

Academic Self-Concept and Performance of Intermediate Grade Pupils of Dagohoy District

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Abstract

This study examined the academic self-concept of intermediate pupils and its relationship with their academic performance in the District of Dagohoy, Division of Bohol, during the academic year 2023–2024. Anchored on Social Cognitive Theory, Attribution Theory, Behaviorism Theory, Cognitive Theory, and Social Constructivism Theory, the study focused on academic self-concept in terms of academic motivation, academic persistence, and academic ability. It employed a quantitative descriptive-correlational survey design involving 200 Grade 5 and Grade 6 pupils selected from fifteen public elementary schools, with teachers also providing ratings of learners' academic self-concept. Data were gathered using a modified Academic Self-Concept Questionnaire, while academic performance was obtained through documentary analysis of Quarter 1 general weighted averages from School Form 9. The findings showed that most respondents were female, first-born children, and from complete-parent households. Learners demonstrated high academic motivation, while academic ability was rated as "Sometimes" and academic persistence remained an area of concern. Their academic performance was generally very satisfactory, with more than half obtaining outstanding ratings. However, no significant relationship was found between academic self-concept and demographic profile, and no significant correlation was found between academic self-concept and academic performance. The study concluded that pupils' self-perception did not strongly predict actual academic achievement in this context. It recommended that curriculum makers, school heads, teachers, parents, and future researchers support interventions that strengthen learners' positive academic self-concept and learning experience. The study aligns with SDG 4 – Quality Education by supporting evidence-based practices for inclusive and learner-centered education. Its sustainability impact lies in strengthening educational, institutional, family, and community support systems for improved learner development.

Keywords: Academic Ability, Academic Motivation, Academic Performance, Academic Persistence, Academic Self-Concept, Descriptive-Correlational Research, Intermediate Pupils, Quality Education

1. Introduction

This study examines the academic self-concept of intermediate pupils and its relationship with their academic performance in the District of Dagohoy, Division of Bohol, for the academic year 2023–2024. Academic self-concept is treated as an important learner-related factor because it influences confidence, motivation, self-perception, persistence, and academic identity. The study is anchored on the view that learners who possess a positive academic self-concept are more likely to engage meaningfully in learning, set academic goals, persist despite challenges, and develop stronger academic outcomes. It further situates the inquiry within relevant learning theories, legal bases, and educational policies that support quality, inclusive, and learner-centered education.

Learners' academic self-concept plays a vital role in their personal and educational development because it shapes their confidence, self-perception, and identity as students. A positive academic self-concept fosters competence, motivation, belief in one's ability to succeed, resilience, and lifelong learning habits (Kim & Sax, 2014). When students believe positively about their academic abilities, they are more likely to become intrinsically motivated, eager to learn, and actively engaged in schoolwork. They tend to view academic tasks as meaningful and challenging, which encourages increased effort, persistence, and academic excellence (Akomolafe et al., 2013). Academic self-concept is also connected to academic performance. A positive self-concept is associated with higher achievement because learners who believe in their abilities are more likely to set ambitious goals, apply effective learning strategies, and strive for success. Conversely, a negative academic self-concept may weaken learners' confidence, motivation, and academic achievement (Curtin, Stewart & Ostrove, 2013). According to Kirmizi (2015), examining the relationship between learners' academic self-concept and academic performance is important in understanding factors that contribute to educational success. Such understanding may support interventions involving peer support, growth mindset, effective feedback, and meaningful learning goals. In the local context of the study, the researcher recognized gaps in addressing pupils' self-concept and academic performance.

Thus, the study sought to determine the academic self-concept of intermediate pupils and whether it relates to their academic performance in the fifteen selected public elementary schools in the Dagohoy District.

