

## ABSTRACT

The relationship among self-concept, reading attainment levels, and academic achievement of first form students at Malick Secondary Comprehensive School.

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The study investigated the relationship among self concept, reading attainment levels and academic achievement of First Form students at Malick Secondary Comprehensive School. Subjects were ninety seven pupils of both sexes, ages eleven to twelve years. The majority of these students live in the Morvant/Laventille area.

A self concept scale of thirty six items was used. A standardized reading inventory - the Informal Reading Inventory was used. Academic achievement was measured by examining the average performance of four main subject areas - English Language, Mathematics, Social Science and Integrated Science. The main hypothesis sought to establish if any relationship existed among the three variables - self-concept, reading ability and academic achievement.

Results pointed in the positive direction for female students in respect to reading levels, academic achievement, and self concept; and in the negative direction for the male students. The report would appear therefore to support the claim that ability to read is crucial for academic achievement. Pupils' self concept appears to be linked to academic achievement as well.

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