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PROFILE, SELF-CONCEPT, AND ACADEMIC ACHIEVEMENT: AN EXAMINATION OF EDUCATION STUDENTS' SELF-CONCEPT

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Abstract

This descriptive correlational study aims to find out the relationship between students' overall self-concept and academic achievement. It also aims to investigate whether student profiles such as age, gender, senior high school strand, alignment of strand to education course, religion, academic honors, among others, predict academic achievement. A total of 176 first- and second-year education students were selected as participants of the study using a universal sampling of all four sections taking up the course, Understanding the Self. At least 88% responded and completed the online survey. The instrument used in the study was the College Senior Survey, (Higher Education Research Institute, 2012), a portion of which measures students' self-concept, with the following constructs: religion, physical, social, economic, esteem, academic. Since the participants surveyed were only first and second year college students, only the self-concept portion was included in the questionnaire since the original instrument was intended for senior students. Academic achievement was measures using students' first semester average of all courses taken. Results revealed that students perceive themselves as having average self-concept, except for social self-concept which they view as high. On the relationship between the overall self-concept and academic performance, it was concluded that there is no relationship between the two variables. And finally, certain profiles of students are good predictors of academic performance such as the type of senior high school strand, the alignment of their strand with the education course, and academic honors. Students who have the following profiles are likely to have academic achievement. The result of this study has implications on the possible relationship of the same variables to LET performance.

Keywords: Student profile; self-concept; academic achievement; college students

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1. Introduction

Self-concept refers to one's belief about an individual's own habitual tendencies or dispositions and is measured in the same way as personality measures (Morony et al., 2012, p. 81). It is what people think of themselves—what they think they are like. This concept has been the focus of several research types in educational psychology in the last 50 years. Many scholars argue that it plays an important role in forming an individual's confidence in achieving academic success. Thus, it has been correlated with academic achievements such as grade point average, degree attainment, and retention (Ghazvini, 2011; Sikhwari, 2014).

On the other hand, academic achievement is an essential component in education, because it indicates whether education has been successful or not. Dambudzo (2009) stated that students' academic achievement is a significant indicator of academic success at a university level. It has been perceived that students regarded as university achievers are more likely to get good jobs and salaries. Test scores predict success in the job market in terms of higher wages (Lievens & Sackett, 2012; Joppke & Morawska, 2003). In short, academic achievement is significant because it promotes success later in life (Areepattamannil & Freeman, 2008) and in a student's current life.

These relationships led many higher education researchers to probe self-concept and its link to academic achievement since both teachers and students see academic achievement as important to education. Schools offering primary to a college education can greatly benefit from self-concept research because it can identify the strengths as well as the weaknesses of students and also improve their understanding of both non-cognitive and cognitive measures of achievement. This understanding of how students see themselves could lead to more effective instructional strategies to help students succeed and also eliminate the incidence of dropouts.

This study aims to determine the correlation between students' academic achievement and self-concept as well as investigate students' profile that predicts academic achievement to help students have a more positive perception of themselves. The results of the study are deemed essential because these may provide valuable information and insights on the relationship between college students' academic achievement and self-concept. The results of the study may also assist educators in improving their students' academic achievement and self-concept, if results suggest a relationship between the two variables. Moreover, the study results are also significant for students, teachers, parents, and the society at large as it can be used to promote higher education achievement among students, through a healthy and positive perception about themselves.

1.1. Review of Literature

Self-concept is a person's perceptions of himself or herself, namely, what a person thinks about himself (Baumeister, 1998). They both have pervasive impact on human mental status

and behavior (Campbell, 1990; Rosenberg, 1985). Positive self-concept is viewed as a desirable outcome in many educational and psychological situations and is regarded as a mediating variable for promoting the achievement of specific outcomes, such as academic achievement (Ghazvini, 2011).

It is during the period of adolescence that the development of one's self-concept is strongly shaped. This phase is characterized by individuals about age 12-18 who play with their sense of self, including a time when they experiment with their identity, compare themselves with others, and develop the basis of a self-concept that may stay with them the rest of their life (Ackerman, 2020).

For most college students, extracurricular activities such as sports, clubs, competitions, and other physical activities contribute to their self-concept (Liu, Wu, & Ming, 2015). During this period, adolescents are prone to greater self-consciousness and susceptibility to the influence of their peers and chemical changes happening in the brain (Sebastian, Burnett, & Blakemore, 2008). They enjoy greater freedom and independence, engage in increasingly competitive activities, compare themselves with their peers, and can value (even over-value) the perspective of others (Manning, 2007).

In adolescence, there are two important factors that influence self-concept and self-worth: success in areas in which the adolescent desires success; and approval from significant people in the adolescent's life (Manning, 2007). When students have a healthy sense of self-worth and self-esteem, they contribute to a greater self-concept. All self-concepts have the following characteristics displays uniquely with each person; vary from very positive to very negative; carries emotional, intellectual, and functional dimensions; changes with the context; changes over time; influence the individual's life (Delmar Learning, n.d.). This multi-construct of self-concept shows how complex the variable is.

