

Academic Self-Concept in Science Subjects and Academic Achievement of Grade 10 Students

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Abstract

The main purpose of this study was to investigate Grade 10 students' academic self-concept in science subjects. The aim of the research was to examine the relationship between academic self-concept in science subjects and academic achievement of Grade 10 students from Yangon Region and Ayeyarwady Region. Grade 10 students' academic self-concept in science subjects were examined by using a questionnaire survey method. A total of 600 Grade 10 students who are specialized in science subjects from ten Basic Education High Schools participated. Grade 10 students' academic self-concept in science subjects were examined by using a questionnaire for the survey. In general, the results revealed that Grade 10 students in this study were somewhat satisfied with their academic self-concept in science subjects. The results also showed that students could be classified into three groups regarding their academic self-concept; high group of academic self-concept (16%), moderate group of academic self-concept (67%) and low group of academic self-concept (17%). The results of the test point out that there was no significant difference between boys and girls. Moreover, there was no difference on academic self-concept between Yangon Region and Ayeyarwady Region. Then, MANOVA results of each subscale of science self-concept questionnaire by district stated that there was no significant district effects. Lastly, Pearson correlation revealed that academic self-concept in science subjects were positively significantly correlated with academic achievement.

Key words: Academic science self-concept, academic achievement, Grade 10 students.

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