



**UNIVERSITI PUTRA MALAYSIA**

***INFLUENCE OF PSYCHOSOCIAL FACTORS ON STUDENT ACADEMIC  
PERFORMANCE IN A COLLEGE IN YOBE STATE, NIGERIA***

**GARBA ALI KOLO**

**FEM 2017 5**



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By

**GARBA ALI KOLO**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfillment for the Requirements for the Degree of Master of Science**

**April 2017**

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## DEDICATION

This work is dedicated to the memory of my late father,

*Alhaji Garba Gorama*

May Allah (S.W.T) in His infinite mercy grant him al-Jannatul-Firdausi



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Master of Science

## **INFLUENCE OF PSYCHOSOCIAL FACTORS ON STUDENT ACADEMIC PERFORMANCE IN A COLLEGE IN YOBE STATE, NIGERIA**

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**April 2017**

**Chairman : Wan Munira Binti Wan Jafar, PhD**  
**Faculty : Human Ecology**

Poor student academic performance in institution of learning in Nigeria has become a serious challenge to both the parents and government because in Nigeria, academic performance is considered as a criterion for one's personal progress and societal development in general and is affected by many psychosocial factors either positively or negatively in educational institutions. The main objective of this study was to examine the influence of psychosocial factors (perception of student towards lecturer attitude, academic self-efficacy and student-lecturer interaction) on students' academic performance in Federal College of Education (Technical) Potiskum, Yobe State, Nigeria. A quantitative research approach was used. A total samples of 339 final year students (245 Males and 94 Females) between the ages of 19 to 34 years old were collected. The data collection exercise was done by the means of self-administered questionnaire and then analyzed with SPSS Software version 22. Descriptive statistics, Pearson's correlational as well as multiple regression by stepwise method were employed in this study. The findings indicated that, there were positive and significant relationship between perception of students' towards lecturers attitudes and academic performance ( $r=.464$ ,  $p< 0.01$ ). Also, positive and significant relationship between academic self-efficacy and academic performance ( $r=.342$ ,  $p< 0.01$ ). Furthermore, the results showed that, there was positive and significant relationship between students-lecturers interaction and academic performance ( $r=.407$ ,  $p< 0.01$ ). The findings revealed that, the independent variables; i.e. psychosocial factors (attitude and interaction), explained 65.6% of variation for dependent variable (academic performance) and based on the standardized regression weight the independent variable of perception of students towards lecturers attitude, with highest standardized regression weight ( $\beta= 0.786$ ) among other independent variables emerged as the strongest predictor of academic performance among the respondents. The results of present study can contributes to the body of knowledge and has remarkable implications for academicians and policy makers on how to enhance students' academic performance in Colleges of education in Nigeria. Therefore, it is recommended that, Nigerian Federal Ministry of Education should be organizing a

workshops and seminars to College managements and academic staff on importance of demonstrating positive attitudes to their students which is considered as vital on effective teaching and learning in academic environment as evident in present study with the view to improve students' academic performance positively. The findings also recommended that, future research on other psychosocial factors like stress, culture, socio-economic status, motivation and religion should be given priority.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Master Sains