Self-concept has been the focus of much research in higher education institutions because of its relationship to academic achievement. In fact, it is said to be one of the most significant factors responsible for students' academic achievement (Bandura, 1997; Villarroel, 2001; Boulter, 2002). Boutler (2002) stated that positive self-concept is necessary for students to perform well in their examinations. Incidentally, most research studies that investigated the effect of self-concept on academic achievement came from Western cultures, the results of which may yield different results when studied within the Philippine cultural context. This review provides insights into how teachers can boost their students' self-concept in order to impact adolescent students' academic achievement positively. Several researchers focused on analyzing relationships, both associative and predictive, between self-concept and academic achievement. Guay et al. (2010), for example, observed that there is a relationship between self-concept and academic achievement and that change in one seems to be associated with a change in the other. The succeeding literature presents the categories of studies conducted on the various constructs of self-concept and how they form an individual's self-concept and the relationship of the overall self-concept to academic achievement.

In this review, several studies have shown a positive relationship between academic self-concept and academic achievement (Jaiswal & Choudhuri, 2017; DeDonno, Fagan, 2013; Huang, 2011). Moreover, studies have also been conducted to determine the direction of the causal relationships between these two variables. Literatures on the topic can be divided into three models: a) academic self-concept as determinant of academic achievement, b) academic self-concept as consequence of academic achievement, and c) academic self-concept and academic achievement have a reciprocal effect (Jaiswal & Choudhuri, 2017).

Based on the first model, academic self-concept is a determinant of academic achievement. Various studies claim that academic self-concept is related to academic achievement, which means that a person with a high self-concept will result in a high academic achievement (Jaiswal & Choudhuri, 2017; Huang, 2011; Tuz-Zahra, Arif, & Yousuf, 2010). Rady et al. (2016), in his article, sought to study the relationship between academic self-concept and students' performance among school age children. Results indicated that there was a significant relationship between academic self-concept and students' performance among school-age children. Ghazvini (2011) agreed to this finding, and even revealed that academic self-concept powerfully and positively predicts general performance in literature and mathematics in high school students. The result is consistent even with adult learners as Zakari (2020) discovered that adult learners with positive self-concept performed significantly better than learners with negative self-concept in literacy, numeracy, and life skills.

The second model, on the other hand, where academic self-concept is a consequence of academic achievement, assert that past achievement influences the formation of academic self-concept, but academic self-concept does not improve academic achievement (Laryea, Saani, Dawson-Brew, 2014; Baumeister, Campbell, Krueger & Vohs, 2012). This suggests that increasing students' academic skills is a more effective means to boost their self-concept than vice versa. The first two models are opposites and thus resulted in controversy among researchers about which model is correct. Thus, a third model, the reciprocal effect model, emerged.

According to reciprocal effect model, academic self-concept affects academic achievement and vice versa; they likewise reinforce each other (Marsh, Ellis & Craven, 2002; Marsh & Craven, 2006). The reciprocal effect model claimed that high academic achievement would lead to high academic self-concept and an increase in academic self-concept would result to better academic achievement. According to Liu (2009), students who scored low on academic achievement would likewise develop low academic belief and confidence, which in turn would lead to lower academic self-concept. On the other hand, low academic self-concept will lessen the learning motivation and interest, which would result in poor academic achievement. In a study, Guay et al. (2010) concluded that students who have a positive attitude toward their academic ability obtained higher grades, because their positive academic self-concept support them to be more motivated in school.

As literatures show, most of the research studies have demonstrated theoretical and empirical support for the reciprocal effects model (Marsh & Martin, 2011; Marsh & Craven, 2006). Chen, Yeh, Hwang, and Lin (2013) disclosed that reciprocal effects between academic self-concept and academic achievement exist for both math and Chinese for the high-school students. However, the causal relationship of academic self-concepts and achievement for pre-adolescents seems to vary depending on school subject. Another study by Gerardi (2009) consisting of 98 first-year engineering students at City University of New York (CUNY), found that academic self-concept was the best predictor of academic success as measured by Grade Point Average (GPA) in minority and low socioeconomic status college students. Sab and Kampa (2019) likewise found out that there is a relationship between the two variables. Similarly, this study also considered the profile of students, including their socioeconomic status in relation to self-concept and academic achievement. Nevertheless, other profile variables were included in this study such as age, religion, high school strand, course, academic achievement, and mother's and father's educational attainment.

