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UNDERGRADUATES IN SELECTED UNIVERSITIES IN SOUTH-  
WEST, NIGERIA.**

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**EFFECTS OF SELF-CONCEPT AND USE OF INFORMATION ON ACADEMIC  
PERFORMANCE OF ACCOUNTING UNDERGRADUATES IN SELECTED  
UNIVERSITIES IN SOUTH-WEST, NIGERIA**

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**ABSTRACT**

*This study examined effects of self-concept and use of information on academic performance of accounting undergraduates in South-west, Nigeria. It was reported that students and individuals often form their self-concept from past experience of success or failure. Some academic libraries have not been adequately stocked with study facilities to improve students' academic performance with the resultant effects of failure which invariably influence their self-concept academically. The data for the study was collected by the use of questionnaire and statistical package for social science (SPSS) to calculate the mean and standard deviation. Pearson correlation analysis was used to test stated hypotheses. The findings revealed that the level of self-concept of accounting undergraduates in South-west Nigeria determines their academic performance.*

**Key words: self-concept, academic performance, accounting, undergraduates**

## INTRODUCTION

Self-concept can be regarded as the perception of an individual's strength, weakness, state of mind and value by social and environmental interactions (Huitt, 2004; Craven, 1997, Slaven 2003). According to Brinthaupt and Lipka (1994), human behaviour can be substantially explained by self-concept, influenced by sense of identity, the judgment of other people and perceptions of social interaction with other people. Also parental upbringing, continuous failure, depression and internal self-critic influence the development of one's self-concept (Aziz, 2009). Self-concept can be divided into two distinct factors: academic and non-academic. Academic self-concept is the perception of oneself in activities that are related to specific subjects, teachers and school while non-academic self-concept is about perception of oneself in activities outside of academia such as physical self and the way individuals relate with parents, friends and community.

Previous researches uphold the belief that there is a significant relationship between academic self-concept and academic performance in secondary and post-secondary students but the issue of whether academic self-concept affects academic achievement has not been resolved and vice versa. Recent study by Yara (2010) on students' self-concept and accounting in some universities in south-west Nigeria reveals that students with good self-concept perform well in accounting. Marsh (1993) attests that while self-concept and academic performance are related in accounting or in some subjects, general self-concept and non-academic self-concept are not related to academic achievement. A previous poor performance in Accounting can negatively influence student's performance in future examinations because his/her study habits would have been affected by the previous poor performance. Quite a large number of studies have analyzed the effects success and failure can have on an individual's self-worth, which is often formed on the basis of past experience of success or failure, attributing the outcome to their personal worth.

Academic performance has become an important parameter in measuring academic achievement in national education because it shows whether national education is successful or not been held to find out factors responsible for poor academic performance of students in public examinations and to proffer solution to this great challenge. The development of a

nation depends on the education sector and the stakeholders (parents, guardians, teachers and the government), all the stakeholders have their different roles to play in achieving good academic performance. Parents have more roles to play in the upbringing of their children by instilling morals in them. Teachers have their roles to play by employing good methodology and teaching skills to impart knowledge into students as well as government through provision of education infrastructure and teaching aids to pave way for good academic performance of students.

One of the most persistent puzzles facing parents and teachers is uneven academic performance among accounting undergraduates in Nigerian universities. This is largely due to absence of a number of pertinent variables required to achieve academically. There are many factors which may affect academic performance of accounting undergraduates. These include non-cognitive factors such as motivation, the lecturers, family background, previous academic performance, study skills. Several researches have contributed to our understanding of the curricula, instructional strategies and academic performance of accounting undergraduates as documented by grade and standardized test scores (McEachson-Hirsh, 1993). McEachson-Hirsh believes little is known about accounting students' perceptions of their academic experience and the kind of self-concepts they construct, based upon these experiences as well as the extent to which they are motivated to do their best in academic work. Therefore, further investigation is needed on the self- concepts, and how this variable influences academic performance of accounting undergraduates (Dambudzo 2009).

### **Statement of the Problems**

Various studies have been conducted on factors responsible for poor academic performance of accounting students with little or no consideration of self concept. The self-concept of undergraduates either positive or negative is a function of the environment in which he/she has developed which has the capacity to affect their academic performance. Self-concept of accounting undergraduates is not restricted to the present it includes their past and future selves, future or possible selves represent individuals' ideas of what they might become, what they would like to become or what they are afraid of becoming. Hence, student with negative self concept will have little motivation to use different information sources available to him/her for good academic performance. Academic libraries have not been able to acquire relevant and current information resources due to underfunding. Hence, students are denied access to current and relevant

information resources that can motivate them for better academic performance to boost their self-concept.

