



Self-Concept and Academic Achievement of Undergraduate Business Education Students in Rivers State

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ABSTRACT

The study investigated the self-concept and academic achievement scores of undergraduate Business Education students in Rivers State. The population of the study was made up of 536 final year Business Education students for 2015/2016 session from Rivers State University and Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State. A simple random sampling technique was used to select 214 Business Education students for the study. The study adopted a correlational research design. The main instruments for data collection were students' academic record and a 5 point Likert scale questionnaire titled; "the self-concept and academic achievement of undergraduate Business Education Students" (SCAAUBES). Two experts in Department of Business Education and one in Department of measurement and evaluation validated the instruments and the split half method was used to establish a reliability coefficient value of 0.77. Only 202 questionnaires were retrieved and eventually used for the study. Three research questions and three null hypotheses guided the study. Mean and standard deviation were used to answer the research questions while the Pearson Product Moment Correlation Coefficient (r) was used to test the hypotheses at 0.05 level of significance. The study found out that: to a high extent students' self-acceptance, social confidence and self-anxiety as an aspect of self-concept relate to their academic achievement scores in Business Education in Rivers State. The researcher therefore recommended among others that self-concept should be boosted as it is a prominent factor influencing academic achievement of students.

Keywords: self-Concept, Self-acceptance, Social confidence, self-Anxiety, Academic Achievement Business Education

INTRODUCTION

One of the prominent differences existing between the developed and developing countries of the world is the technological advancement attained by these countries. The sophisticated level of technological advancement attained by the developed countries in the areas of business, communication, transportation, architecture and agriculture, no doubt stems from the break-through achieved by the citizens of these countries due to their acquisition of scientific and technological knowledge. The scientific and technological knowledge cannot be acquired without emphasis on the high standard of education of the country as well as the high level of academic achievement of the citizens. This serves to stress the important role played by science, vocational and technical education in the technological advancement and national development of a country. The level of technological advancement has become the basis for determining social, economic and industrial development of a country. As a developing country, Nigeria has had to reposition her educational system to meet such needs, aspirations and expectations, given that education is an important ingredient for national development (Ehiamelator, 2010), as well as an instrument 'par excellence' for effecting national development (Federal Republic of Nigeria, FRN, 1998, 2004). This observation is also true of Business Education as one of the University programme in the Nigerian educational system.

It is a collaborative programme in which educational and industrial sectors of any economy form partnership thereby preparing the individual to adequately fit into both industry and classroom as a professional (Ubulom, 2006). Consequently, Business Education can simply be defined as that aspect of educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. It is concerned with the acquisition of pedagogical and professional competencies in industry and education necessary for personal use, for entry into business world as an employer or employee or self-employed and for effective participation in the educational industry as a professional business teacher. One of the most extensively researched of learned motives is the need for achievement. According to Witting & Belkin (2006), individuals who seek a very high standard of performance for themselves have probably internalized achievement as a personal goal. However, people probably develop their need to achieve because of the social approval of success or the punishment of failure. Achievement can be regarded as performance in school or college in a standardized series of educational tests. Performance itself has been explained to mean the actions of a person or group when given learning tasks.

The concept of performance is general to all fields of human endeavour. Man's potential is related to his actual performance through learning and motivation, although other tasks and variables are also determinants of performance level. Cooper & Burgar (2010) defined academic performance as a quality of performance in terms of tasks and class exercises with academic content. It is a level of a given standard content and excellence; a qualified academic achievement.

Several research studies have examined the relationship between students' self-concept and their academic achievement. Although many of these studies have reported a significant correlation between these two variables (Aboh, 2008; Jamabo, 1996), others failed to find any substantial or significant relationship between students' self-concept and their academic achievement rather, they found that self-concept can be used as a predictor of academic achievement.

However, more studies have shown that self-concept may be a prominent factor influencing academic achievement of students hence children who have negative or poor self-concept generally have been found to have more social behaviour problems and tend to be more delinquent than those who have high self-concept. Similarly, research studies have shown that high self-concept is significantly associated with good academic achievements while lower or negative self-concept correlates very low with good academic achievements. As cited by Nwezeh (2001), Ukwuij & Ubulom (2000) worked with children aged 4 to 5 years old and found that some children who were made to feel inferior to other children declined in confidence and they did not attend as efficiently as other children who have not been subjected to their negative feedbacks.

