

RELATIONSHIP AMONG SELF-ESTEEM, PEER GROUP INFLUENCE AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN GUSAU LOCAL GOVERNMENT AREA OF ZAMFARA STATE, NIGERIA

BY

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Abstract

The study examined the relationship among self-esteem, peer group influence and academic performance of senior secondary school students in Gusau Local Government Area of Zamfara State. Four research questions and four research hypotheses guided the study. The study adopted a correlational research design. A sample of 346 SSII students was drawn from the population of 3,471. Two sets of instruments were adopted by the researcher which were validated by Akinboye (1985) and Dikki (2016) and had reliability indices of 0.87 and 0.66 respectively. The results from the findings showed that, no significant relationship exists between self-esteem and academic performance and no significant relationship exist between peer group influence and academic performance. The study concluded that, Peer group influence emerged as a better predictor of the senior secondary school students' academic performance than their self-esteem. Based on the findings, recommendations were made including that school administrators should find out the strategies to adequately motivate their students, such as promoting good morals, discouraging bad habits and enhance self-discipline among students in order to facilitate learning and improve academic performance.

Keywords: Self-esteem, Peer group, Academic performance and Secondary school

Introduction

There is no social institution that is as faithful to the human race as the home. This is where the primary shaping of human character takes place. When children are born into families, within homes some emotional and intellectual needs such as the need for love and security, the need for new experience, the need for praise and recognition, and the need for responsibility are cultivated and satisfied (Dahiru, 2015). The extent to which these needs are met during childhood is the extent to which children enter adolescence well able to deal with the social-emotional aspects of their lives. This is because they would have acquired a level of esteem which will enable them to meet the challenges of growing up and entering adulthood with confidence and faith in themselves (Meshach, 2011). Self-esteem is used synonymously with self worth or self image. It is a global evaluation of the self. For example, I may see myself as not merely just a person but a good person. That is not to say that everybody has an overall positive image of the self. It merely refers to the global self evaluation. Below are some statements that portray self-esteem. On the whole, I am satisfied with myself; I feel that I have a number of good qualities. I take positive attitude towards myself (Santrock as cited in Iniama, 2014). From these statements, it can be seen that self esteem is an effective reaction or an evaluative judgment of the self work of the individuals. The key to a healthy personality lies in the individuals self esteem. Self-esteem also refers to the value an individual place of the concept of self (Okon in Tambawal, 2012).

Researchers such as Garrison; Child; Ezeilo and Olowu cited in Daniel (2009) regard self esteem as a multi dimensional hierarchical construct that constitute a person's perception of his total self (such as physical self mental and cognitive self moral, social and psychological self) it is all these component that

emerge together to form an individual global self esteem, which is widely viewed as determinant of human behaviours. Participating in peer group activities is a primary stage of development and adolescents' identities are often closely associated with that of their peers (Kathryn, 1998). A number of students are of their peers as role models. Teachers, parents and peers all provide adolescents with suggestions and feedbacks about what they should think and of how they should behave in social situations. These models can be a source of motivation or a lack thereof. Modeling refers to individual changes in cognition, behaviour, or effects that result from the observation of others (Maiwada, 2011). Observation also enlightens an individual on the consequences of such behaviour and opinions. Depending on these consequences, observations of a model can strengthen or weaken the likelihood that the observer will engage in such behaviour or adopt such beliefs in the future. Risky taking behaviours such as substance abuse or sexual activities have been shown to negatively affect school performance in a negative way (Kathryn, 1998). Teenagers learn about what is acceptable in their social group by "reading" their friends reactions to how they act, what they wear and they say. The peer group gives this potent feedback by their words and actions which either encourages certain behaviours and attitudes.

In ways similar to the community, the peer group becomes an agency of enculturation and learning. Even very young children develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers and peers. Socioeconomic status, ethnic identity and parents' occupations affect how families view themselves and the process by which they socialize their children (Baumeister, 1999). Later, as children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them. When children move out from family to child-care centers, school and the community at large, they begin to form attachments, and friendships emerge through their play. The peer group also influences development of children's socializing skills. These early friendship help children learn how to negotiate and relate to others, including their siblings and other family members. They learn from peers how to loop rate and socialize according to group norms and group sanctioned modes of behaviour. The peer group can influence what the child values, knows, wears, eats and learns. The extent of this influence, however, depends on other situational constraints such as the age and personality of children and the nature of the group (Hartup, 1983).