The reviewed literature emphasizes that positive academic self-concept is closely associated with motivation, engagement, resilience, confidence, and academic achievement. Tjoa and Tjoa (2016) asserted that promoting a positive academic self-concept aligns with inclusive and equitable education because supportive learning environments help students develop self-efficacy and belief in their abilities. Similarly, students who perceive themselves as academically capable are more likely to set higher goals, persist during difficulties, and actively participate in learning, resulting in improved academic performance (Prince & Nurius, 2014). Hansen and Henderson (2019) also underscored that academic self-concept is linked to motivation and engagement because learners who believe they are capable tend to set challenging goals and participate actively in educational tasks. Resilience and perseverance are also central themes. Learners with strong academic self-concept are more likely to recover from failures, maintain effort, and keep a positive attitude toward learning (Degé et al., 2014). Khalaila (2015) reiterated that positive academic self-concept helps learners set higher goals and strive for achievement, while Klapp (2018) highlighted its role in building confidence, classroom participation, and willingness to take intellectual risks. Sikhwari (2014) further strengthened that positive academic self-concept contributes to learners' well-being, self-esteem, and sense of personal worth. Marsh (2014) argued that academic self-concept also influences future choices and aspirations by encouraging learners to pursue higher education, challenging academic work, and wider career paths. Several studies present academic self-concept as multidimensional and developmental. Marsh, Byrne, and Shavelson (2018) found that academic self-concept has a hierarchical and multifaceted structure, with subject-specific self-concepts contributing to general academic self-perception. Byrne (2016) emphasized the need for age-appropriate tools in measuring self-concept across developmental stages. Liu, Wang, and Kee (2013) found that academic self-concept may differ by grade level and gender, while Huang (2011) reported a positive reciprocal relationship between self-concept and academic achievement over time. Liu et al. (2019) also found a significant positive correlation between self-concept and academic achievement, and Skaalvik and Hagtvat (2020) indicated that academic achievement may strongly shape later self-concept. Academic performance is also presented as an important indicator of educational success. Rienties and Tempelaar (2013), affirmed that academic performance reflects learners' mastery of subject knowledge, skills, and competencies. High academic performance may open access to scholarships, higher education, specialized training, and future employment opportunities (Del Pozo et al., 2017). Sandoval-Hernández and Białowolski (2016) emphasized that academic performance supports personal growth by developing critical thinking, problem-solving, communication, and time-management skills. Deng and Gopinathan (2016) stressed its influence on self-esteem and confidence, while Erdogdu and Erdogdu (2015) noted that academic recognition reinforces learners' motivation and commitment. Treviño et al. (2016) highlighted that academic success can provide competitive advantage, while Mahmut (2020) and Kan'an (2018) viewed academic performance as a foundation for personal fulfillment, educational opportunity, and social development.

Other literature identifies instructional, family, and socio-demographic influences. Hattie (2019) emphasized the importance of feedback, self-assessment, teacher-student relationships, and instructional strategies in improving achievement. Sirin (2015) found a significant association between socioeconomic status and academic achievement. Pomerantz, Wang, and Ng (2015) highlighted the positive role of supportive maternal affect during homework, while Dweck (2016) emphasized the importance of growth mindset in improving resilience, motivation, and academic performance. As to learner profile, gender, socioeconomic status, cultural context, and other identities may influence academic self-concept and performance (Phinyomark et al., 2016). Nelson (2016) stressed the importance of equity, stereotype reduction, and equal opportunities for learners regardless of sex or gender. Family-related factors are also relevant. Siblings may provide social interaction, peer learning, academic support, and role modeling (Pavlopoulou & Dimitriou, 2019). Ashford, LeCroy, and Williams (2016) explained that sibling environments can offer intellectual stimulation, shared learning resources, and healthy academic competition. Jayachandran and Pande (2017) stated that birth order may shape parental expectations and resource allocation, while Hao & Yeung (2015) noted that birth-order dynamics may affect competition, support, and academic expectations. Ransaw (2014) emphasized that parents with higher educational attainment often serve as educational role models. According to Cawthon et al. (2016), parents with higher educational attainment may better understand school systems and provide learning resources, while parental involvement in homework, school communication, and academic monitoring contributes to improved academic self-concept and performance (Cawthon et al., 2016). Family structure also matters because complete and single-parent households can both provide support, guidance, and encouragement when parents are actively involved (De Donno & Fagan, 2013; Prince & Nurius, 2014).