**PENGARUH FAKTOR PSIKOSOSIAL TERHADAP KEMAJUAN  
PELAJAR DI KOLEJ NEGERI YOBE, NIGERIA**

Oleh

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Prestasi akademik pelajar yang lemah di dalam institusi pendidikan di Nigeria telah menjadi cabaran yang serius kepada ibu bapa dan kerajaan kerana di Nigeria prestasi akademik merupakan kriteria tunggal untuk menentukan kemajuan seseorang dan pembangunan masyarakat secara umum dan ianya di pengaruhi oleh banyak faktor psiko-sosial sama ada positif atau negatif di dalam institusi pendidikan. Objektif utama di dalam kajian ini adalah untuk mengetahui pengaruh faktor psiko-sosial (persepsi pelajar terhadap tingkah laku pensyarah, efikasi sendiri akademik, dan interaksi di antara pelajar dengan pensyarah) terhadap prestasi akademik pelajar di Kolej Persekutuan Pendidikan (Teknikal) Potiskum, Yobe State, Nigeria. Penyelidikan secara kuantitatif telah digunakan di dalam kajian ini. Pengumpulan data ke atas 339 orang pelajar tahun akhir (245 lelaki dan 94 perempuan) yang berumur di antara 19 hingga 34 tahun telah dilakukan. Pengumpulan data telah di jalankan menggunakan borang soal selidik dan kemudiannya dianalisis dengan menggunakan perisian SPSS versi 22. Analisis melalui statistik deskriptif, korelasi pearson dan regresi juga telah digunakan di dalam kajian ini. Dapatan kajian menunjukkan terdapat hubungan yang positif dan signifikan di antara persepsi pelajar terhadap tingkah laku pensyarah dengan prestasi akademik ( $r = 0,464$ ,  $p < 0.01$ ). Terdapat juga hubungan yang positif dan signifikan di antara, efikasi sendiri akademik dan pencapaian akademik ( $r = 0,342$ ,  $p < 0.01$ ). Tambahan lagi, dapatan kajian juga menunjukkan terdapat hubungan yang positif dan signifikan di antara interaksi pelajar dengan pensyarah dan prestasi akademik ( $r = 0,407$ ,  $p < 0.01$ ). Dapatan kajian ini sekaligus membuktikan pembolehubah bebas iaitu faktor psikososial (tingkah laku dan interaksi) menunjukkan sebanyak 65.6% daripada variasi untuk pembolehubah bersandar (prestasi akademik) dan berdasarkan standard wajaran regresi pembolehubah bebas iaitu persepsi pelajar terhadap tingkah laku pensyarah, menunjukkan wajaran regresi tertinggi ( $\beta = 0.786$ ) dalam kalangan pembolehubah bebas yang lain dan muncul sebagai penentu utama terhadap prestasi akademik dalam kalangan responden. Hasil daripada dapatan kajian ini berupaya untuk menyumbang kepada ilmu pengetahuan

yang baru dan memberikan implikasi yang berguna kepada ahli akademik dan pembuat dasar untuk meningkatkan lagi prestasi akademik pelajar di Kolej Pendidikan di Nigeria. Oleh hal yang demikian, Kementerian Persekutuan Pendidikan Nigeria perlu menganjurkan bengkel dan seminar kepada pihak pengurusan kolej dan kakitangan akademik mengenai kepentingan mempamerkan tingkah laku positif kepada pelajar yang dianggap sebagai nilai penting dalam pengajaran dan pembelajaran yang berkesan di dalam persekitaran akademik selaras dengan dapatan kajian ini yang bertujuan untuk meningkatkan prestasi akademik pelajar secara positif. Dapatan kajian juga mencadangkan bahawa penyelidikan akan datang perlu di berikan keutamaan terhadap faktor-faktor psikososial yang lain seperti tekanan, budaya, status sosio-ekonomi, motivasi dan agama.





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I certify that a Thesis Examination Committee has met on 26 April 2017 to conduct the final examination of Garba Ali Kolo on his thesis entitled "Influence of Psychosocial Factors on Student Academic Performance in a College in Yobe State, Nigeria" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

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## LIST OF ABBREVIATIONS

CGPA	Cumulative Grade Point Average
FCET	Federal College of Education Technical
GPA	Grade Point Average
N	Number of Population
NCE	Nigeria Certificate in Education
NEC 111	Nigeria Certificate in Education Final Year Students
r	Correlation Coefficient
SPSS	Statistical Package for Social Science Software
S	Samples
UPM	Universiti Putra Malaysia
WAEC	West African Examination Council

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Psychosocial factors like perception of student towards lecturer attitude, academic self-efficacy and social interaction of students with lecturers play a great role in student's academic performance and are essential for the delivery of high quality teaching and learning process. They remain the key determinant of student academic performance (Ajzen, 2000; Bandura, 1986 & Brophy, 2001) and this cannot be overemphasized without acknowledging the meaning of social psychology. Social psychology can be defined as a scientific field that seeks to comprehend the nature and causes of individual behavior and thought in social environment in which we live (Robert et al., 2008, p5-6). Meaning social psychology try to explain and understand how the thought, feelings and behavior of peoples are influenced by the presence of other individuals. Furthermore, it concerned with the systematic study of the nature and causes of human social behavior (Delamater and Myers, 2011. p.3), that is social psychology address not only the nature of social behavior but also the causes of such behavior in human society.

