

Self-Concept, Social Network and Study Habit: Predictors of Students Educational Performance

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Abstract: This article examined self-concept, social network and study habit as predictors of students' educational success using some selected post-primary schools in Lagos metropolis, Nigeria, as a case study. Questionnaires were used to collect information from 150 students in five secondary schools in the state. Three hypotheses were formulated and tested using Pearson Product Moment Correlation Statistics. The results revealed a significant connection between social network and students' self-concept, based on the fact that $r\text{-cal}$ (0.206) was greater than the $r\text{-crit}$ value (0.120) @ 0.05 level of significance. Further to that, it was found that students' study habits showed a significant correlation with both students' academic performance and their self-concept using the value of $r\text{-cal}$ (0.184) to be significantly greater than $r\text{-crit}$ (0.024) at 0.05 level of significance and 148 degree of freedom. Lastly, the study revealed a significant relationship between students' study habits and their academic performance judging from the value of $r\text{-cal}$ (0.139) that was greater than $r\text{-crit}$ (0.089) at 0.05 level of significance and 148 degree of freedom. Based on these findings, recommendations were made

Keywords: Self-concept, social network, study habit, students, academic performance

Introduction:

Wikipedia (2016) views academic performance as the outcome of education; it is the degree to which lecturers / tutors / teachers, students or institutions of learning have achieved their educational goals. Education according to Omonijo, Uche, Rotimi and Nwadiolor (2014) provides humanity with understanding, knowledge, wisdom and information which could result in desired changes in their ways of life. Nonetheless, the accomplishment of these qualities rests on the innards of education, teaching methods and inclination of students to learn, coupled with positive character. However, our emphasis in this paper is on students' academic performance or accomplishments. In different institutions of learning worldwide, success of students in all level of education is determined by academic performance. Thus, the extent to which a student meets the criterion set out by his or her institution goes a long way to determine his or her success in the school environments. Examination is one of such criterions and it is being organised at a regular interval, using different expressions such as terms, semesters and sessions, depending on the level of education in question. Hence, pupils or students prove their worth via engaging in oral and written tests, presenting papers, spinning in assignments and participating in class discussion. When students must have done their parts, teachers commence their own part by marking scripts, assignments, term papers, scoring them, recording them and submitting them for scrutiny. In other words, the combination of students and teachers efforts, mostly, determines students' success in academia. This is usually observed from the elementary to the highest level of education worldwide. Previously, students' educational success was frequently determined through "ear than today" Bella, (2016, p.1). At that point in time, tutors used to engage in observation to assess students' performance. In recent times, Cumulative Grade Point Average (CGPA) calculated numerically is often used to measure students' performance (Bella, 2016), probably due to the advancement in science and

technology that makes grading system a little bit easier. Dwelling on Bella, (2016), grading systems emerged in higher institutions in America in the dawn Victorian era. It was initially condemned because of high subjectivity that prevailed among various tutors who appreciated diverse areas of education (Bella, 2016) but it was later sustained after a long period of condemnation. The sustainability could probably be attributed to some regulations that were eventually introduced to ensure fairness in the grading system in higher education. In recent times, however, “changes have been made to incorporate differentiation for individual students' abilities, and exploration of alternate methods of measuring performance is ongoing” (Bella, 2016, P.1). Several articles on factors which can influence students' academic performance have been in existence from time immemorial in both developed and underdeveloped societies. Hence, factors such as “contextual and social characteristics of students” Klomegah (2007, P. 1) are regarded as important predictors. Contextual and social characteristics involve factors such as community, friends, school and family background. Factors related to community are the absence of civic means and squat socio-economic standing while friend involves dearth of peers and association with friends of negative attitudes or behaviours. With respect to school factors, issues such as environment, the size of college, absence of psychotherapy, indifferent educators and stumpy partaking in extramural undertakings could be considered. Finally, factors around family issues are stumpy socioeconomic standing, marginal position, single and step parenthoods and family contributions Past studies have equally acknowledged two vital psychosocial factors, which includes locus of control and self-efficacy as some of the cogent predictors of academic performance of students Okunlola, Omonijo, Mabia, Ayaegbunam, Ilogu and Rotimi, 2016). Locus of control simply means the degree at which individuals feel they can control affairs that impact their lives (Cherry, 2016), while self-efficacy is an individual's finding about his or her ability to carry out mandatory engagements so as to attain explicit endings (Bandura 1977 cited in Klomegah, 2007). In these two cases, academic performance is the end result. Further to the above, Klomegah (2007) engaged the sociological approach to getting a better understanding of the impact of intrinsic or basic manifold factors on student academic performance. Dwelling on the above, however, it could be observed that several research have been conducted on extrinsic motivational factors in social and behavioural sciences while intrinsic factors resident in students, which include self-concept, social networks and habit, have attracted little scholarly works. Although, the study of Okunlola, et al., (2016) focused only on the influence of intrinsic factors on students' academic performance; it ignored factors such as study habit and social networks of students. Additionally, a greater proportion of the past studies on this subject were conducted in developed nations while just a few have been explored in the literature emanating from sub-Saharan Africa. In Nigeria some of these articles are available but much emphasis was placed on students in higher education while pre-college students have not been adequately explored. Due to the above flaws in knowledge, the present study, from the perspective of some selected secondary schools in Lagos Metropolis, Nigeria, is defensible with the aim of: (i) discovering if a significant relationship exists between students' social network and their self-concept concerning academic performance, (ii) investigating if there is a significant relationship between students' study habits and academic performance, and (iii) examining if there is a significant relationship between students' study habits and their self-concept on academic performance. As career rivalry grows intensely in work settings, the significance of students performing excellently in school has caught the attention of not only the parents, but every stakeholder in education and government alike (Williams and Media, 2016).

