THE RELATIONSHIP BETWEEN SELF-CONCEPT, ACADEMIC ACHIEVEMENT AND PEER COUNSELLING AMONG STUDENTS OF THE UNIVERSITY OF THE NORTH WEST.

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BY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION

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TABLE OF CONTENT

		Page
Acknowledgement		(i)
Declaration		(ii)
Abstract		(iii)
CHAPTER 1	**INTRODUCTION**	
1.1	Background and rationale	1
1.2.	Statement of the problem	3
1.3	Significance of the study	4
1.4.	Ethnic and access considerations	4
1.5.	Definition of concepts	4
	1.5.1 Self Concept	4
	1.5.2 Academic Achievement	5
	1.5.3 Peer Counselling	6
1.6.	Delimitations and limitations	7

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	8
2.2	The self concept	9
2.2.1	The formation and Development of self concept	10
2.3	The central points of Rogers's theory	13
2.4.	The importance of self concept	15
2.4.1	The self concept as a maintainer of inner consistency	15
2.4.2	Self concept as an interpretation of inner consistency	16
2.4.3	Self concept as a set of expectation	17
2.5	Rogers view on the self concept	17
2.6	Characteristics of a fully functioning person	18
2.7	Summary	19
2.8	Erickson's view on the self concept	19
2.9	The eight stages of psycho-sexual development	21
2.9.1	Basic trust versus mistrust (synthesis: hope)	21
2.9.2	Autonomy versus shame and doubt (synthesis: willpower)	22
2.9.3	Initiative versus guilt (synthesis: purpose)	22
2.9.4	Industry versus inferiority (synthesis: competence)	22
2.9.5	Identity versus role confusion (synthesis: reliability)	22
2.9.6	Intimacy Versus Isolation (synthesis: love)	23
2.9.7	Generativity versus Stagnation (Synthesis: Care)	23

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2.9.8	Integrity versus Despair (Synthesis: Wisdom)	24
2.10	Summary	24
2.11	Academic achievements	25
2.12	An Attributional Theory of Achievement- Weiner	28
2.13	Summary	28
2.14	Behaviourism Theory of Motivation-Skinner	29
2.15	Summary	30
2.16	Peer counselling	30
2.17	The Rational Emotion Therapy-Albert Ellis	32
2.18	Summary	33
2.19	The Transactional Analysis	33
2.20	Conclusion	33
2.21	Hypothesis	34

CHAPTER 3 RESEARCH METHODOLOGY

3.1	Research Methodology	35
3.2	Research Design	35

3.3 Population 36

3.3.1 Sample and Sampling Techniques 36

3.4 Instruments 37

3.5 Data Collection Process 38

3.6 Data Analysis Method 39

CHAPTER 4 PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction 41

4.2 Analysis and Interpretation of Data 41

4.3 Self-concept 42

4.4 Academic Achievement 49

4.5 Peer Counselling 58

4.6 Hypothesis 67

CHAPTER 5 SUMMARY, RECOMMENDATIONS AND COUNCLUSION

5.1 Introduction 70

5.2 Summary 70

5.3 Research Findings 70

5.4 Recommendations 71

5.5 Conclusion 73

5.6 Further-Related Research Needs 73

REFERENCES 74

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MATSHIDISO SINAH KOMANE

DECLARATION

I Matshidiso Sinah Komane declare that this research study for the degree of Master of Education (M.Ed) at the University of the North West hereby submitted, has not previously been submitted by me for a degree at this or any other university, this is my own work in design and execution and that all contained herein has been duly acknowledged.

Signed by: .....

ABSTRACT

The research attempts to find the relationship between self-concept, academic achievement and peer counseling among students of the University of North West in South Africa. The study covered the following: Undergraduate, Postgraduate and Diplomas. The following questions are the focus of the research:

- Do you accept criticism objectively?;
- Do you reward yourself when you study?; and
- Are you comfortable working in a group?

Data for the research were collected by means of questionnaires. Facts, opinions and information were obtained from 100 respondents. An analysis of data revealed some interesting results. Though self-concept, academic achievement and peer counseling were in a way related, it is crucial for all stakeholders to make coherent efforts to assist students to improve drastically in their academic performance.

CHAPTER ONE

1. INTRODUCTION

1. 1 BACKGROUND AND RATIONALE

According to Mwamwenda (1995: 365) empirical evidence indicates that students' self-concept does affect their performance at school. The students with a positive self-concept stand a better chance of performing better than one with a negative self-concept. Given this self premise, Reck (1980:49) points out that educators have become interested in the ability of schools to enhance students' self-concepts, as either a means to an end of academic achievement or an educational end in itself.

Maqsud's (1983) observation is that changes in self-concept precipitated a similar change in academic performance. Maqsud indicates that self-concept was related to better performance in Mathematics and English. Thus, it can be argued that student's academic performance can be improved by enhancing his self-concept. It is vital for educators to bear in mind that self-concept is essential in facilitating quality education and that educators can play a significant role in this region, Mwamwenda (1995:368).

The primary objective of the research is to establish whether student's self concept and peer counselling can serve as reliable predictors. Another objective is to determine the relationship of both, that is, **academic achievement** and **peer counselling.** Furthermore it is to find out whether through peer counselling and positive self-concept, student achievement can be improved. The study would also indicate the relationship between self-concept and students' performance in the final set of examinations.

Purkey indicated in Mwamwenda (1995:369) that educators have essentially favourable attitudes towards themselves that they are in a much better position to build positive, realistic self-concept in their students. Thus, the researcher's assumption is that positive self-concept goes hand in hand with high achievement. Moreover counselling and peer counselling play a vital role in ensuring that the individual or group personal problems do not interfere with students' academic

or career goals. If support is given to the students in order to improve them academically, they will be able to adjust to their personal and academic demands.

It should be noted that educators create problems by labelling learners or placing them in a particular grade or class, by stating that, this is the grade for underachievers or learners who have failed thrice. For instance, grade twelve (12) E is labelled as that of failures, those who are incompetent, who are hardly know anything and have a bad memory. The kind of treatment that these learners receive demotivates them, as they become low self-esteemed, have negative self-concept and ultimately underachieve. When these learners eventually enter university, they carry along this stigma of negative self-concept.

As a result of this negative treatment at high school, historically disadvantaged learners need to be assisted in terms of realising their potentials, so as to build positive self-concept. This can be done by introducing them to the support services like the counselling centre to enable them air their views and to realise that they are capable of studying just like the rest of the student body (Mwamwenda 1995 : 372).

According to Mwamwenda (1995:372) Africans have been told by other people of other races that they are inferior and incapable of doing a number of things. Africans, according to Mwamwenda (1995) given the opportunity, are incapable of doing things and this is the kind of which mindset must be done away with. Manganyi (1973) indicated that black people all over and particularly in South Africa have been regarded and treated as both intellectually and racially inferior.

Furthermore, Culture plays a vital role in academic achievement and self-concept. Traditionally, most of the Africans feel inferior and are unable to discuss their problems with the elderly or parents. Most of the parents view discussing sex as a taboo. The preceding issue is looked into by the love - train: love life, which they believe, will change the mindset of the elderly. The report of the afore - mentioned example, that is the children being unable to discuss problems with the elderly, especially sexual issues was reported on the 23rd July 2001 on Morning Life SABC 2.

Reck (1980) indicated that from the humanistic psychological point of view as expounded by Maslow (1954) and Rogers (1969) the importance of self concept cannot be restricted to achievement, since a positive self concept cannot be viewed as the only hall-mark of academic

achievement, that is, more broadly of the healthy person. Self-concept, academic achievement and peer counselling are very important affective factors, which have a bearing on the education of human beings. Therefore, the researcher's intention is to show the significance and the need for support services for the students to progress academically.

1.2 STATEMENT OF THE PROBLEM

Numerous studies linking self and academic achievement in subjects such as Languages, Mathematics and examination performance generally have been carried out in Africa and elsewhere (Chovan, 1984, Mwamwenda 1995, Maqsud, 1993, Song and Hattie 1984). Further, in the Southern Africa, researchers such as Gordon, (1983) Maqsud and Rouhani (1987), Mwamwenda and Mwamwenda et al (1987) have investigated the relationship between two variables and found a positive relationship.

However, some studies yield no relationship between self-concept and academic achievement (Reck, 1980), although studies that yield a positive relationship between self-concept and academic achievement outnumber those, which do not. As a result the term "self" has been used in an inconsistent and ambiguous way because of a wide range of the concept. Moreover, a link between academic performance and self-concept gains further support from research carried out in Africa. Heyneman (1979) in Mwamwenda (1995:367) has indicated that in Uganda, academic performance will suffer due to pupils' lack of confidence and not due to their impoverished background. If someone is for example poor and does not lack confidence, then academic performance even on the most rigid of examinations, need not be handicapped by poverty.

Heyneman (1979) hypothesised that a child who is positive and feels confident and self-assured would perform better on the primary leaving examination. The research study would also examine the relationship between self-concept and academic achievement. Lastly it would also examine the relationship between peer counselling, academic achievement and self-concept. The study uses the student population in the University of North West in South Africa.

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1.3 SIGNIFICANCE OF THE STUDY

The study will determine whether there is a relationship between self-concept, academic achievement and peer counselling. The study hopes to inform students' affairs, student structures, lecturers, tutors, peer counsellors, other institutions such as school managers and so on, to consider peer grouping and support services as ways to improve academic achievement. The study will effectively facilitate and contribute to urgently needed mechanism of improving self-concept and student academic achievement through the counselling centre.

1.4 ETHINIC AND ACCESS CONSIDERATIONS

The present study, that is, the relationship between self-concept, academic achievement and peer counselling among students of the University of North West is considered ethical, due to the fact that informed consent was received from all the stakeholders.

The researcher has done an informal interview with the psychologist at the counselling centre. The purpose of the study was discussed. An informed concerned was done, that is, each questionnaire issued to the respondent was accompanied by a permission letter. Moreover, the anonymity, confidentiality and the legality about the research was discussed with the respondents.

An informed consent was given to every respondent. Throughout the research students' names were not used and this shows anonymity. The researcher was able to obtain students' records from the administration with permission from the administrator, that is, for student's record a letter of permission was attached.

1.5 DEFINITION OF CONCEPTS

The following concepts are defined below:

1.5.1 Self Concept

(i) According to Mwamwenda (1995:363) self-concept is a person's way of perceiving himself and it may be either positive or negative. Self-concept develops from childhood through

to adulthood as a result of the person's interaction with the environment, which includes peers, ones parents, teachers and the various tasks and responsibilities to which one is assigned and the ways in which one copes with them.

(ii) The self-concept is the core of someone's personality, which is highly personal and highly significant to the person concerned and will do everything in ones power to defend it. According to du Toit and Kruger as quoted by Vrey (1974: 95) the self-concept is also the criterion whereby the individual differentiates, attributes meaning, evaluates, anticipates and behaves.

(iii) For the purpose of this study, self-concept is the array of attitudes a person holds towards himself. It develops as the individual emerges into focus of a totality of awareness and starts to define more clearly and progressively just who and what one is. As the individual grows older, the self-concept is seen against more and more frames of reference. Each conceptualised aspect becomes the occasion for a feeling response that is judged by the criterion or the frame of reference. This development emergence is organised in terms of constructs about reality that are generated by particular social and non-social contents of repeated daily experience, and through comparison with standards and values inherent in individually significant elements of culture, Burns (1991:183).

1.5.2 **Academic Achievement**

(i) Review of the literature reveals that a number of terms are used to refer to academic performance. Academic performance is used by Cantwell and Moore, (1996), Kasworm and Pike, (1994), Alexandre and Eagles (1990) Ho and Spinks (1985) whereas Lao (1980), Otten (1977) used scholastic achievement and Marjoribanks (1987), Faustman and Mathews (1980), Benbow and Arjmand (1990) used academic achievement. The preceding information indicates the evaluation of the student performance, for instance:

(ii) Academic performance, scholastic achievement and academic achievement are used to indicate that an evaluation of the student's level of accomplishment is

made in an educational setting (de Jager, 1987: 7).

(iii) In this study academic performance is defined as the coming out of work by a student in an assignment, test or course (House and Hawes 1982:166).

1.5.3 Peer Counselling

(i) According to Bleuer (1987: 84) peer counselling is an efficient means of providing study skills training to a large number of students. A successful peer programme will require professional supervision, a comprehensive selection process, a good library of study skills, books and materials, co-ordination with counsellors and academic advisors of teachers, individual follow up and support for the paraprofessional staff.

