INFLUENCE OF SOCIAL SELF CONCEPT ON ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY SCHOOLS STUDENTS IN RIVERS STATE, NIGERIA

Iyagba Philemon Wokoma, PhD. & Sunday Ogiri Rowland

Department of Educational Psychology, Guidance and Counseling, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt

Abstract

The purpose of this study is to find out the influence of social self-concept on the academic achievement of senior secondary school students in Rivers State, Nigeria. The population of the study consists of 42,624 SSII students. Self-concept is conceptualized as social self-concept. The ex-post factor research design is used. Stratified and systematic random sampling techniques are deployed to obtain a sample of eight hundred (800) SSII students in twenty three (23) secondary schools. Data are collected using Students opinion questionnaire and academic performance of students in Mathematics and English language (SPME). A trial test of the instrument gave a reliability estimate between 0.63 and 0.94. Seven hypotheses are tested at 0.05 alpha levels using One-Way Analysis of Variance (ANOVA) and Fisher's Least Significant Difference t-test where appropriate. The results obtained show that social self-concept does not have significant influence on academic achievement. It is necessary to improve the social skills of students to engender social self-concept, eliminate anxiety, increase in the social resilience of students in the school and motivate students to perform better and these should be the core counselling activity of the school counselors.

A. Introduction

Background to the Study

It has been observed in Nigeria and of course globally that, individuals grow up from children to adult largely through school. In school, they learn and acquire knowledge and skills necessary for their functionality in the society as adults. The progress they make as they move from lower to higher classes and levels in the education system is measured through a system of examinations. So in school, children are expected to perform creditably well in their various examinations. However, from observations, what is happening in the Nigerian schools in general, and schools in Rivers State in particular is far from the expected. When studied, results of past Senior School Certificate Examination (SSCE) released by the West African Examination Council (WAEC) for students in Rivers State present a dismal picture.

Of more concern is the fact that in recent times, instead of improvement, one is observing sharp decline in students’ West African Examination Council (WAEC) achievement, especially in key subjects like Mathematics and English language. For example, when WAEC released its’ May-June 2014 WAEC Examinations results, only about 31.28% of the candidates obtained credit pass in Mathematics and English Language. In August 12, 2014 at WAEC office at Yaba, only 31.28%, obtained credits in five (5) subjects and above, including Mathematics and English language. Comparing 2012 and 2013 WASSCE results, there was a marginal decline in the achievement of candidates as 38.81% was recorded in 2012 and 36.57% in 2013.

This development has become a source of serious concern to educators, parents, policy makers and government officials and has widely become a subject of National discourse. Such dismal achievements are counter-productive for the Nigerian society. First, it has increased the rate of school dropout and has limited secondary school graduates access to higher education.

The odd fact is that, when children drop out of school, they become a burden to the society. When individuals drop out of school, they have limited access to employment; so many get easily recruited into criminal gangs, thus end up being a nuisance to the entire society. In the Rivers state, most drop outs turn to militancy, robbery and even terrorism.

Academic achievements have become subject of discussion among parents/guardians and form the bases of academic debate and stakeholder are interest in it. They form the Centre
of educational policy. According to Igwe (2004), “academic achievement is of great concern to parents/guardians all over the world. It is a subject of discussions and debate among scholars. It is one of the most vital educational policies and is one of the indicators stakeholders are interested in. Students’ achievement is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged and a fundamental criterion by which all teaching-learning activities are measured, using some standard of excellence and the acquisition of particular grades in examinations that measures candidate’s ability, mastery of the content and skills in applying the knowledge acquired to a particular situation”.

Viewed this way, informed people are really restive about poor examination achievement in the state. In response to the situation, schools have been organizing extra classes and tutorials involving extra hours of drills to help students improve on their achievements. Parents most times engage private lesson teachers to help their children in such key subjects like Mathematics and English language. Inter schools, competitions are now frequently organized to expose students to higher challenges, and raise their problem solving abilities as an equipment for better school achievement. Research efforts have made tremendous recommendations to address the problem of poor achievement. However, inspite of the steps so far taken, the problem of students’ poor academic achievement still persists.

