The Impact of Social Self-Concept on the Academic Performance of Teacher-Trainees in Ghana

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Abstract

Social self-concept on the academic performance of teacher-trainees should be given a major priority in teacher education in Ghana. The descriptive survey design that adopted the quantitative paradigm was used for the study. Purposive sampling technique was used to select the two colleges of education and the lottery method of simple random sampling technique was used to select 265 level 200 teacher trainees as respondents for the study. Questionnaire, teacher trainees' end-of-second semester examination scores (extant data extracted from results files for the colleges) and the social self-concept scale were main instruments for data collection. Data for the study were analysed using both descriptive and inferential statistics. The findings indicate that academic and social self-concepts of teacher trainees are related to their academic performance positively. Gender, as a variable, has no effect on teacher trainees' social and academic self-concepts. However, social and academic self-concepts are able to influence teacher trainees' academic performance significantly. This study is recommended that, academic counsellors of the college organise guidance programmes such as workshops, symposia, and public lectures periodically for trainees to equip them with the needed skills to enhance their social and academic self-concepts.

1. Introduction and Background

Generally, one's self-concept, self-construction, self-identity, or self-perspective, is a collection of beliefs about oneself [1]. This involves elements such as academic performance, gender roles and sexuality, usually, self-concept provides the answer to the question "who am I?". Self-concept connotes a sense of how individuals think and build impressions about themselves. If these impressions are formed toward academic work or activities, then they connote academic self-concept while those that are formed toward social issues represent one's social self-concept [2]. Therefore, self-concept may refer to how one understands himself or herself as an individual endowed with unique or special characteristics with regard to social and academic characteristics. People's perceptions and opinions about themselves are based on their sensitivity and self-awareness of their strengths and

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weaknesses [3]. Self-concept may also be considered as our effort to explain ourselves to others, to build a scheme that organises our notions, sentiments and approach about ourselves. But this scheme is not enduring, incorporated or static. In every phase of our life our self-perceptions vary from situation to situation and individual's behaviour depends on his/her self-concept [2]. One's self-concept enables him or her to judge the extent of success or failure in an effort or in an endeavour. Self-concept also influences an individual's expectations, dreams and actions [2].

The argument of the current study is that, social and academic self-concepts and academic performance are dynamically interactive and reciprocal. Both are mutually reinforcing to the extent that a positive or negative change in one engenders a commensurate change in the other and that academic self-concept is more highly correlated to academic performance. Therefore, there is the need to examine the link between social and academic self-concept and academic performance empirically. Researchers are of the view that students with high self-concept tend to approach school related tasks with confidence. Furthermore, success in those tasks end up reinforcing students' confidence. The opposite pattern is likely to occur for students with low academic self-concept [5, 6].

Most research works have shown that students at both senior high school and university levels have been recording poor academic performance which is as a result of the negative perceptions, attitudes and feeling these students hold about themselves [3, 5, 6, 7-9]. In addition, researchers experience as tutors in the Colleges of Education confirm that academic performance of teacher trainees is dwindling year after year which seem to predict that there is a problem [10]. This support the view that students in the various Colleges of Education in Ghana are having challenges regarding their academic performance.

Colleges of education and other higher education institutions that help in training and developing teachers play a significant role in the quest to develop the nation's future manpower for rapid development [11]. As a result, successive governments of Ghana have made several efforts to improve academic standards in these colleges of education. Amongst these policy initiatives is infrastructural development [12]. Despite all these efforts, the academic standard still remains low at the various colleges of education level [13]. This has prompted several studies into more effective ways of improving academic performance of teacher trainees. Most of these studies focus on school related factors, neglecting the psychological and individual related issues that are intrinsic in nature. This has motivated the researchers to look at teacher trainees' social and academic self-concepts and their impact on trainees' academic