Noad (2009) explored the relationship among self-concept, educational attitude and performance of 51 elementary school teachers at the final phase of their undergraduate professional teacher preparation programme. The students completed the Minnesota Teacher Attitude Inventory, the Adjective self-description instrument and the professional teacher preparation programme success questionnaire. The results of the study indicate that self-concept and educational attitude operating jointly contributed 40.32% of the variance in student teachers' performance; 11% of the variance was explained by educational attitude while 25% was accounted for by self-concept. This result reveals that self-concept, more than educational attitude has more influence on the students' performance.

In their study on self-concept, study behaviour and cognitive performance of 6th grade boys in relation to their feelings of intellectual achievement, Panda & Panda (2007) found that self-concept and study behaviour were positively related to achievement. They administered several measurement scales which include: "The way I feel about myself scale", and "The Study Habit Inventory". The results obtained were compared with the students' academic performance as measured by final examination result grades.

In another study, Musa & Roach (2003) asked a group of high school junior students to rate themselves on a self-concept scale. Satisfaction with appearance was determined by response to the following question: "if you could change anything you wanted to about your appearance, what you would like to do?". The students could either write down the changes they would like or they could check the response would change nothing". They finally discovered that boys rated their own appearance as more desirable

than girls: 30% of the boys and 28% of the girls. Moreover, 48% of the boys were sufficiently satisfied with their appearance and said they desired no change while 12% of the girls desired no change in their appearance. The implication of these observed differences and their relationship with their academic achievement is also an aspect of this research work.

Self-Acceptance and Academic Achievement

Self-acceptance is acceptance of self. According to Wali (2006), self-acceptance is an individual's satisfaction or happiness with one self, and in thought to be necessary for good mental health. Self-acceptance involves self-understanding, a realistic, albeit subjective, awareness of one's self. That is tolerating oneself to be imperfect in some parts. Some distinguish between conditional and unconditional self-acceptance.

The very informal atmosphere of self-help groups where the individuals discuss and share their problems and their achievements with each other within the framework of caring and sharing without fear of being exploited (Nwosu, 2002). Nwosu (2003) proposes that some factors of wellbeing in particular self-acceptance, environmental mastery, and purpose in life are highly correlated with self-esteem satisfaction or dissatisfaction is an effective response to pass actions, self-acceptance expectations are judgments about one's future capabilities to attain one goal.

Self-Anxiety and Academic Achievement

Examination situation induces anxiety; and according to Nwankwo (2006), test anxiety is the anxiety expressed towards classroom tests and examinations, and it is often extended to all evaluative tasks like laboratory and workshop tasks, such anxiety is so prominent among students of all levels of institution of learning. Test anxiety occurs because of worries and tension expressed within the learner or student toward an impending task or test.

There is related literature available that supports the theoretical consideration that anxiety affects test achievement. There are studies which show that there is a negative relationship between anxiety scores and achievement scores such as the one by Ugal (2004). It has also been revealed that high levels of anxiety have been found to have more deleterious effects on academic achievement of students than the low level; Nwankwo (2006) empirically reported the existence of test anxiety at varying degrees of low, moderate and high intensities among secondary school students. He discovered that there is a negative relationship between test anxiety and academic achievement of students.

The major source of threat in neurotic anxiety lies in impaired self-esteem since a negative self-concept leads to lower academic achievement, anxiety bears negative relationship to different learning and academic achievement indices. Cower, Zax, Klein, Izzo & Trost (2005), Feldhson & Klausmeir (2002) and Loonerberg (2004) as cited by Nwezeh (2011) also carried out studies on the effects of anxiety on school achievement and found that at the primary level, anxiety generally depressed scholastic achievement, and that school achievement tasks tend to lose their threatening implications as students gain experience in coping with them.

There are also studies which indicate a positive relationship up to a certain extent between anxiety scores and achievement scores. For example, the study by Nwankwo (2006) revealed that there is a positive relationship between test anxiety and class level. This implies that as class level increases, test anxiety also increases. It has been stressed that the individual with anxiety experiences feelings of inadequacy which is strengthened when the anxiety producing situations pose an exaggerated threat to his self-esteem and sensitize him to over respond with fear when he is obliged to face up to them. Ugal (2004) revealed that threat had negative effect on achievement.