Locally, the study focuses on intermediate pupils in fifteen selected public elementary schools in the Dagohoy District. The study is concerned with how pupils perceive their academic motivation, persistence, and ability, and how these perceptions relate to their academic performance. It also considers pupils' demographic profile, including sex, number of siblings, childbirth order, parent's educational attainment, and parent's marital status. Nationally, the study is supported by the 1987 Philippine Constitution – Article XIV, Sections 1 and 2, which recognizes the right of all citizens to quality education and the responsibility of the State to establish, maintain, and support an adequate and integrated system of

education relevant to the needs of the people and society. These provisions support the development of a positive academic self-concept because accessible, relevant, and comprehensive education can empower learners, improve confidence, and positively affect academic performance (Sabio & Sabio, 2019). The study is also connected to DepEd Order No. 36, s. 2016, which provides guidelines on awards and recognition in the K to 12 basic education programs. Bongco and David (2020) emphasized that recognizing student achievements can positively influence academic self-concept by validating learners' efforts and abilities. Molomolo (2018) likewise highlighted that educational programs rooted in sound principles and excellence can contribute to learners' confidence, ownership of learning, and academic success. Globally, the study aligns with the United Nations Sustainable Development Goals (UNSGD)- #Envision 2030 Goal 4: Quality Education, which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. Within this goal, fostering positive academic self-concept is important because learners who believe in their academic abilities are more likely to be motivated, engaged, and confident in learning (Ferguson et. al. 2018). The goal also supports learning environments that strengthen self-perception, love for learning, and lifelong success.

The study is anchored on Social Cognitive Theory, Attribution Theory, Behaviorism Theory, Cognitive Theory, and Social Constructivism Theory. According to Social Cognitive Theory, developed by Albert Bandura (1988), self-concept is shaped by the interaction of personal factors, environment, and behavior. Learners' self-concept may be influenced through observational learning, feedback, social comparison, and mastery experiences (Devi, Khandelwal & Das, 2017). This theory supports the view that self-efficacy, goal setting, self-regulation, and learning environments can influence learners' beliefs about their academic abilities and performance. The Attribution Theory, developed by Bernard Weiner (1985), explains how individuals interpret the causes of success and failure. As quoted by Weiner (2014), attributions are based on locus of control, stability, and controllability. In academic contexts, attributing success to internal and controllable factors, such as effort, can strengthen self-concept, while attributing failure to external and uncontrollable factors may weaken it. The Theory of Behaviorism proposed by Skinner (1965) is also related to the study. As accented by Zilio (2016), Behaviorism focuses on observable behaviors and the environmental factors that shape them. In this view, academic performance may be influenced by reinforcement, feedback, and consequences associated with learning. Cognitive Theory, developed by Piaget (1976), also supports the study because it emphasizes the role of mental processes in learning. According to Alahmad (2020), academic performance is influenced by cognitive factors such as attention, memory, problem-solving, metacognition, and learning strategies. Conceptually, the study treats learners' academic self-concept as the independent variable and academic performance as the dependent variable. Academic self-concept is examined in terms of academic motivation, academic persistence, and academic ability. The study also considers the demographic profile of intermediate pupils, including age, sex, number of siblings, childbirth order, parent's educational attainment, and parent's marital status.

Although previous studies have emphasized the positive relationship between academic self-concept and academic achievement, the present study addresses a local research gap involving intermediate pupils in the Dagohoy District. The researcher identified the need to determine how pupils perceive their academic motivation, persistence, and ability, and whether these aspects are significantly related to their academic performance. This focus is important because academic self-concept may influence learners' engagement, goal-setting, resilience, and future aspirations (Huang, 2011; Liu et al., 2019; Skaalvik and Hagtvet (2020)). The study also responds to the need to examine whether pupils' academic self-concept is related to selected demographic factors, including sex, number of siblings, childbirth order, parent's educational attainment, and parent's marital status. Prior literature suggests that gender, family structure, sibling dynamics, birth order, parental education, and parental involvement may shape learners' academic self-perception and performance (Phinyomark et al., 2016; Pavlopoulou & Dimitriou, 2019; Jayachandran and Pande (2017); Ransaw (2014); Cawthon et al. (2016); De Donno & Fagan, 2013). Therefore, the study provides a context-specific basis for developing interventions that may promote positive academic self-concept and improve academic outcomes among intermediate pupils.