performance. The current study is of the view that, inadequate development of positive self-concept by students of higher learning can be part of the several factors that serve as disincentive to learning and academic performance. The purpose of this study was to examine the impact of social self-concept on the academic performance of teacher-trainees in Ghana. The research was guided by these research hypotheses-H^1_0: There is no statistically significant difference between the social self-concept of teacher trainees of Ada and Accra Colleges of Education. H^2_0: There is no statistically significant difference between the social self-concept of male and female teacher trainees of Ada and Accra Colleges of Education. H^3_0: There is no statistically significant relationship between social self-concept and academic performance of teacher trainees of Ada and Accra colleges of education. H^4_0: Social and academic self-concepts will not have an influence on the academic performance of teacher trainees of Ada and Accra Colleges of Education. The research covered two (2) public Colleges of Education in the Greater Accra Region out of the forty-six (46) public colleges in Ghana. In addition, the study covered only the level 200 teacher-trainees Ada and Accra Colleges of Education. The colleges have homogenous curriculum and population characteristics.

2. Review of the Literature

Social self-concept is a concept that people are aware of but in most cases they find it difficult to notice it. For example, individuals want to be seen by other people as beautiful, intelligent, and successful. Therefore, if they are perceived as such by society, they begin to believe in that, even though they may not have such characters. It therefore, means that social self-concept boarders on the perception of how others see us. In the case of the trainees in the various colleges of education in Ghana, one may argue that learners within these institutions want to be seen by others as neighbourly, friendly, successful, and so on, this is their social self-concept [14].

Social-self refers to learners' perception of themselves in a context [15]. This measure of self-concept reflects the extent to which learners deem themselves effective, accepted, respected and appreciated by others in social contexts. For teacher trainees', it also describes the extent to which they, among other things, believe that they are popular with others, capable of getting along with others, making friends easily and living up to any situation. These factors influence the social self-concept of teacher trainees. Relationships are formed as adaptive measures necessary for dealing with adjustments and evolutions. Teacher trainees are concerned with developing individuality while still looking for

acceptance of those around them. Teacher trainees tackle the challenge of shaping an adult identity. Relationships provide background in which learners can determine life-stage-related preoccupations about their individual personality [16]. Some aspects of social self-concept include peer and parent relations.

Mostly, people and by extension teacher trainees with learning disabilities usually have difficulties in relating well with their peers [17]. Generally, learners tend to spend more time with peers than with their parents [18, 17]. Consequently, satisfaction with peer relationships leads to the development of a positive social self-concept. Significantly, learners who are accepted by their peers tend to experience positive social self-concept and higher academic performance [17]. Furthermore, learners who are less accepted experience both social and academic problems. For the learner, conformity with peer norms is a critical factor. For example, if peers do not value academic performance, any member of their group who becomes academically successful is rejected, while the desire to retain group membership often leads to the decline in general cognitive self-concept and low academic performance [19]. The opposite is likely to be true, that peers are also an important source of influence on learners and can sometimes undermine parents' efforts to encourage academic performance [20]. Most learners at the tertiary level are usually more concerned with having the athletic and social skills that lead to popularity. Since popularity through peer acceptance is highly important to most learners or students at the tertiary level of education, perhaps it is not surprising that some of them emphasise academic goals less and more particularly if they attend schools where few learners are high achievement oriented [21].

A research paper titled "Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment posit that learners who have many classroom friends at the time they enter school have more favourable perceptions of the school [22]. Learners maintain such friendships and grow to like their school more as the year progresses. He argued that making new friends was positively associated with school performance gains. On the other hand, early peer rejection tends to lead to less favourable perceptions of the school, higher levels of school avoidance and lower academic performance [22]. The second dimension to consider is parent relations. Reviewed literature on self-concept concluded that learners whose parents are involved and supportive and who set reasonable and reachable expectations have positive social self-concept [23]. Truly, parents who encourage achievement and respond warmly to successes, are likely to raise mastery-oriented children who

enjoy challenges [20, 23].

Social self-concept which deals with interpersonal relationship between an individual and the peers, parents, friends, teachers and other people, is perceive to be a factor that is influenced by one's gender, especially in a patriarchal society like Ghana where certain cultural practices make it difficult for certain category of people to establish interpersonal relationships [24]. Gifted adolescents are poised to make important decisions that will determine the trajectory of their futures [24]. A positive social self-concept may lead to higher educational and career aspirations, whereas a poorer social self-concept may negatively influence choices and outcomes. Research points to self-concept differences among gifted students of different ages, with declining self-concept among genders over time [25, 26, 27].