Statement of the Problem

The concern for improving academic performance has increased in the recent years in Zamfara state and Nigeria in general. The reason for this can be attributed to the high percentage of poor performance of the students at the senior secondary school level. This reason could be buttressed by the report by the two examination bodies in charge of senior secondary school certificate examination in Nigeria which Zamfara state is among, National Examination Commission (NECO) and West African Examination Council (WAEC) "more than half of the candidates who wrote the two examinations between 2017-2018 failed" i.e., a total of 1,163,010 candidates, representing 68.72% out of 1,692,435 candidates that sat for the examination failed. It is worthy to note that in Nigeria, the successful six-year secondary education is the foundation or the basis of studentship in the University, College of Education or Polytechnic (Tambawal, 2012).

Stakeholders in education such as parents, educational administrators, and teachers among others are criticizing the massive failure of students in schools, indeed this is well articulated fact reported by two examination bodies mentioned above, news papers, Radio, Television among others. Even though parents, teachers, educational administrators, use some specific limit to judge the academic performance of the students in schools, some attribute it to teachers, others to facilities in the school among others. Academic performance of students in school is determined by factors within the school, within the family, and within the individual student. Researchers (Salawu, 1991; Adeyemo, 2001; Aremu, 2000; Yoloye, 2004; Bello, Abdulkadir and Solomon, 2016) have reported that academic performance is associated with socio-psychological variables as well as other notable variables. These socio-psychological variables according to them may include self-concept, self-esteem, self-confidence, self-regulation, locus of

control, self-efficacy, interest in schooling, peer group influence, study-habits and so on. The question of how these variables can be managed to improve academic performance of the secondary school students is still a complex one.

While these discussions continue, certain psychological variables need to be investigated in order to identify brief and concise reasons behind poor academic performance of the students. Issues like self-esteem and peer group influence as they influenced academic performance need to be examined. It is in view of these that this study was designed to examine the relationship among Secondary School Students' Self-esteem, Peer group influence and their academic performance in Gusau LGA of Zamfara State.

Research Questions

The following questions guided the study:

1. Is there any relationship between Self-esteem and Academic Performance of Senior Secondary School Students in Gusau?
2. Is there any relationship between Peer Group Influence, and Academic Performance of Senior Secondary School Students in Gusau?
3. Which of the independent variables is more related to Academic Performance of Senior Secondary School students in Gusau?

Objectives of the Study

The objectives of this study were to find out if there is any relationship between:

1. Self-esteem and Academic Performance of Senior Secondary Students in Gusau.
2. Peer Group Influence and Academic Performance of Senior Secondary Student in Gusau.
3. Among Self-esteem, Peer Group Influence and Academic Performance of Secondary School Students in Gusau

Research Hypotheses

The following hypotheses were formulated and guided the study:

- Ho₁:** There is no significant relationship between Self-esteem and Academic Performance of Senior Secondary Student in Gusau.
- Ho₂:** There is no significant relationship between Peer Group Influence and Academic Performance of Senior Secondary Student in Gusau.
- Ho₃:** There is no significant relationship among Self-esteem, Peer Group Influence and Academic Performance of Senior Secondary School Students in Gusau.

Methodology

This study adopted a correlational research design. This is chosen because this type of research design deals with measuring relationship between two or more variables for the purpose of making prediction about relationship. Nworgu (2006) opined that all predictive studies are correlational. The population of this study consists of all the SS II students of the 22 public secondary schools in Gusau L.G.A. A total of 3471 students are found in SSII of the six public senior secondary schools of the study area. This was represented in the table 1 below:

Table 1: Population of the Study

S/N	Schools	Population of SSII		Total
		Boys	Girls	
1	Danturai Sec. Sch. Gusau	738	-	738
2	Govt. Day Sec. Sch., Magami	382	198	580
3	Govt. Girls Day Sec. Sch. Gada Biyu, Gusau	-	575	575
4	Govt. Day Sec. Sch. Birnin	682	-	682

	Ruwa, Gusau			
5	Govt. Day Sec. Sch. Ruwa Bore, Gusau	175	132	307
6	Govt. Girls Day Sec. Sch. Tudun Wada, Gusau	-	589	589
	Total			3,471

The sample for this study were drawn from Senior Secondary School two (SSII) involving only six selected secondary schools in Gusau L.G.A. Purposive sampling was used in selecting the six schools because of their characteristics that satisfied the interest of the researcher (such as males only schools, females only schools, day schools and boarding schools) while Research Advisor (2006) table was used to determine the sample size of 346. The sample size of the students was proportionately determined across all the six selected schools. In selecting students to represent the sample, the researcher used simple random sampling by writing 'YES' and 'NO' on folded piece of papers. All those students that picked 'YES' were selected to represent students sample of the population while those that picked 'NO' were not selected to represent the students sample which indicated that all students were given equal chance of being selected.