(ii) Cogent evidence, which suggests that peers can successfully be trained to be tutors or co-therapists, has been provided by others as well (Greenwood and Hopes, 1981). There is reason to believe that, because they are at the same stage of development, peer counsellors can more readily empathize and understand their peer problems and concerns. They speak the same language and can therefore communicate effectively. They understand their peer feelings of powerlessness and their present day-to-day life conditions, which are often the source of stress, frustration, depression and anger. Because they can relate in a more meaningful and non-threatening way, they tend to be trusted and believed (Chuenyane 1990: 29-30).

(iii) In this study, peer counselling is defined as an effective and efficient means of specific learning improvement that brings positive changes in self-concept, motivation, attitude and social behaviour. There is enough evidence, both anecdotal and empirical, which indicates that peer tutorial learning is effective. Peer counsellors are more or less the same age of the students they counsel (Endsley 1990: 4-7).

1.6 DELIMITATIONS AND LIMITATIONS

Castetter and Heisler in White (2003:19) indicated that, another parameter for a research study establishes boundaries, exceptions, reservations, and qualification inherent in every study: delimitations and limitations. It is found in both qualitative and quantitative studies. Initially, this study confines itself in administering questionnaires to the students of the University of North West in all the departments.

The researcher encountered problems in obtaining students records from the administrations. It was difficult to obtain the questionnaire that was submitted at the Counselling Centre. On the other hand, not all the questionnaires were received from the respondents. Irrespective of the limitations the conclusion corresponds to the actual findings, that is, they are in line with the purpose for which it was meant and as stated in the purpose statement in Chapter One.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Self-concept is the way a person perceives himself or herself, that is, either positive or negative. The development of self-concept begins from childhood to adulthood as a result of interaction with the environment. Various tasks and responsibilities that a person is faced with and how to cope with them are enhanced by peers, parents and educators. Thus, a positive or negative self-concept depends on the treatment a person receives and how he perceives such treatment. The positive reaction from others will enable a person to be worthy and thus develop positive self-concept (Rogers, 1959:184-256). On the contrary, the negative reactions of others will result in worthlessness and as a result the person will develop a negative self-concept.

Self-concept is a primary directional factor in the individual's personality and is instrumental in determining the level of adjustment. The person who has a good self-concept is likely to have a high standard of personality adjustment whereas the one with a poor self-concept will result in behavioural problems and difficulties with personality adjustment Gaber (1984:207-212). As a result, the child's motivation is affected, that is, ones work, interpersonal relationships and future success. Therefore positive self-concept can enhance academic achievement.

According to Burns (1982:365) self-concept theory has clearly demonstrated that the person who experiences negative self perception imposes great limitations upon one, effectively precluding one from attempting those actions which might reveal that one

is better than what he gives ones credit for. Thus, by thinking positively one is likely to bring about fortunate outcomes through the mechanism of self-fulfilling prophecy.
Review of literature reveals that a number of terms are used to refer to academic performance. Academic performance is used by Brown & Lent (1992), Cantwell & Moore (1996) Alexander and Eagles (1990) whereas Lao (1980), and Otten (1977) used scholastic achievement and Mwamwenda (1995), Fautman and Mathews (1980) Benbow and Arjmand (1990) used academic achievement. Academic achievement refers to the evaluation of the student performance in an educational set up, that is, assignments, tests, projects, courses and other tasks are evaluated.

Peer counselling is when a group, more or less of the same age, shares ideas that can be personal, social, educational and vocational. Peer counselling is considered an effective method of counselling because the counsellor could help a number of children in more economical manners. However, a more important reason is that children can unlearn inappropriate behaviour and learn new ways of rebating early through interaction and feedback in a safe, practical situation with their peer (Thompson & Rudolph 1990:257).
The chapter examines the underlying principles, theories and literature for the study.

2.2 THE SELF - CONCEPT

The self -concept plays an integral part in every person's life. The self-concept is not only the outcome of a person's relationship with the world, but it also has an influence on every action of that person and thus on his academic achievement. According to Very in Molefe (1987:11) the self-concept can be clearly understood once self-identity is taken as a point of departure. That is, as a child grows up and develops in order to become what he wishes, he forms a self -identity which enables him to become what he wishes, he forms a self -identity which enables him to have a satisfactory answer to

the question of "who am I"? Once self -identity is formed, a child may be able to dissociate himself from others by self evaluation, for example, a clever or a stupid boy who is good or bad at mathematics will finally "arrive at a comprehensive set of self-concept" Vrey, in Molefe (1987:11).

On one hand Louw (1991:282) views self-concept as the person's image of himself. The complex organized idea of a person as a whole, which includes cognitive, emotional and evaluative aspects, is depicted in adults. Thus, the self-concept includes aspects such as self- image, self-esteem and self-acceptance. Rogers in Hjelle et al, (1981:408) defined self-concept as organized, consistent conceptual gestalt composed of perceptions of the characteristics of the "I" or "me" and the perception of the relationships of the "I" or "me" to others and to various aspects to life, together with the values attached to these perceptions.

On the other hand Burns (1982:29) views self- concept as the sum total of the views that a person has of himself and consists of beliefs, evaluations and behavioural tendencies. This implies that the self-concept can be considered to be a plethora of attitudes towards the self, which are unique to each individual. Therefore the self - concept comprises convictions, which the person holds true about himself, his identity, roles and capabilities. The self-concept is a gestalt of organized dynamic configuration of concept about the self. Thus the preceding information in some essence has been indicated by Vrey in Molefe (1987:13).

2.2.1 The Formation and Development of Self -Concept

According to Hjelle et al (1981: 409-410) Rogers postulate that when the self is first formed, organism-valuing process alone governs it. The child evaluates each new experience in terms of whether it facilitates or impedes his or her innate actualising

tendencies. For instance, hunger, thirst, cold, pain are negatively valued since they interfere with the maintenance of biological integrity. The structure of the self is subsequently shaped through interaction with the environment composed of significant others, for example: parents, siblings and relatives. Thus, the content of one's self-concept is social product as the child becomes socially sensitive as his or her cognitive and perceptual abilities mature. His self-concept becomes increasingly differentiated and complex.

The student should develop his own self-concept. An adult should provide educative assistance so that the student should realize his potentials. As a result, the nature of educative assistance he needs is always best understood from the relationship he builds with others. Thus, with support and guidance of educators, the student can form a realistically positive self-concept; a he will be able to anticipate, differentiate, evaluates, attribute meanings and behave du Doit, et al (1991:22).

Rogers in Hjelle et al (1981:410-412) indicated the following important elements in self-concept development.

a) Need for positive regard

The need for positive regard develops as the awareness of self emerges, that is, pervasive and persistent. The development of positive self-regard assures that the tendency towards becoming an independent person, which is part of the tendency towards self-actualisation. As a result, the self – actualized person's behaviour contributes towards his development, that is, it is compatible with self-concept. Thus the need for positive self – regard will be disturbed if one behaves inconsistently with ones self-concept.

b) Conditions of worth

Conditional positive regard or condition of worth characterizes the situation in which the child receives praise, attention and approval, behaving in accordance with others' expectations of what one ought to be. According to Rogers, conditions of worth act like blinders on a horse, cutting off a portion of available experience. Persons with condition of worth must restrict their behaviour and distort reality because even by becoming aware of forbidden behaviours and thoughts this can be threatening and thus displays them. As a result of this defensiveness, such persons cannot interact fully and openly with their environment.

c) Unconditional positive Regard

Unconditional positive regard means that a person is accepted and respected for what he or she is. Rogers's emphasis on unconditional positive regard as the ideal approach to child rearing, does not imply obscenence of discipline, social constraints or other forms of behavioural control. The child is provided with an atmosphere of being loved and valued for exactly what he or she is. Thus, unconditional regard enables an individual to progress towards becoming a fully functioning person. In such an individual, the self is deep and broad, since it contains all the thoughts and feelings that the person is capable of experiencing (Hjelle, et al 1982-413).

2.3 THE CENTRAL POINTS OF ROGERS THEORY

Burns (1982:2) indicated the following points as important:

- The self- concept is the organization of self-perceptions. It is the self- concept rather than any 'real self', which is of significance;

- The self- concept governs the perceptions of meanings attributed to the environment. Thus, the self -concept becomes the most significant determinant of response to the environment;

- Whether learned or inherent, a need for positive regard from others (acceptance, respect, warmth) develops or emerges with self-concept. Rogers (1959) leans towards attributing this need to learning, it seems appropriate to include it as an element of self-actualization;

- Self esteem or need for positive self-regard is learned through internalisation or introspection of being positively regarded by others (Rogers:1959);

- When positive self-regard depends on evaluations by others, discrepancies may develop between the experiences of the organism and the needs of self-concept for positive self- regard. There is thus incongruence between the self and experience;

- The self-concept is a configuration. Alteration of one aspect can completely alter the nature of the whole. Thus, Rogers (1959) is using the term 'self-concept' to refer to the way a person sees himself. The organism is by nature continually active, seeking its goal of actualisation and self-concept as part of the organism also seeking actualisation through its consistent activity; and

- As a result the self-concept influences the direction of activity rather than inhabiting it and directing it entirely. In this way Rogers (1959) fused the self as the known and the knower.

Moreover Burns (1982:206) indicated that enhancing self -concept in the early developmental years of schooling despite the fact that a positive self-concept, is one of the most vital elements for academic success.

2.4 THE IMPORTANCE OF SELF - CONCEPT

The self-concept is forged out of the influences exerted on the individual from the outside, that is, particularly from significant others. The significance others influence what the individual interpret himself or herself. Every contact focuses on him or her as though he were the centre of attention and indicates his degree of competence and worthiness, but from the moment the self-concept is born it too becomes active in shaping the interpretation of experience. The self- concept appears to have a three-fold role; maintaining consistency, determining how experiences are interpersonal and providing set of expectations (Burns 1982:99).

The three fold roles discussions are as follows:

2.4.1 The Self Concept as a Maintainer of Inner Consistency

What an individual thinks about himself is a vital part of internal consistency. The individual will act in ways, which he thinks are consistent with how he sees himself. The differentiation of self-concepts across situations is valuable for it helps to ensure that a negative self-attitude in one aspect may not be easily generalized. For instance, a woman may see herself as a wife but not differentiate between numerous roles involved there as a mother, house wife, Cooke, psychologist, car driver, gardener etcetera. When such a person is criticized in one of these aspects, the inability to differentiate means that the criticism is of totality.

Therefore, from the preceding information the rationale of dissonance theory as indicated by Festinger in Burns (1982:13) states that inconsistent cognitive are intolerable and individuals will adopt strategies to eliminate such discrepancies. Therefore, developing self-awareness and positive self-concept are crucial in attaining academic excellence http://www.self-esteem-nose.org/research. Shtm # top

There are important limits on the selectivity of values and standards on which self-attitudes come to be based. The selection of certain standards by which success may be subjectively attained is open to all individuals over many facets of life, and this wide choice pushes the evaluation in a positive direction. Therefore, what makes it easy to see why some people do possess negative self-attitudes despite individual preference 'accentuate the positive' (Burns 1982:13).

2.4.2 Self concept as an interpretation of inner consistency

The self-concept shapes the way in which the individual experiences and interprets things that happen to us. Everyone is unique and experience is given meaning by the individual. Thus interpretation of one's experience will differ from another. There is a strong tendency to interpret experiences in ways which are consistent to individual's view. Thus positive reinforcement is crucial in enhancing negative view of self- concept within students.

Thus forming positive view of self and self- concept is important. The self-concept is like an inner filter; that is, every perception that enters the individual must go through the filter. As each perception passes through the filter, it is given meaning and the meaning given is determined largely by the view the individual has of himself. If it is a positive view, each new experience is stamped with a smile, a negative view with a frown.

2.4.3 Self concept as a set of expectations

Self-concept operates to determine what individuals do in situations and interpretation of others in the same context. Expectations are also identified as central facet of self-concept. McCandless in Burns (1982:14) views self-concept as a set of expectancies, plus evaluations of areas or behaviours with reference to which these expectancies are held. For example, the student view himself in a certain way and this determines how he will perform or behave. Thus, the way self-concept controls expectancies and behaviour leads to a self-fulfilling prophecy.

2.5 ROGER'S VIEW ON THE SELF CONCEPT

Rogers' (1959) notion of the self may be further understood in terms of its various properties and functions. Rogers posits that one's self-conceptions follow principles and general laws established in scientific psychology. This means that the conception of self is consistent with what has traditionally been a basic domain of experiment psychology. Secondly, self-concept is viewed by Rogers as being configurationally in nature, that is, it represents an organized, coherent and integrated pattern of self related perception. As a result, the individual always retains a firm internal sense that he is still the same at any moment in time (Hjelle et al, 1981:409).

