RELATIONSHIP AMONG SELF-CONCEPT, CAUSAL ATTRIBUTION AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS, KADUNA STATE, NIGERIA

BY

ADAMU Zainab, Social Studies (ABU) 2012

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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING,

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

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

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

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MAY, 2018

DECLARATION

I declare that the work in this dissertation titled Relationship among Self-concept, Causal Attribution and Academic Performance of Secondary School Students in Zaria Metropolis, Kaduna state, has been carried out by me in the Department of Educational Psychology and Counseling. The Information Derived from the Literature has been duly acknowledged in the Test and a list of References Provided.

_____ _____

ADAMU Zainab **Date**

CERTIFICATION

This dissertation titled RELATIONSHIP AMONG SELF-CONCEPT CAUSAL ATTRIBUTION AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS; KADUNA STATE by ADAMU Zainab meets the regulations governing the award of the degree of master of educational psychology of the Ahmadu Bello University, and it is approved for its contribution to knowledge and literary presentation

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DEDICATION

This dissertation is dedicated to my Parents Mal. Adamu Garba and Malama Salamatu Adamu for their support, encouragement and for my upbringing as well as educational concern at all levels.it is also dedicated to my husband Lawal Umar and my Children Auwal, Yasir, Sumayya, Ammar, Mus'ab and Rumaisa for their love endurance, support and their prayers for my success throughout this research work.

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ABSTRACT

This study examined the relationship among self concept, causal attribution and academic performance of secondary school students in Zaria metropolis, Kaduna state Nigeria. A correlational research design was used in carrying out this study. The population of the study was 4652 students, and the sample size for the study consists of 357 students drawn from four randomly selected schools through cluster sampling techniques. Two instruments which were related to the variables of the study (self -concept and causal attribution questionnaire) comprising of 20 items and 40 items respectively were used to collect data for the study. Academic performance of students' was measured using 50 test items in English and 50 items in mathematics. Seven null hypotheses were formulated and tested at 0.05 alpha level of significance. The data collected were subjected to statistical analysis using Pearson Product Moment Correlation (r) and t-test in finding the difference in the study. The findings show that there is significant relationship between self-concept in English Language and academic performance of students with r=.773 and p=.000. There is significant relationship between Math and academic performance with r=.634 and p=.000. The finding also shows that significant relationship exist between academic self-concept and academic causal attribution among secondary school students in Zaria metropolis (r=.811 and p= .002), there is significant relationship between causal attribution (internal success) and academic performance of students with r = .641 (p= .002) and there is significant inverse relationship between causal attribution (internal failure) and academic performance of students with r = -.631 (p = .000). The finding also shows that there is significant difference between male and female students in their self-concept in English Language with t= 4.26 and p=.000 while no significant difference was found in students self-concept in Mathematics with t=1.66 and p=.083**.** The result also shows that there is no significant difference between male and female in their causal attribution (internal success) with t=1.96 and p=.051.respectively. It is recommended that psychologist and counselors should train students to put more effort in their learning activities in order to develop positive self concept and protect their self image in academic activities. It is also recommended that educational psychologists and counselors should train students to attribute their academic success and failure to internal factors rather than external ones so as to enhance their academic performance.

TABLE OF CONTENTS

Cover Page		i
Title Page		ii
Declaration		iii
Certification		iv
Dedication		v
Acknowledgements		vi
Abstract		vii
Table of Contents		viii
Operational Definition of Terms		xi
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	4
1.3	Objectives of the Study	6
1.4	Research Questions	7
1.5	Research Hypotheses	8
1.6	Basic Assumptions of the study	9
1.7	Significance of the Study	9
1.8	Scope and Delimitations of the Study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	12
2.2.	Concept of Academic Self- Concept	13
2.2.1	Academic Self- Concept and Academic Performance	15
2.2.2	Academic Self- Concept and Gender	16
2.3	Concept of Academic Causal Attribution	16

2.3.1 Academic causal Attribution and Academic Performance 18

2.3.2 Academic Causal Attribution and Gender 19

2.4 Concept of Academic Performance 20

2.4.1 Academic Performance and Gender 21

2.5 Theoretical Framework 22

2.5.1 Carl Rogers Theory of Self Concept 22

2.5.2 Maslow Theory of Self-actualization 25

2.5.3 Weiner Causal Attribution Theory 27

2.5.4 Kelly Causal Attribution Theory 30

2.5.5 Bloom's taxonomy for academic performance 31

2.6 Review of Related Empirical Studies 33

2.7 Summary 43

CHAPTER THREE: METHODOLOGY

3.1 Introduction 47

3.2 Research Design 47

3.3 Population of the Study 47

3.4 Sample and Sampling Technique 48

3.5 Instrumentation 49

3.5.1 Academic Self-Concept Scale 49

3.5.2 Academic Causal Attribution Scale 50

3.5.3 Academic Performance Test 51

3.6 Validity of the Instruments 51

3.7 Reliability of the Instruments 52

3.7.1 Reliability of ASCS 52

3.7.2 Reliability of ACAS 52

3.7.3 Reliability of APT 52

3.8 Procedure for Data Collection 53

3.9 Procedure for Data Analysis 53

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction 54

4.1.1 Presentation of Data 54

4.2 Hypotheses Testing 55

4.3 Summary of Findings 62

4.4 Discussion of Results 63

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 66

5.2 Summary 66

5.3 Conclusion 71

5.4 Contribution to knowledge 72

5.5 Recommendations 73

5.6 Suggestion for Further Studies 74

Reference 75

Appendices 81

LIST OF APPENDICES

Appendix A:	Academic Self – Concept Scale	81
Appendix B:	Causal Attribution Scale (CAS)	83
Appendix C:	Academic Performance Test	84
Appendix D:	Reliability Test	100

OPERATIONAL DEFINITION OF TERMS

For the purpose of this study the following terms are operationally defined

Academic self-concept: Refers to JS 3 Student's Perception of Self with respect to Achievement in English and math.

Academic Causal Attribution: Refers to the Internal or External Causes for (success/failure) that J S 3 Students' attributes to their educational outcome

Internal attribution: Refers to the causes of factors for (success/failure) that originate from within the students

External attribution: refers to the causes of factors for (success/failure) that originate in the students environment.

Academic performance: In this study refers to students' scores in English and math test.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The academic lives of children are challenging and complex. In line with the mission of schooling, children are expected to engage in academic activities, learn from instruction and meet the standards of intellectual competence establish by others. Each day at school children also are expected to adhere to classroom rules, maintain and establish new relationship classmate and adults and participate in activities as part of their school community. Central to understanding children's success at these activities is motivation that is, the energy they bring to these tasks, the beliefs, values and goals that determine which task they pursue and their persistence in achieving them, and the standards they set to determine when a task has been accomplished.

Self-concept refers to as person's general composite or collective view of themselves across multidimensional sets of domain specific perceptions, based on self-knowledge and evaluation of value, or worth of one's own capabilities formed through experiences with and interpretations of the environment (Byrnes, 2003). Carl Rogers and Abraham Maslow were the first to establish the notion of self-concept. According to Rogers as cited in Burns (1978), every one strives to reach an "ideal self". He also suggested that psychologically, healthy people actively move away from roles created by the expectation and interest of others and look within themselves for validation.

Academic self-concept refers to a person's self-evaluation regarding specific academic domain or ability. High value placed of education and the value of hard work with effort emphasized over ability. According to Wilgfield, and Karfthan (2004), Academic Self-concept measures student's conceptions towards their academic ability and effort which are

used to assess student's commitment and interest in school work. Since children spends a significant portion of their lives being evaluated in school classrooms, self-worth theory postulates that a key to developing and maintaining self-worth is to develop and maintain a positive academic self-concept. Psychologists have recognized the important role of self-concept in an individual's personal adjustment while educators are becoming increasingly aware that, a student's perception of him/her may have a significant influence on his/her academic performance in school. Positive students are also realistic in their self- evaluation of their academic performance. They appear to have more accurate self-perception because frequent explicit evaluation occurs both at the level of the classroom and the level of environment (Chen Lee & Stevenson 2003). Academic Self-concept leads to gain in academic achievement. Specifically, students with positive views of their academic abilities are likely to engage in more achievement-related behaviors, which might include completing homework, studying for tests, and participating in class activities. (Valentine, 2004)

Academic causal attribution has been studied in various countries among students of different levels for measuring their beliefs about successes and failures .People with positive causal attribution feel good about themselves and their capacity for success and negative attribution denotes the opposite tendency, individuals who demonstrates this attribution tendency frequently attribute undesirable events to internal and frequent stable factor such as lack of intelligence, while attributing desirable outcome to external and frequent unstable factor, such as bad luck. One's attribution style may predict tendency towards depression and learned helplessness. If one has a negative attribution style has a likely hood of being depressed with the believe that one will fail repeatedly due to one's ability or lack of ability, this individual will expect negative events to take place and believe that they have no control over it.

Success and failure in academic tasks is associated with three set of characteristics Weiner,(cited in Taylor & Francis 2009). Firstly, people may succeed or fail because of internal or external factors; these are causes of factors that originate from within themselves or because of factors that originate in their environment. Secondly, the causes of success or failure may be either stable or unstable. If people believe that the factors are stable, then they may believe that the outcome of their performance is likely to be the same next time they attempt the same or similar task. If the factors are unstable, it means that they can be changed and therefore the outcome of performance may be different next time a behavior is performed. Thirdly, the cause of success or failure may be either controllable or uncontrollable. If the causes are controllable, then it means that people believe that they can alter these causes. But, on the other hand, if people believe that the causes are uncontrollable, it means that they cannot be altered easily.

High performing students are more likely to attribute their academic performance to internal, unstable and controllable factor and low performing students attribute their performance to external, stable and uncontrollable factors. It is important to note that attribution relate well to the need of academic achievement. Positive students will approach rather than avoid tasks related to succeeding, because they believe success is due to high ability and effort which they are confident of. They believe in their natural ability and they are motivated to approach challenging tasks. When tasks are difficult, they are likely to persist because they believe that an exertion of effort will lead to success. On the other hand, low achievers avoid success-related chores because they tend to doubt their ability and assume success is related to luck or to "who you know" or to other factors beyond their control. Thus, even when successful, it isn't as rewarding to the low achiever because he/she doesn't feel responsible, it doesn't increase his/her pride and confidence (Bries & Sweton, 2010).

Academic performance fulfills a number of purposes which include area of achievement in students' academic career. It is also evaluated in order to foster improvement and makes full use of the learning process. It is the outcome of education- the extent to which a student, teacher or institution achieved their educational goals. It is commonly measured by exams or continuous assessment. The study of academic performance and other variables has formed significant contribution to educational system in many countries. Some researchers reported that academic performance is associated with both cognitive and non-cognitive variables including environment, climate, culture and socio-economic status. Schools that creates socially and emotionally sound learning ant working environment helps students develop social and emotional competence and ensure positive outcome for students (Siva, 2009).According to (Bell, 2014) academic performance is a measure of success or how well a student meets standard by the institution itself. Academic performance is how student deal with their studies and how they cope with or accomplish different task given to them by their teachers. It is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper (Siva, 2009).

Accordingly, academic self-concept and academic causal attribution are part and parcel of both male and female students in junior secondary schools. This study look at the relationship among these variables (self-concept, causal attribution and academic performance) of secondary school students of Zaria metropolis, Kaduna state of Nigeria.

1.2 Statement of the Problem

Most secondary school students seem to lack positive view about themselves, not being sure about their academic self-concept and may have difficulty with their school performance. This causes a decline in the quality of education, especially at the junior level where most of the students in junior secondary schools have no value towards their education. Some students do not go to school on time or even attend to their lessons. When it

comes to examinations period some students' think that they could read over night to pass their exams, while some will resort to examination malpractice.

This is a serious problem that could hinder the value of education, because students are expected to give feedback or respond positively to their teachers and participate in class with their classmates, lacking this ability makes students feel inferior and uncomfortable ,as the result of that the students will start to think that they are not confident enough to perform positively and at the end they contributes their failure by assuming that they fail because they lack ability and success is by luck, which makes them appear to lack accurate self-concept and as the result the students found themselves attributing their academic failure to external factors like exams difficulty, bad luck or , which in turn results to serious downfall in students' academic performances. The importance of this lies in the fact that if these problems among the students are not given immediate attention, the concerned students will likely continue to have the problems and it may lead to their failure in school while their educational objectives might not be realized.

To be able to provide useful and helpful suggestions to this problem, the researcher examined how the two variables (academic self-concept and academic casual attribution) related to performance in English and math among secondary school Students of Zaria metropolis.

1.3 Objectives of the Study

This research was carried out to find out the following objectives

1. To find out the relationship between academic self-concept and academic causal attribution among secondary school students of Zaria Metropolis.
2. To find out the relationship between academic self-concept (English and math) and academic performance among secondary school Students of Zaria Metropolis.
3. To find out the relationship between academic causal attribution (internal success and failure) and academic performance among secondary school students of Zaria Metropolis.
4. To find out the relationship between academic causal attribution (external success and failure) and academic performance among secondary school students of Zaria Metropolis.
5. To find out gender difference in academic self-concept (English and math) among secondary school students of Zaria Metropolis.
6. To find out gender differences in academic causal attribution (internal success and failure) among secondary school Students of Zaria Metropolis
7. To find out gender differences in academic causal attribution (external success and failure) among secondary school Students of Zaria Metropolis.

1.4 Research Questions

For the purpose of this research, the following questions were raised.

1. What is the relationship between academic self-concept and academic causal attribution among secondary school Students' of Zaria Metropolis.
2. What is the relationship between academic self-concept (English and math) and academic performance among secondary school Students of Zaria Metropolis
3. What is the relationship between academic causal attribution (internal success and failure) and academic performance among secondary school Students' of Zaria Metropolis.
4. What is the relationship between academic causal attribution (external success and failure) and academic performance among secondary school Students' of Zaria Metropolis.
5. What is the gender difference in academic self-concept (English and math) among secondary school Students of Zaria Metropolis.
6. What is the gender difference in academic causal attribution (internal success and failure) among junior secondary school Students of Zaria Metropolis
7. What is the gender difference in academic causal attribution (external success and failure) among junior secondary school Students of Zaria Metropolis.

1.5 Hypotheses

The following hypothetical statements were formulated for the purpose of this study.

