

RELATIONSHIP BETWEEN PSYCHOLOGICAL VARIABLES AND SCHOLARLY ATTRIBUTES AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RIVERS STATE, NIGERIA

Dr (Mrs.) Ekechukwu, Rosemary

Department of Psychology
Guidance and Counselling, University of Port Harcourt
&

Mrs Konye Nwachukwu

Department of Educational Psychology, Guidance and Counselling
Ignatius AJURU University of Education, Port Harcourt, **NIGERIA**

ABSTRACT

The study investigated the relationship between psychological variables and scholarly attributes among senior secondary school students in Rivers State, Nigeria. Four research questions with corresponding four null hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised all the 22243 senior secondary school one students from the 247 public senior secondary schools in Rivers State. The sample size of the study is 4449. This was gotten through simple random sampling technique using 20% of the population. Two self designed non-cognitive instruments were used for data collection. The two instruments are “Psychological Variable Scale” (PVS) and “Students Scholarly Attribute Scale” (SSAS). The face and content validities were ensured. Cronbach Alpha statistical technique was used to establish the reliability coefficients of the two instruments. The reliability coefficient for PVS was given at 0.77 while that of SSAS was given at 0.83 respectively. The Pearson Product Moment Correlation Statistics was used for data analysis. The r value was used to answer the research questions while the null hypotheses were subjected to 0.05 alpha level of significance. It was found that self-concept, self-efficacy and emotional intelligence have a very high positive relationship with students’ scholarly attribute while self-esteem has low relationship with students’ scholarly attribute. It was recommended among others that school counsellors/psychologists should boost students’ self-concept by helping them to have strong perception that they are achievers.

INTRODUCTION

A scholar is somebody who works very hard and purposefully in order to achieve a desired goal. Students who aim at becoming scholars do so in order to earn to themselves excellent results in their examinations as well as being prominent and respected among colleagues. A scholar comes to the classroom with every required material, and is attentive to lessons. A scholar runs away from everything will bring failure and engages more on the task activities in the school and classrooms. He takes the risk of reading even more than the peers in order than have wide content coverage on the subjects offered in the school. Kaplan (n.d) states that scholars are students who willingly take on academic risks that will benefit their personal learning. Reed Schools (2016) saw scholarly attributes as the characteristics and behaviours of scholar and successful people in general. Scholarly attributes are the manifestations of a scholar that are in line with productivity, hard work, discipline, academic commitment and achievement. Scholarly attributes ranges from being committed, dedicated, diligent, creative, discipline, comprehensive, analytical, rational, synthetic, patient, quick-witted, courageous, imaginative, skeptical, confident, emotional, ingenuous, and inquisitive. Girard (2016:1) highlighted eleven attributes of:

- Coming prepared (physically and mentally)
- Asking meaningful questions
- Taking time to ponder
- Exercising your intellect
- Looking with different points of view
- Using varied resources
- Setting goals
- Saving things
- Being academically humble
- Taking (intellectual) risks: thinking “outside of the box”
- Always doing professional work: taking pride in your work!

Every individual has self perception of his/her self. There is no right thinking person that does not have a particular perception of his/her self. Self concept is the mirror image or perceptive ability of one's relative physical, social and moral standing. There must be an overview of oneself in totality. Uguma and Akpama (2005) reported that self-concept is a perceived opinion of oneself. The concept of yourself must be based on what you yourself are made of and not another person's make up. Cherry (2015) saw self-concept as the image that we have of ourselves.

Before now, every individual can tell more about what he likes and dislike, in that respect, that individual has been able to dictate what he is best conformable.

“A self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behaviour. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as I am easygoing' or 'I am pretty' or 'I am hardworking” (Weiten, Dunn, & Hammer in Cherry, 2015, p:1)

Weiten, Dunn and hammer were able to put it that self concept is the nature, unique qualities, typical behaviour, and mental picture of oneself. These assertions go on to represent the fact that, one cannot have a self concept without prior knowledge of his nature, unique qualities, typical behaviour and mental picture of himself. Yet another definition of self concept is the one given by Crisp and Tuner in Cherry (2015, p: 1) when they opined that:

“The individual self consists of attributes and personality traits that different us from other individuals (for example, introverted). The relational self is defined by our relationships with significant others (for example, 'sister'). Finally, the collective self reflects our membership in social groups (for example, 'British')

The authors summarized self concept as the collective self reflections of our membership in social groups. Our self concept at time helps us to find membership in social groups. Mcleod (2008) defined self concept as a general term used to refer to how someone thinks about, evaluates or perceives themselves. Some people's self concept comes from the type of family they come from some are as a result of that of perception or ability to do or excel in some sort of responsibility. Baumeister (1999) saw self-concept as the individual's believe about himself of herself including the persons attribute and who and what the person is. Some

people's self concept is high whenever it is all about football because they know what they will be able to do with their talent in that arena while some are very confident of themselves in the area of academic because of how well they have been performing in that area.