In a study by House (2003) as cited by Wall (2006) on the academic performance of low, moderate and high test anxiety, it was found out that students with low classroom setting differ significantly in the main level of anxiety and their examination scores. The findings of the study revealed that significant differences were obtained in the main level of test anxiety in different classroom setting and these differences were marginally related to the examination performance of moderate and high test anxiety students. Moderate test anxiety students seem to perform best under conditions of high anxiety while high test anxiety students perform best under low anxiety condition.

In another development, Omoluabi (2005) has shown that examination stress varies in degrees because of the situation and specific nature of test anxiety, and that high levels of test anxiety are manifested when examination is in view than when it is not. He also found that the level of anxiety manifested was related to the different types of examination. In the same study, the findings showed that resit examination evoked higher levels of anxiety among the students than sessional examinations. In another study, Culler & Holahan (2000) studied the role of intellectual ability and study habits in academic performance for low and high anxiety students. Their results showed high test anxious students to have poorer study skills.

Lambrecht, Van Huss & Christensen (2008) have recognized the difficulty many students experienced in learning business skilled subjects, mostly shorthand. Several studies have reported findings involving the relationship between various factors and success in shorthand. Lambrecht *et al.* (2008) identified factors such as general intelligence, attitude, attendance, prognostic tests, study habits and symbol recognition as factors that may be linked to success in shorthand. Another important factor yet to be mentioned is anxiety. However, there is the view that no one factor is able to serve as a valid measure of predicting success in shorthand. But it is noteworthy that during shorthand classes, students always develop the fear of perceiving the subject as being difficult hence faced with the problem of test anxiety during assessment. From the foregoing, therefore the researcher observed that anxiety may be one of the factors that can influence the academic achievement of Business Education students in their Business Education courses to be either high or low.

Social Confidence and Academic Achievement

Self confidence is considered one of the most influential motivators and regulators of behaviour in people's everyday lives (Bandura, 2006). A growing body of evidence suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings (Iroegbu, 2010; Thorndike & Hagen, 2007; Unoh, 2007). Iroegbu has taken the position that the major influence in the acquisition of expert performance is social confidence and persist in deliberate practice for a minimum of 10 years. Social confidence is not a motivational perspective by itself. It is a judgment about capabilities for accomplishment of some goal, and therefore, must be considered within a broader conceptualization of motivation that provides the goal context. Thorndike & Hagen, (2007) provides an example of one cognitive based framework of motivation for such a discussion. She suggests that motivation is composed of two components: goal choice and self-regulation. Self-regulation, in turn, consists of three related sets of activities: self-monitoring, self-evaluation, and self-reactions. Self-monitoring provides information about current performance, which is then evaluated by comparing that performance with one's goal. The comparison between performance and goal results in two distinct types of self-reactions; self-satisfaction or dissatisfaction and self-confidence or expectations.

Statement of the Problem

In recent time, there has been considerable concern by Business Education students, their teachers, employers of Business Education graduates and curriculum experts concerning the low level of academic performance purported to have been recorded by undergraduate Business Education students. This has been largely attributed to the claims that the students develop negative attitudes towards Business Education programme among their law, engineering or management science student's counterparts thereby developing low level of self-concept for themselves. This according to Atakpa (2002) and Ihimekpen (2002) could be attributed to students' attitudes or low self-concept or interest or any other factors, some students totally dislike Business Education as a course of study because they hate being teachers. These could be attributed to their level of self-acceptance, social confidence and self-anxiety on choosing Business Education as their career.

Purpose of the Study

The purpose of this study is to investigate whether relationship exist between students' self-concept and their academic-achievement in undergraduate Business Education in Rivers State. Specifically, the study attempted to achieve the following objectives.

1. Determine if students' self-acceptance as an aspect of self-concept relates to their academic achievement scores in Business Education.

2. Determine if students' social confidence as an aspect of self-concept relates to their academic achievement scores in Business Education.
3. Determine if students' self-anxiety as an aspect of self-concept relates to their academic achievement scores in Business Education.

Research Questions

The following research questions guided the study:

1. To what extent do students' self-acceptance as an aspect of self-concept relate to their academic achievement score in Business Education?
2. To what extent do students' social confidence as an aspect of self-concept relate to their academic achievement scores in Business Education?
3. To what extent do students' self-anxiety as an aspect of self-concept relate to their academic achievement scores in Business Education?

