

A PATH ANALYTIC STUDY OF SOME
PSYCHO—ACADEMIC AND SCHOOL VARIABLES
AS DETERMINANTS OF ACADEMIC PERFORMANC
OF STUDENTS IN AKWA IBOM STATE, NIGERIA.

BY

JOSEPH, EME UDEME

REG. NO.: EDT/Ph.D/02/003

DEPARTMENT OF EDUCATIONAL
FOUNDATIONS,
GUIDANCE AND COUNSELLING
UNIVERSITY OF CALABAR
CALABAR — NIGERIA

SEPTEMBER, 2007

ABSTRACT

This research work was designed to investigate the causal relationship of some psycho academic and school variables as determinants of JS 3 students' performance in English and Mathematics in Akwa Ibom State, Nigeria. This work was particularly to examine the extent to which the psycho academic variables of (study habit, test anxiety, attitude to schooling and attitude towards English and Mathematics and test wiseness) relatively and collectively contribute to students' performance in English/Mathematics. Through the construction of a nine variable path model for the two subjects, significant pathways were to be identified that could be used to explain students' performances in English and Mathematics. The most meaningful causal models as well as direct and indirect effects of the psycho academic and school variables on students' performances in English and Mathematics were to be established. To provide a foundation for the study, theories on attitude, study habit, test anxiety and test wiseness were reviewed and five hypotheses were formulated to guide the study. This ex post facto research employed stratified random sampling technique in selecting a total of 853 (407 males and 446 females) students from 20 secondary schools in Akwa Ibom State. The study made use of three researcher developed and standardized instruments namely – a 50-item English studies achievement test, 40-

item Mathematics achievement test and a student psycho academic information questionnaire. Data generated from these instruments were analyzed using multiple regression, the path analysis and the 3 – way factorial analysis of variable. Result of the findings showed models with seventeen and fourteen significant path ways for English and Mathematics could be used to explain the effect of some psycho academic and school variables on students' performance in English and Mathematics. Furthermore, school proprietorship, attitude to schooling and subject and study habit can predict students' performances in both English and Mathematics as they were also found to have a direct and significant causal effect on students' academic performance. Another important finding was that the total direct effect of these variables on performance in English and Mathematics was 63% and 66% respectively. It was recommended that the government, teachers, parents and all stakes holders in the educational sector should put in place the necessary mechanism to improve the teaching/learning conditions in public schools to enable students in these schools compete favourable with their counterparts in private schools. More so, parents and teachers would need to consciously work on their students' attitude to schooling and the different school subjects as this will directly impact their academic performance.

TABLE OF CONTENTS

	Page
FLY LEAF	
TITLE PAGE	i
CERTIFICATION	ii
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiii
LIST OF FIGURES	xv
LIST OF ABBREVIATED WORDS	xvi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the study	1
1.2 Theoretical framework	7
1.2.1 The concept, model and theories of attitude	8
1.2.2 The concept and theories of anxiety	16
1.2.3 The concept and theories of academic achievement	18
1.2.4 The model and theories of study habit	19
1.2.5 The concept and components of test wiseness	24
1.2.6 Path analysis model	33
1.3 Statement of the problem	40
1.4 Purpose of study	42

1.5	Research questions	43
1.6	Statement of hypotheses	44
1.7	Significance of the study	45
1.8	Assumptions of study	47
1.9	Scope of the study	48
1.10	Limitations of the study	48
1.11	Definitions of terms	49

CHAPTER TWO: REVIEW OF LITERATURE

2.1	Attitude and academic performance	50
2.2	Test anxiety and academic performance	57
2.3	Test wiseness and academic performance	61
2.4	Study habits and academic performance	67
2.5	School type and academic achievement	69
2.6	School location and academic achievement	83
2.7	School proprietorship and academic performance	89
2.8	Path analytic studies of students' academic performance	92
2.9	Summary of literature review	97

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Research design	100
3.2	Research area	100
3.3	Population of the study	101
3.4	Sampling technique and sample	102
3.5	Instrumentation	103
	3.5.1 Construction/development of the instrument(s)	103
	3.5.2 Validation of the instruments	107
	3.5.3 Reliability of the instruments	107
3.6	Data collection procedure	108
3.7	Data preparation/scoring	109
3.8	Operational definition of terms	112