1. There is no significant relationship between academic self-concept and among secondary school Students of Zaria Metropolis.
2. There is no significant relationship between academic self-concept (English and math) and academic performance among secondary school Students of Zaria Metropolis.
3. There is no significant relationship between academic causal attribution (internal success and failure) and academic performance among secondary school Students of Zaria Metropolis.
4. There is no significant relationship between academic causal attribution (external success and failure) and academic performance among secondary school Students of Zaria Metropolis.
5. There is no significant difference in academic self-concept (English and math) with regard to students' gender
6. There is no significant difference in academic causal attribution (internal success and failure) with regard to students' gender
7. There is no significant difference in academic causal attribution (external success and failure) with regard to students' gender.

1.6 Basic Assumptions of the study

The study is based on the following assumptions

1. It is assumed that there is significant relationship between academic self-concept (English and math) and academic performance among secondary school students of Zaria Metropolis.
2. It is assumed that there is a significant relationship between academic causal attribution (internal success and failure) and academic performance among secondary school Students of Zaria Metropolis.
3. It is assumed that there is a significant relationship between academic causal attribution (external success and failure) and academic performance among secondary school Students of Zaria Metropolis
4. It is also assumed that there is gender difference in academic self-concept (English and math) among secondary school students of Zaria Metropolis.
5. It is assumed that there is gender difference in academic causal Attribution (internal success and failure) among secondary school Students of Zaria Metropolis.
6. It is assumed that there is gender difference in academic causal Attribution (external success and failure) among secondary school Students of Zaria Metropolis.
7. It is assumed that there is a significant relationship between academic causal attribution and academic self-concept among secondary school Students of Zaria Metropolis.

1.7 Significance of the Study

The information about the extent of low self-concept and academic performance among secondary school students that will be obtained from this study can give the picture

about the size of this problem among the students. The finding about the relationship among academic self-concept, academic causal attribution and academic performance among students can be used for providing adequate and useful advice to parents, teachers, counselors and school management. For example the findings of the study can assist the students to identify level of their low self-concept and negative causal attribution in order to take necessary measures to reduce these unproductive behaviors. Similarly, parents and counselors can as well take necessary action and give the right counseling to the students that exhibit these behaviors.

The knowledge of these variables (academic self-concept and (academic causal attribution) can be very useful to both teachers and school management in taking corrective measures to remedy possible poor performance among the students. School administrators will also find this study of great important in planning school activities, implementing curriculum contents, monitoring and assisting general academic performance of students in junior secondary schools. The findings from this study will also have significant implication for the Government in general, Ministry of Education, School managements, NGO's and other educational stakeholders in designing seminars, workshops and other school intervening programs for the benefit of teachers and students within the educational set up. The study will also help students in the tertiary institutions to look at the gap this research might have leave which will create a room for further studies.

For these stake holders to benefit from this study, the findings or result of this work could be published in journals and other print media, television, radio programmers' could also be mounted to feed the members of the public on the benefit of the study. Also, seminars, workshops could be organized for the stakeholders to have direct benefit from the findings of this study. Furthermore, parents can understand the benefit of this study through the parents' teachers association and school based management committee meetings. This can

be done by the researcher or the head teachers or the school counselors who might have benefited from the study. Students who wants to fill the gap the researcher might have live in this study can also have access to this study through the faculty libraries.

1.8 Scope and Delimitation of the Study

The study focused on Academic Self- Concept, Academic Causal Attribution and Academic Performance of Secondary School Students as the major variables. It deals with twenty one (21) secondary school involving both male and female students in Zaria metropolis. The study is delimited to JS 3 students because they have reached certain level to be able to determine their self concept and causal attribution and this will enable the researcher to test the students' academic performance in two core subjects English and math). Four (4) secondary schools were selected for the study because of its proximity to researcher and also time to cover all the schools

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this research was to investigate the relationship among academic self-concept, academic causal attribution and academic performance among junior secondary school students of Zaria Metropolis. Therefore, it is imperative reviewed the related literature to the research work, knowledge of the recent ideas regarding the concepts and theories related to the concepts and research investigation were reviewed.

2.2 Concept of Academic Self-concept

2.2.1 Academic Self concept and Academic Performance

2.2.2 Academic Self concept and Gender

2.3 Concept of Academic Causal Attribution

2.3.1 Academic Causal Attribution and Academic Performance

2.3.2 Academic Causal Attribution and Gender

2.3 Concept of Academic Performance

2.4.1 Academic Performance and Gender

2.4 Theoretical Framework

2.5.1 Carl Roger' s Theory of Self-concept

2.5.2 Maslow's Theory of Self-actualization

2.5.3 Weiner's Causal Attribution Theory

2.5.4 Kelly's Causal Attribution Theory

2.5.5 Bloom's Taxonomy for Academic Performance

2.6 Review of Related Empirical Studies

2.7 Summery

2.2 Concept of Academic Self Concept

It worth to note that Gross (2005), maintain that self and self- concept are used interchangeably to refer to individual's overall awareness. According to Morphy (1947) in Gross (2005),'the self is the individual as known to the individual,' and Burns (1980) conceives it as a set of attitudes a person holds towards himself. Baumeister (1999) provides that self-concept is the individual's belief about himself including the person's attributes and who and what the self is.

Purkey as cited, in Mukherjee (2002) offers his views in his search for self and states that the self is organized, the self is dynamic, and the self is learned. The self is organized: In the sense that it consists of a complex system of organized and incorporated beliefs, values, and cognition of the individual's ability and attitudes. For example, an organized self-concept of a child may continually remind the individual child that he is more intelligent than the average person, that he is an athlete of some average competence, that he has social competence in his interactions with other members of his society or group and that he is able to achieve success in his academic engagements. If the child really deserves the above complements then there seems to be no problem in his normal development of personality, but problem, step in when the self-concept of the child's is not organized on the basis of realities about himself (Mukherjee, 2002).

The self is dynamic: In the sense that it's capable of being changed and changing itself. For example, if a child confronts a situation which he fails to handle successful, then the new learning that will take place will alter his awareness that he is not perhaps that good in handling that situation, as he believed in the past. The opposite of this instance is also true. For example, if a child due to lack of opportunity in his life, failed to manifest or realized his total potential in education, he is likely to gain further on the arrival of appropriate

environmental interaction, and his former self- concept of his not being that good will be dynamically changed to one of being quite good in academic engagements (Mukherjee, 2002).

That the self is learned: can be illustrated from the fact that the entire growth process of all socialization, which is by itself a learning process. The last point that learning determines the dynamic growth of the self can be examined from the consideration of one's self image, self-esteem and ideal self (Mukherjee, 2002).

Academic Self-Concept is a variable that has high value in psychology and especially in educational psychology, because it has relationship with academic, emotional and behavioral outcomes of students. It has long history and is typically defined as a person's self-evaluation regarding specific academic domains or abilities (Trautwein, 2006).

In other words, academic self-concept is how students do school work or feel about themselves as learners. Another definition of self-concept is a person's perception of self with respect to achievement in school (Reyes, 1984, pp. 558-560). Academic self-concept is individuals' knowledge and perceptions about themselves in academic achievement situations (Wigfield & Karpathian, 1991).Academic self-concept refers to individuals' knowledge and perception about themselves in academic achievement situation. According to Redd, Brooks and mecharvey as cited in Hni-ju (2010) defined academic self-concept as an individual's perception of his or her level of competence or ability with academic realm. Academic self-concept is a dimension of self -concept , it is relatively stable set of attitudes and feelings reflecting self-evaluation of one's ability to successfully perform basic school related tasks such as reading, writing, spelling and mathematics.(Boerma & Chapman,as cited in Catherine, 2013).

Academic self- concept is the belief of a student about how more talented he or she feels himself or herself than other students in terms of a certain academic activity (Arseven,

1979). Similarly, academic self- concept is the degree of an individual's perception of his or her own proficiency in academic subjects (Bong &Skaalvik, 2003; DiPerna& Elliott, 1999).

2.2.1 Academic Self-Concept and Academic Performance

Several psychologist have studied ways to persuade low performing students to attribute their failures to lack of effort which can be increased rather than to lack of ability for instance, Leviton (1975) reviewed a research on relationship between self-concept and academic performance and eventually found a consistent moderate correlation between children's self-concept and academic performance. Young people whose experiences provide too little support for the development of positive view of self, and who find the world as they see it hostile and unpredictable, all too often are inherited, have a sense of normlessness and powerlessness when these feelings become incorporated in personality structure they had to rebellion and hostility, which are manifested by delinquency, underachievement in school and early school leaving.

Gadzella and Williamson (2000) also conducted a research with a view to investigating the relationship between study skills, self-concept and academic achievement and whether self-report measures contribute to the prediction of grade point per average (GPA) for university students. The undergraduate complete the Tennessee self-concept scale and a study skill test. The results indicated that study skill, self-concept and academic achievements correlated significantly with each other. Thus, measures of self-concept contributed to Prediction of Grade Point per Average GPAs.

Coon and Mitterrer (2008) agree that self-concept influence behaviors such as school performances, level of aspiration and mental health. To him it has a circular effect because it support the already existing believe about self and so tend to maintain and reinforce its own existence. The characteristics that support self relates behavior to both positive and negative

self-concept to alter once establish. He therefore recommends helping children in changing their academic self-concept to positive perceptions towards academic believe and activities.

2.2.2 Academic Self-Concept and Gender

Self-concept is a multidimensional concept, with many areas of the individuals as the imaged perceived by the individuals about their other behaviors, action and other people reactions towards those behaviors in many situations. Despite the gender differences and perception formed by the individual about him/herself, due to the differences in those situations of gender differences, they are integrated in a sequenced hierarchy, since the individuals perception about themselves extent from sub-domains to form a general self-concept. Gender role has a powerful effect on person's self-concept, together with other social roles (family role, occupational roles) it influence attitudes, values, motivation and behavior of person. Even self-concept of people is influenced by gender stereotypes, which are incorporated into people's self-concept and then are used by people as their own standards. According to Eagly(2000), people tend to evaluate themselves favorably or unfavorably depending on the extent of conformation or deviation from this personal standard. This between self-concept and gender role can explain many differences in behavior between men and women

2.3 Concept of Academic Causal Attribution

Attribution refers to how individuals explain causes of events, other behavior and their own behavior. Attributions involve forming impression of others attempt is always made to determine what characteristics in each person explain their behavior and cause them to act the way they do. Yet in attempting to understand others a focus will not only be based on individuals' personality trait. However, in seeking explanation for their behavior,

situational context is always considered as well as the influence that others have in them. Beyond trying to understand people as individuals, when we perceive events in general, we often are irresistible drawn to understand why they unfold in their observed manner. This tendency is strongest when the events are the action of other people and are expected, unusual or distressing (Kanazawa, 1992 in Brehm & Kassim, 2006). Accordingly, the process by which we use such information to make inferences about the causes of behavior or event is called attribution.

Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (Jone & Harris, 1967, Weiner 1974,) developed a theoretical framework that has become a major research paradigm of social psychology. Heider discussed what he called ‘‘naïve’’ or ‘‘commonsense’’ psychologist. In his view people are like amateur scientists, trying to understand other people’s behavior by piecing together information until they arrived at the reasonable explanation or cause. In his point of view, the common ascriptions made for outcome in social relationships fall in categories which are called “can”, “try”. “Want”, “ought”, and “may”, representing perceptions of cause and intent

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Attribution theory assumes that people try to determine why people do what they do. A person seeking to understand why another person did something may attribute one or more causes to that behavior. According to Heider, a person can make two attributions:

1. Internal attribution, the inference that a person is behaving in a certain way because of something about the person, such as attitude, character or personality.
2. External attribution, the inference person is behaving a certain way because of something about the situation he or she is in.

The tendency for individuals to consistently make particular kinds of causal attributions over time is referred to as attribution style (Metalsky & Abramson, 1981). Causal attribution is also defined as the tendency to consistently contribute positive and negative outcome to a specific type of cause (Abrahamson, Seligman &Teasdale, Douglas & Martinko, 2011). On the other hand, Naraya (2008) was at the view that the basic principle of attribution theory as it applied to motivation is that a person's own perception or attribution for success or failure determine the amount of effort the person will expend on the activity in the future. That there are four factors related to attribution theory that influence motivation in education. Balarabe (1989) discovered that effort the internal attribution for failure could be associated with the feeling of worried or not being concerned. This seems to suggest according to him that some sort of luck or lack of ability and striving for attribution and feelings also. Attribution or explanatory style refers to an individual's habitual way of explaining the causes of positive and negative events in their life. A negative or depressive attribution style, for instance, is characterized by a tendency to attribute negative or unwelcome events as being due to a characteristic of the individual while also attributing positive events to external causes such as good fortune (Peterson & Steen, 2002).

2.3.1 Academic Causal Attribution and Academic Performance

Bernard Weiner (1979, 1980, & 1986) played an important role in constructing the attribution theory which mostly concerns with the factors people attribute their failures and successes to in education and other domains (Williams & Burden, 1997). There are four sets of attributions for people's successes and failures: ability, effort, luck, and task difficulty. Ability and effort are internal factors as they come from inside the person while luck and task difficulty are external attributional factors. Weiner termed these two notions of internality and externality as *locus of causality* which is one of the main attribution dimensions. The

other aspect is called *stability*, that is, whether the factor is stable or it may be changed. Later, Weiner introduced a third dimension he called *controllability* which refers to the elements either within people's control or out of their control (Weiner, 1986).

In academic situation, the way people perceive the causes of success and failure in a given situation should influence their emotional reaction to the outcomes (the effective value of success and failure) and the degree to which the outcome, a success or failure will change the expectancy of success for a future occasion.

Schnck as cited in Elliot, Krotochwill, Cook and Travers (2000), indicated that relationship between self-efficacy (i.e. personal judgments of performance capability on any task) and learning, reported that student enter a classroom with aptitudes and experiences that affect their self-efficacy increases and in turn, enhances motivation.

2.3.2 Academic Causal Attribution and Gender

Gender is one of the factors that can influence achievement in different fields. Sex differences in the area of achievement are rather small and have been decreasing. For example, gender difference is small in science achievement. Girls have advantage in reading. Boys and girls are similar in mathematics during the first years of school, but boys' advantage emerges in the later school years (Forsthuber, Horvath, Motiejunaite, 2010).

Some researchers pointed out that these gender differences in attribution patterns vary according to the achievement domain, student ability level, and research methodology (Parsons, Adler, &Kaczala, 1984; Parsons, Kaczala, &Meece, 1982).

Beyer (1998 & 1999) studied gender differences in attributions and emotions for successes and failures on examinations. Males attribute their successes to ability more than females. Females attribute to studying and paying attention. Males ascribed their failures to lack of studying and interest while females attributed to lack of ability. Females' emotions were stronger than males' after experiencing success or failure.