The focus in this study is therefore to find out if poor academic achievement among secondary school students is influenced by social self-concept. Self-concept as used here refers to the individual’s image of himself or herself. According to Spinhall and Collins (1995), it refers to “the composite of ideas, feelings and attitudes that organize our notions, sentiments and approach about issues”. It is seen as being associated with academic achievement because Isangedighi (2007) views it as one’s image of oneself, thus occupies a central place and directs behavior when one wants to determine its relevance in explaining students’ academic achievement. A positive social self-concept and emotional stability could generate self-confidence and may influence academic achievement. Therefore, self-concept, which has to do with how an individual sees himself or herself, serves to direct behaviour and if possible could drive one to work hard and consequently perform well academically. In essence, social self-concept is a concept of behaviour and when one sees himself in a positive light socially, it could influence one’s behaviour towards his studies and therefore, influence his academic achievement.

It is also a pointer to knowing what schools should do to tackle poor achievement of students in examinations. Spinhall and Collins, (1995). This could be a ground for students’ perception about examinations in the school system and a means for tackling poor achievement.

B. Theoretical Framework

Carl Rogers Theory on Personality (Self-Concept, 1902 – 1987)

Carl Rogers was a humanistic psychologist. He believed that “every person can achieve their goals, wishes and desires in life. When 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 potentials, a number of factors must be satisfied”.

Central to Roger’s personality theory is the notion of self. This is defined as “the organized, consistent set of perceptions and beliefs about oneself”. He said “we want to feel, experience and behave in ways which are consistent with our self-image which reflect what we would like to be like and the more consistent or congruent we are with our self-image, the higher our sense of self-worth. A person is said to be in a state of incongruence if some of the totality of their experience is unacceptable to them and is denied or distorted in the self-image”. The humanistic approach states that “the self is composed of concepts unique to us. The self-concept includes three components:

Self-worth (or self-esteem) – what one thinks about oneself. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

The ideal self – This is the person we would like to be. It consists of our goals and ambitions in
life, and is dynamic – i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties”.

For Rogers (1959), “a person who has high self-worth, that is, has confidence and positive feelings about himself or herself, faces challenges in life. He 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 ourselves; one is the best experts on oneself.”

Rogers believed that “every person could achieve their goals, wishes and desires in life. When they did sos self-actualization took place. Unconditional positive regard is where parents, significant others (and the humanist therapist) accepts and love the person for what he or she is”.

For Rogers (1961), the development of congruence in one’s personality is dependent upon an unconditional positive regard and this helps to achieve self-actualisation. In his view, the development of positive self-concept is relevant in the formation of a congruent personality which serves to direct behavior towards achievement.

Therefore, Rogers self-concept as “the organized, consistent set of perceptions and beliefs about oneself (what we think), self-worth, (how one sees ourselves), self-image and the person we will like to be—(ideal self), are critical in the formation of the self, the ideals we pursue and achieve self-actualization that comes as a result of congruence”.

Self concept essentially, is the core of behaviour and it serves to direct behaviour. The way we see ourselves can be a controlling factor in influencing behaviour. This means that if our academic, physical, emotional and social self-concept is perceived in a positive light, it directs our behaviour to work hard and to tackle poor achievement in examination. A congruence achieved in one’s physical and social self-concept enables one to face challenges, pursue his or her goals and desires with an intent to achieve such goals. In the same vein, when people see themselves as highly valued, they could work hard to fulfill their goals, desires and aspirations and this could impact positively on their academic achievements.

Purpose of the Study
The purpose of the study is to investigate social self-concept and academic achievement of secondary school students in Rivers State of Nigeria, and to determine if this factor has influence on the student’s academic achievement. Specially, the study is to find out the proportion of students who have high or low self-concept and to determine the influence of:
1. Students’ social self-concepts on their academic achievement.

Research Question
The following research question was stated to guide the study.
1. To what extent does social self-concept influence students’ academic achievement?

Statement of Hypothesis
The following hypothesis was formulated and tested at 0.05 level of significance in the study:
1. Social self-concept has no significant influence on student’s academic achievement.

Assumptions of the Study
1. Students’ self-concept is a measurable constructs, and vary across individuals.
2. Students’ achievement in senior public secondary schools is a measurable construct, and varies across individuals.
3. Population of the study is normally distributed.
4. It was assumed that subjects are in the right frame of mind when responding to the questionnaire.

