RELATIONSHIP AMONG SOCIAL-ENVIRONMENTAL SUPPORT, ACADEMIC SELF-CONCEPT AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

BY

Rahmatu Abdullahi DOGARA
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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

SUPERVISORS:

1. **DR. A.I. MOHAMMED**
2. **DR. YUNUSA UMARU**

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL PSYCHOLOGY,

DEPARTMENT OF EDUCATIONAAL PSYCHOLOGY AND COUNSELING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY
ZARIA.

2015

DECLARATION

I declare that this thesis entitled: "Relationship among Social Environmental Support, Academic Self-Concept and Academic Performance of Secondary School Students in Zaria Metropolis" was conducted by me in the Department of Educational Psychology and Counseling, Faculty of Education, under the Supervision of Dr. A.I Mohammed, and Dr. Yunusa Umaru. This dissertation, to the best of my knowledge has never been submitted in any institution in pursuance of any academic qualification. The information derived from any literature or source has been duly acknowledged in the text and list of references provided.

_____ _____

Rahmatu Abdullahi DOGARA Date

CERTIFICATION

This thesis titled "Relationship among Social Environmental Support, Academic Self-Concept and Academic Performance of Secondary School Students in Zaria Metropolis" was conducted by Rahmatu Abdullahi DOGARA in partial fulfillment of the requirement for the award of masters degree in Educational Psychology, Department of Educational Psychology and Counseling, Faculty of Education, Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge, literary presentation and health promotion.

_____ _____

Dr. A.I Mohammed — Date
Chairman, supervisory committee

_____ _____

Dr. Yunusa Umaru — Date
Member, supervisory committee

_____ _____

Professor Musa Balarabe — Date
Head,
Department of Psychology and Counseling
A.B.U Zaria

_____ _____

Prof. K. Bala — Date
Dean,
School of Post-graduate studies
A.B.U Zaria

DEDICATION

This study is dedicated to the Almighty God. My late father, Alhaji Dogara Abdullahi and my mother Hajia Hauwa Dogara. May his gentle soul continue to rest in perfect peace (Amen).

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Praise and Glory be to Allah, the Most Gracious and the Most Merciful. Who with His Mercy, gave me courage, health and ability to complete and compile this thesis.

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ABSTRACT

The study investigated the relationship among social environmental support, academic self-concept and academic performance of secondary school students in zaria metropolis of Kaduna State. Two (2) hypotheses were formulated and tested at 0.05 level of significant. The study was correlational research. The sample of 357 of Junior Secondary School II Students of 15 schools were randomly selected from 29 schools of Zaria metropolis with a population of 3,870. The data obtained was analysed using PPMC. The result of the analysis showed that, positive relationship between social environmental support and academic self-concept of JSS II Students of Zaria Metropolis were found based on parental support with r-0.810 and p-0.002, teacher support with r-0.625 and p-0.001 and peer support with r-0.724 and p-0.000. Positive relationship was also found between social environmental support and academic performance of JSS II Students of Zaria Metropolis based on parental support with r-0.614 and p-0.003, teacher support with r-0.415 and p-0.001 and peer support with r-0.562 and p-0.000. It was recommended among others that social environment should be made conducive in order to enhance academic self-concept and academic performance.

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OPERATIONAL DEFINITION OF TERMS

The following terms are operationally define as follows:

Social Environmental-Support: This encompasses all student's interaction and experiences in the form of encouragement, suggestion and praises from significant others in the family and school. It includes teacher's support, parental support and peers' support.

Academic Self-Concept: Is referred to as the views student hold about his or her academic capabilities and competencies.

Academic Performance: This refers to the average score a student makes on the academic performance tests of Mathematics and English Language.

CHAPTER ONE

INTRODUCTION

1.2 Background to the Study

The environment, defined to include the physical and social conditions in the family, school, community and the peers group play a significant role in human development and academic performance. The role played by the environment in human behaviour has philosophical roots. Looke as cited in Feldman (1996) argued that the mind of the newly born child was in effect a blank slate (tabularrasa) on which the story of his or her individual experiences could be written from the scratch.

The social environmental support provides the frame work for interaction within an ecological location. The types of student's relationships and students experiences in their neighborhood, school, family and peer group have been shown to influence specific student adaptation outcomes associated with school success (Powers, Bowen & Rose, 2005). Thus a students perceptions and beliefs of whether school activities a re important and worth while are likely to be influenced by environmental reinforcements and significant others such as teachers parents and peers, school and classroom are inherently social places, and students go about their work in the presence of peers. To understand students success at school, therefore, there is the need to attend to their relationship with others at school and ways that the environment promotes different types of social interactions and relationships.

The classroom environment is composed of student's perception about how they are encouraged to interact with and related to their class mates and teachers. Thus, has several dimensions: (1) teacher support. (2) promoting mutual respect (3) promoting

student task related interaction and (4) promoting performance goals (Patrick and Ryan , 2003). Research has shown that these various dimensions of classroom environment are separated and can be measured. They are found to relate significantly to students motivations, self regulated learning, classroom behaviour (both positive and negative), social relationships and achievement (Patrick & Ryan 2003).

Although the school is responsible for experience that make up the individuals life during school periods, parents and the individual/s experiences at home play key roles in building the personality of the children making the child what he or she is. It is the context that Fox (1994) points out that a family's interaction pattern affects the security of the child's attachment patterns of aggressiveness, language and cognitive development and much more, this interpersonal relationship between parents and their children helps them to develop intellectual abilities that enable the latter to perform better in school. The home, it has been argued, has great influence on the students psychological, emotional and economic wellbeing. Ajila & Olutola (2007) posit that the state of the home affects the individual since parents are the first socializing agent in the individual's life. This is because the family background and context of a child affect him or her reaction to life situation and in order level of academic performance.

Classroom environment is closely related to self-concept of the students. It has facilitate on students self-concept, instructional factors social factors, and organizational factors within the classroom home maximum influence on the quality and quantity of students teacher actions and contribution to the development of self-concept (Rehman, 2001) self-concept results from the students internalization of his or her social image. It is developed from different agent, with great importance assigned to acceptance and

rejection from others, especially significant others. March, park and Smith recited in Diaz, (2003). In the fields of education, research suggests that the attainment of positive academic self-concept and academic motivation affect academic behaviours, academic choices, educational aspirations and subsequent academic performance Marsh as cited in Scales, (2006). It appears that a mastering pattern of behaviour of a student towards stated academic grades is driven by a strong sense of self (Seifeit, 2004). In recognition of the role that the social environment and self-concept play in academic performance, educational psychologist and other researchers have been conceived with analyzing different types of relationships that exist between social environment, academic self-concept, academic motivation and academic performance.

Given this relationship, it is important to explore the relationship among social environmental support and academic self-concept among JSS students in Zaria metropolis, in relation to their academic performance. Despite the abundance of studies, very little research work has been done on the topic in Zaria metropolis of Kaduna state, especially at Junior secondary schools levels. This study, therefore is different from other researcher's in the sense that is intended to make contribution by providing 3 scales for social environmental support (1) parental support (2) teacher support (3) peer support in order to fill some gaps.

1.2 Statement of the Problem

The poor performance has been blamed on insufficient supply of trained and qualified teachers, inadequate funding of the education sector which may lead to inadequate facilities such as text books, equipment and the deterioration of school

building especially at the junior level which may lead to poor quality of teaching and learning.

Social interaction between a child and his mother starts from the womb, parents have been observed to have high expectations from their children, which makes them to castigate, condemn and compare their children to others, also poor attendance of parents to PTA meeting, open day, and speech and prize giving day when invited by the school authorities. These go along way to demoralized the children and might as well affect their academic self concept and by extension, their academic performance.

The types of neighborhood in which a child grows may affect the child's social interaction. For example growing in a neighborhood where they discourage social interaction gender preference. These may also affect the academic self concept of the child.

The school is a social institution which does not exist in a vacuum,, it is an open system where participants including student and teachers interact and relate with one another. Many teachers at junior secondary school in Zaria metropolis are observed to be intolerant to student, demotivate them by not appreciating their good effort and encourage their week point. It has also been observed that, gender preference among teachers is prevalent, some teacher prefer boys to girls and vice versa, they tend to focus more attention on one gender as opposed to other. These may create hatred among student which may lead to poor peer relationship and also develop poor academic self concept which in turn may affects their academic performance.

In line with the following, the researcher seeks to find out the relationship that exist among social environmental support, academic self-concept and academic performance of junior secondary school II students in Zaria Metropolis.

1.3 Objectives of the study

The objectives of the study are to find out:

1. The relationship between social environmental support and academic self-concept of JSS II Students in Zaria Metropolis based on:
    i. Parental support
    ii. Teacher support
    iii. Peer support
2. The relationship between social environmental support and academic performance of JSS II Students in Zaria Metropolis based on:
    i. Parental support
    ii. Teacher support
    iii. Peer support

1.4 Research Questions

The following questions are designed to guide the study:

1. What is the relationship between social environmental support and academic self concept of JSS II Students in Zaria Metropolis? based on:
    i. Parental support
    ii. Teacher support
    iii. Peer support

2. What is the relationship between social environmental support and academic performance of JSS II Students in Zaria Metropolis? Based on:
    i. Parental support
    ii. Teacher support
    iii. Peer support

1.5 Research Hypotheses

The study would test the following formulated hypotheses.

$H0^1$: There is no significant relationship between social environmental support and academic self concept of JSS II Students in Zaria Metropolis based on:
    i. Parental support
    ii. Teacher support
    iii. Peer support

$H0^2$: There is no significant relationship between social environmental support and academic performance of JSS II Students in Zaria Metropolis based on:
    i. Parental support
    ii. Teacher support
    iii. Peer support

1.6 Basic Assumptions

This study assumes that:

1. There may be significant relationship between social environmental support and academic self-concept of JSS II Students in Zaria Metropolis based on:
    i. Parental support
    ii. Teacher support

iii. Peer support

2. There may be significant relationship between social environmental support and academic performance of JSS II Students in Zaria Metropolis based on:

   i. Parental support

   ii. Teacher support

   iii. Peer support

1.7 Significance of the Study

The benefit of the research will cut across: parents, teachers, students, educational psychologist, counselors and stakeholders in education.

To the parent, it's anticipated that the findings of the study when made available through journals, newspaper and social media. These would bring together the parents, teachers, school authorities and educational administrators to their combine effort to support the quality of education in the metropolis.

To the teachers, it is also anticipated that when the findings of the study are made available at workshop or seminars the teacher will be equipped with knowledge of how academic self concept and social environmental support in which teaching and learning take place influence academic performance of students. With such knowledge, the teacher will create a conducive classroom and environment in which students feel that they are above all. And also would expose to teachers schools administrative and parents the need for them to create conducive environment both at school and home that allow students to interact with each other in ways that are devoid of ridicule, mistrust and scorn but are characterized by mutual respect and positive regard for each other. When this is

done, it would help the students to develop positive academic self concept, which encourage them to attach seriousness to their school work.

To educational psychologists and counselors, the research will promote their research based data that would enable them to derive means of strengthening the relationship of the students. And finally, the research would create a platform for further researches in the educational endeavor.

1.8 Scope and Delimitation of the Study

The research work focuses on the relationship among social environmental support, academic self-concept and academic performance of JSS II students in Zaria Metropolis. However, the study is restricted to fifteen (15) JSS schools in Zaria Metropolis of Kaduna State and is delimited to social environmental support, academic self-concept and academic performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the following sub-topics will be discussed.

- Conceptual Framework
- Concept of Social environmental support
- Concept Academic Self-Concept
- Concept of Academic Performance
- Parental Support and Academic Performance
- Teacher Support and Academic Performance
- Peers Support and Academic Performance
- Gender Difference in Academic Performance
- Theoretical Framework
- Thorndike's Connectionism or Trial and Error Learning
- Social Learning Theory of Bandura
- Kurt Lewin Theory of Development of Self-Concept
- Empirical Studies of the Related Literature
- Summary

2.2 Conceptual Framework

The following concepts will be defined. They are;

- Concept of social environmental support
- Academic self-concept
- Concept of academic performance

2.2.1 Concept of Social Environmental Support

This encompasses all student's interaction and experiences in the form of encouragement, suggestion and praises from significant others in the family and school. It includes teacher's support, parental support and peers' support.

Anderson, Sabatelli & Kosinfic, (2007) closely linked to social environmental support is social support individuals receive from other members within a specific environment. Social support according to Gunng as cited in Dzulkifili & Yasim (2009:3) refers to the experience being valued respected, cared about, and loved by others who are present in one's life. Social support may come from different sources such as family, friends, teachers, community or any social groups to which an individual is affiliated. In the classroom or school or in the family, social support from teachers, peer or parents can be in the form of tangible assistance when needed which include appraisal of different situations, effectively coping strategies and emotional support (Dzulkifili & Yasim, 2009:3) support from teachers, parents and friends have been find to reduce the impact of psychological problems among students, lighten the burden of their academic load and provide motivational influence in a student academic performable (Calvate & Connor Smith, 2006).

Schools, the home and peer groups are among the salient social environmental supports for students' social, emotional and academic development. The attitude held by teachers, parents and members of a peer group influence the quality of interaction with students which students hold about their academic ability.

2.2.2 Academic Self-Concept

Cookely, (2002) defined it as a students' view of his or her academic ability when compared with other students. Academic self concept can also be measured in specific areas such as Maths, English and Science as it involves a descriptions of ones perceived academic abilities (Byrne, 1996; Hattie; 1992 Marsh Byrne & Shevelson 1988).

