

SELF CONCEPT, PARENTAL SOCIO-ECONOMIC STATUS AND ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KEBBI STATE, NIGERIA

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Abstract

The main thrust of the paper is to determine if there is any significant difference between socio – economic status, self-concept and academic performance of SSI students in Kebbi State. The sample was made up of 360 (180 boys and 180 girls) drawn from the population of senior secondary school one (S.S.I) from six Senior Secondary Schools in Kebbi State. Akinboye’s Adolescent Personal Data Inventory (APDI) by Akinboye (1985) and the Adopted version of Parental Socio- Economic Status Questionnaire (PSESQ) by Adegoke (1987) were used to measure Self-concept and Parental Socio-economic Status respectively. The reliability coefficient of the instruments was (0.85 and 0.79) for APDI and (0.82 and 0.78) for PSESQ respectively. Academic Performance was obtained using the students’ scores in English Language and Mathematics in the Junior Secondary School Certificate Examination of 2015/2016 session. Two hypotheses were generated and tested using t- test. The findings of the study indicated that there was significant difference between Parental Socio-economic Status and Academic Achievement. There was also significant difference between Self-concept and Academic Performance of students. The findings were discussed and their implications and recommendations highlighted. It was recommended that teaching became more meaningful when pupils are assisted to build a positive self-concept. Similarly, parents should show more concern in helping their children develop positive self-concept. Teachers should also take into consideration the socio-economic background of their students.

Keywords: Self-Concept, Socio-Economic Status, Academic Performance

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Introduction

An annual report from Kebbi state ministry of education in 2015 indicated that students’ performance in West African Examination Council (WAEC) and National Examination Council (NECO) has not been encouraging (Kebbi State Annual Education Report, 2015). This has become a serious issue of concern among parents, teachers, and government in particular as a result of the huge financial investment in the education sector. Studies such as Irena (1993) and Imogie (1993) have shown that several factors were responsible for poor academic performance among students. Some of the important factors includes: poor school administration, lack of adequate supervision, teachers’ professional qualification, inadequate instructional materials, parental socio-economic status and student’ Self Concepts.

According to Caproni (2000) self-concept is an internalized set of perceptions each of us has about ourselves which is relatively stable over time, consistent across situations and resistant to change. The internalization of this perception creates awareness of our selves which is expected to be consistent and stable over time. The stabilization and consistency of this perception about ourselves enable each individual to react and respond to situations in a characterized or distinctive way (Abubakar,1998). In another study, Jeslid (1971) considered self-concept as a composite thoughts and feelings which constitute persons’ knowledge of his individual existence.

According to Erickson cited in Garison and Garison (1979) the formation of self-concept occurs from childhood to adolescence through synthesis and re synthesis of the sense of self into configuration that gradually integrates constitutional factors, special individual needs, favoured capacities, significant identification, effective defences and sublimation of various roles.

Individuals have been found to possess tendency of self-identification which is normal with their developmental characteristics. According to Salawu (1991) self-concept includes not merely specific actions that students' take, but attitudes and motives especially those that influence their school behaviour and learning. Example, the importance he/she attached to studies, his moods of study and what he hopes to achieve at the end of the study will go a long way in facilitating their academic performance. He noted that whether one has a positive or negative self-concept, will go a long way to affect their performance in school. A positive self-concept is the perception of oneself that is relatively stable and consistent across situation. The stability and consistency of the self will enable you face your studies with all the seriousness it deserves. On the other hand, a self-concept that is unstable and inconsistent can hardly overcome challenges affecting his/her studies. An individual can also change from one self-concept to another by changing his/her moods, values, beliefs and attitudes.

Self-concept as defined by Caproni (2000) is considered as an internalized set of perception each of us has about ourselves that is relatively stable overtime, and consistent across situations resistant to change and of central importance to us. The definition emphasized the fact that a self-concept has to certify three basic criteria as follows:

1. It has to be relatively stable overtime.
2. Consistent across situations
3. Resistant to change

Any self-concept that does not satisfy the above criteria is not considered to be described as a self-concept. This is because having an unstable and inconsistent perception of ourselves does not give us an accurate view of who we are.

Studies such as Buss, (1975) and Agbe (1989) have identified that negative self-concept leads to abnormal behaviour like distress, lack of confidence, mal-adjustment and neurotic problem. Similarly, Abubakar (1999) submitted that a healthy self-concept helps in directing behaviour towards wide integration, completeness, autonomy, self-actualization and self-perfection.

Self-concept involves four different but interrelated components as follows:

Social self-concept: This involves our relationships with others. Our self-concept influences who we see as different or similar to us, who we trust, and the network of people we create and assumptions we have on others.