### **Objectives of the Study**

The broad objective of this study is to determine the effect of self-concept, and use on academic performance of accounting undergraduates in south-west, Nigeria. The specific objectives of the study are to:

determine the level of self-concept of accounting undergraduates in selected universities in south-west, Nigeria

ascertain the level of academic performance of accounting undergraduates in selected universities in south-west, Nigeria

### **Research Questions**

The following research questions are raised for the study:

1. What is the level of self-concept of accounting undergraduates in selected universities in south-west, Nigeria
2. What is the level of academic performance of accounting undergraduates in selected universities in south-west, Nigeria?
3. What is the relative effect of self-concept and use on academic performance of accounting undergraduates in selected universities in south-west, Nigeria?

### **Hypotheses**

1. There is no significant relationship between academic performance and self-concept
2. There is no relative effect of self-concept on academic performance.

### **Literature Review**

We live in a competitive society where excellence is often defined in terms of an individual's achievement in relation to other person's achievement (Harackiewicz, Barron and Elliot 1998) state that an exclusive focus on "winning the contest for grades and academic advancement may interfere with involvement and learning in university classes, the deep processing of study materials and continued interest in academic discipline. On the other hand, (Harackiewicz, 1998) argues that if success does depend on outperforming others, focus on winning might actually prove adaptive in a university context.

Self-concept begins from childhood especially when a child begins to be aware of himself/herself as a person. Discussion among children in elementary school always centers on their choice of future career based on their academic performance. In elementary school, children unknowingly tend to demonstrate high self-concepts which in future decrease to a more or less realistic level. Since the University accounting undergraduates build up their self-concept from elementary school; the school environment has a great role to play by providing essential teaching aids and facilities to teach children in elementary school.

Rogers, (1959) believes that the self-concept centers around self-image, self-esteem and ideal self, a person with anorexia who is thin may have a self-image in believing he/she is fat. A person's self-image is affected by factors such as parental influences, friends and the media. The self-concept of undergraduates either positive or negative is a function of the environment in which he/she has developed. Self-concept of accounting undergraduates is not restricted to the present. It includes past and future selves, future or possible selves represent individuals' choice of future career. They correspond to hopes, fears, standards, goals and threats. Possible selves may function as incentives for future behavior; they also provide an evaluative and interpretative context for the current view of self. The perception people have about their past or future selves is a fall out of the perception of their current self. Temporal self-appraisal theory argues that people have a tendency to maintain a positive evaluation of the current self by not having negative selves and embracing close positive selves.

Various studies have analyzed the effects of success and failure on individuals' self-concept. It was reported that individual's self-concept is formed on the basis of past experiences of success or failure attributing the results to personal worth, thereby committing fundamental attribution error. The error may arise when the person falsely believes a specific aspect of who he/she determines the positive or negative outcome. By attributing a negative outcome to oneself, self-concept can be unnecessarily harmed.

However, attributing positive outcome to oneself can increase self-concept. This attribution can have an effect on self-perceptions, achievement behaviours in the future and expectancies. Austin and Vispoel (1998) observed strong links between individual attributed success or failure and specifically musical self-concept changes in self-concept can be mediated and predicted by various factors. One important factor in academic is evaluation of performance by peers or peer academic reputation. Gest, Relison,

Davidson, and Welsh (2008) found evidence for the predictive ability of peer academic reputation with regard to students' in upper grades academic self-concept. If a

student has a reputation for success or failure in academic setting, the student may not develop negative self-concept. This shows that it may not only be the actual success or failure that has an effect, but may also be the secondary effects of poor academic reputation among peers that influence students' self- concept.

There are also effects that have been studying by looking at how self-concept can influence success or failure and attributions of success and failure. In a study of university accounting undergraduate students, self-esteem was studied by examining students' attribution for success or failure after being given a word association test. Dutton and Brown (1997) observed that self-esteem could predict participants' attribution of success or failure in the word test. High self-esteem individuals tend to make more self -serving attribution to outcomes than do low self-esteem individuals.

Classroom intervention, such as peer tutoring and cooperative learning, promote self-concepts by increasing student's academic skills and perceptions of social support (Elbaum and Vaughn, 2001). Teachers can use appropriate positive feedback to maintain positive self-concept (Manning et al, 2006).Such as Praise, recognition and encouragement which are strong determinants of positive self-perceptions. Teachers can prevent or reduce feelings of low self-concepts by reducing social comparison cues in the classroom. Helping students change the point of reference they use when judging their abilities may help them change self-perceptions. Encouraging students to focus on how much they have improved over instead of focusing on how their peers are doing is a simple way of avoiding negative self-perceptions and low motivation.

Teachers also promote self-concept by encouraging supportive relationships among students. Students' perceptions of their classroom as a caring community are positively related to their academic, social and global self-concepts. The relationship between sense of community and academic self-concept is particularly pronounced in high-poverty schools (Battistich et al (2007). School wide interventions that develop students' sense of belonging, eliminate bullying, promote pro-social values and self-discipline can be effective. Promoting high self-concept is important because it relates to academic and life success, but before investing significant time, money and effort on packaged programmes, principals should understand why such endeavours have failed and what schools can do to effectively foster students' self-esteem and self-concept. Although the terms, self-concept and self-esteem are often used interchangeably, they represent different but related constructs. Self-concept refers to a student's perceptions of competence or adequacy in academic and non-academic (e.g.

social, behavioural, and athletic) domains and is best represented by a profile of self-perceptions across domains. Self-esteem is a student's overall evaluation of him or herself, including feelings general happiness and satisfactions (Harter, 1999). Schools are likely to support students' positive self-esteem by implementing strategies that promote self-concept.