Significance of the Study
This study is of benefit to teachers, parents, education policy makers, school administrators and counselors. Through reading the study, teachers should be aware that helping students to develop positive social self-concept is a way of shielding them against academic failure.
Through this study, education policy makers should realize that social self-concept is
associated with learners’ capability to come up with enviable academic performance. Such awareness could guide the policy makers in ensuring that policy guidelines generated by them allow for funding of programmes necessary in building appropriate social self-concept that equips learners for performance in schools.

The school administrators would be clear that much needs to be done to create atmosphere necessary for positive social self-concept development and to inculcate appropriate value system to students for the assurance of self-preparation for academic success.

Finally, this study provides guidance. counselors and psychologists the awareness of re-engineering their strategies by mounting seminars and workshops on students’ social self-concept. When they become aware of the findings, they should become more informed and their progressively expanding knowledge to help bring about improvement in their guidance services.

Limitations of the Study

The study could have gone beyond the variable covered and extended to observe the influence of the independent variable and its specific or distinct effect on the two subjects discussed under academic performance. For instance, some aspects of mathematics are Trigonometry, Algebra, Calculus etc. and for English: Comprehension, Essay Writing etc. A wider study can investigate how each of the aspects of these subjects is influenced by the independent variable. Rivers State is also a highly volatile area in terms of kidnapping, sea pirates attacking passenger boats and spontaneous outbreak of political violence and this could lead to closure of some schools. Some of these issues were difficult for this researcher to overcome during collection of data in the three educational zones. Such limitations may have impacted negatively on the outcome of the results of the study. There were also limitations in controlling both the independent variables and other intervening variables because of the design and that could limit the confidence placed on the outcome of the study.

C. Literature Review

Literature was reviewed under the following subheading:

Social self-concept and academic achievement of students

Social relationships can influence the way persons view themselves in learning and other situations. The root of social self-concept lies in family experiences. According to Kaur, Rona and Kaur (2009) state that “the social self refers the extent to which learners deem themselves effective, accepted, respected and appreciated by others in social contexts”. According to Kaur, Rona and Kaur (2009), “it also describes the extent to which they, among other things, believe that they are popular with others, capable of getting along with others, making friends easily and living up to any situation”.

Kaur, Rona and Kaur (2009) reported that “social relationships can influence the way persons view themselves in learning and other situations. The root of social self-concept lies in family experiences. A favourable home environment comprised good parent-child relationships”. Kaur et al, (2009) observed that “the self-concept is not a finished product at birth but develops within the family with all the social norms, the education and experiences of each individual”. Research with children in America by Kaur et al, (2009) found that “children with high social self-concepts came from families where parents themselves had similar social self-concepts, and treated children as responsible individuals. Such parents were more accepting, more affectionate and positive towards their children. They were interested in their children and showed it. Parents set and applied firm limits to their children’s behaviour consistently”. Park (2003) discovered that “self-concept was different for boys and girls with boys having better self-concepts than girls”.

Kaur et al. (2009) revealed that “academic achievements have a significant relationship with social self-concept”. Kaur et al., (2009) stated that “learners who became discouraged in the face of social challenges such as bullying and dislike tended to have low self-worth and expectations of future success leading to under-achievement”.

Kaur et al., (2009) supported the finding of Hay and Van (1998); Wiest and Kreil, (1998) that “there is a positive feedback for one’s academic accomplishments by parents,
educators and friends contributed towards positive academic self-concept leading to greater motivation and higher scholastic achievement”. Kaur et al. (2009) state that “value placed on academic achievement by parents correlated significantly with children’s perception of their competencies and academic achievement”.

Meece, Anderman and Anderman (2006) revealed that “school settings that emphasized mastery, understanding, improving skills and knowledge tended to stimulate positive motivation and learning patterns. On the other hand, school environments that focused on demonstrating high ability and competition for grades only helped to increase achievement of few learners while the majority experienced diminished motivation. Thus, family and peer networks, school environment and relationships may have an influence on learners’ level of school engagement and outcomes. It is therefore worthwhile to understand the abilities and potentialities of the child before planning education delivery. Educators need to understand the child’s cognitive and non-cognitive abilities such as intelligence, creativity, personality interests, aptitudes and attitudes before they start teaching. This involves understanding the learners’ self-concept, (what the learner thinks about the self), academic achievement and home environment. It is important that the relationship between social self-concept and academic achievement be investigated further”.

