Relationship between Self Concepts and Personality and Students' Academic Performance in Selected Secondary Schools

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Abstract
The purpose of this research is to determine the relationship between the self-concept and personality of students with academic achievement. The sample consists of 270 students from six secondary schools were chosen by using stratified randomly method in Kluang, Johor. The pilot study was done in order to determine the reliability and suitability of the questionnaires. Meanwhile Cronbach Alpha was used to determine the internal consistency of the questionnaires. The reliability value of Cronbach Alpha for the whole set of questionnaires used was 0.8432. The questionnaire for self-concept was modified from Tennessee Self-concept Scale that was created by Fitts (1971). Meanwhile the questionnaire for personality was modified from the Junior Eysenck Personality Inventory (JEPI) that was created by H. J. Eysenck (1967). The descriptive statistics such as frequency, percentages, mean and standard deviation were used to analyze the dominant dimension in student's self-concept. Other than that, inferential statistic such as t-test was used to analyze the difference between the self-concept and personality of students according to gender. Meanwhile, Pearson correlations were used at significant level 0.05 to analyze the relationship between self-concept and personality of students with their academic achievement. The research finding showed that the dominant dimension of self-concept was family self-concept. Beside that, t-test analysis showed that there was no significance difference between dimension of self-concept and personality of students according to gender. Pearson correlations analysis showed that there were no significance relation between dimension of self-concept and personality with student's academic achievement. Therefore, suggestions were made to increase the student's self-concept and the tendency of their positive personality in order to enhance their academic achievement.

Keywords: Self-concept, personality, academic achievement

Introduction

At present, the development of self concept among the students is worrying. Most students have low self concept and they are so passive and negative, that affects their academic achievements in schools. According to Azizi et.al (20055), among the problems that teachers have to bear in school is to instill positive behaviors, be it from aspects of academic behavior or non- academic behavior. The task to solve this problem is not a simple matter because parents have high expectations to see their children achieve academic excellence and be a man who render to the family, religion, nation and state.

This problem should be handled effectively. If not, it will certainly affect the second core of the Education Development Master Plan (EDMP) which is to build the human capital. This core emphasizes the efforts of the Ministry of Education Malaysia (MOE) which focuses on the values system, discipline aspects, attitude, character and identity of the students. This aspect is very important to prepare the leaders of the next generation in our country. This generation should have the potential to realize the future ideally. Thus the system to build the next generation should be focused on the development of becoming a man with qualities, who has a winning personality and high self concepts to pursue and achieve success entirely.

However, the efforts to develop this generation will not be achieved without good education. This gives a perception that the excellence academic achievement is not only to make a student and his parents proud, but it also has the impact on their future well beings. This is because it is quite normal that academic achievement opens a predominance opportunity for a successful career to improve the family social status, and shall be contributing to the nation's aim to become a developed country.

However, academic achievement is often associated with factors such as parents, peers, teachers and the community. How does it related to the student's self confidence and personality? In addition, aspects of personality and self concepts may affect the academic achievement of students themselves. According to Gadeyne, E., Ghesquiere, P., & Onghena, P. (2004) to develop the student's positive self concept, parents need to provide a harmonious household climate, full of happiness and have adequate necessities. While teachers in schools also need to provide a condusive learning environment and be sensitive to the psychological needs of the students. According to Leung, K., Lau, S., & Lam, W. (1998). too, school influence is very important in developing the student's personality as the process of socialization at home should be carried out further in schools. Thus, teachers have direct influence on a child's feelings, inspirations, and attitudes and hence influence their academic achievement.

Tiller, A. E., Betsy Garrison, M. E., Block, E. B., Cramer, K., & Tiller, V. (2003) stated that, how someone is to behave depends on his self concept, which is about what he thinks about himself, including strength, weakness and personality. He will use his self concept while judging whether he will succeed or fail in his effort. Self-concept will also influence his expectations, dreams and actions. According to Azizi et al. (2005), any man has a picture or perception of himself. This includes looks and appearance, physical health, ability, weaknesses, and his behavior. Self concept is also defined as how one evaluates or judges himself that is either in a positive or negative way.