Effective prevention targets the primary antecedents of self-worth, namely, perceived success in areas in which students desire success in areas in which students and approval from significant others. Although these two factors are highly related, excesses in one area may not be able to compensate for deficits in the other because the effects are additive rather than compensatory. To view positively, students must feel competent in domains they deem important. Two domains educators greatly influence are academics and behaviour. For students who value these two domains, mostly adolescents-steady messages of academic and behavioural incompetence (e.g. poor grades, retention, public reprimands and suspension) likely to result in low self-concept. Self-perceived physical appearance has stronger relationship with overall self-esteem, whereas self-perceived athletic competence has the weaker relationship. Given adolescents' tendency to base their perceptions of attractiveness media figures, schools should help students understand that it is unrealistic and unhealthy to such standards and should reinforce healthier values (Harter, 1999). Perceptions of competence in a domain valued by significant others also contributes to overall self-esteem. Parents often value scholastic competence and behavioural conduct, whereas peers often value physical appearance, social competence, and athletic competence. Students may feel incompetent in domains valued by others without necessarily feeling bad about themselves. Self-esteem may be protected if students feel competent in areas they value and discountenance the importance of the domains others value. Principals should consider the extent to which non-academic areas of competence- such as technical, artistic/creative and practical receive recognition in their schools. Support from parents and peers are particularly important to student's self-concept. When one is young, parental approval is more predictive of self-concept than approval from peers. The influence of peers increases over the course of development, while the influence of parents does not decrease. Students' perception of the support they receive is more important to self-concept than the actual support given.

School staff members can help parents and peers to be more effective supporters by providing suggestions and opportunities for appropriate positive reinforcements and they can help students learn to be more aware of the support they receive (Harter, 1999). Although the direct effects of teacher support on student self-concept remain unstudied, close relationships



with teachers increase students' academic and social skills (Hamre and Pianta, 2006) and may therefore indirectly enhance self-concept.

Self-concept is linked directly to a person's level of anxiety, according to the Rogers, if a child feels highly valued and wanted as a child, and he/she is likely to grow up with a positive self-image with the possibility of becoming self-actualized.. He hypothesizes that psychologically healthy people actively move away from roles created by others' expectations; they look within themselves for validation. Neurotic and psychotic people, on the other hand, have self-concepts that do not match their experience, they are afraid to accept their experience as valid, so as to either protect themselves or win approval from others.

To gauge a child's self-concept, Harter developed self-perception profile for adolescents. She observes domains such as scholastic competence, behaviour conduct, close friendships, social acceptance, romantic appeals, and physical appearance are rated using a number of indicators. Some of the positive indicators include expression of adolescent opinion, eye contact maintenance during conversations, and works cooperatively in a group, maintains a comfortable space between self and others and uses proper voice levels for various situations. Negative indicators could include teasing, gossiping, and using dramatic gesturing, engaging in inappropriate touching or avoiding physical contact, verbally putting down self or others or bragging about achievements, skills, or appearances.

In western cultures the normative imperative is to become independent others and to discover and express one's attributes. Relationships, memberships, groups and their needs and goals, tend to be secondary to the self. When assessing self-concept, one's positioning among peers is important because of the competitive nature of society, where people view themselves better or worse than peers. In Asian culture, an interdependent view of self is more prevalent. Interpersonal relationships are more central than one's individual accomplishments. Great emphasis is placed on these relationships, and self is seen primarily as an integral part of the society.

A study published in the International Journal of Intercultural Relations give another division of the independent and interdependent selves based on subculture. A small study done in Israel shows the different characteristics most prevalent of mid-level merchants in an urban community versus those in a communal settlement, called the kibbutz. Similar to the western versus non-western perspectives, the collectivist members value the interdependent self more than the urban members. Likewise, the urban samples held more value to

independent traits than the Kibbutz. Both answered with more independent traits than interdependent. The study divided the independent and interdependent trait into subcategories to further define the most valued by the two subcultures. On the independent scale, personal traits showed the greatest prevalence for the individualists while hobbies and preferences were greater for the collectivists. Work and school were the most frequently described interdependent responses for the urban sector, while residence was most often referred to by the Kibbutz. Overall, the study intensifies the knowledge that self-concept depends on inner attributes, abilities, and opinions from the community based on collective Ideology.

