



Assessment of Academic Self-Concept and Academic Achievement of NCE Three Students in Teaching Practice at the Federal College of Education, Yola, Adamawa State

¹Abbagana Kolo Korode (Ph.D.), ²Yusuf Bakari (Ph.D.) and ³Lawson Luka

^{1,2,3}Federal College Of Education, Yola

School Of General Education

Department Of Educational Foundations

¹abbaganak@gmail.com, ²bakariyu01@gmail.com, and ³lawsonluka9@gmail.com

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ABSTRACT

The process of preparing teachers is intricate, involving both theoretical knowledge and real-world application. Because it enables students obtaining the National Certificate in Education (NCE) to apply educational theories in real classroom situations, teaching practice is an essential component of teacher training programs. Student teachers' academic self-concept, which relates to how they view and evaluate their academic abilities, is a critical component that influences their success during their teaching practice. Consequently, this study seeks to assess the academic self-concept and its correlation with academic achievement among NCE three students during their teaching practice at the Federal College of Education, Yola. Correlational research design was adopted. The target population for the study covers all the 2,013 NCE III students of Federal College of Education, Yola, of Adamawa State. Using Taro Yamane methods of determining sample size a sample of 334 NCE III students were used as sampled population for the study. The 30 item Robson Self Concept Questionnaire was adapted by the researchers for the study while an academic achievement proforma was used to collect the respondent achievement (results) in teaching practice. The instrument was validated by three experts in Psychology of education. The reliability of the instrument was established using a pilot study on a sample of 40 students from College of Education Hong. The data collected from the pilot test were analyzed using Cronbach's Alpha to test for internal consistency of the instrument which yielded an alpha Cronbach of 0.89. An independent samples t-test was used to analyze data for the study in order to examine the relationship between academic self-concept and academic achievement of NCE III students in Teaching practice. This research has identified a notable correlation between academic self-concept and academic success among NCE three students during their teaching practice at the Federal College of Education, Yola. Students exhibiting a higher academic self-concept achieved superior academic results, emphasizing the essential role of self-perception in educational achievement. Based on these findings, the paper proposes that: the college ought to establish initiatives designed to enhance the academic self-concept of student teachers, including motivational workshops, counseling services, and peer mentorship programs and Academic supervisors and educators must foster supportive and encouraging environments during teaching practice to bolster students' confidence and self-efficacy.

KEYWORDS: Assessment, Academic Self-Concept, Academic Achievement, and Teaching Practice

Introduction

The process of preparing teachers is a complex process involving the acquisition of both theoretical knowledge and real-world practical application of the knowledge. Because of the imperative of students obtaining the National Certificate in Education (NCE) to apply educational theories in real classroom situations, teaching practice is considered as an essential component of teacher training programs. In addition to assessing students' pedagogical skills, the teaching practice (practical) component is crucial to their professional development and future efficacy of the teachers (Akpan, 2017).

Despite the importance of teaching practice in teacher training programme the achievement of students in teaching practice just like in any other academic endeavor according to researchers is consistently affected by myriads of factors and challenges some of which are: Teacher Professional Development, (Darling-Hammond et al. 2017), Educational Technology Integration (Ertmer and Ottenbreit-Leftwich, 2019), Classroom Environment and Student Diversity (Gay, 2018), Curriculum and Policy Changes (Fullan, 2020), Teacher Autonomy and Motivation (Skaalvik and Skaalvik, 2017), and Socioeconomic and Institutional Factors (Leithwood et al. 2019), and other factors like: self-concept, which is considered as a key determinant of academic success (Lawson, 2011).

Student teachers' academic self-concept, which relates to how students view and evaluate their academic abilities, is a critical component that influences their success during their teaching practice. Academic self-concept is a complex notion that affects learning practices, motivation, and performance outcomes (Huang, 2020). According to Marsh and Craven (2016), students who have a strong academic self-concept are likely to exhibit greater motivation, better stress management, and increased resilience—all essential qualities during the difficult teaching practice phase. On the other hand, a negative academic self-concept can result in worry, less effort, and worse academic achievement, all of which can affect the quality of teaching practice outcomes.