Batool, Arif, and NaseerUd Din's (2010) study investigated gender difference of causal attributions of two groups including mainstream and religious school students and the effect of their attribution on their academic achievement. Peacock (2010) conducted his study trying to investigate the relationship among attribution, proficiency, gender, and academic discipline. In language learning domain, Williams, Burden, Poulet, and Maun (2004) did a research to find out about attributions for success and failure in foreign language learning of secondary students and the effect of gender, age, perceived success, and the specific language that the learners studied. Pishghadam and Modarresi (2008) constructed and validated an attribution questionnaire. The researchers administered the questionnaire to a university population and examined the role of gender and major of the participants in their attributions.

2.4 Concept of Academic Performance

Academic performance fulfills a number of purposes which includes areas of achievement and failure in students' academic career. It is also evaluated in order to foster improvement and make full use of the learning processes. Academic performance is a measurement of success or how well a student meets standards set out by the institution itself (Bell, 2014). Academic performance is how students deal with their studies and how they cope with or accomplish different tasks given to them by their teacher, it is also the ability to study and remember facts and being able to communicate their knowledge verbally or down on paper (Siva, 2009).Academic performance is the attainment obtained by a child from lessons taught which may include experiences, knowledge, skills and the like (Bee, 2004). He explained that the child's good 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 contact, his teachers and the overall climate of his school and assessments procedure. Individual differences in academic performance have been linked to differences in intelligence and personality, Von Sophie, Benedict and Tomas (2011). Students with higher

mental ability as demonstrated by IQ tests and those who are higher in conscientiousness linked to effort and achievement motivation tend to achieve highly academic setting. A recent meta-analysis suggested that mental curiosity as measured by typical intellectual engagement has an important influence on academic achievement in addition to intelligence and conscientiousness. Von Sophie et al (2011).

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievements enhance later academic achievement (Bossert & Dolmen, 2011).

2.4.1 Academic Performance and Gender

Several authors have observed that the in-school experiences of boys and girls can be quite difference Rose (1998). Boys and girls may be involved in quite different learning processes, even when the activities they are involved in are identical and that this differences between embedded at an early age. According to (Fagot, 2001), he suggested that the important aspect of socialization that occurs within schools, specifically, it appears that boys demand and are given more attention and engage in activity related discussion to a greater extent than their female peers, in some subjects. Bryne, (2009), also found some evidence of teachers having higher expectations of boys than of girls in respect to academic performance; he also found that, there exist subject preferences between boys and girls. He also found in his study boys prefer mathematics than girls which could also affect academic performance. Marsh (1989) found in his study that there was some agreement between boys and girls that girls were better students than boys. When asked why girls got better marks than boys, both groups talked about girls caring more about school studying more, listening more in class and even being clever. In his study, both boys and girls perceived that girls were more delight about class work than boys

2.5 Theoretical Framework

2.5.1 Carl Rogers Theory of Self Concept

The proponents of self concept theory are concerned with 'self' and the individual's subjective experiences. It is based on man's potentials for self directions and freedom of choice. Mallum and Haggai (2004), suggested that the self consist of three components: How person view himself (perceptual), how a person thinks of himself (conceptual) and a person's attitudes towards himself (attitudinal). This includes attitudes like self-esteem, self-reproach, value, ideas and convictions. According to Downs (2003), the self develops out organism interaction with the environment. It may take on the values of other people and see them in a distorted way; the self strives for consistency; the self is learned; it may changes as a result of maturation and learning experiences. The important fact of development is how the person see's himself and evaluate his worth at a particular time.

Rogers also said "in order to achieve self actualization, four condition are necessary. The person must be respected and love by others, the person must respect himself and his ability to achieve his goals, the choice available to the individual must be clear perceived and finally, the choice must be clearly symbolized. That is, the person must not be aware of alternatives but must have clear cut description and full understanding of his choice (Chauhan, 2007).According Carl Rogers, self concept is directly to a person's level of anxiety, if a child feels highly valued and wanted as a child, that is more likely to grow up with a positive self-image with the possibility of becoming self actualized. Rogers describes this individual as a fully functioning person with a low level of anxiety, which he attributes to inconsistencies, between self-perceptions and possible-self. Here again, expectations play a major role in shaping self concept. Rogers hypothesizes but instead look within themselves for validation. Also Rogers explain that, everyone strives to become more like an "Ideal Self". The closer one is to their Ideal self, the happier one will be. Rogers further claimed that, one factor occurs in close or familial relationships, and involves a consistent level of

affection regardless of the recipient's actions. Rogers explained unconditional positive regard as neither approving nor disapproving of someone based on their behaviors or characteristics but rather accepting them without judgment (Arul, 1990). Rogers believed that every person can achieve their goals, wishes and desires in life. When, or rather if they did so, *self actualization* took place. This was one of Carl Rogers most important contributions to psychology and for a person to reach their potential a number of factors must be satisfied.

"*The organism has one basic tendency and striving - to actualize, maintain, and enhance the experiencing organism*" (Rogers, 1951, p. 487).

Rogers rejected the deterministic nature of both psychoanalysis and behaviorism and maintained that we behave as we do because of the way we perceive our situation. "As no one else can know how we perceive, we are the best experts on ourselves."Carl Rogers (1959) believed that humans have one basic motive, that is the tendency to self-actualize - i.e. to fulfill one's potential and achieve the highest level of 'human-beingness' we can. Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough. However, unlike a flower, the potential of the individual human is unique, and we are meant to develop in different ways according to our personality. Rogers believed that people are inherently good and creative. They become destructive only when a poor self-concept or external constraints override the valuing process. Carl Rogers believed that for a person to achieve self-actualization they must be in a state of congruence.

This means that self-actualization occurs when a person's "ideal self" (who they would like to be) is congruent with their actual behavior (self-image). Rogers describes an individual who is actualizing as a fully functioning person. The main determinant of whether we will become self-actualized is childhood experience. Rogers believed that every person

could achieve their goals, wishes, and desires in life. When they did so self-actualization took place. For Rogers (1961) people who are able be self-actualize, and that is not all of us, are called fully functioning persons. This means that the person is in touch with the here and now, his or her subjective experiences and feelings, continually growing and changing.

In many ways Rogers regarded the fully functioning person as an ideal and one that people do not ultimately achieve. It is wrong to think of this as an end or completion of life's journey; rather it is a process of always becoming and changing.

Rogers identified five characteristics of the fully functioning person:

- **Open to experience**: both positive and negative emotions accepted. Negative feelings are not denied, but worked through (rather than resorting to ego defense mechanisms).

- **Existential living**: in touch with different experiences as they occur in life, avoiding prejudging and preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i.e. living for the moment).
- **Trust feelings**: feeling, instincts and gut-reactions are paid attention to and trusted. People's own decisions are the right ones and we should trust ourselves to make the right choices.
- **Creativity**: creative thinking and risk taking are features of a person's life. A person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.
- **Fulfilled life**: person is happy and satisfied with life, and always looking for new challenges and experiences.

For Rogers, fully functioning people are well adjusted, well balanced and interesting to know. Often such people are high achievers in society. Critics claim that the fully functioning person is a product of Western culture. In other cultures, such as Eastern cultures, the achievement of the group is valued more highly than the achievement of any one person. Central to Rogers' personality theory is the notion of self or self-concept. This is defined as "the organized, consistent set of perceptions and beliefs about oneself".

2.5.2 Maslow's Theory of Self-actualization

Maslow as cited in Mangal (2002), contribution was to emphasize the master drive of self-actualization within a theory of human motivation. He felt that psychology ought to concentrate on 'healthy' rather than 'sick' people, focusing on man's strengths and virtues, rather than his frailties and sins. Maslow (1967). Writing from the 'organism' approach, claims like Goldstein that 'in practically every human being and certainly in almost every new born baby, there is an active will toward health an impulse towards growth or towards the actualization of human potentialities. He regards the self as innately good, so that environment is unmasked as the source of neurotic behavior, misery and ignorance. He also feels that some people are afraid of and drawn back from becoming fully human. The self-actualization drive is there to be unfolded in a benign environment by active effort of the person.

His proposed self-actualization need effects a striving to develop one's capacities, self-understanding and self- acceptance along lines set out along one's inner nature'. Since self-actualization is the pinnacle of the human needs, more basic needs such as survival come first as the bedrock on which the rest can be established. Then, and only then, can the individual aim for self-actualization. That is, when the needs that have greatest potency and priority are

satisfied, the next need in the hierarchy emerges and presses for satisfaction. He assumes that each person has five basic needs, which are arranged in hierarchical order from the most potent to the least potent as follows:

- The physiological needs i.e. hunger and thirst.
- The safety needs.
- The love and belongingness needs
- The esteem needs
- The self-actualization needs, i.e. the desire for self-fulfillment, for becoming what one has the potential to become.

Maslow made intensive clinical studies of people whom he judged to be self-actualizing in the sense of moving in the direction of achieving and reaching their highest potential. Such people are rare, as he discovered. In his group he included. Lincoln, Jefferson, Walt Whitman, Beethoven, James, Roosevelt, Einstein, Elcanor Roosevelt, Schweitzer, along with some personal acquaintances of his own.

Maslow discerned some basic personality characteristics which distinguished such self-actualization person from 'ordinary' mortals. This is not to suggest that each person he studied reflected all the characteristics, but each did, however ,exhibit a greater number of these and to a greater degree than might be expected in a less 'self-actualizing' person.
Such identifying characteristics included a realistic orientation to life, positive self-acceptance, positive acceptance of others in general spontaneity of thinking and emotions, a lack of self-centeredness, independence of thought –democratic, ethical, creative and a sense of identity with the whole of mankind. Maslow survey provides the most detailed conception of self-actualization yet develop

2.5.3 Weiner Academic Causal Attribution Theory

Bernard Weiner was also interested in how individuals make attributions about behaviors and events, and he defined three factors that may influence a person's perceived locus of control. Weiner's (1974) theory of achievement attribution describes how a person's perceptions of event outcomes shape their thoughts and future behavior. In his theory, Weiner describes three causal dimensions: stability, controllability, and locus of causality. The locus of causality refers to whether the cause of an event is internal or external to the person. Weiner hypothesized that a perceived locus of causality affects an individual's reaction to a positive or negative event. Specifically, if the locus of causality is internal, people are more likely to have an affective response to it. The controllability dimension proposes that there are causes that are controllable and causes that are out of one's control. This is an important distinction because if a cause is thought to be out of our control, people are less likely to be persistent in their efforts in the future. The last dimension is stability, and it is concerned with whether the cause is stable or unstable. Stability inferences can affect what people expect to happen in the future. If an event is always due to the same cause (the cause is stable), then the event will become easier to predict than if the event can be precipitated by multiple causes.

Weiner (1974) focused on four factors to which a person can attribute a success or failure: ability, effort, task difficulty, and luck. These perceived causes of outcomes are classified as being (a) stable, uncontrollable, and internal (ability), (b) unstable, controllable, and internal (effort), (c) stable, uncontrollable, and external (task difficulty), or (d) unstable, uncontrollable, and external (luck). This three-dimensional attribution theory was pivotal because it allowed researchers to begin applying attribution research to the real world. What followed were several studies that explored how positive and negative events are understood, how people react to feedback, and how the way people interpret events influence their motivations and future behaviors (Brown & Rogers, 1991; Forsyth & McMillan, 1981;

Metalsky & Abramson, 1981; Mullen & Riordan, 1988; Ross & Fletcher, 1985; Weiner, 1980).

After his initial attribution theory, Weiner (1980) began examining the link between attributions, self-esteem, and achievement. His results showed that consistently successful students (high achievers) who reported having high self-esteem attributed their success to ability, which is an uncontrollable, internal, and stable attribution. However, after failing successful students tend to attribute their bad performance to a lack of effort, which is an internal and controllable explanation, or to unreasonable task difficulty, which is an uncontrollable but external explanation (Forsyth & McMillan, 1981; Weiner, 1992). These responses to failure are linked to the student's self-esteem and motivation (Pintrich & Schunk, 2002), purportedly because the causes of the failure are either controllable or external. External attributions after failure allow individuals to assign blame elsewhere for the failure, and this appears to help preserve individuals' self-esteem.

The hypothesis that psychologically healthy individuals are prone to attributing successes to internal factors and failures to external factors is now well supported (McAllister, 1996; Miller & Ross, 1975; Mullen & Riordan, 1988; Ross & Fletcher, 1985; Whitley & Frieze, 1985), and is referred to as the *self-serving bias* or *ego-enhancing position*. Because high achievers believe in their natural abilities, they are motivated to approach challenging tasks. When tasks are difficult, they are likely to persist because they believe that an exertion of effort will lead to success (Mullen & Riordan, 1988). However, low achieving students who have frequent failure experiences and low self-esteem tend to make internal attributions after failure and external attributions after success. Such attributions may perpetuate these students' tendency to be fearful and avoidant of challenges due to their lack of self-esteem. For these students, even when success is present it is often not enjoyed. This is because these students believe that their success is only due to luck or other factors outside

their control (Weiner, 1980). Success experiences do not increase their self-esteem, and they remain unmotivated and unenthusiastic about challenging activities.

Many studies have focused on the self-serving bias, and more generally on how individuals protect themselves from experiencing negative affect after negative events through selective attribution strategies. Individuals who adopt the self-serving bias are more likely to have a high self-esteem, and this may be explained by the fact that individuals with high self-esteem tend to focus on their strengths rather than their weaknesses and avoid negative thoughts about their performance (Dodgson & Wood, 1998). It seems that attributing success to oneself and failure to others serves to improve or maintain one's self-esteem (Brown & Rogers, 1991; Miller & Ross, 1975).

2.5.4 Kelly Academic Causal Attribution Theory

Kelley (1967) "Attribution Theory in Social Psychology," which has been widely cited in social psychology literature. While Jones and Davis wanted to know how people make internal (dispositional) attributions, Kelley was interested in both external and internal (dispositional) attributions. Specifically, he examined how people decide whether to make external or internal dispositional attributions. Kelley advanced Heider's (1958) attribution theory, which distinguished between external and internal attributions, by identifying three factors that influence attribution-making: consistency, distinctiveness, and consensus. When trying to understand the cause of someone's behavior, individuals often consider whether that action is stable. Does the person always act like that in a specific situation, even at different times? If so, then the person's behavior is seen as consistent and individuals are likely to make a dispositional attribution. The distinctiveness of the behavior, which can be determined by looking at whether a person engages in the same behaviors with different people or situations, also influences the attributions that people make. If a person acts

similarly in other situations, then there is low distinctiveness about the behavior, and individuals will likely make a dispositional attribution. However, if the person acts very differently in other situations, it is more probable that others will attribute the behavior to the situation. Finally, attributions are shaped by consensus, or the extent to which other people act the same way in that situation or toward that particular stimulus. When a person behaves how most people would in a situation, making an external attribution is most reasonable. However, if the behavior seems unusual compared to what is expected in that circumstance, internal attributions will usually be made (Kelley, 1967). Kelley emphasized the idea that individuals make attributions based on the information they have about the consistency, distinctiveness, and consensus of a person's behavior.

