Comparative Analysis of Self-Concept and Academic Performance in Computer Studies among Senior Secondary School Students in Port Harcourt Metropolis

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ABSTRACT
This study investigated comparative analysis of self-concept and academic performance in computer studies among senior secondary school students in Port Harcourt metropolis. Descriptive survey design was used for the study; using comparative analytic method. The population for the study consisted of all 930 senior secondary three (SS3) students of 2017/2018 academic session in Port Harcourt Metropolis. 462 students from urban public secondary schools and 438 from rural public secondary schools in Port Harcourt Local Government Area of Rivers State obtained from the WAEC entry schedule of the ten secondary schools in the research area. Simple random sampling technique was used to draw from 930 senior secondary school students, make up 280 respondents. The “Comparative Analysis of Self-Concept and Academic Performance in Computer Studies” (CASAPCS) was used for collection of data. Four research questions were stated for the study. The following null hypotheses were formulated: Ho1 There is no significant difference between the performance of male and female senior secondary school students classified as self- acceptance in computer studies. Ho2 There is no significant difference between the performance of male and female senior secondary school students classified as social confidence in computer studies. Ho3 There is no significant difference between the performance of male and female senior secondary school students classified as social maturity in computer studies. Ho4 There is a significant difference between the performance of male and female senior secondary school students classified as self- security in computer studies. The z – test statistical technique was used to analyze the null hypotheses at 0.05 level of significance. The results showed no significant difference in the four null hypotheses. It was recommended that professionally qualified guidance counselors should be assigned to counsel senior secondary school students in the subject area covered in Port Harcourt metropolis whose exclusive function will be to talent match the students and work on their self-concept as to enhance it positively, also to reduce the opportunities of failure in senior secondary school computer studies.

Key words: Self concept, self acceptance, self security, social maturity, social confidence.

INTRODUCTION
In recent times senior secondary schools students’ performance in computer studies in Nigeria is declining (Eme et al. 2015). The massive failure which has been recorded yearly, both in internal and external examinations have generated many questions in the minds of the people (Suberu, 2013, Adu-Manu, 2013). These low academic performances can be said to be reasons for the short fall in the realization of the nation’s educational goals and objectives as stipulated in the National Policy on Education of the Federal Republic of Nigeria, (FRN, 2004). It is clear that this problem has been recognized and debated by concerned authorities within the educational system. Although factors affecting students academic performance in secondary school computer studies are multiple and complex, greater attention needs to be placed on the role played by self-concept as a potent factor. Self-concept as the name implies is an idea of the self constructed from the beliefs one holds
about one self and the responses of others. Baumeister (1999) defined self-concept as the individual’s belief about himself/herself, including the person’s attributes and who and what the self is”. The way an individual perceives himself affects the way he behaves in interaction with his physical and social environment, (Barbara, 2000). In other words, a person’s action is the outcome of the picture the person has of himself, his understanding of his abilities, capabilities, interest, values, achievements, needs as well as his limitations. The researcher is therefore interested in examining the comparative analysis of self-concept among senior secondary school students in Port Harcourt Local Government Area and their academic performance in computer studies.

Self-concept is required for a person to achieve success in all human endeavours. According to Asagwara (1999), one has to experience within oneself some feeling of capability and self trust to enable the person participate actively and efficiently in whatever one engages oneself. This view is in line with Okafor (2000) who refers to self-concept as the individual’s comprehensive evaluation of himself in terms of his abilities, attitudes, judgments and values, stressing further that if a student perceives himself as a failure in computer studies his effort in the study of computer will be affected disastrously. Where he perceives himself as successful, this will affect his efforts in his computer studies. This implies that attempt should therefore be made by each student to dwell more on his success than on his failure. Students’ progress significantly in academic work when they are obsessed with positive and encouraging thought of themselves. Therefore, this discussion seems to highlight self-concept as a variable that has link with academic achievement of students. This provides a gap that this research seeks to fill empirically.