Some of a psychosocial factors such as attitude, academic self-efficacy and social interaction of student with lecturers became determinants variables of student academic performance (Swan, 2002; Tenaw, 2013 & Bandura, 1986). There is also general belief that human behavior and actions are influenced by attitudes whereby attitudes are seen as the cause and behavior as the effect (Chepchieng, 2004). This could be attributed to the fact that lecturers contact with a students in or out of the classroom is very crucial in student's motivation and involvement in all facets of life. whereas negative psychosocial factors distort teaching and learning techniques, positive psychosocial factors facilitate academic performance positively and outright expression of both lecturer and student intelligence because Universities or Colleges have no any value without students or lecturers as they are the greatest paramount quality for any educational institution in which development of any society is directly connected with student academic performance (Mushtaq et al., 2012).

According to Pajares (1996) students and lecturers beliefs have an important effect on their perception and power of judgment, which in turn, influence their behavior in the teaching and learning process, and at the same time, understanding the beliefs structures of Colleges of education student is very crucial in enhancing their preparation as potential teachers. Thus, lecturers have an important role to play in making their students better learners and motivated them towards good behavior for positive academic performance (Taura, 2014). Student academic performance plays a crucial role in bringing quality graduates who will move a country to the right path in the near future (Ali et al., 2009). Poor student academic performance is not only frustrating the students and parents, its effects are equally grave on the society in terms

of dearth of manpower in all spheres of the economy and politics (Aremu & Sokan 2003).

The concept of psychosocial was first used by Erikson (1959) in his theory of personality and psychosocial stage of development where he discussed distinctive eight stages of social development and argued that crises involve in individual when his or her psychological needs that is (psycho) conflicting with the needs of society that is social. Erikson, further argued that psychosocial factors are relates to an individual psychological development and interaction with a social environment that the individual needs not be fully aware of this relationship with the environment. So, when psychological factors and sociological factors are combined together they become “psychosocial”. Stansfeld & Rasul (2007) stated that psychosocial is a shorthand effect of social processes which are sometimes mediated through psychological understanding. Student academic performance has drawn the attention of many researchers in the pass and still in the presence because it is the most challenging aspect in academic environment and academic performance is affected either by social, psychological, economic, environmental and personal factors in which the factors have a powerful effects on student academic performance, but they vary from one society to another and individual to another individual (Mushtaq et al, 2012).

Several psychosocial factors have been reported as contributing to students’ academic performance. Some of these factors, which might likely play a crucial role in influencing students’ academic performance in one of Nigerian Colleges of education are student’s perception towards lecturer’s attitudes, students’ academic self-efficacy and students-lecturers interaction (Ajzen, 2000; Bandura, 1986 & Brophy, 2001).

Perception of students towards lecturers attitudes plays a great role in influencing students’ academic performance as either positive or negative, this is because attitude as a psychological concept refers to expression of likeable or dis-likable lecturers attitudes by students as good or bad, if it is good students will hold it and consequently it will influence his/her behavior as regard to that particular object as positive or negative (Fishbein & Ajzen, 1975). Lecturer’s positive attitudes influence academic performance positively (Maina, 2013). Attitude influence behavior through influencing intention, because intention is the better predictor of behavior (Fishbein, 1975).

