Abstract

This is an empirical study aimed at exploring the effects of school experiences on the development of students’ self-concept based on a priori model of self-concept. Data were collected from a sample of 1167 secondary school students and analyzed using Structural Equation Modelling and the results demonstrated that the full model fits the data adequately. School experiences contributed a significant positive direct effect on the students’ self-concept. Among other findings, school experiences produced positive indirect effect on the sub-constructs of self-concept. The indirect effect of school experiences on academic self-concept was the greatest, followed by physical self-concept and social self-concept. The role of self-concept as a mediator of school experiences and the sub-constructs of self-concept was confirmed.

Keywords: school experiences, self-concept, academic self-concept, physical self-concept, social self-concept