
THE INTERACTIVE EFFECTS OF SELF-CONCEPT ON STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES IN AKWA IBOM STATE

Ubong James AKPAN, Ph.D
Department of Social Studies
Akwa Ibom State College of Education,
Afaha Nsit, Nsit Ibom L.G.A

AND

Edidiong Linus NKAN
Department of Social Studies
School of Arts/Social Sciences
College of Education, Afaha Nsit

ABSTRACT

The study examined the interactive effects of self-concept on students' academic achievement in social studies in Akwa Ibom State. Quasi experimental of 2 X 3 factorial designs was adopted for the study. The study was conducted in Akwa Ibom State. The target population for this study was all the Junior Secondary two (JS2) Social Studies students in all the public secondary schools in Akwa Ibom State. A two-stage sampling technique was used to select 150 students from a centrally located secondary school in Akwa Ibom State. It was the use of intact classes drawn from the 3 arms of JS2 class from the selected secondary school centrally located. Each of the 3 arms of the JSS 2 class used for the study had 50 students. This gave a total of 150 participants in the study. Two research instruments were developed and used for the purpose of this study titled "Social Studies Achievement Test Questionnaire (SOSAT)" and Social Studies Self-Concept Questionnaire (SSCQ). In order to ascertain the validity of the instrument the social studies achievement test (SOSAT) and social studies self-concept questionnaire (SSCQ) were given to experts in Social Studies, Abia State University, Uturu and the researchers Supervisors to screen for face and content validity. The reliability coefficient or index was 0.89 for SOSAT. With these indices, the instruments were considered valid reliable, and capable of measuring the intended events with consistency. Multiple Analyses of Variance (MANOVA) was used to test the hypotheses at 0.05 level of significance. It was concluded in the study that that the high self-concept group was able to perform better than their counterparts with low self-concept group when collaborative and discussion methods were used. Based on the findings of the study one of the recommendations made was that students should be exposed to favorable environmental conditions, so as to enhance favorable disposition which may lead to positive self-concept and thus, enhance academic performance in Social Studies.

KEYWORDS: Self-concept, Academic achievement, Social Studies and Akwa Ibom State

Introduction

Social Studies is most commonly recognized in Nigeria as the name of a course taught in the primary and junior secondary schools. The primary purpose of Social Studies at this level is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a multi-ethnic democratic society in an independent world. Considering the role of Social Studies in the life of learners, the school system, the Nigerian society and the world at large, it is therefore imperative that secondary school students should be well grounded in the discipline for Nigeria to attain the state of national development it desires and to rank favourably among the committee of nations. This can be achieved through the development of self-concept in students. According to Huitt (2004), self-concept is an individual's sense of self, including self-definition in the various social roles one enacts, including assessment of one's own status with respect to a single trait or to many human dimensions, using societal or personal norms as criteria.

Schunk, Pintrich and Meece (2008) observed that strong positive self-concept lead students to set challenges attainable academic goals for themselves, feel less anxious in achievement setting, enjoy their academic work more, persist longer on difficult tasks and overall, feel better about themselves as person and as students. Social studies by its nature can be very effective in promoting critical thinking. This is simply because the content is within the immediate experiences of the students, it is popular among students. Also teaching methods have been found to influence students' self-concept. People's judgement of their capabilities to organise and execute courses of action required to attain designated types of performance is what is referred to in the literature as self-concept. Marsh (2005) submit that in reality, the relationship between teaching methods and self-concept and academic achievement was huge and that of self-concept and achievement is likely to be reciprocal. That is that prior academic achievement affects subsequent academic self-concept and prior academic self-concept also affect academic achievement, with teaching methods playing a significant role.

Statement of the Problem

Since the aim of teaching social studies is not just to feed the students with facts, the ability of the teacher to frame specific and adequate questions which could not only help the students to gain meaningful learning experiences, but also help them to think beyond the classroom is vital. The development of students' intellectual skills and their ability to think reasonably, rationally, logically and reflectively is important to each of the standards for social studies. It is on this note that this paper attempts to investigate the relationship between self-concept and students' academic achievement in social studies.

Purpose of the Study

The main purpose of this study was to examine the interactive effects of self-concept on students' academic achievement in social studies in Akwa Ibom State. Specifically, the study seeks to:

- Determine the interactive effect of self-concept on students' academic achievement in Social Studies.

Hypothesis

The following null hypothesis was formulated and tested at 0.05 level of significance;

- There is no interaction effect of treatment and self-concept on students' academic achievement in Social Studies.