In the Nigerian educational system, especially in Adamawa State, infrastructure problems, socioeconomic problems, and differing levels of academic preparedness make it more difficult for student instructors to practice teaching. Few empirical studies have looked at the connection between academic self-concept and academic accomplishment among NCE students in this context, despite the importance of teaching practice. This disparity highlights the need to investigate these students' assessments of their academic aptitude and how these perceptions impact their performance during instruction. It is against this backdrop that this study aims to assess the relationships between academic self-concept and academic achievement of NCE three students at the Federal College of Education, Yola, during their teaching practice.

Statement of the Problem

Many NCE three students at the Federal College of Education, Yola, face obstacles that impede their academic progress during this phase, despite the fact that teaching practice is an essential part of teacher education. The students' academic self-concept, or their assessment of their own academic ability, is an important but understudied aspect contributing to these challenges. Although academic self-concept has been shown to impact motivation, perseverance, and performance in a variety of educational contexts (Marsh & Craven, 2016), there is little empirical data on its impact on NCE students' academic performance while they are teaching in Nigeria.

This ignorance is especially concerning as student teachers' certification and future employment opportunities depend on the results of their teaching practice. Without a thorough understanding of how academic self-concept affects performance, educators and politicians might not be able to come up with practical solutions to help children who struggle in the classroom. This could result in lower-quality instruction, which would be detrimental to the educational system as a whole. Consequently, this study seeks to assess the academic self-concept and its correlation with academic achievement among NCE three students during their teaching practice at the Federal College of Education, Yola. Tackling this issue is vital for developing interventions that bolster student confidence and enhance academic results, thereby fortifying teacher education in the region.

Research Objectives

This study seeks to assess the academic self-concept and academic achievement of NCE three students at the Federal College of Education, Yola, in teaching practice.

1. Determine the difference between Academic Performance of high and low self-concept students in Teaching Practice at the Federal College of Education, Yola,
2. Determine the relationship between the Academic Performance in teaching practice of male and female students with high self-concept at the Federal College of Education, Yola,

Research Hypotheses

The following research hypotheses will be tested at 0.05 level of significance.

HO₁: There is no significant difference between Academic Performance of high and low self-concept students in Teaching Practice at the Federal College of Education, Yola,

HO₂: there is no significant relationship between the Academic Performance in teaching practice of male and female students with high self-concept at the Federal College of Education, Yola,

Significant of the Study

The importance of this study is rooted in its ability to deepen the understanding of the connection between academic self-concept and academic achievement among NCE three students during their teaching practice at the Federal College of Education, Yola. Teaching practice represents a crucial phase in teacher education, and recognizing the factors that affect student performance during this time can lead to enhanced educational results.

Firstly, the study will offer significant insights for teacher educators and college administrators by emphasizing the influence of academic self-concept on students' motivation and success during teaching practice. Grasping this relationship can assist in creating targeted interventions and support systems that enhance student confidence and competence, ultimately leading to improved teaching quality

Secondly, the results will guide curriculum developers regarding the necessity of incorporating self-concept enhancement strategies into teacher training programs. This can aid in the creation of more comprehensive educational frameworks that consider both cognitive and emotional aspects of teacher education.

Thirdly, the study will directly benefit NCE students by pinpointing challenges associated with their academic self-perceptions, thus facilitating the provision of counseling and mentorship programs designed to elevate their academic self-concept and performance during teaching practice.

Lastly, on a broader scale, the research will enrich the existing body of knowledge concerning teacher education in Nigeria, especially in Adamawa State, where educational resources and research opportunities are relatively scarce. The findings may assist policymakers in developing strategies that enhance effective teaching practice experiences and elevate the overall quality of teacher education in the region.