The study is explicitly aligned with SDG 4 – Quality Education because it focuses on improving educational outcomes through a better understanding of learners' academic self-concept and academic performance. SDG 4 emphasizes inclusive and equitable quality education and lifelong learning opportunities for all, which directly connects with the study's concern for learner motivation, confidence, academic persistence, and performance (Ferguson et. al. 2018). By examining how pupils perceive their academic abilities and how these perceptions may relate to achievement, the study supports educational practices that foster confidence, engagement, and improved learning experiences. The study also has a supporting connection to educational equity because it considers learner profile variables such as sex, number of siblings, birth order, parent's educational attainment, and parent's marital status. Nelson (2016) emphasized the importance of promoting equity, challenging stereotypes, and providing equal opportunities for all learners regardless of sex or gender. Thus, while SDG 4 remains the primary SDG alignment, the study also supports equity-oriented education by recognizing that learners' backgrounds may influence how they experience schooling and academic development.

The study contributes to educational sustainability by providing evidence that may guide teachers, school heads, DepEd officials, parents, and future researchers in supporting learners' academic self-concept and academic performance. For

DepEd officials and school heads, the study may provide information for improving school management, learner support systems, and interventions that respond to pupils' academic needs. For teachers, it may serve as a reference for understanding learners' motivation, persistence, and perceived academic ability. For pupils, it may support practices and policies that promote a positive academic self-concept and a better learning experience. The study also contributes to socio-economic and community sustainability because academic performance is linked with future opportunities, personal development, and long-term educational success (Del Pozo et al., 2017; Sandoval-Hernández and Białowolski (2016); Kan'an (2018)). By helping parents understand how to nurture positive self-beliefs and provide academic support, the study strengthens the role of the family in sustaining learners' educational progress. At the institutional level, the study may inform evidence-based educational practices and interventions that promote inclusive, learner-centered, and sustainable quality education in public elementary schools.

2. Material and methods

2.1 Research Design

The study employed a quantitative descriptive-correlational survey design. It was descriptive because it described the level of academic self-concept of the pupils and the teachers' perception of learners' academic self-concept using a modified survey questionnaire. It was correlational because it determined the relationship between the profile of the respondents and their academic performance, the profile of the respondents and their academic self-concept, and the relationship between academic self-concept and academic performance. It also included a comparative aspect because it evaluated the difference between the responses of teachers and learners regarding the learners' academic self-concept.

2.2 Locale of the Study

The study was conducted in fifteen selected public elementary schools in Dagohoy District, Division of Bohol. These schools were Babag ES, Can-oling ES, Candelaria ES, Estaca ES, Cagawasan ES, Cagawitan ES, Caluasan ES, Dagohoy Central ES, La Esperanza ES, Mahayag ES, Malitbog ES, San Miguel ES, San Vicente ES, Santa Cruz ES, and Villa Aurora ES.

2.3 Respondents of the Study

The respondents of the study were intermediate pupils from the selected public elementary schools in Dagohoy District. The study included Grade 5 and Grade 6 learners, while teachers also provided ratings on learners' academic self-concept. The total pupil population was 1,956, from which two hundred (200) intermediate pupils were selected as the study respondents.

2.4 Sample and Sampling Procedure

The study used a sample of two hundred (200) out of 1,956 intermediate pupils, representing 10% of the population, as utilized by Olken (1993). The sample was distributed across the selected schools as follows: Babag ES, Can-oling ES, Candelaria ES, Estaca ES, Cagawasan ES, Cagawitan ES, La Esperanza ES, Mahayag ES, Malitbog ES, San Vicente ES, Santa Cruz ES, and Villa Aurora ES each had 10 respondents; Caluasan ES had 20 respondents; and Dagohoy Central ES and San Miguel ES each had 30 respondents. Proportionate strategy random sampling was used in selecting the pupil-respondents. The Experiential Learning Theory as proposed by Dewey (1974) supported the view that pupils are capable of developing their self-concept through active participation and reflection on learning experiences.