Students’ academic self-efficacy is another psychological factor that can influence students’ academic performance as low or high (Bandura, 1986). “Self-efficacy is a belief in one’s capabilities to organize and execute the causes of action required to manage prospective situation’ (Bandura, 1986). But in this study Self-efficacy has been refined as “academic self-efficacy” which refers to individual convictions that they can successfully performed and achieved any academic responsibilities assigned to them at any designated levels (Schunk, 1991). Meaning it refers to student’s levels of competence and believed to do their classwork effectively (Midgley, et al., 2000).

Student-lecturer interaction is a sociological concept that can also influence student academic performance as good or bad. It may be viewed as ability by the lecturer and the student to cultivate a positive relationship or be more formally labeled as “nurturing pedagogy” during the process of teaching, learning and interaction in or outside the classroom. It also refers to a mix of high expectations and caring support from both lecturer and the students (Christopher, 2012). Meaning, is a process of receiving knowledge and information by students from his/her lecturers in a friendlier manner. In the light of previous studies psychosocial factors (counselling, physical education classes, stress management, parental involvement, family resources, family rules, motivation, social control and self-regulation) were revealed as predictors of academic performance (Gulzar et al., 2010; Higgins, 2011; Kuo, 2011). Hence, psychosocial factors vary from one society to another and from one scholar to another scholar, but it depends on the nature of the problems one wants to investigate.

In this study, psychosocial factors were a combination of some factors from psychology and sociology that have a significant influence on the behavior of the students during the process of teaching, learning and interaction with lecturers. Furthermore, Psychosocial factors such as attitude, academic self-efficacy and social interaction are refers to unique qualities or traits of student which comprised of feelings, conceptions, assumption, attitude and explicit behavior exhibited during the interaction with the lecturers and other members of society in general. In contemporary educational development, psychosocial factors such as motivation, social interaction skills and environmental support have a great influence on academic performance (Clouder et al., 2008).

Furthermore, it is necessary for students to perform well in school because it is the starting point of their status in life, as such any student who fail to pass his/her homework, test, and exams very well it will affect his/her capability to progress to the next level and obstruct or delay their graduation (Higgins, 2011). According to Hoyle (1986) schools are established with the aim of impacting skills and knowledge to those who go through them and behind, and the goal is to produce qualitative graduates that will lead a nation positively and be independent of themselves.

Higher education is nowadays viewed as business- like enterprise, where the student as a consumer seeks a business-like interaction with the producer (lecturer) that delivers knowledge and skills he or she wants (Newton, 2002). In effect, to be able to fulfill their educational research and information functions in the 21<sup>st</sup> century, tertiary institutions need to recognize the importance of this emerging issue (World Bank, 2002). The world is becoming more and more competitive where quality student academic performance became the key criteria for personal progress and societal development in which it make the students, parents lecturers and the educational system in general to be in pressure in order to fulfill the demand of the society (Nuthanap, 2007). The best predictors of human behavior are the outcome expectation whether a person anticipate good or bad outcomes. The expectancy of good academic performance by a student is a cheerful events in his/her life because the optimistic efforts by the students to attain school goals and expect favorable results from their



efforts depends on their positive attitude, self-efficacy and interactions with their lecturers (Sheier & Carver, 1985).

Yobe States was choose to be the State of study because out of thirty seven States (36) of Nigeria the State was left behind in terms of educational development that was why the State fall number thirty two (32) in UNESCO, Paris Literacy States Status, Ranking as indicated in table 1.1.

**Table 1.1 : Shows the Literacy Rate of Yobe State, Nigeria.**

YOBE	POPULATION			LITERACY RATE			
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	PERCENT AGE
1	1,205,034	1,116,305	2,321,339	380,274	237,400	617,674	<b>26.6</b>

Source: UNESCO, (2012)

Student academic performance is one of the core factors taking in to consideration by both school management and private companies in recruiting workers especially the new graduates. Thus students have to do their best in order to obtain a good results to fulfill the companies demand (Ali et al., 2009). Student academic performance is measured by Cumulative Grade Point Average (CGPA) which indicates the overall student academic performance where it consider as the average of all examinations grade for all semesters during the tenure in college or university (Ali et al., 2009). A god GPA or CGPA is supporting students to advance their studies but poor GPA affect student’s career and society unfavorably (Bhattachaya & Bhattacharya, 2015). So, the integration of psychosocial factors changes the meaning of school responsibility from a focus on accomplishment testing to the helping of students to become independent in their life (Kuo, 2011). Hence, the present study intends to address.