Most of the studies clearly indicated a positive relationship between academic self-concept and academic achievement. While self-concept is frequently positively correlated with academic achievement, it also appears to be a consequence rather than a cause of high achievement (Baumeister, Campbell, Krueger & Vohs, 2012). However, there are also some evidence regarding no or statistically non-measurable correlation between academic self-concept and academic achievement. Trusty et al. (1996) conducted a study on African American elementary students (N= 563) and found no correlation between school-related self-concept and achievement test scores. The study of Tuz-Zahra, Arif, and Yousuf (2010), on the other hand, investigated the relationship between self-concept and academic achievement of bachelor's degree students. They found out that physical self-concept and social self-concepts were found unrelated to academic achievement. However, a significant but weak correlation was found between academic self-concept and academic achievement. The findings were similar to that of Jaiswal and Choudhuri (2017), although the former's study focused on college students as opposed to the latter's secondary students.

Research studies also indicated that as students grow older, their academic self-concept becomes weaker and more stable (Chen, Yeh, Hwang, & Lin, 2013). Moreover, a number of studies on gender differences have reported that male and female have different academic self-concept (Thomas, 2017; Jaiswal & Choudhuri, 2017; Rady et al., 2016; Kamble, Naik, 2013). In a study, Sullivan (2009) reported that academic self-concept is highly gendered. Boys had higher self-concepts in mathematics and science, and girls in English. The foregoing literature revealed that the relationship between self-concept and academic achievement is already well established among elementary to college students. However, there are limited studies about the relationship between students' profile, particularly millennials, self-concept, and academic achievement of college students in a state university in the country. With CHED's effort to migrate to flexible learning, another self-concept construct has been added to this study, which is computer skills.

Although the education department has been searching for the most effective strategies to promote educational success, the contribution of self-concept has not been given much attention in local studies as evidenced by limited local literature on the topic. This study, therefore, aims to find out the relationship between student profile, self-concept, and academic achievement of first- and second-year college students of a state university in Bulacan.

1.2. Conceptual Framework

The conceptual framework for this study took into consideration all possible factors from the literature and from observations to derive the dependent, independent and mediating variables for descriptive and inferential analysis. The independent variables are students' profile and academic achievement while academic achievement served as the dependent variable. The conceptual framework is illustrated in Figure 1.

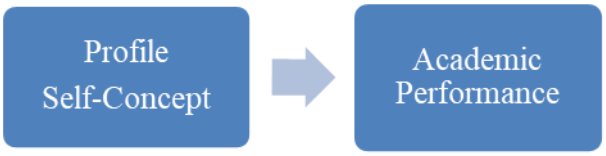

Figure 1. Conceptual framework showing the relationship between profile, self-concept and academic achievement.

Students' academic achievement, in general, is influenced by student's self-concept constructs of spirituality, physical, academic, social, economic, esteem, emotional, and other skills. These constructs that form students' self-concepts do influence their academic achievement positively. This study hypothesized that students' self-concept influences students' academic achievement. Figure 1 illustrates the relationships between students' self-concept and academic achievement. The general argument is that if students'self-concept constructs of religion, physical, social, economic, esteem, academic, and others are viewed positively or are in good shape, they will perform well academically as expected.

The multifaceted and hierarchical model of self-concept suggests that the general self-concept has four domains: the academic self-concept, social self-concept, emotional self-concept, and physical self-concept (Shavelson et al., 1976). Laryea, Saani, and Dawson-Brew (2014) added the constructs of religion and esteem to the general concepts.

Academic self-concept. This can be divided into second-order specific subject self-concepts like English, history, mathematics, and science, among others, which can explain learner achievement in each subject.

Social self-concept. Social situations affect one's self-concept and esteem. The self is not created in isolation and is not born with perceptions as being shy, interested in jazz, or charitable to others, for example. Instead, such beliefs are determined by an individual's observations of and interactions with others. A person's view of himself is based on how he compares himself with others. The self has meaning only within the social context, which means that social situation defines a person's self-concept and self-esteem. People rely on others to provide a "social reality"—to help them determine what to think, feel, and do (Hardin & Higgins, 1996).

Emotional self-concept. It refers to specific emotional states such as anxiety, love, happiness, depression, and anger. Students' emotions are closely tied to their self-concept. In the context of education, a student may be engaged in some academic pursuits but not connect to others. Disidentification from an academic pursuit usually causes withdrawal of effort. Anxiety is the emotion that has received the most attention from educational psychologists and librarians, but students also experience surprise, curiosity, enjoyment, confusion, frustration, and boredom. Confusion can benefit learning if it is resolved before one feels overly frustrated (Allen, 2017).

Physical self-concept. Physical self-concept is the individual's perception of themselves in areas of physical ability and appearance. Physical ability includes concepts such as physical strength and endurance, while appearance refers to attractiveness (Caglar, 2009). It is during adolescence that physical self-concept develops significantly (Klomsten, Skaalvik, Espnes, 2004). An important factor of physical self-concept development is participation in physical activities. It has even been suggested that adolescent involvement in competitive sports increases physical self-concept (Findlay & Bowker, 2009).