2.5 Research Instrument

The research instrument was a modified tool from the study of Cabaguing (2021) entitled "Adaptation and Validation of Academic Self-Concept Questionnaire (ASCQ) for College Students" published by the International Journal of Multidisciplinary Approach and Studies. The instrument consisted of parts that gathered the profile of pupil-respondents, learners' academic self-concept, learners' academic performance, and teachers' perception of learners' academic self-concept. The research tool for pupils was translated into the vernacular to ensure better understanding. The first part gathered the demographic profile of learners, including sex, number of siblings, child birth order, parents' educational attainment, and parenthood. The second part measured learners' academic self-concept through thirty (30) items covering academic motivation, academic persistence, and academic ability. It used a 4-point Likert scale: always, sometimes, rarely, and never. This part was answered by both pupils and teachers and was modified and patterned from the study of Cabaguing (2019) entitled "Adaptation and Validation of Academic Self-Concept Questionnaire (ASCQ) for College Students" published by the International Journal of Multidisciplinary Approach and Studies in January–February 2018. The third part focused on pupils' academic performance, which was obtained through documentary analysis of the general weighted average in Quarter 1 as reflected in the School Form 9 or report card. The instrument underwent validation through a validity test and was pilot-tested among fifteen (15) learners in Danao District who were not part of the actual respondents. Cronbach's Alpha was used to determine the reliability of the modified tool, and a value of more than 0.70 indicated that the instrument was highly reliable. Item analysis, statistical checking, translation, and back translation were also conducted to strengthen the validity, reliability, linguistic accuracy, and accessibility of the instrument.

2.6 Data Gathering Procedure

The researcher secured approval from the Dean of the College of Advanced Studies and obtained official permits from the school heads, the District Supervisor of Dagohoy District, and the Schools Division Superintendent of the Department of Education for School Year 2023–2024. Permission from the pupil-respondents was also sought. After approval was granted, the researcher personally visited the elementary schools and provided the instrument to the school principal or assistant school principal for academics to facilitate the needed data collection. Respondents were given enough time to complete the survey questionnaire. Upon retrieval, the researcher checked the instruments to ensure that all items were properly answered before the data were tallied, computed, analyzed, and interpreted.

2.7 Data Analysis Techniques

Percentage was used to determine the learners' profile in terms of sex, number of siblings, child birth order, parents' educational attainment, and parenthood. Weighted Mean (WM) was used to determine the respondents' perception of intermediate-grade pupils' academic self-concept in terms of academic motivation, academic persistence, and academic ability. The academic self-concept results were interpreted using the following ranges: 3.26–4.00 as Always, 2.51–3.25 as Sometimes, 1.76–2.50 as Rarely, and 1.00–1.75 as Never. Arithmetic mean was used to determine learners' academic performance. The results were interpreted as follows: 90–100 as Outstanding, 85–89 as Very Satisfactory, 80–84 as Satisfactory, 75–79 as Fairly Satisfactory, and below 75 as Did Not Meet Expectations. A Chi-squared test of independence was used to determine the significant relationship between the profile of pupil-respondents and the perception of intermediate-grade pupils' self-concept. Multiple Linear Regression was used to determine the significant correlation between pupils' academic performance and the perception of pupils' academic self-concept among teachers and learners. Pearson Product Moment Correlation was also used to determine the significant correlation between variables.

2.8 Ethical Considerations

The respondents were informed about the research and its purpose before participating. They were assured that the data collected would be used for academic purposes only. Participation was voluntary, and participants who consented were allowed to withdraw at any time. The researcher provided full disclosure of information to help participants make an informed and autonomous decision without coercion.

3. Results and Discussion

3.1 Profile of the Pupil-Respondents

3.1.1 Demographic Characteristics of the Pupils

The results showed that female pupils comprised the majority of the respondents, with 114 or 57%, while male pupils accounted for 86 or 43%. In terms of number of siblings, the largest group had three siblings, with 66 or 33%, followed by only children with 47 or 23.50%. For birth order, first-born children had the highest frequency with 117 or 58.50%, followed by second-born children with 65 or 32.50%, while fourth-born and beyond had the lowest frequency with 7 or 3.50%. For fathers' educational attainment, most were elementary graduates with 43 or 21.50%, while college graduates had the lowest frequency with 19 or 9.50%. For mothers' educational attainment, most were high school graduates with 45 or 22.50%, while college undergraduates had the lowest frequency with 19 or 9.50%. Most pupils came from complete parenthood households, with 194 or 97%, while 6 or 3% came from single-parent households. These findings indicate that the respondents came from varied family and educational backgrounds. The distribution highlights the need to consider learners' family structure, sibling context, birth order, and parents' educational background when designing educational support. The results suggest that school-based interventions should remain inclusive and responsive to the different family dynamics present among intermediate learners.

