



## The Relationship between Self-Concept and Communication Skills towards Academic Achievement among Secondary School Students in Johor Bahru

Azizi Yahaya

Faculty of Education, Universiti Teknologi Malaysia  
81310 Skudai Johor, Malaysia

Tel: 60-127-570-298 E-mail: p-azizi@utm.my

Jamaludin Ramli

Faculty of Education, Universiti Teknologi, Malaysia  
81310 Skudai Johor, Malaysia

### Abstract

The article reviews empirical studies which emphasize that the relationship of self-concept and interpersonal communication skills to academic achievement. 320 students from eight schools in Johor Bahru were picked at random using the simple random method. The assessment instruments used in this study were the “Tennessee Self-Concept Scale” (TCS) and “Interpersonal Communication Skills Inventory” (ICSI). The reliability level of the assessment instruments is 0.7498 (TCS) and 0.7587 from the pilot study done on a group of twenty respondents. The data was analyzed using the Pearson’s correlation and descriptive statistics. The students’ levels of dimension of self-concept (physical, personal, moral and ethic, behavior, social satisfaction and identity) and interpersonal communication skills were identified. The students’ PMR examination results were used as the academic achievement indicator. The results indicated that the majority of the students possessed the moderate level of self-concept and interpersonal communication skills. Self-concept was found to correlate quite significantly with interpersonal communication skills but it was found that self-concept does not correlate significantly with academic achievement. Suggestions were put to improve the students’ interpersonal communication skills and their self-concept. One of the suggestions is that communication skills should be introduced as a subject in the school curriculum from the primary level. This will not only develop a student’s self-confidence but also enhance his self-concept.

**Keywords:** Self-concept, Interpersonal, Communication skills and academic achievement

### Introduction

Self-concept refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Parental upbringing, continuous failure, depression and internal self-critic are factors that influence the development of one’s self-concept. A positive self-concept can be developed through behave objectively in knowing oneself, always appreciate oneself, be friend to oneself and always have a positive and rational thinking. Educational psychology can be referred to a distinct scientific discipline within psychology that includes both method of study and a resulting knowledge base. It is believed that the development of student’s self-concept depends on the focus of educators in educational psychology in classroom practice. Educational psychology provides important background knowledge that pre-service and in-service educators can use as the foundation for professional practice. A positive self concept can contribute to good academic achievement by student’s optimistic personal expectations about himself or herself.

There are a variety of ways to think about the self. The most widely used term is self-concept and generally refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

Franken (1994) states that “there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior” We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishments of others. That is, self-concept is not innate, but is developed by the individual through interaction with the environment and reflecting on that interaction.

There are a several different components of self-concept: physical, academic, social, and transpersonal. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate to other people and the transpersonal self-concept describes how we relate to the supernatural or unknowns.

Students generally strive for academic excellence. Success or failure in the academic arena can be either a good or bad experience for a student. Academic performance is in general the yardstick used to measure the personal success of an individual. Academic excellence in public examinations such as the PMR (Lower Secondary Assessment) for instance is the success indicator of a student. Excellent academic performance is the hope and pride of each and every student. Besides, it is also the hope of parents, teachers and educational institutions at large (Azizi et.al. 2009, Claes, M., Lacourse, E., Bouchard, C., & Perucchini, P. 2003).

It is the norm for society and educational institutions in Malaysia to promote academic excellence through cognitive ability and learning style or IQ (mental intelligence). Binder, Jones and Strogwig (1970); Thorndike and Hagan, 1969 in Watson and Monroe (1990) show that there is a 0.50 to 0.70 relationship between IQ and academic achievement. They stated that 50 percent of the variable in academic performance could be forecast through IQ.

Self-concept (physical, personal, moral and ethic, behavior, social satisfaction and identity), interpersonal communication skills and academic performance can be considered as three separate components. It is easy to assess a student's academic performance through the grade achieved in tests and examinations. However, assessing a student's self-concept which involves feelings and perceptions of an individual is much more subjective and thus a more difficult task. Interpersonal communication skills of an individual are easier to assess as a student's ability to communicate can readily be determined by the way he interacts with his teachers and peers. However, it is not an easy task to assess the level of interpersonal communication skills of a student as the interaction between students and their peers and students and their teachers occurs only in the classroom in the school (Claes, M., Lacourse, E., Bouchard, C., & Perucchini, P. 2003).