Shavelon & Bolus as cited by Fraher (2009) content that self-concept or beliefs about the self is multifaceted, hierarchical, organized and structured, descriptive and evidence, stable yet increasing situation specific as one descends down the hierarchy and distinguishable from other constructs. This explanation of Shavelon & Bolus is consistent with multidimensional and hierarchical model of self-concept, academic self concept is one of the several facts of the self that contribute to an individuals general concept. The basic premise of their theory suggests self-concept is multifaceted, hierarchically organized and that it become increasingly differentiated with age. The hierarchical multidimensional model of self-concept makes distinction between general self-concept which refers to an individuals' global self perception of his or her academic confidence (Ireson & Hallan, 2009).

Shavelon as cited by Liu (2009) explained that academic self-concept is sub-component of general self-concept and it further divided into four subclasses, English, Maths History, and Science (Liu, 2009). Academic self-concept according to Mash, Craven & Mclnernery (2003) refers to an individual's perception of his or her level of competence or ability within the academic realms.

Academic self concept is an evaluative self perception that is formed through the student's experience and interpretation of the school environment (Marsh & Craven as

cited in Guay, 2010) give a precise definition of academic self-concept as individuals self-concepts that are formed specifically towards academic domain as knowledge and perception about themselves in achievement situation.

2.2.3 Concept of Academic Performance

Academic performance is the ability to undertake meaningful academic link with result to show. It is also the ability to study and remember facts. It's equally the ability to think for yourself in relation to facts in order to communicate knowledge verbally or writing.

Gerda (1980) define academic performance as the attainment obtained by a child from lesson taught which may include experiences, knowledge, skills and the like. He explained that the child goods or poor performance does not depend on any attributes that the child is born with but he has complex responses to his family, his home environment, his social contacts, his teachers and the overall climate of his school and assessment procedure.

Many students have discovered that most important contribution to the children's academic performance is in fact parental attitude towards the child's educational experiences. Blair (1925) stated that for school work to be meaningful; it should be related to the pupil's background. He stated that children cannot do real thinking on the bases of abstractions alone. As long as words refer to object or situation at some time presents to the senses, the meaning is simple and secure. What causes the difficulty is that the high order abstractions go further from realities or concrete experiences. Sharp in his studies confirmed that a good home does not mean where parents are cleaver and bookish, but that parents who have difficulties in reading can still provide their children

with helpful stimulating backgrounds. The said that what is important is that the parents concern in their children‘s educational development. In doing this, the parents are laying a good foundation for this childrens’ educational development.

Munir (2000), states that the extent to which child’s intellectual potentialities for success in education process depends initially upon how parents who transmitted these potentialities can provide the environmental influence to nurture it.

Similarly, Lassa (2000) & Guga (1988) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lesson or instruction in such away that the objectives can be achieved.

2.3 Parent Support and Academic Performance

Theories about how parental values, goals skills and attitudes are passed from one generation to another have been debated by philosophers. Locke as cited in Spera, (2005) in his “Essay concerning human understanding, posited that children were born with a “tabula rasa” or a black slate by which parents and society would easily transmit their values and beliefs to their children. In contrast, Rousseau as cited in Spera, (2005) believed that children were born “innately good” and that is up to parents and society to uphold and further teach the values inherent in children. Similar to philosophers from centuries ago, educational and developmental psychologists of today are interested in gaining a better understanding of the interactive socialization process by which parents attempt to transmit their values, goals, skills and attitude to their children (Grusec as cited in Spera, 2005). One primary way that parents socialize their children to attain the aspirations they want their children to fulfill, and the values they want their children to internalize. Parental goals and aspirations are described as intend representations of

desired states or outcomes that parents hold for their children (Spera, 2005). These in turn, organize and direct parent's behaviour towards their children (Austin & Vancouver as cited in Spera, 2005).

Researchers have found that parental aspirations, goals and values are related to their children's setting of academic goals, persistence in school, course enrolment, intellectual accomplishment, and attendance of college (Keeven & Pugh as cited in Spera, 2005). Researcher have also found that parent's values towards education related to their children educational attainment, persistence and performance (Prom–Jackson & Lee as cited in Spera, 2005).

The type of interaction that takes place between parents and their children play important role in the development of children's positive attitude toward learning and education. Studies by Reeds & Dubow (1977) on parent – child communication pointed out that of the influence on child development, human relations are most important. They posited that parent –child communication enhances children's cognitive and intellectual abilities in that, children normally pick up most of the communication skills from parents. Again, through interaction parents get to know about their children's problem and offer immediate assistance to them. This often safes the children from trouble which could likely occur if such problems are not solved.

Cooper, Helman & Braithwaite (1983) suggested that a high competent child is one that comes from family environment in which parents encourage the child to explore and manipulate his or her environment, have closive supportive relationship, have high educational aspirations and provide assistance with the child's school work. Lack of parent's support and encouragement according to Copper et al (1983) leads the child to

scale down his or her self expectations and mastery attempts. The outcome, they explained will be one of the decreasing relative competence as the child skips behind his or her peers.

It has been argued that the psychological support that parents give to their children influences their academic performance. Wilcox, Weinberg, O'Connor, Baird, Schlatter, Can Field, Armstrong & Nisula (1988) asserted that if a Childs is to perform well at school, an atmosphere of happiness, parental understanding, love and psychological support are necessary in the home. This is because, the better the support and stimulation the child receives from parents, the greater the benefits for the child at school. Similarly, Educators have for long suspected the lack of parental involvement in their children's education, maybe a barrier to children's academic performance (Engin-Demir, 2009, Ferla, Martin & Younghong, 2009).

McClelland as cited in Beinstein, Clerk-Slewart, Raysmell & Wikens, (1994) indicated that students who find themselves in home environments where parents encourage hard work score high on achievement motivation tests. According to McClelland as cited in Beinstein et al, (1994:423) parent in such environment needed to:

1. Encourage the children to attempt difficult task especially new areas;
2. Offer praise and other rewards for success;
3. Encourage the children to find ways to succeed instead of merely complaining about failure, and
4. Prompt the child to go to the next somewhat more difficult challenge.

Durugaiye, (1984) in a study on how the home environment influenced children's school achievement contended that children who finds themselves in environments which

emphasized high achievement by both word and deed are likely to have a high level of achievement motivation and this strive to work hard in school. He explained that parents in such environments did not only maintain emotionally tenuous ties with their children, but encourage them to master their environment. At the same time, they provide some degree of support to their children.

Studies have highlighted the importance of some parental behaviours in explaining motivation and performance patterns during school years (Ratelle, Larose & Guay, 2007: Duchesne & Ratelle, 2010). In conceptualizing parental behaviours, two categories of behaviours have been identified. The first is parental involvement which refers to behaviours and attitudes expressed as acceptance, responsiveness, assistance, and support towards the child (Grolnick & Slowiaczck and cited in Duchesne & Ratelle, 2010). They involved parents show interest in the child, especially with regards to his or her academic progress Pomeratz et al as cited in Duchesne & Ratelle, 2010). The second is parental control which refers to pressure exerted by the parents to encourage the child to confirm to the parents expectations. This pressure is expressed through rigid and punitive disciplinary practices that provide little space for children to explore their own environment, take responsibilities and show initiative and solve problem by themselves Deci & Ryan as cited in Duchesne & Rotelle, 2010.

Both types of behaviour, that is, involvement and control have in diverse forms, been associated with child and adolescent academic outcomes. Parental involvement has been positively and repeatedly associated with academic outcomes such as feeling of self efficacy, motivation and high academic achievement at school (Duchesne et al, 2007) on the other hand, a high level of parental control has been found to be detrimental to

student's motivation and achievement (Ginsberg & Bronstein as cited in Duchesne & Ratelle, 2010).

School success is vital to children and their development into competent and productive member of the society. A growing body of research suggests that students relationship and experiences in their neigbourhood, school, peer group, and family influence specific outcome associated with school success (Richman, Bowen & Wolley, 2004) particular configuration of assets and resources in these social environmental support may affect an individual differently over time (Aderson, Sabetelli & Kosutic, 2007). Consequently, it is important to identify those aspects of the neigbourhood that can influence students' academic performance.

The congruence between a students' belief and perceptions and those of significant others is consistent with person- environment fit theory (Ostroff & Rothausen, 1977) that of ten used in explaining organizational behavior. From the perspective of the theory, an individual students' expectancy in educational achievement (the person component) supported by the significant others(the environment component) is likely to generate motivational forces that could facilitate desirable outcome, such as enhanced academic performance self esteem and interest in school work, and reduced attribute.

According to the eco-interactional developmental model of school success, students' attitudes and behavior result from a transactional process between students and their social environmental supports including the neighbourhood (Richman, Bowen & Woolly, 2004). Bronfen Brenner's (2005) bio-ecological theory of human development draws attention to proximal processes in the social environmental support that may either

constrain or support students' ability to achieve desired results. These proximal processer may include people, in the form of interpersonal relationship and social support or places in the form of safety, satisfaction, and opportunity (Bowen, Rose, Powers & Glennice, 2008). These proximal processer are assumed to operate on a continuum from risk to asset, which is consistent with Sameoff & Gauttman's as cited in Bowen et al (2008) concept of promotive factors, or factors that exert positive effects on outcomes, independent of risk status.

2.4 Teacher Support and Academic Performance

Bulus (2002) sees school as a social group which its tone have either positive or negative on students desire to learn or to identify themselves with their institution. Ango, (2005), was of the opinion that the learners or students school environment is made up of all the forces that influence his/her growth and development, behaviour and realization of his potentials, intellectual and socially.

Denga (2005:135) described school as the agent of social, economic, religious, political and military advancement. He argued that the school culture is designed to give the children opportunities to interact socially, to learn from one another to develop healthy moral habits, to cultivate sense of social responsibility. He further stated that the school takes over from the parents the responsibility of training children to obey the rules of the society to develop into selfless beings and grow into socially well adjusted citizens. Stein, Behrman, Digirolamo, Grajeda, Motorell, Quisumbing, and Ranmakrishnam, (2005: 46-54) asserted that schooling is a key input to the development of human capital. It is perhaps the most important mechanism by which knowledge, skills and values are transmitted to children.

One of the major factors affecting students perception of the academic environment is the teacher. A giving number of studies have placed emphasis on the influence of teacher attitudes and support on students academic, behavioural and psychological functioning (Baker, Dilly, Aupperlee & Patil, 2003; Griffith, 2002).

Teacher quality has been described as the most important key to improving learning achievement. Some have asserted that it is more strongly related to academic achievement that such variable as reduced class size, funding or increase in teacher salaries (Darling Hammond, 2000). The quality and frequency of teacher behaviour, teacher attitudes and practices involving caring, respect, concern for and interest in students, valuing, recognition, encouragement, high expectation, suggestions and listening have been found to be essential concerns in educational environments.

Stipeky, Salmon, Givvin, Kazemi, Saxe and MacGyver's as cited in Gonul Sakiz (2007) found that effective Learning climate was the most powerful indicator of students academic motivation in fourth things sixth grades and was positively related to student's learning goal orientation, help seeking and risk-taking behaviours, and positive evolution. Tucker, Zayco, Haman, Revike, Trylillo, Curraway, Wallack & Ivery (2002) found that teacher involvement which includes expressing concern for and interest in students and caring, were significantly and unique predictor of students' classroom engagement in all grade level from first to twelfth grade. Perceived teacher effective practices, such as caring, respect, valuing and listening are significantly associated with students sense of school belonging in middle school Roeser, Midgley, & Urdan as cited in Gonul-Sakiz, (2007).

Belongingness is considered a highly critical human need stimulating motivation for learning. Many educational researchers are in agreement that the need for belonging is one of the foremost requirements to ensure individuals proper functioning within learning environments. (Deci & Ryan as cited in Gonul Sakiz, 2007). Students' sense of belonging involves "Sense of being accepted, valued included, and encouraged by other (teacher and peers) in the academic classroom setting and of feeling one self to be an important part of the life and activity of the class". (Giradenow as cited in Gonul – Sakiz 2007:5). Fin as cited in Gonul Sakiz (2007) posited that greater perceived sense of belonging may decrease at risk students' alienation from school and may negatively relate to students' decision to drop out of high school.

Teacher significantly influences the psychological climate of the classroom environment (Miller and Pedro, 2006). Supportive and caring classroom environment affect students subjective perceptions of school as early as third grade (Barker, as cited in Gonul-Sakiz, 2007) stimulate students' cognitive emotional and behavioural out comes and lead to higher students participation and academic engagement resulting in greater academic performance in middle schools. Emotionally supportive learning environment it has been argued, that increases the feeling of safety, which stimulates the desire for learning and mastering (Meslow as cited in Gonul Sakiz, 2007), and decreases students motivation and challenge (Tinner & Meyer, 2004).

The way students perceive their school and classroom environment has been found to have an effect on their academic work. Good & Brophy (1986) intimated that when the future of a school or classroom environment namely: physical, social and academic are harmoniously perceived by student they are stimulated to work hard to

achieve high academic performance. On the contrary, if the teaching learning encounter and the physical directions of the classroom are perceived negatively by student, academic performance of students in such school and classroom is bound to be low.

Pine as cited in Fobih & Koomson, (1996) emphasized that how the individual builds self concept from the way he or she perceives and interacts with the classroom and school environment. According to them when the individual through interaction perceives his or her school or classroom environment as one that values and recognizes his or her contributions, the tendency for him or her to behave consistently with school expectation is high. They thus, view students poor study habits and inability to follow instruction and to concentrate in the classroom as sign of "perpetual malnutrition" which are concomitant of developing in unwholesome school and classroom environment. This view is consistent with the contention of Bimes-Michalak (1998) that when teacher call less on the student, respond less positively to their comments and questions and put more distance between these students and themselves, the students develop a sense of rejection and give up quickly on their school work.