3.2 Learners' Academic Self-Concept

3.2.1 Academic Motivation

The learners' academic self-concept in terms of academic motivation obtained an average weighted mean of 3.44, interpreted as "Always." The highest-rated item was the learners' belief that they could go to high school or college if they worked hard, with a weighted mean of 3.86, interpreted as "Always." The lowest-rated item was setting clear and achievable academic goals, with a weighted mean of 2.94, interpreted as "Sometimes." The result suggests that learners generally possess strong academic motivation, particularly in terms of educational aspiration and willingness to work hard. However, the lower rating on goal-setting indicates a possible area for improvement. These findings are consistent with what Hansen and Henderson (2019) asserted that academic self-concept significantly influences the motivational orientation of learners. If students have a positive academic self-concept, believing in their capabilities and competence, they are more likely to be intrinsically motivated to engage in learning activities and are driven by genuine interest and desire to master the material.

3.2.2 Academic Persistence

The learners' academic self-concept in terms of academic persistence was generally interpreted as "Rarely," with the tabulated average weighted mean reported as 1.89. The highest-rated item was not giving up easily when faced with difficult questions in schoolwork, with a weighted mean of 2.92, interpreted as "Sometimes." The lowest-rated item was understanding that academic success may require consistent effort over time and willingness to work toward goals gradually, with a weighted mean of 1.07, interpreted as "Never." The result shows that although some learners demonstrated signs of resilience when facing difficult schoolwork, academic persistence remained a concern. This suggests the need to strengthen learners' perseverance, long-term effort, and positive response to academic setbacks. The findings revealed conform with what Marsh, Byrne, and Shavelson (2018) had accentuated that academic self-concept shapes individuals' motivation to pursue academic goals, and that positive academic self-concept contributes to sustained effort and persistence in the face of challenges. Likewise, as harmonized by Byrne (2016), academic self-concept is linked to the development of a growth mindset, where learners view challenges as opportunities for learning and improvement.

3.2.3 Academic Ability

The learners' academic self-concept in terms of academic ability obtained an average weighted mean of 2.91, interpreted as "Sometimes." The highest-rated item was thinking when doing homework, with a weighted mean of 3.57, interpreted as "Always." The lowest-rated item was the learners' belief that teachers feel they are good at their work, with a weighted mean of 2.54, interpreted as "Sometimes." This finding suggests that learners generally recognize some academic ability, particularly in exerting effort and reflection during homework. However, the lower rating on perceived teacher recognition may indicate a possible gap between learners' self-perception and the feedback or affirmation they receive from teachers. The findings agree with what Skaalvik and Hagtvet (2020) asserted that academic self-concept significantly influences learners' motivation and engagement in the learning process. In the same manner, Liu et al. (2019) reiterated that academic self-concept plays a pivotal role in shaping learners' goals and aspirations, as learners with positive self-concept are more likely to set challenging academic goals and experience intrinsic motivation.

3.3 Learners' Academic Performance

The learners' academic performance showed that 109 pupils or 54.50% obtained ratings within the Outstanding range of 90–100, while 62 or 31% were Very Satisfactory, 15 or 7.50% were Satisfactory, and 14 or 7% were Fairly Satisfactory. No learner fell under Did Not Meet Expectations. The overall mean grade was 89.23, interpreted as Very Satisfactory. The result indicates that the pupils generally demonstrated strong academic performance, with more than half classified as Outstanding and the overall mean falling within the Very Satisfactory level. This suggests the presence of many high-performing learners who may benefit from continued academic enrichment and appropriate learning challenges. The findings are in harmony with what Sandoval-Hernández and Białowolski (2016) highlighted that learners' personal growth and development are positively influenced by academic performance because academic activities help develop critical thinking, problem-solving, communication, and time-management skills.