Hypotheses

The following null hypothesis was tested:

- HO₁: There is no significant relationship between students' self-acceptance as an aspect of self-concept and their academic achievement scores in Business Education.
- HO₂: There is no significant relationship between student's social confidence as an aspect of self-concept and their academic achievement scores in Business Education.
- HO₃: There is no significant relationship between student self-anxiety as an aspect of self-concept and their academic achievement scores in Business Education.

METHODOLOGY

The population of the study consisted of all final year Business Education Students in two (2) higher institutions in Rivers State. There are 536 final year Business Education students for the 2015/2016 session in the two (2) Rivers State Universities; Rivers State Universities and Ignatius Ajuru University of Education. The correlational survey design was considered appropriate for the study since this study examined the relationship between the dimensions. The variables of the study self-acceptance, self-confidence and self-anxiety and academic achievement. The structured questionnaire rated on a 5-point Likert scale of Very High Extent, High Extent, Moderate Extent, Low Extent and Very Low Extent was administered to the respondents mainly via personal contact in the institutions under study. Data from the research questions were analyzed using mean and standard deviation to answer the research questions while the hypotheses were tested using Pearson's Product Moment Correlation Co-efficient (r) at 0.05 level of significance.

RESULTS

Research Question 1

To what extent do students' self-acceptance as an aspect of self-concept relate to their academic achievement scores in Business Education

Table 1: Mean rating and SD on the extent of students' self-acceptance and their academic achievement scores in Business Education (n = 202)

S/N	Statement	VHE (5)	HE (4)	ME (3)	LE (2)	VLE (1)	ΣFX	Mean Score	SD	Decision
1	A satisfactory academic record enhances students' academic achievement.	103	67	20	7	5	862	4.27	0.95	High Extent
2	Private reading enhances students' level of academic achievement.	90	57	33	19	3	818	4.05	1.06	High Extent
3	Students with positive self-concept perform better than other students.	100	45	25	22	10	809	4.00	1.22	High Extent
4	Students with good self concept read their books even when they are at home.	110	60	15	12	5	864	4.28	1.00	High Extent
5	Students with good self-concept do not constantly suffer anxiety during their study.	77	63	40	17	5	796	3.94	1.07	High Extent
Grand mean /SD								4.11	1.06	High Extent

The data in table 1 shows that the respondents agreed to a high extent with the following items: That a satisfactory academic record enhances students' academic achievement with a mean score of (4.27), private reading enhances students' level of academic achievement (4.05), students with positive self-concept perform better than other students (4.00), students with good self-concept read their books even when they are at home (4.28) and students with good self-concept do not constantly suffer anxiety during their study (3.94). This shows that to a high extent, students self-acceptance as an aspect of self-concept relate to their academic achievement scores in Business Education as evidenced by the grand mean of 4.11. The standard deviation which ranges from 0.95 to 1.22 indicated that the respondents were close in their opinion.

Research Question 2

To what extent do students' social confidence as an aspect of self-concept relate to their academic achievement scores in Business Education?

Table 2: Mean rating and SD on the extent of students' social-confidence and their academic achievement scores in Business Education (n = 202)

S/N	Statement	VHE (5)	HE (4)	ME (3)	LE (2)	VLE (1)	ΣFX	Mean Score	SD	Decision
6.	Early education positively affects students' academic achievement.	75	65	30	27	5	784	3.88	1.12	High Extent
7.	High parental socio-economic status boost students' social confidence and affect their academic achievement.	100	50	30	19	3	827	4.11	1.07	High Extent
8.	Students with self motivation possesses a high level of social confidence	103	47	30	18	4	833	4.12	1.09	High Extent
9	Outspoken ability enhances a students' academic performance.	105	50	25	17	5	839	4.15	1.09	High Extent
10	Positive peer group influence enhances students' academic performance.	97	63	27	13	2	846	4.19	0.98	High Extent
Grand mean /SD								4.09	1.07	High Extent

The data presented in table 2 shows that the respondents agreed to a high extent with the following items; that early education positively affects students' academic achievement with a mean score of 3.88; students with high parental social-economic status boats students social confidence and affect their academic achievement (4.11), students with self-motivation possesses a high level of social confidence (4.12), outspoken ability enhances a students' academic performance and positive peer group influence enhances students' academic performance. This shows that to a high extent students social confidence as an aspect of self-concept relate to their academic achievement scores in Business Education as evidenced by a grand mean of 4.09. The respondents were close in their opinion as evidenced from the standard deviation which ranged from 0.98 to 1.12.