Furthermore, Rogers (1959) suggests that the self-concept symbolizes the individuals existing body conscious experience. Thus, the conglomeration experience and perception known as self, is in general, conscious and admissible to awareness. Rogers theory forms a phenomenological view point of the self or self -concepts (he uses two terms synonymously) implies that "mans lives essentially in his own subjective and personal world"(1959:19). The most significant determinants of the person's personality, behaviour and social environment are the self-concept. The person's self

concept is the product of interaction between ones own behaviour and the way these are evaluated by ones own personal expectations, those of ones groups and others (du Toit 1991:124). In this study, self-concept was investigated in relation to achievement in academic work.

2.6 CHARACTERISTICS OF A FULLY FUNCTIONING PERSON

According to Molefe (1987:22-23) as indicated by Rogers (1961) the following are five major personality characteristics of people who are free to move in the direction of fully functioning.

First, the fully functioning is open to experience. He is sufficiently rational to recognize his feelings, emotions and thoughts and to make judgements concerning his actions in such matters;

Secondly, existential living is airs the global quality of the fully functioning person's existence. Such person enjoys living his life anew and differently from what existed before;

Thirdly, the fully functioning person's characteristic is his organismic trusting, which enables him to make decisions on ones own, without relying on social constraints or old ways of doing things;

Fourthly, experiential freedom is characteristic of the fully functioning person. The person is free to choose, live and take up responsibility in shaping his own life; and

Lastly, the characteristic of optimal psychological maturity is creativity. The fully functioning person contributes creative ideas, projects, actions and living both to his

culture and to himself. Rogers comment that to become psychologically "mature involves the stretching and becoming more and more of one's potentialities. It involves the courage to be and launching oneself into the stream of life" (1961:195-196).

2.7 SUMMARY

A considerable attention to the self-concept and experience because the two are closely related to the self and others has been given by Rogers. Thus, the self-concept helps to facilitate the understanding of others. Rogers indicated that evaluation of an individual by others tends to promote the development of a positive or negative self-image. The optimal functioning of a person lies in the formation of a self-concept that is positive.

Sears (Louw, 1991) believes that children with positive self-concept are academically more successful and that their social integration is better. They are very self-confident and are not afraid of expressing their opinions. Thus, persons who are open to their experience, fully trust it and are freely moving in the direction of actualising themselves are fully functioning.

2.8 ERIKSON'S VIEW ON THE SELF CONCEPT

Erikson uses the term ego-identity instead of the term self- concept. According to him, identity includes the self-concept as well as other determinants of personality. The growing and developing youth are sometimes morbidly, often curiously preoccupied with what appears to be in the eyes of others as compared with what they feel and with the question of how content the earlier cultivated roles and skills with the ideal prototype of the day. Erikson (1963) in Louw (1991:125) indicated that the sense of the ego identity, then, is the accrued confidence that one's ability to maintain inner

sameness and continuity of one's meaning of others.

Erikson's emphasis on identity rather than self -concept becomes more acute when he states that the adolescent is confronted with various social demands and role changes that are essential for meeting the challenges of adulthood, Hjelle et al (1981:125). Erikson indicated that identity comes from achievement that has meaning in the culture. Identity is defined as the subjective sense of an invigorating sameness and continuity. Identity is psychosocial in that it involves an individual's relationship with his cultural context, Burns (1982).

Identity formation, like the ideas of Rogers on self-actualization, is a continuing process of progressive differentiations and crystallisations, which expands self-awareness and self-exploration. A sudden awareness of inadequacy of existing identity as life advances generates new ways of being and exploring new identities. Erikson claims that an optimal sense of identity means having inner assuredness and knowing where one is Burns (1982:18-19).

Faced with problems of establishing identity, adolescents may be uncertain about their self-concept and their social images when feelings of doubt, confusion and apathy counteract their emerging sense of identity. As a result the adolescent encompasses new ways of appraising and evaluating the world and their relationship to it. They can conceive of ideal families, religions, philosophic and societies that they can compare and contrast with the imperfect persons and institutions of their own limited experience (1981:126).

Erikson considers adolescent's vulnerability to the stresses of social, political and technological change to be a factor which may jeopardize the development of identity. Such changes, exacerbated by information explosion, contribute to a nebulous sense

of uncertainty, anxiety and discontinuity. Thus, the search for identity is viewed by Erikson as the social acting of youth as an attempt to establish some continuity between past, present and future (1981:126).

Identity crisis is generated when a young person fails to develop personal identity because of unfortunate childhood experiences or social circumstances. Erikson in (Molefe 1987:15) stated that to overcome this crisis, the adolescent should consolidate all knowledge he has gained about his various self-images into personal identity that shows continuity and awareness between his past and his future. In this study, the issue of self-concept and academic achievement will be investigated.

2.9 THE EIGHT STAGES OF PSYCHOSEXUAL DEVELOPMENT

Erikson hypothesizes that each stage is accompanied by a crises, that is, a turning point in the individual's life that arises from physiological maturation and social demands made upon the person at that stage (Hjelle et al 1981:118). Each psychosocial crisis includes both a positive and a negative component. Thus, both components will determine whether the person's relationship with others, his self-concept and attitudes towards life will fail or succeed to overcome the crises.

2.9.1. Basic Trust versus Mistrust (Synthesis: Hope)

According to Louw (1991:60) the mother and the society as a whole are prepared to protect, care and love the child. Thus, self confidence, goodwill and confidence in others will be determined by the quality of relationship with his mother who is of prime importance to the development of trust Erikson (1963). Lack of quality of the parent - child relationship will result in distrust, defensive attitudes, uncertainty and selfishness towards the child himself, others and the world.

2.9.2. Autonomy versus Shame and Doubt (Synthesis: Willpower)

Physical maturation enables the child to acquire greater autonomy and follows his own will. The greater measure of autonomy brings the child into contact with rules and standards for behaviour, which in turn leads to the possibility of failure and consequently shame and doubt about his own abilities. This conflict between freedom and discipline is, however, essential for the development of the conscience.

Therefore, parents must allow the children to exercise autonomy and deal sympathetically with child's failures so that his self-confidence is not shattered and is able to achieve willpower Louw (1991; 60).

2.9.3. Initiative versus Guilt (Synthesis: Purpose)

The greater freedom of movement and autonomy enables the child to act more independently and start to explore the world. One is able to learn how to manipulate all sorts of things and make contact with a wider circle of people. The child achievement of access to society brings him into situations in which he acts against society's rules and trespasses other people's domain. As a result, the child often has to cope with feelings of guilt. Thus, balance development leads to synthesis. Erikson calls purpose, which is characterised by the ability to strive for goals purposefully and confidently without an initiative offensive to others.

2.9.4. Industry versus Inferiority (Synthesis: Competence)

The child aims at mastering certain skills required for adult life, and society assists him by providing schooling. According to Erikson (1963) the opportunity to achieve is an important part of education since it helps the child to avoid feelings of inferiority. Thus,

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achieving success is important to the child.

2.9.5 Identity versus Role Confusion (Synthesis: Reliability)

The adolescent experiments with various possibilities, that is, one sometimes reverts to earlier identifications, sometimes forms new identifications or is inclined to hero worship and sometimes rebel against accepted norms of his society shows tolerance toward him. Erikson calls this tolerance a psychosocial moratorium and points out that it sometimes lies in a synthesis of two poles, identity crises lies in a synthesis of two poles, identity and identity confusion which Erikson calls reliability. This means that individuals must be sure of their identity and accept and know that there are other identity choices, which they could have made and that they have other possibilities within themselves Louw (1991:62).

2.9.6 Intimacy versus Isolation (Synthesis: Love)

The developmental task of the individual is to acquire a feeling of intimacy simultaneously overcome feeling of isolation. The negative pole, that is, isolation, pre-occupied with himself. Erikson (1963) terms the ideal synthesis of this stage love, which he describes as an intimate relationship with the member of the opposite sex with whom one shares reciprocal trust and the cycle of work, reproduction and relaxation.

2.9.7 Generativity versus Stagnation (Synthesis: Care)

Positive identity and intimacy with others allow the individual to be caring, productive and creative in many respects. Generativity presupposes faith in the meaningfulness of life, in the future of mankind and in the value of race. Stagnation is experienced when the individual is unhappy and has a sense of worthlessness.

2.9.8 Integrity versus Despair (Synthesis: Wisdom)

Success in coping with previous crises allows a person to approach the end of life with equanimity and trust. Erikson includes the achievement of such wisdom during old age in the ego-achieving integrity, which will result in fear of death, rejection and facing end of life with despair.

2.10 SUMMARY

It is remarkable for Erikson that the human personality in principle develops according to steps predetermined in a growing person's readiness to be driven forward, to be aware of and to interact with a widening social radius (1963:270). The eight stages of man are as a result of epigenetic unfolding of a "ground plan" of personality that is genetically transmitted. An epigenetic conception that each state in the life cycle has a critical period in which it is dominant and hence emerges. When all of the stages have unfolded according to plan, a fully functioning personality comes into existence (1981:117). Erikson has shown that identity formation is very crucial to the person's life.

NB: Erikson stressed that identity formation has a positive end that is ego identity and negative end, which is ego diffusion. The optimal development of a fully functioning person must acquire ego identity. The person who suffers from identity diffusion has neither revaluated post beliefs nor achieved a resolution that leaves him/her to act. Educational implication for Erikson theory is informative, educative and meaningful for the parental development, educators and learners.

Identity formation has shown to be critical and significant pertaining to major areas of adolescents. That is parent-child interpersonal relationships, peer group membership, love relationships, vocational choices, alcohol and drug uses that were interpreted as

partial reflections of the identity crises. Thus the development and formation of strong ego identity should be tested from the preceding guidelines.

2.11 ACADEMIC ACHIEVEMENT

The most dominant value operating in the educational system is the academic achievement. If academic achievement is to serve as a source of self-esteem, it must first be valued. To acquire this value learners must be recognised and affirmed as an achiever who has a positive impact on significant others and the environment. As a result, the learners must be granted psychological experiences, which offer a new basis for self-evaluation, a clear understanding of values and standard by which to judge performance Burns (1982).

According to Beck (2000:326) defines the need for achievement as a desire or tendency "To overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible". Accomplishing the desired objectives and goals, that is, through hard - work and skills, determines success. Students are risk takers who must be in charge of their own learning. As a result, educators must step aside and let the student be in charge of their learning. Thus, a strong work ethic, positive motivation, intense interest, positive attitude and positive academic self - concept that is a sense of internal control over one's academic success are required Stiggins (1997:321).

On the other hand Assiter and Show (1993) indicated that giving students the chance to be responsible and accountable for their own learning prepares them for effective performance in their personal and working lives, enhances their commitment in their studies, promotes deeper understanding and builds confidence on the ability to learn. Students with positive attitude, the motivation to try and sense of internal control of their

own academic well-being are more likely to achieve at high levels. Also students are able to develop emotionally and socially in school while simultaneously acquiring academic knowledge. Students will be well developed, educated, self-fulfilled, self-confident and productive citizens of our country, that is, students will not only achieve academic excellence, but they will develop self awareness and a positive self-concept http://www.uesf.org/couns sup pres. pelf.

Students with negative self -concept are predisposed to fail, as they are academically powerless. The students fail because they don't want to achieve. Often they are not motivated and give up easily. The reasons may be, they don't understand the work, find it too hard to and lack prerequisite achievement and so on. According to Stiggins (1997:322) the positive version of the spiral is that the first entering students' look for the lecturer's evidence of the extent to which they are succeeding academically. In turn, students are motivated to strive for success and result in an upward spiral of positive dispositions and academic achievement that every parent and educator dreams of their children. These students become predisposed to succeed.
According to Stiggins (1997: 322) the following factors can be contributory to the student high academic performance:

- Student satisfaction with academic advising;
- Student satisfaction with the staff;
- Student satisfaction with overall learning experience;
- Student graduate school ratio;
- Student employment field ratio;
- Working collaboratively with other students
- Socially involved and academically motivated; and
- Parents, educators, peers and community exert great influence for student to

achieve excellence.