It is essential for an individual to acquire interpersonal communicational skills to communicate, discuss and exchange ideas effectively with his teachers and peers (Downey, Meriel. 1977). With the current trends in the school system, which emphasizes the student's ability to express him in the teaching and learning process, it is mandatory that a student acquire interpersonal communication skills. A student who lacks interpersonal communication skills will not only experience problems communicating but also during the learning process as discussion forms the very basis of today's teaching and learning process (Azizi Yahaya., & Kamaliah Nordin, 2006). This inadequacy will indirectly erode a student's confidence and self-concept thus affecting his academic performance.

Excellent academic performance is the main target of every student and school. For excellent academic performance, a student ought to acquire an understanding and a grasp of the subject content. This process of acquiring a command and an understanding of the subject content does not depend on merely on memory work but on the level of self-concept and the ability to interact effectively. A high level of self-confidence coupled with effective learning techniques will lead to excellent academic performance. Self-concept and interpersonal communication skills form the basis of self-confidence.

A student's confidence and the ability to express him and interact in the classroom are closely related to self-concept. According to Coyle (1993) and Gergen, Kenneth J. (1971). The ability for interpersonal communication will affect the self-concept of an individual. A student assesses himself by the perception that the teachers have of him. This perception is based on his ability to interact with others in the classroom. Teachers tend to give good assessment to students who interact well in the classroom. This in turn increases their self-confidence leading to a higher level of self-concept.

The current democratic teaching style encourages students to interact with the teachers as well as their peers in the classroom. The interpersonal communication skills the students possess make them more self confident and indirectly influence their academic performance.

**Problem Statement**

It is not that students do not have ideas or do not know how to answer the teacher's questions, but it is their inability to express themselves due to their lack of communicational skills and the lack of courage for fear that they will be assessed by their teachers and peers especially if their opinion is not accurate and fails to meet the teacher's requirements (Martinot, Delphine and Jean-Marc Monteil, 2000).. This situation is the result of the lack of interpersonal communication skills of a student and a negative or low level of self-concept.

It is essential for a teacher to understand the level of self-concept of a student in order to employ an effective approach during the teaching and learning process, for instance when questioning students. Besides, communicating in the classroom plays an important role in shaping a student's self-concept (Barnes, Douglas & Frankie Todd, 1977). A student with communication skills can communicate effectively with his teachers and peers both inside and outside the classroom.

**Research Objective**

This study focused on the relationship between self-concept and interpersonal communication skills to academic achievement. Other than that this study also try to find out the students' levels of dimension of self-concept such as physical, personal, moral and ethic, behavior, social satisfaction and identity and interpersonal communication skills

**The Significant of the Study**

This study hopes to benefit teachers who play an important role in building a student's interpersonal communication skills especially during the teaching and learning process in the classroom (Weaver II, Richard. 1996).. A teacher is able to formulate a suitable approach to improve a student's interpersonal communication skills after having identified his level of self-concept.

Parents too can help their offspring's level of self-concept and interpersonal communication skills by paying more attention to their children at home and encouraging them to improve their academic performance (Barnes, Douglas & Frankie Todd. 1977).

The Ministry of Education can plan strategies to improve students' self-concept and interpersonal communication skills through the curriculum and education syllabus in school to ensure excellent academic performance. It is hoped that with elements of interpersonal communication skills will integrated into the learning process by the Ministry of Education. In time, it will be across the curriculum as it is the case of moral values and critical and creative thinking skills.

**Limitation**

The self-concept dimensions used in this study cover; the physical self-concept, moral ethic self-concept, personal self-concept, family self-concept, social self-concept, behavioral self-concept, identity self-concept and satisfaction self-concept. The study also focused on the level of self-concept such as negative/low, moderate and positive/high self-concept are also looked into as these will have an impact on academic performance and an individual's ability to communicate. All self-concept dimensions mentioned above are interwoven into the questionnaire.

The study samples are limited to form four students as they have taken the PMR examination which is the indicator for academic achievement in this study. Random samples have been taken from ten schools in the Johor Bharu area.

**Research Design**

This study was carried in the form of a descriptive survey focusing on the relationship of self-concept and interpersonal communication skills with academic achievement among the form four students of several schools in the Johor Bharu area.

