

# **Students' Self-Concept and Academic Achievement in Zimbabwe A Preliminary Study**

Pesanayi Gwirayi & Almon Shumba

## **Abstract**

Students' personal beliefs about their capabilities to learn influence their motivation and learning. This study determined the relationship between self-concept and academic achievement of Zimbabwean primary school students. A qualitative approach was used to collect data from 75 pupils (36 girls, 39 boys: age range 9–12 years). Data were also collected from five of the students' teachers. Pupils' perceptions of comments or feedback from classmates and teachers comprised the self-concept measures. Academic achievement was measured using teachers' ratings of pupils' academic performance. Pupils who reported receiving positive comments from classmates and teachers were more likely to be rated by their teachers as having higher academic achievement compared to those who perceived themselves to be less favourably regarded by teachers.