However, grade and gender differences in gifted students' social self-concept should not be underestimated in their academic studies [28]. Two hundred and sixty older adolescents (grades 8 to 11, n = 159 girls) completed the social self-perception profile for adolescents and 300 younger adolescents (grades 5 to 7, n = 171 girls) completed the self-perception profile for children. Results indicate that gifted students' scores in several social self-concept domains were lower for older adolescents and girls, but remained relatively high across grade and gender for scholastic self-concept. In addition to the significant differences found between grades, significant gender differences emerged. The study further found out that the mean scores of adolescent boys was higher than their female counterpart with regard to their social self-concept. The findings that emerged from [28] study were consistent with previous research [29, 30] and congruent with current gender stereotypes, girls had significantly higher behavioural conduct scores than boys. Also consistent with the literature [31], boys had significantly higher physical appearance, global self-worth, and athletic competence scores. Findings on temperament and language skills as predictors of teacher-child relationships in preschool published in Early Education and Development journal suggest that both boys and girls experience a drop in their social self-concept in all academic abilities as they aged, but, when comparing the current student sample across the age continuum, the male profile contrasted with the female profile. Although boys' physical appearance self-concept scores showed a non-significant negative trend as grade increased, boys showed no significant changes in social self-concept across grades [28].

Conversely, the girls' scores revealed statistically significant differences, suggesting a decline in almost every domain of social self-concept as grade increased. The exceptions were scholastic competence, which seemed to be affected by

restricted range, and social acceptance. Of most concern is the decline in global self-worth. The findings on temperament and language skills as predictors of teacher-child relationships in preschool [28] in conjunction with the existing literature [32, 33], affirm a disconcerting trend. As females advance through school, their social self-concept declines. Although the overall social self-concept scores of the sample indicated positive self-reflection on the part of gifted students and the scholastic competence scores remained high across grades. The attempts to create environments where females come to see themselves as positive actors in their own lives and to evaluate themselves positively seem to be limited in some respects. However, it is important to acknowledge that girls' social self-concept scores fluctuated from grade to grade and seemed to rebound in 11th grade when students were beginning to make important college and career decisions.

Another study also investigated the influence of gender and social self-concept on substance abuse among undergraduates in Lagos State University, Ojo, Lagos, Nigeria. In all, 513 undergraduates were purposively selected for the study. The gender and social self-concept inventory was used in collecting data from the respondents. The data collected were analysed using percentages, Pearson product moment correlation co-efficient and t-test. The three formulated hypotheses were accepted by the results of the finding. The findings postulate that, there is significant relationship between gender and social self-concept. Both gender and social self-concept have a significant influence on students' substance abuse with regard to undergraduates in Lagos State University, Ojo, Lagos, Nigeria. Male undergraduates developed more positive social self-concept than their female counterparts. Gender has an effect on social self-concept and peer influence among undergraduates. Based on the findings that emerged from the study, it can be concluded that there was a significant relationship between gender and social self-concept. Male undergraduates had more a positive social self-concept than their female counterparts [34]. Therefore, gender has effect on one's social self-concept and peer influence with regard to undergraduates.

A study on the role of social self-concept in the relation between victimisation and academic achievement found that there was an indirect effect of internalising problems on learners' academic achievement [35 36, 37]. Prior work had established that victimised peers were at greater risk for academic difficulties, but the reason for this was not certain [38]. However, a study suggests that, lower social self-concept would explain the association between victimisation and lower academic achievement. When conceptual argument was examined for gender differences, the indirect effect of social self-concept was significant for girls, but not

for boys [36]. Although other studies have not tested social self-concept as a mediator, there is some evidence that there are different relations between victimisation and academic achievement for boys and girls. findings on girls, internalising problems explained the relation between victimisation and engagement, but internalising problems were not a significant mediator for boys among any relation tested in the study [39]. The function of internalising distress and social self-concept was very important to literature because previous research has established that internalising symptoms and social self-concept have a moderate, positive association [36, 40]. Social self-concept explains the negative relation between victimization and academic achievement. Gender also seems to be an important variable [36].