2.5.5 Bloom's taxonomy for Academic performance

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities.

The cognitive domain (knowledge-based) are objectives dealing with knowledge and intellectual skills. In the original version of the taxonomy, the cognitive domain is broken into the following six levels of objectives. In the 2001 revised edition of bloom's taxonomy, the levels are slightly different: remember, understand, apply, analyze, evaluate, create (rather than synthesize).

Remembering: involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Its characteristics may include

- Knowledge of specifics—terminology, specific facts
- Knowledge of ways and means of dealing with specifics—conventions, trends and sequences, classifications and categories, criteria, methodology
- Knowledge of the universals and abstractions in a field—principles and generalizations, theories and structures.

Comprehension: involves demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.

Applying**:** involves using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules. Learners should be able to use prior knowledge to solve problems, identify connections and relationships and how they apply in new situations.

Analyzing: involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, and making inferences and find evidence to support generalizations. Its characteristics include:

- Analysis of elements
- Analysis of relationships
- Analysis of organization

Synthesizing: involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole. Its characteristics include:

- Production of a unique communication
- Production of a plan, or proposed set of operations
- Derivation of a set of abstract relations

Evaluating: involves presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Its characteristics include:

- Judgments in terms of internal evidence

Judgments in terms of external criteria

2.6 Review of Related Empirical Studies

Academic self–concept, Causal Attribution and academic performance tend to play a vital role in individual student at school. Researchers investigated studies related to these variables (Academic self-concept, attribution style) to see how it relates to students' academic performance at school at school on different educational level.

Suleiman (2015) conducted a study on the relationship between personality traits, and academic self-concept and school adjustment of SS II Students of Zaria Metropolis. A correlational study was employed to carry out this study. Stratified technique was used to draw the total of 361 students from the selected 9 schools. The instrument on Personality traits. Academic self-concept and school adjustment were used for data collection.

The data collected were subjected to statistical analysis using the Pearson product moment correlation (r). Four null hypotheses formulated were tested at 0.05 Alpha level of significance. The result showed that there is no significant relationship between extraversion and school adjustment at p value of 0.113; there is no significant relationship between introversion and school adjustment at p value of 0.429.Significant relationship was found between academic self-concept and school adjustment at p value of 0.001. On the basis of these findings, it was recommended that students should be trained to develop positive about themselves. Teachers and school administrators are recommended to promote student's personality profiles and academic self-concept by establishing functional psychological

counseling unit to be handled by professionals so as to enhance their effective adjustment in school and health academic self-concept.

Isah (2015), conducted a study on the influence of academic self-concept attitude and compliance on academic performance of senior secondary school students in Gombe State. The study was a survey research which was carried out in form of correlation design, the instrument used consist of both survey and test performance which were constructed by the researcher and are tested using test retest method, a reliability coefficient of alpha level of 0.703, 0.794 and 0.699 was found for academic self- concept, attitude toward academic activities and compliance to school rules respectively. The study used 430 samples of students. The data was analyzed using Pearson product moment correlation statistics (r) and t-test in finding the differences between male and female students. The result shows that, significant relationship exist between the students' academic self-concept and their academic performance with the correlation index of r= 0.583 and p= 0.000, their attitude toward academic activities and compliance to school rules and their performance at r=.507 and p=0.027, while relationship exist between the students' compliance to school rules and academic performance at the value of r=0.621 and p= 0.000, the study established that significant differences does not exist between male and female students academic self-concept and their attitude towards academic activities, while significance differences exist in their compliance to school rules with means differences of76.6960 and 71.4039 respectively.

Vincent and Simon (2005) also examined on how self-concept and anxiety influence students' academic performance. The subjects of the study were made up of 350 senior secondary school students randomly sampled from secondary schools in the area. The result showed that there is significant relationship between students' self-concept and academic performance among secondary school students in Ogoja local government area of Cross River State. There is a significant relationship between students' level of anxiety and their

academic performance. Students become anxiety victims because of fear of performance below their parent's expectation. And male students do not perform significantly better than female students in academic activities.

Foekens (2011), studied about self-concept and changeability of conceptions in students with learning difficulties. He assumed a relationship between learning disabilities and less favorable self-concept. The study investigated self-concept and feelings regarding school of a small sample of students age eight to eighteen. He used self-concept scale of Harter (1985:1988) and semi structured interviews were used to collect the data. He examined initial self-concept and school related feelings, he also investigated the extent to which these conceptions are changeable overtime. Test were conducted twice, result showed increased scored in self-concept, mainly in the area of scholastic competence. Moreover positive feelings regarding the school were found at start, with increased scores at the second time of testing. In contrast feelings regarding former school were less positive and showed a decrease over time. There is need to upgrade this research with an appropriate sample of students and to also investigate on how the self-concept influences academic performance of normal students.

Abdullahi (2010), studied on self-concept and academic achievement of secondary school students of Zaria educational Zone. The research investigated the development of self-concept of adolescence in secondary schools vis-a vis its relationship with school achievement. 420 secondary school students were the subjects of the research. To achieve the objective of the research six hypotheses were formulated. In analyzing the data the Pearson r test correlation and t- test were used. The result revealed a significant relationship between self-concept and academic achievement.

The findings finally showed that, the students' self-concept is positively correlated with their academic achievement in the senior secondary school level. Also found that there is no significant relationship exists between student's self-concept and their academic achievement in the junior secondary level among the selected schools. And also that the students may differ in their self- concept components when their level is considered, but they do.

Michel (2006), studied tests theoretical and developmental models of the causal ordering between academic self-concept and academic achievement in a multi cohort–multi occasion design (i.e., 3 age cohorts, each with 3 measurement waves). Participants were students in Grades 2, 3, and 4from 10 elementary schools. The structural equation model for the total sample supported a reciprocal-effects model, indicating that achievement has an effect on self-concept (skill-development model) and that academic self-concept has an effect on achievement (self-enhancement model). Discussion centers on the theoretical, methodological and practical implications of the results.

Musa (2012), studied on the academic self-concept and academic achievement among university students. The academic self-concept information among university students was collected using the Liu and Wang (2005) academic self-concept scale which was composed of two sub-scales; academic confidence and academic effort scales. The study was conducted on 394 university students; males and females from different levels of study and faculties in a public university in Malaysia. MANOVA was used to analyze the collected data and the results revealed that there was a statistically significant effect of gender on academic effort and academic achievement, while also a statistically significant difference was shown in faculties on academic achievement.

Sambo & Balarabe (2012) examines the relationship between academic causal attributions and self-concept of college of education students' north- west geo-political zone of Nigeria. The study rests on the hypotheses that there no significant relationship between causal attribution of success/ failure and measures of self concept. Thus, the questionnaires on academic causal attribution scale (ACAS)and self concept a as learners scale (SCAL) were administered to 389 students (300 level) drawn from eight colleges of education. Pearson product moment correlation was employed to determine the degree of relationship of the said variables. The finding revealed that significant correlation existed between internal attributions for success; external attribution for failure and self-concept. Conversely, no significant relationship was established in the case of internal attribution of failure and external attribution for success with self-concept. It was also recommended that teachers should always make effort and assist students by involving them in various group activities in a bid to developing their positive self-concept and also by way of protecting their self image in academic situation.

Sambo and Balarabe, (2012) investigated the relationship among causal attribution, personality and academic attainment of colleges of education students in north-Western Nigeria. Academic causal attribution scale (ACAS), n from eight (8) colleges of education on proportional bases and with some assistance of some lecturers in various colleges. In addition to some questionnaires, student's cumulative grades per average (GPA) were obtained as measure of academic attainment. The study was based on hypotheses that 'there is no significant relationship between academic causal attribution and personality of students. The finding revealed that student's level of causal attribution of success and failure are significantly influenced by their personality. The study in order to let them understand that failure in academic may not necessarily bring an end to individual and or students academic achievement.

Balarabe, (2006) investigated the difference in causal attributions and feelings for success and failure between science and arts secondary school students. A causal attribution scale (Balarabe, 1989) was used for data collection, with a sample of 392. T test analyses revealed significant and consistently higher mean scores for the science students in the internal attribution and feeling of success and consistently lower scores in external attribution for success and failure. This is indicative of higher mean level of achievement motivation among the science students compare to their art counterparts. Reasons for these could lie in the practice for placing academically more able students in science classes in the secondary schools. In addition individuals with convergent learning style tend to perform better in science subject and this could account for their attributions and feelings for success and failure. Implications for the findings are that attribution re-training should be provided for the arts students as a means for boosting their academic achievement motivation

Judith and Simon (2001) conducted a study on an individual's attribution style, the characteristic way of explaining the events, is related to motivational, performance and affective reactions. In the occupational field, an optimistic attribution style (i.e. internal, stable and global attributions for good events and external, unstable and specific attributions for bad events) has shown to be significantly correlated with job satisfaction, performance and success at work. Results indicated that it possesses good internal reliability that the items cluster into two factors corresponding to the positive and negative subscales of the instrument, and that the positive subscale correlates with measures to which it should theoretically relate, namely motivation, learned resourcefulness, psychological strain and intention to quit.

Azar and Arezoo (2012) studied was designed to determine whether there is any association between learners' personality traits and their sets of attributions in learning English as a foreign language, regarding their gender differences. To this aim, 216 lower

intermediate English language learners, 111 male and 105 female, studying in ShokouhEnglish language institutes in Mashhad took part in the study. They completed NEO-Five Factor Inventory (NEO-FFI) and Attribution questionnaire (ATFLL). The results of the correlation study in male and female groups indicated significant relationships between some of personality traits and sub-scales of attribution theory. The result of t-test showed that the difference between means was not significant in any of the attribution sub-constructs between male and female learners. Regarding personality factors, result showed that the difference between the means was significant only for Agreeableness and Conscientiousness.

Jacqueline and Mkunbo (2012) examined the applicability of the attribution theory in understanding how students attribute their academic success and failure. Participants involved a sample of 260 undergraduate students at the University of Dares Salaam, Tanzania. They completed an attitude questionnaire scale with items on locus of control, stability and controllability dimensions. The results show that the majority of students attributed their academic performance to internal, stable and controllable factors. High performing students were more likely to attribute their academic performance to internal and controllable factors than low performing students. Success was attributed to internal and controllable factors, while academic failure was attributed to external and uncontrollable factors. In another study involving 110 Brazilian students, Boruchovitch (2004) investigated how students attribute their performance in Mathematics. He found that students who performed poorly attributed their to external factors, such as examination difficulty and bad luck, while those who performed well attributed their success to internal factors such as being calm and working hard. However, they also attributed their success to some external factors, such as having good teachers and easy examinations. Boruchovitch concluded that both external and internal attributions are made when students explain their success, but they

seldom attribute internally when explaining their failure, similar findings have previously been observed in other countries such as Japanese, Turkish and Chinese students.

Haddon (2010) conducted a study to determine some of the factors that significantly impact upon students' causal attribution of their performance on mathematics, this study ana1ysed, using chi-square *(*c2*)* statistics, survey research data from 717 Form D (Form 4) Students. From 30 randomly selected secondary schools in the Kingdom of Lesotho. The results showed that while gender of students had no significant influence on students attribution of their performance in mathematics, the person with whom the students were living, students' preferred occupation after school, type of proprietor of schools, and preferred classroom seating zone during mathematics lesson, each had significant influence on this variable. Based on these results, appropriate discussions and recommendations were made.Abodunri (2012) investigated student attribution to self, teacher, and administration (internal external locus of control) in situation when they perceive their own academic achievement as (a) a success and (b) a failure.Attribution inventory I was administered and information obtained there from showed that students were more internal for success as well as for failure. So also, no difference in attribution was found on the basis of sex.

Baran, (2011) studied to investigate the relationship between students' academic self concepts and certain variables (type of school, gender, and financial state of the family, educational background of the parents, a computer available for use at home and the number of siblings) and the relationship between academic self concepts and students' achievement in the course of physics. The study was carried out with high school students (n=396). In the study, the data were collected through the Academic Self Concept scale (the reliability coefficient of the scale was calculated by the researchers as 0.92), achievement scores in the course of physics and a questionnaire for the demographic background of the participants. Descriptive statistics, Independent samples t-test, Correlation analysis, Anova and Scheffe

tests were used to analyze the data. The analysis of the data revealed that the computational ability sub-dimension mean scores of the students attending the vocational high school were lower than those of the students attending other schools. Moreover, significant relationships and differences were found in students' academic self concepts with respect to gender, parental education, and financial state of the family and availability of a computer at home. In the study, positive relationships were found between students' achievement in the course of physics and the sub-dimension of interest in science.

Joesph, Patrick and Davies (2007) examined the distinctiveness of three ''positive thinking'' variables (self-esteem, trait hope, and positive attribution style) in predicting future high school grades, teacher-rated adjustment, and students' reports of their affective states. Seven hundred eighty-four high school students (382 males and 394 females; 8 did not indicate their gender) completed Time 1 measures of verbal and numerical ability, positive thinking, and indices of emotional well-being (positive affect, sadness, fear, and hostility), and Time 2 measures of hope, self-esteem, and emotional well-being. Multi-level random coefficient modeling revealed that each positive thinking variable was distinctive in some contexts but not others. Hope was a predictor of positive affect and the best predictor of grades, negative attribution style was the best predictor of increases in hostility and fear, and low self-esteem was the best predictor of increases in sadness. We also found that sadness at Time 1 predicted decreases in self-esteem at Time 2. The results are discussed with reference to the importance of positive thinking for building resilience.

Faisal (2011) studied on a self-reporting instrument was constructed to measure causal explanations of the educational outcomes in the secondary student population. The instrument measured 8 types of beliefs: ability, effort, luck, task difficulty, strategy, interest, family influence and teacher influence. Secondary school students from large, public schools completed the instrument. The sample comprised of 396 students from selected districts of

Punjab. Students confirmed all causes as potential causes of their success and failure. Parents and teachers were more a cause of success than failure. There was significant difference in causal attributional pattern of male and female students

Hugo (2002) research on Causal Attribution of Academic Success-Failure in Latin America is oriented towards the study of interpersonal explanation about academic performance and the collective opinion regarding school performance in endoandexo groups. The theoretical background is based upon Weiner and McClelland's formulations. Groups of Argentinean and Brazilian secondary students classified as "successful" and "not successful" by their mathematics and social science grades teachers, were analysed. Multidimensional analyses of numerical and symbolic data revealed several different relationships between active (nationality, sex, schools, etc.) and illustrative (dimensional meaning of attributional causes and motivational orientation) variables. The theoretical and practical implications of the results are discussed in terms of socio-educational values in the Argentinean and Brazilian cultures.