3.9	Procedure for data analysis	114
3.10	Construction of path diagram	116
CHAPTER FOUR: RESULTS AND DISCUSSION		121
4.1	General description of data	121
4.2	Presentation of results as per hypothesis/research question	123
4.2.1	Hypothesis 1	123
4.2.2	Hypothesis 2	134
4.2.3	Hypothesis 3	139
4.2.4	Research question 4	150
4.2.5	Hypothesis 4	154
4.2.6	Hypothesis 5	160
4.3	Discussion of findings	172
4.3.1	Individual and collective contributions of the psycho-academic variables to the prediction of students' performance in English studies and Mathematics	172
4.3.2	Causal effects of the psycho academic and school variables on students' performance in English studies and Mathematics	176
4.3.3	Individual and interactive influence of school variables on students' performance in English studies and Mathematics	179
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		181
5.1	Summary of the study	181
5.2	Conclusions	185
5.3	Recommendations	186
5.4	Suggestions for further research	187
REFERENCES		189

LIST OF TABLES

Table	Page
1. Summary of SSCE results in Mathematic and English for the period of 2001 – 2004	5
2. Table of specification for the English studies achievement test.	104
3. Table of specification for the mathematic achievement test	106
4. Reliability result on the pilot study	110
5. Distribution of respondents according to demographic variables	122
6. Means and standard deviations of the school, psycho-academic variables, English studies and Mathematics performances	124
7. Matrix of the inter-correlation of school and psycho-academic variables and English studies achievement test.	126
8. Multiple regression analysis of the individual and collective effects of the psycho-academic variables to the prediction of students' performance in English studies.	127
9. Matrix of inter-correlations of school and psycho-academic variables performance in mathematics.	131
10. Multiple regression analysis of the individual and collective effects of the psycho-academic variables to the prediction of students' performance in mathematics.	132
11. Significant paths through which the independent variables determined performance in English studies.	136
12. Significant paths through which the independent variables determined performance in Mathematics.	138

13.	The original and reproduced correlation of school and psycho-academic variables on students' performance in English studies.	142
14.	The discrepancies between the original and reproduced correlation of school and psycho-academic variables on students' performance in English studies.	143
15.	The original and reproduced correlation of school and psycho-academic variables on students' performance in mathematics.	147
16.	The discrepancies between the original and reproduced correlation of school and psycho-academic variables on students' performance in Mathematics.	148
17.	Proportions of the total effects of the predictor variables that is direct and indirect on English studies performance	151
18.	Proportions of the total effects of the predictor variables that direct and indirect on Mathematics performance	153
19.	Paths, their coefficients and effects on English studies performance	155
20.	Variables with direct effects on English studies performance	157
21.	Paths, their coefficients and effects on Mathematics performance	158
22.	Variables with direct effects on Mathematics performance	159
23.	Group means and standard deviation of students' scores in English studies achievement test	161
24.	Results of factorial ANOVA of influence of school location, type and proprietorship on students' performance in English studies	162
25.	Display of significant location by type interaction cell means on students' performance in English studies.	165

26.	Display of significant proprietorship by type interaction cell means on students' performance in English studies.	167
27.	Group means and standard deviation of students' scores in mathematics achievement test	170
30.	Results of factorial ANOVA of influence of school location, school type, school proprietorship on students' performance in Mathematics	171

LIST OF FIGURES

FIGURE		Page
1.	A hypothetical path diagram	36
2.	Hypothesized recursive path model for English studies and mathematics	118
3.	A parsimonious causal model of eight variables on students' performance in English studies	140
4.	A parsimonious causal model of eight variables on students' performance in mathematics	145
5.	A plot of English studies performance means against school type by school location interaction	166
6.	A plot of English studies performance means against school type by school proprietorship interaction	168

LIST OF ABBREVIATED WORDS

SL	- School location
ST	- School type
SP	- School proprietorship
SH	- Study habit
TA	- Test anxiety
AS	- Attitude to schooling
AE	- Attitude towards English studies
AM	- Attitude towards Mathematics
TW	- Test wiseness
ENG	- English Studies achievement test
MATHS	- Mathematics achievement test