Self efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals (Wikipedia the Free Encyclopedia, 2016). It influences one's reasoning ability, studying ability, organizational ability, intellectual ability, social ability and leadership ability. Bandura in American Psychological Association (2016) submitted that self efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific academic achievement. Self esteem is one's worth or one's perceived worth of oneself.

Emotional intelligence according to Goleman (1995) is a wide array of competencies and skills that facilitate performance. Colman (2003) saw emotional intelligence as "ability to monitor one's own and other people's emotion, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Cooper and Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. Chadha (2009) saw emotional intelligence as the ability of an individual to appropriately and successfully respond to a vast variety of stimuli being elicited from the inner self and the immediate environment. Goleman (1995) highlighted the components of emotional intelligence to include: self-awareness, self-regulation, internal motivation, empathy and social skills. Self awareness according to the author is the ability of the individual to recognize and understand his/her own mood with respect to motivations and their effects on others. It therefore applies that self-awareness has to do with sense of humor, aware of your impression on others. Self-regulation on the other hand has to do with maturity. It is the ability of the individual to control his/her impulses instead of being quick to reactions. Empathy has to do with the ability to understand another person's emotional reaction. Social skills according to Goleman (1995) is the ability to identify social cues to establish common ground, manage relationships and build networks.

Statement of the Problem

School achievers are known and predicted by their behaviours and attitudes towards education. Behavioural problems among the students are enough to dissuade them from arduous academic activities. When students do not possess scholarly qualities in the school, they tend to suffer from one psychological problem to the other. The rate at which students are drifting from arduous academic pursuit to social networking is posing a lot of concern. Students who do not possess stable and workable psychological dispositions may not be able to assume the required acumen and acuity to be a scholar. Lack of scholarly attitude has made students not to be dedicated and committed to school and school related works. This could be the reason why there is always mass failure in internal and external examinations. Beyond this, lack of scholarly attitude has a great potential to dissuade students from active academic activity hence exposing them to be drop-out, drop-in, cultist, kidnapper, arm robber, militant and other form of social miscreants. Hence, the researcher is bothered on the relationship between psychological variables (self-concept, self-efficacy, self-esteem and emotional intelligence) and scholarly attitudes among senior secondary school students in Rivers State, Nigeria.

Aim

The aim of this study is to establish the relationship between psychological variables and scholarly attitudes among senior secondary one school students in Rivers State, Nigeria.

Objectives of the Study

Specifically, the study is sought to:

1. find out the relationship between self-concept and students scholarly attribute in senior secondary one in Rivers State, Nigeria.
2. establish the relationship between self-efficacy and students scholarly attribute in senior secondary one in Rivers State, Nigeria.
3. Ascertain the relationship between self-esteem and students scholarly attribute in senior secondary one in Rivers State, Nigeria.
4. Determine the relationship between emotional intelligence and students' scholarly attribute in senior secondary one in Rivers State, Nigeria.

Research Questions

The following questions guided the study

1. What is the relationship between self-concept and students scholarly attribute in senior secondary one in Rivers State, Nigeria?
2. What is the relationship between self-efficacy and students scholarly attribute in senior secondary one in Rivers State, Nigeria?
3. What is the relationship between self-esteem and students scholarly attribute in senior secondary one in Rivers State, Nigeria?
4. What is the relationship between emotional intelligence and students scholarly attribute in senior secondary one in Rivers State, Nigeria?

Hypotheses

The following null hypotheses are tested at 0.05 alpha level of significance.

1. There is no significant relationship between self-concept and students scholarly attribute in senior secondary one in Rivers State, Nigeria.
2. There is no significant relationship between self-efficacy and students scholarly attribute in senior secondary one in Rivers State, Nigeria.
3. There is no significant relationship between self-esteem and students scholarly attribute in senior secondary one in Rivers State, Nigeria.
4. There is no significant relationship between emotional intelligence and students scholarly attribute in senior secondary one in Rivers State, Nigeria.