Research Question 3

To what extent do students' self-anxiety as an aspect of self-concept relate to their academic achievement scores in Business Education?

Table 3: Mean rating and SD on the extent of students' self-anxiety and their academic achievement scores in Business Education (n = 202)

S/N	Statement	VHE (5)	HE (4)	ME (3)	LE (2)	VLE (1)	ΣFX	Mean Score	SD	Decision
11.	High level of anxiety induces fear on students thus negatively affecting their academic achievement.	105	50	25	20	2	842	4.17	1.05	High Extent
12.	Lack of self confidence reduces students' academic achievement score.	77	53	40	27	5	776	3.84	1.15	High Extent
13.	Anxiety prompts emotional instability which affect student academic achievement score.	101	53	31	15	2	842	4.17	1.01	High Extent
14	Anxiety reduces the level of self confidence thus hampering students' academic achievement score in Business Education.	79	50	40	28	5	776	3.84	1.16	High Extent
15	Anxiety reduces students concentration on academic activities	93	57	30	17	5	822	4.07	1.08	High Extent
Grand mean /SD								4.02	1.09	High Extent

The data in table 3 shows that the respondents agreed to a high extent with the following items; that high level of anxiety induces fear on students thus negatively affecting their academic achievement with a mean score of 4.17, lack of self-confidence reduces students' academic achievement score (3.84), anxiety prompts emotional instability which affect students' academic achievement score (4.17), anxiety reduces the level of self-confidence thus hampering students' academic achievement score in Business Education (3.84) and anxiety reduces students concentration on academic activities with a mean score of 4.07. This shows that to a high extent students self-anxiety as an aspect of self-concept relate to their academic achievement scores in Business Education as reflected by a grand mean of 4.02. The standard deviation ranging from 1.01 to 1.15 indicated that the respondents were close in their opinion.

Hypothesis 1

There is no significant relationship between students' self-acceptance as an aspect of self-concept and their academic achievement scores in Business Education.

Table 4: Pearson's Product Moment Correlation analysis of Relationship between students' self-acceptance and academic achievement score in Business Education

Variable	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	df	r-cal	r-crit	Decision
Students' self acceptance	2679.2	732459.6	8984.162	200	0.452	0.116	Rejected
Academic achievement scores	714.57	2604.79					

The outcome of the test on null hypothesis one (r) in table 4. revealed that the r-calculated of 0.452 is greater than the r-critical of 0.116 at 0.05 level of significant, hence the null hypothesis is rejected, meaning that there is a significant relationship between students' self-acceptance as an aspect of self-concept and their academic achievement scores in Business Education.

Hypothesis 2

There is no significant relationship between student social confidence as an aspect of self-concept and their academic achievement scores in Business Education.

Table 5: Pearson's Product Moment Correlation (PPMC) analysis of Relationship between students' social confidence and academic achievement scores in Business Education

Variable	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	Df	r-cal	r-crit	Decision
Students' social confidence	797.8	3299.08	2888.954	200	0.496	0.116	Rejected
Academic achievement scores	714.57	2604.793					

The outcome of the analysis as shown in table 5, above revealed that the r-calculated of 0.496 is greater than r-critical of 0.116 at 0.05 level of significance. This implies that there is significant relationship between social confidence and their academic achievement scores in Business Education.

Hypothesis 3

There is no significant relationship between student self-anxiety as an aspect of self-concept and their academic achievement scores in Business Education.

Table 6: Pearson's Product Moment Correlation (PPMC) analysis of Relationship between student(s) self-Anxiety and academic achievement scores in Business Education

Variable	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	Df	r-cal	r-crit	Decision
Students' self -anxiety	1104	105650.8	3804.246	200	0.452	0.116	Rejected
Academic achievement scores	714.57	2604.793					

The outcome of the analysis as shown in table 6, revealed that the r-calculated of 0.451 is greater than the r-critical value of 0.116, this indicated that the null hypothesis which states that there is no significant relationship between self-anxiety as an aspect of self-concept and their academic achievement scores in Business Education is rejected, this implies that there is significant relationship between students' self-anxiety and their academic achievement scores in Business Education.