John (2000), Trusty, Watts and House (1996) stated that “there is a negative relationship between social self-concept and academic achievement”. Centrally to this, Maqbool (2002) found that “there is positive relationship between general self-concept and academic achievement”.

Cardillo (1998) opines that “during infancy, childhood, adolescence, and young adulthood, close relationships are formed that give rise to continuing relationships, and finally to individual development. Relationships are formed as adaptive measures necessary for dealing with adjustments and evolutions. Adolescents are concerned with developing individuality while still looking for acceptance of those around them. Young adults tackle the challenge of shaping an adult identity. Relationships provide background in which children, adolescents, and young adults can determine life-stage-related preoccupations about their individual personality”.

Shaffer (1996) stated that “Peers are also an important source of influence on grade school children and adolescents and can sometimes undermine parents’ efforts to encourage academic achievement. They are more concerned with having the athletic and social skills that lead to popularity. Since peer acceptance is highly important to most adolescents, perhaps it is not surprising that some of them emphasise academic goals less and more particularly if they attend schools where few learners are highly achievement oriented”.

According to Ladd (1990), “learners who have many classroom friends at the time they enter school have more favorable perceptions of the school. Learners maintain such friendships and grow to like their school more as the year progresses. He reports that making new friends was positively associated with school achievement gains. On the other hand, early peer rejection tends to lead to less favorable perceptions of the school, higher levels of school avoidance and lower academic achievement”.

Summary of literature review

The review of literature shows that generally, positive social self-concept leads to increase in school work in particular, thus is capable of moderating school achievement and concluded by Dambuzo (2005) that “self-concept and achievement were determinants and consequences of each other”.

However, the present study filled some gaps in the research process in terms of the study variables, the research area in terms of cultural environment, the subjects for the study, some of the independent variables and the methodology. Not much study has been carried out in Rivers State with respect to social self-concept and the fact that the problem of poor achievement still persists means that there is still much to be done. From observation, most researches have centered on physical academic but with inconsistent results.

Research Methodology

This was presented under the following subheadings:
Research Design

The research design adopted for this study was the ex-post facto design. Kerlinger (1986) defined the ex-post facto as "a systematic empirical enquiry in which the scientist does not have direct control of the independent variables because their manifestation has already occurred or because they are inherently not manipulatable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent variables".

The choice of ex-post facto design was to investigate the direct influence of social self-concept on academic achievement of senior secondary school students without any manipulation. Therefore, data were collected accurately and objectively without any manipulation to determine the influence of the independent variables (social self-concept) on the dependent variable (academic achievement).

Research area

The research area was the Rivers State of Nigeria. Rivers State is one of the 36 states in Nigeria. It is also one of the states in the south-south geopolitical zone of the country. It is perceived by the indigenes as the Treasure base of the Nation. It is an oil rich state with oil related economic activities flourishing and attracting many young people into these activities. Unfortunately, this is also a source of distraction to many young people of school age who give little attention to their studies as a result of their involvement in these activities. Some young people also look for other means of making quick money, like kidnapping as a means of livelihood. From observation, many young people no longer find academics very interesting, leading to poor achievement in school subjects.

The general self-concept and values orientation is that of making quick money through oil related activities, militancy and the attendant vices of many young people. This situation has created a moral deficit among adolescents and impacted negatively on their interest in education. Rivers State is bounded on the East by Akwa Ibom State, to the west by Delta State and Bayelsa State, on the south by the Atlantic Ocean, and to the North by Abia and Imo States. The state lies between longitudes 6°27' and 7°19' east of the Greenwich Meridian and latitudes 4°25' and 5°38' north of the Equator. The state is a multi-ethnic geopolitical area.

Rivers State is made up of twenty three local government areas. The population density is high in some towns, especially in Port Harcourt. Areas such as the central and western parts (Riverine Areas) have very low density of population due to the limited dry and safe land in the area for settlement and agricultural practices. There are over seventy-five (75) industries which among them include: Agip Company, Taxaco, Elf, Michelin, Western African Glass Industries, Metro plastic, pabod Breweries etc. There are many higher educational institutions in River state. Among these institutions is the University of Port Harcourt, Rivers State University, Formerly Rivers State University of science and technology, the Bori Polytechnic, Rivers state university of Education, Rumuolumeni, the Federal College of Education, Omoku and of course recently, Federal Polytechnic of oil & Gas, Bonny, Rivers state.