Bimes-Michalak (1998) further postulated that student who find themselves in classroom environments, in which their voices are honoured, developed a strong self efficacy, believing that they can learn. As a result, they begin to see themselves as capable individuals and therefore strive to work hard to achieve success.

According to Bimes-Michalak (1998) for student to develop a resilience which makes them capable overcoming the most negative outcomes in school work, they need recognition from teachers to have a deep sense of competence. This view of Bimes-Michalak corroborates with the self-efficacy theory of Bandura (1986) posited that when

people believe that they are capable of dealing effectively with situation they possess a sense of self-efficacy about it. He explained that the self-efficacy beliefs that people hold about their capabilities directly affect the amount of effort they are prepared to put into achieving or completing task.

The ability to forge a positive, powerful relationship between a student and teacher may seem like difficult task first but can be easily accomplished by creating a strong learning environment. The learning is not a one way process alone; an effective learning environment is where all individuals invoked learned from each other. While students learn a particular subject from a teacher, the teacher learns how to improve her teaching skills and make the lesson interesting by grasping insights from the students. Thus, both parties learn from each other, (Lee, 2013).

Many qualities define a positive relationship and pave ways on how to create powerful student teacher relationships. These can be seen to include good communication, a safe learning environment and mutual respect, a positive and patient attitude, student quality and timely praised. The teacher who becomes the 'favourite' is one who possesses these in good measure. (Lee, 2013) not all student are alike, while some quickly grasp the concepts taught and take an active part in learning process, others may be shy, uninterested or even downright disruptive. This put additional responsibility on a teacher to create such an atmosphere which is conducive to an interesting learning process, it's the teacher who are like sculptor and students, the soft clay, ready to be molded into master piece. As Aristotle the art cited in Lee, 2013;

> "Those who educate children well are more to be honoured than they who produce them; for these only gave them life, those the art of living well".

So, what those it take them? How should you bring about such differences in the classroom that creates an everlasting, powerful relationship between a student and a teacher? According to Lee, 2013 states that there are four timeless elements of strong student-teacher relationships.

1. Consistent Communication

Consistent communication is the most vital as it serves to create a connection between the two. A teacher who understands the problem of his or her students and learning stages his or her facing style in order to interact better with the student can see success, but this takes not simply observation, but communication. Of course, teacher can't understand every problem of every child in their classroom but general idea, grasped from the trouble points and insight into behaviour can go a long way in shaping good two way communication. The more the teacher communicates well, the higher in the chance of fast and effective learning student end.

2. An Emotionally Safe Learning Space

Creating an open learning environment where different opinions are equally respected and where there is no fear of ridicule from either one's peer or the teacher is crucial for building good student teacher relationships. Students need to feel safe when asking questions, safe in the belief that they won't be taunted or criticized and that their questions or comment will be answered with patience and respect.

3. Mutual Respect, Trust and Feedback

Mutual respect and trust at the foundation at any learning relationship. Student teacher interaction that is based merely on academic progress or behaviour management creates inhibitions with a student and stifles true relationship building. Those teachers

that show respect towards their students and keenness to help them through their difficulties become the object of respect themselves and trigger a drive among students to learn and make their teacher proud. Telling student that they have ability to do well and praising them often with smiles, words of approval, patient conversation and even celebratory applause will all lead to motivating a student further and accomplishing more.

2.5 Peer Support and Academic Performance

Children spend greater deal of time with their age group and the values and attitudes of their own particular set of friends within the peer group become and important influence on their behaviour Enang, (2007:53) stated that the adolescents moral judgment is often influenced by peer group pressures. McMahon & McMahon, (1986:615) opines that "groups provides us with number of things. They gave us a feeling of belonging and acceptance. They support us in times of need, and they also help us decide what our behaviour should be in a given situation for better or worst". This relationship enhances healthy competition among the peers. A development which facilitates and encourages commitment to set goals, especially as it has to do with educational goals.

Peers according to Aston (1993:400) are a "collection of individuals with whom the individual identifies and affiliates and from whom individual seeks acceptance and approval". Two elements are particularly salient in Aston definition: connection and acceptance. First, peers are group of people with whom an individual spends time and feels a sense of connection. Gibson, Gandara, & Koyama (2004:4).

Second, a peer group is one from whom an individual seeks acceptance or approval. According to Abraham Maslow's (2005) hierarchy of needs, seeking

acceptance from others is among the most important needs for survival and happiness. Maslow hypothesized that individuals seek to fulfill increasingly complex set of a needs. Once an individual has fulfilled the basic physiological needs such as shelter and food and obtained personal safety, the next task is to secure love acceptance. For teenagers, then often takes the form of seeking acceptance from peers.

Tierney & Colyar (2005:51) argue that identifying with and seeking acceptance from a peer group often go hand in hand. According to them, "affiliation and acceptance are exclusively interrelated; each generates the other". Being accepted by one's peers leads to improved social relationship. Improved student social relationship according to Ganland as cited in Agba, Iko & Noah (2010:180) helps to free the students from emotional tension, enables him or her to concentrate on assigned tasks, increases the students motivation to learn and clarifies and reinforces classroom learning experiences. Lorber as cited in Agba, Iko & Noah (2010) argues that the students who are not socially accepted by the peers or co-students tend to display such undesirable characteristics as showing off, attention seeking, nervousness, emotional instability and restlessness. There is function of checkmating deviant behaviourist among the peers, as well as redirecting forces. "Peer group helps in dealing with such conflicting patterns of behaviour and expectations (Gandara & Davis, 2001). The opportunity to express one's ability lies on the competiveness of peer as well as the act of redirecting focus. Peer group help in dealing with such conflicting patterns of behaviour and expectations. Gandara & Davis, (2001). The opportunity to express one's ability lies on the competiveness of peer relation. Harter, (1996) Midgary, Anderman, & Hicks (1995), in Clam, Yim Lau & Cheung, (2004:281) noted that;

> ‘as children move from primary to secondary school, they more often that not find themselves in a classroom environment there is more competitive than what they were used to primary school.

At adolescent, children tend to develop some sense of maturity. Self concept and self esteem becomes matters of importance. Found among their peers, gives room for the demonstration of sense of responsibility and eagerness to be accepted and be reckoned with. At this point, the child sees the need to prove personal potentials, this lead to effective achieved response to competition phenomena. Some educators have argued that competition play a vital role in creating work oriented norms and this improves achievement by enhancing the motivation of students. They further stated that, when competition is highlighted, student are presumed to focus on the demonstration of their competence relative to others, they are induced to seek positive evaluation of their ability’s and avoid negative ones, their self perception of ability becomes a function of how they perform relative to others. Ames, (1984), Lam Yin Law & Cheung, (2004) 282 find that:

> Children made more ability attributions in the competitive than in individual conditions. Attribution theory suggests that a person’s explanation for success or failure is influential in determining whether or not one continues to make effort to pursued valid outcomes.

In essence, when children are expose to a competitive environment they tend to increase in activities based learning system, their motivation for work increases due to the reward of the outcomes. Child, (2004:193) observed that “both competition and cooperation are all valued motivators provided that the level of competitive antagonism is not too high, performance appears to be improved”. Hard work is emphasized in a competitive environment than lazy attitude. It eliminate carefree attitude to learning, there is increase in focus towards outcome of learning, as well as academic excellence.

Although some experts are of the view that competition undermines intrinsic motivation, it induces performance goals instead of learning goals among students. Other have argued that competitive promote the perception that activity is a means to other end, rather than end itself. To some, competition is associated with lower interest in the task, especially when it is not won, (Lam Yim Law & Cheung, (2004:282). Whatever the view is, the most essential is that it makes valuable impact on educational outcomes. Competition serves as a maturity agent even in the presence of loss. Challenges often faced with eagerness to succeed.

The interpersonal relationship with age mates, often results to greater development of sense of responsibility. Academic ambition focused towards academic excellence is often facilitated. Such relationship enhances realization of achievement need and fosters upward movement in academics. Newman & Newman (1978: 218) noted that:

> Social psychological orientation highlights changes in social roles and role relationship that facilitates new interpersonal skill and pose new interpersonal challenges.

The peer group wield much influence on its members as such that affects their determination. Enang (2007), opines that peer group pressure is often so imposing that personal moral judgment or strength of character is disregarded, Nucci, 2005 cited in Balarabe (2007), children who had the opportunity to engage in social interaction with peers and other persons, soon learn the rules of sharing and collective decision making based on fairness Zanjonc, Clam, Yim Law & Cheung, 2004: 283) found that the presence of others increased arousal, which affects performance in different ways

depending on the task at hand. Help seeking behaviour of students are further enhanced by peer association Hunter, Boyle and Warder (2004:376) noted that:

> In order to facilitate help seeking behaviour among students, peer support systems were developed in which students are used to tutor, to reinforce positive behaviour and to counsel or advice other pupils.
> Warder, (2004) reported that girls aged between 9-14 years of age are more likely to seek help from a best friend or parent while boys are more likely to ask for help from a friend or teacher.

The interesting note is that peer association has a greater potential to facilitate help seeking behaviour among students. It hastens the speed of development and makes impact on the academic progress of their members. This is possible due to assistant nature on which the relationship is based. They can assist each other in terms of academic work and other social activities.

Johnson & Johnson (1998) opines that, positive relationships influence the social and cognitive development of students and such attitudes and behaviours on education aspirations and staying in school. They further explained that peer influence what attitudes and values students adopt, whether students become pro-social or anti-social oriented, whether students learn to see situations from a variety of perspectives, the development of autonomy, aspirations for post-secondary education, and whether students learn how to cope with adversity and stress when pursuing their work together. When students work together, they provide valuable social support for one another as well as motivation for academic achievement.

This is to a large extend encourages task oriented behaviour among members and enhances higher commitment to academic success and productivity which depends on hard work. According to Johnson, & Johnson, (1998) positive independence creates promotive interaction as individuals encourage and facilitate each others efforts to reach

the groups goals. To them, promotive interaction tends to result in a wide variety of outcomes that may be subsumed into categories of high effort to achieve positive relationship and psychological health.

The activities within the peer group setting, permits one and encouraging others, as well increasing one's capacity and commitment to goal achievement. To Johnson & Johnson, group members influence and be influenced by each other. If a member has a better way to complete the task, others usually quickly adopt it. Hence, over emphasize should be on positive peer grouping and association. A positively based peer association will always encourage enthusiastic approach towards achieving objectives.

Johnson & Johnson (1998) reported that within groups, there is giving and receiving a social support, both or personal bases and in academic. They further advanced the effect of peer relation on academic performance as follows:

1. Giving and receiving help and assistance.
2. Exchanging resources and information.
3. Giving and receiving feedback on task work and team work behaviours.
4. They monitor each other's efforts, give immediate feedback on performance, and when needed, give each other help and assistance.
5. Challenging each other's reasoning, intellectual controversy promotes curiosity and motivation to learn.
6. Advocating increased effort to achieve. Encouraging other's to achieve increases one's own commitment to do so. Mutually influencing each other's reasoning and behaviour.
7. Engaging in interpersonal and small group skills needed.

When students cooperate among themselves, creative thinking is facilitated success of others acts as stimulus to others to strive and achieve. Hoover, (2003) was of the view that, "there is evidence that achievement of elementary and secondary school students is strongly related to the educational background and abilities of their classmates". Wisdom & Zimmerman, (Hoover, 2003) found that students scores had a small but statistically significant effect on a roommates grade point average in college. There is always an effective process of transfer of learning from one situation to another. Experts are of the view that having friends in school allows the child to learn host a skills, group interaction, conflict resolution, and trust build, among others. They opine that without positive peer group interactions, serious social problems may develop hence Gandara, & Davis, (2001) maintained that:

> Peer groups play important role in the academic achievement of adolescent. They form a critical part of environment of schools, and they create and maintain a culture separate from the home and adult community in which adolescent are raised. To them, many young people spend more time with peers than with parents or other family members.

Peers can exert extraordinary influence over each other, including the formation and support of personal goals and academic aspirations. The issue of helping each other in school work receives positive attention. It has been observed that students go higher in their educational aspiration as their peer involvement expands. Sacrdote as cited in Hoover, 2003 found that students perform better at Dartmouth when their roommate was in the top 25 percent of the freshman class. In the same vein, Coethak, (Hoover) found that student paired with smaller pairs, whether in the top or the bottom group, performed significantly better than if on or both of their peers were different. This goes beyond school level and even up to vocational placement after school. Hanushek, Kain, Markman

& Rivkin, (2001) observed that the most common perspective is that peers, like families, are sources of motivation, aspirations, and direct interactions in learning. Moreover, peers may affect the classroom process instruction or hindering through disruptive behaviour.

2.6 Theoretical Frame Work

This study is guided by three theories. These are Pavlov's classical conditioning theory, social learning theory of Albert Bandura, & Field theory by Kurt & Vgoskyst.

2.6.1 Thorndike's Connectionism or Trial and Error Learning

Thorndike propagated the theory with the help of his experiments performed on chickens, rats and cats. Pierre Floore (1794-1857) had proposed that conclusions draws from animal experimentations should be equally applicable to man. This preposition started the chain of experimentation. He placed them under different learning situations and studied them carefully. With the help of these experiments, he tried to evolve certain laws and propagated him theory of connectionism or trial and error learning. Lets narrate one of his experiment.