Shek, D. T. L., Lee, T. Y., & Chan, L. K. (1998), described self concept is how one understands himself as an individual who has a set of unique or special characteristics. This brings up a sense of how individuals think and build an impression on them. Their beliefs and opinions are based on their sensitivity and self awareness about their strength and weakness. In addition, according to Strage, A., & Brandt, T. S. (1999) self concept can be classified into two major types that are positive self concept and negative self concept. The positive self concept is about a circumstance or situation in which an individual is confident and sure of him, have good interests, be objective and not too sensitive. This individual may accept the criticism from others and may able to give views and opinions if the circumstances are not logical or rational. On the contrary, a negative self concept is when an individual has too subjective nature.

Accordingly, any individual will certainly be sensitive. According to Azizi et al. (2005), this type of individual will always have no satisfaction, not happy, will easily sulk and be displeased. Such individuals are often criticized by their parents, teachers, friends or anyone around them. This will cause the individual concerned to have low confidence. This resulted in the individual as having inferiority complex, passive, dreary, and will not socialize with other students.

In forming someone's self concept, there are factors that might influence it. Azizi and Jaafar (2006), stated, the establishment of one's self concepts is built by the person's nature, maturity, and his natural surroundings. The model that can be looked upon through experience in the build up of self concepts are parents, adults, peers and one's own self. Based on Buri, J. R. (1991) teachers play an important role in developing the self concept among child. Teacher's judgment of a child, and what they do to the child has an impact the self concept. For example, when teachers acted something on a child without respect, he might have a negative such as accepting himself as weak.

Studies show that there is a relationship between self concepts with academic achievement. According to Baumrind, D. (1971) stated that individuals, who have high academic achievement are more responsible, like school and seldom violate the rules and regulations. According to Azizi et al. (2005), self concept is important in determining someone's personality. There are three important components in forming self concept that is self-awareness, self-acceptance which means the reciprocal feelings between him and others, and his judgment due to the acceptance of others.

Dornbusch, S. M., Ritter, P. L., Leiderman, P., Roberts, D. F., & Fraleigh, M. J. (1987) stated that, there are opinions which stated that students who are an extrovert acquire better performance compared to introvert students, and vice versa. Thus, the personality and self concept are seen as having a relationship with one's academic performance.

What is the type of self concept of a student? What is the relationship between self concept and personality with a student's academic achievement? Accordingly, this study will focus to all these problems, to see the relationship between self concept and personality with the academic achievement.

Statement of the Problems

According to researchers, when they observed teaching and learning, it is obvious that some students have positive self concept. They are actively involved in the learning process. While some students are quite passive and quiet. This situation occurs because their action is influenced by the students' self concept. The establishment of self concept depends on various factors such as family background, friends, and colleagues. All this factors are related to one another.

Furthermore, the self concept is affected by their family, personal and social background. Thus in this study, researchers are to examine the self concept dimensional such as family, social and personal impact. The researchers also want to see whether there is a significant relationship between the dimensions of self concept with the students' academic achievement.

Other than viewing the self concept of a student, researchers also want to see the personality of students, whether it can be classified as extrovert or introvert and neurotic or emotionally stable. Further on, researchers want to see whether there is a significant relationship between personalities with the student's academic achievement. Therefore, this study shall examine the types of student's personality and its relationship with the student's academic achievement.

Objective Aim

This study is aimed to identify the relationship between self concept dimensions and personality with the students' academic achievement. Specific objectives of this study are:
1. To identify the dominant factors of self concept dimensions such as Personal, family and social circle among the students.

2. To identify the existed type of self concept, such as positive Self concept or negative self concept among students.
3. To identify the type of personality among students, either Extrovert or introvert, based on extroversion scale.
4. To identify the type of personality among students, either Neurotic or emotionally stable, based on neurotic scale.
5. To identify the level of academic achievement among Students.
6. To identify whether there is a significant relationship between Self concept dimensions such as personal, family and social, with the students' academic achievement.
7. To identify whether there is a significant relationship between types of personality, based on the extroversion scale and neurotic scale, with the students' academic achievement.
8. To identify whether there is a significant relationship between Self concept and the students' personality.

