

ABSTRACT

Self Concept, Academic Self Concept and Academic Achievement in a selected group of High School Students.

This research examined the self concept, the academic self concept and the academic achievement of a group of grade 7 and grade 11 students. The data was examined in terms of school status, school type and sex of students. The main results are as follows:

Grade 7

For Grade 7 there were no significant differences between the total males and females on either Self Concept, Academic Self Concept or Academic Achievement. When the group was divided into status groups significant differences were found for the variables Academic Self Concept and Academic Achievement. When the data was examined on the basis of school type it was discovered that the only significant difference related to the variable Academic Achievement.

Grade 11

For Grade 11 there were no significant differences between the total males and females on the variable Self Concept. This was similar to the Grade 7 sample. However, significant differences were confirmed for the other two variables Academic Self Concept and Academic Achievement. When the group was divided on the basis of status significant differences existed for only Academic Achievement. An examination of the data on the basis

of school type revealed significant differences on the variables Academic Self Concept and Academic Achievement.

In light of the findings of this research and their significance for education in Jamaica, a number of recommendations are made. These are mainly directed to the importance of fostering positive self concepts among our young adolescents. The fostering of positive self concepts is vital especially as it relates to academic self concept and academic achievement.