Lei (2009) investigated the characteristics of causal attribution of academic achievement, expectancy change and emotional response in college students via a questionnaire survey. It was found that: (1) College students had different attributions on success and failure. Differences among students' grades and that between success and failure were significant while differences between genders were not significant. (2) College students had higher expectation when they came across failure, and they were willing to work hard to make progress. (3) College students would feel gratified and proud after success. They would feel compunctious and depressed after failure. Their emotional responses were stronger when they succeed.

2.7 Summary

This chapter gave an overview of the content of the chapter, explains the conceptual frame works of self-concept by various scholars, academic causal attribution was also defined by different psychologist and the concept of academic performance. The chapter also explains the component of self-concept which includes the self-concept is organized, self-concept is dynamic and self-concept is learned. Nature of attribution, history of attribution were also discusses and the concept of academic performance.

The theoretical frame work were also discussed, where Carl Rogers self concept theory are concerned with 'self' and the individual's subjective experiences. It is based on man's potentials for self directions and freedom of choice. He suggested that the self consist of three components: How person view himself (perceptual), how a person thinks of himself (conceptual) and a person's attitudes towards himself (attitudinal). This includes attitudes like self-esteem, self-reproach, value, ideas and convictions. The self develops out organism interaction with the environment. It may take on the values of other people and see them in a distorted way; the self strives for consistency; the self is learned; it may changes as a result of maturation and learning experiences. The important fact of development is how the person see's himself and evaluate his worth at a particular time.

Rogers also said "in order to achieve self actualization, four condition are necessary. The person must be respected and love by others, the person must respect himself and his ability to achieve his goals, the choice available to the individual must be clear perceived and finally, the choice must be clearly symbolized. Secondly, Weiner Attribution theory of academic causal attribution describes three causal dimensions: stability, controllability, and locus of causality. The locus of causality refers to whether the cause of an event is internal or external to the person. Weiner hypothesized that a perceived locus of causality affects an individual's reaction to a positive or negative event. Specifically, if the locus of causality is internal, people are more likely to have an effective response to it. The controllability

dimension proposes that there are causes that are controllable and causes that are out of one's control. This is an important distinction because if a cause is thought to be out of our control, people are less likely to be persistent in their efforts in the future. The last dimension is stability, and it is concerned with whether the cause is stable or unstable. Stability inferences can affect what people expect to happen in the future. If an event is always due to the same cause (the cause is stable), then the event will become easier to predict than if the event can be precipitated by multiple causes.

In addition, Weiner (1974) focused on four factors to which a person can attribute a success or failure: ability, effort, task difficulty, and luck. These perceived causes of outcomes are classified as being (a) stable, uncontrollable, and internal (ability), (b) unstable, controllable, and internal (effort), (c) stable, uncontrollable, and external (task difficulty), or (d) unstable, uncontrollable, and external (luck). This three-dimensional attribution theory was pivotal because it allowed researchers to begin applying attribution research to the real world. What followed were several studies that explored how positive and negative events are understood, how people react to feedback, and how the way people interpret events influence their motivations and future behaviors.

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain (knowledge-based) are objectives dealing with knowledge and intellectual skills. in the original version of the taxonomy, the cognitive domain is broken into the following six levels of objectives. In the 2001 revised edition of bloom's taxonomy, the levels are slightly different: remember, understand, apply, analyze, evaluate, create (rather than synthesize). The affective domain (emotive-based) Skills in the affective domain describe the way people react emotionally and

their ability to feel other living things' pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, and feelings. There are five levels in the affective domain moving through the lowest-order processes to the highest: Skills in the psychomotor domain describe the ability to physically manipulate a tool or instrument like a hand or a hammer. Psychomotor objectives usually focus on change and/or development in behavior and/or skills. Bloom and his colleagues never created subcategories for skills in the psychomotor domain.

Based on this theory in the classroom, teacher and students benefit in several ways. Teacher develop a better understanding of their students thinking in English language and mathematics. Students have the ability to consider many different solution to a problem before acting. This greatly increase self-concept which will lead to high academic performance in English language and mathematics.

The chapter also includes self-concept vis-à-vis students' academic performance, attribution and academic performance. The researcher also explained the relationship between gender and academic self-concept, gender and academic causal attribution and gender and academic performance. Works conducted by numerous researchers in to the field of academic self-concept, academic causal attribution and academic performance were reviewed. These various works showed these variables interrelated to form individual's perception of self and reactions towards achieving their goals. However, this study is unique from other studies because it attempts to find out the relationship among academic self-concept, academic causal attribution and academic performance among JS 3 students of Zaria metropolis, and none of the studies reviewed shows relationship among academic self-concept, academic causal attribution and academic performance, most importantly such study

has not been carried out in the present area of this study base on the electronic search by the researcher.

Finally, the researcher explained the gap that was not attended to by the previous researchers, in an attempt to upgrade the decision, current methods, and techniques that can enhance students' academic performance in school.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter methodological aspects of the study such as research design, population, sample and sampling technique were discussed. The instrumentation of the study (academic self-concept scale, academic causal attribution scale, academic performance tests) were discussed. Result of validity and reliability of instruments (ASC and ACA) were presented and procedure for data collection and procedure for data analysis were discussed.

3.2 Research Design

Research design for this study is correlational design. Correlation design is appropriate for determining whether there is relationship between two or more quantifiable variables and to what degree this relationship exists. The function of correlation is therefore to establish relationship or lack of it or to use relationship in making predictions (Borg & Gall, 1983). The design is applicable for this study to which determined the relationship between academic self-concept, academic causal attribution and performance of students in math and English.

3.3 Population of the Study

The population of the study comprised of all JS 3 both male and female students in public schools of Zaria metropolis, the total number of the male students is two thousand five hundred and eighty eight (2588) and the total number of the female students is two thousand and sixty four (2064), whose population is estimated at 4652 students, drown from 21 secondary schools (Zaria Educational zone 2015/16). Population distribution of JS 3 Students in Zaria Metropolis is shown in the next table.

Table 1: Distribution of Population by Gender and Schools for the study

S/N	Schools	Population	Male	Female	Total
1	Alhudahuda College Zaria	82	82	-	82
2	GSS Zaria	196	-	196	196
3	SSS Kufena	71	71	-	71
4	GGSS Pada	245	-	245	245
5	GSS Tudun jukun	460	218	242	510
6	GSS Dakace	135	50	85	135
7	GSS Gyallesu	147	102	45	147
8	GSS k/ gayan	225	-	225	225
9	GSS K/ kuyanbana	207	160	47	207
10	GJSS Rimindoko	318	173	145	318
11	SIASS Karaukarau	280	129	151	280
12	GJSS Kofanjatau	250	70	180	250
13	GJSS Magajiya	162	119	43	162
14	GJSS Kofandoka	732	500	232	732
15	Barewa Gollege	515	515	-	515
16	GSS Kugu	73	60	13	73
17	GSS Kaura	63	33	30	63
18	GSS Likoro	314	204	110	314
19	GSS Dinya	64	42	22	64
20	GSS Dakace	36	20	16	36

21	Govt. Day Zaria	77	40	37	77
	Total	**4652**	**2588**	**2064**	**4652**

Source: Zaria Educational zone, (2015).

3.4 Sample and Sampling Technique

The sample size of the study is three hundred and fifty seven (357) students selected from JS3 in Zaria metropolis. This is justified by the recommendation of Krejecie and Morgan table (1970) as attached in the appendices. The sampling procedure according to Mendenhall and Reinmuth (2004), when the population is uniform, a small sample provides the same amount of information as the large sample. Therefore, out of the twenty one (21) schools of Zaria metropolis, four (4) schools were selected randomly as sample.

In sampling technique, simple random sampling technique was used to select the sample schools to represent the population.

The sample size for each participant's school was randomly selected but proportionately for fair representation. Because not all the selected schools have equal number of students. That is, the higher the population the higher the sample size. The table below shows the distribution of sample size.

Table 2:Distribution of Sample Students by Schools and Gender

S/N.	Schools	Population	Male	Female	Total	Percentage
1	K/Doka	732	100	69	169	47%
2	T/Jukun	460	60	46	106	30%
3	Gyllesu	147	19	15	34	10%
4	Kuyanbana	207	28	20	48	13%
	Total	**2546**	**207**	**150**	**357**	**100%**

3.5 Instrumentation

The instrument used for data collection in this study is questionnaire. It consist of Academic Self-concept Inventory, Academic Causal Attribution inventory and Academic Performance test In English and Math

3.5.1 Academic Self-Concept Scale: Self-Concept Scale adopted by Yakasai (2000) was further adapted for use in this study. The scale adapted consists of nineteen (19) scale and each scale contained six (6) items. Eighteen (18) out of the nineteen ((19) scales measures students self-concept in different school subjects while the last scales measured students general self-concept. The researcher adapted scale one (1) and scale (2) and added four items for each of the two scales making ten (10) each. The first10 items measured students self-concept in English Language while the other 10 items measured students self-concept in math's, which seeks the respondents to circle their appropriate choices from the five liker type of scale that consist of absolutely false, False, Undecided, True, Absolutely true.

Scoring Guide for the instrument: The highest possible score is 100 i.e, 5 × 20. The least possible score is 20 i.e, 1× 20. Mean responses from 20 - 60 will be regarded as negative academic self-concept, while mean responses from 61 – 100 will be regarded as positive academic self-concept

3.5.2 Academic Causal Attribution Scale

Causal attribution for success and failure was measured with Academic Causal Attribution Scale (ACAS) developed by Balarabe (2007). It was designed to measure causal attribution for success and failure. It has a likertscale type of questionnaire developed by Balarebe (2007). The scale was adapted by the researcher and modified because there were some information's that were not relevant to this research work. It is a 5 points scale of strongly Agreed (SA), Agreed (A), Not Sure (NS), Disagreed (D), and Strongly Disagreed (SDA).

Each degree of agreement is given a numerical score and the respondents total score is computed by summing up scores from all statements. The question is made up of 4 sections (A-D) with each section having 10 statements making a total of 40 answerable statements. Two (2) sections (B&D) measures failure while sections A & C measured success. For each situation, the students have to evaluate some possible causes: ability, effort, others mood, personal mood, task difficulty, teacher's generosity and internality. (Balarabe, 2007).

3.5.3 Academic Performance Test: For the dependent variable of this study, actual academic performance is measured using 50 test items in English Language and 50 test items in Mathematics. The test items were constructed by expert in the fields using standard JS3 syllabus.

Scoring guide for the Test: The higher possible score is 100 i.e., 2 × 50. The least possible score is 20 i.e., 1 × 20. Mean responses from 20 - 60 will be regarded as low academic performance, while mean responses from 61 – 100 will be regarded as high academic performance

3.6 Validity of the Instruments

In order to make sure that the final copies of the questionnaires are valid for the study, the researcher submitted to the supervisors for validation, the questionnaires were validated with face validation by the lecturers in the department of educational psychology and counseling ABU Zaria. On the basis of their observations, corrections were made on each of the instrument. Self- concept well-constructed questionnaires were structured which consist of two scales containing 10 items each, to ensure student self-concept in English and math. Some of the observations made during the validation of the instruments include adding the number of items from 6 to 10 items and to change the responding table from absolutely false,

false undecided, true, absolutely true to strongly agreed, agreed, undecided, disagreed, strongly disagreed respectively.

3.7 Pilot Study

To ensure the reliability of the instruments of academic Self-concept and Academic performance tests, a pilot study was conducted on the instruments at Government Day Secondary School Kofar kibo Zaria, which is not part of the four Schools selected for the main study. The instruments were distributed to forty students. The data obtained from the pilot study were statistically analyzed for the purpose of reliability of the instruments. Cronbach alpha reliability coefficient and spearman-brown split half reliability coefficient was used to test the questionnaire.

Reliability

3.7.1 Reliability of self –concept Inventory (ASCI): The result of Cronbach alpha reliability co-efficient of Academic Self Concept Questionnaire (ASCQ) which is divided into scale 1 and scale 2 are 0.798 and 0.716 respectively.

3.7.2 Reliability of Academic Causal Attribution Scale (ACAS): This instrument had been found to be reliable with crombach alpha: Internal success at 0.62, External success=0.66, Internal failure=0.61 & External failure at 0.63 (Balarabe, 2007).

3.7.3 Reliability of Academic Performance Tests (APT): The result of Spearman-Brown Split half reliability co-efficient of English and Mathematics test is 0.788 and 0. 781.

This was a confirmation of test of reliability which according to Spiegal (1992) that an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that

the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. This therefore confirmed that the instruments to be use for this study are highly reliable.

3.8 Procedure for Data Collection

The researcher collected the introduction letters from the Department of Educational Psychology and Counseling ABU Zaria to the Principals of selected Schools where the data was selected .In each school, the selected students were gathered in a classroom and with the assistance of the subject teachers the instruments were administered to the students during the lesson periods and at the same time the students were monitored. Before administering the instrument all the participants were told about the purpose of the study, the students were also asked to read the instructions carefully and answer the questions in the questionnaires. Completion of the Biographic information was anonymous and with the guarantee of confidentiality.

3.9 Procedure for Data Analysis

The data obtained from this study was subjected to statistical analysis. Frequencies and simple percentages were used to analyze the total number of respondents who completes the questionnaires. Pearson product moment correlation (r) was used to test hypotheses 1,2 and 3 while independent t-test was used to analyze hypotheses 4,5 and hypotheses 6. The 0.05 level of significance was used in rejecting or retaining the null hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter deals with analysis of data collected for the study. Descriptive and inferential statistics which include mean, standard deviation, Pearson Product Moment Correlation and t-test were used to answer research questions and test the null hypotheses. All the analyses were based on the data collected for the study.

4.1.1 Presentation of Bio data

Table 4.1 Distribution of students by Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	207	58.0	58.0	58.0
Female	150	42.0	42.0	100.0
Total	357	100.0	100.0	

The table 4.1 shows that 207 of the respondents which represent 58.0% were male students while 150 of the respondents which represents 42.0% were female students.

