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ACADEMIC SELF-ESTEEM, FEEDBACK AND ADOLESCENTS' ACADEMIC ACHIEVEMENT

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Academic performance is contingent on host of variables, broadly confederating around three major factors. The intellectual domain, mostly in the hands of entity theorist, has been traditionally considered to be the most potent factor followed by motivational constructs. 'Self-theories', the third head, also offer plausible explanations regarding academic achievement and appear to be the most dynamic in nature in conjunction with motivational variables. But the 'Self-theories' appear to be a late entrant into the equation and the role of cognitive abilities in predicting academic performance appears to be touted. The three factors enumerated above are related and often offers mutual impetus to each other. It is slightly difficult to disentangle them especially in school setting, however the present study emphasizes more on the pivotal role of 'Self-concept' as a function of academic performance.

Shavelson, Hubner, and Stanton (1976) define self-concept as a person's perception of himself or herself that is formed through experiences with the environment and influenced especially by environmental reinforcements and significant others. This definition emphasizes the influence of significant others in the formation of self-concept and self-esteem. In a school setting, the most significant of significant others are probably the teacher and classmates whose support or non-support for an individual student's academic pursuit is likely to have a significant impact on the student's interest in schoolwork, self-esteem as a student, and academic performance. However, the literature on self-concept research seems to have suggested that the teacher is likely to be the least effective agent of change in student self-concept (Hattie, 1992). In early childhood education, some researchers have also demonstrated that the teacher is unlikely to be a very effective agent in enhancing academic achievement beyond family variables (Scarr & Thompson, 1994). If the teacher is not an important agent of change in a school setting, then who is? The present study examines the impacts of adolescents' personal expectancy of academic achievement including support of this expectancy from parents, teachers, peers along with interest in academic work, and self-esteem in the school setting on their