Population of the study

The population of this study comprised of all the 220,608 public secondary school II students in the state during the 2011/2012 academic session. There are 244 public secondary
schools spread over the 23 Local Government Areas of the state (planning, Research and Statistical Department, Ministry of Education Port Harcourt, 2012). The population distribution is shown in Table 1.

**Sampling technique**

A multi-stage procedure of sampling was used in the study. In stage one, the stratified sampling techniques was used to stratify the state into three senatorial districts which is also referred to as the education zone. A simple random sampling was also adopted to sample 50% of Local Government Areas (LGA) in each of the zones. Hence, four LGAs were selected from each zone, making a total of 12 LGAs. The second stage involves the selection of schools from each of the LGAs. A systematic random sampling was used to select 20% of schools in each local government. This amounts to 27 schools altogether. Stage three involves the selection of students. The selection of subject (students) for the study involved systematic random sampling of 12.3% of the SS2 students of which 800 was aimed at. Table 2 shows the summary of the sample distribution.

The zones are shown in table 1

1. **Rivers East**: this senatorial zone comprises eight LGAs which includes: Ogu-Bolo, Okrika, Etche, Emohua, Port Harcourt, Obio/Akpor, Omuma and Ikwerre.
2. **Rivers South**: This comprises seven: Khana, Gokana, Tai, Eleme, Oyigbo, Andoni and Opobo Nkoro.
3. **Rivers West**: This comprises eight: Ogba/Egbama/Ndoni, Ahoada East, Ahoada West, Akuku-Toru, Asari-Toru, Degema, Bonny and Abua/Odual.

These gave rise to 23 LGAs in the state. From each of the senatorial districts, 50% was randomly selected which made up the 12 LGAs for the study. The 12 LGAs are: Okrika, Port Harcourt, Ikwerre, Etche, Eleme, Gokana, Degema, Asari-Toru, Tai, Khana, Ahoada-East and Akuku-Toru. Within the (12) LGAs, twenty seven (27) schools were selected out of one hundred and twenty two (122) representing 20%. From this, 12.37% of the students in SS2 were randomly selected to form the sample for the study. The rundown of this is thus shown in Table 1.

<table>
<thead>
<tr>
<th>Zone</th>
<th>LGA</th>
<th>Number Of Schools</th>
<th>Enrolment for SS2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Rivers East</td>
<td>Etche</td>
<td>18</td>
<td>1620</td>
</tr>
<tr>
<td></td>
<td>Emohua</td>
<td>19</td>
<td>1834</td>
</tr>
<tr>
<td></td>
<td>Ikwerre</td>
<td>13</td>
<td>1182</td>
</tr>
<tr>
<td></td>
<td>Obio/Akpor</td>
<td>16</td>
<td>3622</td>
</tr>
<tr>
<td></td>
<td>Ogu/Bolo</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Okrika</td>
<td>6</td>
<td>374</td>
</tr>
<tr>
<td></td>
<td>Omuma</td>
<td>3</td>
<td>589</td>
</tr>
<tr>
<td></td>
<td>Port Harcourt</td>
<td>15</td>
<td>3214</td>
</tr>
<tr>
<td>Rivers South</td>
<td>Andoni</td>
<td>10</td>
<td>736</td>
</tr>
<tr>
<td></td>
<td>Eleme</td>
<td>6</td>
<td>821</td>
</tr>
<tr>
<td></td>
<td>Gokana</td>
<td>12</td>
<td>1628</td>
</tr>
<tr>
<td></td>
<td>Opobo/Nkoro</td>
<td>3</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Oyigbo</td>
<td>4</td>
<td>814</td>
</tr>
<tr>
<td></td>
<td>Khana</td>
<td>22</td>
<td>1803</td>
</tr>
<tr>
<td></td>
<td>Tai</td>
<td>11</td>
<td>858</td>
</tr>
<tr>
<td>Rivers West</td>
<td>Abua/Odual</td>
<td>11</td>
<td>1052</td>
</tr>
<tr>
<td></td>
<td>Ahoada East</td>
<td>12</td>
<td>1120</td>
</tr>
<tr>
<td></td>
<td>Ahoada West</td>
<td>13</td>
<td>928</td>
</tr>
<tr>
<td></td>
<td>Akuku - Toru</td>
<td>6</td>
<td>641</td>
</tr>
<tr>
<td></td>
<td>Asari Toru</td>
<td>11</td>
<td>640</td>
</tr>
<tr>
<td></td>
<td>Bonny</td>
<td>4</td>
<td>373</td>
</tr>
</tbody>
</table>
Sample

The sample for the study was made up 800 senior secondary school two (SSS2) students which were randomly selected from twenty Seven 27 secondary schools. The sample distribution is as shown in Table 2.