DISCUSSION OF FINDINGS

Research question one sought to determine the extent students' self-acceptance as an aspect of self-concept relate to their academic achievement scores in Business Education. The finding shows the following items to a high extent: students' satisfactory academic record enhance students' academic achievement with a mean score of 4.27; private reading enhance students levels of academic achievement with a mean score of 4.05; students with positive self-concept perform better than other students with a mean score of 4.00; students with good self-concept read their books even when they are at home with a mean score of 4.28 and students with good-concept do not constantly suffer anxiety during their study with a mean score of 3.94. The grand-mean of 4.11 shows that to a high extent students' self-acceptance as an aspect of self-concept relates to their academic achievement scores in Business Education. This finding is in harmony with the findings of Crawford (2013) who found out in his study that students' self-acceptance influence their academic performance, however the level of effort exerted by students in learning to a large extent contribute significantly to students' self-concept in boosting their academic performance. In view of this, teachers, parents and indeed all stakeholders have it as a duty to consider various factors that can influence the development of positive self-concept among children when dealing or interacting with them. The finding from the test of the first hypothesis apparently shows that there is significant relationship between students' self-acceptance as scores in Business Education. This finding supports the earlier findings Cooley (2010) who supported a significant relationship between self-acceptance and academic achievement of students. Similarly, high self-concept is significantly associated with good academic achievement while lower or negative self-concept correlates very low academic achievement.

The result of the data analysis in research question two shows that to a high extent students' social confidence as an aspect of self-concept relates to their academic achievement scores in Business Education. The finding reveals the early education positively affects students' academic achievement with a mean score of 3.88; students' with high parental socio-economic status boast students' social confidence and affect their academic achievement with a mean score of 4.12; outspoken ability enhance students' academic performance with a mean score of 4.15 and positive peer group influence enhances students' academic performance with a mean score of 4.19. This finding is in agreement with Spaight and Dixon (2010) who affirmed that social-confidence as one of the factors influencing students' academic achievement scores. The study based on the testing of hypothesis 2 indicated a significant relationship between students' social confidence as an aspect of self-concept and their academic achievement scores in Business Education. This finding is in accordance with the findings of Crawford (2013) asserted that a significant relationship exist between students' social confidence and their academic achievement scores. This implies that students' social confidence increases as it tends to enhance students' academic performance or achievement scores.

The study equally revealed in research question three, to a high extent students' self-anxiety as an aspect of self-concept relates to their academic achievement scores in Business Education. The finding shows to a high extent the following items: that high level of anxiety induces fear on students thus negatively affecting their academic achievement with a mean value of 4.17; lack of self-confidence reduces students' academic achievement score with a mean value of 3.84; anxiety prompts emotional instability which affect students' academic achievement score in Business Education with a mean value of 3.84 and anxiety reduces students' concentration on academic activities with a mean value of 4.07. The finding from the test of the third hypothesis apparently shows a significant relationship between students' self-anxiety as an aspect of self-concept and their academic achievement scores in Business Education. This implies that students' self-anxiety influence their academic achievement scores in Business Education. However, the findings of this study contradict the findings of Nwankwo (2006) who reported that there is a negative relationship between anxiety scores and achievement scores. He added that a high level of anxiety have been found to have more deleterious effects on academic achievement of students.

CONCLUSION

In view of the findings of the study, it is concluded that the psychological trait of self-acceptance, social-confidence and self-anxiety as dimensions of self-concept enhance student's' academic achievement in Rivers State institutions.

RECOMMENDATIONS

Based on the finding of the study and conclusions made the following recommendations were made:

- 1) The self-concept of Business Education student should be boosted as it is a prominent factor influencing academic achievement of students; hence students with poor self-concept are found to have more social behaviour problems and tend to be more delinquent than those with high self-acceptance.
- 2) The self-concept of Business Education Students should be well developed for the programme to meet its goals and objective in the production of quality graduates.
- 3) The social-confidence as an aspect of self-concept should be boosted as it has been proven as one of the most influential motivating, regulator of behaviour and students' academic achievement.

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