Spiritual self-concept. A small number of studies have considered spirituality in terms of the self and personal identity. Morga (2014) presented a narrative analysis based on semi-structured interviews with a participant in her early 20's of Anglo-Asian Muslim background. In describing her identity, Morga found that "this narrative implies that religion, for some people, seems to have an important role in the construction of their identity…. her faith and religion seems to play a constructive role for pluralism and integration.

Esteem. According to Bracken's theory (1992), the self-esteem is a multidimensional construct consisting of six key areas that represent complementary aspects of global self-esteem (interpersonal, educational, emotional, family, experienced bodily, environment control subdomains), while Pope et al. (1988) argued that elf-esteem is divided into specific components related to the most important aspects of our lives (social, educational, family, body image subdomains).

Overall self-concept. It appears to be divided into at least three separates, but slightly related, self-concepts; that is, academics, emotional, and nonacademic (Tuz-Zahra, Arif, & Yousuf, 2010), and comprises all of the constructs discussed above.

1.3. Theoretical Framework

According to Ackerman (2020), there are many theories about what exactly self-concept is and how it develops. Generally, theorists agree on the following points:

On the broadest level, self-concept is the overall idea we have about who we are and includes cognitive and affective judgments about ourselves;

Self-concept is multi-dimensional, incorporating our views of ourselves in terms of several different aspects (e.g., social, religious, spiritual, physical, emotional);

It is learned, not inherent.

It is influenced by biological and environmental factors, but social interaction plays a big role as well;

Self-concept develops through childhood and early adulthood when it is more easily changed or updated;

It can be changed in later years, but it is more of an uphill battle since people have established ideas about who they are;

Self-concept does not always align with reality. When it does, our self-concept is "congruent." When it doesn't, our self-concept is "incongruent." (Cherry, 2018B; Gecas, 1982).

By far, the most influential and eloquent voice in self-concept theory has been that of Rogers (1947) who introduced an entire system of helping build around the importance of the self. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product developing and of interpersonal relationship striving for consistency. He argued that there is a basic human need for positive regard both from others and from oneself and that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey & Schmidt, 1987).

Self-Concept Maintenance Theory. Another theory that this study used aside from Rogers' is the self-concept maintenance theory. Self-concept maintenance refers to how people maintain or enhance their sense of self. It is relatively fixed after a person reaches adulthood, but it can—and does—change based on the person's experiences. The theory of self-concept maintenance states that we do not simply sit and wait for our self-concept to develop: we take an active role in shaping our self-concept at all ages (whether we are aware of this or not). Although there are different theories about the processes of self-concept maintenance, it generally concerns:

Our evaluations of ourselves

Our comparison of our actual selves with our ideal selves

Our actions taken to move closer to our ideal selves (Munoz, 2012).

This theory proposes that humans constantly assess themselves and their moral code since it influences their identity and actions. Many students get their identity from how well they perform academically. For students with high self-concept, the goal is for them to maintain it, while for those who have low, attempts should be made by the individual as well as teachers in order for the person to improve his or her self-concept.

Statement of the Problem

This study sought answers to the following questions:

What is the profile of students studying education at a state university in Bulacan?

How do students perceive themselves based on the various constructs of self-concept?

Is there a relationship between students' constructs of self-concept and overall self-concept and academic achievement?

Which of the students' profiles influence students' academic achievement?

1.4. Hypotheses

First and second-year college students do not have a high self-concept.
Students' general self-concept does not affect their academic achievement.
Students' profiles are not predictors of academic achievement.

2. Method

Research design. This descriptive correlational study aims to determine the relationship between profile, self-concept, and academic achievement of first and second-year students from a state university.

Participants. A total of 176 first and second-year education students participated in an online survey sent through their emails and messenger using Google docs. Out of the targeted 200 students who took up the course, "Understanding the Self," 88% completed the survey forms. Meanwhile, the number, 84.6% are first-year college, while 15.4% are second year students.

Instrument. The instrument used in the study was the College Senior Survey (Higher Education Research Institute, 2012) which connects academic, civic, and diversity outcomes with a comprehensive set of college experiences to measure the impact of college. It collects information on academic achievement and engagement, student-faculty interaction, cognitive and affective development, student goals and values, student self-concept, satisfaction with the college experience, degree aspirations and career plans, and post-college. However, since the participants surveyed were only first and second-year college students, only the self-concept

portion was included in the revised questionnaire since the original instrument was intended for senior students.