It is vital that students study in order to achieve success and also important to understand that a reasonable amount of commitment and effort in learning directed towards goal attainment is needed for them to achieve their educational goals. Therefore teachers are expected to play vital roles in school learning and achievement, since they seem to be the most critical intervening factor as they are concerned with removing obstacles to effective learning and achievement of a student”.

Concept of Self-concept

Self-concept may be understood as a perception every human has of himself or herself. It is a component of personality development and indicates who we are and how we fit into the world. Machargo (1991) perceives self-concept as a set of perceptions or reference points that the subject has about himself, a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individual knows to be descriptive of himself and which he perceives as data concerning his identity. This definition embraces issues including the set of knowledge and attitudes that we have about ourselves; perceptions that the individual assigns to himself or herself and characteristics or attributes that we use to describe ourselves. This is understood to be fundamentally a descriptive assessment and has a cognitive nuance (Manning, Bear & Minke, 2006).

With regard to academic self-concept, Manning et al. (2006) posit that it has two levels and relates to how well we do in school or how well we learn. While the first level deals with the general academic self-concept of how good one is in all subjects, the other has to do with a set of specific content related to self-concept that describes how good one is in mathematics, science, social studies and English language. Self-concept like any psychological construct is relative and depends on some frame of reference. According to the frame of reference model, academic self-concept will depend on a student’s own academic ability and the ability level of other students within the same class. When a student perceives himself as the best in class he tends to hold a positive self-concept of himself/herself (Acosta, 2007). According to Cooley (2000), academic self-concept is broadly conceptualized as how a student views his/her academic ability when compared with other students. For him, to be academically successful individuals must be identified with domain of academics. Academics must be part of their self-concept; more specifically, they must have a positive academic self-concept. Some previous research works suggest that there is a positive relationship between academic self-concept and academic achievement as measured by grade point average (Cooley, 2000; Gerardi, 2009).
Levels of self-concept
The five components or levels which constitute self-concept are: social confidence, self-acceptance, self-maturity, self-security and school affiliation. (Mach & Shevelson, 1995).

**Social-confidence**
This is the quality which enables us to remain true to ourselves while interacting with individuals or groups of people. It gives us the power and certainty to create our desired dreams, learn easily, have step by step activation and master the social world. Students with greater social confidence believe in their own ability, power and judgment to successfully carry out activity and reach a goal. Social confidence is a source of motivation that influences the challenges you will undertake, the effort you will make and how long you will persist when things do not work so well. Changing negative patterns of thinking can be very helpful in building your interpersonal confidence. This is simply believing in oneself ((Benabou etal, 2002). Set goals that are challenging but attainable, advance in step; when you first acquire a skill, your goal should be to make progress in learning. If you fail, regard it as a sign that you need to try harder, not that you lack ability, get support or encouragement from observers, find a skill model and get expert instruction that helps you master your skill. People with greater social confidence remain focused in their pursuit of set goals.

The extent to which an adolescent achieves success in class depends on the amount of social confidence he/she has. Experience has shown that some Nigerian students in secondary schools lack social confidence in their ability to do well in life and in the school particularly. Little wonder some students are unable to achieve any unusual success during the examination (Mickey and Maclean, 1978), the extent to which an adolescent achieves success in class depends on the amount of social confidence he has. Experience has shown that some Nigerian students in secondary schools lack social confidences in their ability to do well in life and in the school particularly. Little wonder some students are unable to achieve any success during the examination. Mayer (1967), in his study noted that several comparative studies have found strong difference between children’s social confidence and their academic achievement, for instance data from Mayer (1967), found the difference between grade points average and social confidence of 42 boys and 39 girls to be positive. (Robin et al., 2001), it can be either positive (high self-esteem) leads to greater happiness or negative (low self-esteem) and self-doubt, potentially leads to depression. MKaccoby and Jurkin (1997), stated that simple evidence of significance and the difference between social confidence and achievement exist.