Research Question

This study will provide answers to some question to identify the relationship between self concept and personality with the students' academic achievement. Question of this study are as follows:

a) What is the dominant factor of self concept dimension such as personal, Family and social circles among the students?
b) What type of self concept do the students have, either Positive self concept or negative self concept?
c) What type of personality do the students have, either Extrovert or introvert, based on the extroversion scale?
d) What type of personality do the students have, either neurotic or emotionally stable, based on the neurotic Scale ?
e) What is the academic achievement among students?
f) Is there any significant relationship between self concept dimensions, such as personal, family and social circles among the students, with their academic achievement ?
g) Is there any significant relationship between personality type based on the extroversion scale and neurotic scale, with the students' academic achievement?
h) Is there any significant relationship between self concepts with the students' personality?
i) Is there any significant difference between the self concept dimensions, such as personal, family and social circles among the students, according to gender?
j) Is there any significant difference between personality type, based on the extroversion and neurotic scale, according to gender?

Limitations of the Research

This study was conducted in six secondary schools in Kluang, Johor. Respondents in this study are chosen from form four students as they have already obtained their Lower Secondary Assessment result and shall not be involved in any other examinations. On the other hand, this study is only focusing to three self concepts dimensional such as family, social, and personal, generally based on the most dominant self concept dimension, in the previous study.

Methodology

This study is a descriptive study that aims to identify the relationship between self concept and personality with the academic achievement of secondary school students. Respondents were selected randomly grouped, from six secondary schools in Kluang, Johor. The data is obtained using

questionnaires, used as instruments of the study. The questionnaire consists of three parts, that is Part A, the demographic information of the students, Part B, set of questions on the student personality, using Likert 3-scale, and Part C, set of questions on self concept using Likert 5-scale (Azizi Yahaya, Shahrin Hashim, Jamaludin Ramli, Yusof Boon and Abdul Rahim Hamdan, 2006).

Further on, the study data is analyzed using the Statistical Package for Social Sciences (SPSS) version 12.0. In this study, descriptive analysis is used, such as min, percentage, frequency and standard deviation. The inferences analysis that is being used is Pearson correlation, to see the relationship that exists based on the study hypothesis. While t-test is used to see the difference or difference between the variables.

Findings of the Study
a). The dominant Factors of self concept dimension

Table 1.1: Overall Min for Students Self Concept Dimensions

Self concept Dimension	Overall Min
Self concept dimension – personal	3.72
Self concept Dimension – family	4.10
Self concept Dimension- social	3.56

Table 1.1 shows the overall min for self concept dimensions among students. Based on the study analysis, the dominant self concept dimension among students is family. This dimension has the highest overall min value that is 4.10 compared to overall min for personal self concept dimension i.e. 3.72 and social self concept dimension i.e. 3.56. This may be due to the close relationship between students and their families which affects the establishment of a high self concept among these students.

b). Types of Self Concept Among Students

Table 1.2: Types of Self Concept among Students

Types of self concept	Frequency	Percentage
Positive	264	97.8
Negative	6	2.2
Total	**270**	**100**

Table 1.2 shows the frequency and percentage of the level of self concept among students in four secondary schools in Kluang. Overall, from the three dimensions of self concept that is personal, family and social, there are 264 students (97.8 percent) out of 270 students who have positive self concept. Whereas only 6 students (2.2 percent) have negative self concept.

c). Types of Students' Personality: Extrovert Or Introvert Based on Extroversion Scale

Table 1.3: Frequency and Percentage of the Personality Types among Students Based On Extroversion Scale

Types of personality	Frequency	Percentage
Extrovert	165	61.1
Introvert	105	38.9
Total	**270**	**100**

Table 1.3 indicates the frequency and percentage for the type of students' personality by the extroversion scale. There are 165 students (61.1 percent) out of 270 students who have extrovert personality while 105 students (38.9 percent) have an introvert personality.

d). Types of Students' Personality: Neurotic Or Emotionally Stable Based on Neurotic Scale