Theoretical Review

Constructivism Theory

Constructivism as a philosophical and theoretical foundation represents a break from the traditional assumptions within social studies of "passive, teacher-dominated approaches emphasising recall and regurgitation" (Crocco, 2001). Constructivism employs a more flexible, culturally relativistic, and contemplative perspective in which knowledge is a personal construction based on social experience (Fosnot, 1996). Learning from a constructivist perspective is viewed as a self-regulatory process of struggling with the conflict between existing personal models of the world and discrepant new insights; constructing new representations and models of reality as a human meaning-making venture with culturally developed tools and symbols; and further negotiating such meanings through cooperative social activity, discourse, and debate.

Thus, constructivism emphasises the active role played by the individual learner in the construction of knowledge; the primacy of social and individual experience in the process of learning; and the realisation that knowledge attained by the learner may vary in its accuracy as a representation of an objective reality.

The philosophical and empirical investigations of social constructivism have resulted in many principles regarding the nature of human thought and behaviour. Three of these principles are that:

- (1) Knowledge is the result of active cognition by the individual in a social environment (Prawat, 1996).
- (2) Knowledge acquisition is an adaptive function designed to organize one's experiences (Fleury, 1998; Prawat & Floden 1994).

- (3) Knowledge is the result of language-based social interaction (Gergen, 1995; Vygotsky, 1978).

Constructivism as a theoretical foundation for social studies teaching provides an answer to why various teaching strategies are recommended to teachers. The use of a constructivist theoretical foundation may have provided the basis for constructing a new creative and effective pedagogy that exceeds the blind application of specific activities.

Conceptual Review

Concept of Self-concept

A self-concept can be defined as the totality of a complex, organized, and yet dynamic system of learned attitudes, beliefs, and evaluative judgments that people hold about themselves. According to Oyserman et al. (2012), once a unitary and stable entity, the self-concept now holds a multidimensional, multifaceted, and dynamic structure that controls and guides how people process self-relevant information in all aspects of their lives. According to him, to understand the structure of the self-concept, one needs to untangle and differentiate three, at times interchangeably used, terms: the self, the self-concept, and identities. All three terms are interlaced as they represent mental concepts, are grounded in and shaped by social settings, and constitute drivers for action (Oyserman et al. 2012).

The self includes the mental capacity to think of oneself as a thinking actor ("I") that reflects on oneself as an object and, in doing so, forms the content of the thoughts ("me"). The self-concept is constructed by the aspects that mould the "me," that is, the mental concepts that shape and define who people are, were, and will become (i.e., present, past, and future self). Thus, self-concept refers to the way a person thinks about their abilities in a variety of situations, like academics, athletics, and social interactions.

Self-Concept and Academic Achievement

According to Hamadrek (2001) in Machurgo (2014), self-concept is the set of perceptions or reference points that the subject has about himself/herself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the person knows to be descriptive of herself/himself and which he/she perceives as data concerning his/her identity. He explains further that it is a set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to himself and the characteristics or attributes that we use to describe ourselves. It is understood to be fundamentally a descriptive assessment and has some cognitive nuance.

The importance of self-concept stems from its notable contributions to personality formation. Self-concept has to do with social competence since it influences how a person feels, how he or she thinks, learns, values himself or herself, relates to others, and ultimately, how he or she behaves (Clemes & Bean, 2009). Byne (2004) notes that

much of the interest in the relationship between self-concept and achievement stems from the belief that academic self-concept has motivational properties such that changes in academic self-concept will lead to changes in subsequent academic achievement. Marsh (2010) submits that in reality, the relationship between self-concept and academic achievement is likely to be reciprocal; that is, prior academic achievement affects subsequent academic success; that is, prior academic achievement. It follows, therefore, that if an individual has a negative attitude towards a particular subject as a result of a low self-concept, the individual will have a low level of confidence to study and achieve better in the subject. It has been discovered that the concept of one's own perception influences one's attitude and achievement in a subject.

Self-concept is closely connected with self-esteem, which is subsumed in self-concept and defined by Lawrence (2008) as what a person feels about the discrepancy between the way they are and the way they would like to be. Thus, a person with low self-esteem has an actual and ideal self that are very far apart and thus have a negative perception of themselves. Research supports a positive relationship between self-concept and academic achievements (Lawrence, 2001; Wouster & Carson, 2005). According to Lawrence, self-esteem enhancement is the improvement of a person's self-evaluations in particular aspects (e.g., academic achievement) and is also achieved by extending the range of attributes upon which a person's self-evaluations are determined.