Instrumentation

The data for this study was collected in two phases. The first phase involved the use of the questionnaire in collecting from students, information about their self-concept and values orientation, while the second phase involved the extraction from their school records, their individual scores in Mathematics and English Language in their SS1 promotion examination. The scores were subsequently standardized.

The instrument for the first phase of data collection was entitled Students’ Self-concept and value Orientation Questionnaire (SSVOQ). It was constructed by the researcher with the help of supervisors. The questionnaire has three parts. Part A elicited information from the subject about their demographic data such as educational zone, local government and name of school, Part B part of the Questionnaire is 42 items of 4 point Likert type scale that measures the subjects’ self-concept and values orientation. This scale has seven sub-sections each consisting of 6 items. Section A measures the respondents physical self-concept while section B, C and D measure respectively emotional, social and academic self-concept. Sections E, F and G measure respectively the respondents’ religious values orientation, moral values orientation and social values orientation. The least score a subject can make in each section is 6 and the maximum score is 24.

Academic achievement was the student scores in Mathematics and English Language in first team 2011 academic year. The scores were measured over one hundred (100).

Table 2: Sample Schools used for the Study

<table>
<thead>
<tr>
<th>Zone</th>
<th>L.G.A</th>
<th>No of Schools</th>
<th>No of Sample Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rivers East</td>
<td>P/Harcourt</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ekwerre</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Okrika</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Etche</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Rivers South</td>
<td>Eleme</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Tai</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Gokana</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Khana</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Rivers West</td>
<td>Degema</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Asari-toru</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Akuku-toru</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Ahoada</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>143</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 3: Sample distribution of the study

<table>
<thead>
<tr>
<th>S/NO</th>
<th>L.G.A</th>
<th>Sample</th>
<th>SS2 Student</th>
<th>Sample 12.37%</th>
</tr>
</thead>
</table>

**Validity of the instrument**

The instrument was given to four experts in educational psychology, test and measurement and research and statistics for face validity. The experts studied the instrument and made helpful corrections which had been effected and the corrected versions of the scales approved as being valid for the purpose they were constructed.

**Reliability of the instrument**

The reliability of the instrument was established through a trial test using 80 students. The students were from two schools in Rivers State which were not included in the study. The trial testing was carried out to establish a test-retest reliability. In the test-retest process, the first administration of the instrument was followed by a second one after 14 days. The data was computed using the Pearson’s product moment correlation analysis. As presented in Table 4, the test-retest reliability indices range from 0.63 to 0.94.

**Procedure for data collection**

The researcher personally visited each school selected and upon obtaining permission from the school authorities administered copies of the questionnaire to the students’ with the help of a trained assistant. The respondents were told at each point of administration, that the exercise was conducted for academic purpose, and whatever information supplied would be treated as confidential. This was to allay their fears concerning the risk of participation.

Copies of the questionnaire were distributed to respondents and instructions read to them. At the end of the administration, 800 completed copies of the questionnaire were retrieved for coding. Then for academic achievement, the researcher extracted from each school examinations records SSI promotion scores in mathematics and English language for the study.

**Table 4: Test re-test-reliability coefficient (N=80)**
Respondents in the sample were classified into three groups based on their scores on the variables - social self-concepts and religious, moral and social values orientations. Academic achievement on the other hand is limited to students' achievement in Examinations in Mathematics and English language. Those who scored half standard deviation below the mean were classified into “Low social self-concept”, those who scored between half SD below and above the mean were classified into “moderate social self-concept”, and those who scored half SD above the mean were classified into “high social self-concept”.