Newman in Brown & Lent (1992: 489) noted that the construct of achieve motivation is comprised of two dimensions: goal directedness refers to an individual's ability to accomplish important tasks, and is related to factors such as persistence, planning ability and action orientation. Personal excellence is conceptualised as the need to excel and includes measures of individuals' aspiration level, risk taking behaviours and locus of control. Brown & Lent (1992:489) found moderate positive relations between most aspects of achievement, motivation and measures of college success, such as grades, involvement and commitment. According to Assiter & Shaw (1993:111) the student who benefited in the process of recording achievement are best summed up in the student own word:

"From working in the group project I have realized how completely necessary good planning and evaluation are, especially as they are important skills for the classroom. I am able to trust my judgement of what is necessary in a given situation, which I feel will be invaluable as a teacher".
My self-confidence has increased tremendously due to the fact that I have responsibility not just to myself but to others. I feel I am more able to accept criticism and to put forward my opinions in a less dogmatic way, allowing for discussion and open negotiations. Thus from the preceding information, it can be noted that collaboration of the student with others is significant to academic success. The student, as the initiator of his own learning and success feels that he has equal right to assessing achievement with his educator and ensure that productive students succeed. Sense of pride must be developed within them by putting more efforts at having tried hard. Thus, the challenges will be faced with confidence and motivation to succeed.

The primary effect of motivation could be to enhance the expression of the individual's ability. Learners with positive self-concept have satisfactory relationships with peers, lecturers, tutors and parents and will be motivated to approach academic task with confidence and persistence. It promotes positive attitudes, values and respect for

diversity among students. Thus, motivation is conceptualized as a continual process of seeking and overcoming challenges http://www.cba.uri.edu/scholl/papers/self-concept motivation.HTM.

2.12 AN ATTRIBUTIONAL THEORY OF ACHIEVEMENT - WEINER

Weiner in (Bootzin, Bower & Crocker 1991:389) maintains that the perceived causes of events related to achievement determine our motivation to succeed. The causal attributions can be analysed in terms of their locus, stability and construability.

People high in achievement motivation usually attribute their performance to internal factors, that is, to high ability and intense efforts. People with high achievement motivation are likely to attribute success to external factors such as the ease of the task or simply good-luck; they tend to attribute to internal factors like lack of ability. Such attribution allows predicting how successful a person expects to be when confronted with a particular task. Therefore a person who attributes earlier success to stable factors like ability and task difficulty will expect to succeed the next time the task is undertaken. Whereas attribution of success to unstable factors will result in uncertainty if luck is over emphasized.

2.13 SUMMARY

Weiner's attribution theory model in Bootzin, Bower & Crocker (1991: 389) is important because it spells out the links among appraisal, motivation and behaviour, locus of control, stability controllability which are important in terms of causal attribution theory. The student must be motivated to succeed and feel as though they are in charge of their academic success when provided with the resources for learning. Those who try to learn will succeed more than those who don't try. Thus, perseverance is a mother of success. As a result we need to work hard in order to get good results. The study focused on the relationship between self-concept and academic achievement.

2.14 BEHAVIOURISM THEORY OF MOTIVATION-SKINNER

Behaviourism theory maintains that the motivation for all behaviour is external stimuli rather than internal drives. For example, if the educator rewards certain behaviour with a positive gesture or a compliment, that behaviour is likely to be repeated. A negative gesture will inhibit that behaviour. Thus, no matter how well or poorly one does, one is aware of his standing since educational judgements are mostly based on relative performance. Such judgements are made frequently as the education system emphasizes competition as the main motivational technique. For successful encounters given enough of them, one must eventually come to view oneself as positive or adequate and unsuccessful experience is the opposite (Burns 1982).

The proponents explain that we tend to repeat behaviour that is regularly reinforced with our environment. According to Van den Aardweg (1988:29) Skinner aimed to change the environment, rather than the person's behaviour patterns. He maintains that behaviour was controlled by the stimulus and the consequences, that is, the reaction to the stimulus result with consequences. If consequences are pleasant, behaviour is maintained or increased, if unpleasant the opposite occurs.

When behaviour is often reinforced, it is likely to be extinguished and disappears. Therefore by manipulating rewards and punishments, learners can be encouraged to repeat academically productive behaviour and to eliminate behaviour unlikely to result in learning. This theory of motivation has spread so deeply in our classrooms and society at large that it has become unquestioned "truth". In the classroom, one part of the communication tradition has served as the primary source of rewards and punishments: High grades are thought to reinforce the behaviour that resulted in substantial learning, while failing grades forbids such behaviour (Stiggins 1997:396).

However Kohn in Stiggins (1997:397) indicated that motivation is not that straightforward, that is, using grades as rewards and punishment does not motivate learning in productive ways. Kohn concludes that comprehensive review of decades research indicate that the use of extrinsic sources of motivation, such as stars, stickers,

trophies, and grades can bring students to believe that learning activities are not doing in their own right. Thus, the student's natural curiosity is undermined in finding out how and why things work as they do.

Therefore, from the learners point of view Kohn concludes that, "the more your want has been dangled in front of you, the less you may come to like whatever you have to do to get it. In this study the relationship between self-concept, academic achievement and peer counselling was investigated.

2.15 SUMMARY

Behaviouristic learning theories reflect a strong commitment to determinism, elementalism, environmentalism, changeability, objectivity reactivity and knowledge ability. The most effective reinforcement is the educator's attention, interest, acceptance, pleasure in and satisfaction with what the student does. Reinforcing good behaviour will result in good rewards. Despite the criticism, Skinner contends that behaviour is lawfully determined, predictable and environmentally controlled. Therefore the theory plays a significant role in educating parents, educators and learners who become productive ultimately.

2.16 PEER COUNSELLING

Peer may refer to two students of similar age and status parents or two educators, that is, the essence of counselling involves a equal partnership. Peer counselling is an efficient means of providing study skills training to a large number of students. A successful peer programme requires professional supervision, a good library, a comprehensive selection process, coordination with counsellor and academic advisors - lecturers, individual follow up and support (Bleur, 1987:84). On the other hand Chuenyane (1990) stated that peer counselling is a cooperative task, which aims at assisting members in developing self - insight, understanding, acceptance and behaviour change. Members of the group are more or less the same age. Peer

counselling in school setting entails the use of pupils as "counsellors" for their peers in case there is shortage of counsellors.

According to Greenwood and Hopes in Chuenyane (1990:29-30) contingent evidence which suggests that peers can successfully be trained to be tutors or co-therapists have been provided by others as indicated. There is reason to believe that because they are at the same developmental stage, peer counsellors can more readily empathize and understand their peers' problems and concerns. They speak the same language and therefore can communicate more effectively. They understand their peers' feelings of powerlessness and their present day-to-day life conditions, which are often the source of stress, frustration, depression and anger. Because they can relate in more meaningful non - threatening ways, they tend to be trusted and are believable.

Research and practice have increased our knowledge of how students learn and do not learn. Because problems in academic performance have been found to relate to study skill deficits and to emotional and personal problems, the complex needs of the student with academic difficulties are best served by an interaction of a learning system consisting of primary strategies (study skills) and support strategies (counselling). Moreover, self-concept was more likely the result than the cause of academic achievement. Thus, a certain level of self-esteem is required in order for a student to achieve academic success and thus both, that is, self concept and academic achievement go hand in hand (http://www.self esteem-nase.org/research.htm/#top). Peer counselling is likely to have its main benefits at secondary through tertiary levels of education. However, at late primary or early secondary levels, some of the skills could be learned, that is listening and taking terms. For example, being engaged in topics like "things people like about me" or "what I find difficult to do". The role of the listener would have to be more concretely defined, with clear commitment, sharing ideas; working collaboratively will enable the students to decide how to go forward with their personal lives.

Students tend to learn more effectively when there is a good support system to help

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them cope with the transition between their academic world and their previous experiences. The institutions are responsible for supporting and cooperating with students led organizations and services providing support, information and practical advice. In this study the relationship between peer counselling and academic achievement will be investigated.

2.17 THE RATIONAL - EMOTIVE THERAPY - ALBERT ELLIS

According to Ellis in Gillis (1994:26) thinking and feelings are inextricably intertwined, there is thus a direct link between the way a person looks at or perceives events, and the emotions and behaviour, it is first necessary to alter the attitudes and beliefs which underlie them. The individual system comprises both rational and irrational beliefs. The irrational beliefs are based on rigid and absolute standards such as 'I must, I ought to, I should have', which are imposed from early childhood by parents and significant others. Negative emotion results when people fail to achieve the definitive standards. Rational beliefs are those when a person's needs are experienced. The rational emotive therapy attempts to teach people to think rationally about events and assume responsibility for their feelings. The techniques of this theory can be applied very effectively in groups. Members are encouraged to recognise and confront their irrational thoughts and feelings, take risks, try new behaviourism and utilize the feedback of others to learn new social skills (Thompson & Rudolph 1990:258).

The therapeutic approach is based on the assumption that, whilst at times we may have little choice in controlling how we perform, we do have both choice and control as to how we view the result of our performance, regardless of how we may have learnt or been taught to assess them (Gillis 1994:27). The principle of reality therapy adapt very effectively to group work since the group is a microcosm of the 'real world'. Members provide feedback about the reality of behaviour and plans for change. They reinforce one another in commitments on the completion of homework and assignments (Thompson et al 1990:238). Thus, the preceding information can have impact on the study in that, drastic changes can be realized when students do away with their irrational thoughts. The students must think positively and take charge of their learning

and be able to work collaboratively within groups. They must have purpose, aim and goals in whatever they need to achieve. This study hopes to find the relationship between self-concepts, academic achievement and peer counselling among the students of the University of North West.

2.18 SUMMARY

Thompson et al (1990:258) indicated that a quick review of literature on the effectiveness of reality therapy shows that it has a popular for helping groups of children and adolescents in schools, i.e. those who are confined to institutions, substance abuser and those with handicap. The rational emotive therapy is based on assisting young people gain new levels of insight and self control with regard to their thinking processes and in exploring the influential illogical belief on behaviour. The rational emotive therapy (RET) in-group counselling provides students with an opportunity to learn scientific, logical thinking skills, which can be applied to different present or future situations. Therefore, the rational emotive therapy is effective in peer counselling.

2.19 THE TRANSACTIONAL ANALYSIS

The transactional analysis (TA) is an ideal counselling method that is used in groups. The focus of the method is an analysis of life scripts, games and interactions among people. The ideal setting for teaching and learning is with a group that stimulates the life interaction (Thompson et al 1990:258). People with similar concerns share problems and assist each other to try and find ways of resolving them. They clarify and feelings finding the solution to their concerns.

2.20 CONCLUSION

According to Very in Molefe (1987:62) a student who is involved in giving adequate meaning into his relationship with himself, parents and educators is likely to conform

to his peer group influences without any anxiety feeling. The peer group membership provides cognitive, affective and normative influences, which should assist the student to form and develop self-concept. Therefore, through the support system, the student can improve academically. Personal and interpersonal concerns can be resolved.

Peer counselling enabled individuals to understand and develop greater insight into their own behaviour and people around them. Furthermore it enhances student's self-understanding and self-acceptance. Burns (1982:373) indicated that self - enhancement and group experience might act like a homeopathic medicine, forces to effect healing. A small 'dose' of self-enhancement might stimulate students to continue the positive development of their own self-concept and improve academically.

2.21 HYPOTHESIS

Based on the purpose statement as well as the literature review, the following hypothesis became the main point of departure for the research:

- There is no significant difference between self-concept and academic achievement;
- There is no significant difference between academic achievement and peer counselling; and
- There is no significant difference between self-concept, academic achievement and peer counselling.

In this study, the relationship between self-concept, academic achievement and peer counselling will be investigated.

CHAPTER THREE

3.1 RESEARCH DESIGN AND METHODOLOGY INTRODUCTION

The aim and objective of this chapter is to obtain and systematise information concerning the relationship between self-concept, academic achievement and peer counselling among the University of North West students.

The various techniques used in this study were to ensure the reliability and validity of the study. The guiding force behind this study as stated in its purpose in chapter 1 is to determine if there is a relationship between self-concept, academic achievement and peer counselling. The review of literature in chapter 2 has given a theoretical framework of the study; this chapter focuses on the research design and methodology.

3.2 RESEARCH DESIGN

Research design refers to the plan and structure of the investigation used to obtain evidence to ensure research questions White (2003:42).

The researcher used both quantitative and qualitative research methods. Thus, quantitatively the study was aimed at discovering causes or co-relational relationship. Moreover, quantitatively the researcher was able to apply regression analysis, statistical package for social sciences; statistical factor analysis and ANOVA were employed for measurement. Thus, a co relational study was used in finding the relationship between self-concept, academic achievement and peer counselling. The instrument used was valid and reliable for administration. Thus, assessment on self-concept was determined from the result obtained by using self-concept scale, that is, the questionnaire. Assessment on academic achievement was bored on students' opinion in answering the questionnaire and their achievement. In addition the questionnaire was filled by various educational structures and an informal interview was conducted with the counselling psychologist of the University of North West.