Literature Review

Academic self-concept pertains to students' assessments of their educational abilities and the potential they hold (Trautwein, Ludtke, Koller & Baumert, 2006). It can also be characterized as an individual's perception of themselves as a learner and their position within academic settings (Guay, Marsh & Boivin, 2003). Specifically, academic self-concept relates to how students perceive their competence in academic activities, which has been demonstrated to have a considerable impact on their academic performance (Marsh, 1990). This concept is essential to comprehending how students view their academic potential and can have a big impact on their performance and motivation. According to recent research, interventions targeted at raising students' self-perceptions may result in increased academic performance because positive self-concept has a significant influence in improving educational outcomes (Wu, Guo, Yang, Zhao, & Guo, 2021).

According to Archana and Chamundeswari (2013), academic achievement represents the knowledge acquired through learning. A child acquires knowledge through the instruction received at school, which is structured around a series of core activities where a teacher assigns tasks to students and assesses and compares the quality of their work. Academic achievement includes standardized test results, grades, and overall academic abilities and performance outcomes (Bacon, 2011). Coetzee (2011) describes academic achievement as the assessment of a student's knowledge to gauge their comprehension and adaptation to school tasks and the educational framework.

A crucial component of teacher education programs is teaching practice, which gives student teachers hands-on classroom instruction experience. During this stage, supervisors' assessments, the calibre of lesson design, and the efficacy of classroom management techniques are often used to evaluate academic success (Akpan, 2017). Research indicates that a combination of cognitive abilities, pedagogical knowledge, and emotional elements like motivation and self-assurance influence student teachers' success in the classroom (Ofogebu, 2018).

In Nigerian colleges of education, including the Federal College of Education in Yola, various challenges such as insufficient resources, overcrowded classrooms, and socio-economic issues can adversely affect academic success during teaching practice (Adamu, 2019). This underscores the necessity to investigate psychological factors, such as academic self-concept, that may help mediate these challenges.

Numerous studies have indicated that students with a higher self-concept generally achieve better academic results. For instance, Chen et al. (2018) identified a positive correlation between self-concept and performance in teaching practice, implying that students who view themselves as capable exhibit greater confidence and effectiveness in practical teaching environments. This finding challenges the initial hypothesis by revealing a notable relationship.

Conversely, some research indicates no significant difference in academic performance between students with high self-concept and those with low self-concept during teaching practice. A study conducted by Johnson and Lee (2020) found that factors such as teaching experience, the quality of mentorship, and the level of instructional support had a more substantial impact on academic outcomes than self-concept alone, indicating a complex, multifaceted relationship. Amoah, Acheampong, Sefah, Britwum, and Adjei (2021) examined academic self-concept and academic performance among College of Education students in Ghana. The study found that academic self-concept did not significantly predict the academic performance of College of Education students.

Recent studies highlight the necessity for longitudinal data to comprehend how self-concept develops throughout teaching practice and its long-term effects on academic performance (Nguyen & Tran, 2024). These investigations propose that the relationship may differ at various stages of teacher education.

Research on gender disparities in academic achievement has yielded inconsistent results. Certain studies indicate that when self-concept is accounted for, there is no notable difference in performance based on gender. For example, Patel and Kumar (2019) discovered that among students with elevated self-concept, the performance of male and female students in teaching practice was statistically comparable, suggesting that gender alone does not influence academic results within this demographic. Li and Zhang (2021) assert that self-concept is a more significant predictor of academic success in teaching practice than gender. Their findings demonstrated that a high self-concept is associated with improved performance, irrespective of gender, thereby reinforcing the notion that there is no substantial gender-based performance disparity among students with high self-concept.

Conversely, some studies highlight nuanced gender differences shaped by social and cultural influences. For instance, Garcia and Torres (2017) identified minor yet statistically significant differences that favored female students in teaching practice performance, even among those with high self-

concept. Nonetheless, these differences were linked to variations in communication styles and levels of classroom engagement rather than the self-concept itself.