Peer relation is a critically important factor in student development. A student's interaction with peers, both in the school and at home, provides a context for cognitive development, development of special skills, the evolution of self-concept, and the establishment of moral and social values [41, 42]. A number of investigators have confirmed that childhood problems in peer relations are related to serious maladjustment in adulthood [43]. Children who are unpopular with their peers in one setting often continue to have difficulties making friends in the future [44]. A research has showed that high ability students who were unpopular with average and popular groups on measures of achievement, family social status, and personality adjustment [29]. Findings further revealed that, relatively little difference between average and popular students, but unpopular students were distinguished by lower social self-concept and academic self-esteem, as well as by less prestigious paternal occupations [29]. They did not differ on measures of academic performance, emotional autonomy or anxiety. These findings suggest that the counselling of unpopular students should focus on their social self-concept and perhaps their social skills rather than on academic ability or general personality.

Until recently, little was known about self-perceptions associated with problematic peer relations. The evidence so far suggests that children experiencing peer problems tend to display a generally negative pattern of self-perceptions, including low perceived special competence, low self-efficacy, and low expectations for social outcomes and peer evaluations [21]. A study conducted on relations among peer status, self, and other perceptions of social competence among nine and eleven years old children, revealed that rejected children could be assigned to one or two groups with respect to self-perceptions, one displaying high self-perception and the other low self-perception [45]. In contrast, popular children showed generally positive self-perceptions. Neglected and average children showed no difference in self-

perception scores, whereas controversial children displayed lower self-esteem and perceived competence on the academic and behaviour/conduct dimensions.

Generally, negative description of unpopular students as anxious, lonely and depressed suggests that these students may also be expected to report low self-concept. Exploration of the behavioural and personality characteristics of students who exhibit difficulty with peer relationships has become a research priority. A study social self-concept, locus of control and performance expectations of higher education students revealed that intrinsic motivation declined across the seventh grade [46]. However, adolescents whose peers were more intrinsically motivated at the start of the seventh grade experienced less of a decline in their own intrinsic motivation between the start and the end of the school year than those whose peers were less intrinsically motivated.

Teachers, parents, peers and friends provide companionship, affection, intimacy, instrumental aid, enhancement of self-worth, personal validation, and emotional support as a foundation for identity development [47], and are particularly important during childhood, adolescence, and young adulthood. In turn, the presence or lack of social interactions among peers has significant short and long-term consequences on social, emotional, and cognitive well-being and on adjustment across the lifespan [48]. However, the influence of teacher, parent or peer relationships may change relative to the stage of human development. With regard to the adolescent, as he/she goes through development, his or her social interests shift from the family to the peer group [49]. As compared to adolescents who lack positive peer relationships, those who do engage in positive relationship tend to have stronger and more adaptive emotional well-being, self-beliefs, values of pro-social behaviours, social interactions, and a sense of inclusion and engagement at school [50]. The extent to which individuals are actively liked, accepted, or preferred by their teachers, parents, and peers has emerged as a core indicator for academic success as well as for their social and emotional well-being, and adjustment during adolescence [50]. Basically, social aspect of individuals' academic achievement cannot be ignored by specialists, especially during adolescence [50]. Research has revealed that, academic achievement, is a prerequisite for personal and societal development, and a selection criterion for jobs and higher education [51].

3. Methodology

The descriptive survey design that adopted the quantitative paradigm was used for the study. The population for this study included all second year teacher-trainees offering the general programme for Diploma in Basic Education (DBE) certificate in the two Colleges, namely Ada and Accra Colleges of Education in the Greater Accra Region of Ghana.

The multi stage sampling technique was used for the study. purposive sampling technique was used to select the two colleges of education and the lottery method of simple random sampling technique was used to select 265 level 200 teacher trainees as respondents for the study. The proportional sampling technique was also used to allocate 89 males and 54 females to Accra College of Education and 83 males and 39 females to Ada College of Education randomly. The population was homogeneous in terms of age group cohort, criterion for admission to the colleges of education, level of class (Level 200) in the colleges of education and the use same curricula for instruction.