This survey serves to explain the correlations between self-concept with academic achievement and the relationship between interpersonal communication skills and academic achievement. A pilot study was carried out to test the validity and reliability of the instruments used for the actual survey. The data was collected via a questionnaire administered by the class teacher to the respondents (Azizi Yahaya, Shahrin Hashim, Jamaludin Ramli, Yusof Boon & Abdul Rahim Hamdan, 2006).

**Population and Sample**

There are a total of 10,694 form four students from 39 government-aided schools in the Johor Bharu District. Out of this, a total of 370 students from 10 different schools were picked randomly as study samples. The sample size of 370 was determined by the Table for Sampling Purposes by Krejcie and Morgan (1970).

**Pilot Study**

The aim of the pilot study was to test the validity and reliability of the questionnaire used in the actual study. 20 students who were not the actual respondents were picked at random from a chosen school. The outcome of the pilot study shows that a few items in the questionnaire had to be improved due to the comment from the respondent and the

item show from the reliability test. The outcome of the reliability of section B of the questionnaire was 0.7498 while section C is 0.7587 (Azizi Yahaya, Shahrin Hashim, Jamaludin Ramli, Yusof Boon & Abdul Rahim Hamdan, 2006).

### **Data Analysis**

The correlation analysis was used to examine the correlations between the variables in the study namely the relations between self-concept and interpersonal communication skills with academic achievement as well as the relationship between self-concept and interpersonal communication skills with a student's background and academic achievement.

To test the hypothesis that was put forth, the analysis of correlation was used because the entire hypothesis examined only the relationship between the variables. A significant level of 0.05 was determined to test the hypothesis. According to Azizi et.al (2007), the significant level usually employed in the study of social sciences is 0.05.

### **Finding**

The findings of the study are tabulated to show the percentage of frequency. The details are presented in accordance to the sequence in the survey. This chapter also tests the study hypothesis to determine the acceptance or rejection of the null hypothesis. The level of significance used to determine the acceptance or rejection of the null hypothesis at 0.05.

#### **Analysis of the Level of Total General Self-Concept**

INSERT TABLE 1 ABOUT HERE

The findings on self-concept as a whole shows that of the 320 respondents, 317 or 99.1% possessed the moderate level of self-concept, 3 or 0.9% possessed the positive or high level of self-concept while non of the respondents possessed the low level of self-concept.

#### **Analysis of the Level on Physical Self-Concept**

INSERT TABLE 2 ABOUT HERE

The findings show that the physical dimension of self-concept was mostly at medium level whereby 267 or 83% out of 320 were included in the moderate category.

53 respondents or 17% had positive levels of physical self-concept while none of the respondents had negative self-concept.

#### **Analysis of the Level on the Moral Ethics Self-concept**

INSERT TABLE 3 ABOUT HERE

The study shows that the Moral Ethics of respondents as a whole was at the moderate level in those 305 respondents or 95% possessed this self-concept. 15 respondents or 5% were at the negative level, while none of the respondents were at the positive level of the moral ethics concept.

#### **Analysis of the Level of Personnel Self-Concept**

INSERT TABLE 4 ABOUT HERE

The findings of the study on Personal Self-concept shows that 15 or 5% of respondents possessed the positive level of personal self-concept, 305 or 95% at the moderate level while non of the respondents possessed the low level of personal self-concept.

#### **Analysis of Family Self Concept**

INSERT TABLE 5 ABOUT HERE

The table shows the findings of the respondents' level of the Family Self-concept. 138 respondents or 43% had the positive level of family self-concept, 3 or 1% had the negative level family self-concept while 179 or 56% have the moderate level of family self-concept.

#### **Analysis of the Level of Social Self-Concept**

INSERT TABLE 6 ABOUT HERE

The findings of the study shows that 30 respondents or 9% possessed the positive level of social science self-concept, 280 or 88% of respondents possessed the moderate level of self-concept and 9 or 3% possessed the low level of self-concept.

#### **Analysis of the Level of Behavioral Self-Concept**

INSERT TABLE 7 ABOUT HERE

The table 7 shows that 123 or 53% of respondents possessed the positive level of behavioral self-concept, 192 or 60% at the moderate level of behavioral self-concept and 5 or 2% possessed low levels or negative behavioral self-concept.