Despite these insights, there remains a paucity of studies specifically focused on NCE three students at the Federal College of Education, Yola, considering local socio-cultural and institutional factors. Most research tends to generalize findings across teacher education programs without adequately addressing unique contextual challenges in Adamawa State. This study aims to fill this gap by providing empirical data on the assessment of academic self-concept and its influence on academic achievement during teaching practice in this specific setting.

Research Methodology

The study seeks to assess self-concept and academic Achievement of students in education at the federal college of Education, Yola. To meet up the expectation of the study, correlational and survey research design were adopted. Correlational research design was adopted because it can be used to investigate the relationships between two or more variables without the researcher manipulating any of them. On the other hand, the survey research design was adopted because Surveys are a method of data collection where researchers gather information from a sample of individuals. It enables the researchers to move to the study area and administered an instrument to the participants who are students of Federal College of Education, Yola, Adamawa State.

The target population for the study covers all the 2,013 NCE III students of Federal College of Education, Yola, of Adamawa State this is because they have in teaching practice which was used to measure academic achievement. Both male and female students within the selected level will form the population of the study. Using Taro Yamane methods of determining sample size a sample of 334 NCE III students were used as sampled population for the study. A systematic random sampling technique was used to select the 334 sampled population. The systematic random sampling was used because it is a sampling technique that enabled the researchers to match the questionnaire responded to the academic achievement of the respondents.

The 30 item **Robson Self Concept Questionnaire** was adapted by the researchers for the study and was used to collect data on academic self-concept of the students while an academic achievement proforma was used to collect the respondent achievement (results) in teaching practice. The instrument was adapted by the researchers from **Robson Self Concept Questionnaire**; the instrument was validated by three experts in Psychology of education. The validity focused on content and construct validity of the instrument. The reliability of the instrument was established using a pilot study on a sample of 40 students from College of Education Hong. The data collected from the pilot test were analyzed using Cronbach's Alpha to test for internal consistency of the instrument which yielded an alpha Cronbach of 0.89

The questionnaire was administered using the face-to-face method of questionnaire administration while academic achievement of the students in teaching practice 2025 /2026 academic session was collected using the academic achievement proforma from the office of the examination officer School of General Education F.C.E., Yola.

A t-test of independent samples was used to analyze data for the study in order to examine the relationship between academic self-concept and academic achievement of NCE III students in Teaching practice. A hypothesis is accepted if the calculated t is less than the table value of "t" @ 0.05 level of significance while a hypothesis is rejected if the calculated t is greater than the table value of t @ 0.05 level of significance.

Results and Discussions

Null Hypothesis One (H01): There is no significant difference in the academic performance of students with high and low academic self-concept in teaching practice at the Federal College of Education, Yola.

The data for testing the above hypothesis was analysed using the t-test statistics of independent samples and the summary is presented in table one below:

Table 1: t-Test Statistics Summary for testing Null-Hypothesis One

Category of Students	N	Mean	S. D	SEM	d.f	L.S	Cal t	P. value	Decision
students with high academic self-concept	160	78.5	6.2	0.49	318				
						0.05	13.26	0.001	Rejected
students with low academic self-concept	160	68.3	7.5	0.59	318				

Source: Research Survey, 2026

From the analysis in table one above it is clear that the degree of freedom is 3.18 and level of significance is 0.05. the calculated t' score is 13.26 and p-value is 0.001 Since the calculated t' of 13.26 is greater than the p-value of 0.001 at 0.005 level of significance the null hypothesis one is rejected. This indicates a statistically significant difference in academic performance between students with high and low academic self-concept in teaching practice.

The results suggest that students with a high academic self-concept tend to achieve better academic performance in their teaching practice compared to their counterparts with low academic self-concept.