Data Collection was facilitated through the administration of questionnaire and teacher trainees' end-of-second semester examination scores (extant data extracted from results files for the colleges) were used for data collection. The social self-concept scale with a reliability coefficient of 0.81 developed and used in previous studies was adapted for study [52]. Data collected were sorted, coded, classified and tabulated. Data were analysed with the aid of the Statistical Package for Social Sciences (SPSS) Version 21.0. Both descriptive and inferential statistics were used in analysing the data. The t-test statistic was used to analyse the first hypothesis; the independent samples t-test was used to analyse the data in order to test the second null hypothesis; the Pearson Product Moment Correlation was used to test the third hypothesis and the multiple regression analysis to analyse the fourth hypothesis data, a diagnostic test was first conducted to check for multi-collinearity among the independent variables.

4. Findings and Discussions

4.1. Difference Between Social Self-concept of Teacher Trainees

The first objective of the study focused on finding out whether there was difference in the social self-concept of teacher trainees in Ada and Accra Colleges of Education. In line with this objective, it was hypothesised that, there is no statistically significant difference between the social self-concept of teacher trainees in Ada and Accra Colleges of Education. The t-test statistic was used to analyse the data and the results are presented in Table 1.

Table 1. Differences between Social Self-concept of Teacher Trainees in Ada and Accra Colleges of Education (N = 262).

Variable	Name of College	N	Mean	SD	t-value	df	p-value
Social self-concept	Ada CoE	119	2.724	0.256	0.847	260	0.398
	Accra CoE	143	2.694	0.309			

Source: Field survey, (2016)

Data in Table 1 shows that there was no statistically significant difference between social self-concept of teacher trainees in Ada and Accra colleges of education (t = 0.847, df = 260, p = 0.398). This shows that teacher trainees' college of study has no effect on their social self-concept. However, teacher trainees at Ada College of Education had a higher mean score (2.724) than their counterpart from Accra College of Education who had a mean score of (2.694) on the social self-concept scale.

The findings posit that one's college of study has no effect on his/her social self-concept is inconsistent because students from different schools usually relate to other people differently since those from a particular school form one homogeneous group [6]. To some extent, teacher trainees' social self-concept reflects the extent to which trainees deemed themselves effective, accepted, respected and appreciated by others in their social contexts. For the teacher trainee, it also describes the extent to which they, among other things, believed that they were popular with others, capable of getting along with others, making friends easily and living up to any situation. These factors influence the social self-concept of teacher trainees differently depending on the school's socio-cultural environment they find themselves. The comments from the literature support the argument that social self-concept boarders on the perception of how others see us. In the case of the trainees in the various teacher training colleges in Ghana, one may argue that learners within these institutions want to be seen by others as neighbourly, friendly, successful, and so on. Teacher trainees are concerned with developing individuality while still looking for acceptance of those around them.

4.2. Gender Difference in Social Self-concept of Teacher Trainees

The second objective of the study was intended to examine whether there was a difference between the social self-concept of male and female teacher trainees of Ada and Accra Colleges of Education. The independent samples t-test was used to analyse the data in order to test the null hypothesis, which stated that there is no statistically significant difference between the social self-concept of male and female teacher trainees of Ada and Accra Colleges of Education. The results of the analysis are presented in Table 2.

Table 2. Gender Difference in Social Self-concept of Teacher Trainees (N = 262).

Variable	Gender	N	Mean	SD	t-value	df	p-value
Social self-concept	Male	170	2.697	0.302	-0.801	260	0.424
	Female	92	2.727	0.254			

Source: Field survey, (2016)