## 1.2 Statement of Problem

Poor students’ academic performance in both public and private institution is gaining the attention of many researchers around the world in the field of education (Muzenda, 2013). In Nigeria, academic performance is considered as a criterion for one’s personal progress and societal development in general and is normally measured by student examination results (Cambridge University Report, 2003). Similarly, academic performance is defined as “student academic performance in school” (Chen, 2007). The issue of poor student academic performance has posed a serious challenge to Colleges of education and the society at large.

Colleges of education are tertiary teachers producing institutions that offered a program of three to four years to students to teach in the basic levels of education in Nigeria (NCCE, 2013). Most of the students who enrolled in to the program were there



because of lacked of University requirement. For students to be admitted in to any University in Nigeria they must have at least five credits and above. Colleges of education can give admission to students with less than five credits, but for those with two or three credit they have to start from Pre-NCE, meaning students' have to spend four instead of three years in the system and the first year is for students to remedy their deficiency and if they pass will proceed to the main program (NCCE, 2013).

There is an increasing evidence of poor student academic performance in some Colleges of Education in Nigeria who are the potential teachers of primary and secondary schools (Baikie, 2002). As can be seen in table 1.2 which shows the pattern of students' academic performance of Federal College of Education (Technical) Potiskum, Yobe State, Nigeria. This clearly revealing how academic performance is declining from one session to another session where only nine students graduated with first class in 2013, seven in 2014 and only four in 2015 (FCET, 2016).

**Table 1.2 : Indicated the Trend of Academic Performance of Potiskum College of Education, Nigeria.**

S/N	ACADEMIC SESSION	TOTAL NUMBER OF STUDENTS GRADUATED	FAIL	PASS	MERIT	CREDIT	DISTINCTION
1	2012/2013	652	0	269	305	69	9
2	2013/2014	689	0	331	299	52	7
3	2014/2015	762	0	441	269	48	4

Source: (FCET, 2016).

According to West African Examination Council (WAEC), a body responsible for conducting Senior Secondary Schools Certificate Examination (SSCE) in Nigeria, reported a significant failure of Secondary School Exams in 2013/2014 Session where only 37.97% recorded five Credits and above (Guardian, 2014). In 2014/2015 Session only 47.88% students pass five Credits and above i.e. Universities entry requirement (Premium Times, 2015). Also, the Board (WAEC) reported a minor improvement in 2015/2016 Session where majority of the candidates who sat for the exams 52.97% passed five Credits and above i.e. minimum entry requirement for Universities (Premium Times, 2016). Going by the records little improvement has been made and this has a serious implication for students who wants to further their education at tertiary levels. This is because in Nigeria, today, most of students studying in Colleges of education are there because they could not get admission in to Universities (Isyaky, 2008). The issue is very worrisome because it gives the impression that teacher education had been consistently rated as third or fourth option (Baikie, 2002). It is therefore not surprising for Baikie (2002) to state that, there is some doubt on the quality of teachers being produce by Colleges of education in Nigeria because most of them are incapable to teach well at the basic levels of education considering their background. This is also in line with Ogunsaju (2004) who stated that academic

standard in all Nigerian educational institutions has fallen considerably below societal expectations.

The gap of this research, the present study was proposed to examine how psychosocial factors (perception of students towards lecturers attitudes, academic self-efficacy and students-lecturers interaction) influence academic performance of College students. To date, these variables have not been considered together in one singly research to investigate how the factors influence academic performance. This was the gap that present study sought to fill. Others studies have looked at one or two of these variables (Li, 2012; Maina, 2013; Tenaw, 2013; Fan, 2012; Fraser et al., 2010; Swan, 2002 & Wubbels et al., 1993) but to the best knowledge of the researcher none of the previous studies have jointly investigate attitude, academic self-efficacy and interaction in one research as a psychosocial factors that influence student academic performance in tertiary institution of learning in Nigeria, this make it to be no consistent agreement among studies on the psychosocial factors that influence student academic performance as positive or negative (Adeyemo & Kuye, 2006). Hence, further study need to be done in order to investigate more on the psychosocial factors that influence academic performance in institutions of learning.