Thorndike put a hungry cat in a puzzle box, there was only one door for exit which could be opened by correctly manipulating a latch. A fish was placed outside the box. The smell of the fish worked as a strong motive for the hungry cat to come out of the box. As a result, the cat made every possible effort to come out of the box.

The situation is described by Thorndike (1911) as "it tries to squeeze through any opening and claws at every thing it reaches". In this theory, it made a number of random movements. In one of the random movement, by chance the latch was manipulated. The cat came out and got its reward responses. In due course, the cat was able to open the door without any error or in other words, learned the way by opening the door.

Thorndike named the learning of his experimental cat as “Trial and error learning”. He maintained that learning is nothing but the stamping in of the correct responses and stamping out of the incorrect responses through trial and error. In trying from the correct solution, the cat made so many vain attempts. It committed error and errors before getting success.

On subsequent trials, it tried to avoid the erroneous ways and repeat the correct ways of manipulating the latch. Thorndike called it “learning by selecting and connecting” as it provides an opportunity for the selection of the proper responses and connect or associate them with adequate stimuli.

Thorndike propounded the following laws of learning on the basis of his theory.

1. **The law of readiness:** This laws is indicative of the learner’s state to participate in the learning process. Readiness according to him, is preparation for action. It is very essential for learning, if a child is ready to learn he learns more quickly, effectively and with greater satisfaction than if he is not ready to learn.
2. **The law of effect:** In simple words, it means that learning takes place properly when it results in satisfaction and the learner derives pleasure out of it. In the situation when the child meets failure or is dissatisfied, the progress on the path of learning is blocked. All the pleasant experiences have a lasting influence and are remembered for a long time, while the unpleasant ones are soon forgotten. Therefore, the satisfaction or dissatisfaction pleasure or displeasure obtain as a result of some learning ensure the degree of effectiveness of that learning.

In other words, the laws emphasizes the role reward and punishment in the process of learning. Getting reward as a result of some learning motivates and encourages

the child to proceed as the same path with more intensity and enthusiasm while punishment of any sort discourages him and create distaste and repulsion towards that learning.

Some more laws of learning given by Thorndike.

i. The law of exercise-divided into 2 parts
    a. Law of use – refers to the strengthening of connection with practice drill and repetition
    b. Law of disuse – refers to the weakening of connection or forgetting when the practice is discontinued
ii. Law of multiple responses or varied reactions: when individuals confronted with a new situation he responds in a variety of ways before arriving at the correct response.
iii. Law of attitude: Learning is guarded by a total attitude or set of the organism. The learner performs the task properly if he has developed a healthy attitude towards the task.
iv. Law of analogy: learner makes responses by comparison or analogy.
v. Law of associate shifting: the law states: "we can get any response from the learner of which he is capable, associated with any situation to which he is sensitive.

The learning theory of Thorndike can be applicable to classroom situations in other to enhance the academic performance of the student. They are as follows:

a. In the process of learning: the main task of the teacher is to see what things he wants his students to remember or forget. After then, he must try to strengthen

the connection between the stimuli and responses of these things, which are to be remember, through reputation drill and reward.

b. The child must be made ready to learn by arousing his/her interest, attention and curiosity for the smooth sailing in the teaching-learning process.

c. It is also emphasize that past experience and learning give adequate base for new learning. Therefore, the teacher should try to make use of previous knowledge and experiences of the students. The child must also be encouraged to see similarities and dissimilarities between the different kinds of response to stimuli and with the help of comparison and contrast should try to apply the learning of something in one situation to other similar situations.

d. Teacher should encourage the child to work independently. Also when teaching should try and provides many ways of solving problem before arriving at the solution

2.6.2 Social Learning Theory of Bandura

Social learning theory of Bandura revolves around the process of acquisition or learning that is directly correlated to the observation of models. He states that new behaviour can be acquired simply by watching a model that is reinforced. Student who see a had working classmate praised by the teacher learn to try that behaviour, and on the other side of evil, student who get away with naughty behaviour are quickly imitated as well. Bandura and Walters called this process vicarious reinforcement. Thus, learning occurs without overt behaviour-no trial learning in Bandura's words.

Bandura submits that through verbal and imagined symbols, people process and preserve experiences in representational form that serve as guide for behaviour. In

explaining the role of self-regulatory process of learning, Bandura submitted that by arranging environmental inducements, generating cognitive supports and producing consequences for their own actions people are able to exercise some measure of control over their own behaviour" (Bandura, 1977:13).

Social learning theory emphasizes the importance of observing and modeling the behaviours, attitudes and emotional reactions of others. Bandura (1977:22) states:

> Learning would be exceeding laborious, not to mentioned hazardous, if people had to reply solely on the effects of their own actions to inform them what to do fortunately though modeling: from observing others one forms and on ideas of how new behaviours are performed, and on later occasion, this coded information serves as a guide for action.

For Bandura, except for elementary reflexes, people are not equipped with inborn repertoires of behaviour. They must be learned and within the learning process they acquired either direct or observational experiences. Instead of considering people to be mechanical products of environment forces, Bandura regards them as information processing and interpreting animals that operate on the basis of insightful expectations. Effective observational learning relies on four practice keys: Attention to behaviour, representation of the baheviours in verbal or image form for long term retention, physical ability to perform the desired behaviour and lastly, reinforcement for other performance.

From the social learning theory perspective, observational learning can be achieved more effectively by information observers in advance about the benefits of adopting modeled behaviour than by waiting until they happen to imitate a model and then rewarding them for it. This implies that students who find themselves in social environmental supports in which teachers, parents, peer and significant others discuss the benefit of good academic performance are likely to study hard and perform creditably. In

effect, the encouragement, social and emotional support that parents, teachers, and peers extend to students can serve motivational forces that can spur them in their academic endeavors.

The social learning theory's view behaviour is that people are neither impelled to act by inner forces nor buffeted helplessly by the environment. Instead, there is a continuous reciprocal interaction between cognitive, behavioural and environmental determinants. In other words, there is reciprocity between behaviour and the extend conditions that influence it.

Raush, Barry, Hartel & Swar as cited in Bandura, (1977) thus, when teacher, parents and peers show supportive and positive attitudes towards the school work of students, they are likely to have a belief that they are capable of doing well in school. Students with such an orientation, are likely to work hard to perform well academically. Similarly, when parents, teachers, and peers suggests to students that good and assist them in their school work, they are likely to develop a positive attitude towards their studies.

The social learning theory provides evidence that suggests that events and the models that exist in an individual's environment can shape that individuals self-concept and modes of learning. The researcher, therefore finds the theory relevant to the current study.

2.6.3 Kurt Lewin Theory of Development of Self-Concept

Field theory postulated by Kurt Levin (1951) proposes that human behaviour is the function of both person and the environment. This means that individuals behaviour is

related to both individuals personal characteristics and the to the school situation in which the individual finds himself or herself.

For Lewin, behaviours is determined by the totality of an individual's situation. In this field theory, a field is defined as the totality of coexisting facts which are considered to be mutually interdependent (Lewin, 1951) individuals were seen to behave differently according to the way in which tensions between perceptions of the self and the environment were worked though. According to Lewin, the whole psychological field, or life space, within which people act has to be viewed in order to understand behaviour.

Since the person and environment are seen as constellation of interdependent factors, the field theory achieves harmony by combining biological, sociological, environmental and personal factors in the idea of life space. Thus, the sum of all environmental and psychological factors in interaction is called the life space or the psychological space. Lewin's field theory suggests that environment cues as perceived by individuals influence their behaviour.

Thus, the field theory holds that individual through interaction with their environment build their self-concepts. The individual evaluates the resultant self-concept intellectual capabilities within the framework of his or her environmental standards. When this evaluation of self concept happens to be inconsistent with their perception of the established environmental standards, the individual is thrown into a large of psychological crisis. This crisis compels individuals to vary their efforts to meet expectation of the established order and by so doing, resolve the crisis. It is through the process of change according to the field theory that individuals build the self-concept from the environment which may be said to influence their behaviour.

Based on the proposition of the field theory that human behaviour is a function of both the person's characteristic and the environment, it can be concluded that the approval and disapproval of an individual's behaviour by significant others such as parents, teachers, peers and role models, play a significant role in shaping the type of behaviour an individual exhibits. This presupposes that when a students social environmental support is dominated by parents teacher, peer and role model who provide encouragement, positive suggestions about his or her academic potentials, positive feedback and take time to discuss the students school work with him or her, that students is likely to have a positive self-concept about him or her academic potentials. The orientation will invariably impact positively on the students academic performance. Similarly, if a student's social environmental support made up of significant others who display a disinterest in education, provide negative remarks about a student's school performance, discouragement and incentive to student's progress, the student is likely to doubt his/her academic potentials and item develop a negative self-concept of herself or herself. Which might gives both to poor academic performance.

2.7 Empirical Studies of the Related Literature

Whatever happens to individual's development whether good or bad is traceable to environmental factors. Its influence on human development is tremendous. Denga (1986) citing Bernard explained that the creation of a favorable environment for learning is the basic function of our system of formal education. He further noted that a learning environment should have clues, which are capable of helping a student find solution to their problems.

Social environmental support comprises of those elements that have direct relationship with the educational progress of the child. These are the variables:

1. Parental support.
2. Teacher support.
3. Peer support.
4. Academic self-concept and academic performance.

Researchers have found that greater variety of home experiences, parental encouragement of competence and curiosity and home emphasis on academically related behaviours are related to children's success in school (Ginsberg & Broinstein, 1993). A collection of qualitative studies in United State of America suggested that regardless of place of residency, the migrant students find themselves in family background that strongly supportive of achievements. Parents of such children, it was explained and placed great importance on the academic performance of children (Walters, 1994).

This suggestion corroborates the views of Matute-Bianchi (1991) & Ogbu (1991). They asserted that such families believe that education is the most significant ways for their children to improve their status in life. Parents with such orientation, therefore, encourage their children to overcome the difficulties they encounter in school.

Fisher (2000) investigated the influence of parent's support and other predictors in academic achievement in a population of 17 years old African-American students in high school in an urban setting. Using quantitative data, and academic achievement cumulative grade point average (CGPA) also investigated the relationship between individual attribute and other types of support and academic achievement. In the quantitative analysis, Fisher did not find student with higher grade to have no positive

perception of parent support. The correlation between the two types of variables, social support and GPA were low and insignificant. However, fisher reported that although a significant of parent's support was not conclusively supported in the qualitative analysis, interviews with students (n = 30). Those students who were more successful in school reported that they received significant support from their parents.

Fisher's finding was corroborated by Ajayi, Ajayi & Onobanjo (2011). In their study in Ogun State of Nigeria, Ajayi and his colleagues find significant effect between parental support and academic performance in mathematics. Ajayi and his colleagues explained that their findings is an indication that students from homes where the parent support academic studies of their children might achieve better test scores, higher grade and have better attendance at school and also graduate at higher rate than children from home lacking parental support.

Ho & Williams (1996:137) in a study of effect of parental involvement on immigrant secondary school students achievement concluded that "it was involvement at home particularly in discussing school activities and helping to plan their programmes that had strongest relationship to academic achievement". This conclusion of Ho and Williams (1996) is in congruent with the research findings of Ilogu & Sola (2010). The result of their study on parental involvement and academic performance of students in Lagos State showed a significant difference in academic performance of students whose parent showed interest in their studies and spent time with them than those whose parents did not ($t = 30.95$, $df = 698$, $p \leq 0.05$). These findings showed that student who enjoy parental support and involvement had a mean score of 31.0 as compared to a mean score of 17.8 for their counterparts who did not enjoy parental support and involvement.

Some researcher have found a negative relationship between achievement and test score and parents supervision, involvement with homework and contacts of school. Similarly, Lee & Bowen (2006) examine type of parental involvement and found that only parent involvement in school (attendance, volunteer work) and parents' expectation of success were significantly associated with achievements. Parental support at home (helping with homework, discussing educational topics and managing children's activities) were not significant.

Muola (2006) in a study found a no correlation between parental encouragement and academic achievement motivation (0.03) Muola (2010) speculated that low correlation implied that the nature of the encouragement given to a child by his or her parents is important as far as academic achievement motivation is concerned. He explained that parents who through encouragement pressurize their children by making too high demand may create in them anxiety and fear of failure instead of providing effective motivation to do well in their academic work. Muola therefore, advises parents to understand that it is not the amount of encouragement and pressure matters but, the way it is given.

Studies show that students who experience a sense of belonging and support in the school and classroom are more motivated, more engaged in school and classroom activities, have increased beliefs in their success, and accordingly have a corresponding improvement in their academic performance (Osterman, 2000). Moreover, existing research suggest that students who feel that they belong to learning environments report higher enjoyment, enthusiasm, happiness, interest, and more confidence in engaging in learning activities, whereas those who feel isolated report greater anxiety, boredom,

frustration and sadness during academic engagement that directly affects academic performance (Furrer & Skimmer, 2003).

Furthermore, research supports that the feeling of belonging mediates the relationship between contextual variables of learning environment (for example teacher-student relationship and classroom goal structure) and self-efficacy belief of students (Rosser, Eccles & Same Off, 2000). Based on the review of literature, Osterman (2000) indicated that satisfaction of the need for belonging in educational environments is significantly associated with academic and social behaviours, motives and attitudes, expectancies, values and goals, emotional functioning, and the development of fundamental psychological processes (for example, intrinsic motivation, self regulation, internalization and autonomy and psychological outcomes like self-concept, self-esteem and self-efficacy).