Table 2: Sample Size of the Study

S/N	Schools	Population of SSII		Total	Sample Size		Total
		Boys	Girls		Boys	Girls	
1	Danturai Sec. Sch. Gusau	738	-	738	73	-	73
2	Govt. Day Sec. Sch., Magami	382	198	580	42	16	58
3	Govt. Girls Day Sec. Sch. Gada Biyu, Gusau	-	575	575	-	57	57
4	Govt. Day Sec. Sch. Birnin Ruwa, Gusau	682	-	682	68	-	68
5	Govt. Day Sec. Sch. Ruwa Bore, Gusau	175	132	307	23	08	31
6	Govt. Girls Day Sec. Sch. Tudun Wada, Gusau	-	589	589	-	59	59
	Total			3,471	206	140	346

Source: Research Advisor (2006)

Instrumentation

Three sets of instruments were used by the researcher to measure self-esteem, peer group influence and academic performance. The following are the instruments: Adopted version of Akinboye (1985) Adolescent Personality Data Inventory-APDI (Subscale A) to measure Self-esteem. Adopted version of Dikki (2016) Peer Group Influence Questionnaire to measure Peer group influence. Researcher Designed Test in Mathematics and English Language for Senior Secondary School II (SS II) students. Adopted version of Akinboye's (1985) Adolescent Personal Data Inventory. The adolescent personal data inventory was developed by Akinboye (1985) in an attempt to develop the Course 'Psychology of Nigerian Adolescents' at the department of Guidance and Counselling, University of Ibadan. It was developed to assess some of the social, familiar, biological, personal, psychological, and educational factors affecting the behaviour of Nigerian adolescents. Similarly, the scale was developed to provide adequate knowledge about adolescents especially in the areas of selection of their curricular, education programmes and vocation.

The adopted subscale A version of APDI by Akinboye (1985) has 30 items, which are basically the various ways an individual perceives him/herself (see Appendix A). These items were generated from products of some clinical interviews with adolescents in some Nigerian secondary schools as well as from

the existing literature. This sub-scale is a general self-perception scale, which taps academic, social, personal and intellectual ability perception of adolescents. This is based on the assumption that behaviour is often initiated and largely determined by self-conception. In essence, it is the view of the author that this sub-scale may be useful in the assessment and management of a number of psychological developmental pattern in the growing child. The inventory could be grouped administered, individual and clinical administrations are possible. However, in this research work, the inventory was administered in group adequate explanation on the instruction to the respondents.

In order to validate this subscale, Akinboye (1985) reported that test scores from the 30 items that survived an initial screening of the original 120 items are subjected to an internal consistency analysis. The co-efficient alpha was 0.75. He called this an index of item homogeneity. A factor analytic procedure was then used to establish the construct of self-concept of the isolated factors. In other words, to determine the validity of this subscale, Akinboye reported that the following steps were followed: the choice of items ascertains face validity; internal consistency which is an index of convergent construct validity, factor analysis to extract the constructs and studies were also reported that indicated adequate convergent construct validity. From observation, this self-concept scale has been clinically observed to be fairly consistent. Since the APDI has been found to be valid, thus, the current researcher decided to adopted it for use for this study.

The reliability of this subscale was measured by the internal consistency method. According to Akinboye (1985), this was indicated by a fairly high co-efficient alpha of 0.874. For example, Irabor (1980) obtain $r = 0.79$, Nwajibo (1980) obtain $r = 0.3$, these are reports from studies which found adequate convergent construct. From other studies such as Ibo (1970) sub-concept versus ideative fluency = 0.61, Bamidele and Sotande (1987) self-concept versus child abuse potential $r = 0.31$. All these finding and procedure have made the subscale to be considered adequately reliable for this research. The scoring of the instrument range from 1, 2, with "least like me" response and 3, 4, 5, with "most like" response. The total scores obtained by the individual represent the level of his or her self-esteem. APDI Subscale A maximum score is 150 points and the minimum score is 30 points. The adopted version of Dikki (2016) Parental Rating and Peer Group Questionnaire was developed to measure the feelings and attitude students have towards their parents and peers. The scale is one of the two complimentary instruments that students complete to provide information regarding parent involvement and peer group influence on their education. For the purpose of this study, only the peer group scale will be used. The questionnaire has twenty five items.