Methodology

The study adopted a correlational research design. The population of the study comprised all the 22243 senior secondary school one students from the 247 public senior secondary schools. The sample size of the study is 4449. This was gotten through simple random sampling technique using 20% of the population. Two self designed non-cognitive instruments were used for data collection. The two instruments are "Psychological Variable Scale" (PVS) and "Students Scholarly Attribute Scale" (SSAS). The face and content validities were ensured. Cronbach Alpha statistical technique was used to establish the reliability coefficients of the

two instruments. The reliability coefficient for PVS was given at 0.77 while the reliability coefficient of SSAS was given at 0.83 respectively. The Pearson Product Moment Correlation Statistics was used for data analysis. The r value was used to answer the research questions while the null hypotheses were subjected to 0.05 alpha level of significance.

RESULTS

Research Question One

What is the relationship between self-concept and students scholarly attribute in senior secondary one in Rivers State, Nigeria?

Hypothesis One

There is no significant relationship between self-concept and students scholarly attribute in senior secondary one in Rivers State, Nigeria.

Table 1: Pearson Product correlation calculation of the relationship between self-concept and students scholarly attribute in senior secondary one

Category	N	R	Sig.	Remark
Self-concept	4449	0.96	0.00	Statistically significant
Students scholarly attribute				

Table 1 revealed that the Pearson Product Moment coefficient r is given as 0.96. This implies that there is a high positive relationship between self-concept and students' scholarly attribute in senior secondary one in Rivers State, Nigeria. The calculated probability value of 0.00 is less than the critical probability p -value of 0.5, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between self-concept and students' scholarly attribute in senior secondary one in Rivers State, Nigeria.

Research Question Two

What is the relationship between self-efficacy and students scholarly attribute in senior secondary one in Rivers State, Nigeria?

Hypotheses Two

There is no significant relationship between self-efficacy and students scholarly attribute in senior secondary one in Rivers State, Nigeria.

Table 2: Pearson Product correlation calculation of the relationship between self-efficacy and students scholarly attribute in senior secondary schools

Category	N	R	Sig.	Remark
Self-efficacy	4449	0.83	0.00	Statistically significant
Students scholarly attribute				

Table 2 revealed that the Pearson Product Moment coefficient r is given as 0.83. This implies that there is a high positive relationship between self-efficacy and students' scholarly attribute in senior secondary one in Rivers State, Nigeria. The calculated probability value of 0.00 is less than the critical probability p -value of 0.5, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between self-efficacy and students' scholarly attribute in secondary one in Rivers State, Nigeria.

Research Question Three

What is the relationship between self-esteem and students' scholarly attribute in senior secondary one in Rivers State, Nigeria?

Hypothesis Three

There is no significant relationship between self-esteem and students' scholarly attribute in senior secondary one in Rivers State, Nigeria.

Table 3: Pearson Product correlation calculation of the relationship between self-esteem and students' scholarly attribute in senior secondary one

Category	N	R	Sig.	Remark
Self-esteem	4449	0.03	0.01	Statistically significant
Students scholarly attribute				

Table 2 revealed that the Pearson Product Moment coefficient r is given as 0.03. This implies that there is a low positive relationship between self-esteem and students' scholarly attribute in senior secondary one in Rivers State, Nigeria. The calculated probability value of 0.01 is less than the critical probability p -value of 0.5, therefore, the null hypothesis is rejected. By implication, there is a significant relationship between self-esteem and students' scholarly attribute in senior secondary one in Rivers State, Nigeria.

Research Question Four

What is the relationship between emotional intelligence and students' scholarly attribute in senior secondary one in Rivers State, Nigeria?

Hypothesis Four

There is no significant relationship between emotional intelligence and students' scholarly attribute in senior secondary one in Rivers State, Nigeria.

Table 4: Pearson Product correlation calculation of the relationship between emotional intelligence and students' scholarly attribute in senior secondary one

Category	N	R	Sig.	Remark
Emotional intelligence	4449	0.96	0.00	Statistically significant
Students scholarly attribute				

Table 2 revealed that the Pearson Product Moment coefficient r is given as -0.79 . This implies that there is a high negative relationship between school orientation and students scholarly attribute in secondary schools in Rivers State, Nigeria. The calculated probability value of 0.00 is less than the critical probability p -value of 0.5 , therefore, the null hypothesis is rejected. By implication, there is a significant relationship between emotional intelligence and scholarly attribute in senior secondary one in Rivers State, Nigeria.