**Procedure for data preparation and scoring**

The questionnaire data collected was coded using a key appropriately developed for the purposes; the demographic data on gender was coded using nominal scale. For the Likert type scale, the items were coded thus:

- Strongly Agree - 4pts
- Agree - 3pts
- Disagree - 2pts
- Strongly Disagree - 1pt

For negative items, the coding was reversed

For values orientation, the items were coded thus:

- Completely true - 4pts
- True - 3pts
- False - 2pts
- Completely False - 1pt

For both self-concept and values orientation negative items the coding was reversed from 1pt to 4pts.

**Procedure for data analysis**

The hypothesis was tested at 0.05 level of significance.

Research question one.

What proportions of secondary school students in Rivers State have positive emotional self-concept. Descriptive statistics were employed.

**Hypothesis One**

Social self-concept does not have a significant influence on students’ academic achievement

Independent variable: social self-concept (categorize into high, moderate or low)
Dependent Variable: students’ academic Achievement

Statistical Technique: One-way Analysis of Variance (ANOVA).

**Operational Definition of Variables**

Social self-concept: This is how students evaluate themselves effective, accepted, respected and appropriated by others in social context. It is categorized to high, moderate and low. It is measured by items 13-18

**Table 5: Summary of descriptive statistics for the independent and dependent variables**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Self-concept</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social self-concept</td>
<td>800</td>
<td>18.50</td>
<td>2.99</td>
</tr>
</tbody>
</table>

**Results and Discussion**

This chapter is presented under the following sub-headings:

- General description of the data/variables
- Presentation of results.
Discussion of findings

**General description of the data/variables**

The study was aimed at determining if self-concept and values orientation have influence on academic achievement of SSII students in River State of Nigeria. Aspects of self-concept considered in the study included physical, emotional, social, academic and social self-concepts and values orientation covered religious, moral and social values orientation. The aspect of academic achievement was measured in point of view of students’ achievement in English language and mathematics generally taken as being control in school learning.

The data generated in the study generally were summarized using mean scores and standard deviations, as well as percentages to show the proportions of the subject at each level of the study variables. The mean scores and standard deviations of the subjects are shown in Table 5 while the proportions of the subjects at the various levels of self-concept and academic achievement are shown in Table 5.

As presented in Table 5, the mean score for overall self-concept is 17.60. The standard deviations for overall self-concept and its various units ranged from 11.84 for overall self-concept, to 3.71 for social self-concept.

**Table 6: Proportions of the subjects who were high, moderate and low in the study variables.**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Variable</th>
<th>N</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Self-Concept)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social self-concept</td>
<td>800</td>
<td>34.50</td>
<td>22.38</td>
<td>43.12</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>(Examination achievement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mathematics achievement</td>
<td>800</td>
<td>33.88</td>
<td>32.75</td>
<td>33.37</td>
<td>100.00</td>
</tr>
<tr>
<td>11</td>
<td>English language achievement</td>
<td>800</td>
<td>28.00</td>
<td>33.63</td>
<td>38.37</td>
<td>100.00</td>
</tr>
<tr>
<td>12</td>
<td>Overall achievement</td>
<td>800</td>
<td>30.94</td>
<td>33.19</td>
<td>35.87</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Hypothesis One**

There is no significant influence of social self-concept on students’ academic achievement.

The independent variable in this hypothesis is social self-concept (categorized into low, moderate and high), while the dependent variable is academic achievement represented by scores in Mathematics, English Language and overall (sum of the two subjects scores). The statistical technique used in analyzing the data was the One-Way analysis of Variance (ANOVA). The results as presented in Table 11 show that the F-value of 1.475, .796 and 1.218 for Mathematics, English Language and overall achievement respectively are each less than the critical F-values of 3.02 at 0.05 level of significance and 2, 797 degree of freedom. With these results, the null hypothesis is retained in each of the three instances. This implies that social self-concept has no significance influence on the subjects’ academic achievement either in point of view of Mathematics or English Language.