Table 1.4: Frequency and Percentage of the Personality Types among Students Based On Neurotic Scale

Types of personality	Frequency	Percentage
Neurotic	136	50.4
Emotionally stable	134	49.6
Total	**270**	**100**

Table 1.4 indicates the frequency and percentage for the type of students' personality by the neurotic scale. A total of 136 students (50.4 percent) from the entire 270 students have neurotic personality. While 134 students (49.6 percent) are emotionally stable.

e). The Level of Academic Achievements among Students

Table 1.5: The Level of Students' Academic Achievements

Types of personality	Frequency	Percentage
High achievers	139	51.5
Medium achievers	114	42.2
Low achievers	17	6.3
Total	**270**	**100**

Table 1.5 shows the academic achievement of the students in four secondary schools in Kluang, the respondents in this study. There are three levels of students' academic achievement that is high, average and low. 139 students (51.5percent) are high achievers, while 114 students (42.2 percent) are average achievers while 17 students (6.3 percent) are low achievers.

f). Tests for Null Hypothesis 1: There is No Significant Relationships between Self Concept Dimensions such as Family, Social and Personal with the Students' Academic Achievement.

i). Null Hypothesis 1.1: There is No Significant Relationships between Self Concept Dimensions – Personal with the Students' Academic Achievement.

Table 1.6: Pearson Correlation between Self Concept Dimensions – Personal with the Students' Academic Achievement

Self concept dimension		Achievement
	Pearson Coefficient correlation, r	-0.70
Personal	Sig. (2-tailed), p	0.251
	Frequency, n	270

Note: Significant level, $\alpha = 0{:}05$

Table 1.6 shows the Pearson correlation between self concept dimensions –personal with the students' academic achievement. Analysis of this inference finds the coefficient of the Pearson correlation, r is -0.70. This shows that there is strongly relationship between self concept dimensions – personal with the students' academic achievement.. As the value of p =0.251 which is greater than significant rate, $\alpha = 0.05$, the null hypothesis is accepted. This means there is no significant

relationship between self concept dimensions –personal with the students' academic achievement. Results of the study proved that there is a significant relationship between self concept dimensions - personal with the students' academic achievement.

ii). Null Hypothesis 1.2: There is No Significant Relationships between Self Concept Dimensions –Family with the Students' Academic Achievement

Table 1.7: Pearson Correlations between Self Concept Dimensions -Family with the Students' Academic Achievement

Self concept dimension		Achievement
Family	Pearson Coefficient correlation, r	0.35
	Sig. (2-tailed), p	0.566
	Frequency, n	270

Note: Significant level, α = 0:05

Table 1.7 shows the Pearson correlation between self concept dimensions – family with the students' academic achievement. From the table, the Pearson coefficient correlation, r is 0.35. This shows that the relationship is positive but weak. As the value of p is 0.566 which is greater than the significant rate, α = 0.05, then the null hypothesis is accepted. This means that there is no significant relationship between self concept dimensions – family with the students' academic achievement. Results from the study proved that there is no significant relationship between self concept dimensions - family with the student's academic achievement.

iii). Null Hypothesis 1.3: There is No Significant Relationships Between Self Concept Dimensions – Social With The Students' Academic Achievement

Table 1.8: Pearson Correlation between Self Concept Dimensions –Social with the Student's Academic Achievement

Self concept dimension		Achievement
Social	Pearson Coefficient correlation, r	0.099
	Sig. (2-tailed), p	0.103
	Frequency, n	270

Note: Significant Level, α = 0:05

Table 1.8 shows the Pearson correlation between self concept dimensions – social with the students' academic achievement. From the analysis of the inference, the coefficient of the Pearson correlation, r is 0.099. This shows that the relationship is positive but very weak. As the value of p is 0.103 which is greater than the significant level, α = 0.05, then the null hypothesis is accepted. This means there is no significant relationship between the self concept dimensions –social with the students' academic achievement. Results from the study proved that there is no significant relationship between self concept dimensions – social with the students' academic achievement.