DISCUSSION OF FINDINGS

The discussion of the findings is provided under the following subheadings:

Relationship between Self-concept and Students Scholarly Attribute

The study shows there is a significant relationship between self-concept and students' scholarly attribute in senior secondary one in Rivers State, Nigeria. This could be because high self perception of oneself leads to self confidence. This assertion is in agreement with Kaplan (n.d), when he states that scholars are students who willingly take on academic risks that will benefit their personal learning. Baumeister (1999) opined that self-concept is the individual's believe about himself or herself including the persons attribute and who and what the person is. With the help of students' self-concept, they courageously take academic risk that will promote their scholar attribute.

Relationship between Self-efficacy and Students Scholarly Attribute

The study indicates that there is a significant relationship between self-efficacy and students scholarly attribute in secondary one in Rivers State, Nigeria. The study has been able to make it abundantly clear that the idea of self proficiency and self reliable have direct proportionality with the way one develops the attribute of a scholar. Self-efficacy Bandura in American Psychological Association (2016) submitted that self efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific academic achievement.

Relationship between Self-esteem and Students Scholarly Attribute

The finding revealed that there is a significant relationship between self-esteem and students' scholarly attribute in senior secondary one in Rivers State, Nigeria. Rosenberg & Owen (2001) offer the following description of low self-esteem people based on empirical research. People with low self-esteem are more troubled by failure and tend to exaggerate events as being negative.

Relationship between Emotional Intelligence and Students Scholarly Attribute

The finding should that there is a significant relationship between emotional intelligence and students scholarly attribute in secondary one in Rivers State, Nigeria. Since emotional intelligence as seen by Cooper and Sawaf (1997) means the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence, it there means that students who posses these qualities of emotional intelligence which are sensing, understanding and effective application of emotions as human energy will not be wasteful but thoughtful and at the same time promote good scholarly attribute.

CONCLUSION

Based on the findings of this study, it was concluded that psychological variables (self-concept, self-efficacy, self-esteem and emotional intelligence) are strong determinants of scholarly attitudes among senior secondary one student in Rivers State, Nigeria.

RECOMMENDATIONS

Based on the findings, it was concluded that

1. School counsellors / psychologists should boost students' self-concept by helping them have strong perception that they are achievers.
2. Teachers should be strict in the monitoring of students' home and school work in order to instill in them self-efficacious tendency to complete a task.
3. School guidance counselors should make students understand their worth in the area of specialization in order to develop strong interest and determination to develop scholarly attributes and attitudes.
4. Students should be given definite orientation on how to manage self and other students in order to enhance team-based learning for increased scholarly attitude, commitment, and self worth.

REFERENCES

- American Psychological Association (2016). Teaching tip sheet: self-efficacy. Retrieved 8th March 2016, from www.apa.org/pilajds/resources/education/self-efficacy.aspx.
- Baumeister, R.F. (Ed.) (1999). *The self in social psychology*. Philadelphia, P.A. Psychology Press (Taylor & Francis).
- Chadha, E.M. (2009). *Goal setting and task performance in workplace*. New York: Harcourt Base.
- Cherry, K. (2015). *What is self-concept?* Retrieved from psychology.about.com/od/sindex/f/self-concept.htm.
- Cherry, K. (2015). *What is self-concept?* Retrieved from psychology.about.com/od/sindex/f/self-concept.htm.
- Colman, A.M. (2003). *Oxford dictionary of psychology*. New York: Oxford University Press.
- Cooper, R.K. & Sawaf, A. (1997). *Executive emotional intelligence in leadership and organization*. New York: Gross Set/Retaum.
- Girard, K. (2016). *Scholarly attributes*. Owen Primary Bakersfield City School District. Retrieved from <http://bcsd.com/owensprimary/scholarly-attributes/>
- Goleman, D. (1995). *Emotional intelligence*. Bantam book, New York, U.S.A.
- Kaplan, S. (n.d). *Scholarly attributes*. Retrieved from <http://www.tustin.k12.ca.us/cms/lib02/CA01001904/Centricity/Domain/54/Scholarly%20definitions%20%20Icons%20-%20TUSD.pdf>
- Mcleod, S. (2008). *Self concept*. Retrieved from www.simplypsychology.org/self-concept.html
- Reed School (2016). *Scholarly attributes*. Retrieved from <http://sgleason.reedschools.org/scholarly-attributes.html>
- Rosenberg, M., & Owens, T.J. (2001). Low self-esteem people: A collective portrait. In T.J. Owens. S. Stryker, & N. Goodmanm (Eds.), *Extending self-esteem theory and research* (pp. 400-436). New York: Cambridge University Press.

Uguma, U.V., & Akpama, S.I. (2005). The influence of self-concept and anxiety on performance of senior secondary school students in Ogoja Local Government Area, Nigeria. *International Journal of Research in Education*. 2 (182) 67-77