**Self-Acceptance**
This is acknowledgement of one own limitation along with recognition of one strength, it is affirmative acceptance of self in spite of weakness or deficiencies. Self-acceptance is the first step to success. If you want to have a go at life and succeed learning to accept yourself first, focus on your position aspect. (Major, 2000), in a study states that the higher a person’s self acceptance, the higher the self esteem it has a significant difference with academic achievement (Mickey & Maclean, 1978). Self-acceptance is a deeper characteristic which to some extent explains why a person functions well. Self-confidence, self-interest, and aspirations are behaviors made possible by a person feeling that he can succeed and that if he fails, he will still be worthy of approval. A person must live with his limitations, his body has its weakness and imperfections so do his talents, if he is superior in popularity or wisdom, he is still inferior in something else. A person shapes his self-concept out of his knowledge of what he is and how he compares himself with others at the same time. The person who accepts himself has faith in his capacity to cope with life. Odoemelam (1997) asserted that “parents who unconditionally accept their child who is dull, dirty, unrealistic or unreliable while providing him with non-judgment, permissive environment will facilitate his self actualization and functioning and ultimately enhancing his self-concept. Okoye (1987) argued that our self concept level and will-power determines how we perceive and tackle a given problem or learning task, he further said that people with low self-concept associate weak will power make the learner finally end up school drop-out and truant.

**Social-maturity**
Iwuji (1996) highlighted on social maturity which is another component of self-concept. He says that social maturity deals with social values acquired by individuals (learners) low self-concept on social
maturity scale implies that such individuals have developed some social behaviours that could be
described as being self self-considerate and the consideration of others. It is the ability to respond to the
environment in an appropriate manner. Crave for money at all cost and immature thinking, in all, low
self-concept is characterized by low sense of self worth, feeling of inadequacy, self doubts, inability to
cope with real and unanticipated stress and unrealistic and faulty thinking among others.
Social maturity is also positively related to intellectual ability (Anastasi, 1982). It involves peer
respecting each other, not forming clique and not bullying. It has to do with how well people understand
the nature of the social world they live within. Social-maturity enables people function as health
conscious beings. A high degree of social-maturity has something to do with a high degree of social skill.
Social-maturity does evolve or develop in successive layers just as cognitive maturity. The central
conception of attitudes as well, is not more important than the care attitude an individual acquires about
himself from a significant group. Tashakkori (1993) found that academic self-beliefs were not strong
predictors of self-concept; however self-beliefs about social standing and relationship carried more
weight. Odoemelam (1997) asserted that “parents who unconditionally accept their child who is dull,
dirty, unrealistic or unreliable while providing him with non-judgment permissive environment will
facilitate his self actualization and functioning and ultimately enhancing his self-concept. The problem of
getting on with other children of the same age, with teachers, with his parents and even himself has to do
with social maturity.

Self-security
Education holds the key position in ensuring that students are able to learn in a happy, safe and successful
environment. Having a good self-esteem, a strong sense of security and possession of the tools to be
successful is exceedingly important through a student academic career. Protection against danger and
accidents, threat, deprivation and protection from physical and psychological harms, economical disaster
and the unexpected are aspect of self-security. Lack of self concept can create fear and insecurity in a
student. Maxwell (2007) states “occasionally, many people become nervous or jittery before speaking in
front of a group or participating in an athletic contest or a game. But, the sufferers of social phobic feel
tremendous anxiety not only in these situations but also in virtually all situations in which others might be
observing them. People with social phobic disorder experience marked or persistent fear of social or
performance situations in which they encounter unfamiliar people or the scrutiny of others” , p. 81
Samuel, (1977), in a study on self security and academic performance found out that there exist a
significant difference between self-security and academic achievement. Noad (1979) examined that the
difference between educational aspirations of adolescent’s peers and their own level of self-security in a
study of 240 mostly African students in a mid Atlantic school. The findings suggested that adolescents
who perceived their peers as holding higher educational aspirations in 7th grades held high level of self-
security than those who perceived their peers as holding lower educational aspirations.