Table 1.9: Pearson Correlation between Self Concept Dimensions – Overall, With the Student's Academic Achievement

		Achievement
Self concept dimension	Pearson Coefficient correlation, r	0.022
	Sig. (2-tailed), p	0.717
	Frequency, n	270

Note: Significant level, α = 0:05

Table 1.9 shows the Pearson correlation between self concept dimensions – overall, with the students' academic achievement. Analysis of the data, gives the coefficient of the Pearson correlation, r is 0.022. This shows that the relationship is positive but very weak. As the value of p is 0.717 which is greater than the significant level, $\alpha = 0.05$, then the null hypothesis is accepted. This means that there is no significant relationship between the self concept dimensions – overall, with the students' academic achievement. Results from the correlation test shows that there is no significant relationship between self concept dimensions –overall, with the students' academic achievement.

g). Tests on Null Hypothesis 2: There is No Significant Relationship between the Personality Type, Based on the Extroversion Scale and the Neurotic Scale, with The Students' Academic Achievement

i). Null Hypothesis 2.1: There is No Significant Relationship between The Personality Type Based on the Extroversion Scale, with The Students' Academic Achievement

Table 1.10: Pearson Correlation between Personality Types Based on Extroversion Scale with the Students' Academic Achievement

Personality Type		Achievement
	Pearson Coefficient correlation, r	0.25
Extroversion scale	Sig. (2-tailed), p	0.688
	Frequency, n	270

Note: Significant level, $\alpha = 0:05$

Table 1.10 shows Pearson correlation between the personality types based on the extroversion scale with the students' academic achievement. The analysis of the data shows Pearson coefficient correlation, r is 0.25. This means that the relationship that exists is positive and weak. P value is 0.688 which is also greater than the significant level, $\alpha = 0.05$, thus the null hypothesis is accepted. This shows that there is no significant relationship between personality types based on the extroversion scale with the students' academic achievement.

ii). Null Hypothesis 2.2: There is No Significant Relationship between the Personality Types, Based on the Neurotic Scale, with The Students' Academic Achievement

Table 1.11: Pearson Correlation between Personality Types Based on Neurotic Scale with the Students' Academic Achievement

Personality Type		Achievement
	Pearson Coefficient correlation, r	0.031
Neurotisme Scale	Sig. (2-tailed), p	0.611
	Frequency, n	270

Note: Significant level, $\alpha = 0.05$

Table 1.11 shows Pearson correlation between the personality types based on the neurotic scale with the students' academic achievement. From the table, Pearson coefficient correlation, r is 0.031. This shows that the relationship that exists is weak positive. As p value is 0.611 which is also greater than the significant level, $\alpha = 0.05$, the null hypothesis is accepted. This shows that there is no significant relationship between personality types based on the neurotic scale with the students' academic achievement.

Table 1.12: Pearson Correlations between Personality Types (Overall) with the Students' Academic Achievement

Personality Type		Achievement
Neurotisme Scale	Pearson Coefficient Correlation, r	0.044
	Sig. (2-tailed), p	0.473
	Frequency, n	270

Note: Significant level, α = 0.05

Table 1.12, shows the Pearson correlation between the personality types as a whole with the students' academic achievement. The analysis of the data shows Pearson coefficient correlation, r is 0.044. This means that the relationship is positive and very weak. While p value is 0.473 which is also greater than the significant level, α = 0.05, it shows that there is no significant relationship between personality type as a whole with the students' academic achievement. Analysis of the study shows that there is no significant between the whole personality types with the students' academic achievement.

h) Tests on Null Hypothesis 3: There is No Significant Relationship between Self Concepts with the Students' Personality

Table 1.13: Pearson correlation between the Personalities with The Students' Self Concepts.