In a comprehensive review of studies of how elementary and secondary level students learn best, Walberg (1991) concluded that caring, interaction between teacher and students is vital to student's academic performance. Walberg explained that students who perceive their classroom morale as friendly, satisfying, goal-directed and challenging tend to learn more and thus perform credibility. Those who perceive students cliques, disorganization, apathy, favoritism and friction learn les. This assertion was buttressed by Pressley & McCormick (1995). They opined that students who perceive themselves in classrooms that encouraged incremental improvements use more strategies to seem more open to challenging tasks, were positive more about their classes and were more likely to believe that improvements follow effort.

Hamre & Pianta (2005) in assessing classroom processes using the classroom observational system find that by the end of the first grade, children identified as at-risk based on demographic characteristics (that is maternal education) and functional characteristics (that is behavioural, attention, academics and social) and whose classroom were rated in the spring as high in instructional and emotional support showed gain in academic performance. This finding is consistent with the suggestion of Murdock and Miller as cited by Fast, Lewis, Byart, Boclan, Cardullo, Retting and Hammond (2010); Patrick, Ryan & Koplan, (2007) that students who perceive their teachers as caring are more likely to view themselves as academically capable, and set higher educational goals for themselves.

Positive relationship between students and teachers, it has been suggested that to provides a critical developmental resources for children. This is so, because students are more likely to seek help when they need it and develop a wide range of competencies when they feel emotionally supported by teachers (Crosnoe, Johnson, & Elder, 2004) Pianta, Belsky, Vandergrift, Houts & Morison (2008) found that fifth grade students had higher performance on mathematics test when their classroom were rated higher in emotional support. In addition, the effect of emotional support on mathematics achievement according to them was larger than was the effect of the quality of mathematics instruction.

In order for teachers to create classroom environment that is caring, The National Council of Teachers of Mathematics (as cited in Patrick, & Ryan 2003:4) posits that students be:

> Encourage to share their ideas and to seek clarification until they understand…to achieve this kind of classroom, teachers need to establish

> an atmosphere of mutual trust and respect…when teachers build such an environment, students understand that it is acceptable to struggle with ideas, to make mistakes and to be unsure. This attitude encourage them to participate actively in trying to understand what they will not be criticized personally, even if their mathematical thinking is critiqued.

Evidence in the literature also suggest that teacher understanding and helping friendly behaviours, which involve caring and concern for students, recognition, and listening significantly and positively relate to fifth grade students academic enjoyment, liking for mathematics, positive attitudes towards learning mathematics and achievement outcomes (Goh & Frazier as cited in Gonul-Sakiz, 2007), perceived teacher support characteristics such as valuing, listening and respect has been found to relate to increased self-esteem and lower depression among high school students regardless of gender (Colorossi & Eccles, 2003), Pierce as cited in Gonul-Sakiz 2007) posited that sincere listening to students ideas on diverse topics, sharing enthusiasm is what they value and talking about things that they are bothering them all serve to increase academic engagement and performance of at-risk students in urban middle school environment.

Within the empirical literature on teacher support, there is considerable evidence suggesting that the relationship between teacher and student can affect student performance and other educational outcomes. Clark (1995) found that students experiences within school are related to their level of psychological investment (motivation) their emotional well-being and their academic performance.

Agba, Iko & Ashibi (2010) in a study in the Calabar metropolis of Nigeria reported that teacher student relationship influences to a large extent the performance of students in accounting ($r = 0.988$, $df = 878$, $P < 0.05$). The findings of Agba et al (2010) agrees with the report by Abang as cited in Agba et al (2010) that teachers provide the

stimulus that produces the various forms of relationships that sent within the classroom. These relationships according to Abang as cited in Agba et al (2010) influenced the attitude developed by the students as well as their performance in the subject taught. A warm, friendly, sympathetic and caring teacher evokes a positive classroom perception.

In a number of quantitative studies, Rosenfield, Richman & Bowen (2000) found that, students who perceived the combined support from teachers, parents and friends as opposed to none, one or two sources of support earned better grades in school. They also found that students who reported receiving low support from teachers, parents and friends had the poorest school outcomes. The consequence of teacher support was found to be greater for the three schools affect variables (school satisfaction, engagement and self-efficacy). Rosenfield, Richman, & Bowen (2000:219) however, noted that "although perceived high teacher support appears to be a necessary condition for positive school behaviour, affect and outcomes, it is not a sufficient condition.

Fisher (2000) in a cross section survey of African American high school students did not find teacher support as an important predictor of grades, but instead, a number of personal attributes and parent support were better predictors. Fisher founds that females reported more teacher support than males. In a similar study of African American eight grade students, Sanders & Herting (2000) also found that female reported greater teacher support than males; however, the effects of teacher support had a significant influence on male students' behaviour in school. Sanders & Herting also found that teacher support significantly predicated achievement ideology (student's perception of the importance of schooling and academic achievement for future success) for both male and female's students.

Within the general literature on social support, close relationship with peers during childhood and adolescence are thought to promote competence in a number of domains including academic self concept and academic performance in school (Conell & Wellburn; Cotterel; Stiller, & Lynch as cited in Clayton, 2008). Flook, Repetti and Ullman as cited in Gonul-Sakiz (2007) in a three longitudinal study involving 248 students found that lack of peer acceptance reported in the fourth grade predicted lower self-concept and internalizing symptoms (e.g. shyness, loneliness, negative emotions such as sadness and anxiety) in the fifth grade and, in a longer period, predicted lower academic performance in the sixth grade, when fourth grade academic performance was controlled. Path analysis on the same date revealed that almost 25% of the variance in students' academic performance in the sixth grade was explained by lack of peer acceptance in the fourth grade.

The link between peer dimension and school attitudes (school engagement and academic performance) appears to be greatly influenced by friend behaviour and there is ample research evidence on this relationship. Epstein (1983) explored the relationship between close friends attitudes toward achievement and academic performance. On student achievement after the duration of a year, and found that the students achievement and declined or improved over the year depending on their friends achievement and academic attitudes. Initially, low scoring students were positively influenced by high scoring friends across all grade levels on achievement tests. This finding of Epstein is consistent with the finding of Powers, Bowen and Rose (2005) who in a study found two of three peer dimensions (peer group acceptance and friend behaviour) had effects on one or more positive outcome dimensions that met or exceeded minimum standard. Friend

behaviour was positively associated with three dimension of school attitudes and behaviour (that is, school engagement (0.11) trouble avoidance (0.19) and academic performance (0.10).

Other researchers have established a significant link between children's relations with peers and their academic performance. Students who are poorly accepted by their classmate tend to have lower grades, lower scores on achievement tests (Buhs, Ledd & Herald, 2006) lower graduation rates (Risi, Gehardstein, & Kistner, 2003) and higher risk of dropping out. Having friends at school appears to support involvement and engagement in school-related activities (Garcia-Reid, 2007).

Ryan (2000) found that peer groups were influential regarding changes in student's intrinsic value for school as well as achievement. The peer group was not, however, influential regarding changes in student utility value for school. It was found that associating with friends who have a positive affect toward school enhanced student's own satisfaction with school, whereas associating with friends who have a negative effect toward school decreased it.

In the academic domain, peer support during adolescence has been investigated most frequently in relation to academic adjustment and academic achievement. Fidigni (1997); & Watzel (1994); examined the relative impact of peer support as well as other proximal environmental factors on the academic performance of students from immigrant families (primarily from Asian countries) and found that peer support for achievement had no independent effects on academic achievement. In contrast, other studies have found evidence of a negative or inverse relation between peer support and achievement outcomes. For instance, Cotterel (1992) found male adolescents perception of supportive

ties to be negatively related to academic self-concept and academic plans. However, Levitt, Guacci Franco & Levitt (1994) found peer support to be positively related both directly and indirectly to achievement through self-concept in their sample of African American, Latin and European American eight and ninth grade student.

Some evidence indicates that the relationship between peer support and academic achievement-related outcomes is more social in nature. Wartzel (1994) found that academic support from peer was positively related to the pursuit of academic personal goals, as well as efforts to achieve academic social responsibility goals. Wartzel concluded that adolescents who were supported by their peer were more engaged in socially responsible behaviour in the classroom. Similarly, Walters & Binem (1997) identified appropriate social behaviour as an important factor in peer acceptance which in turn is related to academic achievement.

Neuton & Munisucha (2009) in a study found a statistically significant relationship between peer group attitudes toward school scores and students academic performance. This implied that the students who were influenced positively attained higher levels of academic performance, while those who were influenced negatively achieved low academic scores. These results were consistent with those find in a number of related studies. The findings of Bent, Lay Chak & Park (1990); Rosenthal and Fieldman (1991) indicated that there was a positive significant relationship between peer group influence and students academic achievement levels. However, the findings were contrary to the findings of Kurk (2002) indicated a negative peer group influence on students academic achievement levels.

Sackney, (1986) found that school that emphasis supportiveness open communications, collaborations intellectually and that reward achievement and success all perform those that emphasis constraint, restrictiveness, rigidity coldness, lack of excitement and reward conformity. Murphy and associates (1985:368), Sackney, (1986) noted that schools maintain a safe and orderly environment for learning. They contend that such school is the one where students and staff are free from the danger of harm to themselves or their property. Students are not threatened or afraid to walk about the school rather they feel secure and comfortable.

Ango (2005) found significant relationship between school environment and academic achievement. The study revealed that the atmosphere of the school environment which is free and allow freedom of expression among school group participants will enhance student's academic performance. The study also showed a significant relationship teacher's motivation and students achievement.

Dramanu (2012) in a study on the influence of social environmental support, academic self-concept and motivation on academic performance of Junior High and Junior Secondary School students in Ghana and Nigeria found that there is no significant difference between male and female student in academic achievement. Hence, the hypothesis is retained, although the mean score shows a slight difference between the two groups with male students scoring 53.613 and female students scoring 53.203. The difference does not show much significant importance.

Studies have attempted to find out the relationship between gender academic self-concept and academic achievement. Studies by Marsh & Yeung (1988), Marsh (1991); find differences in adolescent's level of academic self-concept by gender. In the first

study by Marsh (1991), girls were found to hold higher global academic self-concept than boys in the high school and beyond survey. However, in a second survey, Marsh & Yeung (1998) found that girls held higher English, but not mathematics academic self-concept. Girls had lower mathematics self-concepts than boys in their sample.

This findings of Marsh & Yeung (1998) harmonizes with the finding of Marsh et al as cited in Brimmer et al (2009) that boys have a higher mathematics self-concept and girls have higher verbal self-concept, these observed gender differences in domain specific academic self-concepts according to Skealvik & Skealvik (2004) are congruent with the gender stereotype explanation proposing mathematics to be male domain and female to have higher verbal ability.

Skealvik & Skealvik (2004) examined the gender differences in academic self-concept and achievement of 907 secondary immigrant and non immigrant adolescents. The study revealed that female immigrants and non immigrants tended to have significantly higher self-concept and English grades, while male immigrants and non-immigrants tended to have significantly higher mathematical self-concepts and mathematics grades. These findings of Skealvik and Skealvik (2004) were supported by Manger and Elkland (2006) in their study of the effects of mathematics self-concept on girls and boys, mathematical achievement, Manger and Elkland find that Norwegian elementary school boys showed significantly higher mathematics self-concepts than girls. However, controlling for mathematics self-concept produced several results. First, there was no significant effect of gender or overall mathematical achievement. Second, although the gender differences in achievement favouring boys increased with increasing task difficulty, no significant effects of gender were found in sub-sample of difficult

tasks. Finally, a significant of gender favoring girls appeared in sub-samples of easy tasks and in routinizing well defined procedural tasks. These results indicate that mathematics self-concept is an important variable accounting for differences in elementary school girls and boys mathematical achievement.

Similarly, Brimmer, et al (2009) in a cross cultural study evaluated gender differences in term of point biserial correlation. The results showed a positive correlation indicating that boys had higher academic self-concept than girls. They also found that in line with stereotype expectation, boys had higher mathematics self-concept than girls and girls had a higher verbal self-concept than boys. In a country specific analysis, the result of Brimmer, et al (2009) showed that gender differences in academic self-concepts varied considerable across countries. For example, gender differences in mathematics self-concept ranged from r = .00 in Russia to r = .30 in Switzerland.

Gordon as cited in Yara (2010) in a study examined the relationship amongst academic self-concept, academic achievement, and persistence with self attribution, study habits and perceived school environment. The result of the study revealed that academic self-concept and persistence are related. In support of deeming self-concept as an important educational factor, research has shown that higher levels of self-concept are linked to various educational outcomes such as academic achievement (Abdullahi & Abdulwaheed, 2011; Marsh & Ham, 2003). Although the relationship between academic self-concept and achievement is well established in the literature, there is little agreement about the causal ordering of the constructs, that is, does academic self-concept influence performance? This therefore, calls for further research to investigate the influence of both.

Studies on whether academic performance is influenced by gender have produced varied results. While some studies established gender differences in academic performance, others did not. In a study in Zaria, Balarabe & Abdullahi (1996) did not find any differences in performance on the grounds of gender. The results of their study revealed that at both the university staff school and the Local Education Authority Primary Schools no significant differences existed in the academic achievement by gender (x^2 = 2.547, df = 2, p = 0.28, x^2 0.481, df = 2, p = 0.786 respectively). At the secondary and university levels, the result of the study were also not significant (t = -1.789, df = 303, p = 0.077 and t = 0.15, df = 136, p = 0.880 respectively). These findings of Balarabe & Abdullahi (1996) agree with the results of the study conducted by Nuthanap (2007), Nuthanap found no significant difference in the academic performance by gender. The results showed that both boys and girls performed on the same level on academic achievement. Nuthanap (2007) explained that the result of the study might be because of present day competitive education in which parents provides equal opportunities and encouragement to both boys and girls. According to him, this naturally enhances the level of aspiration, expectation which ultimately increases the competitive spirit between boys and girls.