The main instrument used for the study was a questionnaire divided into two parts. Part 1 consists of profile questions like age, religion, SHS strand, where studying, academic honors, favorite subject, English proficiency, GWA, and parents' educational attainment. Part two consists of self-concept constructs with six dimensions: academic, social, physical, emotional, spiritual, and esteem. Perception is rated in the form of summated scales ranging from 1 to 3. where 1 represents low self-perception of the construct while 3 represents high self-perception to the given construct. Scores are interpreted using the following:

Range of score	Interpretation
1.00-1.66	Low
1.67-2.33	Average
2.34-3.0	High

Two open-ended questions were included in the last part of the questionnaire which asked respondents, "How much do you like yourself?" and "How do you see yourself?" With regard to the academic achievement of students, the student's average scores of all courses for the last semester 2019-2020 academic year was used. The scores were in five-point scale, 1.0 to 5.0, with 1 being the highest and 5, a failing grade.

3. Results and Discussion

Table 1. *Profile of College Students Taking up Education*

Age	**F**	**%**
19 and below	126	71.6
20-25	48	27.3
26-30	2	1.1
Total	**176**	**100.0**
Religion	**F**	**%**
Christian	26	14.8
INC	11	6.3
Catholic	136	77.3
Others	3	1.7
Total	**176**	**100.0**
SHS Strand	**F**	**%**
GAS	78	44.3
HUMMS	13	7.4
ABM	22	12.5

STEM	11	6.3
TECHVOC	48	27.3
Others	4	2.3
Total	**176**	**100.0**
Studied SHS	**F**	**%**
Public	92	52.3
Private	84	47.7
Total	**176**	**100.0**
Academic Honors	**F**	**%**
with honors	128	72.7
no honors	48	27.3
Favorite Subject	**F**	**%**
English	19	10.8
Math	19	10.8
Science	37	21.0
History	52	29.5
Others	49	27.8
Total	**176**	**100.0**
English Proficiency	**F**	**%**
Fluent	6	3.4
Average	169	96.0
below average	1	.6
Total	**176**	**100.0**
GWA Last Sem	**F**	**%**
1.0-1.5	15	8.5
1.51-1.75	62	35.2
1.76-2.0	55	31.3
2.01-2.5	35	19.9
2.51-2.75	8	4.5
2.76-3.0	1	.6
Total	**176**	**100.0**
Mothers' Educ Attainment	**F**	**%**
Elementary	41	23.3
high school	88	50.0
some college	20	11.4
college graduate	26	14.8
master's degree	1	.6
Total	**176**	**100.0**

Fathers' Educ Attainment	**F**	**%**
Elementary	49	27.8
high school	79	44.9
some college	27	15.3
college graduate	20	11.4
master's degree	1	.6
Total	**176**	**100.0**
Parents' Combined Income	**F**	**%**
10,400 and below	101	57.4
10,401-20,500	49	27.8
20,501-39,500	18	10.2
39,501-67,500	3	1.7
both parents have no job	5	2.8
Total	**176**	**100.0**

Table 1 shows the profile of students studying education at a state university in Bulacan. Results show that while the ideal age range of first- and second-year college students is 19 and below, only 72% of students are in this age range. Some 27% are within 20-25, and 1.1% are aged 26-30. This means that about 28% of students are not continuously studying; most have stopped to work and helping with the family finances.

In terms of religion, majority (77.3%) are Catholics, while 15% are Christians, with the remaining professing other faiths (8%). The bulk of students (44.3%) had General Academic Strand during their senior high school, which is aligned with their education course. This means that 54.7% of students had senior high school strands that are not directly related to education: 27.3% were TechVoc; 12.5%, ABM; 7.4%, HUMMS; and 6.3%, STEM.

A little more than half (52.3%) studied in a public school while 47.7% studied at a private school. This shows that the population of students in this state university is mixed and that even students in private schools want to avail of the free education offered by the government.

It is worth noting that the majority (73%) of these students graduated from senior high school with honors. Some 29% of students are most inclined to History than science (21%), math (11%), English (11%), and other subjects (28%). In terms of English proficiency, 96% considered themselves average, while 3.4% perceived themselves as fluent. Not all students who said English was their favorite subject (11%) believed they were fluent speakers of the language since only 3.4% said they were fluent.

Moreover, not all who graduated with honors during their senior high school retained their honors in college. Only 43.7% had an average of 1.75 and above, compared to the 73% who

graduated with honors. This could be affected by many factors: there is more competition in college, they are still in the adjustment stage, higher standard in college, or college courses are more difficult than high school.

Some 85% of students' mothers and 88% of their fathers are non-college completers. These students could be the first college graduates in the family if they are able to pursue their studies. For this reason, 57.4% earn 10,400 a month or less, which classifies them at the poverty level.

Academic self-concept is shaped by the overall experiences of an individual—his interactions, his environment, relationships, successes, and developed skills—everything contributes to how s/he views himself as he goes through different stages in life. Thus, the profile of students was examined in order to describe the level of self-concept of students who have a similar profile.