3.4 Relationship Between Demographic Profile and Academic Self-Concept

The multiple linear regression results showed no significant relationship between learners' academic self-concept and their demographic profile. Specifically, no significant links were found between academic self-concept and sex ($t=1.37$, $p=.106$), number of siblings ($t=.518$, $p=.062$), birth order ($t=-0.653$, $p=0.060$), fathers' educational attainment ($t=.035$, $p=.972$), mothers' educational attainment ($t=.214$, $p=.830$), and parents' marital status ($t=.079$, $p=.937$). Thus, the null hypothesis was accepted. These results indicate that the demographic factors examined did not significantly predict or influence learners' academic self-concept. This may suggest that other school-related, psychological, instructional, or environmental factors may better explain variations in learners' self-concept. The results revealed are in congruence with what Ransaw (2014) had enunciated that parents' educational attainment is often indicative of the socioeconomic status of the family, and that parents with higher educational attainment may serve as role models for their children.

3.5 Relationship Between Academic Self-Concept and Academic Performance

The simple linear regression analysis revealed no significant correlation between pupils' academic self-concept and their academic performance, with $t=0.042$ and $p=.554$. Therefore, the null hypothesis was accepted. This means that pupils' perception of their academic abilities was not strongly linked to their actual academic performance. This finding suggests that how pupils perceive their academic abilities does not necessarily predict how well they perform academically in this study. The results contradict what Khalaila (2015) reiterated that academic self-concept plays a crucial role in motivating learners, as students with positive perceptions of their academic abilities are more likely to engage in their studies, participate actively in class, and take ownership of learning. The result also differs from the view that academic self-concept can serve as a predictive indicator of academic success and can guide educators in identifying learners who may need targeted interventions.

4 Conclusion & Recommendations

The study concluded that the intermediate pupils in Dagohoy District came from diverse family structures and parental educational backgrounds, which should be considered in providing educational support. The pupils generally showed positive academic self-concept, particularly in academic motivation, although academic ability and goal-setting skills still needed attention. Their academic performance was generally very satisfactory, with many pupils obtaining outstanding grades. However, the findings showed no significant relationship between academic self-concept and demographic profile, and no significant correlation between academic self-concept and academic performance, suggesting that pupils' self-perception did not strongly predict their actual academic achievement in this study.

Based on the findings, curriculum makers may use scientifically validated information to guide principals and head teachers in managing schools and supporting learners' academic development. School heads should strengthen their leadership and management roles in guiding teachers, while pupils should be informed about educational practices, policies, and interventions that promote positive academic self-concept and better learning experiences. Parents should also be equipped with insights to support their children's education, create a nurturing home environment, promote positive self-beliefs, and help improve academic outcomes. Future researchers may conduct related studies on pupils' academic self-concept and academic performance.

The study was limited to intermediate pupils from fifteen selected public elementary schools in Dagohoy District, Division of Bohol; therefore, the findings may not fully represent pupils from other districts, grade levels, or school contexts. Since the study used a quantitative descriptive-correlational survey design, the results could only determine relationships among variables and could not establish cause-and-effect conclusions. The data on academic self-concept were based on pupils' and teachers' perceptions using a modified questionnaire, which may be influenced by response bias or differences in how respondents understood the items. Academic performance was also limited to the learners' Quarter 1 general weighted average from School Form 9, so the findings may not reflect their overall academic performance for the entire school year. Lastly, the study examined only selected demographic variables and academic self-concept dimensions; other possible factors affecting academic performance, such as teaching strategies, home learning environment, study habits, peer influence, and emotional well-being, were not covered.

Compliance with ethical standards

The study complied with institutional ethical standards by securing the necessary approvals and permissions before data gathering. Participation was voluntary, informed consent was observed, respondents were informed of the study's purpose, and confidentiality was maintained by using the data for academic purposes only. The authors acknowledge the assistance of the participating schools and respondents, declare no conflict of interest, and assume responsibility for the accuracy, originality, and copyright of the manuscript.

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