Gender has also been shown to be an important factor in the formation of self-concept. Early research inspired by the differences in self-concept across culture suggested men tend to be more independent while women tend to be more interdependent. Ever, more research has shown that, while men and women do not differ between dependence and interdependence generally, they do differ in the distinction between relational and collective interdependence. Men tend to conceive of themselves in terms of collective interdependence while women conceive of themselves in terms of relational interdependence. In other words, women identify more with dyadic (one-on-one) relationships or small cliques whereas men define themselves more often within the context of large groups.

Tiedemann, (2000) observes those parents' and teachers' gender stereotypes about children's mathematics abilities influenced children's self-concepts about their mathematic ability prior to having extensive mathematics experiences in school. Tiedemann, (2000) indicates that the correlation increased between adults' gendered stereotypes and children's beliefs about themselves as children aged throughout elementary school. Benner and Mistry (2007) indicates that parent's initial expectations of their children, during early childhood, correlate with children's academic success. These findings highlight the influence of adult stereotypes and expectations on-children's self-concept formation.

Maccoby (1990) observed that boys and girls choose same-sex play partners by age 3 and maintain their preferences until late elementary schools. Boys and girls became involved in different social interactions and relationships. Girl tends to prefer one-on-one dyadic interaction, while boys prefer group activities. Girls tend to share secrets and form tight, intimate bonds with one another. Further, girls are more likely to wait their turn to speak, agree with others and acknowledge the contributions of others. Boys on the other hand, build larger group relationships based on shared interests and activities. Boys are more likely to threaten, boast and call names, suggesting the importance of dominance and hierarchy in

groups of male friends. Subsequently the social characteristics of boys and girls tend to carryover later in life as they become men and women.

Researchers debate self-concept development and agree on the importance of a person's life. Tiedemann (2000) indicates that parents' gender stereotypes and expectations of their children go a long way in children's understandings of themselves by approximately age 3. Others suggest that self-concept develops later, around age 7 or 8, as children are developmentally prepared to begin interpreting their own feelings, abilities and interpretations of feedback they receive from parents, teachers, and peers about themselves. Despite differing opinions about the onset of self-concept development researchers agree on importance of one's self-concept, influencing people's behaviours and cognitive and emotional outcomes including (but not limited to) academic achievement, levels of stress, anxiety, social integration, self-esteem, and life-satisfaction.

Academic performance is very important in any educational setting as it indicates the level of the student's competence in respect of the academic content. Indeed, academic performance creates competition between students and it may erase the focus from the academic content of a course. The academic achievement of a student determines whether he or she is successful or not hence, academic achievement is very important in education. It is crucial to know and understand factors responsible for determining, predicting or causing variance in academic performance. Over the years, researchers have sought to discover factors that determine students' academic performance (Ahmed and Bruinsma 2006). Dambudzo (2009) states that education has become concerned with the physical, social and emotional development of an individual with attention being given to factors contributing to the academic performance of learners, other than intellectual ability.

The concept of academic performance has become a source of concern to researchers, especially as the academic performance of accounting undergraduates is declining. Academic performance is defined as participants' examination grades (grade point average) at the end of a particular semester or performance in a particular field of study. High scores indicate good performance (Egbule, 2004). The Nigerian society places great emphasis on education because it is believed to be the only avenue for national development. However, this can only be achieved if accounting undergraduates who are in a citadel of learning get actively involved in academic activities which will enhance their academic performance.

In spite of the laudable value attached to academic performance, researchers such as Ugoji (2008) and Egbule (2004) have shown that accounting students' performance is declining. This could be because they are confronted with so many school and non-school related demands and responsibilities (Ukpona 2007). This problem seems to be a major one that requires urgent solution since accounting students' academic performance may affect the quality of professional accountants to handle financial issues in the nation.

Studies have been conducted to proffer solutions to this problem. Ayodele, (1988) and Adepoju (1999) suggest how socio psychological variables such as self-esteem, test anxiety, locus of control, romantic relationship, work load and task could foster academic performance among accounting students. However, the studies examined them through a univariate approach while Odinko and Adeyemo (1999) in their own study examined the relationship between academic performance of accounting undergraduates with more than one variable, previous studies did not provide empirical evidence of the nature and strength of the relationship between academic performance and students' gender, age and financial status particularly when these variables are taken together in a school setting. Financial status of students is considered in the study. If their finances are not adequate, they may affect their academic performance adversely. On the other hand, if their financial needs are met adequately, probably their academic performance may be enhanced (Odeunmi 1988 and Egbule 2004). Hence, it is necessary to examine the relationship between students' financial status and academic performance.

Age is considered as one of the independent variables that may likely affect the academic performance of accounting undergraduates in this study. Cognitive development and maturity (which are associated with age) are necessary for a worthwhile performance of students. As the age of the individual increases, there are various developmental changes. It also affects every area of human performance (Ukueze 2007). Therefore, it has become necessary to examine the extent to which age affects the academic performance of accounting undergraduates. Another variable considered in this study is gender. Gender relates to the difference in sex (that is, either male or female) and how this affects their disposition and perception toward life and academic activities (Okoh 2007). The difference in gender as it affects students' academic performance is inconclusive (Buadi, 2000). This necessitated the need to find out if there is any significant difference between male and female accounting undergraduates as reflected in their academic performance. Thus, this study seeks to examine the relationship between the variables of age, gender, financial status and academic performance.

of the undergraduates.