In order to validate this instrument, Dikki (2016) exposed the instrument to some expert in Department of Educational foundations in Usmanu Danfodiyo University, Sokoto. The independent judgments of the experts were obtained which indicated that the instrument can measure what it is purported to measure. The instrument was therefore adjudged to posses construct and content validity. Since it has been found to be valid, this researcher adopted it for use. The reliability of the questionnaire was obtained by Dikki (2016) by giving it to 30 students in selected secondary school using measure of stability. After 6 weeks interval between first and second administration, the scores were correlated using Pearson 'r' correlation co-efficient. The reliability index obtained was 0.66 which was considered high enough to have reliability and the current researcher accepted it for use in this study. The scoring of the instrument range from 4, strongly agreed to 1, strongly disagreed i.e. (4=Strongly Agreed, 3=Agreed, 2=Disagreed and 1=Strongly Disagreed). The numeric values associated with the rating for the items were added to obtain a total score. The Scale maximum score possible is 80 points and the minimum score is 20 points.

Academic performance will be measured with APT developed by the researcher. It measures academic performance of participants on two subjects: English- Language and Mathematics. It contained 40 items with 20 items on English Language, 20 items on Mathematics and each items is followed by four options lettered A-E for the respondents to choose. The test items cover the syllabus of senior secondary school II

education in the affected subjects. The scoring value for Academic Achievement Test is that each subject with 20 questions has a total of 100 marks which means 5 marks for each question on both subjects. The items for both English and Mathematics test were carefully drawn from the Government owned senior secondary schools' end of term examination questions. The items were selected based on the syllabus of Mathematics and English for SS II students. Both Mathematics and English language teachers who are examiners of WAEC, NECO and NABTEB and as well as teachers of the two subjects were given the test to peruse to ascertain their appropriateness for SSS II. Their independent judgment was considered to determine their content validity.

To establish the reliability of the instrument, a test-re-test was carried out by the researcher. The test was administered to 20 students (4 weeks interval) on equivalent participant that are not part of the final sample. English Language and Mathematics test had the lowest score of 0-39 as fail and 40-70 as pass depending on the nature of the pass which were categories as follows:

0 – 39 = F

40 – 44 = E

45 – 49 = D

50 – 59 = C

60 – 69 = B

70 – above = A; Based on the above the two sets of scores for English Language and Mathematics were correlated using Pearson-Product Moment Correlation coefficient 'r' and a reliability index of 0.72 was obtained. The performance test consist of 20 objective questions and each question is followed by four options lettered a, b, c and d for respondents to choose for both subjects (English Language and Mathematics). The maximum score possible is 80 and minimum score is 20.

Results

Hypotheses H_{01} and H_{02} were tested using Pearson product moment correlation coefficient statistic while hypothesis H_{03} was tested using Multiple Regression analysis.

Hypotheses Testing

H_{01} : There is no significant relationship between self-esteem and academic performance of senior secondary school students in Gusau.

Table 3: Relationship between Self-esteem and Academic Performance of Senior Secondary School Students in Gusau (N= 346)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Self-esteem	346	111.9	15.29	.021	.694	Not Significant
Academic Performance	346	45.3	10.82			

From the result of table 3, senior secondary school students' self-esteem and academic performance were positively weak related but not significant, Pearson's $r = .021$, $p = .694$. This indicates that there is no significant relationship between self-esteem and academic performance of senior secondary school students in Gusau because the p-value is greater than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between self-esteem and academic performance of senior secondary school students in Gusau is retained.

H₀₂: There is no significant relationship between peer group influence and academic performance of senior secondary school students in Gusau.

Table 4: Relationship between Peer Group Influence and Academic Performance of Senior Secondary School Students in Gusau (N= 346)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Peer Group Influence	346	87.1	15.1	.027	.613	Not Significant
Academic Performance	346	45.3	10.8			

From the result of table 4, senior secondary school students peer group influence and academic performance were positively weak related but not significant, Pearson's $r = .027$, $p = .613$. This indicates that there is no significant relationship between peer group influence and academic performance of senior secondary school students in Gusau because the p-value is greater than the .05 level of significance. Therefore, the hypothesis which states there is no significant relationship between peer group influence and academic performance of senior secondary school students in Gusau is retained.

H₀₄: There is no significant relationship among self-esteem, peer group influence and academic performance of senior secondary school students in Gusau.

