^b
Emotional self-concept (ESC)	300	4.8978	0.88314	1.17	7.00	0.18031349	.000 ^b
Attitudinal self-concept (ATSC)	300	4.6952	1.10133	1.14	7.00	0.23456359	.000 ^b

Table 1: shows the summary of self-concepts in Jos-North Local Government Area. As shown in the table, types of self-concept among female secondary schools students in Jos-North Local Government Area include self-fulfillment (SFC: mean/standard dev. = 4.4711/0.96727, coefficient of variation = 0.21633844, $p < 0.05$), autonomous (ASC: mean/standard dev. = 3.5733/1.23281, coefficient of variation = 0.34500293, $p < 0.05$), honesty Area (HSC: mean/standard dev. = 5.2100/1.51445, coefficient of variation = 0.29068052, $p < 0.05$), emotional (ESC: mean/standard dev. = 5.2100/1.51445, coefficient of variation = 0.18031349, $p < 0.05$), and attitudinal (ATSC: mean/standard dev. = 4.6952/1.10133, coefficient of variation = 0.23456359, $p < 0.05$).

Ho: There is no significant relationship between Self-fulfillment concept and academic achievement of female students in Jos-North Local Government Area.

Table 2: Relationship between self-fulfillment concept and academic achievement of female students in selected Government Secondary School in Jos-North Local Government Area

		N	Mean	Std. Deviation	Minimum	Maximum	Coefficient of variation	Monte Cqrllo Sig.
A1	I am satisfied with what I am achieving in my life.	300	4.3833	1.92928	1.00	7.00	0.4401404	.000 ^b
A2	So far, I have achieved every important goal I have set myself.	300	4.0033	1.81133	1.00	7.00	0.45245607	.000 ^b
A3	I have always overcome any difficulties I have encountered in my life.	300	4.1900	1.42853	1.00	7.00	0.34093831	.000 ^b
A4	I have yet to achieve anything I consider to be important in my life.	300	4.9533	1.73624	1.00	7.00	0.35051998	.000 ^b
A5	I feel proud of how I am managing my life.	300	5.4033	1.61328	1.00	7.00	0.2985708	.000 ^b
A6	If I could start my life over again, I would not change very much.	300	3.8933	1.92553	1.00	7.00	0.49456986	.000 ^b
	SFC	300	4.4711	0.96727	1.00	6.17	0.21633844	.000 ^b

Table 2 provides information on self fulfillment concept of students in selected Government Secondary School in Jos-North Local Government Area of Plateau State. As can be seen in the table, within 1 to 7 level of measurement, there are those who extremely disagreed (1) as well as those who extremely agreed (7) on the six listed criteria for determining consistency of students' perception on self fulfillment concept. In the first and second criteria, many respondents are indifferent to the statement that they are satisfied with what they are achieving in life (A1: mean/standard dev. = 4.3833/1.92928, coefficient of variation = 0.4401404, $p < 0.05$) as well as not being able to agree that they have achieved every important goal they have set for themselves (A2: mean/standard dev. = 4.0033/1.81133, coefficient of variation = 0.45245607, $p < 0.05$). Similarly, many respondents in the second criterion are indifferent as to whether they have always overcome any difficulties they have encountered in life (A3: mean/standard dev. = 4.1900/1.42853, coefficient of variation = 0.34093831, $p < 0.05$) while in the fourth criterion, many respondents agreed that they are yet to achieve anything they consider to be important in their life (A4: mean/standard dev. = 4.9533/1.73624, coefficient of variation = 0.35051998, $p < 0.05$). The students' agreement to the fourth criteria suggests their disapproval of having achieved important things in life. Also, many respondents in fifth and sixth criteria are indifferent to the statement that suggest they feel proud of how they are managing their lives (A5: mean/standard dev. = 5.4033/1.61328, coefficient of variation = 0.2985708, $p < 0.05$) as well as indifferent to not changing very much if they have opportunity to start their lives over again (A6: mean/standard dev. = 3.8933/1.92553, coefficient of variation = 0.49456986, $p < 0.05$). The overall mean weight suggests that there is a fairly weak correlation between students' self- fulfillment concept and academic achievement (SFC: mean/standard dev. = 4.4711/0.96727, coefficient of variation = 0.21633844, $p < 0.05$).

H₀₁: Self-concept does not have significant relationship with academic achievement of female students in Jos-North Local Government Area.