Intellectual self-concept: This influence the way we think, develop ideas, ability for abstract thought, creativity and innovation.

Emotional self-concept: Our ability to cope with stress. How we see ourselves coping with daily challenges of stress, anxiety and boredom. Healthy self-concept provides us with psychological resource to work to overcome stress in life and give us confidence during difficult situations.

Physical self-concept: This consists of how we perceive our appearances, the way we talk, our manners, gesticulations and our moods.

On the socio-economic status, Adegoke (1987) noted that socio economic indices include parents' level of education, occupation or source of income and dwelling place. These indices tend to explain the nature of parents' influence on their children education. This is in conformity with the findings of Olagunju (1996) who submitted that parents' socio-economic status has influence on the education of their children. The submission of Olagunju (196) indicates that children from low socio-economic status tend to feel inferior to their colleagues and this attitude can psychologically affects their learning.

Studies concerning self-concept and academic achievement revealed that most people's true performances are usually influenced by their concept of self. Adeniran (1986) observed that people's achievement is functional to the perception of the self and that any individual is motivated by a need to achieve at a level which is consistent to his/her self-perception.

Social interactions between students and their peer groups are viewed as critical in the relationship between academic achievement and self-concept Dusek (1981). The type of peer group a student relates with determines to a great extent the type of features or attitudes exhibited by the student. If the peer group attach importance to academic pursuits, the student will tend to do the same. However, if the reverse is the case, the student is not likely to view academic pursuits as important; and this will in turn affect his/her academic performance.

According to Okatahi and Adeyanju (1989) in a study which sought to find out self-concept, socio-economic status and academic achievement of students submitted that individuals who depict positive value of themselves viz feeling of adequacy and self-worth are likely to achieve better academically than those who feel negative about themselves. They noted that awareness of responsibility and consequences of behaviour of oneself and the knowledge and possibility of the individual being his/her own architect should motivate behaviour more positively and increase achievement motivation and vice versa.

Agbe (1996) in a study of the influence of childhood experiences on the development of self-concept reported that parents who relate with their children warmly, showing them love, meeting their needs adequately, are very likely to produce individuals that have positive self-concept. On the contrary Salawu (1991) and Adediran (1985) discovered that performance outcome of the Nigerian adolescent had little or no bearing with their self-concept.

Nwachukwu (1989) in his study of concept development in children through literature revealed that 80% of the subjects rate themselves as high positive self-concept as against reading books 45% and watching television of 75%.

On the other hand, a number of researches tend to hold the view that there exist relationships between parental socio-economic status and students' academic achievement. They indicated that students from high socio-economic status exhibit high academic achievement as against those who were from lower socio-economic status (Okonkwo, 1995 & Salawu, 1997).

Adesoji (1997) discovered that economic conditions are among the factors responsible for low participation of women in vocational education. In another development, Abdullahi (2003) opined that significant relationship exists between parental socio-economic status and students' academic achievement. Some of the reasons he advanced for his findings include:

Economic factor facilitates the educational development of the individual especially in the provision of essential learning materials;
Students tend to appreciate the value of education in a high socio-economic condition and therefore produced high academic output.

Yoau (2000) identified parents' educational background and student' cognitive ability as significant predictors of a child educational attainment. In a similar development, Ajeh, (1991) submitted that parent's occupation and educational levels relates significantly with the English Language achievement of the students. He observed that factors like professional career relates to children academic achievement.

Objectives of the Study

The objectives of this study are to:

1. investigate if there is any difference between parental socio-economic status and academic performance of SS1 students.
2. determine whether there is any difference in self concepts and academic performance of SS11 students.

Research Questions

The following research questions were generated from the study:

1. Is there any difference between parentalsocio-economic status and the academic performance of SS1 students?
2. Is there any difference between self-concept and academic performance of SS1 students?

Research Hypotheses

The following hypotheses were formulated and tested at 0.5 level of significance:

- H₀₁: There is no significant difference between parental socio-economic status and academic performance of SS1 students
H₀₂: There is no significant difference between self-concept and academic performance of SS1 students.

Methodology

The target population comprised of all SS1 Senior Secondary School Students in Kebbi State. The sample for this research consisted of 360 students out of 1420 adolescent male and female first year senior secondary school students. The selection of these schools was based on the need to diversify the sample and ensure a fair representation. The schools are categorised into three types (males, females and mixed schools). These categories will give greater interactive effects the study desired in finding the significant differences.

The average age range of the sample students is 14 to 16 years old. The mean age was calculated to be 15 years of age. Stratified sampling was used by the researcher to select sample from different sub groups or strata of the population.