While the research findings of Ariyo (2011) that a student's gender did not have any effects on the students performance in physics is in line with the research findings of Balarabe & Abdullahi (1996) Nuthanap (2007) it contradict the earlier findings of Ariyo (2006) that the gender of a student exerted causal influence on achievement in physics both directly and indirectly.

In a study using visually impaired students in Kenya, Were, Indoshi & Yalo (2010) found that females performed better than their male counterparts. Using the grouped frequency formula, Were et al (2010) found a mean score of female to be 60.864% while the male's mean score was 57.855%. When a further analysis was done on the calculation of the variance and standard deviation of the two groups had a variable of 18.243 and standard deviation 4.271. The female on the other hand, had a variance of 14.692 and a standard deviation of 3.833. This information reveals that the female students performed better on the achievement test than their male counterparts.

The result of the study of Were, etal (2010) harmonize with the findings of Brummer, Krauss & Kunter as cited by Brown & Kanyongo (2010) who examined the performance of mathematics items of students in Germany. In their study, they compared gender differences in overall mathematics ability and specific mathematics ability. They found that girls slightly out performed boys on reasoning ability but on specific mathematics ability, boys had a significant advantage over girls.

Studies also found that males score higher than females on tests of general knowledge, mechanical reasoning and mental rotations. Females on the other hand, scored higher on language measures, including reasoning, writing assessment, (Strand, Deary & Smith as cited in Slavin, 2009) and on attention and planning tasks, (Warrick & Nagheri as cited by Slavin, 2009).

2.8 Summary

In the ongoing literature, attempts were made to look into the concept of social environmental support, academic self-concept and academic performance. In this research it was noted that social environmental support includes social relationship

between student and teacher, students and students, support and encouragement an individual receives in a defined geographical location. Social learning theory, Field theory, Ivan Pavlov theory were the theories renewed in literature. Literature on teachers support and academic performance of students, peers support or relationship and academic performance of students. Other topics include academic self-concept and academic performance of students' gender and academic performance.

The literature suggests that teacher support, peer support play significantly roles in determining the academic self-concept and academic performance of students. The quantity and quality of the affective interaction between teacher and students, and students and students. The literature suggest is the most powerful weapon of a students academic self-concept and academic performance.

Traditional societies hold the opinion of male gender preference and emphasis on gender that favour the male gender. Hence, female gender tends to be left behind in many issues have been cited in the literature as some of the factors that accounts for the different opportunities given to boys and girls in their educational pursuits, which in turn, affects the types of subjects or courses that an individual choice and pursuit in school.

Despite the abundance of studies, very little research work has been done on the topic in Zaria metropolis of Kaduna state, especially at Junior secondary schools levels. This study, therefore is different from other researcher's in the sense that is intended to make contribution by selecting only Junior Secondary School II Students and also provides two questionnaires, (a) social environmental support questionnaire with three sections namely: (i) parental support (ii) teacher support (iii) peer support (b) academic

self-concept questionnaires and academic performance test of Mathematics and English language in order to fill some gaps.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the research design, population of the study, sample and sampling technique, instrumentation validity and reliability, procedures for data collection and analysis were discussed.

3.2 Research Design

This research employed correlational study design in investigating the relationship among social environmental support, academic self-concept and academic performance among junior secondary school students in Zaria Metropolis. This design according to Best and Khan (as cited in Olayiwole, 2007) is a form of research undertaken when investigating between two or more paired variables or two or more sets of data. Therefore, this approach is the appropriate one to use.

3.3. Population of the Study

The population of this study comprised of 5730 JSS II students in Zaria metropolis, this stands as the entire population. This statistic is obtained from Zonal Educational Office, Zaria. These students are spread across the 29 junior secondary school in Zaria. (See table 3.1 below).

Table 3.1: Distribution of the Population of Junior Secondary Schools II in Zaria Metropolis based on Class and Sex

S/N	Name of School	JSS2	Male	Female	Total
1	Government Secondary School, Alhuda-Huda	150	150	-	150
2	Government Junior Secondary School, Magajia	325	135	190	325
3	Barewa College Zaria	262	262	-	262
4	Government Junior Secondary School, Fada	426	220	206	426
5	Government Secondary School, Dakace	160	95	65	160
6	Government Secondary School, Kugu	60	21	39	60
7	Government Junior Secondary School, Kofan Kuyanbana	227	107	120	227
8	Government Secondary School, Kofan Gaya	228	-	228	228
9	Government Secondary School, Zaria (WTC)	124	-	124	124
10	Government Secondary School, Tohu	109	77	32	109
11	Government Secondary School, Lukoro	60	36	24	60
12	Government Secondary School, Karaukarau	48	30	18	48
13	School of Ibrahim Arab, Arabic, Karaukarau	24	17	7	24
14	Government Junior Secondary School, Awai	37	28	9	37
15	Government Junior Secondary School, Cikaji	261	121	140	261
16	Government Junior Secondary School, Bogari	22	16	6	22
17	Government Junior Secondary School, Cindit Barrack	335	150	185	335
18	Government Secondary School, Zaria	318	152	166	318
19	Government Secondary School, Gyellesu	173	71	102	173
20	Government Junior Secondary School, Fadama Kaura	240	119	121	240
21	Government Junior Secondary School, Rimin Doka	705	263	442	705
22	Government Secondary School, Muchia	392	213	179	392
23	Government Junior Secondary School, Tudun Sebu	107	87	20	107
24	Government Secondary School, Dambo	52	27	25	52
25	Government Junior Secondary School, Tudun Wada	474	221	253	474
26	Government Junior Secondary School, Goruba	73	42	31	73
27	Government Junior Secondary School, Abah	45	28	17	45
28	Government Secondary School, Buzai	205	117	88	205
29	Government Secondary School, Kofan Jatau	88	33	55	88
	Total		**2838**	**2892**	**5730**

Source: Zonal Education and Inspectorate Division Office, Zaria (March, 2015)

3.4 Sample and Sampling Technique

From the total of 29 schools in Zaria metropolis with a population of 5730, fifteen (15) schools were randomly selected with a sample of 357. This is in line with the provision of Krejcie and Morgan (1970), as attached in the appendix.

Table 3.2 Distribution of the Sample Junior Secondary School in Zaria Based on their Class and Sex

S/N	Name of School	JSS2	Male	Female	Total	Total Sample Size
1	Government Secondary School, Alhuda-Huda	150	150	-	150	17
2	Barewa College Zaria	260	260	-	260	29
3	Government Secondary School, Dakace	160	95	65	160	18
4	Government Secondary School, Kugu	60	21	39	60	7
5	Government Secondary School, Kofan Gaya	228	-	228	228	26
6	Government Secondary School, Zaria (WTC)	124	-	124	124	14
7	Government Secondary School, Lukoro	60	36	24	60	7
8	School of Ibrahim Arabic, Karaukarau	21	17	4	21	2
9	Government Junior Secondary School, Cikaji	261	121	140	261	30
10	Government Junior Secondary School, Cindit Barrack	335	150	185	335	38
11	Government Secondary School, Gyellesu	173	71	102	173	20
12	Government Junior Secondary School, Rimin Doka	705	263	442	705	79
13	Government Junior Secondary School, Tudun Sebu	105	87	20	105	12
14	Government Junior Secondary School, Tudun Wada	474	221	253	474	53
15	Government Junior Secondary School, Abah	42	28	14	42	5
	Total		**1518**	**1640**	**3158**	**357**

Source: Zonal Education and Inspectorate Division Office, Zaria (March, 2015)

3.5 Instrumentation

Two questionnaires and performance tests were used for the study. They include:

i. Social environmental support

ii. Academic self-concept

iii. Performance tests on Mathematics and English Language

3.5.1 Social Environmental Support Questionnaire (SESQ)

This questionnaire tagged parental support, teacher support and peer support in Zaria Metropolis was used. It consists of four (4) sections A-D and has 46 items. Section 'A' consists of three statements which focus on bio-data of the respondents. Section 'B' parental support scale which consist of sixteen items, section "C" focuses on teacher support scale which consists of fifteen items, which was adopted from teachers support development by Mclnerney, et al (undated). Items in section 'D' focuses on peer support and consist of 12 items, which was adopted from Students to Students Interaction Scale developed by Akey (2006). Besides section 'A', the test of the items on social environmental support were based on 5 point rating scale. Strongly Agreed (SA), Agreed (A), Not Sure (NS) Disagreed (D) and Strongly Disagreed (SD). The scale is scored as follows Strongly Agreed (5), Agreed (4) 2, Not Sure (3), Disagreed (4) and Strongly Disagreed (1).

3.5.2 Academic Self-Concept Questionnaire (ASQ)

The instrument was tagged to measure the academic self concept of the respondents. It consists of fourteen items. The items were adopted from a Students Perceived Academic Competence. Questionnaire, by Akey (2006), Mclnerney, et al (undated respectively). All the items were based on 5 point likert i.e. Strongly Agreed

(SA), Agreed (A) Not Sure (NS) Disagreed (D), and Strongly Disagreed (SD). These will be scored as follows: Strongly Agreed 5 – Agreed – 4 Not Sure – 3 Disagreed – 2 Strongly Disagreed - 1.

3.5.3 Performance Test on English Language and Mathematics (PTEM)

The test was conducted for JSS II participating students. 25 different items were set for the test. The test was set by the specialist in subject area with the help of the researcher based on the subject syllabus of the current year. All the items carried equal marks and will be graded 100% from 0-39 will be considered fail and 40-100 will be considered pass.

Performance Test on Mathematics (PTM) was conducted for JSS II participating students. 25 different items were set for the test. The test was set by the researcher in subject area with the help of the specialist based on the subject syllabus of the current year. All the items scored equal marks and graded 100%. From 0 -39 were considered fail and 40-100 were considered pass.

3.6 Validity of the Instruments

In order to make sure that the final copy of the questionnaire is valid for the study, the researcher employed the services of some Postgraduate students in the Department of Educational Psychology and Counselling, during the construction of the questionnaires. Based on the input of the students, a draft of the questionnaire was submitted to the supervisors for validation. On the basis of expert inputs, a well structured questionnaire consisting of 4 demographic and another section consisting of fifty seven structured 5-likert scale questions divided into social environmental support and academic self concept. Score for mathematics and English language were also provided.

3.7 Reliability of the Instrument

Forty copies of questionnaires were thus distributed to respondents at Government Junior Secondary School Magajiya, Zaria, which is not within the selected schools which was used for the final study but share similar characteristics in almost all respects. These questionnaires were distributed and personally retrieved by the researcher.

The data collected from the pilot testing were statistically analyzed for purpose of reliability co-efficient. The Cronbach reliability coefficient was used. Consequently, reliability co-efficient of alpha level of 0.856 was obtained for parental support and 0.862 for academic self-concept, 0.768 was obtained for teacher support and 0.774 for academic self-concept while 0.694 was obtained for peer support and 0.696 for academic self-concept. This reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Spiegel M. (1992) Olayiwola (2010) &, Stevens, *(1986).* According to them an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.8 Procedure for Data Collection

An introductory letter was collected from the Department of Educational Psychology and Counseling for the student's field research to be allowed to have access to certain relevant documents and some valuable information which the researcher will need for the study. The introductory letter was handed to the principals of sampled schools. A total of 357 copies of questionnaires was produced by the researcher and

distributed to the students. Out of which 357 valid questionnaires were collected, scored and analyzed. The data collection exercise lasted for a week.

3.9 Procedure for Data Analysis

The data obtained from the study was scored by using Microsoft excel and descriptive statistics, frequency and simple percentages to enumerate the total number of respondents who correctly completed the questionnaires. For the hypotheses, the following statistical tools were used for the analysis.

Hypothesis 1: Pearson Product Moment Correlation Coefficient (PPMC) was used in testing the hypothesis in order to determine the relationship that exists between social environmental support and academic self-concept of JSS II students in Zaria Metropolis based on:

i. Parental support

ii. Teacher support

iii. Peer support

Hypothesis 2: Pearson Product Moment Correlation Coefficient (PPMC) was also used, in testing the hypothesis in order to determine the relationship that exists between social environmental support and academic performance of JSS II students in Zaria Metropolis based on:

i. Parental support

ii. Teacher support

iii. Peer support

CHAPTER FOUR

RESULTS AND DISCUSSION

a. Introduction

The study aims primarily at investigating the influence of social environmental support on academic self-concept and academic performance of JSS II Students in Zaria Metropolis. A total of 351 respondents were selected for this study. The analysis is presented in two sections. The first section, a total of two null hypothesis were tested using the Pearson Product Moment Correlation Coefficient (PPMC). All hypotheses were tested at 0.05 level of significance. Summary of findings and discussions on findings were also included in this chapter.

4.2 Analysis of bio data presentations

Table 4.1.1: Distribution of respondents by class

Class	Frequency	Percent
JSSII	351	100
Total	351	100.0

According to the table above a total of 351 students of JSSII responded to the study which are used as the sample for analysis.

Table 4.1.2: Distribution of respondents by Gender

Gender	Frequency	Percent
Male	170	48.4
Female	181	51.6
Total	351	100.0

A total of 170 representing 48.4% are males while the rest 181 representing 51.6% are females. This shows that both male and female students are well represented in this study.