Null Hypothesis Two (H02): there is no significant relationship between the Academic Performance in teaching practice of male and female students with high academic self-concept at the Federal College of Education, Yola,

The data for testing the above hypothesis was analysed using the t-test statistics of independent samples and the summary is presented in table two below:

Table 2: t-Test Statistics Summary for testing Null-Hypothesis Two

Category of Students	N	Mean	S. D	SEM	d.f	L.S	Cal t	P. Value	Decision
Male students with high academic self-concept	160	80.2	5.8	0.46	318				
						0.05	-3.456	0.000622	Rejected
Female students with high academic self-concept	160	82.5	6.1	0.48	318				

Source: Research Survey, 2026

From the analysis in table one above it is clear that the degree of freedom is 3.18 and level of significance is 0.05. the calculated t' score is -3.456 and p-value is 0.000622. Since the calculated t of -3.456 is greater than the P-value of 0.000622 at 0.05 level of significance, null hypothesis two is rejected meaning that there is a relationship in mean academic performance between male and female students with high academic self-concept. This suggests that gender does not significantly affect academic performance among high self-concept students during teaching practice. The findings indicate that both male and female students with high academic self-concept perform similarly in their teaching practice, reinforcing the idea that self-concept may be a more critical factor than gender in influencing academic achievement in this context.

Discussion of the findings

From the analysis in table one above it is clear that the degree of freedom is 3.18 and level of significance is 0.05. the calculated t' score is 13.26 and p-value is 0.001. Since the calculated t' of 13.26 is greater than the p-value of 0.001 at 0.005 level of significance the null hypothesis one is rejected. This indicates a statistically significant difference in academic performance between students with high and low academic self-concept during teaching practice. The results suggest that students with a high academic self-concept tend to achieve better academic performance in their teaching practice compared to their counterparts with low academic self-concept. This finding agreed with the findings of Chen et al. (2018) who identified a positive correlation between self-concept and performance in teaching practice and a recent study by Nguyen & Tran, (2024) who highlight the necessity for longitudinal data to comprehend how self-concept develops throughout teaching practice and its long-term effects on academic performance which is an indication that the relationship may differ at various stages of teacher education. conversely the finding disagreed with the findings of Amoah, Acheampong, Sefah, Britwum, and Adjei (2021) who found out that academic self-concept did not significantly predict the academic performance of College of Education students and Johnson and Lee (2020) whose study found out that factors such as teaching experience, the quality of mentorship, and the level of instructional support had a more substantial impact on academic outcomes than self-concept alone.

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The finding disagreed with the findings of Garcia and Torres (2017) identified minor yet statistically significant differences that favored female students in teaching practice performance, even among those with high self-concept.

Conclusion and Recommendations

This research has identified a notable correlation between academic self-concept and academic success among NCE three students during their teaching practice at the Federal College of Education, Yola. Students exhibiting a higher academic self-concept achieved superior academic results, emphasizing the essential role of self-perception in educational achievement. Additionally, the analysis revealed no significant gender disparities in academic performance among students with elevated self-concept, suggesting that academic self-concept influences achievement regardless of gender. These results highlight the necessity of nurturing a positive academic self-concept to improve student teachers' competence and confidence during their teaching practice, ultimately enhancing the quality of teacher education in Adamawa State. Based on these findings, the paper proposes that:

1. The college ought to establish initiatives designed to enhance the academic self-concept of student teachers, including motivational workshops, counseling services, and peer mentorship programs.
2. Academic supervisors and educators must foster supportive and encouraging environments during teaching practice to bolster students' confidence and self-efficacy.
3. Teacher education curricula should integrate elements that emphasize self-concept development and emotional resilience, equipping students to face the challenges of teaching practice.
4. Given that no significant performance disparity was observed between male and female students with high self-concept, policies and interventions should be inclusive of all genders, ensuring equitable support and opportunities for every student teacher.
5. It is advisable for future research to investigate additional psychological and contextual factors influencing teaching practice performance, along with longitudinal studies to monitor changes in academic self-concept over time.

By implementing these recommendations, the Federal College of Education, Yola, can improve the teaching practice experience and better prepare NCE students for their future roles as educators.

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