Statement of the Problem
The increase of poor performances of secondary school students generally, in computer studies is
alarming and has brought about great concern of the entire populace. The declining trend in spite of the
efforts of the government in equipping secondary schools with computer textbooks, organizing seminars
recruiting graduate teachers in computer studies, this has brought so much concern to teachers, schools
administrators, educational planners, researchers (Eme etal 2015).
Student’s academic achievements are influenced by many factors of which self-concept, is paramount. It
is evident that learning computer studies arouses negative emotions perhaps because of its logicality and
mathematical thinking which is acknowledged to be difficult to master. Positive self-concept not only is
it vital for learners academic achievement but for their long term general well-being and personal
development as well. Heyman (1990), reports that negative self-concept has been associated with
depression for many learners especially those learners who struggle academically. This can result in
feelings of inadequacy and incompetence in many spheres of life, therefore this research study is based on
the comparative analysis of self-concept among senior secondary school students in Port Harcourt Local
Government Area and their academic performance in computer studies.
Purpose of the study
The purpose of this study is to compare the self-concept and academic performance in computer studies among senior secondary school students in Port Harcourt metropolis. Specifically the objectives are to:
1. Compare the self-acceptance of senior secondary students with their academic performance in computer studies.
2. Compare the social-confidence of senior secondary students with their academic performance in computer studies.

Research Questions
The following research questions guided the conduct of the study:
1. What is the performance of senior secondary school students classified as self-acceptance in computer studies?
2. What is the performance of senior secondary school students classified as social-confidence in computer studies?

Hypotheses
The following hypotheses were formulated and tested at 0.05 level of significance:
H0₁ There is no significant difference between the performance of male and female senior secondary school students classified as self-acceptance in computer studies.
H0₂ There is no significant difference between the performance of male and female senior secondary school students classified as social confidence in computer studies.

METHODS
This study adopted descriptive survey design. This is a scientific method that involves observing and describing the behavior of a subject without influencing it. The design is essential because it helps to describe certain variables of the population as regards to the topic.
The population for the study consists of all 930 senior secondary three (SS3) students of 2017/2018 academic session in Port Harcourt Metropolis. 462 students from urban public secondary schools and 438 from rural public secondary schools in Port Harcourt Local Government Area of Rivers State obtained from the WAEC entry schedule of the ten secondary schools in the research area.
A sample of 280 senior secondary school students (as determined by Taro Yamane formular) was selected from public senior secondary schools in Port Harcourt metropolis and used for the study. The sampling procedure adopted for selecting the students is the simple random sampling. The sample comprised of 140 students from the urban areas of Port Harcourt Local Government, while 140 students was selected from Obio/Akpor Local Area of Rivers State.
In this study, structured questionnaires titled “Self-Concept of Senior Secondary School Students” was used for the study. The instrument was divided into three parts: part A contains researcher’s letter of introduction to the respondents, part B comprises the demographic data, while part C contains the questions. The structured questionnaire contained 32 item-questions designed and tailored in a modified four-point likert format to elicit very high extent, high extent, low extent and very low extent response pattern. The researcher also conducted a quasi-experimental study on the students to determine their academic performance in Computer Studies. Thus, a 30 item multi-choice questions was given to the students to answer.
Simple table, percentages means and standard deviations were used to answer the research questions, while the z-test statistical software was used to analyze the null hypotheses at 0.05 level of significance.
RESULTS
The results from the data analysis of the study are presented below:

Research Question 1:
To what extent does self-acceptance as an aspect of self-concept correlate with the academic performance of male and female senior secondary school students in computer studies?