Data in Table 2, indicate that there was no statistically significant difference between male and female teacher trainees. The result shows that female teacher trainees had a higher mean score (Mean = 2.727, Std. Dev. = 0.254) than their male counterparts (Mean = 2.697, Std. Dev. = 0.302), but these differences were not statistically significant. This shows that gender had no significant effect on teacher trainees of Ada and Accra colleges of education social self-concept. Deducing from the findings, one may argue that both male and female teacher trainees had approximately the same level of social self-concept. That is, they had the same opportunity to establish, develop and maintain friendship with their peers in the two colleges of education. The study found out that there were no statistically significant gender differences on any of the social self-concept measures which was supported in a similar study on the effects of academic achievement and gender on academic and social self-concept of students [54]. However, the finding contradicts the early study which revealed that social self-concept which deals with interpersonal relationship between an individual and the peers, parents, friends, teachers and other people, is perceive to be a factor that is influenced by one's gender, especially in a patriarchal society like Ghana where certain cultural practices make it difficult for certain category of people to establish interpersonal relationships [24]. Similarly, the finding is inconsistent with a study done in Lagos State University which found that male undergraduates developed more positive social self-concept than their female counterparts [34].

4.3. Relationship Between Teacher Trainees' Social Self-concept and Their Academic Performance

The third objective of the study focused on finding out whether there was a relationship between social self-concept and academic performance of teacher trainees in the Ada and Accra Colleges of Education. In line with this objective it

was hypothesised that there is no statistically significant relationship between the social self-concept and academic performance of teacher trainees of Ada and Accra Colleges

of Education. The Pearson Product Moment Correlation was used to test the hypothesis and the results are presented in Table 3.

Table 3. Relationship between Social Self-concept and Academic Performance (N= 262).

| Variables | Mean | SD | Academic performance | | |
			Correlation coefficient (r)	Df	p-value
Social self-concept	2.708	0.286	0.127*	260	0.035
Academic performance	2.717	0.604			

Source: Field survey, (2016) Significant, *p < 0.05

As contained in Table 3, there was a statistically significant positive relationship between teacher trainees' social self-concept and their academic performance (r = 0.127, p < 0.05). The finding shows that social self-concept of teacher trainees at the two colleges of education did relate significantly to their academic performance. That is, the more students are able to relate to their colleagues, friends, parents and others, the higher they perform well in their academic work. Based on this finding, the study rejects the hypothesis that there is no statistically significant relationship between social self-concept and academic performance of teacher trainees of Ada and Accra Colleges of Education. This may mean that teacher trainees' relationship with their peer, teachers and others do necessarily lead to increase in their academic performance. Therefore, having lot of attention from classmates, parents, teacher and others as a teacher trainee does necessarily lead to an increase in one's academic performance, vice versa. The findings mean that teacher trainees' association with their peers may necessarily lead to their academic performance. The findings contravene a previous study which revealed that learners whose parents are involved and supportive and who set reasonable and reachable expectations have positive social self-concepts [36]. Furthermore, learners whose parents constantly encouraged their achievement and responded warmly to their successes, were likely to raise mastery-oriented children who enjoyed challenges. However, the findings are inconsistent with a similar study which postulated that social self-concept was typically positively or negatively associated with cognitive, psychomotor and affective domains of education in the same direction [54]. The literature and the findings are consistent with regard to peer and parents' relations with regard to social self-concept since the literature shows that peer and parent relations are critically important factors in students' development. A student's interaction with peers, both in the school and at home, provides a context for cognitive development, growth of special skills, the evolution of self-concept, and the establishment of moral and social values [41, 42].

4.4. Influence of Social and Academic Self-concepts on Academic Performance of Teacher Trainees

The fourth objective examined the influence of social and

academic self-concepts on academic performance of teacher trainees in Ada and Accra Colleges of Education. The multiple regression analysis was employed to analyse the data. Social and academic self-concepts were used as the independent variables while teacher trainees' academic performance was treated as the dependent variable. Using the multiple regression analysis to analyse the data, a diagnostic test was first conducted to check for multi-collinearity among the independent variables. This was used to examine the possible undesirable situation where the correlations among the variables are strong. The SPSS Version 21.0 was used to assess the Variance Inflation Factor (VIF) that measures multicollinearity in the regression model since multi-collinearity misleadingly inflates the standard errors. Thus, it makes some variables statistically insignificant while they should be otherwise significant. The VIF was used to measure how much the variance of the estimated coefficients are increases over the case of no correlation among the independent variables. All the VIF for the independent variables were around 1.052 to 1.816. None was greater than five (5), which means there was no collinearity associated with the variables. The VIF values were also inversely related to the Tolerance values (VIF = 1/Tolerance). Large VIF values (a usual threshold is 10.0, which corresponds to a tolerance of 10) indicate a high degree of collinearity or multi-collinearity among the independent variables [43]. This shows that the contribution of the independent variables on the dependent variable largely was not as a result of the strong association among the variables. Results of the analysis are shown in Table 4.