**Table 7: One-Way analysis of variance of influence of social self-concept on academic achievement**

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>Groups of social self-concept</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>High</td>
<td>331</td>
<td>50.845</td>
<td>16.707</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>269</td>
<td>54.193</td>
<td>17.571</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>200</td>
<td>46.610</td>
<td>15.540</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>800</td>
<td>50.913</td>
<td>16.948</td>
</tr>
<tr>
<td>English Language</td>
<td>High</td>
<td>331</td>
<td>49.861</td>
<td>16.281</td>
</tr>
</tbody>
</table>
**D. Discussion of Findings**

**Social self-concept and academic achievement**

The finding indicated that social self-concept does not significantly influence academic achievement of students. Learners who are very popular among their peers also have tendency to be socially driven to other extra-curricular activities where they excel and this could impact negatively on their academic achievement. This finding agrees with the findings of Trusty et al. (1996) who came to the conclusion that “there is a negative relationship between social self-concept and academic achievement”. The finding also revealed variance with the findings of Tracy (2007) in Ahmed et al. (2010) who found out that “academic achievement has a significant relationship with social self-concept; and that the home environment has some influence on social self-concept in one way or another”.

Kaur et al. (2009) contend that “learners who are discouraged in the face of social challenges such as bullying and dislike tended to have low self-worth and low expectations of future success and that these render them vulnerable to under-achievement”. The findings seem to imply that bullying and dislike from others may affect students negatively and yet the result of this study found out that students’ social self-concept does not have a significant influence on academic achievement.

**Summary, Conclusion and Recommendations**

The researcher’s interest was to research on social self-concept, and academic achievement among senior secondary school students in River State. This part is presented under the following sub-headings:

- **Summary of the study**
- **Conclusion**
- **Recommendations**
- **Suggestions for further research**

**Summary of the study**

The purpose of the study was to determine if social self-concept, has a significant influence on academic achievement of senior secondary students in River State. Self-concept was looked at from the perspective of social self-concept. The subjects’ academic achievement was looked at from perspective of Mathematics and English Language achievement.

One research question was posed to focus on this study. The research question was subsequently converted into one null hypothesis which was tested in the study.
Literature review was carried out to address the relationships examined in the study. The type of research design involved in the study was the ex post facto design. The research area is of Rivers State. The population of the study was 42,624 SSII students in Rivers State. Stratified random sampling technique was adopted with senatorial district, local government areas and schools as bases for stratification. The sample size was 800 SSII students who were proportionally drawn from 27 secondary schools under study.

The instrument used for data collection was a questionnaire entitled Students’ opinion questionnaire (SOQ). The SOQ was constructed by the researcher. The questionnaire was given out to three experts in educational measurement and evaluation to examine for face validity. A trial test was conducted to test the reliability of the instrument using 80 SSII students. The test-retest reliability estimates ranged between 63 to .94.

In data collection, the researcher visited each of the study schools and with cooperation of some class teachers, administered copies of the questionnaire to the subjects. Data collected were analyzed using One-Way analysis of variance (ANOVA), with associated Fisher’ LSD multiple Comparism test used for post hoc One-Way analysis.

The results of the data analyzed revealed that:
1. Social self-concept has no significant influence on students’ academic achievement

**E. Conclusion**

On the basis of these findings, the following conclusions are made: That social self-concept has no significant influence on students’ academic achievement in Mathematics and English Language. This implies that the higher student’s social self-concept may not necessarily determine their academic achievement. In other words, the students with high social self-concept did not necessarily perform better than their counterparts with moderate and low social self-concept.

And secondly, it was concluded, that high and moderate social self-concept, do not significantly influence academic achievement of secondary school students.

**Recommendations**

Social self-concept and social values orientation do not significantly influence academic achievement in this study. Social inclusion, socio-cultural values can often engage the attention of students to the detriment of their studies. Socially vibrant students have also been found to sacrifice hard work in school subjects as a result of their high social profile and over reliance on their social charisma at the expense of academic excellence. School administrators, classroom teachers and counselors should formulate workable strategies to correct such anomalies and social mal-adjustment, to re-direct the students’ social energies to academic activities that can enhance academic achievement. This implies that students who are popular and possess vibrant social skills should be rescued from the accompanying distraction which produces the consequence of academic failure. The school curriculum should be designed to cater for the needs of such students whose social status must be aligned properly with their academic needs to improve their achievement.

**Suggestions for further research**

1. **Further research could be conducted to find out what aspects of Mathematics achievement such as algebra, trigonometry, linear regression, calculus and English language such as composition, lexis and structure and essay writing that is influenced by social self-concept.**

2. **The replication of this study with the same variables could be carried out in different secondary schools to ascertain the validity of the present findings and conclusion.**

**References**


Zimbabwe.