Table 1: Distribution of Sample by Location School and Gender

S/N	Location	Name of School	Gender	No. of Students	Percentage
1	B/Kebbi	Nagari College	Boys	60	16.67
2	Bunza	Unity School	Boys	60	16.67
3	Yauri	Govt. Girls Science. Secondary School	Girls	60	16.67
4	Zagga	Govt. Girls Sec. School	Girls	60	16.67
5	B/Kebbi	Govt. Day Sec. School	Boys and Girls	60(30)(30)	16.67
6	Argungu	Sama SecondaeySchool	Boys and Girls	60(30)(30)	16.67

The following instruments were used in collecting data.

1. Adolescent Personal Data Inventory (APDI) sub scale A) (Akinboye, 1985) to measure self concept
2. Parental Socio Economic Status Questionnaire (PSESQ) (Adegoke, (1987) to measure parental socio economic status
3. Junior Secondary School final examination results 2015/2016 session in English Language and Mathematics to measure academic performance of the subjects

The face validity of the Adolescent Personal Data Inventory (APDI) by Akinboye(1985) and Parental socio-economic status questionnaire (PSESQ) by Adegoke (1987) was established through feedback received from experts in various fields of study. Corrections were effected based on the suggestions provided. Similarly, the reliability of the instruments were obtained using test re-test method. After administration, the data obtained were analyzed using Pearson's Moment Correction Coefficient to determine the reliability – coefficient of the instruments which were found to be 0.85 and 0.79 for APDI and 0.82 and 0.78 for PSESQ respectively.

The APDI and PSESQ were distributed to the respondents directly by the researcher. The respondents filled the questionnaire to express their opinion. The respondents

were required to indicate their agreement or otherwise by ticking the right responses which they did and returned the completed forms back to the researcher. The APDI, PSEQ, and ordinary level (O'leve) final examinations results of the Junior secondary school certificate for 2015/2016 in English language and Mathematics were the main sources of data in this study.

The returned copies of the instruments were subjected to simple descriptive statistical analysis to show frequency distribution of the various responses. From the frequencies of responses, means, percentages and standard deviation were computed. t- Test was the statistical tools employed to test the hypotheses generated. The alpha level of 0.05 significance was used.

Results

The following results were found after the research questions were answered and hypotheses tested.

Research Question One: Is there any difference between parental socio-economic status and the academic performance of SS1 students? To answer this research question means and standard deviations were used for the analysis reported in table 2.

Table 2: Categories of Parental Socio-Economic Status

(Categories)	(Number)	(Mean)	(Standard Deviation)
PSES	N	X	SD
High	65	11.02	2.081
Low	295	9.75	3.124

Table 2 shows the mean score and standard deviation of students from high and low parental socio-economic status and academic performance. Students from high socio-economic status have a higher academic performance than those from low PSES. While the mean scores of students from high PSES is 11.02 that of low PSES is 9.75. However, the lower a deviation score the better the academic performance. This had indicated that those who came from high PSES had 2.081 against 3.124 of low PSES. Research Question Two: Is there any difference between self-concept and academic performance of SS1 students? Mean scores and standard deviation of respondent on self-concept scale and academic performance.

Table 3: Difference between categories of self-concepts

Categories of	(Number)	(Mean)	(Standard Deviation)
Self concepts	N	X	SD
Positive	193	12.18	1.834
Negative	167	8.72	2.716

Table 3 shows the mean score and standard deviation of students with positive and negative Self Concept on academic performance. Students with positive self-concept have better academic achievement than those with negative self-concept. While the mean score of students with positive self-concept is 12.18 that of the negative self-concept is 8.72. Similarly, standard deviation of positive self-concept is 1.834 and 2.716 for negative self-concept.

Hypotheses Testing

Hypothesis One: H_{01} There is no significant differences between parental socio-economic status and academic performance of SS1 students in Birnin Kebbi.

Table 4: Differences between parental socio economic status and academic performance of SS1 secondary school students in Birnin Kebbi Metropolis

Variable	N	Mean	SD	t-value	Decision
Socio economic status	360	68.85	16.071	0.62	Rejected
Academic Performance	360	57.82	23.040		

The results presented in Table 4 indicated that these mean responses were 68.85 and 57.82 respectively; the t-value showed that there was significant difference in the PSES and academic performance of students. As a result, the hypothesis was rejected. There was a significant difference in the PSES of SS1 students and their academic performance.