According to Graetz, (1995), one's educational success depends very strongly on socio-economic status of the parents. Considine and Zappala, (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The researcher agrees with Considine and Zappala, (2002) because students from high socio-economic backgrounds are well exposed to scholastic materials; which aid their intelligence. Sentamu,(2003), Kwesiga (2002) and Portes and Macleod, (1996) as cited in Considine and Zappala (2002) argue that the type of school a child attends influence academic achievement. According to Minnesota (2007), a report on higher education performance, which was produced by the University of Minnesota, the most reliable predictor of student success in college is their academic preparation in high school. According to Thome, (2000) extracurricular activities and the culture of the people and environment in which children are raised affect academic performance. It is also generally believed that parental assistance with homework, poor motivation and racial and minority discrimination are other factors that can affect students' academic performance.

### **Methodology**

The research design adopted for this study is a survey method of correlation type. This is because the variable of interest is not manipulated. The population of this study comprises accounting undergraduates in selected universities in South-west, Nigeria while the sample consists of 319 registered final year accounting undergraduates of the selected universities.

Systematic sampling technique was adopted to determine the number of respondents in the three universities, because it is the most suitable for the study. Data was analysed using descriptive and inferential statistics.

### **Data Analysis**

#### **Bio-Data Information Summary**

<b>Name of Universities</b>	<b>Frequency</b>	<b>Percentage</b>
LAUTECH	95	34.9
EKSU	51	18.8
OAU	61	22.4
AFEABLOLA	16	5.9
LEAD CITY	10	3.7
ADEKUNLE AJASIN	10	3.7

No Response	29	10.7
Total	272	100
<b>Age Range</b>	<b>Frequency</b>	<b>Percentage</b>
17-20 years	45	16.5
21-30 years	225	82.7
31-40 years	2	0.7
Total	272	100.0
<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	147	54.0
Female	125	46.0
Total	272	100.0
<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	213	78.3
Married	54	19.9
Separated	5	1.8
Total	272	100.0
<b>Highest Educational Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
No response	20	7.4
OND\NCE\DIPLOMA	51	18.8
HND	6	2.2
FIRST DEGREE\MASTERS	18	6.6
PHD	8	2.9
WAEC/GCE	169	62.1
Total	272	100.0

Table 1 above shows that 29(10.7%) of the respondents did not respond 95(34.9%) were from LAUTECH, 51(18.8%) were from EKSU, 61(22.4%) were from OAU, 16(5.9%) were from AFE BABALOLA, 10(3.7%) were from Lead City, while 10 (3.7%) were from Adekunle Ajasin. 45(16.5%) of the respondents were aged 17 to 20 years, 225(82.7%) were aged 21 to 30 years, while 2(0.7%) were aged 31 to 40 years. Respondents within the ages of 21 to 30 were significant with 32.7%. The above shows that 147(54.0%) of the respondents were males while their female counterparts were 125(46.0%). Male respondents were significant with 54.0%. The above shows that 213(78.3%) of the respondents are Single, 54(19.9%) were married, while 5(1.8%) are separated. The single with 78.3% is significant. The table shows that 20 (7.4%) did . not respond, 51(18.8%) possess OND\NCE \diploma possess HND certificate, 18(6.6%) possess First Degree Certificate, 8(2.9%) possess PhD certificate, while 169(62.1%) possess WAEC/GCE certificate. Respondents with WAEC/GCE educational qualification is significant with 62.1 %.

