

# ANALYZING SELF-CONCEPT ON HTHCV ALUMNI

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Analyzing Self-Concept on HTHCV Alumni

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## ANALYZING SELF-CONCEPT ON HTHCV ALUMNI

### Introduction

What would life be like if we lived in a monochromatic world? Would you be completely fine seeing the world in black and white or would you prefer all the different colors in between? Represented from social and personal traits, our study will focus on certain areas that pinpoint a student's academic confidence and whether it leads to success. For many students, how they feel about themselves affects how well they do in school. We want to find out if there is a correlation between positive self-confidence and strong academic ability. We will be viewing survey responses from High Tech High Chula Vista (HTHCV) alumni and try to figure out if their self-concept affects their education. The purpose of this project is to find the effects of college retention in order to help inform HTHCV administrators about the student.

### Literature Review

Self-esteem is a key component that influences someone's personality, especially during times of adolescence. Adolescence is a critical stage to the development of a child's self esteem.

In many ways, self-esteem can impact a student's emotions, thoughts, actions, and behavior. This impact can disturb things that help development such as social life, interest, educational skills, and emotional growth. (Hsiang-Ru L., Chang-Ming L., Jiunn-Chern J., Pi-Hsia-Lee., Wei-Lun C., & Wan-Yu W. (2009)., Taylor, L. D., Davis-Kean, P., & Malanchuk, O. (2007)., & Wouter, S., Germeijs, V., Colpin, H., & Verscheren, K. (2011). In the present paper, the role self concept has in adolescent and young adults through education is investigated. The hypothesis is that self concept affects how a student does well academically, socially, and emotionally in school. The following three literature reviews attempt to demonstrate and support the hypothesis.

In a research article by Hsiang-Ru Lai (2009), there were two main issues that were used to carry out the study: to see if self esteem impacts a student's education and how educators can integrate workshops and classes to build self-esteem. The focus group were junior high school students. The research was done on seventh-grade students in

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two different junior high schools in Taipei, making a total of 1,459 students. Over a 32-week course, students were a part of self-esteem building workshops. These workshops had a physical and health education curriculum. The way the curriculum was structured was through courses that involved lectures, discussions, and feedback from teachers, group participation, classmate support, exercise participation, and exercise skill learning.

These were done to establish a sense of security for the students, allowing them to feel comfortable and safe. After the research ended, the study reported that the physical education and workshop activities made minor impact to a student's self esteem. However, the study plans to encourage educators to integrate workshops like the one done to encourage self-growth for students.

In another article by Taylor, L. D, the study explores a possible linkage between self-concept and aggressive behaviors in adolescent in schools. The sample group included 842 youth that agreed to participate in a long-term panel study at the beginning of their education in middle school. Over half of them were male, and was racially diverse. For this study, the students were all enrolled in a middle school in the same county in an East-coast state. To carry out the study, these students were interviewed and completed questionnaires. In addition, researches obtained each student's school records. It turns out that a higher GPA has a positive effect on academic self-concept. At the end of the study, the results concluded that self-esteem was overall unrelated to aggression in school. However, it is seen that students with lower academic skills tend to be more aggressive.

In the next article by Sofie Wouter (2011), the study focuses on academic

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self-concept within students in university and college. The study focused on “academic self-concept as a predictor of success and academic adjustment in the first year of higher education.” In general, the aim was to see what could be factors that influence self concept and the consequences that may entail with it. The sample was 700 students who were entering college. Factors such as achievement and gender were accounted into the study. Gender was used as a control variable, because previous research has shown girls have a lower academic self-concept than boys. Types of ways to learn more about the participants were questionnaires. The results show that academic self-concept in high school affects students when they’re in higher education.