Hypothesis Two: H_{02} There is no significant differences between self-concept and academic performance of SS1 senior secondary school students in Birnin Kebbi

Table 5: Differences between self-concept and academic performance of secondary school students in Birnin Kebbi Metropolis

Variable	N	Mean	SD	t-value	Decision
Self Concept	360	52.64	12.918	.130	Rejected
Academic Performance	360	97.37	21.040		

The results presented in table 5 showed that the mean responses were 52.64 and 97.37 respectively; the t-value showed that there was significant difference in the Self Concept and academic performance of students. As a result, the hypothesis was rejected. There was a significant difference in the Self Concept of SS1 students and their academic performance

Discussions

Results from research question one show that students from high PSES had high academic performance than those from low PSES. The findings of the study were in agreement with Olagunju (1996) who submitted that occupation and level of education of the parents have significant relationship with performance of students in English Language. Similarly, Agbe (1996) and Salawu (1997) agreed that PSES

remains one of the most important predictor of children's academic performance. In addition, Yaou (2000) reported that the education of parents and cognitive ability of the students are probably the most important determinants of students' educational attainment. The results of research question showed that students with higher positive self-concept recorded higher academic performance than those with lower self-concept. This was also in agreement with the findings of Flora (1996).

On the other hand, the outcome of the study contradicts the findings of Adediran (1986) and Salawu (1991) who reported low, negative and non-significant relationship between students' self-concepts and their academic performance.

Results from hypothesis one confirmed that PSES shows significant difference in academic performance of SS1 students. This is in line with the findings of Wasagu (2002) who noted that the rise in the population of the core poor have created conditions in which Nigerian farmers cannot afford to send their children to school. Similarly, Adeyinka (1993) posited that as a result of hard economic conditions, the average Nigerian citizen is rendered incapable of providing at least certain essential social services and education is not an exception.

Results from hypothesis two revealed that there is significant difference between self-concept and academic performance of SS1 students. The study contradicts the findings of Salawu (1991) and Adediran (1986) who reported low, negative and non-significant relationship between students self-concepts and their academic performance.

Conclusion

From the analysis of data and the interpretation of results given, it can be concluded that (i) there is a significant difference between PSES and academic performance of SS1 students; and (ii) there is a significant difference between self-concept and academic performance of SS1 students.

Implications

The study revealed that there is a significant difference between PSES and students' academic performance. Similarly, significant differences exist between self-concept and academic performance of SS1 students.

The implication of negative self-concept is that young people whose experience does not assist in the development of a positive and realistic self-concept tend to perceive the school as hostile and very remote to the realities of life. They will rather prefer to engage in rebellious activities like juvenile delinquency and avoidance of school than to learn.

Teaching can become meaningful and productive when pupils are assisted towards building a positive self-concept. Teachers can achieve this by communicating more intimately with anxious learners than with those who shows normal behaviour. During such encounters, pupils are encouraged to talk about themselves, and to work towards building a realistic self-concept.

In this connection, it is advisable for teachers not to label their pupils, i.e. they should not give the impression that learners are of little use and have no hope to get to their immediate level of performance. Instead, students need to believe and realize that success can come, although the process by which it is achieved is often difficult. To be able to carry these functions, pupils need to be convinced that the teacher is sincere and accepts and value them for what they are.

On parental socio-economic status, studies indicated that majority of Nigerian school children comes from poor homes. In such homes, there is little space for men; women and children to move about talk less of the space which children require for play and the exploration of their environment.

Books which are sources of knowledge for human beings can only be purchased at the expense of meals for the family. Social amenities such as radio and television are lacking. Some homes do not also have the kind of toys, puppet and other materials which children need for an advantageous educational take off in life. Additionally, if the parents do not have formal education, the effects of these are that the child is placed at a disadvantage as he/she grows up. They will not receive the kind of intellectual, social and moral stimulations which a child in better circumstances obtains. Their linguistic and moral developments may face a lot of challenges.

Matters get worse when physical deprivation is added to intellectual inadequacies. When children get to school, they carry these inadequacies along with them. At whatever level of the educational system, difficulties which have not been overcome at an early stage go on with the learner in the next stage. We thus have a situation in which the potential of our future leaders is not being fully utilized.

Children who come from well provided homes and where parents understand their roles as care givers tend to have early advantage over those from poor homes. In the first place, the presence of amenities such as radio, television and children books stimulate children's curiosity and interest in learning. In addition, privileged children are likely to have their parents telling them stories, poems and provide adequate support for them to do their homework and assignment given at school.

Thus, such parents show proper concern for the education of their children. Children who are exposed to such influences are generally favourably disposed towards school and adopt positive attitudes towards the teacher. They always tend to do better in the formal school setting as the background had been laid for effective functioning during subsequent stages of schooling. Early stimulation develops a desire to learn in the child and equip him/her with the linguistic know how to describe objects and think correctly.

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