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**RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC
PERFORMANCE OF FIRST YEAR HIGH SCHOOL
STUDENTS OF DSAC, S.Y. 1992-1993**

RESEARCH

Agri - Science Curriculum

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DON SEVERINO AGRICULTURAL COLLEGE

Indang, Cavite

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RELATIONSHIP BETWEEN SELF-CONCEPT AND ACADEMIC

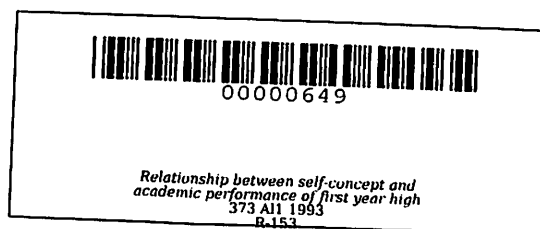
PERFORMANCE OF FIRST YEAR HIGH SCHOOL

STUDENTS OF DSAC, S.Y. 1992 - 1993

A Research Study

**Submitted to the Faculty of the
Laboratory School, Secondary Education
Don Severino Agricultural College**

**In Partial Fulfillment
of the Requirements in
Applied Research IV**



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This study was conducted to determine the relationship between self-concept and academic performance of first year high school students of DSAC, S.Y. 1992-1993. This study utilized the descriptive survey method of research. This study used the total population of 119 first year high school students.

It was found out in this study that the respondents had high positive self-concept. They see themselves positively in terms of self-identity, self-worth and self-esteem.

Sex, age, mental ability, parents educational attainment and family income, were not related to the level of self-concept.

It was also found out that the younger respondents with high mental ability and those who have high family income, performed better academically. Whether their parents were elementary, high school or college graduate, they had the same level of academic performance. The academic performance was not related to their level of self-concept.

Based on the above findings, the following are strongly recommended: 1) Students should maintain their high positive self-concept but they have to improve their academic performance, 2) Guidance counselors and teachers should provide activities that will help the students to improve their academic performance and maintain their high positive self-concept, 3) School administrators should plan and implement programs which will improve the academic performance of the respondents as well as their level of self-concept.

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by:

SHEILA D. ALCAZAR

A research study presented to the faculty of Laboratory School, School of Education of the Don Severino Agricultural College, Indang, Cavite, in partial fulfillment of the requirements in Applied Research IV, under the advisorhip of Dr. C. M. Montano.

Chapter 1

The Problem and Its Setting

Introduction

Many temporary learning theorist and educators view the process of concept formation in a new light as evidence of creativity. Self-concept is considered as a notion of a person as to who he is in relation to his environment. This determines his behavior. The notion of self-concept is valuable as an aid to understanding how people see themselves. Such concepts as self-esteem, self-image, and ego involvement have been regarded by some psychologist as useful while others have been regarded as superflous. The