3.3 POPULATION

A population (or universe) is the totality of entities in which we have interest, that is, the collection of individuals, objects or events about which we want to make inferences (Diamantopoulos & Schlegemilch, 1987:10). The specific nature of population depends on the research problem. For instance: the population may be a group of people, records, legislators and houses. According to Nachmias, E.A. (1997) certain requirements that are to be included in the sampling population are to be met by individuals. Thus, the researcher should determine population that is to be involved.

The total population for this study was 4154. The details are illustrated in table 3.1 below. This population include undergraduates, postgraduates. Honours (Masters and Doctoral PhD) students, SRC members, counsellors and ACE students. The sample was randomly selected from this population. In this study, a sample of 100 respondents was randomly selected.

3.3.1 Sample and Sampling Techniques

Random sampling is defined as a sample, which has been selected from the population by a process, which assures that each possible size has an equal chance of being selected (Pagano, 1981:48).

According to Wegner (1993:4) sampling is the process of selecting representative subset of observations from a population to determine the characteristics, that is, the population parameters of random variables under study.

The researcher used simple random sampling in this study. The random number table methods were used to select a sample of 100 respondents from a population of 4154. The researcher used respondent's student numbers and assigned an identifying numbers ranging from 0000 to 4154. Thus, the

identifying numbers were associated with the order in which the name appear on the list of names from different departments.

The simple random number table was used whereby the four digits numbers were selected. For example, the student number 10415400 was selected. Thus the respondent's student number was assigned on identifying number 4154. The identified numbers ranged from 0000 to 4154, which is the number of the population. Thus, the identified numbers were associated with the order in which the name appears on the list of names from different departments.

Table 3.1 Below indicates a breakdown of the population sample

TABLE 3.1: SAMPLE OF POPULATION

	Total Population	Sample	Respondents Submitted
Undergraduates	2146	40	20
Postgraduates	1061	40	20
Diplomas	947	20	10

3.4 INSTRUMENTS

The main instruments for this study were questionnaires. In addition, records of students were obtained from the university students' office. The structured questionnaire was the main instrument. These concerned self-concept, academic achievement and peer counselling. Examples of questions posed are as follows:

- Do you accept criticism objectively?
- Do you reward yourself when you study?
- Are you comfortable working in a group?

Full details of the instruments are attached as Appendixes A, B and C.

The questionnaires were confidential and appropriate for this study on the following reasons:

- the questionnaire permits a wide coverage at a minimum expense of time and money;
- wider coverage makes for greater validity in the results by promoting the selection of a larger and more representative sample;
- the questionnaire reaches people who are difficult to contact;
- the questionnaire is useful when it is impossible to individuals personally;
- its lends itself well to the collection of data which can be obtained in no other way;
- because of its impersonal nature, the questionnaire may elicit more candid and objective replies and therefore more valid responses;
- the questionnaire permits well-considered and more thoughtful answers;
- the questionnaire enhances progress in many areas of educational research and brings to light much information which would otherwise be lost;
- It obviates the influence the interviewer might have on the respondent;

- a well-compiled questionnaire can be assessed without much loss of time; and

- the questionnaire allows for uniformity and ensures that answers are more comparable Mahlangu (1989:84-85).

There are minor problems with administering the questions. However, most of these problems could not affect the main purpose for using the questionnaire for this study.

3.5 DATA COLLECTION PROCESS

The researcher visited different departments as outlined in Table 3.1, where questionnaires were distributed. Each department was visited at least four times to ensure that as many questionnaires as possible were distributed for completion and collection. The researcher went to the counselling centre; different departments in and out of main campus, SRC chambers, and student's residents to contact the respondents. Each respondent was given at least two weeks to complete the questionnaire and return it. However the response rate for the return of the questionnaire was only 50%.

3.6 DATA ANALYSIS METHOD

Statistical analysis of data, that is, SPSS and SAS were used to compute the results of the study. The correlation, regression and factor analysis were also used. The objective is to find whether there is a relationship between self-concept, academic achievement and peer counselling among the University of the North West students.

Table 4.8.1 below indicates the correlation matrix

	SELFCON	ACACHIV	PEECOUN
SELFCON	1.00000	-0.10157	0.03309
ACACHIV	-0.10157	1.00000	-0.06019
PEECOUN	0.03309	-0.06019	1.00000

The preceding table, that is, table 4.8.1 indicates that the correlations are not too substantial. For instance self concept and peer counselling are slightly correlated. The academic achievement is negatively correlated at – 0.10157 similar to self concept at -0.06019 to peer counselling.

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CHAPTER FOUR

PRESENTATIONS, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter focuses on the results of the data collected for the study. The analysis and interpretation of the research results in relation to self-concept, academic achievement and peer counselling among the University of North-West students are discussed.

4.2 ANALYSIS AND INTERPRETATION OF DATA

Table 4.2 Gender Analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	52	52.0	52.0	52.0
Male	48	48.0	48.0	100.0
Total	100	100.0	100.0	

Table 4.2 indicates that 48% of the respondents were males and 52% females.

SECTION A: GENERAL DEMOGRAPHY OF RESPONDENTS

Table 4.2.1 Age Analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 20 yrs	38	38.0	38.0	38.0
21-30 yrs	50	50.0	50.0	88.0
31-40 yrs	12	12.0	12.0	100.0
Total	100	100.0	100.0	

Table 4.2.1 gives an analysis of the respondents according to age. According to this study most respondents fall between 21-30 age groups (.50%). The

distribution also indicates that the respondents range between 31-40 age groups (12%).

4.3 Self-concept

Table 4.3.1 Indicates how the Respondent Accepts Criticism

Do you accept criticism objectively?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Almost never true	10	10.0	10.0	10.0
Sometimes	60	60.0	60.0	70.0
Almost always	30	30.0	30.0	100.0
Total	100	100.0	100.0	

Table 4.3.1 indicates that 60% of the respondents accept criticism objectively in certain instances. Whereas 30% of the respondents accept criticism objectively.

Table 4.3.2 Indicates how the Respondents Handle their Task

Do you need approval from others to complete a task?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	34	34.0	34.0	34.0
	Sometimes	42	62.0	62.0	96.0
	Almost always	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Table 4.3.2 indicates that 62% of the respondents need to do task on their own whereas 40% rely on others. Thus it indicates that most of the students are independent.

Table 4.3.3 Indicates the Respondents' Response about their Competency and Self-confidence

Are you competent and have self-confidence?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	2	2.0	2.0	2.0
	Sometimes	14	14.0	14.0	16.0
	Almost always	84	84.0	84.0	100.0
	Total	100	100.0	100.0	

Table 4.3.3 indicates that 84% of the respondents are competent and self-confidant. Thus, a positive view of oneself increases the likelihood of success. Only 14% of the respondents are uncertain about themselves.

Table 4.3.4 Indicates the Respondents' Response on Standard of Achievement

Do your parents set standards of achievement for you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	40	40.0	40.0	40.0
	Sometimes	38	38.0	38.0	78.0
	Almost always	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

Table 4.3.4 indicates that 38% respondents are able to make decisions. Whereas 22% of the respondents indicated standards of achievement are set by their parents.

Table 4.3.5 Indicates the Respondents view on Decision-making

Are you able to make decisions and progress in spite of pressures, obstacles and setbacks?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	42	42.0	42.0	46.0
	Almost always	54	54.0	54.0	100.0
	Total	100	100.0	100.0	

Table 4.3.5 indicates that 54% of the respondent succeeds in spite of the challenges they are faced with. Whereas 42% of the respondents in some instances do succeed, thus most of the students are hard workers.

Table 4.3.6 Indicates the Respondents view of themselves

Do you believe in yourself?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	2	2.0	2.0	2.0
	Sometimes	12	12.0	12.0	14.0
	Almost always	86	86.0	86.0	100.0
	Total	100	100.0	100.0	

Table 4.3.6 indicates that 86% of the respondents has a positive view about themselves. As a result they are highly motivated. Only 12% of the respondent is uncertain.

Table 4.3.7 Indicates the response perception about themselves

Do you perceive yourself in a positive way?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	28	28.0	28.0	32.0
	Almost always	68	68.0	68.0	100.0
	Total	100	100.0	100.0	

Table 4.3.7 indicates that most of the respondents in this study perceive themselves positively. Thus, they have positive self-concept. Only 28% of the respondents has a negative view on self-concept.

Table 4.3.8 Indicates how the respondents are

Are you carefree, patient and calm?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	8	8.0	8.0	8.0
	Sometimes	50	50.0	50.0	58.0
	Almost always	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Table 4.3.8 indicates that 50% is carefree, calm and patient at times, whereas 42% agrees.

Table 4.3.9 Indicates how reliant the respondents are

Are you realistic about yourself and self-reliant?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	2	2.0	2.0	2.0
	Sometimes	28	28.0	28.0	30.0
	Almost always	70	70.0	70.0	100.0
	Total	100	100.0	100.0	

Table 4.3.9 indicates that 70% of the respondent is realistic about themselves and self-reliant. Only 28% of the respondent is uncertain.

Table 4.3.10 Indicates how the respondents assess themselves

Do you understand yourself, knowledgeable and appraise yourself?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	6	6.0	6.0	6.0
	Sometimes	18	18.0	18.0	24.0
	Almost always	76	76.0	76.0	100.0
	Total	100	100.0	100.0	

Table 4.3.10 indicates that 76% respondents in this study are knowledgeable and appraise themselves. Only 18% sometimes do. Thus, high self-evaluation and positive self-concept are best for achievement.

Table 4.3.11 Indicates how secure the respondents are

Do you feel secure and accepted when you are with your peers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	6	6.0	6.0	6.0
	Sometimes	48	48.0	48.0	54.0
	Almost always	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

Table 4.3.11 indicates that 48% of the respondents believe in independent task whereas 46% of the respondent is comfortable working in a group.

Table 4.3.12 Indicates how the respondents evaluate themselves in relation to others

Do you evaluate your abilities in relation to others?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	2	2.0	2.0	2.0
	Sometimes	66	66.0	66.0	68.0
	Almost always	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 4.3.12 indicates that 66% of the respondents compare themselves with others in certain instances, whereas 38% of the respondents do not.

Table 4.3.13 Indicates how the respond view their level of development

Are you satisfied with your intellectual, physical and emotional development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	12	12.0	12.0	12.0
	Sometimes	30	30.0	30.0	42.0
	Almost always	58	58.0	58.0	100.0
	Total	100	100.0	100.0	

Table 4.3.13 indicates that 58% of the respondent's developmental well being is fine, whereas 30% of the respondent is uncertain.

Table 4.3.14 Indicates the respondents response on extra-curricula activities

Do you belong to any social club and have you affiliated to any sporting code?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	36	36.0	36.0	36.0
	Sometimes	22	22.0	22.0	58.0
	Almost always	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Table 4.3.14 indicates that 42% of the student is affiliated in the sports whereas one third of the student is not.

Table 4.3.15 Indicates how the respondents accept themselves

Do you accept yourself the way you are?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	6	6.0	6.0	6.0
	Sometimes	16	16.0	16.0	22.0
	Almost always	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

Table 4.3.15 indicates that 78% of the respondents has positive perception about themselves. Only 16% of the respondent is uncertain.

Table 4.3.16 Indicates how the respondents express themselves during lectures and within a group

Are you able to express yourself during the lectures and within a group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	2	2.0	2.0	2.0
	Sometimes	56	56.0	56.0	58.0
	Almost always	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Table 4.3.16 indicates that 56% of the respondents does not participate much in groups and lectures, whereas 42% of the respondents does.

Table 4.3.17 Indicates how the respondents held task individually

Are you capable of doing a task on your own?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	34	34.0	34.0	38.0
	Almost always	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

Table 4.3.17 indicates that 62% of the students works independently and 32% needs assistance in some instances.

Table 4.3.18 Indicates how the respondents view feedback from others

Do you regard feedback from others as important?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	8	8.0	8.0	8.0
	Sometimes	56	56.0	56.0	64.0
	Almost always	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

Table 4.3.18 indicates that 56% of the respondents takes feedback from others in certain instances, whereas 36% of the respondents does not.

Table 4.3.19 Indicates how the respondents view themselves, that is, consciously, assertive and on self-esteem

Are you conscious of yourself, assertive and have self-esteem?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	2	2.0	2.0	2.0
	Sometimes	32	32.0	32.0	34.0
	Almost always	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

Table 4.3.19 indicates that 66% of the respondents has high esteem, is positive and assertive. The preceding data in Table 4.3.19 gives the reflection of positive self-concept. Only 32% of the respondent is uncertain.

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Table 4.3.20 Indicates whether the respondents conform to society norms and values

Do you conform to norms and values of the society?