Table 5: Regression Analysis on Self-esteem, Peer Group Influence and Academic Performance

Variables	R	R ²	Adjusted R ²	SE	F	B	t	P-value
Self-esteem	.021	.000	-.002	10.83	.155	.021	.393	.694
peer group influence	.034	.001	-.005	10.84	.198	.027	.492	.623

A look at the squared part correlations reveals that self-esteem accounted for 0.0% of the variance in academic performance $R^2 \text{ adj} = -.002$, $F(1, 344) = .155$, $p > .05$. And peer group influence accounted for 0.1% of the variance in academic performance $R^2 \text{ adj} = -.005$, $F(2, 343) = .198$, $p > .05$. Thus, the significant results of the procedure indicated that peer group influence was able to account for significant amount of variance in the dependent variable (academic performance). Although self-esteem was a related variable to academic performance, analysis of regression coefficients indicates that peer group influence, $\beta = .027$, $t = .492$, $p > .05$ emerged as the better predictor of the senior secondary school students' academic performance than their self-esteem. Thus, this adequately analyzed hypothesis four and it is concluded that peer group influence is more related to academic performance of senior secondary school students than their self-esteem.

Discussion of Findings

Findings from hypothesis one should that there was no significant relationship between self-esteem and academic performance of senior secondary school students in Gusau. The result of the finding indicated, Pearson's $r = .021$, $p = .694$. This shows that there was no significant relationship between self-esteem and academic performance of senior secondary school students in Gusau because the p-value is greater than the .05 level of significance. This result was in agreement with studies conducted by Patrick & Joseph (2005) finding on the relationship between self-esteem and academic achievement in high ability students: Evidence from the Wollongong Youth Study. The study reveals that there was no correlation between self-esteem and academic performance. Similarly, Kilgori (2013) also found that there is no significant relationship between self-esteem and academic performance of senior secondary school students in Sokoto metropolis. The result is also in line with finding of Iniama (2014) on the relationship between self-esteem and academic performance of freshman at the University of the Virgin Islands. The finding of the study showed that there was no significant relationship between self-esteem and academic performance.

Findings from hypothesis two indicated that peer group influence and academic performance were positively related but not significant, Pearson's $r = .027$, $p = .613$. This indicates that there is no significant relationship between peer group influence and academic performance of senior secondary school students in Gusau. Because the p-value is greater than the .05 level of significance. Therefore, the hypothesis which states there was no significant relationship between peer group influence and academic performance of senior secondary school students in Gusau was accepted. This finding does not agree with previously examined researchers where peer group influence is related with academic performance of students. For example Njagi, Migosi & Mwanja (2014) indicated that peer group influence had positive significant relationship with academic achievement. Also this finding does not agree with that of Machen, Wilson and Notar (2005) which stated that peer group influence is a determinant factor of students' academic performance. This is in support of Oundo, Poipoi and Ware (2014) which shows that peer group influence affects academic performance of day secondary school students in Samia district. The study concluded that peer group influence does not really affect students' performance based on the findings of this study.

Findings from hypothesis three indicate that peer group influence is a better predictor of the senior secondary school students' academic performance than their self-esteem in Gusau. Thus, this adequately analyzed hypothesis four and it is concluded that peer group influence is more related to academic performance of senior secondary school students than their self-esteem. This finding agree with previous researches, for example Oluwatelure and Oloruntegbe (2010), found that peer group influence among learners is one of the most important determinant of high academic performance. Therefore, Students themselves choose which others to associate with, although they may also be influence by classmate that are not their friends. Because of the broad scope for selection in the determination of peer groups, unobserved variables are likely to affect school achievement, such as student's motivation levels are likely to be correlated within peer groups even in the absence of true peer effects.

However, peer influence may be positively influential in adolescent academic performance; this is strengthened by the fact that peer sometimes promotes good morals, discourages bad habits and enhance self-discipline. At its best, peer influence can mobilize adolescent's energy, motivate for success in academic performance and encourage your teen to conform to healthy behaviours. They often listen to, accept and understand the frustration, challenges and concerns association with being an adolescent.

Conclusion

The study concluded that; self-esteem has no significant relationship on academic performance among the senior secondary school students in Gusau, peer group influence has no significant relationship on the academic performance senior secondary school students in Gusau and peer group influence was able to account for significant amount of variance in the dependent variable (academic performance)

Recommendations

Based on the findings of the study, the following recommendations are made:

1. School counsellors should encourage students to have positive self-esteem so as to believe that they have the capacity to achieve set goal and adequately cope with the challenges of academic performance.
2. Teachers and counsellors should try to encourage positive peer group influence to their students in order to enhance their quick and smooth academic performance in school and school activities since it is indicated in the research finding that peer group influence is positively related to academic performance.
3. Peer group influence to a large extent affects the students' academic performance as indicated in the research finding. Therefore, student should know that peer group is a source of affection, sympathy, understanding, and a place for experimentation. Peer influence can mobilize students' energy,

motivate for success in academic performance and encourage students to conform to healthy behaviours.

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