Individual learners with a higher self-concept strive for academic success more than those with a low self-concept, according to Dekreflin (2005). He also found that students with low self-concept maintain a low level of confidence, a negative self-perception, and a low level of performance. The self-concept factors to be considered include their mental abilities, special abilities, and interests. Pajares (2007) considered factors of mental abilities to be verbal comprehension, word fluency, spatial ability, numerical ability, reasoning ability, and memory. He backed up his reasoning by matching careers with abilities, and he urged students to become acquainted with their personality and self-concept in order to guide their career choice. According to him, a developed career plan included evaluation of personality through self-concept, self-assessment, and communication with others.

Empirical Review

Ugwanyi (2008) carried out a study to determine the effect of collaborative learning and expository teaching methods on students' achievement in economics in selected secondary schools in Nsukka, Enugu State. The study employed a quasi-experimental design and the entire SS 2 Economics students in the selected public senior secondary schools within the study area constituted the population of the study. The researcher administered a pretest to students in order to ascertain the entry level of the subjects. A posttest was administered to the students after the treatment in order to ascertain the effect of the treatment. The purpose of the study was to find out the extent to which

collaborative learning and expository teaching methods actually affected performance in economics, with a view to recommending a better opinion. Three hypotheses were formulated and tested at 0.05 level of significance, and an analysis of variance (ANOVA) test was used to verify the initial abilities of the students in Economics before they were treated with either collaborative learning or expository teaching methods. The findings of the study revealed that sex has a significant effect on performance of students, as female students performed significantly better than their male counterparts. The findings of the study also showed that collaborative learning in economics was more effective than the commonly used expository method.

Abdul Rahim and Shakili's study (2005) aimed to determine the impact of lecture method and discussion methods academic achievement and retention of information and trends of students. The students were given an achievement test and a scale was given to students to measure retained information after three weeks of the test. Result showed that there was no significant difference in the achievement or retention of information between the two groups of study (lecture/discussion), while it showed statistical differences in the trends towards the teaching method for benefit of discussion learning group.

Moore (2005) conducted an experiment on the impact of collaborative learning and lecturing method on first year non-Asian ethnic minority engineering students on calculus. In engineering department, University of Sri-Lanka. The experiment was to specifically, determine the retention level of fresh non-Asian students in the calculus class. The findings of the study revealed that the collaborative learning was more successful and produce positive result than the lecture learning method in improving retention and academic success rate away non-Asian fresh engineering students.

In a similar development, Busari (2010) also conducted an experimental study on comparative effect of four instructional strategies on students' achievement and self-concept in chemistry in some selected secondary schools in Lagos State. The purpose of the study was to compare the effect of instructional strategies are; students' achievement in chemistry; and self-concept of students in chemistry.

The design was a randomized experimental and control group, pretest-posttest instructional design. Two null hypotheses were formulated and tested at thus 0.05 level of significance, the sample for the study, consisted of 218 SSII chemistry students randomly drawn from seven (7) schools in Lagos state. There were 130 students in the experimental group and 88 students in the control group. The researcher used Pre-Achievement Test (PAT); the chemistry Achievement Test (CAT) and the questionnaire. The result indicated each of the instructional strategies except lecture method contributed positively to learning of chemical concept and development of high self-concept in chemistry students. The research helped in directing the current research on the choice and formulation of the instrument for data collection. However, the researcher

did not state the statistical tool that was used in analyzing the data. However, this study will make use of the appropriate tool.

Vantran (2014) in his experimental study investigated the effects of collaborative learning retention of 110 first year primary education students in psychology subject over the eight weeks of instruction at AnGiang University. These tertiary students were divided in to matched groups of 55 to be taught by the same lecturer. In the experimental group collaborative learning and discussion method were employed, while in the control group, lecture-based teaching was used. The results showed that after approximately eight weeks, students who were instructed using collaborative learning and discussion method achieved significantly higher scores on the achievement and knowledge retention at post-tests than students who were instructed using lecture-based teaching.