Table 4.2: Distribution of Students Causal Attribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Internal Success	114	31.9	31.9	31.9
Internal Failure	79	22.2	22.2	54.1
External Success	99	27.7	27.7	81.8
External Failure	65	18.2	18.2	100.0
Total	357	100.0	100.0	

Table 4.2 above shows that 114 of the respondents which represent 31.9% had their causal attribution to internal success, 79 of the respondents which represent 22.2% had their causal attribution to internal failure, 99 of the respondents which represent 27.7 had their causal attribution to external success while 65 of the respondents which represent 18.2 had their causal attribution to external failure.

4.2 Hypotheses Testing

Seven hypotheses were formulated and tested in this study; two statistical tools were employed to test the hypotheses which were Pearson Product Moment Correlation and t-test respectively.

Hypothesis 1: There is no significant relationship between academic self-concept and academic causal attribution among secondary school students in Zaria metropolis.

Table 4.3: Pearson Correlation analysis on the Relationship between academic self-concept and academic causal attribution

Variables	N	Mean	SD	df	r	P-value
Academic self-concept	357	48.83	14.74	356	.811	0.002
Academic causal attribution	357	43.3	14.01			

Table 4.3 shows that there is significant relationship between academic self-concept and academic causal attribution of students with r=.811 and p= .002. This is because the p-value of 0.002 is less than 0.05 alpha level. This implies that the higher the academic causal attribution, the higher the academic self-concept and vice versa. The null hypothesis that says that there is no significant relationship between academic self-concept and academic causal attribution among secondary school students in Zaria metropolis is rejected.

Hypothesis 2: There is no significant relationship between academic self-concept (English and Math) and academic performance among secondary school students of Zaria Metropolis.

Table 4.4a: Pearson Correlation analysis on the Relationship between academic self-concept in (English) and academic performance.

Variables	N	Mean	SD	df	r	P-value
Academic Self-concept (Eng)	357	37.98	4.56	353	56.773	0.000
Academic Performance (Eng)	357	39.98	7.10			

Table 4.4a shows that there is significant relationship between academic self-concept in English language and academic performance with r=.773 and p=.000. This implies that the higher the academic self-concept in English, the higher the academic performance of students. Thus, the hypothesis that says there is no significant relationship between academic self-concept in English language and academic performance of students is therefore rejected.

Table 4.4b: Pearson Correlation analysis of the Relationship between academic self-concept in (Mathematics) and academic performance

Variables	N	Mean	SD	df	r	P-value
Academic Self-concept (Mathematics)	357	42.38	6.00	356	.634	0.000
Academic Performance (Mathematics)	357	39.98	7.10			

Table 4.4b shows that there is significant relationship between academic self-concept in Mathematics and academic performance with r=.634 and p=.000. This shows that the higher the academic self-concept in Mathematics, the higher the academic performance of students. Thus, the hypothesis that says there is no significant relationship between academic self-concept in Mathematics and academic performance of is therefore rejected.

Hypothesis 3: There is no significant relationship between academic causal attribution (internal success and failure) and academic performance among secondary school students in Zaria metropolis.

Table 4.5a: Pearson Correlation analysis of the Relationship between academic causal attribution (Internal Success and failure) and academic performance

Variables	N	Mean	SD	df	r	P-value
Internal Success	114	35.3	14.00	113	.641	0.002
Academic Performance	114	39.98	7.10			
Internal failure	79	32.04	5.39	78	-.631	0.000
Academic Performance	79	39.98	7.10			

Table 4.5a shows that there is significant relationship between academic causal attribution (internal success) and academic performance of students with r=.641 and p= .002. This is because the p-value of 0.002 is less than 0.05 alpha level. This means that the higher the internal success, the higher the academic performance and vice versa.

Table also shows that there is significant inverse relationship between academic causal attribution (internal failure) and academic performance of students with r= -.631 and p= .000. This is because the p-value of 0.000 is less than 0.05 alpha level. This implies that the higher the internal failure, the lower the academic performance and vice versa. The null hypothesis that says that there is no significant relationship between causal attribution internal success and academic performance of students is rejected while the null hypothesis that says that there is no significant relationship between causal attribution internal failure and academic performance of students is retained respectively.

Hypotheses 4: There is no significant relationship between causal attribution (external success and failure) and academic performance among secondary students of Zaria metropolis

Table 4.5b: Pearson Correlation analysis of the Relationship between causal attribution (external success and failure) and academic performance

Variables	N	Mean	SD	df	r	P-value
External Success	99	36.96	6.08	98	.626	0.004
Academic Performance	99	39.98	7.10			
External Failure	65	35.62	5.88	64	-.521	0.001
Academic Performance	65	39.98	7.10			

Table 4.5b shows that there is significant relationship between external success and academic performance of STUDENTS with r=.626 and p= .004. This is because the p-value of 0.004 is less than 0.05 alpha level. This implies that the higher the external success, the higher the academic performance and vice versa.

The Table also shows that there is significant relationship between external failure and academic performance of students with r= -.521 and p= .001. This is because the p-value

of 0.001 is less than 0.05 alpha level. This means that the higher the external failure, the lower the academic performance and vice versa. The null hypotheses that say there is no significance relationship between causal attribution external success and failure and academic performance are therefore rejected.

Hypotheses 6: There is no significant difference in academic self-concept in (English language and Mathematics) with regards to students' gender.

Table 4.6a: t-test analysis comparing mean score of male and female based on self-concept in English Language

Variables	N	Mean	df	t	P-value
Male (English language)	207	38.84	206	4.26	.000
Female (English language)	150	36.80			

Table 4.6a shows that there is significant difference between male and female students in their self-concept in English Language with t= 4.26 and p=.000 which is less than 0.05 level of significance. This means that male students have high self-concept in English Language than their female counterpart. The null hypothesis that says there is no significant difference between male and female students in their self-concept in English language is rejected.

Table 4.6b: t-test analysis comparing mean score of male and female based on self-concept in Mathematics

Variables	N	Mean	df	t	P-value
Male (Mathematics)	207	42.83	206	1.66	.083
Female (mathematics)	150	41.76			

Table 4.6b shows that there is no significant difference between male and female students in their self-concept in mathematics with t= 1.66 and p=.083 which is greater than 0.05 level of significance. The null hypothesis that says there is no significant difference between male and female students in their self-concept in Mathematics is retained respectively.

Hypothesis 7: There is no significant difference in students' academic causal attribution (internal success and failure) with regard to students' gender.

Table 4.7: t-test analysis comparing mean score of male and female based on their causal attribution (internal success and failure).

Variables	N	Mean	df	t	P-value
Male	63	34.96	62	1.96	.051
Female	51	33.80			
Male	47	32.79	46	3.147	.002
Female	32	31.0			

Table 4.7 above shows that there is no significant difference between male and female in their causal attribution (internal success) with t= 1.96 and p =.051 and there is significant difference between male and female in their causal attribution (internal failure) with t = 3.147

and p=.002. The null hypotheses that says there is no significant difference between male and female students in their causal attribution internal success is retained, while the null hypothesis that says there is no significant difference between male and female student in their causal attribution internal failure is rejected respectively.

Hypotheses 7: There is no significant difference in students' academic causal attribution (external success and failure) with regard to students' gender.

Table 4.8: t-test analysis comparing mean score of male and female based on their causal attribution (external success).

Variables	N	Mean	df	t	P-value
Male	56	36.51	98	1.67	.095
Female	43	37.00			
Male	41	32.56	40	-.309	.194
Female	24	32.76			

Table 4.8 above shows that there is no significant difference between male and female in no significant difference between male and female in their causal attribution (external failure) with t= -.309 and p= .194. Thus, the null hypotheses that say there is no significant difference in students' causal attribution external success and external failure with regards to their gender are retained respectively.

4.3 Summary of Findings

This study investigated relationship among academic self-concept, academic causal attribution and academic performance has come up with findings based on the hypothesis tested in the study and are therefore summarized below:

1. The findings also shows that significant relationship exist between academic self-concept and academic causal attribution among secondary school students in Zaria metropolis (r=.811 and p= .002).
2. The result shows that there is significant relationship between academic self-concept in English Language and academic performance with r=.773 (p=.000) and in Mathematics with r=.634 (p=.000).
3. The finding also shows that there is significant relationship between causal attribution (internal success) and academic performance of students with r = .641 (p= .002) and there is significant inverse relationship between causal attribution (internal failure) and academic performance of students with r = -.631 (p = .000).
4. The finding shows that there is significant relationship between causal attribution (external success) and academic performance with r = .626 (p = .004) and there is significant inverse relationship for causal attribution (external failure) with r = -.521 (p = .001).
5. The finding also shows that there is significant difference between male and female students in their self-concept in English Language with t= 4.26 (p=.000) while no significant relationship was found in students self-concept in Mathematics with t=1.66 (p=.083).

6. The result also shows that there is no significant difference between male and female in their causal attribution (internal success) with t=1.96 (p=.051) and (internal failure) differ with t = 3.147 (p=.002).

7. The findings also shows that no significant difference was found between male and female in their causal attribution (external success) with t=1.67 (p= .095) and no significant difference found in terms of causal attribution (external failure) with t = -.309 (p= .194) respectively.

4.4 Discussions of Results

The result shows that there is significant relationship between academic self-concept in English and Mathematics and academic performance among students. This finding is in congruence with Suleiman (2015) in his study on the relationship between personality traits, and academic self-concept and school adjustment of SS II Students of Zaria Metropolis. A correlational study was employed to carry out this study. Stratified technique was used to draw the total of 361 students from the selected 9 schools. Significant relationship was found between academic self-concept and academic performance as r = .421 p value of 0.001. It is also incongruence with Isah (2015), conducted a study on the influence of academic self-concept attitude and compliance on academic performance of senior secondary school students in Gombe State. The study was a survey research which was carried out in form of correlation design. The result shows that, significant relationship exist between the students' academic self-concept and their academic performance.

The study also found significant relationship between causal attribution in terms of internal success, internal failure, external success and external failure with academic performance of students. It corroborates with Judith (2001) conducted a study on an individual's attribution style, the characteristic way of explaining the events, is related to motivational, performance and affective reactions. It is also in congruence with Jacqueline

and Mkunbo (2012) examined the applicability of the attribution theory in understanding how students attribute their academic success and failure. The results show that the majority of students attributed their academic performance to internal, stable and controllable factors. High performing students were more likely to attribute their academic performance to internal and controllable factors than low performing students. Success was attributed to internal and controllable factors, while academic failure was attributed to external and uncontrollable factors.

The finding also shows that there is significant difference between male and female students in their self-concept with male students being more of internal locus of control than their female counterpart. It corroborates with Musa (2012), studied on the academic self-concept and academic achievement among university students. The academic self-concept information among university students was collected using the Liu and Wang (2005) academic self-concept scale which was composed of two sub-scales; academic confidence and academic effort scales. The study was conducted on 394 university students; males and females from different levels of study and faculties in a public university in Malaysia. MANOVA was used to analyze the collected data and the results revealed that there was a statistically significant effect of gender on academic effort and academic achievement.

It is not in congruence with Mkunbo (2012) the result of t-test showed that the difference between means was not significant in any of the attribution sub-constructs between male and female learners. Regarding personality factors, result showed that the difference between the means was significant only for Agreeableness and Conscientiousness. The findings is not in conformity with Jonson (2010) conducted a study to determine some of the factors that significantly impact upon students' causal attribution of their performance on mathematics, this study ana1ysed, using chi-square *(*c2*)* statistics, The results showed that

gender of students had no significant influence on students attribution of their performance in mathematics.

The result also shows that there is no significant difference between male and female in their causal attribution except with the internal failure. It is in congruence with Mkunbo (2012) the result of t-test showed that the difference between means was not significant in any of the attribution sub-constructs between male and female learners. Regarding personality factors, result showed that the difference between the means was significant only for Agreeableness and Conscientiousness. The findings is in not in conformity with Jonson (2010) conducted a study to determine some of the factors that significantly impact upon students' causal attribution of their performance on mathematics, this study ana1ysed, using chi-square *(*c2*)* statistics, The results showed that gender of students had no significant influence on students attribution of their performance in mathematics. Azarand (2012) studied was designed to determine whether there is any association between learners' personality traits and their sets of attributions in learning English as a foreign language, regarding their gender differences. The result of t-test showed that the difference between means was not significant in any of the attribution sub-constructs between male and female learners. Regarding personality factors, result showed that the difference between the means was significant only for Agreeableness and Conscientiousness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into summary, conclusions and recommendations as well as suggestions for further studies.

5.2 Summary

The study was designed to find out the relationship among self-concept, causal attribution and academic performance among secondary school students of Zaria metropolis. In order to achieve this, the study was divided into five chapters.

The study dealt with the background to the study were argument for the rationalization to this study was presented. Academic self-concept refers to a person's self-evaluation regarding specific academic domain or ability. According to Wilgfield, and Karfthan (2004), Academic Self-concept measures student's conceptions towards their academic ability and effort which are used to assess student's commitment and interest in school work. Since children spends a significant portion of their lives being evaluated in school classrooms, self-worth theory postulates that a key to developing and maintaining self-worth is to develop and maintain a positive academic self-concept. Academic Causal attribution is the tendency to consistently attribute positive and negative outcome to a specific type of cause. Internal causal attribution is characterized success to one self and the failure to the environment. Weiner provided four factors to explain these attributions like ability, effort, task difficulty or luck. People mostly attribute success to their own effort or ability and failure is linked to luck or some other environmental factors. Eliot, (2002). Statement of the

problem was raised, most secondary school students seem to lack positive view about themselves, not being sure about their academic self-concept and may have difficulty with their school performance. This causes a decline in the quality of education, especially at the junior level where most of the students in junior secondary schools have no value towards their education. Some students do not go to school on time or even attend to their lessons. When it comes to examinations period some students' think that they could read over night to pass their exams, while some will resort to examination malpractice Objectives were tested :To find out the relationship between academic self-concept (English language and mathematics) and academic performance among secondary school Students of Zaria Metropolis, to find out the relationship between academic causal attribution (internal success and failure) and academic performance among secondary school students of Zaria Metropolis, to find out gender difference in academic self-concept (English and math) among secondary school students of Zaria Metropolis.