Table 4.1.3: Distribution of respondents by Age

Age	Frequency	Percent
12-14 yrs	217	61.8
15-17 yrs	93	26.5
18-20 yrs	41	11.7
Total	351	100.0

The ages of the students as shown in the table above showed that while 217 or 61.8% are between 12-14 years while 93 or 26.5% are between 15-17 years and the rest 41 representing 11.7% are aged between 18-20 years.

4.3 Testing of Research Hypotheses

Research Hypothesis One: The null hypothesis states that there is no significant relationship between Social environmental support and Academic Self concept based on:

i. Parental support

ii. Teacher support

iii. Peer support

Table 4.3.1: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Parental Support and Academic Self concept

VARIABLES	N	MEAN	S.D	Correlation Index R	Df	SIG (P)
Parental Support	351	59.472	11.564	0.810	349	0.002
Academic Self concept	351	48.3903	6.12245			

**. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.3.1 above shows that the computed correlation between parental support and academic self concept is significant with p-value of 0.002 and r-value = 0.810. This correlation is positive as social environmental support is effective and higher academic self concept also becomes effective and higher. Hence, the null hypothesis which states that there is no significant relationship between parental support and academic self-concept, is hereby rejected.

Table 4.3.2: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Teacher and Academic Self concept

VARIABLES	N	MEAN	S.D	Correlation Index R	Df	SIG (P)
Teacher Support	351	39.241	10.241	0.625	349	0.001
Academic Self concept	351	48.3903	6.12245			

**. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.3.2 above shows that the computed correlation between teacher support and academic self-concept is significant with p-value of 0.001 and r-value = 0.625. This correlation is positive as social environmental support is effective and higher

academic self concept also becomes effective and higher. Hence, the null hypothesis which states that there is no significant relationship between teacher support and academic self-concept, is hereby rejected.

Table 4.3.3: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Peer Support and Academic Self concept

VARIABLES	N	MEAN	S.D	Correlation Index R	Df	SIG (P)
Peer Support	351	35.431	9.431	0.724	349	0.000
Academic Self concept	351	48.3903	6.122			

**. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.3.3 above shows that the computed correlation between peer support and academic self-concept is significant with p-value of 0.000 and r-value = 0.724. This correlation is positive as social environmental support is effective and higher academic self concept also becomes effective and higher. Hence, the null hypothesis which states that there is no significant relationship between peer support and academic self-concept, is hereby rejected.

Research Hypothesis Two: The null hypothesis state that there is no significant relationship between Social environmental support and Academic Performance based on:

i. Parental support

ii. Teacher support

iii. Peer support

Table 4.3:4: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Parental Support and Academic Performance

VARIABLES	N	MEAN	S.D	Correlation Index R	Df	SIG (P)
Parental Support	351	59.472	11.564	0.614	349	0.003
Academic Performance	351	55.6382	13.65548			

**. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.3.4 above shows that the computed correlation between parental support and academic performance is significant with p-value of 0.003 and r-value = 0.614. This correlation is positive as social environmental support is effective and higher academic performance also becomes effective and higher. Hence, the null hypothesis which states that there is no significant relationship between parental support and academic performance, is hereby rejected.

Table 4.3:5: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Teacher Support and Academic Performance

VARIABLES	N	MEAN	S.D	Correlation Index R	Df	SIG (P)
Teacher Support	351	39.241	10.241	0.415	349	0.001
Academic Performance	351	55.6382	13.65548			

**. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.3.5 above shows that the computed correlation between teacher support and academic performance is significant with p-value of 0.001 and r-value = 0.415. This correlation is positive as social environmental support is effective and higher academic performance also becomes effective and higher. Hence, the null hypothesis which states that there is no significant relationship between teacher support and academic performance, is hereby rejected.

Table 4.3:6: Pearson Product Moment Correlation (PPMC) statistics on the relationship between Peer Support and Academic Performance

VARIABLES	N	MEAN	S.D	Correlation Index R	Df	SIG (P)
Peer Support	351	35.431	9.431			
Academic Performance	351	55.6382	13.655	0.562	349	0.000

**. Correlation is significant at the 0.05 level (2-tailed).

From the table 4.3.6 above shows that the computed correlation between teacher support and academic performance is significant with p-value of 0.000 and r-value = 0.562. This correlation is positive as social environmental support is effective and higher academic performance also becomes effective and higher. Hence, the null hypothesis which states that there is no significant relationship between peer support and academic performance, is hereby rejected.

4.4 Summary of major findings

This study investigated the influence of social environmental support on academic self-concept and academic performance of Junior secondary school II students in Zaria metropolis. The following are the summary of the major findings

1. Significant relationship exists between parental support and Academic Self concept with r-value = 0.810 and p-value of 0.002, teacher support with r-value = 0.625 and p-value of 0.001, and peer support with r-value = 0.724 and p-value of 0.000.
2. Significant relationship exists between parental support and Academic Performance with r-value = 0.614 and p-value of 0.003, teacher support with r-value of 0.415 and p-value of 0.001, and peer support with r-value = 0.562 and p-value of 0.000.

4.5 Discussion of the Findings

The study finds a significant relationship between social environmental support and academic self concept of Junior secondary school II students of Zaria metropolis. The finding suggests that, views that students hold about their academic competence is a valuable variable that has the potential to facilitate the realization of students goals in a range of settings including the school. This finding underscores the important of how students feel about their competence and ability to be successful in the educational programmes. Students who are convinced that they are good and have ability to succeed or control their educational experiences are likely to make effort to excel in school related work.

Akey (2006) provides evidence that show a relationship between parental support, teacher support, peer support and academic self-concept of African-American adolescent. The findings generally support the motion that a warm, friendly, sympathetic and caring that the students received from the latter increased the likelihood of higher academic self-concept.

The result shows that there is significant relationship between social environmental support and academic performance of Junior secondary school II students in Zaria metropolis. The findings suggests that the extent to which social environmental support contribute to students, acknowledge and value their effort, provide meaningful learning task and also provide students information about their performance and show emotionally supportive and caring behaviours play a significant role in directing students academic performance.

This suggestion is consistence with assertion by Roeser et al, Fin asserted in Gonul-Sakiz (2007) that perceived those practices such as caring, respect, valuing and listening promotes students sense of belonging and stimulate students motivation for learning and ensure students proper function within the learning environment.

Ango (2005) found a significant relationship between school environment and academic achievement. The study revealed that the atmosphere of the school environment which is free and allow freedom of expression among school group participant will enhance student's academic performance.

In a number of quantitative studies Rosefield, Richman and Bowen (2002) found that students who perceived the combined support from parents, teachers and peers earned better grades in school. Fisher (2000) in contrast with these, Fisher (2000) in a

cross section survey of African-American High School Students did not find combined support from parents, teachers and peers as an important predictor of grades.

The result shows that there is no significant relationship between social environmental support and academic performance of male and female Junior secondary school II students in Zaria metropolis. This is in line with the study of Nuthanap (2007) did not find any significant difference in the academic performance of students based on gender. The results of his studies showed that both boys and girls perform the same level. He further explained that the finding might be as a result of competitive education in which both boys and girls are provided equal opportunities and encouragement by parents and other significant others.

Similarly, Balarabe and Abdullahi (1996) in a study in Zaria did not find any differences in academic performance on grounds of gender. The results of their study revealed that both the university staff school and local authority primary schools, no significant differences existed in academic achievement by gender.

The study disagrees with that of Brunner et al as cited in brown and Kanyongo (2010) find that female slightly out-performed their male colleagues on reasoning ability in mathematics. Similarly, Hedges and Nowell as cited in Zemba and Blume, (2009) also reported that in late elementary school, females out-performed male on verbal skills, verbal reasoning, verbal fluency, comprehension and understanding logical relations in mathematics.

The results show that there is no significant relationship between social environmental support and academic self-concept of Junior secondary II students in Zaria metropolis. The extent to which positive relationship between students and

teachers, students and students, parent and their children play a significant role in directing students academic self-concept. This is in line with the study of Marsh (1991), girls were found to hold higher global academic self-concept than boys in the High School. However, the second survey Marsh & Yeung (1998) found that girls held higher English, but not mathematics academic self-concept. The results confirm that individuals' perception of themselves is developed in response to others reactions towards them. Pierce's proposition agrees that affectively positive and supportive relationship with peer promote a sense of school belonging and positive student identity. This in turn engenders the will to participate cooperatively in classroom activities and tried hard and persist in the face challenges. The study disagree with that of Dramanu (2012) who find that there are significant differences between academic self-concept of male and female in Ghanaian and Nigeria Junior high school/Junior secondary school with a mean score of 63.15 for Nigerian and their Ghanaian colleagues had a mean score of 61.74.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations on investigating influence of social environmental support on academic self-concept and academic performance of JSS II Students in Zaria Metropolis.

5.2 Summary

This study was structured into five chapters in order to effectively carry out this research. Chapter one presented the background and purpose of the study, the statement of problem and four research questions, including the four null hypotheses formulated for the study, scope and limitations. In line with the research objectives, four research questions were stated as well as four null hypotheses. The study is significant as it will provide the state government and the Zaria educational zone, the best way to find a balance between social environmental support and the academic self concept and academic performance of JSS II students. Chapter two presented the literature reviews that are related to this study under the concept of Concept of Social environmental support, Concept of Academic Self-Concept, Concept of Academic Performance, Parental Support and Academic Performance, Teacher Support and Academic Performance, peers Support and Academic Performance, Theoretical Framework, Thorndike's Connectionism or Trial and Error Learning, Social Learning Theory of Bandura, Kurt Lewin Theory of Development of Self-Concept and Empirical Studies of the Related Literature.

In chapter three the research methodology used and adopted were discussed. Correlation research design was used .The population of this study comprised of all the

JSS II students in Zaria Metropolis. Simple random sampling technique was used. A total of 351 students were used as sampled for this study. Pilot testing was conducted to determine the reliability of the instrument used for gathering the data. In chapter four the analysis, presentation and discussion of the results of the data analysis was carried out. The International Business Machine (IBM) version 20 statistical package was used to carry out the entire data analysis. The study has the following findings:

1. It was discovered that significant relationship exist between social environmental support and academic self concept based on parental support, teacher support and peer support.
2. Significant relationship exists between social environmental support and academic performance based on parental support, teacher support and peer support.

Chapter five presents the study's summary of the five chapters and offer conclusion and recommendations.

5.3 Conclusions

The study investigated the relationship among social environmental support, academic self-concept and academic performance of JSS II students in Zaria metropolis. Based on these findings the following are the conclusion of the study.

1. Significant relationship exists between parental support and Academic Self concept of Junior Secondary School II Students in Zaria Metropolis with r-value = 0.810 and p-value of 0.002, teacher support with r-value = 0.625 and p-value of 0.001, and peer support with r-value = 0.724 and p-value of 0.000.
2. Significant relationship exists between parental support and Academic Performance of Junior Secondary School II Students in Zaria Metropolis with r-value = 0.614 and p-value of 0.003, teacher support with r-value of 0.415 and p-value of 0.001, and peer support with r-value = 0.562 and p-value of 0.000.

5.4 Recommendations

The following recommendations are hereby put forward as a result of the analysis result.

1. The social environment both at home and school should be made conducive that allows students to interact with each others in ways that are characterized by mutual respect and positive regards for each other as these will enhance their academic self-concept.
2. The social environment also should be conducive for learning as these will improve the academic performance.

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APPENDIX I

DEPARTMENT OF EDUCATION PSYCHOLOGY AND COUNSELING,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY ZARIA

Dear student,

This questionnaire is part of the research for Master Thesis related to educational sector. The results of this survey will be used for academic purpose; information provided will be used strictly for the purpose of this research and with utmost confidentiality.

Section A: Bio-Data

Instruction; (please tick ✔ one answer only)

1. Class: JSS II [ ], SS III [ ]
2. Gender: Male [ ], Female [ ]
3. Age: 12-14 [ ], 15-17 [ ], 18-20 [ ]

Section B: Parental Support Scale

Please tick (✔) any option suitable for you.

S/NO	My Parents	SA	A	NS	DA	SDA
		5	4	3	2	1
1	do not discuss my school activities with me					
2	discuss things that I learn in class with me					
3	do not attend school functions and find out about my progress in class					
4	rarely talk to me about importance in education					
5	behaviour discourage me to work harder					
6	are always happy with me when I do well					
7	rewards me when I get good grades					
8	always suggest to me that I am good and can do better academically					
9	are happy with me even when I get bad grades					
10	are too busy to spend time with me					
11	supervise and advice me on my academic work					
12	do not provides me with enough study materials					
13	respond to my problems in school					
14	help me with my home work					
15	tell me that I am not good enough to go higher in education					
16	do not pay my school fees promptly					

From fan.x. (2001) parental involvement dimension

Section C: Teacher Support Scale

Please tick (✔) any option suitable for you.

S/NO	My Teachers	SA	A	NS	DA	SD
		5	4	3	2	1
1	behaviour discourages me to do well academically					
2	likes the other students better than me					
3	Encourages me to contribute to discussions in the class					
4	doesn't cares about my effort in class					
5	encourages me to work harder when I am in difficulty					
6	is very strict					
7	tells me that I am as good as any other student					
8	makes me feel comfortable in the class					
9	creates a low level of friendship among students					
10	always find time to help me when I am in difficulty					
11	makes clear what he/she wants me to do					
12	discourages me in what ever I do					
13	makes me feel that I am part of the class					
14	values my contribution in class					
15	disrespects me as an individual					

Adopted from Mclnerney, D. M. et al (undated) Teacher Support Scale

SECTION D: PEER SUPPORT SCALE

Please tick (✔) any option suitable for you.