Methodology

Quasi experimental of 2 X 3 factorial designs was adopted for the study. The study was conducted in Akwa Ibom State. The target population for this study was all the Junior Secondary two (JS2) Social Studies students in all the public secondary schools in Akwa Ibom State. A two-stage sampling technique was used to select 150 students from a centrally located secondary school in Akwa Ibom State. It was the use of intact classes drawn from the 3 arms of JS2 class from the selected secondary school centrally located. Each of the 3 arms of the JSS 2 class used for the study had 50 students. This gave a total of 150 participants in the study. Two research instruments were developed and used for the purpose of this study titled "SOCIAL STUDIES ACHIEVEMENT TEST QUESTIONNAIRE (SOSAT)" and SOCIAL STUDIES SELF-CONCEPT QUESTIONNAIRE (SSCQ). In order to ascertain the validity of the instrument the social studies achievement test (SOSAT) and social studies self-concept questionnaire (SSCQ) were given to experts in Social Studies, Abia State University, Uturu and the researchers Supervisors to screen for face and content validity. To establish the reliability of the research instruments, (SOSAT) and (SSCQ) reliability testing was conducted. The validated instruments were tried out on a group of 20 JSS II students from Aka Community Secondary School, Aka-Offot that was not used in the actual study. Measures of the reliability of the instruments were obtained through test-retest approach which measured the same set of subjects again with the same measuring instruments. After a period of two weeks the instruments were again re-administered on the same group of students, and the scores generated on the first and the second administration of the instruments were subjected to analysis using Independent t-test statistics. The reliability coefficient or index was 0.89 for SOSAT. With these indices, the instruments were considered valid reliable, and capable of measuring the intended events with consistency. Multiple Analyses of Variance (MANOVA) was used to test the hypotheses at 0.05 level of significance.

Results

Hypothesis: There is no significant interaction effect of treatment and self-concept on students' academic achievement in social studies. The result of the data analysis has been summarized in the table below

Table 1: Summary of Multiple Analyses of Variance (MANOVA) on the Interaction Effect of Treatment and Self Concept on Students Achievement (N = 50)

Source of variation	df	Sum of squares	Mean square	F	Ho Decision
Method of teaching Treatment (factor A)	2	15466.17	7733.39	193.82	P<0. 05 Reject Ho
Self-Concept (factor B)	1	2249.77	2249.77	56.39	P<0. 05 Reject Ho
Interaction effect Treatment & Self Concept	4	386.38	96.6	2.42	P>0. 05 Accept Ho
Within	144	5744.27	39.9		
Total	149	23846.59			

F0.05 (2, 149df) = 3.07; F 0.05 (1, 149df) = 3.92; (4, 149df) = 2.44.

When the groups were together the null hypothesis revealed no significant difference between the treatment group which gave a calculated F ratio of 193.82 given 2 and 149 degrees of freedom while the critical F remains at 3.07 given 2 and 149 degrees of freedom at the 0.05 alpha levels. The null hypothesis of no significant was rejected. This implies that difference in mean performance exist between the treatment groups. The collaborative group made more gain with a mean of 86.09 while the discussion and lecture method group had 65.98 and 65.08 respectively.

When the hypothesis was tested, it revealed no significant difference between the low and the high concept. The calculated F-ratio was 56.39 given 1 and 149 degrees of freedom while the critical F-value remains 2.92 at the 0.05 level of significance. The null hypothesis was also rejected. This implies that a difference exists between the self-concept groups. The low concept group had a mean of 69.58. This difference in mean was strong enough to be significant at the 0.05 alpha level, hence the rejection of the null hypothesis. The high self-concept group was found to be superior to the low concept group in mean achievement. The null hypothesis signifies no significant interaction between the independent variable gave a calculated F- ratio of 2.42 given 4 and 149 degrees of freedom while the critical F- value remains at 2.44 given 4 and 149 degrees of freedom at the 0.05 alpha level.

The null hypothesis of no interaction was therefore retained. This implies that no interaction was seen between the treatment and the self-concept in the mean performance of students.

From table 1, the treatment (factor A) variable and the self-concept (factor B) variable produced results that were significantly different from chance at the 0.05 ($P < 0.05$) alpha level. The null hypothesis of treatment variables and low self-concept were rejected. It was observed that the three methods of response produced different number of errors. It was only the interaction mean effect that was not statistically significant.

Conclusion

The study concluded that individual's self-concept is related to social, personal, and emotional development. The concept of one's self can develop in line with the development of other psychological aspects: the ability to realize self-potential and also self-actualization. It was finally concluded in the study that the high self-concept group was able to perform better than their counterparts with low self-concept group when collaborative and discussion methods were used.

Recommendations

1. Students should be exposed to favorable environmental conditions, so as to enhance favorable disposition which may lead to positive self-concept and thus, enhance academic performance in Social Studies.
2. Students should always be encouraged by the class teachers and other stakeholders to develop high self-concept towards social studies as a subject.

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