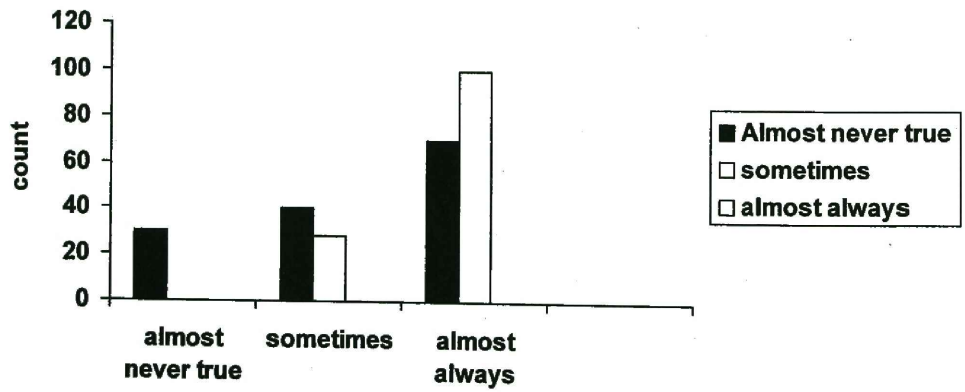
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	8	8.0	8.0	8.0
	Sometimes	64	64.0	84.0	72.0
	Almost always	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

Table 4.3.20 indicates that 64% of the respondents conforms to societal norms in certain instances, whereas 28% of the respondents does sometimes conform.

The graph below indicates the analysis of academic achievement

4.4 Academic Achievement

Chart 1

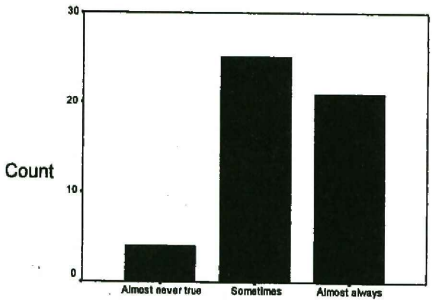


Do you perceive yourself in a positive way?

According to this study, chart 1 indicates that most of the respondents have positive perception and self-concept. They are realistic about themselves and motivated.

The graph below indicates how the respondents take feed-back from others

Chart 2



Do you regard feedback from others as important?

Chart 2 indicates that most of the respondents are independent as they regard feedback from others as important sometimes.

Table 4.4.1 Indicates how the respondents view the purpose of doing a particular task

Do you know why you are doing a particular piece of work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	22	22.0	22.0	22.0
	Almost always	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

Table 4.4.1 indicates that 78% of the respondents knows why they are doing a particular task. Only 22% of the respondent is uncertain.

Table 4.4.2 Indicates how the respondents responded in handling the exams

Do you know why you are studying for exam?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	2	2.0	2.0	2.0
	Sometimes	8	8.0	8.0	10.0
	Almost always	90	90.0	90.0	100.0
	Total	100	100.0	100.0	

Table 4.4.2 indicates that 90% of the respondents knows why they are studying for the exams. They prepare themselves thoroughly and work hard in order to succeed. Only 8% is uncertain.

Table 4.4.3 Indicates the respondents response on handling worries

Do you worry about failing or getting low marks?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	6	6.0	6.0	6.0
	Sometimes	38	38.0	38.0	44.0
	Almost always	56	56.0	56.0	100.0
	Total	100	100.0	100.0	

Table 4.4.3 indicates that 56% of the respondents worry about failing and getting low marks. Thus they put more effort on their work. Whereas 35% gets worried in certain instances.

Table 4.4.4 indicates how the respondents concentrate on their work

Does your mind wonder when you try to study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	20	20.0	20.0	20.0
	Sometimes	74	74.0	74.0	94.0
	Almost always	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Table 4.4.4 indicates that 74% of the respondent's minds wonder at some instances when they try to study. Whereas 6% always wonders.

Table 4.4.5 Indicates the respondents response on rewarding themselves in their studies

Do you reward yourself when you study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	12	12.0	12.0	12.0
	Sometimes	42	42.0	42.0	54.0
	Almost always	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

46% of the respondents rewards themselves. Self-reward is good for achievements, whereas 42% of the respondent is uncertain.

Table 4.4.6 Indicates whether the respondents get distracted as they study

Do you get distracted from study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	12	12.0	12.0	12.0
	Sometimes	84	84.0	84.0	96.0
	Almost always	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Table 4.4.6 indicates that 54% of the respondents gets distracted while they try to study in certain situations, whereas 4% of the respondents always get distracted.

Table 4.4.7 Indicates the time spent that the respondents use when they study

Do you study for long stretches without a break?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	56	56.0	56.0	56.0
	Sometimes	38	38.0	38.0	94.0
	Almost always	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Table 4.4.7 indicates that 62% of the respondents gives themselves a break when they study. Whereas 6% of the respondents does not.

Table 4.4.8 Indicates whether the respondents do work that they don't enjoy because it is important to handle that

Are you able to do work you do not enjoy because you see it as important?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	8	8.0	8.0	8.0
	Sometimes	62	62.0	62.0	70.0
	Almost always	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Table 4.4.8 indicates that 62% of the respondents engages themselves in taste that they don't enjoy because it is important at some stage. Only 30% of the respondents does.

Table 4.4.9 Indicates the respondents response on how they enjoy lectures

Do you enjoy your lectures?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	40	40.0	40.0	44.0
	Almost always	56	56.0	56.0	100.0
	Total	100	100.0	100.0	

Table 4.4.9 indicates that 44% of the respondent is uncertain.

Table 4.4.10 Indicates whether the respondents schedule their task weekly

Do you timetable out your work for the week?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	18	18.0	18.0	18.0
	Sometimes	50	50.0	50.0	68.0
	Almost always	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 4.4.10 indicates that 50% of the respondents does not schedule their task weekly, whereas 32% of the respondents draws a weekly time-table.

Table 4.4.11 Indicates whether the respondents does a revision time-table leading to the exams.

Do you have a revision timetable leading up to exams?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	26	26.0	26.0	26.0
	Sometimes	26	26.0	26.0	52.0
	Almost always	48	48.0	48.0	100.0
	Total	100	100.0	100.0	

Table 4.4.11 indicates that 48% of the respondents draws a revision timetable leading to the exams, Whereas 26% of the respondents revises their task throughout the year.

Table 4.4.12 Indicates whether the respondents get assignments and home work on time.

Do you get assignments and homework in on time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	36	36.0	36.0	36.0
	Almost always	64	64.0	64.0	100.0
	Total	100	100.0	100.0	

Table 4.4.12 indicates that 64% of the respondents meets deadlines. Thus they work hard and submit assignments and projects on time. Only 36% of the respondent is uncertain.

Table 4.4.13 Indicates whether the respondents have time to do things they want to do other than studying.

Do you have time to do things you want to do other than studying?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	70	70.0	70.0	74.0
	Almost always	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Table 4.4.13 indicates that 70% of the respondents does other things of the interest rather than studying. Whether 26% of the respondents does not.

Table 4.4.14 Indicates that most of the respondents schedule time for studying.

Do you make a list of things you need to do other than studying?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	30	30.0	30.0	30.0
	Sometimes	62	62.0	62.0	92.0
	Almost always	8	8.0	8.0	100.0
	Total	100	100.0	100.0	

Table 4.4.14 indicates that 62% of the respondents schedule time for studying. Whereas 8% of the respondents does not.

Table 4.4.15 Indicates that most of the respondents prefer to study on the quite environment.

Do you study somewhere where nothing can disturb you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	10	10.0	10.0	10.0
	Sometimes	40	40.0	40.0	50.0
	Almost always	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

Table 4.4.15 indicates that 50% of the respondents prefers studying in a quite environment, Only 40% of the respondents is able to study anywhere.

Table 4.4.16 Indicates the analysis of the respondents on how to prepare themselves for studies.

Do you sit down to study and discover what you don't have with you e.g. essential books, pens, compasses, calculators etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	58	58.0	58.0	58.0
	Sometimes	32	32.0	32.0	90.0
	Almost always	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Table 4.4.16 indicates that 58% of the respondents prepares themselves and have material on hand for study, whereas 10% of the respondents does not.

Table 4.4.17 Indicates the respondents analysis on whether they use the library effectively

Do you use the library?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	8	8.0	8.0	8.0
	Sometimes	50	50.0	50.0	58.0
	Almost always	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Table 4.4.17 indicates that 50% of the respondents does not use the library often. Only 42% of the respondents does. This is an indication that students do not read further than notes provided.

Table 4.4.18 Indicates whether the respondents view the television programmes related to their courses

Do you make sure that you watch television programmes that would be useful to your course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	12	12.0	12.0	12.0
	Sometimes	50	50.0	50.0	62.0
	Almost always	38	38.0	38.0	100.0
	Total	100	100.0	100.0	

Table 4.4.18 indicates that 50% of the respondents does not view television programmes related to their courses, whereas 38% of the respondents does.

Table 4.4.19 Indicates whether the respondents understand what they try to remember

Do you understand what you try to remember?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	38	38.0	38.0	42.0
	Almost always	58	58.0	58.0	100.0
	Total	100	100.0	100.0	

58% of the respondents understands what they try to remember. Only 38% of the respondent is uncertain.

Table 4.4.20 Indicates the respondents response on level of educational scope

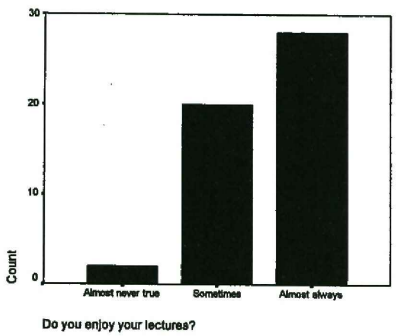
Can you understand diagrams and graphs easily?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	14	14.0	14.0	14.0
	Sometimes	50	50.0	50.0	64.0
	Almost always	48	36.0	36.0	100.0
	Total	100	100.0	100.0	

Table 4.4.20 indicates that 50% of the respondents does not understand graphs and diagrams easily, only 36% of the respondents does. Thus, the respondent's educational scope is limited.

The graph below indicates how the respondents enjoy lectures

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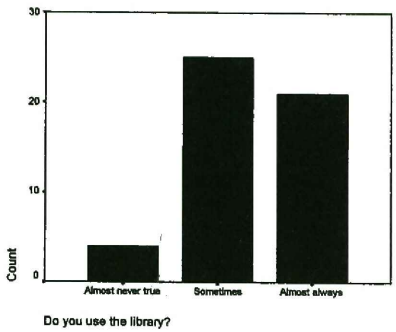


The preceding graph indicates that the respondents enjoy lectures. They pay attention to their studies. As a result they will perform better.

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The graph below indicates how often the respondents use the library

Graph



The preceding graph indicates that most of the respondents don't use the library often. Whereas some of the respondents use the library often. The reason may be that most of the students have material relevant to their courses. Whereas some of the respondents use the library often in order to broaden their educational scope.

Table 4.5 Below indicate whether the respondents become anxious as the exams approach

4.5 Peer Counselling

Table 4.5.1

Do you get so worried before exams that you actually feel ill?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	42	42.0	42.0	42.0
	Sometimes	46	46.0	46.0	88.0
	Almost always	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

46% of the respondents gets worried about the exams. As a result they are able to make the preparation. Only 12% of the respondents becomes over anxious.

Table 4.5.2 Indicates the respondents response on depression

Do you get depressed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	28	28.0	28.0	28.0
	Sometimes	68	68.0	68.0	96.0
	Almost always	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

68% of the respondents gets depressed in certain instances, whereas 12% of the respondents does not.

Table 4.5.3 Indicates how the respondents cope when they are feeling miserable

Are you able to stop yourself feeling miserable?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	6	6.0	6.0	6.0
	Sometimes	44	44.0	44.0	50.0
	Almost always	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

Table 4.5.3 indicates that 50% of the respondent is able to handle problems, whereas 44% of the respondents manages.

Table 4.5.4 Indicates the respondents response on working in groups

Are you comfortable working in a group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	10	10.0	10.0	10.0
	Sometimes	50	50.0	50.0	60.0
	Almost always	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

50% of the respondents does not prefer group work, whereas 40% of the respondent is comfortable working in a group.

Table 4.5.5 Indicates on how the respondents handle their problems

Do you talk to other people about your problems?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	10	10.0	10.0	10.0
	Sometimes	60	60.0	60.0	70.0
	Almost always	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

60% of the respondents does not prefer to share their problems with others, whereas 30% of the respondents does not mind.