**Research Question 1: What is the level of academic performance of counting**

**undergraduates in selected Universities in South-west Nigeria?**

S\N	Academic Performance	S.D.	D	A	SA	Mean	S.D.
1	I see success in relation to others so I need to know how they are doing	33 12.1%	51 18.8%	90 33.1%	98 36.0%	2.93	1.02
2	My priority is getting a good	33 12.1%	43 15.8%	115 42.3%	81 29.8%	2.90	.97
3	I want to be the best	41 15.1%	47 17.3%	85 31.3%	99 36.4%	2.89	1.06
4	I prefer work that I will learn a from	48 17.6%	40 14.7%	83 30.5%	101 37.1%	2.87	1.10
5	My main goal is to be better than as many as possible	46 16.9%	37 13.6%	100 36.8%	89 32.7%	2.85	1.06
6	I sets my sight higher and higher	50 18.4%	49 18.0%	81 29.8%	92 33.8%	2.79	1.10
7	I see it as a test of my ability	52 19.1%	35 12.9%	105 38.6%	80 29.4%	2.78	1.07
8	Comparing and evaluating information from various has improved my quality of knowledge acquisition	42 15.4%	50 18.4%	105 38.6%	75 27.6%	2.78	1.02
9	My ability to locate and utilise information has a positive effect on my academic performance	44 16.2%	66 24.3%	79 29.0%	83 30.5%	2.74	1.06
10	Constant use of library resources has a positive effect on	54 19.9%	43 15.8%	96 35.3%	79 29.0%	2.74	1.08
11	I put down success and failure to stability or lack of it	45 16.5%	65 23.9%	108 39.7%	54 19.9%	2.63	.98
12	I see intelligence as fixed	60 22.1%	59 21.7%	78 28.7%	75 27.6%	2.62	1.11
13	My ability to know how and to get required information has sharpened my critical thinking problem solving skills	72 26.5%	36 13.2%	87 32.0%	77 28.3%	2.62	1.18
14	I avoid effort	56 20.6%	56 20.6%	99 36.4%	61 22.4%	2.61	1.05
15	I feel my intelligence is under scrumming	61 22.4%	64 23.5%	74 27.2%	73 26.8%	2.58	1.11
16	I drive myself to greater and greater accomplishment	58 21.3%	61 22.4%	89 32.7%	64 23.5%	2.58	1.07
17	I wrong that I am not really as smart as my record would	59 21.7%	55 20.2%	103 37.9%	55 20.2%	2.57	1.04
18	I am self critical and believe in inevitability of the failure	53 19.5%	70 25.7%	103 37.9%	46 16.9%	2.52	.99
19	I have to be the best at all costs and will readily cheat	70 25.7%	65 23.9%	70 25.7%	67 24.6%	2.49	1.12

The result of the analysis rates the level of Academic performance of accounting undergraduates in selected university in south-west, Nigeria. Majority of the students see success in relation to others, so they need to know how they are doing with 69.1 % while those that disagreed have percentage of 30.9% with a mean of ( $x=2.93$ ) with standard deviation of ( $SD=1.02$ ) 72.2% indicated that their priority was getting a good grade while

those that disagree have percentage of 27.9% with a mean of ( $x=2.90$ ) with standard deviation of ( $SD=0.97$ ), 67.7% indicated that they wanted to be the best while 32.4% disagree with a mean of ( $x=2.89$ ) with standard deviation of ( $SD=1.06$ ), 67.6% agreed that they prefer work that they will learn a lot from while those that disagree have percentage of 32.3% with a mean of ( $x=2.87$ ) with standard deviation of ( $SD=1.10$ ).

69.5% agreed that their main goal was to be better than as many as possible while 30.5% disagreed with a mean of ( $x=2.85$ ) with standard deviation of ( $SD=1.06$ ), 63.6% agreed that they set their sights higher and higher while 32.0% disagreed with a mean of ( $x=2.78$ ) with standard deviation of ( $SD=1.10$ ), 68.0% agreed that they saw it as a test of their ability while 32.0% disagreed with a mean of ( $x=2.78$ ) with standard deviation of ( $SD=1.07$ ), 66.2% agreed that comparing and evaluating information from various resources has improved their quality of knowledge acquisition while 33.8% disagreed with a mean of ( $x=2.78$ ) with standard deviation of ( $SD=1.02$ ), 59.5% agreed that their ability to locate and utilize information has a positive effect on their academic performance while 40.5% disagreed with a mean of ( $x=2.74$ ) with standard deviation of ( $SD=1.06$ ).

64.3% agreed that constant use of library information resources has a positive effect on their class work and assignment while 35.7% disagreed with a mean of ( $x=2.74$ ) with standard deviation of ( $SD=1.08$ ), 59.6% agreed that they put down success and failure to stability or lack of it while 40.4% disagreed with a mean of ( $x=2.63$ ) with standard deviation of ( $SD=0.98$ ), 56.3% indicated that they see intelligence as fixed while 43.8% disagreed with a mean of ( $x=2.63$ ) with standard deviation of ( $SD=0.98$ ), 56.3% indicated that they see intelligence as fixed while 43.8% disagreed with a mean of ( $x=2.62$ ) with standard deviation of ( $SD=1.11$ ), 60.3% indicated that their ability to know how and where to get required information has sharpened their critical thinking and problem solving skills while 39.7% disagreed with a mean of ( $x=2.62$ ) with standard deviation of ( $SD=1.18$ ), 58.8% indicated that they avoid effort while 41.2% disagreed with a mean of ( $x=2.61$ ) with standard deviation of ( $SD=1.05$ ).

54.0% agreed that they felt their intelligence was under scrutiny while 45.9% disagreed with a mean of ( $x=2.58$ ) with standard deviation of ( $SD=1.11$ ), 56.2% indicated that they drive themselves to greater and greater accomplishment while 43.7% disagreed with a mean of ( $x=2.58$ ) with standard deviation of ( $SD=1.07$ ), 58.1% agreed that they wondered that they were not really as smart as their record would indicate while 41.9% disagreed with a mean of ( $x=2.57$ ) with standard deviation of ( $SD=1.04$ ), 54.8% agreed that they were self-critical and believed in the inevitability of failure while 45.2% disagreed with a mean of ( $x=2.52$ ) with standard deviation of ( $SD=0.99$ ), 50.3% agreed that they had to be the best at all costs and would readily cheat while 48.6% disagreed with a mean of ( $x=2.49$ ) with standard deviation of ( $SD=1.12$ ).