**Analysis of the Level of Identity Self-Concept**

INSERT TABLE 8 ABOUT HERE

The findings shows that 22 respondents or 7% were at the positive level of Identity self-concept, 267 or 84% at the moderate level and 29 or 9% at the low level.

**Analysis of the Level of satisfaction Self-Concept**

INSERT TABLE 9 ABOUT HERE

Table 9 shows that 44 or 14% of the respondents were at the positive level of satisfaction self-concept, 249 or 78% were at the moderate level while 27 or 8% of respondents were at the negative level of self satisfaction concept.

**Analysis of the Level of Interpersonal Communication Skill Self-Concept**

INSERT TABLE 10 ABOUT HERE

The findings on the level of Interpersonal Communication Skills shows 46 or 14.4% of the respondents were at the high level of Interpersonal Communication Skills, 272 or 85% were at the moderate level while 2 or 0.6% were at the low level of Interpersonal Communication Skills.

**Analysis of the Relationship between Self-Concept and Interpersonal Communication Skill Self-Concept****Hypotheses Testing**

The Pearson Correlation Analysis is used to test the acceptance or rejection of the null hypotheses as the hypotheses was put forth to show only the relationship between variables in the study.

**Testing Null Hypotheses One: There is no significant relationship between self-concept and interpersonal communication skills.**

INSERT TABLE 11 ABOUT HERE

The findings of the correlation analysis show that there is a significant relationship between self-concept and interpersonal communication skills where  $r=0.239$ ,  $P<0.01$ .

Therefore, the first null hypotheses which stated that there is no significant relationship between the self-concept with interpersonal communication is rejected.

**Testing Null Hypotheses Two: There is no significant relationship between self-concept and academic achievement.**

INSERT TABLE 12 ABOUT HERE

The analysis shows that there is no significant relationship between self-concept and academic achievement. The relationship shows a low inverted relationship or  $r=-0.56$ ,  $P<0.317$ . This means that the null hypothesis which states that there is no significant relationship between self-concept and academic achievement is accepted.

**Testing Null Hypotheses Three: There is no significant relationship between interpersonal communication skills and academic achievement.**

INSERT TABLE 13 ABOUT HERE

Table 13 shows that there is a significant relationship between interpersonal communication skills and academic achievement although the relationship between the two is weak or  $r=-0.146$ ,  $P<0.000$ . Therefore, the null hypotheses are rejected and the alternative hypotheses that there is a significant relationship between interpersonal communication skills and academic achievement are accepted.

**Testing Null Hypotheses Four: There is no significant relationship between parent's Commitment with self-concept and academic achievement.**

INSERT TABLE 14 ABOUT HERE

There is clearly a significant relationship between the parent's Commitment and academic achievement although the relationship is weak that is  $r=0.260$ ,  $P<0.000$ . The relationships between parent's Commitment and self-concept shows a significant but weak negative correlation that is  $r=-0.111$ ,  $P<0.48$ . Therefore, the null hypotheses which state that there is no significant relationship between parent's Commitment with self-concept and academic achievement is rejected.

**Testing Null Hypotheses Five: There is no significant relationship between parent's Commitment with interpersonal communication skills and academic achievement.**

INSERT TABLE 15 ABOUT HERE

The correlation analysis shows that the null hypotheses that states there is no significant relationship between parent's level of education with interpersonal communication skills and academic achievement is accepted. This is because there is no significant relationship between parent's level of education and interpersonal communication skills although the relationship is weak that is  $r=0.1396$ ,  $P<0.13$ .

Although the relationship between parent's level of education and academic achievement is weak, there is a significant relationship between the two or  $r=0.260$ ,  $P<0.000$ . Thus the hypotheses is accepted

**Testing Null Hypotheses Six: There is no significant relationship between parent's income with Self-concept and academic achievement.**

INSERT TABLE 16 ABOUT HERE

The parents' income and academic achievement shows a significant but weak relationship that is  $r =0.242$ ,  $P<0.000$ . The null hypotheses is therefore, rejected. On the other hand, the relationship between the parents' of income and self-concept does not show a significant relationship that is  $r=0.150$ ,  $P>0.792$ . The hypothesis is therefore accepted.