Table 4. shows that both social and academic self-concepts were statistically significant contributors of academic performance of teacher trainees in Ada and Accra Colleges of Education. As contained in Table 4, academic self-concept (R^2 = 0.362, p < 0.01) influenced academic performance of teacher trainees more than social self-concept variable (R^2 = 0.162, p < 0.01). Academic self-concept contributed 36.2 percent while social self-concept contributed 16.2 percent to teacher trainees' academic performance. The total contribution of social and academic self-concepts to the variance in teacher trainees' academic performance was 0.455 with an adjusted R^2 of 0.446. This means social and

academic self-concept influenced 45.5 percent of the variance in the academic performance of teacher trainees in Ada and Accra Colleges of Education.

Table 4. Influence of Social and Academic Self-concepts on Academic Performance of Teacher Trainees in Ada and Accra Colleges of Education (N = 262).

Variables	R	R^2	R^2 Change	t-value	p-value
Constant				1.194	0.000
Social self-concept	0.127	0.162	0.162	2.341	0.000
Academic self-concept	0.201	0.362	0.362	2.562	0.000

Source: Field survey, (2016) Significant, p<0.05
Dependent variable: Academic performance of teacher trainees

Table 4. shows that both social and academic self-concepts were statistically significant contributors of academic performance of teacher trainees in Ada and Accra Colleges of Education. The results show that both social self-concept and academic self-concept account for 16.2% and 36.2% respectively of the variation in academic performance. This seems to suggest that the higher the academic and social self-concept the better the performance of trainees and vice versa. The findings of the revealed that social self-concept and academic self-concept had statistically significant influence on students' academic performance in schools [52]. Results from various studies revealed supports the study that a positive social and academic self-concepts lead to academic performance [7, 52, 24]. Furthermore, the findings also proved that social self-concept had a significant influence on academic performance of students which in the long run enhanced their academic performance significantly [9].

5. Conclusions and Recommendations

There were evidence that academic and social self-concepts of teacher trainees are related to their academic performance positively. This means, teacher trainees' ability to develop positive relationship with their peers, teachers, parents and others, and also developing positive feeling about their academic ability help in enhancing their academic performance significantly. What has been concluded from the results, confirming the need for attention to academic and social self-concepts among teacher trainees of Ada and Accra Colleges of Education in particular and all students in general, on account of its importance in the educational applications.

Gender, as a variable, has no effect on teacher trainees' social and academic self-concepts. However, social and academic self-concepts are able to influence teacher trainees' academic performance significantly. Furthermore, gender differences in academic and social self-concepts do not account for a good deal of the gender effect on academic performance. From this perspective, it is important to gain a deeper understanding of self-concept development in males and females. For educators and teachers keen to develop the concept of positive academic and social self-concepts to all students, they must take into account individual differences among the students with regard to gender and school. Academic and social self-concepts are positive predictors of teacher trainees' academic performance. However, academic self-concept contributed more as compared to social self-concept. It can, therefore, be concluded that the academic self-concept of teacher trainees plays a more significant role in giving direction to their academic performance.

It is recommended that, aacademic counsellors of the college organise guidance programmes such as workshops, symposia, and public lectures periodically for trainees to equip them with the needed skills to enhance their social and academic self-concepts.

It is further recommended that, the existing counselling units in the colleges be enhanced and re-tool financially so that trainees can be help through counselling to build their academic self-concept. They should be guided to form good study habits so that they don't wait their time on unnecessary activities since academic self-concepts have strong positive correlation with academic performance.

It is also recommended that, students are guided to relate well with each other but they should be discouraged in counselling sessions not to over indulge themselves in peer group activities to the detriment of their academic work, since the study did not establish any significant relationship between social self-concept and academic performance.

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