This research is organized as follows: Introduction; review of literature on self-concept and its connection with educational performance, study habit as a clairvoyant of academic performance and social network as a conjecturer of academic performance and methodology which contains:

2. Self-Concept: Scholastic Perspectives.

According to Hattie, (1992), self-concept is regarded as the mental evaluation which somebody creates of the potentials, explanations, and judgments that he or she holds about himself or herself. Similarly, the concept comprises of a set of beliefs, propositions, and suppositions which people hold concerning

themselves (Coopersmith and Feldman, 1974). Examining these views it is obvious that self-interest is very essential in discussing self-concept. Meanwhile, much emphasis has been placed on one's belief in accomplishing a definite task. William James's conception of self-concept is similar to the above views and it hinges on a person's exemplification of all of their self-knowledge (Cooper, 1992). Combs (1962) on the other hand, argued that a person, in essence, is what he or she believes he or she is. Summarily, seven essential features define self-concept: stable, evaluative, organized, hierarchical, multifaceted, developmental and differentiable (Marsh & Shavelson, 1985). Ubangha and Oputa (2007) have however presented a different view, after reviewing the works of Marsh, Smith, Barnes & Butter, (1983). According to them, self-concept is regarded as a hypothetical construct which can be used as within and between network scholarships. Within network studies, Marsha, (1990) emphasized on the multi-dimensionality of self-concept and demonstrated that it has dependable discrete modules such as social, academic and physical while between-network studies tried to show a theoretically consistent pattern of relationships between measures of self-concept and constructs/variables Marsha, (1990) like ability and performance, self-concept ratings inferred by significant others, family background, behavioural observations an experimental manipulations (Marsha, 1990). These findings reflect self-concept as a variable that predicts other results, including educational performance. The works of Schunk (2001) is in support of the above argument but Marsh (1993) sees self-concept as not only a factor that facilitates other desirable outcomes, but also an important educational outcome. Apart from the foregoing, a person's self-concept may be at the receiving end of academic, social and personal factors Shavelson, Hubner & Stanton (1976) and McInerney, Yeung and (2001). In another development, Pajares & Schunk (2001) argued that if self-concept can be used to ascertain students' good academic standing, then scholastic endeavours, lecturer practices, and educational tactics should be used directly to promote self-concept of students. Contrariwise, if self-concept beliefs are the end product instead of the cause of a good academic standing of students in school, then educational efforts should be properly packaged to proliferate(ion) students' know-how instead of centering on increasing students evaluations of self-esteem.

2.1 Relationship between Self Concept and Educational Performance

Previous researches have established a close relationship between self-concept, behaviour and academic attainment or success (McInerney, et al., 2001). Similarly, Bryne (1984) was of the view that it can require other propelling stuffs which can accelerate amendments of educational success. In another development, Marsh and Yeung (1997a) validated that educational attainment had a strong impact on self-concept. These authors also discovered that self-concept had considerable influence on students' educational success. This mutual relationship corroborates (Hay, 1997; Mujis, 1997) on the foregoing.

However, the fact that self-concept, beliefs and academic achievement do not easily lend themselves to experimental manipulation, questions of interconnection pose a great challenge (McInerney et.al. 2001) to humanity. Conversely, scholars of self-concept have presented several criterions for accessing causality. These according to Marsha, (1993) and Marsh, Byrne and Yeung, (1999) include:

- Measuring educational attainment via self-concept at minimum twice and maximum severally;
- On the basis of compound pointers, each conception should be inferred;
- Huge and various sample are expected to be employed to explain numerical in any study and the generality of its results
- Information obtained for the study should be suitable for diverse statistical models that integrate depth error and test for residual covariation among them.