Table 3: Relationship between self-concept and academic achievement of female students in Jos-North Local Government Area

		N	Mean	Std. Deviation	Minimum	Maximum	Coefficient of variation	Monte Cqrlo Sig.
B1	I find it difficult to take decisions on my own.	300	3.9000	2.08434	1.00	7.00	0.53444667	.000 ^b
B2	When taking a decision, I depend too much on other people's opinions.	300	3.7100	1.86480	1.00	7.00	0.50264242	.000 ^b
B3	I find it hard to embark on anything without other people's support.	300	3.5433	1.63002	1.00	7.00	0.46002564	.000 ^b
B4	I depend on other people more than the majority of those I know.	300	3.0400	1.71509	1.00	7.00	0.5641748	.000 ^b
B5	In order to do anything, I first need other people's approval.	300	3.6733	1.92848	1.00	7.00	0.52499341	.000 ^b
ASC		300	3.5733	1.23281	1.20	6.40	0.34500293	.000 ^b

Table 3 is concerned with the relationship between self-concept of students and academic achievement of female students in selected Government Secondary School in Jos-North Local Government Area. Within the scale of 1 to 7 as shown in Table 8, there are those that extremely disagreed as well as those who extremely agreed with all the listed criteria. In the first and second criteria, many respondents disagreed that they find it difficult to take decision on their own (B1: mean/standard dev. = 3.9000/2.08434, coefficient of variation = 0.53444667, $p < 0.05$) but agreed that they depend on other people's opinion when taking a decision (B2: mean/standard dev. = 3.7100/1.86480, coefficient of variation = 0.50264242, $p < 0.05$). Also, in the third and fourth criteria, many respondents disagreed that they find it hard to embark on anything without other people's support (B3: mean/standard dev. = 3.5433/1.63002, coefficient of variation = 0.46002564, $p < 0.05$) and that they depend on other people more than the majority of those they know (B4: mean/standard dev. = 3.0400/1.71509, coefficient of variation = 0.5641748, $p < 0.05$). In the last criterion, many respondents are indifferent to whether they first need other people's approval in order to do anything (B5: mean/standard dev. = 3.6733/1.92848, coefficient of variation = 0.52499341, $p < 0.05$). As exhibited in the first, third and fourth criteria, many respondents disagreed with them and indifference in others. It can be deducted that the relationship between autonomous self-concept of students and academic achievement of female these five listed criteria, it can be said that the level of autonomous self-concept of students is fairly weak (ASC: mean/standard dev. = 3.5733/1.23281, coefficient of variation = 0.34500293, $p < 0.05$).

Discussion

The self-concepts as relate to questionnaire in this work covered self-fulfillment, honesty, autonomous attitudinal and emotional. Self-fulfillment: Self-fulfillment concept in this work contributed about 34.5% to prediction of students' academic achievement. This is also reflected in the rate of change of 45.2%. Invariably, the rate at which self-fulfillment relate with academic achievement is very high and significant. The desire of students to attribute success to themselves, significantly increase the academic achievement. This result refutes hypothesis 1, which states that there is no significant relationship between the self-fulfillment concept and academic achievement of female students in Jos-North Local Government Area. Consequently, the hypothesis was rejected and concluded that there is relationship between self-fulfillment concept and academic achievement of female students in Jos-North Local Government Area. This self-fulfillment concept which is part of research questions enable the researcher to conclude that there is significant relationship between self-fulfillment concept and academic achievement of female students in Jos-North Local Government Area.

This has a low relationship of 4.7 prediction of students' academic achievement. However, the speed at which this relates with students' academic achievement is positive and significant at 17.9 percent. This result implies that actually, with honesty, students' academic achievement can be improved upon. The present finding also agrees with Goñi (2011), who reported that in some situation's students are found to be dishonest by involving themselves in examination misconduct. This kind of social vices will affect their future performance, as they may not see the need to settle down and read. concept: Self-concept of autonomy (the perception of the extent to which each person makes decisions about their life in accordance with their own criteria); and self-concept of self-fulfillment (how a person sees themselves in relation to achieving the aims and objectives of their life) has no significant effect on students' academic achievement. This variable reduces students academic achievement by 1.5% at the rate of 4.5%. This means that an increase in autonomous concept will lead to reduction at student academic achievement. In this case, as the rate of change increases, the students' academic achievement drops but this was found not to be significant. This concept contributed 4.7% to students' academic achievement at the rate of 45.3%. The rate of relationship is significantly moderate. This means students' attitude to their students should be considered as an important variable for predicting their academic achievement. This result also agrees with Tsagem, (2020), who found that, self-concept and attitude to course of study had a significant relationship with academic achievement, and students with high self-concept and positive attitude to course of study had higher academic achievement than those with low self-concept and negative attitude to course of study.