Given their profile, it is important to know how students perceive themselves, which is presented in Table 2.

Table 2. *Perception of Students According to Various Constructs of Self-Concept*

Construct	Mean	SD	Interpretation
Academic	2.19	0.21	average
Emotional	2.29	0.27	average
Social	2.34	0.29	high
Physical	2.28	0.45	average
Spirituality	2.32	0.46	average
Esteem	2.24	0.30	average
Self-Concept	2.27	0.19	average

Note: N=176

As shown in Table 2, students see themselves as average in terms of all constructs of self-concept, except for the social dimension, where students see themselves as having a high self-concept (M=2.34, SD=0.29). This means that they see themselves as more capable and more confident in socializing with others. The high social self-concept during this period may be explained by the adolescent students' penchant to be influenced by their peers (Sebastian, Burnett, & Blakemore, 2008). They engage in increasingly competitive activities, compare themselves with their peers, and can value (even over-value) the perspective of others (Manning, 2007). In an open-ended question that asked how they see themselves, 55% of students view themselves as talkative and friendly, 26% said they perceive themselves as quiet and private, while 15% said they are outgoing and happy-go-lucky. This explains why students have a high social self-concept.

Their academic self-concept, which can be divided into different subjects like English, history, mathematics, and science, among others, explains how they perceive themselves in

their academics. Students view themselves as having an average self-concept under this dimension (M=2.19, SD=0.21). In Table 1, the top pick of favorite subject among students is history (29%), followed by science (21%), with math and English tied to 11. In terms of English proficiency, however, 96% considered themselves average, while 3.4% perceived themselves as fluent. Not all students who said English was their favorite subject (11%) believed they were fluent speakers of the language since only 3.4% said they were fluent.

Emotional self-concept, which refers to specific emotional states such as anxiety, love, happiness, depression, and anger, registered an average self-concept (M=2.29, SD=0.27). Students' emotions are closely tied to their self-concept. Academic self-concept is specific to the educational context, so a student may be engaged in some academic pursuits but not connect to others. Disidentification from an academic pursuit usually causes withdrawal of effort. Anxiety is the emotion that has received the most attention from educational psychologists and librarians, but students also experience surprise, curiosity, enjoyment, confusion, frustration, and boredom. Confusion can be beneficial to learning if it is resolved before one feels overly frustrated (Allen, 2017).

The physical self-concept, which comprises physical ability and physical appearance self-concepts posted an average self-concept (M=2.28, SD=0.45). Physical self-concept is likewise related to students' self-esteem (Nicolisi & Lipoma, 2011); thus, the discussion of these two concepts is presented here. In an open-ended question at the last part of the survey which asked, "How much do you like yourself?" 80.7% said "I accept myself for who I am," while 8% said, "I do not like myself." While it is not clear whether the responses refer to liking themselves physically, they overall self-concept usually covers all aspects of themselves, including physical. At least 2% said, "I wish I were somebody else." The two latter responses reflect a low self-concept since they do not like themselves. Thus, like physical self-concept, students got an average level for -esteem (M=2.24, SD=0.30).

On spirituality as a component of self-concept, Kavar (2015) has this to say: Spirituality is a key dimension to self-concept and is part of relationships, social engagement, an understanding of meaning and purpose in life, and an overall sense of happiness and joy. Students posted a spirituality score interpreted as average (M=2.32, SD=0.46). According to Morga (2014), spirituality must be considered in terms of the self and personal identity. In her narrative analysis based on semi-structured interviews with a participant in her early 20's of Anglo Asian Muslim background, Morga found that religion, for some people, seems to have an important role in the construction of their identity.

The overall self-concept, which comprises the mean of all the constructs above such as academics, emotional, and nonacademic (Tuz-Zahra, Arif, & Yousuf, 2010), yielded an average interpretation (M=2.27, SD=0.49). This means that first and second year college students surveyed neither have high nor low self-concept but view themselves as having an average view of themselves.

Table 3. *Correlation Between Constructs of Self-Concept and Academic Achievement*

Constructs of Self-Concept	*M*	*SD*	*r*	*p*
Academic	2.19	.212	0.054	0.48
Emotional	2.29	.270	-0.142	0.06
Social	2.31	.290	-0.111	0.14
Esteem	2.24	.299	0.043	0.57
Physical	2.28	.452	0.054	0.48
Spiritual	2.32	.467	-0.104	0.16
Overall	**2.27**	**.187**	**-0.064**	**0.40**

Note: n=176

Table 3 shows the result of the correlation between the constructs of self-concept, including the overall self-concept and students' academic achievement as measured by students' general average of all courses taken during the second first semester school year 2019-2020. A Pearson product-moment correlation coefficient was computed to assess the relationship between the variables.