The results of this study can have very useful implication to both policy makers, field of social psychology and the College in particular. If one or all of the psychosocial factors (attitude, academic self-efficacy and interaction) turns up to predicts students' academic performance can served as a theoretical contribution. It provides a much needed explanation for the situation on how academic performance will be improve in the College and also guide to policy makers in areas of positive students' academic performance.

The question however turns around whether the potential teachers have enough interest and motivation in their educational pursuit remained unknown. Do they have positive perception towards attitudes and interaction with their lecturers? Do they possess high or low academic self-efficacy? That is why present study tried to examine the problem from psychosocial point of view and see how relevant of these factors (attitude, academic self-efficacy and interaction) related to student academic performance in one of the Nigerian College of education in order to bridge the gap in the existing literature particularly in the Potiskum College of education and Nigeria at large.

### **1.3 Research Questions**

The study was guided with the following research questions;

1. What are the levels of students' academic performance in Federal College of Education Technical Potiskum, Yobe State, Nigeria?
2. Is there any relationship between perception of student's towards lecturer's attitudes and academic performance in the College?

3. Is there any relationship between student academic self-efficacy and their academic performance in the College?
4. Is there any relationship between student interaction with lecturers and academic performance in the College?
5. Which psychosocial factors (attitude, academic self-efficacy & interaction) influence student academic performance most in the College?

#### **1.4 General Objective of the Study**

To examine the influence of psychosocial factors (attitude, academic self-efficacy & social interaction) on students' academic performance among final year students of Federal College of Education (Technical) Potiskum, Yobe State, Nigeria.

#### **1.5 The Specific Objectives of the Study**

1. To identify the levels of student academic performance in Federal College of Education (Technical) Potiskum, Yobe State, Nigeria.
2. To determine the relationship between perception of students towards lecturers attitudes and academic performance in the College.
3. To determine the relationship between student academic self-efficacy and their academic performance in the College.
4. To determine the relationship between students interaction with lecturers and academic performance in the College.
5. To examine the most influential psychosocial factors (attitude, self-efficacy & interaction) on students' academic performance in the College.

#### **1.6 Statistical Hypothesis of the Study**

**H<sub>A1</sub>:** There is a positive and significant relationship between perception of students towards lecturers' attitudes and academic performance in the College.

**H<sub>A2</sub>:** There is a positive and significant relationship between student academic self-efficacy and academic performance in the College.

**H<sub>A3</sub>:** There is a positive and significant relationship between student interactions with lecturers and academic performance in the College.

**H<sub>A4</sub>:** Psychosocial factors (students' attitude towards lecturers', students' academic self-efficacy and students'-lecturers' interaction) are factors to contribute to academic performance.

#### **1.7 Significance of the Study**

The present study aims to examine the influence of psychosocial variables (attitude, academic self-efficacy and interaction) on student academic performance among final year students of Potiskum College of Education, Nigeria. The need of the study aroused from the fact that, influence of psychosocial factors on student academic performance became a dominant form of social interaction in the educational system and is going to be a top in the right direction, because in Nigeria academic performance

is consider as a key variable to judge one's total potentialities and capabilities that at the end defined his/her status in society.

Furthermore, there is little study that tries to explain the influence of psychosocial factors on academic performance particularly in Nigerian context. Hence, the theoretical contribution of this study will prove to be important for its attempt to explain the most predictor variables of academic performance among Potiskum College of education students. Moreover, the results of present study will further the understanding of academicians, students, and general public on how the strength of relationship between psychosocial factors and academic performance were correlated.