		Personality
Self Concept	Pearson Coefficient correlation, r	0.041
	Sig. (2-tailed), p	0.507
	Frequency, n	270

Note: Significant level, α = 0.05

Table 1.13 shows the Pearson correlation between the personalities with the students' self concept. Analysis of study shows Pearson coefficient correlation, r is the 0.041. This shows that the relationship is positive and very weak. As the p value, is greater than significant level α, which is 0.507, then the null hypothesis accepted. This means there is no significant relationship between personalities with the students' self concept. Findings from the study proved that there is no significant relationship between personalities with the students' self concept.

i). Tests for Null Hypothesis 4: There Is No Significant Difference Between The Students' Self Concept Dimensions - Family, Social And Personal, According To Gender

i). Null Hypothesis 4.1: There Is No Significant Difference Between The Students' Self Concept Dimensions – (Personal), According To Gender

Table 1.14: Min Distribution and Significant Value (t-Test) For the Significant Difference between the Students' Self Concepts (Personal), According To Gender

Gender	Frequency	Min	Df	T	Significant
Male	108	3.713	268	-0.258	0.189
Female	162	3.727	214.981	-0.254	

Note: Significant level, α = 0.05

Table 1.14 shows the min distribution and significant value (t-Test) for the significant difference between the students' self concept dimension (personal), according to gender. Analysis of study shows the significant value, t is 0.189, which is greater than the significant level α = 0.05. This means that the null hypothesis is accepted, and there is no significant difference between the students'

self concept (personal) according to gender. Thus, the t-Test result shows that there is no significant difference between the students' self concept (personal) according to gender.

ii). Null Hypothesis 4.2: There Is No Significant Difference Between The Students' Self Concept Dimensions – (Family), According To Gender

Table 1.15: Min Distribution and Significant Value (t-Test) For the Significant Difference between the Students' Self Concepts (Family) According To Gender

Gender	Frequency	Min	Df	T	Significant
Male	108	4.052	268	-1.239	0.518
Female	162	4.132	237.085	-1.252	

Note: Significant level, $\alpha = 0.05$

Table 1.15 shows the min distribution and significant value (t-Test) for the significant difference between the students' self concept dimension (family), according to gender. Analysis of the data shows the significant value, t is 0.518, which is greater than the significant level $\alpha = 0.05$. This means the null hypothesis is accepted, and there is no significant difference between the students' self concept (family) according to gender. Thus, the inference statistical test result shows that there is no significant difference between the students' self concept (family), according to gender.

iii). Null Hypothesis 4.3: There Is No Significant Difference Between The Students' Self Concept Dimensions – (Social), According To Gender

Table 1.16: Min Distribution and Significant Value (T-Test) For the Significant Difference Between The Students' Self Concept (Social) According To Gender

Gender	Frequency	Min	Df	T	Significant
Male	108	3.580	269268	0.535	0.687
Female	162	3.551	231.882	0.541	

Note: Significant level, $\alpha = 0.05$

Table 1.16 shows the min distribution and significant value (t-Test) for the significant difference between the students' self concept dimension (social), according to gender. The table shows the significant value, t is 0.687, which is greater than the significant level α, 0.05. This means the null hypothesis is accepted, and there is no significant difference between the students' self concept (social), according to gender. Analysis of the study shows that there is no significant difference between the students' self concept (social), according to gender.

Table 1.17: Min Distribution and Significant Value (t-Test) For the Significant Difference between the Students' Self Concepts Dimensions (Overall) According To Gender

Gender	Frequency	Min	Df	T	Significant
Male	108	3.778	268	0.933	0.680
Female	162	3.881	229.862	0.937	

Note: Significant level, $\alpha = 0.05$

Table 1.17 shows the min distribution and significant value (t-Test) for the significant difference between the students' self concept dimension (overall), according to gender. Data analysis shows the significant value, t is 0.680, which is greater than the significant level α, 0.05. This means the null hypothesis is accepted, and there is no significant difference between the students' self concept (overall) according to gender. Thus, the inference statistical test result shows that there is no significant

the t-Test result shows that there is no significant difference between the students' self concept (overall), according to gender.

j). Tests for Null Hypothesis 5: There Is No Significant Difference Between The Students' Personality Based On The Extroversion Scale and Neurotic Scale, According To Gender.

i). Null Hypothesis 5.1: There Is No Significant Difference Between The Students' Personalities Based On The Extroversion Scale, According To Gender.