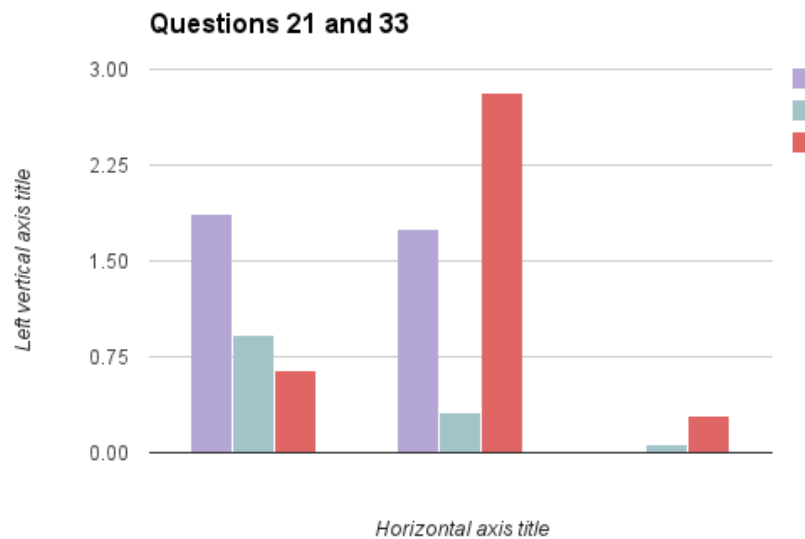
Overall, the results indicate that how students perceive themselves plays a huge impact on their academic achievement. Factors such as environment and curriculum do play a role in the development of a student’s self-concept.

### Findings

Over the course of the past few months, we have been reaching out to HTHCV alumni through a survey to gather data on their college experiences in order to understand college retention and a student's success in college. We created survey questions pertaining to the focus area of self-concept. After collecting responses to the survey, we compared values using a chi-squared test of independence. We used formulas such as observed, expected, and chi-squared values to find if values are dependent or independent to each other.

For our first finding, we analyzed two questions: 21 and 33. Question 21 asks, "How much do you either agree or disagree with the following statements? [I'm satisfied with my life.]" Question 33 asks, "How much do you either agree or disagree with the following statements? [I like myself as a person.]" From this finding, we found that people who have a healthy self-perception are more satisfied with life. These two results are dependent on each other. From the data, the chi-squared values are 9.61, the cutoff value is 9.488 and the degree of freedom is 4.

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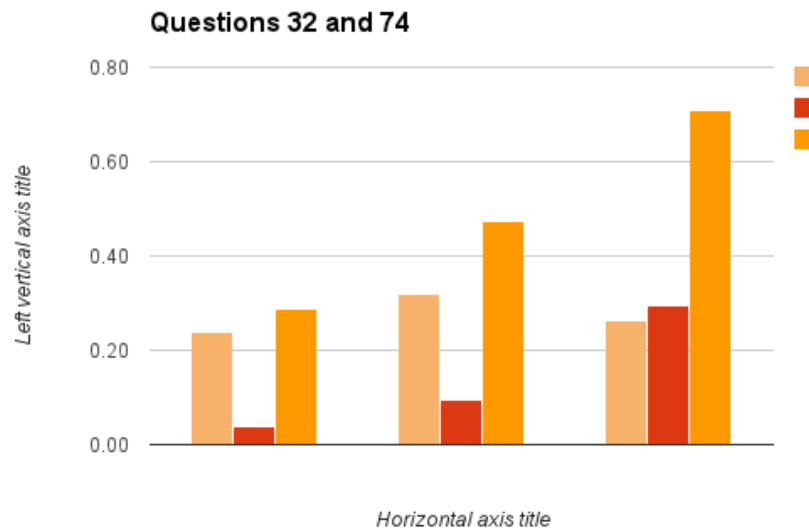
**Chi-Square Values**

	Strongly Agree	Agree	Somewhat Disagree	Totals
Strongly Agree	1.87	0.92	0.65	3.43
Somewhat Disagree	1.75	0.32	2.82	4.88
Agree	0.00	0.06	0.29	0.35
Totals	3.61	1.30	3.75	8.66

For our second finding, we focused on questions 32 and 74. Question 32 asks, “How much do you either agree or disagree with the following statements? [I have confidence in myself and my ability to succeed.]” Question 74 asks, “How much do you either agree or disagree with the following statements? [My grades reflect my abilities as a student.]” The chi-squared value is 3.5, the cut-off value is 2.592, and the degree of freedom is 6. As independent values, confidence in success and a personal reflection on grades do not correlate with one’s success.