Table 1  Analysis of how self-acceptance as an aspect of self-concept compare with the academic performance of male and female senior secondary school students in computer studies?
(Participants = 280)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Participants</th>
<th>X= Mean scores in computer studies</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I usually feel depressed when I am at fault</td>
<td>Male</td>
<td>2.40</td>
<td>1.02</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.44</td>
<td>1.03</td>
<td>Moderate</td>
</tr>
<tr>
<td>2.</td>
<td>I find it difficult to cope with failures without getting worried</td>
<td>Male</td>
<td>3.04</td>
<td>0.85</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>3.00</td>
<td>1.06</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>I usually have fears about my future and about what my tomorrow will bring</td>
<td>Male</td>
<td>2.22</td>
<td>0.95</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.24</td>
<td>0.84</td>
<td>Moderate</td>
</tr>
<tr>
<td>4.</td>
<td>I sometimes think life is just too unfair to me</td>
<td>Male</td>
<td>2.26</td>
<td>0.77</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.34</td>
<td>0.77</td>
<td>Moderate</td>
</tr>
<tr>
<td>5.</td>
<td>I sometimes have this feeling that I cannot succeed in life</td>
<td>Male</td>
<td>3.11</td>
<td>0.80</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.98</td>
<td>0.86</td>
<td>Moderate</td>
</tr>
<tr>
<td>6.</td>
<td>Sometimes, I find it hard to forget about my failures in the past</td>
<td>Male</td>
<td>2.14</td>
<td>0.93</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.12</td>
<td>0.90</td>
<td>Moderate</td>
</tr>
<tr>
<td>7.</td>
<td>I do not really like my complexion, I wish I was fairer or darker.</td>
<td>Male</td>
<td>1.98</td>
<td>0.91</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.02</td>
<td>0.86</td>
<td>Moderate</td>
</tr>
<tr>
<td>8.</td>
<td>Sometimes I think life has denied me of so many opportunities.</td>
<td>Male</td>
<td>2.07</td>
<td>0.81</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>3.08</td>
<td>0.83</td>
<td>High</td>
</tr>
</tbody>
</table>

Total
Grand Mean 2.46 Moderate performance
From the result in table 4.1, in response to research question 1 in item 1, 2, 3, 4, 5, 6, 7 & 8, the majority of the students had a moderate mean score of performance in computer studies. This is indicated by a grand mean of 2.46.

**Research Question 2:** To what extent does self-confidence as an aspect of self-concept compare with the academic performance of male and female senior secondary school students in computer studies?

**Table 2.** Analysis of how social-confidence as an aspect of self-concept compare with the academic performance of male and female senior secondary school students in computer studies?

(Participants = 280)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Participants</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I sometimes feel intimidated when in the midst of friends from well-to-do families</td>
<td>Male</td>
<td>2.43</td>
<td>66</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.85</td>
<td>0.71</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td>I usually find it difficult to deliver a public speech.</td>
<td>Male</td>
<td>2.76</td>
<td>0.88</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.21</td>
<td>0.84</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>I sometimes think I am meant to be an average student</td>
<td>Male</td>
<td>3.11</td>
<td>0.91</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.98</td>
<td>0.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>I find it difficult to confront people when they are at fault</td>
<td>Male</td>
<td>2.13</td>
<td>0.87</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>1.88</td>
<td>0.77</td>
<td>Low</td>
</tr>
<tr>
<td>5</td>
<td>I am usually scared when exam time is approaching</td>
<td>Male</td>
<td>2.49</td>
<td>1.04</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>3.33</td>
<td>1.05</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>I easily get discouraged when I fail</td>
<td>Male</td>
<td>3.45</td>
<td>0.93</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.34</td>
<td>0.85</td>
<td>Moderate</td>
</tr>
<tr>
<td>7</td>
<td>I usually find it difficult to try again after several failed attempts</td>
<td>Male</td>
<td>2.48</td>
<td>0.92</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>3.10</td>
<td>0.82</td>
<td>High</td>
</tr>
<tr>
<td>8</td>
<td>I believe some persons are born to be better than others</td>
<td>Male</td>
<td>2.32</td>
<td>0.81</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>2.55</td>
<td>0.86</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>42.41</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td></td>
<td><strong>2.65</strong></td>
<td></td>
<td>Moderate</td>
</tr>
</tbody>
</table>