Table 1.18: Min Distribution and Significant Value (T-Test) For the Significant Difference between the Students' Personalities Based On the Extroversion Scale, According To Gender

Gender	Frequency	Min	Df	T	Significant
Male	108	2.128	268	0.543	0.881
Female	162	2.100	232.602	0.552	

Note: Significant level, $\alpha = 0.05$

Table 1.18 shows that the min distribution and significant value (t-Test) for the significant difference between the students' personality based on the extroversion scale, according to gender. The table shows the significant value, t is 0.881, which is greater than the significant level α, 0.05. This means the null hypothesis is accepted, and there is no significant difference between the students' personality based on the extroversion scale, according to gender. Thus, this inference statistical test result shows that there is no significant difference between the students' personality based on the extroversion scale, according to gender.

ii). Null Hypothesis 5.2: There Is No Significant Difference Between The Students' Personality Based On The Neurotic Scale, According to Gender

Table 1.19: Min Distribution and Significant Value (t-Test) For the Significant Difference between the Students' Personalities Based On the Neurotic Scale, According To Gender

Gender	Frequency	Min	Df	T	Significant
Male	108	1.995	268	-1.366	0.699
Female	162	2.082	222.452	-1.354	

Note: Significant level, $\alpha = 0.05$

Table 1.19 shows the min distribution and significant value (t-Test) for the significant difference between the students' personality based on the neurotic scale, according to gender. Data analysis shows the significant value, t is 0.699, which is greater than the significant level α = 0.05. This means the null hypothesis is accepted, and there is no significant difference between the students' personality based on the neurotic scale, according to gender. Thus, the data analysis proved that there is no significant the t-Test result shows that there is no significant difference between students' personality based on the neurotic scale, according to gender.

Table 1.20: Min Distribution and Significant Value (t-Test) For the Significant Difference between the Students' Personalities (Overall), According To Gender

Gender	Frequency	Min	Df	T	Significant
Male	108	2.062	268	-1.355	0.374
Female	162	2.091	220.652	-1.362	

Note: Significant level, $\alpha = 0.05$

Table 1.20 shows the min distribution and significant value (t-Test) for the significant difference between the students' personality (overall), according to gender. The table shows the

significant value, t is 0.374, which is greater than the significant level α = 0.05. This means the null hypothesis is accepted, and there is no significant difference between students' personality (overall), according to gender. Thus, the inference statistical test result shows that there is no significant the t-Test result shows that there is no significant difference between the students' personality (overall), according to gender.

Discussion

Outcome/findings of the study reveal that self concept dimension - family is the most dominant among the students. This study is similar to a study Marsiglia, C. S. (2002) which also concluded that family, as one of the self concept dimensions, has the highest min compared to the other self concept dimensions. This shows that the students who feel their presence are being accepted, that they are needed, being loved and appreciated, would in turn have high respect to their families.

Analysis of the findings of the study shows that on the whole, majority of students have positive self concept. Study by Sharifah (1998) supported this finding which also concluded that majority of students have positive self concept. This positive self concept might be due to the good relationship between them and the students around them. According to Azizi et al. (2005), those who have positive self concept usually received good attention and care from their own parents, families, teachers, friends or students around them. They will always have the chance to gain more success than failure. This is because they feel appreciated and that they receive good support from others.

Findings from the study, also showed that majority of students have extrovert personality. This finding is similar to the study conducted by Milevsky, A., Schlechter, M., Netter, S., & Keehn, D. (2006) among form four students as the population, to study the connection between the students' personality and their parent's upbringing style. Findings indicate majority of the students have extrovert personality. According to him, the respondents who have these extrovert personality traits are possibly being brought up with a democratic upbringing style whereby their parents allow them to interact positively and they were given the opportunity to express their opinions freely.

Analysis of the data in the study indicates that majority of students have neurotic type of personality. This finding coordinates with a study by McClun, L. A., & Merrell, K. W. (1998) who studied the relationship between personalities with academic achievement levels. Findings further indicate that majority of the students are on the low level of neurotic dimensions while only minority of them are on the high level.