The findings of the above studies nonetheless, show the connection among self-concept and educational success of students in developed nations. The present study intends to investigate the same problem from

the perspective of secondary school in Lagos Metropolis, Nigeria, to show if the status quo can be maintained. It is on this ground that this study hypothesizes that:

H1 There is a significant relationship between study habit and students self-concept on educational performance

2.2 Study Habit as a Predictor of Academic Performance

Study habit has been defined as the way students' study which could be in an organized, proficient or unproductive way (Good, 1973). According to this author, good effective study habit can determine students' educational performance. However, the view of Azikiwe (1998) described the foregoing in a more comprehensive way than (Good, 1973). According to him, it is an implemented method and style students designed for sequestered study at the end of their classes in order to properly comprehend courses taught. This author also opined that effective study habit of students could be regarded as assets to students. This has been largely attributed to the special roles which the effective study habit play in prompting students to gain mastery of their programmes of study, whereas the reverse could create restrictions to education accomplishment. Among the Nigerian students, several studies (Denga, 1982, Ikeotuonye and Bashmir, 1986 and Ikegbunam, 1998) have associated poor educational attainment with bad study habit. This shows that effective study lifestyle can positively influence students educational accomplishment (1977, Fayley, 1989; Gilmer, 1990; Okonkwo, 1993) The findings of Ansari (1980), Russell and Petrie (1992) further corroborate the previous submission of scholars that student's study habit constitute a major variable that determines academic performance. The study of Nneji (2002) viewed study habit as studying inclinations which permit private reading among students. The findings of Nneji, (2002) study show that 90% students only read for examinations while only 9% of them read to pass tests. Lastly, the results showed that just 1% engaged in reading for personal development. In other words, most students have developed the habit of reading for examinations and test which is not a good way of building capacity for intellectual attainment. Callahan and Clark, (1977) described this approach as mechanical while Nneji, (2002) describes it as having a 'dead end', since the study is done for immediate intent (usually tests and exams) and once the intents are over the student forgets, and becomes blank. Various researchers such as Onyejiaku (1987) and Ilogu (2005) have identified ways of developing effective study habit among students. Some of them are, planned study time-table, conducive place of study, use of library, note-taking, group discussions and proper diet. Investigations on study habit have revealed that previewing, questioning, reading, reflecting, recounting and reviewing are main features of effective studying particularly when the purpose is thorough understanding of content (Thomas and Robinson, 1979). However, it is not certain if the relationship between students studies habit and academic performance has been ascertained in secondary schools in Lagos metropolis. Thus, this paper hypothesizes as H1 A significant relationship exists between study habit and students educational performance

2.3 Social Network as a Predictor of Academic Performance

A student's social network has been described by Farber (2004) as the relationship he or she has with his family, friends and teachers, showing that student's environment-both at home and in school-can directly affect the student's academic performance. Supports from different backgrounds for adolescents' education have however been explored in academic literature. For example, social network enables children develop positive values (Zern, 1985) and adjust to new environments (Dunn, Putallaz, Sheppard, & Lindstrom, 1987; Mangione and Sporn, 1998). Farber (2004) further stated that supports from parents can largely affect students support for educational attainment, positively or negatively. In other words, a student who has the financial and psychological support from his parents could likely perform better than a student who lacks such support. Also, peer group support could also influence students' academic performance negatively or positively. A student who mingles with bad friends in school (remove on campus) may likely perform woefully because such students hardly (remove do not) have time for study while a student that keeps good friends may likely come out with flying colours. This implies that the relationship which a

student keeps and the support he or she receives from other students have an ever-increasing importance on his or her academic attainment (Castejon & Perez, 1998; Marchesis & Martin, 2002). In the same manner, the support from teachers can also motivate a student to perform better than a student who lacks such support (Gonzalez & Padilla, 1997). In the light of the foregoing, it is apparent that most studies on social network were conducted in developed nations. The present study thus seeks to ascertain outcomes of social network on students' academic performance among secondary school students of Lagos, metropolis in Nigeria. Therefore, this study hypothesized that

H1 There is a strong connection between social network of students and their self-concept concerning educational performance

Findings

This study engaged the descriptive survey research design. The population of the study includes all secondary school students in Lagos State. From this, a sample of 152 students was selected through simple random sampling. Specifically, Senior Secondary Two students from three Local Government areas (Ifako Ijaye, Alimosho and Agege) of Lagos formed the sample. Three instruments were used for data collection, after due permission was sought from participants' school authorities. They include:

Social Network Scale- This 20-item scale, was adapted from Farber (2002)'s Social Support Scale (SSS). It contained eleven positive and nine negative items that measure students' relationship with their family, teachers and friends. Participants responded to the instruments by assigning their level of relationship on a 5-point Likert scale, from strongly agree (SA) to Strongly Disagree (SD). Items showed internal consistency, with $\alpha = 0.86$ and test-retest coefficients at $r = 0.78$.