Table 4.5.6 Indicates how the respondents cope with their studies

Do you feel that you are unable to cope with your studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	28	28.0	28.0	28.0
	Sometimes	60	60.0	60.0	88.0
	Almost always	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

60% of the respondents handles their studies without pressure, whereas 12% of the respondent is pressurised.

Table 4.5.7 Indicates the respondents response on decision-making, especially on making a choice either of studying or going out with friends

You need to study and friends try to persuade you to go out with them are you able to say no?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	18	18.0	18.0	18.0
	Sometimes	22	22.0	22.0	40.0
	Almost always	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

60% of the respondent is able to say no when they are not comfortable with their friends' decisions. Only 22% of the respondent is uncertain.

Table 4.5.8 Indicates whether the respondents are able to catch up with their studies if they lack behind

If you get behind with your studies do you work out a timetable for catching up or it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	20	20.0	20.0	20.0
	Sometimes	28	28.0	28.0	48.0
	Almost always	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

52% of the respondents manages to catch up with their studies when they lack behind. Only 28% of the respondent is unable to do so.

Table 4.5.9 Indicates whether the respondents prefer listening to others than chatting

Do you prefer listening to other than chatting?

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Almost never true	28	28.0	28.0	28.0
	Sometimes	60	60.0	60.0	88.0
	Almost always	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

Table 4.5.9 indicates that 60% of the respondents prefers chatting than listening to others, while 12% of the respondents prefers less talk.

Table 4.5.10 Indicates whether the respondents are fond of day dreaming when they are with their peers

Are you fond of dreaming when you are with your peer group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	42	42.0	42.0	42.0
	Sometimes	34	34.0	34.0	76.0
	Almost always	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table 4.5.10 indicates that 42% of the respondent is not fond of daydreaming, whereas 24% of the respondents daydreams.

Table 4.5.11 Indicates the respondents response on whether they easily get bored when they around their peers and when trying new things

Do you easily get bored around your peers and like trying new things?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	28	28.0	28.0	28.0
	Sometimes	42	42.0	42.0	70.0
	Almost always	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Table 4.5.11 indicates that 42% of the respondents does not get bored easily. They are creative and venturesome, whereas 30% of the respondent is not.

Table 4.5.12 Indicates whether the respondents like to exchange ideas

Do you like to exchange ideas with other?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	24	24.0	24.0	28.0
	Almost always	72	72.0	72.0	100.0
	Total	100	100.0	100.0	

72% of the respondents likes exchanging ideas with others. They co-operate with others. Thus, working together can enhance student's self-concept,

confidence and motivate them to support each other. As a result there will be improvement in academic achievement. Only 24% of the respondent is uncertain.

Table 4.5.13 Indicates whether the respondents learn by chatting ideas through with others

Do you learn by chatting ideas through with other people?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	16	16.0	16.0	16.0
	Sometimes	34	34.0	34.0	50.0
	Almost always	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

50% of the respondents learns by chatting ideas through with others. Only 34% of the respondents does not.

Table 4.5.14 Indicates whether the respondents courses are related

Are your courses related?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	4	4.0	4.0	4.0
	Sometimes	26	26.0	26.0	30.0
	Almost always	70	70.0	70.0	100.0
	Total	100	100.0	100.0	

70% of the respondent's courses are related, whereas 26% of the respondent is uncertain.

Table 4.5.15 Indicates whether the respondents study conscientiously on subjects they do not enjoy

Within a group do you study conscientiously within a group on subjects that you don't enjoy as well as those you enjoy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	12	12.0	12.0	12.0
	Sometimes	52	52.0	52.0	64.0
	Almost always	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

Table 4.5.15 indicates 12% that studies conscientiously on subjects that they do not enjoy at times. Only 36% of the respondent is uncertain.

Table 4.5.16 Indicates whether the respondents find it difficult to mix with people

Do you find it difficult to mix with other people?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	58	58.0	58.0	58.0
	Sometimes	32	32.0	32.0	90.0
	Almost always	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

58% of the respondent is able to relate with others, whereas 10% of the respondent is not sociable.

Table 4.5.17 Indicates whether the respondents peers gets worried about financial maters

Do your peers worry about financial matters?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	12	12.0	12.0	12.0
	Sometimes	56	56.0	56.0	68.0
	Almost always	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 4.5.17 indicates that 58% gets worried about financial matters sometimes, whereas 32% of the respondents often worry about such matters.

Table 4.5.18 Indicates whether the respondents have problems related to drinking or drug taking

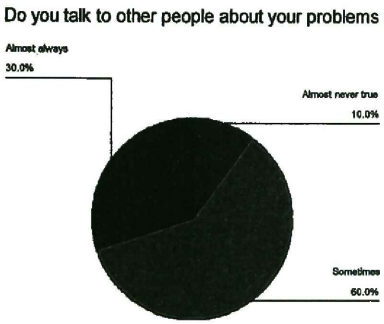
Do you have problems related to drinking or drug taking?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never true	78	78.0	78.0	78.0
	Sometimes	10	10.0	10.0	88.0
	Almost always	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

78% of the respondent is drug free. They are able to control themselves. Only 12% of the respondent is unable to control their drinking and drug taking problem.

The pie graph below indicates the respondents preference in sharing their problems

Pie Graph

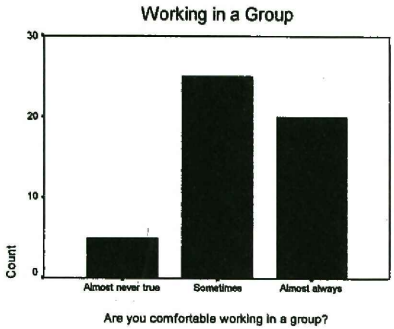


The preceding pie graph indicates that 60% of the respondents does not prefer sharing their problems with others. Whereas 30% of the respondent is able to share their problems. Only 10% of the respondents often prefers sharing their problems.

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The bar graph below indicates how the respondents manage their studies

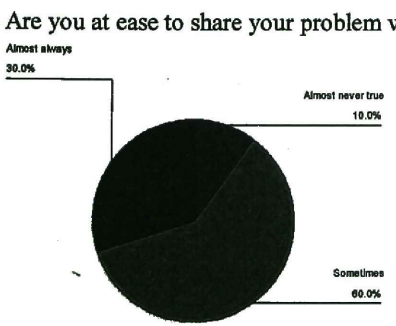
Bar Graph



The preceding bar graph indicates that most of the respondents manage to catch up with their studies through study groups when they lack behind. Whereas some of the respondents are unable to do so.

The pie graph below indicates how anxious the respondents become when opening up to their peers

Pie Graph



The preceding pie graph indicates that most of the respondents get anxious sometimes when opening up to their peers. Thus, moderate anxiety is normal.

Talking is a healing result process as a result, by opening up, the respondents are able to achieve better through extra efforts. Some of the respondents gets anxious most of the time.

4.6 HYPOTHESES

In this section, the structure of such scales as self-concept, academic achievement and peer counselling are examined. Statistical factor analysis technique is employed. The matrix of inter-correlation among the three variables is indicated in Exhibit 4.8.1 below.

Exhibit 4.8.1 Correlation matrix for self-concept, Academic Achievement, and Peer Counselling.

Exhibit 4.8.1 Correlation Matrix for Self-concept, Academic Achievement and Peer Counselling

	SELFCON	ACACHIV	PEECOUN
SELFCON	1.00000	-0.10157	0.03309
ACACHIV	-0.10157	1.00000	-0.06019
PEECOUN	0.03309	-0.06019	1.00000

Inspection of the correlation matrix indicates that the correlations are not too Substantial for example, self-concept and peer counselling is positively correlated at 1.00000. Self-concept and peer counselling are slightly correlated. Academic achievement is negatively correlated at –0.10157 similar to self-concept and at –0.06019 to peer counselling. Thus, Reck (1980) indicated that from humanistic psychological point of view as expounded by Maslow (1984) and Rogers (1969) the importance of self-concept cannot be restricted to achievement, since a positive self-concept cannot be viewed as the only hall-mark of academic achievement, but more broadly of the healthy person. Self-concept, academic achievement and peer counselling are very important effective factors which have a bearing on the education of human beings.

Moreover, Mwamwenda (1995) indicated that students with positive attitude, the motivation to try and the sense of internal control of their own academic well being are more likely to achieve at high level. Therefore, the preceding information supports the findings that, self –concept and academic achievement in some of the literature studies are related.

Exhibit 4.8.2 below indicates the factor numbers and their responding, eigenvalues. Therefore, the first factor only is retained because it has an eigenvalue which is greater than 1.

Exhibit 4.8.2 Rotation Method Promax

Initial Factor Method: Principal Components
Prior Communality Estimates: ONE

Eigenvalues of the Correlation Matrix: Total = 3 Average = 1

	1	2	3
Eigenvalue	1.1343	0.9716	0.8941
Difference	0.1628	0.0775	
Proportion	0.3781	0.3239	0.2980
Cumulative	0.3781	0.7020	1.0000

3 factors will be retained by the NFACTOR criterion.

The residual correlation matrix (null matrix) show in Exhibit 4.8.3, which shows the difference between the observed correlation matrix reveals that retaining the factor is sufficient. However in this particular case, we choose to retain all the three factors. The off-diagonal elements of the residual correlation matrix in Exhibit 4.8.3 are all zero, indicating a strong inter-correlation among the three variables, that is, self-concept, academic achievement and peer counselling. This assertion is supported by the fact that the root mean squared off-diagonal residual is 0.

The table below indicates the residual correlation matrix

Exhibit 4.8.3 Residual Correlations with Uniqueness on the Diagonal

	SELFCON	ACACHIV	PEECOUN
SELFCON	0.00000	0.00000	0.00000
ACACHIV	0.00000	0.00000	0.00000
PEECOUN	0.00000	0.00000	0.00000

Root Mean Square Off-diagonal Residuals: Over-all = 0.00000000

Brief discussion of factor pattern matrix is indicated in Exhibit 4.8.3. These are standard regression coefficients. Thus, a value in matrix represents the individual and non-redundant contribution that each factor is done to predict the three variables, that is, self-concept, academic achievement and peer counselling. Each of these variables is seen to load significantly on these three factors.

CONCLUSION

In conclusion, the researcher has been able to establish that the three variables, that is, self-concept, academic achievement, and peer counselling are in a way related.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents a brief summary of the study. Furthermore, a reflection on the major findings of the study is provided. Also the recommendations of the relationship between self-concept, academic achievement and peer counselling among the University of North West students is indicated.

5.2 SUMMARY

The analysis indicated that male and female respondent's responses are more or less the same. Therefore, from this study, there are important findings that can improve that student's self-concepts, academic achievement and peer counselling among students of University of North West.

5.3 RESEARCH FINDINGS

The following findings were made:

- Self-concept and peer counselling are slightly correlated (p.72).
- Academic achievement is negatively related to peer counselling (p.72).
- Lastly, self-concept, academic achievement and peer counselling are related in some way (p.72).

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Thus, from the preceding information the following research findings were made:

The first finding, that is, self-concept and peer counselling are slightly correlated is supported by sharing ideas, working collaboratively, being a good listener and commitment (cf. 2.2.1) paragraph 6-7 (p.72).

Secondly, academic achievement is both negatively related to self-concept and peer counselling in this study. This may be due to how students learn and do not learn (cf. 2.2.15) paragraph 4 (p.72).

In conclusion, self-concept, academic achievement and peer counselling are in a way related.

5.4 RECOMMENDATIONS

The following strategies could be implemented in order to foster and encourage positive self-concept and assist students with their academic issues:

- The counselling centre should play a major role in the welfare of students on aspects of their lives, social, academic and personal spheres;

- The counselling centre and management should organise career exhibitions whereby high schools around North West Province are invited. Thus prospective students will receive guidance about the university and courses offered;

- The orientation programme, which starts at the beginning of the year, should be continued throughout the students' stay at the university;

- Workshops and seminars for life skills programmes should be organised for students;

- Training programmes and guidance courses for lecturers and counsellors should be organised;

- Thus from the preceding information the lecturers and counsellors will be able to identify students with negative self-concept at an early stage;

- Lecturers and counsellors will help, guide and enable students to become what they are capable of; and

- Lecturers and counsellors should guide and motivate identified students effectively.

5.4.1 All stakeholders should strive for a balanced self-concept and a healthy human development.

This can be achieved once all stakeholders make honest attempts to:

- Love, embrace, approve, become friendly, support and guide students to form a realistically positive self-concept (du Toit et al. 1991:22);

- Cultivate the habit of seeing the best in their students and praising them; and

- Instil positive mind and conversation.