**Research Question 2: What is the level of academic performance of accounting undergraduates in selected Universities in South-west Nigeria?**

S\N	Academic Performance	S.D.	D	A	SA	Mean	S.D.
1	I see success in relation to others so I need to know how they are doing	33 12.1%	51 18.8%	90 33.1%	98 36.0%	2.93	1.02
2	My priority is getting a good	33 12.1%	43 15.8%	115 42.3%	81 29.8%	2.90	.97
3	I want to be the best	41 15.1%	47 17.3%	85 31.3%	99 36.4%	2.89	1.06
4	I prefer work that I will learn a from	48 17.6%	40 14.7%	83 30.5%	101 37.1%	2.87	1.10
5	My main goal is to be better than as many as possible	46 16.9%	37 13.6%	100 36.8%	89 32.7%	2.85	1.06
6	I sets my sight higher and higher	50 18.4%	49 18.0%	81 29.8%	92 33.8%	2.79	1.10
7	I see it as a test of my ability	52 19.1%	35 12.9%	105 38.6%	80 29.4%	2.78	1.07
8	Comparing and evaluating information from various has improved my quality of knowledge acquisition	42 15.4%	50 18.4%	105 38.6%	75 27.6%	2.78	1.02
9	My ability to locate and utilise information has a positive effect on my academic performance	44 16.2%	66 24.3%	79 29.0%	83 30.5%	2.74	1.06
10	Constant use of library resources has a positive effect on my class work and assignment	54 19.9%	43 15.8%	96 35.3%	79 29.0%	2.74	1.08
11	I put down success and failure to stability or lack of it	45 16.5%	65 23.9%	108 39.7%	54 19.9%	2.63	.98
12	I see intelligence as fixed	60 22.1%	59 21.7%	78 28.7%	75 27.6%	2.62	1.11
13	My ability to know how and to get required information has sharpened my critical thinking problem solving skills	72 26.5%	36 13.2%	87 32.0%	77 28.3%	2.62	1.18
14	I avoid effort	56 20.6%	56 20.6%	99 36.4%	61 22.4%	2.61	1.05
15	I feel my intelligence is under scrumming	61 22.4%	64 23.5%	74 27.2%	73 26.8%	2.58	1.11
16	I drive myself to greater and greater accomplishment	58 21.3%	61 22.4%	89 32.7%	64 23.5%	2.58	1.07
17	I wrong that I am not really as smart as my record would	59 21.7%	55 20.2%	103 37.9%	55 20.2%	2.57	1.04
18	I am self critical and believe in inevitability of the failure	53 19.5%	70 25.7%	103 37.9%	46 16.9%	2.52	.99
19	I have to be the best at all costs and will readily cheat	70 25.7%	65 23.9%	70 25.7%	67 24.6%	2.49	1.12

The result of the analysis rates the level of Academic performance of accounting undergraduates in selected university in south-west, Nigeria. Majority of the students see success in relation to others, so they need to know how they are doing with 69.1 % while

those that disagreed have percentage of 30.9% with a mean of ( $x=2.93$ ) with standard deviation of ( $SD=1.02$ ) 72.2% indicated that their priority was getting a good grade while those that disagree have percentage of 27.9% with a mean of ( $x=2.90$ ) with standard deviation of ( $SD=0.97$ ), 67.7% indicated that they wanted to be the best while 32.4% disagree with a mean of ( $x=2.89$ ) with standard deviation of ( $SD=1.06$ ), 67.6% agreed that they prefer work that they will learn a lot from while those that disagree have percentage of 32.3% with a mean of ( $x=2.87$ ) with standard deviation of ( $SD=1.10$ ).

69.5% agreed that their main goal was to be better than as many as possible while 30.5% disagreed with a mean of ( $x=2.85$ ) with standard deviation of ( $SD=1.06$ ), 63.6% agreed that they set their sights higher and higher while 32.0% disagreed with a mean of ( $x=2.78$ ) with standard deviation of ( $SD=1.10$ ), 68.0% agreed that they saw it as a test of their ability while 32.0% disagreed with a mean of ( $x=2.78$ ) with standard deviation of ( $SD=1.07$ ), 66.2% agreed that comparing and evaluating information from various resources has improved their quality of knowledge acquisition while 33.8% disagreed with a mean of ( $x=2.78$ ) with standard deviation of ( $SD=1.02$ ), 59.5% agreed that their ability to locate and utilize information has a positive effect on their academic performance while 40.5% disagreed with a mean of ( $x=2.74$ ) with standard deviation of ( $SD=1.06$ ).