Findings of the study also show that, on the whole, majority of the students have excellent academic achievement. This may be because they received good attention and care, and high appreciation from their peers, parents and the students around them; enabling them to improve their self concept and have positive impact on their learning process. Findings of this study are contrary to the study by McClun, L. A., & Merrell, K. W. (1998) in which, studied the relationship of personality dimensions with academic achievement in rural schools in Batu Lintang, Kuching in Sarawak. This study concluded that only a minority of the students are excellent achievers and also a minority of them still performed less than satisfactory.

Recommendation

According to the findings of the study and also from the discussion, researcher would want to bring up some suggestions to be applied and implemented. The suggestions are:

a). Mother and Father

Results of the study shows that the self concept – family dimension is the most dominant self concept dimension which recorded the highest min compared to social and personal self concept. Thus, parents are recommended to take heed and give attention to the internal and external factors which may

influence the self concept. Parents are also suggested to consider important environmental factors that influence their children's personality. This is because these factors give a very large impression to the students' academic achievement.

In addition, parents need to know about their children's social beings, not only at home but also in school and outside home. This is because parents, friends and peers and the community, have great influence and impact on personality and self concept of children. According to McClun, L. A., & Merrell, K. W. (1998) parents need to realize the need to build a positive family atmosphere because it helped to establish a more positive self concept which in turn can improve academic achievement and eradicate behavioral problems.

b). Teachers, Administrators and School Management

Findings of the study, reveals that the highest min for the dimensions that affects self concept is the self concept – social dimension. In addition, the findings also revealed that majority of the students have neurotic personality. It is known that school is one of the social agents. Hence, school administrators are recommended to be more concerned about the social issues among the students and not focusing only to the academic achievement.

Accordingly, the school counselor may conduct tests to identify the self concept and students' personality. Thus prevention step can be done by dealing with the students with low self concept and personality problems such as depression. The school is recommended to use the Personality Test JEPI and Tennessee Self Concept Scale as used by many researchers. School counselors also play a very important role in providing the feedback and information about the problems faced by students. School counselors need to encourage students towards instilling superior personality, a positive self concept, and aiming to achieve excellent academic achievements.

c). Students

Findings of the study show that based on neurotics scale, majority of the students have neurotic personality. Findings also revealed that the most dominant self concept dimension is family. Thus, it is recommended that students should be more involved with the activity-based society, to judge and evaluate them and build a winning personality to overcome their personality problems. This is because unstable emotions are actually due to a tendency of wanting to be alone and not wanting to mingle with other students. Furthermore, students also need to do more activities with their family to maintain good relations between the family members. Family ties have a great impact on the self concept and also on their academic achievement.

Students should also be exposed to activities which can enhance their self esteem, identity and the team spirit to train them to interact with the community. Such activities should be implemented in the co curricular activities or any special programmed to motivate them.

d). The Ministry of Education (MOE)

Year 2006 PMR results indicates that majority of students are achieving excellent result. Thus, the MOE should organize programmers or intensive courses for teachers and students to maintain these performances. Furthermore, findings also revealed that on the whole the students have positive self concept.

However, there are a number of students who still have negative self concept. Hence, it is recommended that MOE should organize various programmers, coordinates with the school programmers, to improve the students' self concept and their positive personality to impose excellent achievement. The MOE should ensure that the curricular and co curricular activities in schools have the goal to improve the students' self concept as well as their academic achievement.

Conclusion

Findings of the study also show that, on the whole, majority of the students have excellent academic achievement. This may be because they received good attention and care, and high appreciation from their peers, parents and the students around them; enabling them to improve their self concept and have positive impact on their learning process. Findings of this study are contrary to the study by Azizi & Kamaliah (2006) in which, studied the relationship of personality dimensions with academic achievement in rural schools in Batu Lintang, Kuching in Sarawak. This study concluded that only a minority of the students are excellent achievers and also a minority of them still performed less than satisfactory.

Analysis of this study is expected to give information about the self concept and personality of students which can affect their academic achievement. It is hoped that the findings can help students, teachers, school administrators, parents and the government (MOE); to be used as a guide in programmers to be organized within or outside of school; to instill the high self concept and positive personality; to prepare them as the generation of the future leaders.

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