From the result in table 4.2 above, in response to research question 1 in item 1, 2, 3, 4, 5, 6, 7 & 8, the majority of the students had a moderate mean score of performance in computer studies. This is indicated by a grand mean of 2.46.
Hypotheses Testing Using Z-Test

Test for Hypothesis 1: Showing Z-test differences on male and female self acceptance.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Known Var.</th>
<th>Obsrv.</th>
<th>Hypothesized Mean D</th>
<th>Z-cal.</th>
<th>z-critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3.17</td>
<td>0.0010</td>
<td>140</td>
<td>0</td>
<td>0.0585</td>
<td>1.960</td>
</tr>
<tr>
<td>Female</td>
<td>3.03</td>
<td>0.014</td>
<td>140</td>
<td>0</td>
<td>0</td>
<td>1.960</td>
</tr>
</tbody>
</table>

Decision 1: Since the value of the z critical (two tail =1.959964) is greater than the calculated z value (≈ 0.584708641), then we accept the null hypothesis and conclude that there is no significant difference in the mean scores of male and female senior secondary students in Computer studies.

Test for Hypothesis 2: Showing Z-test difference on male and female social confidence.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Known Var.</th>
<th>Obsrv.</th>
<th>Hypothesized Mean D</th>
<th>Z-cal.</th>
<th>z-critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3.17</td>
<td>0.0010</td>
<td>140</td>
<td>0</td>
<td>0.0585</td>
<td>1.960</td>
</tr>
<tr>
<td>Female</td>
<td>3.03</td>
<td>0.014</td>
<td>140</td>
<td>0</td>
<td>0</td>
<td>1.960</td>
</tr>
</tbody>
</table>

Decision 2: Since the value of the z critical (two tail =1.959964) is greater than the calculated z value (≈ 0.584708641), then we accept the null hypothesis and conclude that there is no significant difference in the mean scores of male and female senior secondary students in Computer studies.

DISCUSSION OF FINDINGS
This chapter has critically examined and analyzed four research questions and four hypotheses and as a result appropriate conclusions and findings have been deduced. After reviewing the result of the analyses, the following observations below were made.

In response to research question 1, the majority of the respondents exhibited an attitude of positive self-acceptance. Although, a considerable number admitted to having a negative attitude of self-acceptance. When the performances of these two category of students in Computer studies were compared in Hypothesis 1 as shown in Table 6 showed that, the result showed that students with low or negative self-acceptance were more inclined to score low or poorly in their academics as shown in their performance in computer studies. This is actually in line with the findings of Major (2000) who stressed that self-acceptance is the first step to success. In the same study he went further to state that the higher a person’s self acceptance, the higher the self esteem which in turn determines the level of the person’s academic achievement. Mickey & Maclean, (1978) further corroborated these findings when they explained that self-acceptance is a deeper characteristic which to some extent explains why a person functions well.

Odoemelam (1997) added that that “parents who unconditionally accept their child who is dull, dirty, unrealistic or unreliable while providing him with non-judgment permissive environment will facilitate his self actualization and functioning and ultimately enhancing his self-concept”.

In response to research question 2, the majority of the respondents also exhibited an attitude of high self-confidence. However, a considerable number still admitted to possessing an attitude of low self-confidence. The performances of these two category of students were tested with 40 multiple-choice questions and compared. The result obtained revealed that students with low or negative self-confidence were more inclined to perform poorly in their academic performance as shown in their performance in computer studies in Table 7. In conjunction with findings of this study, Culler & Hoaham, (2011) asserted that people with greater social confidence remain focused in their pursuit of set goals.

Mickey and Maclean (1978) also further corroborated this findings by stating that the academic achievement of adolescents is highly dependent on the amount of social confidence he/she has.