Research questions were raised: What is the relationship between academic self-concept (English language and mathematics) and academic performance among secondary school Students of Zaria Metropolis, what is the relationship between academic causal attribution (internal success and failure) and academic performance among secondary school Students' in Zaria Metropolis. What is the gender difference in academic self-concept (English and math) among secondary school Students in Zaria Metropolis, basic assumptions made: It is assumed that there is significant relationship between academic self-concept (English and math) and academic performance among secondary school students in Zaria Metropolis. It is assumed that there is a significant relationship between academic causal attribution (internal success and failure) and academic performance among secondary school Students of Zaria Metropolis. It is also assumed that there is gender difference in academic self-concept (English language and mathematics) among secondary school students in Zaria

Metropolis. Null hypotheses were also raised for the study: There is no significant relationship between academic self-concept (English language and mathematics) and academic performance among secondary school Students in Zaria Metropolis, there is no significant relationship between academic causal attribution (internal success and failure) and academic performance among secondary school Students in Zaria Metropolis, there is no significant difference in academic self-concept (English language and mathematics) with regard to students' gender. Significance of the study was also there: The information obtained from this study can give the picture about the size of this problem among the students. The finding can be used for providing adequate and useful advice to parents, teachers, counselors and school management. For example the findings of the study can assist the students to identify level of their low self-concept and negative causal attribution in order to take necessary measures to reduce these unproductive behaviors. Similarly, parents and counselors can as well take necessary action and give the right counseling to the students that exhibit these behaviors. Scope and Delimitation of the study.

The study also covered the review of related literatures where several materials were consulted and studies reviewed. The independent variables of self-concept, causal attribution and dependent variable of academic performance were discussed. Carl Roger's theory of self-concept: The proponents of self concept theory are concerned with 'self' and the individual's subjective experiences. It is based on man's potentials for self directions and freedom of choice. Mallum and Haggai (2004), suggested that the self consist of three components: How person view himself (perceptual), how a person thinks of himself (conceptual) and a person's attitudes towards himself (attitudinal). This includes attitudes like self-esteem, self-reproach, value, ideas and convictions. Maslow theory of self-actualization: Maslow contribution was to emphasize the master drive of self-actualization within a theory of human motivation. He felt that psychology ought to concentrate on 'healthy' rather than 'sick' people, focusing on

man's strengths and virtues, rather than his frailties and sins (Maslow, 1967). Writing from the 'organism' approach, claims like Goldstein that 'in practically every human being and certainly in almost every new born baby, there is an active will toward health an impulse towards growth or towards the actualization of human potentialities. He regards the self as innately good, so that environment is unmasked as the source of neurotic behavior, misery and ignorance. He also feels that some people are afraid of and drawn back from becoming fully human. The self- actualization drive is there to be unfolded in a benign environment by active effort of the person. Weiner Attribution Theory was also discussed: In his theory, Weiner describes three causal dimensions: stability, controllability, and locus of causality. The locus of causality refers to whether the cause of an event is internal or external to the person. Weiner hypothesized that a perceived locus of causality affects an individual's reaction to a positive or negative event. Specifically, if the locus of causality is internal, people are more likely to have an affective response to it. The controllability dimension proposes that there are causes that are controllable and causes that are out of one's control. This is an important distinction because if a cause is thought to be out of our control, people are less likely to be persistent in their efforts in the future. The last dimension is stability, and it is concerned with whether the cause is stable or unstable. Stability inferences can affect what people expect to happen in the future. If an event is always due to the same cause (the cause is stable), then the event will become easier to predict than if the event can be precipitated by multiple causes.

Kelly Attribution Theory: Kelley advanced Heider's (1958) attribution theory, which distinguished between external and internal attributions, by identifying three factors that influence attribution-making: consistency, distinctiveness, and consensus. When trying to understand the cause of someone's behavior, individuals often consider whether that action is stable. Does the person always act like that in a specific situation, even at different times? If so, then the person's behavior is seen as

consistent and individuals are likely to make a dispositional attribution. The distinctiveness of the behavior, which can be determined by looking at whether a person engages in the same behaviors with different people or situations, also influences the attributions that people make. If a person acts similarly in other situations, then there is low distinctiveness about the behavior, and individuals will likely make a dispositional attribution. However, if the person acts very differently in other situations, it is more probable that others will attribute the behavior to the situation. Finally, attributions are shaped by consensus, or the extent to which other people act the same way in that situation or toward that particular stimulus. When a person behaves how most people would in a situation, making an external attribution is most reasonable.

Bloom's Taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure of bloom's taxonomy, the levels are slightly different: were used to offer the study a theoretical backing. Some empherical studies were also reviewed and finally the chapter e curriculum learning objectives, assessments and activities. The cognitive domain (knowledge-based) are objectives dealing with knowledge and intellectual skills. In the original version of the taxonomy, the cognitive domain is broken into the following six levels of objectives.

The study further presented the methodology used in carrying out this study. The study made use of correlation design, the population of the study was estimated as 4652 both male and female Secondary school students in Zaria metropolis and drew 357 samples for the study using Krejecie and Morgan table for determining sample size. Four schools out of twenty one were selected randomly for the study. The instrument used for the study were also discussed self-concept scale adopted by Yakasai (2000), was also adapted in carrying out this research work. The scale was modified to measure students self-concept in English Language and Mathematics which consist of scale 1 and scale 2 with 10 questions each. Causal

attribution scale developed by Balarabe (2007), was also adapted in the study the scale was divided into four sections. Section A & C were to measure students success and section B & D were to measure students failure. Academic performance of student was tested with test result in mathematics and English language. Chapter four dealt with result and discussion of findings. Data obtained from the study were analyzed using statistical package for social sciences (SPSS) and the findings were drawn from the study.

5.3 Conclusions

From the findings of this study, it was concluded that

1. There is relationship between academic self-concept in English Language, Mathematics and academic performance.
2. There is relationship between causal attribution internal success and academic performance of students. It also shows that the higher the internal success the higher the academic performance and vice versa, for internal failure the result shows that there is inverse correlation between internal failure and academic performance of students, the result further shows that the higher the internal failure the lower the academic performance and vice versa.
3. For external success it was concluded that there is relationship between external success and academic performance of students and the result further shows that the higher the external success the higher the academic performance and vice versa. And for external failure, findings shows that there is significant inverse correlation between external failure and academic performance and vice versa

4. It was also concluded that there is difference between male and female students in their self-concept in English Language while no significant difference was found in students' self-concept in Mathematics**.**

5. That there is no difference between male and female students in their causal attribution internal success but significant difference was found in internal failure.

6. It also concluded that there is no difference between male and female students in their causal attribution external success and also no significant difference between male and female students in their causal attribution external failure.

7. It also concluded that there is relationship between academic causal attribution and academic self-concept among secondary school Students.

5.4 Contribution to Knowledge

Based on the findings of this study, the researcher was able to contributed that

1. Relationship exists between academic self-concept in English language and academic performance among secondary school students of Zaria metropolis.

2. It also contributed that there is relationship between causal attribution (internal success) with academic performance among secondary school students of Zaria metropolis. Causal attribution (Internal failure) revealed an inverse relationship with academic performance among the students. Relationship also existed between causal attribution (external success) with students academic performance while causal attribution (external failure) revealed the inverse relationship among the students. This shows that students with internal success are

higher achievers and those with external failure are the low achiever and need to change their attitude.

3. Male students had better academic self-concept in English language because they have high self concept in English language than the female counterparts and there was no preference in students' self- concept in mathematics.

5.3 Recommendations

Base on the findings in this study the following recommendations are made

1. Psychologist and counselors should train students in promoting their self-concept in English and math in order to maintain positive self concept and protect their self image in academic activities.
2. Educational psychologists and counselors should train those students that attribute their academic failures to internal or external factors to change their attitude so as to enhance their academic performance.
3. Attention should be giving more to the female students to develop positive self-concept in respect to English language so as to improve their self-concept and catch up with their male counterpart in academic performance in English
4. Psychological intervention should also be giving more to students with external causal attribution in order to develop the ability of facing challenges instead of blaming external factors

5.6 Suggestion for Further Studies

Further studies in a number of areas related to the general issues of self- concept causal attribution and academic performance will provide a rewarding research experience. For example there is the need to investigate:

1. Relationship between academic self concept and goal orientation among secondary school students of Zaria metropolis
2. Relationship between Academic self-handicapping and achievement motivation of Senior Secondary School students of Kaduna state.
3. Relationship between learning styles and academic motivation among JS 3 students of Zaria metropolis.
4. Relationship between personality trait and academic performance of junior secondary students

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APPENDICES

APPENDIX A

ACADEMIC SELF-CONCEPT SCALE

BIO-DATA

Male { } Female{ }

Instructions: This questionnaire is intended to measure your self-conception of academic subjects.The questionnaire is for research purpose. Please circle the appropriate Number from 1-5 in the following manners:

Scale 1

S/N	English language scale	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	Compare to others of my age, I'm good at English language					
2	I score good marks in English language					
3	Work in English language is easy for me					
4	I learn things quickly in English language					
5	I find it difficult learning English language					
6	I participate well in English language class					
7	My teacher think I'm not good at English language					
8	I often forget what I have learned in English language					
9	I study hard for English language test and exams					

10	I am able to help my classmates do the English language class work					

Scale 2

S/N	Mathematics scale	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
1	Compare to others of my age, I'm good at Math					
2	I score good marks in Math					
3	Work in math is easy for me					
4	I learn things quickly in math					
5	I find it difficult learning math					
6	I participate well in math class					
7	My teacher think I'm not good at math					
8	I often forget what I have learned in math					
9	I study hard for math test and exams					
10	I am able to help my classmates do the math class work					

Source: YakasaiM.I (200). Academic Self-Concept and Academic Achievement thesis, Department of Educational Psychology and counseling, Ahmadu Bello University Zaria.

APPENDIX B

CAUSAL ATTRIBUTION SCALE (C.A.S.)

This test is designed to see how you interpret the things that happen to you in your schoolwork. In each of the situations described below, you should think back to a time when such a thing happened to you. Concentrate on the situation which you remember very well and indicate your opinion on the statement s presented by ticking on one of the following five options:

Strongly Agree (SA)

Agree to some extent (A)

Not sure (NS)

Disagree (DA)

Strongly Disagree (SDA)

Please make sure that you respond to every item provided. Try to be as accurate as you can in describing your thoughts. There are no rights or wrong answers as you are only telling your thoughts when such things happen.

Please fill in the details below and then turn over and start. Do not hesitate to ask for clarification on anything you are not clear about.

Sex.....

Internal Success

A. Try to remember a day when you did very well in the examination. Why did this happen? (Tick your choice.)

	SA	A	NS	DA	SDA
1. I got the right help					
2. I was good at it					
3. The teacher was in good mood					
4. It was not difficult					
5. I tried very hard					
6. The teacher was kind					
7. I was lucky					
8. I was in the right mood					
9. I deserved it					

10.1 did it the right way

Internal failure

B. Recall an examination in which you did not perform as you wanted. Why did this happen?

(Tick your choice)

SA A NS DA SDA

1. I deserved it
2. The teacher was unfair
3. I did not do it the right way
4. The teacher was in bad mood
5. I did not try hard enough
6. I was not good at it
7. I did not get the right help
8. It was too difficult for me
9. It was just bad luck

10.1 was not in the right mood

External Success

C. Think of an occasion when you were given some work to do and your teacher was very pleased with what you had done.

Why did this happen? (Tick your choice)

SA A NS DASDA

1 . I tried very hard
2. I got the right help
3. The teacher was in a good mood
4. I was good at it
5. I did it the right way
6. It was not difficult
7. I was lucky
8. The teacher was kind
9. I deserved it
10. I was in the right mood.

External failure

D. Now think back to an assignment in which you scored low marks. Why did this happen? (Tick your choice)

	SA	A	NS	DA	SDA
1 . The teacher was unfair					
2. The teacher was in bad mood					
3. I was not good at it					
4. I was not in the right mood					
5. I deserve it					
,6. It was too difficult for me					
7. I did not try hard enough					
8. It was just bad luck					
9. I did not get the right help					
10. 1 did not do it the right way					

Source: Balarabe, (2007) Motivation and academic attainment among British, Hungarian and Nigerian Secondary School Pupils

APPENDIX C

ACADEMIC PERFORMANCE TEST

ENGLISH LANGUAGE TEST

From the words lettered A-E, Choose the one that best completes each of the following sentences (Nos. 1-5)

1. After he had run away from the fight, People called him a _____

   A. Gambler B. Dare-devil C. Coward D. Desperado E. Run away

2. When the principal found him wandering in the corridor, Hassan had to ____ a story about his action.

   A. Counterfeit B. Imitate C. Fabricate D. Falsify E. Exaggerate

3. The typist was _____ from his job for always coming late to the office.

   A. Evicted B. Rejected C. Disregarded D. Eliminated E. Dismissed

4.The long distance runner was so exhausted that he was _____ of finishing the race.

   A. Incompetent B. Ineffective C. Incapable D. Insufficient E. Inadequate

5. After bargaining with the shop keeper, he _____ two naira from the price

   A. reduced B. deducted C. abstracted D. extracted E. displaced

From the alternatives labeled A-E, choose the one that is nearest in meaning.

6. The stubborn student was force to do his assignment.

   A. begged B. compelled C. asked D. told E. pushed

7. We usually buy our meat in the market

   A. often B. Sometimes C. Never D. Hardly E. Seldom

8. There were many rows of stalls

   A. Groups B. Collections C. Streets D. Heaps E. Lines

9. That was a silly thing to do.

   A. Easy B. Good C. Stupid D. Kind E. Cruel

10. Garba's camera was very expensive.

A. Good B. Cheap C. Clear D. Difficult E. Costly

11. I consider your action a breach of laid down procedure.

A. violation B. flouting C. keeping D. disregard E. disrespect

12. The beginning of the marriage was a blissful experience.

A. uneventful B. sad C. peaceful D. happy E. doubtful

13. A reckless driver is a menace to other road users.

A. warning B. nuisance C. hindrance D. threat E. danger

Pick the word that means the same as the words in capital letter: Nos. 14-18

14. ILL

A. Fever B. Dirty C. Mumps D. Sick E. Health

15. OLD

A. Tired B. Decaying C. Aged D. Mended E. Youth

16. RICH

A. Wealthy B. Poor C. High D. Lucky E. New

17. NEAR

A. Speed B. Close C. Distance D. Road E. Far

18. BACKWARD

A. Forward B. Gear C. Upside down D. Stop E. Reverse

Select the most appropriate option from the alternatives lettered A-E.

19. Two girls sat on the bench

A. Adverbial of place B. Adverbial of time C. Adverbial of frequency D. Adverbial of manner E. Adverbial of reason

From the list of words lettered A-E, choose the one which is most nearly opposite in meaning to the underlined in each sentence.