5.5 CONCLUSION

In the light of the preceding information, that self-concept, academic achievement and peer counselling are in a way related, it is important for all stakeholders to make coherent efforts to assist students to improve drastically in their academic performance.

5.6 FURTHER RELATED RESEARCH NEEDS

Despite the issues raised in the study and the conclusions and recommendations made, the study has therefore raised the following issues for further research:

- Effective use of tutorials
- The nature of counselling at U.N.W
- The effectiveness of workshops and seminars
- The role of lecturers and students towards academic achievement
- The effectiveness of the library and resources available.

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SELF-CONCEPT QUESTIONNAIRE

NB: INDICATE WITH AN "X" ON THE PROVIDED BOX

A. Gender

Male	Female

NB: COMPLETE BY FILLING IN THE PROVIDED BOX

B. Age

C. FOR EACH QUESTION TICK AS TO WHETHER THIS IS ALMOST ALWAYS, SOMETIMES OR ALWAYS NEVER TRUE

1. Do you accept criticism objectively?

Almost always	Sometimes	Almost never true

2. Do you need approval from others to complete a task?

Almost always	Sometimes	Almost never true

3. Are you competent and have self-confidence?

Almost always	Sometimes	Almost never true

4. Do your parents set standards of achievement for you?

Almost always	Sometimes	Almost never true

5. Are you able to make decisions and progress in spite of pressures, obstacles and setbacks?

Almost always	Sometimes	Almost never true

6. Do you believe in yourself?

Almost always	Sometimes	Almost never true

7. Do you perceive yourself in a positive way?

Almost always	Sometimes	Almost never true

8. Are you carefree, patient and calm?

Almost always	Sometimes	Almost never true

9. Are you realistic about yourself and self-reliant?

Almost always	Sometimes	Almost never true

10. Do you understand yourself, knowledgeable and appraise yourself?

Almost always	Sometimes	Almost never true

11. Do you feel secure and accepted when you are with your peers?

Almost always	Sometimes	Almost never true

12. Do you evaluate your abilities in relation to other?

Almost always	Sometimes	Almost never true

13. Are you satisfied with your intellectual, physical and emotional development?

Almost always	Sometimes	Almost never true

14. Do you belong to any social club and have you affiliated to any sporting coat?

Almost always	Sometimes	Almost never true

15. Do you accept yourself the way you are?

Almost always	Sometimes	Almost never true

16. Are you able to express yourself during the lectures and within a group?

Almost always	Sometimes	Almost never true

17. Are you capable of doing a task on your own?

Almost always	Sometimes	Almost never true

18. Do you regard feedback from others as important?

Almost always	Sometimes	Almost never true

19. Are you conscious of yourself assertive and have self-esteem?

Almost always	Sometimes	Almost never true

20. Do you conform to norms and values of the society?

Almost always	Sometimes	Almost never true

ACADEMIC ACHIEVEMENT QUESTIONNAIRE

NB: INDICATE WITH AN "X" ON THE PROVIDED BOX

A. Gender

Male	Female

NB: COMPLETE BY FILLING IN THE PROVIDED BOX

B. Age

C. FOR EACH QUESTION TICK AS TO WHETHER THIS ALMOST ALWAYS, SOMETIMES OR ALWAYS NEVER TRUE

1. Do you know why are you doing a particular piece of academic work?

Almost always	Sometimes	Almost never true

2. Do you know why are you studying for exam?

Almost always	Sometimes	Almost never true

3. Do you worry about failing or getting low marks?

Almost always	Sometimes	Almost never true

4. Does your mind wonder when you try to study?

Almost always	Sometimes	Almost never true

5. Do you reward yourself when you study?

Almost always	Sometimes	Almost never true

6. Do you get distracted from study?

Almost always	Sometimes	Almost never true

7. Do you study for long stretches without a break?

Almost always	Sometimes	Almost never true

8. Are you able to do work you do not enjoy because you see it as important?

Almost always	Sometimes	Almost never true

9. Do you enjoy your lectures?

Almost always	Sometimes	Almost never true

10. Do you timetable out your work for the week?

Almost always	Sometimes	Almost never true

11. Do you have a revision timetable leading up to exams?

Almost always	Sometimes	Almost never true

12. Do you get in assignments and homework in on time?

Almost always	Sometimes	Almost never true

13. Do you have time to do things you want to do other than studying?

Almost always	Sometimes	Almost never true

14. Do you make a list of things you need to do other than studying?

Almost always	Sometimes	Almost never true

15. Do you study somewhere where nothing can disturb you?

Almost always	Sometimes	Almost never true

16.Do you sit down to study and discover that you don't have with you essential books, pens, compasses, calculators etc.

Almost always	Sometimes	Almost never true

17. Do you use the library?

Almost always	Sometimes	Almost never true

18. Do you make sure that you watch television programmes that would be useful to your course?

Almost always	Sometimes	Almost never true

19. Do you try to understand what you try to remember?

Almost always	Sometimes	Almost never true

20. Can you understand diagrams and graphs easily?

Almost always	Sometimes	Almost never true

PEER COUNSELLING QUESTIONNAIRE

NB: INDICATE WITH AN "X" ON THE PROVIDED BOX

A. Gender

Male	Female

NB: COMPLETE BY FILLING IN THE PROVIDED BOX

B. Age

C. FOR EACH QUESTION TICK AS TO WHETHER THIS IS ALMOST ALWAYS, SOMETIMES OR NEVER TRUE

1. Do you get so worried before exams that you actually feel ill?

Almost always	Sometimes	Almost never true

2. Do you get depressed?

Almost always	Sometimes	Almost never true

3. Are you able to stop yourself from feeling miserable?

Almost always	Sometimes	Almost never true

4. Are you comfortable working in a group?

Almost always	Sometimes	Almost never true

5. Do you talk to other people about your problems?

Almost always	Sometimes	Almost never true

6. Do you feel you are unable to cope with your studies?

Almost always	Sometimes	Almost never true

7. If you need to study and friends try to persuade you to go out with them are you able to say no?

Almost always	Sometimes	Almost never true

8. If you get behind with your studies do you work out a timetable for catching up on it?

Almost always	Sometimes	Almost never true

9. Do you get enough exercise to keep you fit?

Almost always	Sometimes	Almost never true

10. Do you get anxious most of the time?

Almost always	Sometimes	Almost never true

11. Do you prefer listening to others than chatting?

Almost always	Sometimes	Almost never true

12. Are you fond of daydreaming?

Almost always	Sometimes	Almost never true

13. Do you easily get bored and like trying new things?

Almost always	Sometimes	Almost never true

14. Do you like exchanging ideas with others?

Almost always	Sometimes	Almost never true

15.Do you learn by chatting ideas through with other people?

Almost always	Sometimes	Almost never true

16. Are your courses related?

Almost always	Sometimes	Almost never true

17. Do you study conscientiously on subjects that you don't enjoy as well as those you enjoy?

Almost always	Sometimes	Almost never true

18. Do you find it difficult to mix with other people?

Almost always	Sometimes	Almost never true

19. Do you worry about financial matters?

Almost always	Sometimes	Almost never true

20. Do you have problems related to drinking or drug taking?

Almost always	Sometimes	Almost never true

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TO WHOM IT MAY CONCERN
SINAH M KOMANE
STUDENT NO: 10450432

This is to certify that the above-named student is pursuing her MEd research project. Her topic requires that she utilises certain university records and information. These include all students, such as SRC, Undergraduates, ACE, Honours, Masters, PGCE & PhD) and Staff numbers, including staff numbers at Counseling Centre.

Title of the Research Project:

The Relationship between Self-concept, Academic Achievement and Peer Counseling, among University of North West Students.

I would appreciate if you would accord her the necessary assistance to enable her pursue her research project.

Thank you for your co-operation

Tom Assan
HEAD: DEPARTMENT OF FOUNDATIONS OF EDUCATION

UNIVERSITY OF NORTH WEST
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Foundations of Education
PRIVATE BAG X2046 · MMABATHO 2735

DEPARTMENT OF FOUNDATION OF EDUCATION : FACULTY OF EDUCATION

Kindly spare a minute of your time to complete this questionnaires.

The research study hopes to determine if there is a relationship between self concept, academic achievement and peer counselling. The study hopes to facilitate and contribute to urgently needed mechanism of improving self-concept and student academic achievement through the counselling centre. Thus, it is assumed that students needs are based on either negative or positive self concept, personal and academic demands, health and economic problems and support services.

The study also hopes to inform various academic structures, that is, students affairs, student structures, lectures, tutors, peer counsellors, other institutions such as school managers and so on, to consider peer grouping and support services as ways to improve academic achievement.

RESEARCHER : KOMANE M.S.

APPENDIX 1

P. O. BOX 3321
MMABATHO
2731
28/06/2005

To Whom It May Concern:

Dear colleques

I am currently conducting research on evaluation of the process of restructuring in the National Department of Public Works in the North West Region with specific reference to Mmabatho Regional Office. It would be appreciated if you could just spent five minutes of your time in responding to questions listed.

Listed below are a number of statements intended to measure your perception about restructuring in the National Department of Public Works in Mmabatho Region. You are kindly requested to give your personal and honest comments and opinions when responding to these statements. The statements should not be viewed, as an event but should continue in order to create a positive culture of engagement and improved relations between staff and management. This will also enhance service delivery to clients.

Kindly be assured that your responses will be treated confidentially, and all ethical measures in research will be observed.

Thanking you in advance for your cooperation

M G Keeme-Gaobepe
Tel 018 384 9331 (Work)
082 903 1665 (cell)

APPENDIX 2

SECTION A: BIOGRAPHICAL/PERSONAL DATA

Kindly respond to the following statements by crossing **X** in the appropriate block.

1. Your age in years

1.1 Below 30 { }
1.2 30-49 { }
1.3 50-and above { }

2. Age of your Senior/Supervisor

2.1 Younger than you are { }
2.2 Older than you are { }

3. Rank/designation in the department

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4. Number of years in the Department

4.1 **Experience:** ----------

SECTION B

1 Role players in the restructuring process

The following are role players in the restructuring process

	Sometimes	never	always
1.1 Departmental Task Team			
1.2 Labour Union Representatives			
1.3 Public Service Commission (PSC)			
1.4 Human Resource Department			

1.5 Other, (please specify):

SECTION C

1. Reasons for restructuring

1.1 One of the reasons for restructuring to take place was that the department was not providing quality service to its clients, meaning it was under-performing.
The following are categories of people who were under-performing

Senior Management	
Middle Management	
Junior Management	
Lower level employees	

Other, (please specify):

1.2 Your thoughts about the usefulness and sufficiency of restructuring

Excellent	
Good	
Fair	
Bad	

1.3 Your rate of explanation given by management on the reasons for restructuring?

Excellent	
Good	
Fair	
Bad	

1.4 Information on the reasons for restructuring has been fully disseminated to employees.

Agree	
Disagree	
Uncertain	

1.5 Restructuring is a process which will leads to success

Agree	
Disagree	
No opinion	

1.6 Restructured and successful DPW will benefit all its stakeholders, including Yourself

Yes	
No	
Uncertain	

SECTION D

1. Problems experienced in the restructuring process

1.1 You will be able to cope if affected in terms of excess employees who cannot be redeployed in terms of the agreement and be granted a severance package and may also apply for early retirement

1.2 Highly unable { }
1.3 Unable { }
1.4 No opinion { }
1.5 Able { }
1.7 Highly able { }

1.2 Extent of resistance to restructuring (to be responded by management)
1.3 The following explains the level of resistance to change as experienced by management

High resistance	
Lower resistance	
No resistance	
Unable to judge	

SECTION E

1. Understanding of the strategic vision and plans adopted

1.1 Your supervisor communicated the strategic vision and plans to you

SECTION F

1. Consultation on staff recruitment and selection

1.1 You were conversant with the criteria used to recruit and select staff

Sometimes	
Never	
Always	

12.All vacancies have been filled

Yes	
No	
Uncertain	

If no briefly explain

SECTION G

1.1 Determination of compliance with resolution 7 & 8 framework PSCBC of 2002.

1.2 Department has fully functional and properly constituted Departmental Task Team as required by Resolution 7 of 2002

Yes	
No	
Uncertain	

If no please provide reasons /problems experienced

Yes	
No	

If yes state the mode of communication?

1.2 The following strategies have been finalised by the department

	Yes	**uncertain**	**No**
Strategic plan			
Organogram			
HR plan			
Implementation Plan			

If no please provide reasons/problems experienced

1.3 The following are sources of information to rely on for restructuring

Works news	
Rumors	
External newspaper	
Notice boards	
Regional transformation coordinators	
E-mail	

Other, (please specify):