Experience has also shown that some Nigerian students in secondary schools lack self-confidence in their ability to do well in life and in the school particularly. Little wonder some students are unable to achieve...
any unusual success during the examination. Also in line with these studies, Mayer (1967), noted that several comparative studies have found strong difference between children’s social confidence and their academic achievement, for instance data from Mayer (1967), found the difference between grade points average and social confidence of 42 boys and 39 girls to be positive. According to Robin et al., (2001), it can be either positive (high self-concept) leads to greater happiness or negative (low self-concept) and self-doubt, potentially leads which can result in depression. MKacoby and Jurkin (1997), further supported this view by asserting 0that simple evidence of significance and the difference between social confidence and academic achievement exist.

In response to research question 3, the majority of the respondents indicated an attitude of both positive and negative self-security. A considerable number among the female participants showed an attitude of low self-security. When the performances of students (in computer studies) who exhibited low self-security were compared with those with high or positive self-security, the result revealed that students with positive or high self-security performed better. The result of the hypothesis in Table 8 showed that students with low or negative self-security are more inclined to score low or poorly in their academic performance as shown in their performance in computer studies. In line with the findings of this study as revealed in hypothesis 3, Samuel, (1977), in a study on self security and academic performance found out that there exists a significant difference between self-security and academic achievement. Noad (1979) further added that the difference between educational aspirations of adolescent’s peers and their own level of self-security in a study of 240 mostly African students in a mid Atlantic school suggested that adolescents who perceived their peers as holding higher educational aspirations in 7th grades held high level of self-security than those who perceived their peers as holding lower educational aspirations.

Finally, in response to research question 4, the findings of the study revealed that some of the students agreed to possess a life style of negative social-maturity, while some others were considered to high or positive attitude of social maturity. In the test of the hypothesis, the findings showed that students with low or negative social maturity were more inclined to score low or poorly in their academic performance as shown in their performance in computer studies.

In collaboration with these findings, Anastasi (1982) asserted that a high degree of social-maturity has something to do with cognitive maturity. In further support of this view, Tashakkori (2013) found that academic self-beliefs were not strong predictors of self-concept; however self-beliefs about social standing and relationship carried more weight. Odoemelam (2007) in his support of this view stated that “parents who unconditionally accept their child who is dull, dirty, unrealistic or unreliable while providing him with non-judgment permissive environment will facilitate his self actualization and functioning and ultimately enhance the child’s ability to perform well in academics.

CONCLUSION
Based on the findings of the study, it was concluded that students who have positive self-concept about themselves usually perform better in academics than those students who usually have low or negative self-concept about themselves.

RECOMMENDATIONS
Based on the findings of this study, the following are recommended.
1. Parents should not be fond of making statements that can make their children develop poor academic self-concept.
2. Teachers should not condemn their students if found to have low or negative concept about themselves, rather, there should be an atmosphere of mutual understanding where students can confidently confide in their teachers.
3. Teachers should not discourage their students from expressing themselves even when it appears their opinions are not entirely logical.
4. Students should endeavour to seek the advice of their parents and teachers when they are in confusion about their psychological status.
5. Teachers should endeavour to listen to the students whenever they bring their personal problems to them so that they can understand how to tackle their behavioural, social, and academic problems.

6. Teachers should not make themselves unapproachable to the students.

7. Parents should adopt a parenting that helps to boost the self-acceptance of their children.

8. Parents should help their children develop into social maturity with regular counselling and advice.

9. Government should beef up security in secondary school to ensure that students learn in a safe environment. This assures self security.

10. Government should renovate all secondary schools, provide good facilities and employ qualified teachers.

11. Professionally qualified guidance counselors should be assigned to teach secondary school in Port Harcourt metropolis whose exclusive function will be to “talent match” the students and work on their self-acceptance. The guidance counselor through their constant interaction with the students could inquire into their individual abilities, aptitudes and aspirations. Guidance counselors should organize guidance services for the students.

12. More efforts should be directed toward strengthening students’ self-concept, with a view to reducing poor performance in computer as well as other subjects.

REFERENCES