64.3% agreed that constant use of library information resources has a positive effect on their class work and assignment while 35.7% disagreed with a mean of ( $x=2.74$ ) with standard deviation of ( $SD=1.08$ ), 59.6% agreed that they put down success and failure to stability or lack of it while 40.4% disagreed with a mean of ( $x=2.63$ ) with standard deviation of ( $SD=0.98$ ), 56.3% indicated that they see intelligence as fixed while 43.8% disagreed with a mean of ( $x=2.63$ ) with standard deviation of ( $SD=0.98$ ), 56.3% indicated that they see intelligence as fixed while 43.8% disagreed with a mean of ( $x=2.62$ ) with standard deviation of ( $SD=1.11$ ), 60.3% indicated that their ability to know how and where to get required information has sharpened their critical thinking and problem solving skills while 39.7% disagreed with a mean of ( $x=2.62$ ) with standard deviation of ( $SD=1.18$ ), 58.8% indicated that they avoid effort while 41.2% disagreed with a mean of ( $x=2.61$ ) with standard deviation of ( $SD=1.05$ ).

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( $x=2.52$ ) with standard deviation of ( $SD=0.99$ ), 50.3% agreed that they had to be the best at all costs and would readily cheat while 48.6% disagree with a mean of ( $x=2.49$ ) with standard deviation of ( $SD=1.12$ ).

Ho: There will be no significant relationship between Academic Performance and Self Concept.

**Table 4.5**

Variable	Mean	Std. Dev.	N	R	P	Remark
Academic Performance	51.2868	14.8664	272	.323**	.000	Sig .
Self Concept	58.6397	13.8658				

\*\* Sig. at .01 level

Table 4:10 shows there is significant relationship between academic performance and self-concept ( $r = .323^{**}$ ,  $N= 272$ ,  $P < .01$ ). Hence, self-concept had influenced academic performance in the study. Null hypothesis is rejected.

### Discussion findings

The result of the study revealed that the level of self-concept of accounting undergraduates was high in many ways. The result showed that accounting undergraduate students in the selected universities in South-west are members of a happy family and was followed in succession by those who indicated that they are attractive persons and endeavour to change when they are doing things that are wrong. The study clearly revealed that the accounting undergraduate students are friendly person in and outside the library with so much self-control at home and at place of work, followed by those that indicated that they are satisfied with the way they treat other people. The accounting undergraduate students indicated that they are as sociable as they want to be at home and in the library, followed by those who indicated that they get along well with other people and feel good most of the time at home and in the library, as well as taking care of themselves in any situation.

This assertion is supported by Rogers (1959) that self-concept centres around self- image, self-esteem and ideal self, a person with anorexia who is thin may have a self-image in

believing he/she is fat. And a person's self-image is affected by factors

such as parents, friends and the media. Brogan (1998) also established that a learner's level of self-concept may affect their performance professionally. Brogan (1998) went further to emphasise on this that accounting undergraduates abilities may

be, for better or for worse, which consciously or unconsciously, influence their academic performance. In a quantitative study by Sikhwari (2004) on 200 randomly selected second year students at the University of Venda it was found that there was a significant correlation between academic performance and self-concept. The implication of this is that it may appear most educators believe correlation exists between academic self-concept and academic achievement, there are still contrasting findings in this respect.

### **Summary of findings**

The study revealed that self-concept was significantly related to students academic performance. It was observed that self-esteem could predict students' attribution of academic achievement. This is consistent with some of the findings in the literature review that students with positive self-concept perform better than students with negative self-concept in class works.

### **Conclusion**

The study revealed that the level of self-concept possessed by the students has an influence on their academic performance. Those students who have positive perception about their attitude and state of mind toward a particular field of study or course of study perform excellently in the course of study because their study habit will improve. The higher the level of self-concept possessed by students, the more improved will be their academic performance.

According to Morgan and Bums (in Gabriel, Cheboswony, Kadero and Misigo 2009), "One's self concept is an indication of how you feel about yourself and a self-view is important in determining how you learn and behave". Bums (in Gabriel 2009) continues by stating that success or failure in schoolwork or life appears to depend on how a person feels about the qualities and attributes he or she possesses as on these qualities themselves".

### **Recommendations**

The following recommendations are hereby made based on the findings and implications for the development of self-concept and improved academic performance of accounting undergraduates in selected universities in South-west, Nigeria

- (1) It may be necessary to take into consideration that acquisition of positive self-concept should be encouraged by teachers and parents. Schools should provide teaching aids and facilities as well as conducive learning environment for children to develop self-concept because university undergraduates build up their self-concept from

childhood. Lecturers in higher institutions of learning should develop good teaching methodology for students to develop self-concept that would enable them perform excellently in their academic endeavours

- (2) The desire to succeed in life should be inculcated in children from childhood by parents and guardians and developed by teachers. Students should be intrinsically motivated to achieve by creating conducive environment for learning through provision of education infrastructure necessary for learning. This will improve their academic performance

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