**Testing Null Hypotheses Seven: There is no significant relationship between parents' income with interpersonal communication skills and academic achievement.**

INSERT TABLE 17 ABOUT HERE

The correlation analysis shows that there is a significant relationship between parents' income with academic achievement however the relationship is weak that is  $r=0.146$ ,  $P<0.000$ . The relationship between parents' income and interpersonal communication skills also shows a significant but weak relationship that is  $r =0.242$ ,  $P<0.000$ . The hypothesis is therefore rejected.

**Testing Null Hypotheses Eight: There is no significant relationship between a student's position among siblings with self-concept and academic achievement.**

INSERT TABLE 18 ABOUT HERE

There is a weak, negative and insignificant relationship between a student's position among siblings and self-concept that is  $r =-0.035$ ,  $P<0.527$ . The null hypotheses is therefore, accepted. The relationship between a student's position among siblings and academic achievement however shows a significant but weak and inverted relationship that is  $r =-0.129$   $P<0.021$ . Therefore, the null hypotheses is rejected.

**Testing Null Hypotheses Nine: There is no significant relationship between number of siblings with interpersonal communication skills and academic achievement.**

INSERT TABLE 19 ABOUT HERE

The correlation analysis shows that there is no significant relationship between numbers of siblings with interpersonal communication skills. It also shows a weak relationship that is  $r =0.027$ ,  $P<0.633$ . The number of siblings and academic achievement show an inverted and insignificant relationship that is  $r =-0.039$ ,  $P<0.488$ . Thus, the null hypothesis is rejected.

## Conclusion

The outcomes of the survey shows that all the objectives were fulfilled and the survey was satisfactory as no objective was overlooked in the study. All the hypotheses put forth were tested and shows that four null hypotheses as followed were accepted (1) There is no significant relationship between self-concept and academic achievement. (2) There is no significant relationship between the positions of a student among his siblings and self-concept. (3) There is no significant relationship between parents' income and self-concept.. (4) There is no significant relationship between the total number of siblings with interpersonal communication skills and academic achievement.

On the whole, the outcome of the study shows that there is a weak relationship between the variables put forth in this study. The outcomes of the study shows unexpected results namely there is no significant relationship between self-concept and academic achievement: there is no significant relationship between the total number of siblings and interpersonal communication skills: and between the total number of siblings and academic achievement (Barnes, Douglas & Frankie Todd, 1977).

Students, on the whole, have a moderate dimension of self-concept. The dimensions of self-concept that a student possesses a second place which have a positive/high outcome include physical self-concept, family self-concept and behavioral self-concept. This is because the above mentioned self-concepts are positive compared to other which is in the third place (low level) of self-concepts like moral ethic self-concept, social self-concept, identity self-concept, satisfaction self-concept and personal self-concept as the numbers of students who possess positive self-concept in these dimensions are small. However, the levels of the above self-concept are on the whole moderate.

The level of interpersonal communication skills a student possesses is generally moderate although there are a few students who possess good communication skills.

The relationships between self-concept with interpersonal communication skills have shown positive results as there is a significant relationship between the two. However, there is no relationship between academic achievement and self-concept.

It can therefore, be concluded that the outcomes of the study shows a positive result which represented a total of 320 respondents in the area of Johor Bahru who have fulfilled the requirement of the minimum sample number to produce a reliable outcome of the study.

### Recommendation

Self-concept and Interpersonal Communication Skills are two elements which direct or indirectly influence the life of an individual. The researchers therefore propose these suggestions:

1. The Ministry of Education or The State Education Department draws up a plan where a subject on interpersonal communication skills is included in the school education syllabus.
2. Teachers are given the exposure on the importance of interpersonal communication skills. They are to attend courses, workshops, or seminars on interpersonal communication skills. It is vital that this step is taken because these teachers will direct or indirectly channel their acquired knowledge to their students.
3. There are numerous factors that influence a student's self-concept. One of these factors is their teachers are the student's role model. The Ministry of Education should therefore be more stringent when drawing up the criteria for the selection of trainee teachers. Thus only the trainee teachers who possess positive self-concept are accepted. The criteria for the level of self-concept can be determined by administering the self-concept test. Although results may not be a hundred percent accurate, it is invaluable when selecting the ideal candidate.
4. The activities carried out in schools should be planned as such where the students' self-concept can be enhanced. The setting up of Elocution and Debating Clubs should be encouraged as these activities help to mould the students into having a more positive self-concept as well as to be more critical in their thinking. Elocution contests and debates should therefore be made an annual program at both primary and secondary level.
5. Parents should be actively involved with the Parents and Teachers Association (PTA) to enable them to cooperate with the school to plan activities where closer relationships can be fostered among parents, teachers and students. These close relationships will indirectly influence the students' attitude and behavior towards their studies. Disciplinary problems faced by the school such as playing truant and vandalism, students who are unmotivated and low academic performances can thus be overcome if both teachers and parents join the forces.