S/NO	Peer Support Scale	SA	A	NS	DA	SDA
		5	4	3	2	1
1	my friends and I always study what we have learned together					
2	I can't trust my friends					
3	my friends and I discuss our class work together					
4	I do not get along well with my friends					
5	my friends help me when ever I have problems with my class work					
6	my friends do not help to my academic problem					
7	my friends always suggest to me that I am good and can do better					
8	my friends always discourage me to join them					
9	I can always count on the support of my friends					
10	my friends always discourage me to work harder					
11	my friends always tell me that I am as good as any of them					
12	studying with my friends affects my performance negatively					

Adopted from Akey, T.M (2006) Student to Student Interactions

APPENDIX II

ACADEMIC SELF-CONCEPT SCALE

S/NO		SA	A	NS	DA	SDA
		5	4	3	2	1
1	I am very confidence academically					
2	I can work very hard in school					
3	I can do well in school					
4	I can't think I am as good as everybody else at school					
5	Most of the time I feel that I can do my school work					
6	I succeed at whatever I do at school					
7	I give up easily when I have difficulty in school					
8	I am not very smart in class					
9	Because I think I am good, I always help my classmates in their class work					
10	I am not pleased with myself at school					
11	I am not good in the subjects that I do in school					
12	I can't do things like other students					
13	I am not compose at school					
14	I can do well in school if I want					

Adopted from Akey T.M (2006) Student Perceived Academic Competence Scale

APPENDIX III
PERFORMANCE TEST

Subject: **Mathematics**
Class: **JSS II**

Instruction: Answer all the questions in this paper by shading the correct answer on the shading sheet provided. Shade only one answer. Erase completely if you want to change the option selected.

1. Which of the following is NOT a factor of 24?
   (a) 5 (b) 4 (c) 3 (d) 12
2. Which of the following is NOT a prime number?
   (a) 6 (b) 7 (c) 5 (d) 3
3. The square root of 49 is.
   (a) 6 (b) 8 (c) 7 (d) 9
4. 59,000,000.00 in wards means.
   (a) Fifty nine thousand (b) Fifty nine million
   (c) Fifty nine billion (d) Five thousand nine hundred
5. Convert 2/4 to percentage
   (a) 30% (b) 35% (c) 40% (d) 50%
6. Remove the bracket a (x + y)
   (a) ax + y (b) ax + ay (c) a + ax (d) ax + yx
7. Find the value of the following a + b when
   a=1 b=2 c=3 a + b
   (a) 5 (b) 8 (c) 3 (d) 6
8. A woman need N2000, her son gives her N1000 and daughters gives her the rest. How much does the daughter gives.
   (a) 800 (b) 1000 (c) 900 (d) 700
9. What is the sum of angle of a triangle?
   (a) 180^0 (b) 150^0 (c) 120^0 (d) 90^0
10. Add the following number 1.87 + 0.032 + 11.0
    (a) 13.02 (b) 13.0 (c) 12.902 (d) 11.802

11. Find 1 of 88m 40cm

(a) 610m 88cm (b) 8m 58 (c) 5m 88cm (d) 588m

12. Simplify $3\frac{1}{3}\ x\ 4\frac{1}{5}$

(a) 17 (b) 14 (c) 15 (d) 20 (e) 04

13. Find the LCM of 29 and 36

(a) 106 (b) 206 (c) 601 (d) 150 (e) 506

14. Three Church bells, after starting together ring at intervals of 16 seconds, 16 seconds and 20 seconds respectively. After how many seconds will they ring together again?

(a) 120 seconds (b) 270 seconds (c) 720 seconds

(d) 840 seconds (e) 36 seconds

15. A car uses 15 litres of petrol from 132 kilometers. How many kilometer can it go on 35 litres?

(a) 200km (b) 308km (c) 1111km (d) 130 (e) 145

16. Multiply 587 x 17 =

(a) 9819 (b) 9979 (c) 8979 (d) 9949 (e) 9989

17. Change $^{1}/_{25}$ to decimal

(a) 0.04 (b) 0.4 (c) 0.004 (d) 4 (e) 0.08

18. What is the value of X if $\frac{x}{56} = \frac{3}{8}$

(a) 14 (b) 18 (c) 21 (d) 24 (e) 27

19. What number divided by 9 gives and answer of 12 remainder 5?

(a) 103 (b) 113 (c) 57 (d) 69 (e) 63

20. The height of four boys are 150cm, 155cm and 170cm. what is the average height of the four boys?

(a) 165cm (b) 162cm (c) 160.5cm (d) 160cm (e) 150.5cm

21. $\frac{I\ x\ 100}{P\ x\ R}$ is the formula for finding

(a) Rate (b) Interest (c) Principal (d) Time (e) Volume

22. 40% of 120 is =

(a) 180 (b) 160 (c) 48 (d) 38 (e) 28

23. What name is given to nine sided polygon?

(a) Pentagon (b) Hexagon (c) Heptagon (d) Octagon (e) Nonagon

24. Evaluate 0.035%

(a) 35 (b) 3.5 (c) 0.035 (d) 350 (e) 0.0035

25. Four books were bought in the market at the following price: ₦15.50, ₦6.40, ₦17.25, ₦23.75. Find the total cost?

(a) ₦75.55 (b) ₦65.96 (c) ₦48.83 (d) ₦62.90 (e) ₦106.90

Marking Scheme - Mathematics JSS II

1. A
2. A
3. C
4. B
5. D
6. B
7. C
8. B
9. A
10. E
11. C
12. B
13. A
14. C
15. B
16. B
17. E
18. C
19. C
20. D
21. D
22. C
23. E
24. A
25. D

APPENDIX IV

Subject: **English Language**
Class: **JSS II**

Instruction: attempt all questions in this section.

Read the passage carefully and answer the questions that follow:

Read the passage carefully and answer the questions that follow:

It is the time the electorate was educated on free fair and credible electioneering. The public should be well instructed on the conduct of elections. In 1979, some people were not fully informed on voting procedures. As a result, many votes were lost through invalidation. The thump impressions were not properly made on the ballot papers. The masses ought to know the importance of a democratic election. They ought to know that an election provides, simultaneously, the opportunity to choose a party that will form the next government and the opportunity to oust the party in office whose records have been bad. The people should be told how their votes can be instrumental in bringing about a change of government for the betterment of the country.

The public ought to know that their votes are powerful weapons in making the party in office identity with their socio-economic goals or aims. They should know that their votes are not to be bought with money or gifts. Rather, the votes should be used to choose the right person to represent them. That is what political democracy is all about.

1. What should the public be instructed on?
   (a) Conduct of elections (b) Importance of votes
   (c) The need for free and fair election (d) All of the above
2. According to the writer, the power to vote should be
   (a) Taking seriously and not abused (b) Treated lightly since it come often
   (c) Given up since many vote were lost
   (d) Reconsider since the masses cannot understand
3. The writer's purpose is clearly to _____
   (a) Inform and insist strongly (b) Inform and deny
   (c) Teach and entertain (d) Speak and write

4. Choose a suitable name for the passage

(a) Voters (b) Voting (c) Contestants (d) Government

5. Political democracy is all about _____

(a) Choosing the right person to represent the people

(b) Buying voters with money and gifts

(c) Using weapons to gain socio economic goals

(d) Ruling the country at all cost

Fill in the blank space with the correct comparative form of the adjective in bracket

6. Aeroplane is the _____ (fast) means of transportation in the world.

(a) Fast (b) Faster (c) Fastest (d) More fast (e) Most fast

7. Our father is _____ (tall) than our mother.

(a) Taller (b) Tall (c) More tall (d) Most tall (e) Tallest

8. Our classroom is _____ (neat) than our dormitory.

(a) More neat (b) Most neat (c) Neatest (d) Neater (e) Neat

9. All students should be _____ (serious) with their studies than with their games

(a) Serious (b) Seriously (c) More serious (d) Most serious (e) Least serious

10. Old people are _____ (wise) than young peoples.

(a) Wisely (b) Wiser (c) Wise (d) Wisest (e) More wise

Choose the word that nearly opposite in meaning with the underlined word.

11. Abdullahi is always <u>late</u> to school.

(a) Early (b) Back (c) Absent (d) Run away

12. The road to our school is very <u>rough.</u>

(a) Wide (b) Smooth (c) Busy (d) Soft

13. The weather is very <u>cold.</u>

(a) Warm (b) Hot (c) Mild (d) Windy

14. The <u>fat</u> cow ate all the grass.

(a) Small (b) Big (c) Thin (d) Huge

Complete the below sentences with the most suitable word.

15. I know the place _____ you kept the money.

    (a) Which (b) Whom (c) Where (d) When

16. We don't know _____ he'll arrive.

    (a) Whom (b) When (c) Which (d) Where

17. He is the man _____ car was stolen.

    (a) Which (b) Whose (c) Which (d) Where

18. We saw the students _____ you described for us.

    (a) Who (b) Whom (c) Which (d) Where

Change the following sentences in negative form

19. That was an interesting story.

    (a) was not (b) is not (c) was (d) is

20. The boy does the work well.

    (a) do (b) does (c) does not (d) did

Choose the right spelling of the word from these options

21. Cholera is a type of _____

    (a) Decease (b) Disease (c) Desease (d) Diceases

22. There is world wide economic _____

    (a) depression (b) depresion (c) Depression (d) recession

Choose the correct proposition as used in the following sentences

23. Rachel's brother came from Lagos

    (a) from (b) Rachel's (c) brother (d) came (e) Lagos

Choose the correct adverb

24. It was raining heavily

    (a) it (b) heavily (c) raining (d) was

25. The old woman walked slowly

    (a) the (b) woman (c) slowly (d) walked

Marking Scheme - English Language JSS II

1. A
2. B
3. C
4. C
5. C
6. B
7. B
8. B
9. A
10. C
11. A
12. B
13. B
15. C
16. B
17. B
18. B
19. A
20. C
21. B
22. D
23. A
24. B
25. C

Appendix V

Influence of Social environmental support on Academic Self-Concept and Academic Performance of JSS II Students in Zaria Metropolis

Social environmental support

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Parental Support Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.856	0.862	16

Teacher Support Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.768	0.774	15

Peer Support Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.694	0.696	12

Item Statistics

	Mean	Std. Deviation	N
Do not discuss my school activities with me	3.58	1.394	40
discuss things that I learn in class with me	2.25	1.391	40
do not attend school functions and find out about my progress in class	3.15	1.167	40
rarely talk to me about importance in education	2.13	.939	40
discourage m to work harder	2.23	1.310	40
are always happy with me when I do well	3.95	1.260	40
rewards me when I get good good grades	4.25	.840	40

always suggests to me that I am good and can do better academically	4.63	.490	40
are always happy with me when I get bad grades	2.20	1.400	40
are too busy to spend time with me	2.78	1.310	40
supervise and mention my work	3.33	1.228	40
do not provide me with enough study materials	1.58	.813	40
responds to my problems in school	4.05	.904	40
help me with my home work	4.10	1.057	40
tell me that I am not good enough to higher in education	2.00	1.240	40
do not pay my school fees promptly	1.43	1.035	40
discourages me to do well academically	.08	.267	40
likes the other students better than me	2.53	1.552	40
encourages me to contribute to discussions in the class	3.35	1.902	40
doesn’t care about my effort in class	2.45	1.839	40
encourages me to work harder when I am in difficulty	3.35	1.955	40
is very strict	4.13	1.604	40
tells me that I am as good as any other student	3.18	1.534	40
makes me feel comfortable in class	3.88	1.682	40

creates a low level of friendship among students	3.18	1.960	40
always find time to help me when I am in difficulty	4.05	1.679	40
makes clear what he/she wants me to do	3.33	1.979	40
discourage me in whatever I do	2.48	2.000	40
makes me feel like I am part of the class	4.05	1.797	40
values my contribution in class	3.65	1.981	40
disrespects me as an individual	2.88	2.065	40
my friends and I always study what we have learned together	3.48	1.948	40
I cant trust my friends	2.33	1.886	40
my friends and I discuss our class work together	3.30	2.003	40
I do not get along well with my friends	3.00	2.025	40
my friends help me whenever I have problems with my class work	3.68	1.886	40
my friends do not help to my academic problem	2.70	2.003	40
my friends always suggests to me that I am good and can do better	3.80	1.856	40
my friends always discourages me to join them	2.23	1.847	40
I can always count on my support of my friends	4.08	1.685	40

my friends always discourage me to work harder	1.73	1.536	40
my friends always tell me that I am god as any of them	4.18	1.615	40
studying with my friends affects my performance negatively	2.23	1.847	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.042	.075	4.625	4.550	61.667	.898	43

Academic Self-Concept

Reliability

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.627	.657	14

Item Statistics			
	Mean	Std. Deviation	N
I am very confidence academically	4.48	1.339	40
I can work vey hard in school	4.28	1.485	40
I can do well in school	4.70	.992	40
I cant think I am as good as every body else at school	4.50	1.062	40
most of the time I feel like I can do my school work	3.90	1.809	40
I succeed at whatever I do at school	3.20	2.015	40
I give up easily when I have difficulty at school	2.88	2.002	40
I am not very smart in class	2.30	1.897	40
because I think I am good I always help my class mates in their class work	4.68	1.071	40
I am not pleased with myself at school	3.60	1.932	40
I am not good in the subjects that I do in school	4.30	1.539	40
I cant do things like other students	4.03	1.717	40
I am not compose at school	4.20	1.522	40
I can do well in school if I want	4.55	1.218	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.970	2.300	4.700	2.400	2.043	.529	14

Appendix VI

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.