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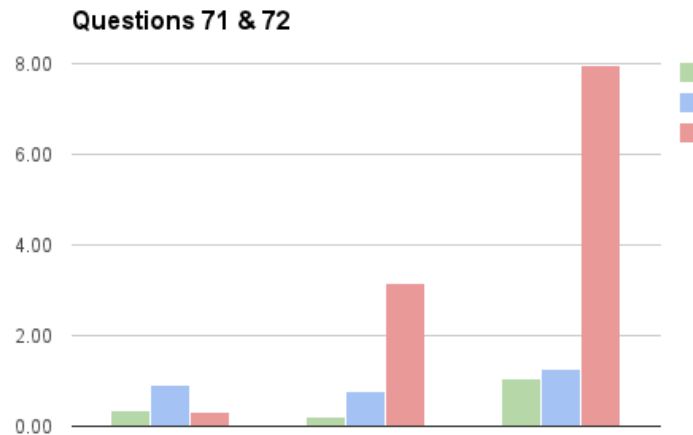
**Chi-Squared Values**

	Agree	Somewhat Disagree	Disagree	Totals
Strongly Agree	0.24	0.04	0.29	0.56
Agree	0.32	0.09	0.47	0.89
Somewhat Disagree	0.26	0.29	0.71	1.27
<b>Totals</b>	<b>0.82</b>	<b>0.43</b>	<b>1.47</b>	<b>2.72</b>

For our third finding, questions 71 and 72 are what we focused on. Question 71 asked, “How much do you either agree or disagree with the following statements? [I feel socially accepted at school.]” Question 72 asked, “How much do you either agree or disagree with the following statements? [I feel like a valuable part of my college community.]” The chi-squared value is 38.44m the cut-off value is 16.99 and the degree

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of freedom is 9. These questions are both dependent on each other. From our findings, feeling socially accepted at school makes a student feel like a valuable part of their college community.

**Chi-Squared Values**

	Agree	Somewhat Disagree	Disagree	Totals
Somewhat Disagree	1.38	0.42	0.13	1.92
Agree	0.38	0.01	0.14	0.54
Disagree	0.77	0.00	0.40	1.17
<b>Totals</b>	<b>2.53</b>	<b>0.43</b>	<b>0.67</b>	<b>3.63</b>

These findings tell us noteworthy results that will help enhance our focus topic: General Self Concept and how it relates to success in college. Our statistical research finds out what affects college retention and how success can be achieved. From gathering all the responses from past HTHCV alumni, we have been able to create a conclusion for

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our research. Although limited, our findings have shown that self-concept can be a factor in a student's success in school, but it is not an ultimate factor.

### Conclusion

These findings tell us noteworthy results that will help enhance our focus topic on how general self-concept can relate to success in college. From gathering all the responses from past High Tech High Chula Vista (HTHCV) alumni, we have been able to create a conclusion for our research. From our first finding, we found that students who have a positive self-perception are satisfied with life. Our second finding shows that confidence does not reflect one's grades and success. Last, our third finding shows that feeling socially accepted at school make students feel like a valuable part of their college community. Overall, we found that a positive outlook plays a role in a student's academic success. Our findings could be limited due to limited resources. Many factors such as honest responses, portion of HTHCV alumni that responded to the survey, and limited media outreach impacted our data. In order to collect data that is more solid, further research is required. The next steps we are going to add to our study are finding a wider range to reach out to HTHCV alumni, revise questions to have them strengthen our focus area, and finding effective ways to entice students to respond to our survey. Our findings give insight to the HTHCV student outlook and how the experience at this school may affect a student's college experience and perception on themselves. Factors such as presentation, social, and study skills affect a HTHCV graduate different from a student

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from another school. Therefore, this study will help find exactly how those factors came to be.

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