As can be seen, not one construct of self-concept was correlated with academic achievement. Likewise, there was no correlation between the overall self-concept and academic achievement, r = -0.64, n = 176, p = 0.40. Thus, the null hypothesis stating that there is no relationship between the constructs and overall self-concept and academic achievement is accepted.

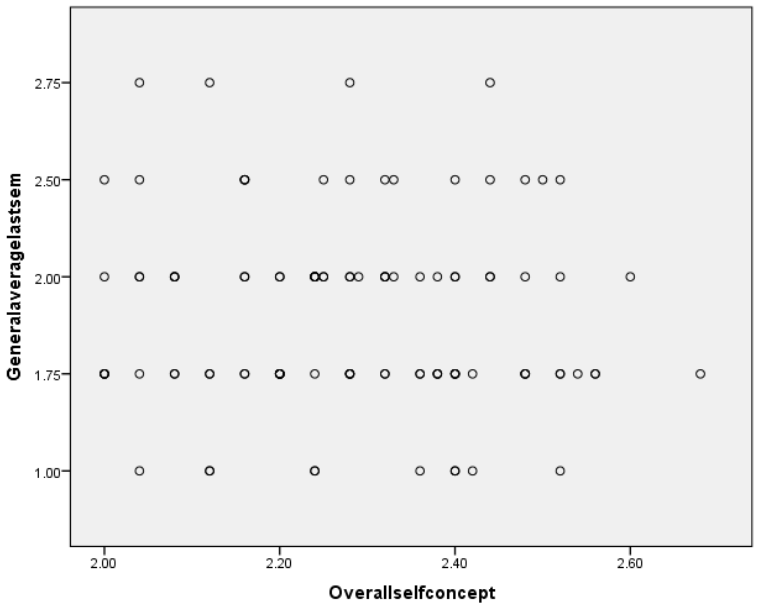

Figure 2. Scatterplot of general average and overall self-concept.

A scatterplot summarizes the results (Figure 2). Overall, there was no correlation between general self-concept and academic achievement. Increases in general self-concept does not affect academic achievement and vice versa.

Few literatures have ventured into examining the relationship between students' overall self-concept and academic achievement, although several studies have correlated the two variables. This study examined overall self-concept and its relationship with academic achievement and found out that there was no relationship at all. However, it is worthy to note that not one construct of self-concept is related to academic achievement. The literature is divided in terms of the relationship between the two variables. As explained in the review of literature, one camp says there is a relationship, while another camp says there is no relationship. The result of this study supported by the "no relationship" group which says there is no or statistically non-measurable correlation between academic self-concept and academic achievement.

The result is similar to the findings of Trusty et al. (1996) who conducted a study on African American elementary students (N= 563) and found no correlation between school related self-concept and achievement test scores. The study of Tuz-Zahra, Arif, and Yousuf (2010) likewise discovered the same results: that physical self-concept and social self-concepts were found unrelated to academic achievement. However, a significant but weak correlation was found between academic self-concept and academic achievement. The findings were similar to that of Jaiswal and Choudhuri (2017) who also used college students as participants in his study. This study supports the long list of literature that proposes no relationship between self-concept and academic achievement of college students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577[a]	.332	.265	.36021

a. Predictors: (Constant), Parents Combined Income, English proficiency, Running for honor snow, Preferred college course, SHS Strand, Age, Spent SHS, Favorite subject, Fathers Ed attainment, Preferred Strand, Class officer in college, Religion, Academic honors in SHS, Course aligned with strand, Year level, Mothers Ed attainment

Table 4. *Students' Profile That Predicts Academic achievement*

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.208	16	.638	4.917	.000[b]
	Residual	20.501	158	.130		
	Total	30.709	174			

a. Dependent Variable: General average last sem

b. Predictors: (Constant), Parents Combined Income, English proficiency, Running for honor snow, Preferred college course, SHS Strand, Age, Spent SHS, Favorite subject, Fathers Ed attainment, Preferred Strand, Class officer in college, Religion, Academic honors in SHS, Course aligned with strand, Year level, Mothers Ed attainment

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	1.412	0.357		3.950	0.000
Age	0.034	0.066	0.038	0.511	0.610
Religion	-0.041	0.039	-0.073	-1.061	0.290
SHS Strand	0.045	0.017	0.188	2.592	0.010 *
Spent SHS	-0.055	0.057	-0.066	-0.970	0.333
Alignment of course with strand	-0.153	0.069	-0.166	-2.237	0.027 *
Academic honors in SHS	0.275	0.067	0.293	4.116	0.000 *
Favorite subject	0.022	0.022	0.067	0.979	0.329
English proficiency	-0.088	0.119	-0.050	-0.740	0.460
Mothers Ed attainment	-0.010	0.032	-0.024	-0.329	0.743
Fathers ed attainment	0.035	0.030	0.080	1.153	0.251