Conclusion

Based on the findings of this study, it is concluded that Self-fulfillment concept, autonomous self-concept, honesty self-concept, emotional self-concept and attitudinal self-concepts significantly correlated with female students' academic achievement. Self-fulfillment concept, honesty self-fulfillment and attitudinal self-fulfillment have positive and significant relationship with female students' academic achievement, while autonomous self- concept and emotional self-concept have no (weak) significant relationship with students' academic achievement.

Recommendations

On the basis of the conclusion reached in this study, the following recommendations were made:

1. Self-fulfillment should be looked into by educationist in considering and formulating policies on curriculum development, as it has been found to account for school successes.
2. Educationists should take advantage of the honesty self-concept of students in other to build on moral and academic consciousness in the classroom environment.
3. Parents and schools' authority should work on students' autonomous self-concept, through proper mentoring. This will help students to become more flexible in decision-making.

References

- Areepattamannil, S. (2012). "Mediational role of academic motivation in the association between school self-concept and school achievement" *psychology of education: An International Journal*. 15(3),367-386.
- Arendale, D. R.. (2020). Lesson learned in 2020 about postsecondary online peer learning (PAL) groups from previous research publications and recent survey of PAL program administrators. Minneapolis, MN: University of Minnesota, *College of Education and Human Development, Curriculum & Instruction Department*, <https://z.umn.edu/lessonslearnedonlinepal>
- Arens, A., Yeung, A., Craven, R. G., & Hasselhorn, M. (2011). The two-fold multidimensionality of academic self-concept: Domain specificity and separation between components: *Journal of Education Psychology*, 103(4), 970-981.
- Bankole, E. T., & Ogunsakin, F. C. (2015). Influence of peer group on academic performance ofsecondary school student in Ekiti State. *International Journal of Innovation Research & Development*, 4(1), 324-331.
- Bar-On, R. (2014). Consortium for research on emotional intelligence in organizations: *Model of social and emotional and intelligence (ESI)*. *Psicothema*, 18, 13-25.
- Bhardway, R. L. (2014). Manual for socio-economic status scale. *National psychological corporation*, Agra.
- Byrne, D. (2002). Interpreting quantitative data. Thousand Oaks, California: Sage Publication Inc.
- Eccles, J. S., Wigfield, A., & Cambria, J. (2012). Motivation in education: *Oxford handbook of motivation*, 463-478. New York: Oxford University Press.
- Gruz E. & Lumaham (2021). Structure of the personal self-concept questionnaire: *International Journal of Clinical and Health Psychology*, 11(3), 509-522.
- Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2016). Applied social psychology: Understanding and addressing social and practical problems. (3rd ed.). Thousand Oaks, *SAGE Publication Inc.* California.
- Herrera, L., Al-Lal, M., & Mohamed, L. (2020). Academic achievements, self-concept, personality and emotional intelligence in primary education: Analysis by Gender and Cultural Group. *Frontiers in Psychology*, 10, 3075.
- Hossain, S., & Rahman, F. (2023). The impact of website quality on online compulsive buying behavior: Evidence from online shopping organizations. *South Asian Journal of Marketing*, 4(1).
- Hoy, W. K., & Miskel, C. G. (1987). Educational administration: *Theory, research, and practice* (9th ed.). New York, McGraw-Hill Education.

- Jain, S., & Roberts, L. W. (2019). Ethics in psychotherapy: A focus on professional boundaries and confidentiality practices. *Psychiatric Clinic of North America*. 32(2), 299-314.
- Marsh, H. W., & Martin, A. J. (2011). Academic self-concept and academic achievement: Relations and casual ordering. *British Journal of Education Psychology*, 81(1), 59-77.
- Rodrigues, T. (2018). A qualitative phenomenological study of emotional and cultural intelligence of international students in the United States of America: *Journal of International Students*, 8(2),1220-1255.
- Santrock, J. W. (2006). *Educational Psychology* (4th ed.), Boston: McGraw-Hill Education.
- Steinmayr, R., Meibner, A., Weidinger, A. F., & Wirthwein, L. (2014). Achievement goals and academic achievement: A closer look at moderating factors. *Educational Research Review*, 10, 66-89.
- Trautwein, T., & Moller, J. (2016), The springer series on human exceptionality. Self-concept: determinants and consequences of academic self-concept in school context. *Psychosocial Skills and School System in the 21st Century*: Springer International Publishing/Springer Nature. 187-214.
- Tsagem, Y. S. (2020). Self-concept, attitude to course of study and academic achievement among students of tertiary institutions in Katsina State Nigeria. *Journal of Positive Psychology and Counselling*, 7, 192-201.
- Vishalakshi, K. K., & Yeshodhara, K. (2012). Relationship between self-esteem and academic achievement of secondary school students. *Indian Journal of Applied Research*, 1, 83-84.
- Wikipedia 2021 <https://en.wikipedia.org/wiki/2021>