Study Habit Inventory- This 25-item inventory was adapted from Bakare (1977) Study Habit Inventory (SHI). Instrument was validated with the use of t-test, the mean scores of 'passing' and 'failing' students were 165.42 and 146.91 respectively at 0.01 level of significance. A test-retest reliability of $r = 0.89$ was obtained at 0.05 level of significance.

Self-Concept Scale- Here, 20 out of Hudson (1992) 22-item scale was adopted, since it was to measure the feelings respondents had about themselves. With a 5-point Likert from Strongly agree to Strongly Disagree, the instrument showed reliability of 0.72 on a test-retest at 0.05 level of significance. Data collected were analyzed through descriptive statistical methods while Pearson Product Moment Correlation Statistics (PPMCS) was used to test hypotheses formulated for the study.

3.1 Testing of Hypotheses

The above listed hypotheses were tested in this section as indicated below:

Table 1: The Correlation Between Social Network and Students Self Concept on Academic performance

Variables	N	Df	r-cal	r-crit
Social Network	150	148	0.206	0.120
Self-Concept	150	148		

Source: Researchers computation, (2016)

Results from the above table revealed that the students' social network scores correlated significantly with their academic performance scores. This deduction is based on the fact that $r\text{-cal}$ which is 0.206 is greater than the $r\text{-crit}$ value of 0.120 at 0.05 level of significance with 148 degree of freedom.

Table 2: The Correlation Between Study Habit And Students Educational Performance

Variables	N	Df	r-cal	r-crit
Study Habits	150	148	0.184(*)	0.024
Academic Performance	150	148		

Source: Researchers computation, (2016)

Table 2 shows the value of $r\text{-cal}$ (0.184) to be significantly greater than $r\text{-crit}$ (0.024) at 0.05 level of significance and 148 degree of freedom. Therefore, the alternative hypothesis which states that there is significant relationship between study habit and students' academic performance is accepted.

Table 3: The Relationship Between Study Habit and Students Self Concept on Educational Performance

Variables	N	Df	r-cal	r-crit
Study Habits	150	148	0.139	0.089
Self-Concept	150	148		

Source: Researchers computation, (2016)

Table 3 shows the value of $r\text{-cal}$ (0.139) to be greater than $r\text{-crit}$ (0.089) at 0.05 level of significance and 148 degree of freedom. The alternative hypothesis that states there is significant a relationship between students' study habits and their self-concept is accepted.

Discussion and Conclusion

Dwelling on the result of hypothesis one in Table 1, a substantial connection exists between social network and students' self-concept on educational performance. This shows that the supports which students received from their family members, friends and teachers play a significant role on their perception on academic success. This finding corroborates the findings of (Shavelson, Hubner & Stanton, 1976; Harter & Pike 1984; Zern, 1985) on this subject. The result of hypothesis two in Table 2 implying that study habits significantly relate to students' academic performance. This result agrees with a large body of literature such as Bakare, (1977); Good, (1973); Nneji, (1998). On this note, a student who will academically, must imbibe and develop good study habits. Developing effective study habits and skills according to Ilogu, (2005) could enable students retain and retrieve information learnt for success in their examinations. The result of hypothesis three in Table 3 indicates a significant association exists between study habit and students self-concept on educational performance. The foregoing goes to support the work of Castejon & Perez, (1998); Marchesis & Martin, (2002) on students study habit and educational performance. In other words it has been established that the relationship which students possess and the backing which they obtain from their colleagues have an ever-increasing standing on their academic attainment. Variables that could influence and predict students' academic performance have been discussed in this study. From the above findings, it is clear that students' social network predicts their self-concept on educational performance. Therefore to have better educational outcomes, students should be intentional about the network of friends they keep. They should associate with friends that are wise and have positive

educational goals. Furthermore, parents and teachers must form strong social support for their wards and students, respectively. They must consciously use words that enhance the students feeling good about themselves and what they can do; this will ripple into better educational performance. This study has also revealed that students study habits predicts not only their academic performance, but also their self-concept on how they can attain educational excellence. When students improve on their study habits; latching on their personal willingness to succeed and not just studying to pass examinations, their self-concept on their education, also improves. In sum, this paper submits, that student's self-concept, social network and study habits positively predicts and enhances better educational performances.

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