Multiple linear regression was calculated to predict academic achievement based on a number of student profiles. A significant regression equation was found (F [16, 15] = 4.92, p = .000, R2 = .332, R2 adjusted = .265). Academic achievement is equal to 1.41 + 0.045 (SHS strand) – 0.153 (alignment of course with strand) + 0.275(academic honors in SHS) where SHS strand is coded as 1 = GAS, 2 = HUMMS, 3 = ABM, 4 = STEM, and 5 = TECHVOC; alignment of course with strand is coded as 1 = yes, 2 = no; and academic honors is coded 1 =

yes, and 2 = no. Students' academic achievement is said to be around 1.41 if their strand is GAS compared to any other strand, if their strand is aligned to education, and if they were honor graduates during their senior high school. This means that senior high school strand, alignment of their strand to education course, and having academic honors during senior high school are significant predictors of students' academic achievement.

Academic achievement is a multidimensional phenomenon. Several constructs have been used to predict it coming from different disciplines, making integration of findings complex (De Pauw & Mervielde, 2010). However, this study considered variables important to students in the Philippine educational context. According to Moreira, Paulo, Vaz, and Vaz (2013), constructs such as students, family, and school affect academic achievement. However, some authors argued that academic-related skills should also be included in integrative approaches to academic achievement (Robbins et al., 2004), which is proven to be true in this study. Furthermore, family-related factors such as the mother's or father's educational attainment do not predict academic achievement, but academic-related factors such as graduating with honors during senior high school, alignment of the strand to education, the degree which students are taking, and taking GAS as their senior high school strand, which is preparatory to the education course, are all predictors of academic achievement.

4. Conclusions

The population of students in this state university is mixed, and even students from the private high schools want to avail themselves of the free education offered by the government. Most of these students graduated from senior high school with honors but were not able to retain it in college. Most students belong to the poverty threshold since most students' parents are non-college completers. These students could be the first college graduates in the family if they are able to pursue their studies.

Students perceive themselves as having average self-concept, which is not high nor low, except for social self-concept which they view as high. This means they see themselves as more capable and confident in socializing with others. The high social self-concept during this period may be explained by the adolescent students' penchant for being influenced by their peers (Sebastian, Burnett, & Blakemore, 2008). They engage in increasingly competitive activities, compare themselves with their peers, and can value (even over-value) the perspective of others (Manning, 2007). In an open-ended question that asked how they see themselves, 55% of students view themselves as talkative and friendly, 26% said they perceive themselves as quiet and private, while 15% said they are outgoing and happy-go-lucky. This explains why students have a high social self-concept.

On the relationship between the overall self-concept and academic achievement, it was concluded that there is no relationship between the two variables. It is worth noting that not one construct of self-concept is related to academic achievement. The literature is divided in terms of the relationship between the two variables. As explained in the review of literature,

one camp says there is a relationship, while another camp says there is no relationship. The result of this study is supported by the "no relationship" group which says there is no or statistically non-measurable correlation between academic self-concept and academic achievement, whether each construct is taken singly or as a whole.

Of the student profiles investigated, only the students' senior high school strand (GAS), their SHS strand's alignment to education, and having academic honors in senior high school were significant predictors of academic achievement. According to Moreira, Paulo, Vaz, & Vaz (2013), constructs such as students, family and school affect academic achievement. However, some authors are arguing that academic related skills should also be included in integrative approaches to academic achievement (Robbins et al., 2004), which in this study is proven to be true. Family related factors such as mother's or father's educational attainment does not predict academic achievement, but academic-related factors such as graduating with honors during senior high school, alignment of strand to education, the degree which students are taking, and taking GAS as their senior high school strand, which is a preparatory to the education course, are all predictors of academic achievement.

5. Recommendations

While this study found no significant relationship between self-concept and academic achievement, it is still worthwhile to provide students with experiences that can boost their self-concept. Since students see themselves as compared to their peers and measure themselves based on others, activities that can give them positive classroom experiences may be developed inside the classroom. Activities, interactions, debates, and other student-centered tasks should be provided for students to further hone their skills physically, socially, emotionally, socially, and others. This holistic approach to teaching and learning can boost their self-concept and can provide them with a healthy view of themselves.

Certain profiles of students are good predictors of academic achievement, which is their senior high school strand, the alignment of their strand with the education course, and students who received academic honors. Students who want to enroll in education that have these profiles must be prioritized. This means that in order to boost good performance of students in education, their senior high school strand must be aligned to the education course, which is GAS. Moreover, students who were received honors during senior high school likewise perform well academically than those who do not. These criteria may be selected in order to improve the performance of education students. This would be helpful especially if the College wants to improve the LET scores of students, as it has been proven that there is a relationship between academic achievement and LET scores of students.

Future researchers may extend this study by investigating the relationship of these same profiles to the LET performance of education graduates. These predictors of academic achievement may likewise have an influence on the LET performance as well.

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