### References

- Azizi Hj. Yahaya. (2000). *Hubungan Konsep Kendiri Dengan Pencapaian Matematik*. Kajian Ilmiah yang tidak Diterbitkan.
- Azizi Yahaya, Shahrin Hashim, Jamaludin Ramli, Yusof Boon & Abdul Rahim Hamdan. (2006). *Mastering Research Method*. Kuala Lumpur: PTS Professional Publishing Sdn. Bhd.
- Azizi Yahaya & Jaafar Sidek Latif. (2005). *Development of Self Concept*, Pahang: PTS Publishing Sdn Bhd.
- Azizi Yahaya., & Kamaliah Nordin. (2006). *Relationship Between Self Concepts, Motivation And Parenting Styles Effected Students Achievements*. Unpublished article, Universiti Technology Malaysia.
- Azizi Yahaya, Yusof Boon, Jamaludin Ramli, Noordin Yahaya, Raja Roslan Raja Raja Abd. Rahman. (2009). *The Relationship between Dimensions of Personality, Self Concept and Family Influence on Students in the FELDA Scheme in Johore Malaysia*. *European Journal of Social Science*, Vol. 11, Issue 2, ISSN: 1450-2267.
- Azizi Yahaya, Jamaludin Ramli, Noordin Yahaya, & Saini Jaalam. (2009). *Relationship between Self Concepts And Personality and Students' Academic Performance In Selected Secondary Schools Malaysia*. *European Journal of Social Science*, Vol 11, Issue 2, ISSN: 1450-2267.
- Barnes, Douglas & Frankie Todd. (1977). *Communication and learning in small groups*. London: Henley and Boston.
- Claes, M., Lacourse, E., Bouchard, C., & Perucchini, P. (2003). *Parental practices in late adolescence, a comparison of three countries: Canada, France, and Italy*. *Journal of Adolescence*, 26, 387-399.
- Downey, Meriel. (1977). *Interpersonal judgements in education*. London: A Wheaton & Company, Exeter.
- Gergen, Kenneth J. (1971). *The concept of self*. USA: Holt, Rinehart and Winston, Inc.
- Jabatan Pendidikan Negeri Johor. (2000). *Maklumat asas sekolah: Senarai sekolah-sekolah negeri Johor*. Unit Maklumat: Sektor Pengurusan Perkhidmatan Pendidikan

Martinot, Delphine and Jean–Marc Monteil. (2000). Use of self-concept in forming preferences by French students of different level of academic achievement. *Journal of Psychology*, 140:1, 119-131.

Miller, George A. (1970). *The psychology of communication: Seven essays*. Great Britain: The Penguin Press

Pearson, Judy Cornelia & Brian H. Spitzberg. (1990). *Interpersonal, components and contexts (2<sup>nd</sup> ed.)*. USA: WM. C. Brown Publishers.

Sutton, Clive. (1986). *Communicating in the classroom*. Great Britain: Robert Hartnoll Ltd.

Syed Arabi Idid. (1998). *Kaedah penyelidikan komunikasi dan sains sosial*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Weaver II, Richard. (1996). *Understanding interpersonal communication*. USA: Harper Collins College Publishers.