20. The justice has discovered that the accused was insane.

A. normal B. rude C. stubborn D. aggressive E. innocent

21. A gloomy future awaits people without education.

A. bright B. happy C. light D. short E. dark

22. They player very noisily together

A. well B. politely C. quietly D. peacefully E. joyfully

23. Lola was idle the whole day.

A. smart B. busy C. strong D. useless E. lazy

Identify the part of speech of the under lined word:

24. The dish is delicious.

A. pronoun B. verb C. adverb D. adjective E. noun

Read the short narrative poem carefully and answer questions 25-29.

Entering the hall, she meets the new wife! Leaving the gates, she runs into her for former husband

Words stick; she does not manage to say anything: She presses her hands together and hesitates.

Agitates moon-like fan-sheds pearl-like tears Realizes she loves him just as much as ever. That her present pain will never come to an end.

25. In the first line **"She"** refers to _

A. The husband's first wife B. The husband's sister C. The husband's new wife D. The husband's mother E. The husband's concubine

26. In the second sentence, the words **"run into"** suggest that she

A. Was looking for her husband B. Met her husband unexpectedly C. Collided with her husband D. Did not want to meet her husband E. Planned to meet her husband

27. In sentence (3), she does not manage to say anything because she _____

A. Is angry B. Is frightened C. Is very, very unhappy D. Is tired E. Is absent minded

28. In sentence six (6), as ever means

A. Forever B. Now C. In the future D. As before E. Recently

29. In sentence seven (7) “her present pain” was due to the fact that:

A. She had seen the new wife B. Her husband had married a second wife C. She could not speak D. She had run into her husband E. She was too confused

Choose the correct option that completes each of the blank spaces from nos: 30-33.

30. I can’t help_____ you now I feel

A. To tell B. Telling C. Tell D. To be telling E. told

31. What are you doing here? You _____ to be at school.

A. Are suppose B. Are supposing C. Are supposed D. Suppose E. Supposed

32. Many players _____ to score a goal

A. Is wanting B. Wants C. Want D. Have wanted E. Wanted

33. The judiciary in some countries __ controlled by the government

A. Was B. Were C. Have been D. Are E. Is

Choose the correct option that completes each of the blank spaces.

34. He showered praises ___ the outgoing chairman.

A. Upon B. At C.ForD.Over E. To

35. This sort of attitude is found everywhere. It cuts____ racial boundaries.

A. Over B. Through C. Into D. Across E. Off

36. He promised to see the project__ before the end of the year.

A. Off B. Out C. Through D. Up E. Across

37. The management threatened the striking workers with a _____

A. Show-off B. Close-up C. Shut-down D. Shut-up E. Show-down

38. As a woman of principle, she always adheres__ her conviction

A. With B. To C.OnD.At E. In

Choose the option that best fills the gap.

39. I hope you left a message for me_____?

A. Did you B. Didn't you C. Do I D. Didn't I E. Don't you

40. I hope he will still be available for the job _____?

A. Do I B. Don't I C. Will he D. Won't he E. Does he

41. We are aware that he has resigned _____?

A. Aren't we B. Are we C. Not so D. Isn't it E. Doesn't it

42. They are not in position to defy constituted authority _____?

A. Aren't they B. Isn't it C. Are they D. Were they E. isn't they

Fill the gaps with the best options:

43. They boy looked ___ when he heard of his friend's death.

A. Sadly B. Unhappily C. Unhappy D. Weeping E. Sadness

44. The party was good; we enjoyed ourselves _____ much

A. Too B. So C. Highly D. Very E. Extremely

45. The taxi driver ___ lost his life in the accident.

A. Nearly B. Barely C. Hardly D. Narrowly E. Almost

Choose the option that is nearest in meaning to the underline word(s):

46. All attempts to revive the man were futile:

A. Fruitless B. Successful C. Clumsy D. Skilful E. Persistent

47. He is a prolific writer.

A. Clever B. Influential C. Very productive D. Well known E. Entertaining

48. We have to weigh the options that are open to us.

A. Rewards B. Policies C. Burdens D. Baskets E. Choices

49. The only deterrent to stop armed robbery is public flogging

A. Punishment B. Solution C. Method D. Discouragement E. Decision

50. Drug – taking should be banned in Nigeria.

A. Punished B. Prohibited C. Allowed D. Controlled E. Encouraged

ACADEMIC PERFORMANCE TEST

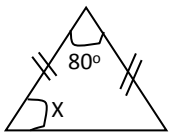
MATHEMATICS TEST

1. The positive difference between positive six and positive four is
   A. positive sixty four B. positive ten C. positive two D. positive eight E. positive forty six
2. Find the LCM of 15, 30 and 45
   A. 70 B. 60 C. 90 D. 120 E. 150
3. Find $\sqrt{4}/9$
   A. $\sqrt{4}/\sqrt{9}$ B. $4/9$ C. $2/3$ D. $13/9$ E. 3
4. Reduce to the lowest term $24/120$
   A. $12/60$ B. $8/40$ C. $4/20$ D. $1/5$ E. $2/5$

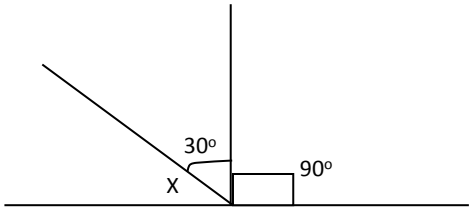
The sum of nine and eleven in Roman numeral is

A. XI B. VIX C. XC D. XX E. VII

5. Round of 2.4653 to decimal place
   A. 2.400 B. 2.500 C. 2.47 D. 2.4 E. 2.56
6. The value of the 6 in 416253 is
   A. Units B. Tens C. Thousand D. Hundred E. Decimal
7. Simplify ½ x $2/3$
   A. $2/4$ B. $2/5$ C. $1/3$ D. $3/5$ E. $1/4$
8. Find the value of X in the diagram below



   A. 90°B.60°C. 70°D. 50°E. 80°
9. Find the value of X from the figure below



A. 45° B. 90°C.180°D. 360°E. 270°

10. Approximate 24.6238 to 2 significant figure
    A. 25.0 B. 24.623 C. 24.62 D. 24.624 E. 62.0
11. Express 36.4341 to 2 decimal place
    A. 25.0 B. 24.623 C. 24.62 D. 24.624 E. 62.0

12. Express 36.4341 to 2 decimal places
    A. 36.43
    B. 36.44
    C. 36.00
    D. 37.4
    E. 43
13. Convert 11001_2 to base ten
    A20B25C15D10E17
14. Convert 1111_2 to base ten
    A. 16
    B. 22
    C. 15
    D. 13
    E. 20
15. Which of the following base number is binary number
    A. 1011
    B. 2101
    C. 1014
    D. 1401
    E. 1221
16. Convert 14_{10} to base four
    A. 32_{four}
    B. 22_{four}
    C. 30_{four}
    D. 31_{four}
    E. $33_{four\backslash}$
17. Add -2.5 and -3
    A. -6.5
    B. 55
    C. -5.5
    D. -4.5
    E. 6.5
18. Calculate $4^2 - 2^2$
    A. 6
    B. 8
    C. 4
    D. 2
    E. 12
19. Divide 7.5 by 0.3
    A. 25
    B. 50

C. 35
D. 15
E. 78

20. Calculate ¼ of $^{2}/_{3}$
A. $^{3}/_{7}$
B. $^{1}/_{6}$
C. $^{1}/_{3}$
D. $^{1}/_{5}$
E. 4

21. Solve $\times + 4 = 13$
A. 14
B. 10
C. 9
D. 7
E. 17

22. How many minutes are there in $5^{1}/_{2}$ hours?
A. 300 minutes
B. 250 minutes
C. 140 minutes
D. 330 minutes
E. 530 minutes

23. Solve $5x - 4 = 2x + 11$
A. 5
B. 6
C. 8
D. 9
E. 12

24. What is the value of X in $2(3x+2) = 0$
A. 10
B. 2
C. 6
D. $^{-4}/_{6}$
E. 4

25. Simplify $\frac{3}{x-1} + \frac{2}{x-1} = 1$
A. 4
B. 5
C. 6
D. 7
E. 8

26. Express 234 in standard from
A. 2.34×10^{2}

B. 2.34×10^{-2}

C. 2.34×10^{1}

D. 2.34×10^{-1}

E. 2.34×10^{3}

27. 736.4 in standard form is

A. 7.34×10^{2}

B. 73.6×10^{1}

C. 734×10^{-1}

D. 73.64×10^{1}

E. 7.364×10^{2}

28. Simplify $2 \times 10^{2} + 3 \times 10^{1}$

A. 230

B. 240

C. 200

D. 650

E. 23

29. Express 0.0025 in standard form

A. 2.5×10^{3}

B. 2.5×10^{2}

C. 2.5×10^{-3}

D. 2.5×10^{-4}

E. 2.5×10^{-5}

30. Express 4.29×10^{-2}

A.429

B.420

C.0.0429

D.429.42

E. 4.294

31. simplify$(x - 2)^{2}$

A. $x^{2} + 4x + 2$

B. $2x + x + 4$

C. $x^{2} + 4x + 4$

D. $X+4$

E. $x^{2} + 16$

32. Find the HCF of 24 and 40

A. 10

B. 8

C. 16

D. 20

E. 5

33. Find the mode median in these set of numbers 3,6,3,4,1,3,5
    A. 3
    B. 6
    C. 4
    D. 1
    E. 5
34. Find the range of the set of number 18,12,11,13,16,1,3
    A. 16
    B. 7
    C. 8
    D. 17
    E. 15
35. A bag contains 3red balls 2red balls and six yellows balls. What is the probability of picking a green ball?
    A. $\frac{3}{5}$
    B. $\frac{2}{5}$
    C. $\frac{3}{10}$
    D. $\frac{2}{11}$
    E. 2
36. Which of the following inequality is representing the graph

    -1 -2 -3 1 2 3
37. Which of the following is a formula frospeed?
    A. $s = \frac{d}{t}$
    B. $A = L^2$
    C. $T = \frac{PRT}{100}$
    D. $C = 2\pi r$
    E. A= πr^2
38. Make x the subject of $P = 4 \times -5$
    A. $x = p + \frac{5}{4}$
    B. $x = \frac{5p}{4}$
    C. $\frac{x9p}{5}$
    D. $\frac{5}{p} + 4$
    E. $\frac{p(4)}{5}$
39. How many seconds do we have in a day?

A. 2,400seconds
B. 3,600seconds
C. 1,440 seconds
D. 900 seconds
E. 2,460 seconds

40. The reciprocal of $^1/_2$
A. 3
B. 2
C. $^2/_5$
D. 1
E. $^1/_{2X}$

41. A girl bought seven pens ₦ 21. How much would 10n pens cost?
A. ₦ 300
B. ₦ 400
C. ₦ 370
D. ₦ 450
E. ₦ 600

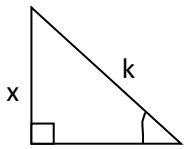
42. The number Nine Hundred and Ninety Nine Thousand Nine Hundred and Ninety Nine is
A. 9999999
B. 99999
C. 999999
D. 9999
E. 99

43. Positive and negative whole number are called
A. Fraction
B. Decimals
C. Integers
D. Angles
E. Mix fraction

44. The number that has only two factors 1 and itself is called
A. Odd number
B. Even number
C. Prime number
D. Decimal number
E. Natural number

45. Expand $2(x + 4)$
A. $2x + 6$
B. $x + 8$
C. $2x + 8$
D. $x + 24$
E. $24 + 2x$

46. Given



Sin Θ = p

A. p/x
B. k/x
C. k/p
D. x/k
E. p/k

47. Which of the following is a formula of an area of a circle?

A. $2\pi r^2$
B. πr^2
C. $^1/_3\ \pi r^2$
D. π
E. $\pi r^2 h$

48. A regular polygon with 8 sides is called

A. Dodecagon
B. Hendecagon
C. Octagon
D. Pentagon
E. Decagon

49. The radius of a circle is 7cm. find the circumference (Take $\pi\ ^{22}/_7$)

A. 62cm
B. 44cm
C. 22cm
D. 60cm
E. 30cm

MARKING SCHEME FOE ENGLISH TEST

1. C
2. C
3. E
4. C
5. B
6. B
7. A
8. E
9. C
10. E
11. A
12. D
13. D
14. D
15. C
16. A
17. E
18. E
19. A
20. A
21. A
22. C
23. B
24. D
25. C
26. B
27. C
28. D
29. B
30. A
31. D
32. E
33. D
34. E
35. D
36. C
37. C
38. A
39. B
40. D
41. A
42. A
43. C
44. D
45. A
46. A
47. C
48. E
49. B
50. B

MARKING SCHEME FOR MATH TEST

1 C
2 C
3 C
4 D
5 B
6 C
7 C
8 D
9 E
10 A
11C
12A
13 B
14 D
15 A
16 A
17 C
18 E
19 A
20 B
21 C
22 D
23 A
24 E
25C
26 A
27 D
28 A
29 C
30 C
31 D
32 B
33 A
34D
35 A
36C
37 A
38 D
39 D
40 B
41 A
42 C
43 C
44 C
45 C
46 C
47 D
48 B
49 C
50 B

APPENDIX D

Result of the Cronbach Alpha Reliability test for Academic Self Concept Questionnaire (ASCQ)

Scale 1

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
.798	.822	10

Item Statistics

	Mean	Std. Deviation	N
Question 1	3.1000	.05368	40
Question 2	3.4000	.49824	40
Question 3	3.2500	.55915	40
Question 4	3.4000	.59824	40
Question 5	3.3500	.81273	40
Question 6	3.1400	.68304	40
Question 7	3.1000	.72084	40
Question 8	3.2500	.71635	40
Question 9	3.4500	.78640	40
Question 10	3.8050	.60698	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items

Item Means	3.226	3.100	3.805	1.261	1.426	.175	10

Scale 2

Case Processing Summary

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.716	.731	10

Item Statistics

	Mean	Std. Deviation	N
Question 1	3.4000	.28258	40
Question 2	3.3000	.23110	40
Question 3	4.4000	1.26972	40
Question 4	2.9500	.19868	40
Question 5	3.2000	.79785	40
Question 6	2.5000	.88852	40
Question 7	3.1020	.68056	40
Question 8	3.2500	.54640	40
Question 9	2.3500	.47292	40
Question 10	4.2000	.75244	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.250	2.3500	4.400	1.451	1.636	.075	10

Result of the Split half reliability test

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

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

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.788
		N of Items	40[a]
	Part 2	Value	.781
		N of Items	40[b]
		Total N of Items	80
		Correlation Between Forms	.785
Spearman-Brown Coefficient		Equal Length	.993
		Unequal Length	.993
		Guttman Split-Half Coefficient	.797