Table 1. Distribution of Respondents based on Level of general Self-concept

Level of Self-concept	Number	Percentage
High or Positive	3	0.9
Moderate	317	99.1
Low or Negative	0	0
Total	320	100

Table 2. Distribution of Respondents based on the Level of Physical Self-concept

Level of Physical Self-concept	Number	Percentage
High or Positive	53	17.0
Moderate	267	83
Low or Negative	0	0
Total	320	100

Table 3. Distribution of Respondents based on the Moral Ethics Self-concept

Level of Moral Ethics Self-concept	Frequency	Percentage
High or Positive	0	0
Moderate	305	95.0
Low or Negative	15	5.0
Total	320	100

Table 4. Distribution of Respondents based on the Level of Personal Self-concept

Level of Personal Self-concept	Frequency	Percentage
High or Positive	15	5.0
Moderate	305	95.0
Low or Negative	0	0
Total	320	100

Table 5. Distribution of Respondents based on the Level of Family Self-concept

Level of Family Self-concept	Frequency	Percentage
High or Positive	138	43.0
Moderate	179	56.0
Low or Negative	3	1.0
Total	320	100



Table 6. Distribution of Respondents based on the Level of Social Self-concept

Level of Social Self-concept	Frequency	Percentage
High or Positive	30	9.0
Moderate	280	88.0
Low or Negative	10	3.0
Total	320	100

Table 7. Distribution of Respondents based on the Level of Behavioral Self-concept

Level of Behavioral Self-concept	Frequency	Percentage
High or Positive	123	38.0
Moderate	192	60.0
Low or Negative	5	2.0
Total	320	100

Table 8. Distribution of Respondents based on the Level of Identity Self-concept

Level of Identity Self-concept	Frequency	Percentage
High or Positive	22	7.0
Moderate	269	84.0
Low or Negative	29	9.0
Total	320	100

Table 9. Distribution of Respondents based on the Level of Satisfaction of overall Self-concept

Level of Social Satisfaction Self-concept	Frequency	Percentage
High or Positive	44	14.0
Moderate	249	78.0
Low or Negative	27	8.0
Total	320	100

Table 10. Distribution of Respondents based on the Level of Interpersonal Communication Skill

Level of Interpersonal Communication Skill	Frequency	Percentage
High or Positive	46	14.4
Moderate	272	85.0
Low or Negative	2	0.6
Total	320	100

Table 11. The Relationship between Self-concept and Interpersonal Communication Skills

Relationship Between Variables	r	P	N
Self-concept with Interpersonal Communication Skills	0.239	0.000	320

P&lt;0.05

Table 12. The Relationship between Self-concept and Academic Achievement

Relationship Between Variables	r	P	N
Self-concept with Interpersonal Communication Skills	-0.56	.317	320

P&lt;0.05

Table 13. The Relationship Between Interpersonal Communication Skills And Academic Achievement

Relationship Between Variables	r	P	N
Interpersonal Communication Skills and Academic Achievement	0.146	0.000	320

P&lt;0.05

Table 14. The Relationship between Parents Commitment with Self-concept and Academic Achievement

Relationship Between Variables	r	P	N
Parents Level of Education with Self-concept	-0.111	0.048	320
Parents level of Education With Academic Achievement	0.260	0.000	320

P&lt;0.05

Table 15. The Relationship between parent's Commitment with Interpersonal Communication skills and Academic Achievement

Relationship Between Variables	r	P	N
Parents parent's Commitment with Interpersonal Communication Skills	-0.139	0.013	320
parent's Commitment With Academic Achievement	0.260	0.000	320

P&lt;0.05

Table 16. The Relationship between Parents Income with Self-concept and Academic Achievement

Relationship Between Variables	r	P	N
Parents Income and Self-concept	0.015	0.792	320
Parents income And Academic Achievement	0.242	0.000	320

P&lt;0.05

Table 17. The Relationship between Parents Income with Interpersonal Communication Skills and Academic Achievement

Relationship Between Variables	R	P	N
Parents Income with Interpersonal Communication Skills	.146	0.000	320
Parents Education With Academic Achievement	0.242	0.000	320

Table 18. The Relationship between a Student's Position among Siblings with Self-concept and Academic Achievement

Relationship Between Variables	R	P	N
a Student's Position among Siblings with Self-concept	-.035	0.527	320
A Student's Position among Siblings with Academic Achievement	-.129	0.021	320

P&lt;0.05

**Testing Null Hypotheses Nine: There is no significant relationship between number of siblings with interpersonal communication skills and academic achievement.**

Table 19. The Relationship between number of siblings with interpersonal communication skills and academic achievement

Relationship Between Variables	r	P	N
Number of siblings with Interpersonal communication skills	0.027	0.633	320
Number of siblings with Academic Achievement	-.039	0.488	320

P&lt;0.05