Finally, the findings of this study would be as a guide on psychosocial factors that influence student academic performance and also a useful material to the institution of Federal College of Education Technical Potiskum, Yobe State Nigeria in areas of positive student academic performance and also would help the lecturers to be well prepared for the assumption of duty as professionals.

### **1.8 Scope of the Study**

This study was on the influence of psychosocial factors on student academic performance in Federal College of Education (Technical) Potiskum, Yobe state, Nigeria. The study was limited to Potiskum College of education and Yobe state only without taking other schools and States into consideration because of lacked of funds and problem with time that the researcher came across. The study was conducted in abroad (Nigeria). Potiskum College was chosen to be the area of study because it is the oldest College in the State and most of the primary and secondary school teachers of that region (Yobe, Borno, Adamawa, Gombe, Bauchi and Taraba States) were the products of that College, that was why the researcher choice to investigated why students' academic performance in Colleges of education in Nigeria is going down.

The study adopted quantitative approach with correlational research design because quantitative approach is an approach where the study variables can be best measures in numbers and use statistical tools in the analysis of the data. The intent of this approach to this study was to form, confirm, or validate the influence of psychosocial factors on student academic performance that can develop generalizations that can contribute to theory (Leedy & Ormrod, 2001, p.102). The study also used correlational research design because the research was intending to assess the influence of psychosocial factors on student academic performance. Correlation research design uses to describe an existing relationship between variables and see if they have any strength relationship on the other (Fraenkel and Wallen, 1988).

### **1.9 Conceptual and Operational Definitions of Terms and Concepts**

This study defined the following terms in their conceptual meanings as well as gave their definitions in the form they have been applied in the study that is, their

operational definition. These concepts were explained in order to oriented the readers and provide a foundation for the study. They concepts are as follows;

### 1.9.1 Psychosocial Factors

**Conceptual Definition:** Psychosocial factors refers to those factors relates to an individual psychological development and interaction with a social environment in which an individual needs not be fully aware of this relationship with the environment (Erikson 1959). Psychosocial is a shorthand effect of social processes which are sometimes mediated through psychological understanding (Stansfeld & Rasul, 2007).

**Operational Definition:** In this study, psychosocial factors refers to a combination of factors from psychology and sociology like attitude, academic self-efficacy and social interaction that have a significant effect or influence on the behavior of students during the process of teaching, learning and interaction with their lecturers.

### 1.9.2 Attitude

**Conceptual Definition:** According to Ajzen, (2000) attitude “represent a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikable”. Attitude can also be refers to inner feelings or beliefs of an individual towards a particular phenomenon as good or bad (Mehdipour & Balaramulu, 2013).

**Operational Definition:** Perception of students towards lecturer attitudes was measured based on student’s attitudes towards teacher behavior questionnaire (Mehdipour & Balaramulu, 2013). This scale contained 30-items and uses as 5-point Likert-type scale for each item ranging from 1: Strongly disagree to 5: Strongly agree. Lower scores correspond to negative perception of students towards lecturer attitude and higher scores indicate positive perception of students towards their lecturers’ attitudes.

### 1.9.3 Self-Efficacy

**Conceptual Definition:** According to Bandura (1986) “Self-efficacy is a belief in one’s capabilities to organize and execute the causes of action required to manage prospective situation’. Self-efficacy has been refined in this study as “academic self-efficacy. Academic self-efficacy refers to individual convictions that they can successfully deliver any academic tasks at designated levels (Schunk, 1991).

**Operational Definition:** Level of student academic self-efficacy was measured by the self-efficacy in youth questionnaire (Murriss, 2001). The scale is 8-statements self-report instruments using a 5-point Likert-type scale ranging from Not at all (1) to Absolutely sure (5). The students indicates how confident they have in their



capabilities to overcome their academic difficulties and pass with good grade. Higher scores indicate higher level of academic self-efficacy and lower scores correspond to lower academic self-efficacy.

#### 1.9.4 Interaction

**Conceptual Definition:** according to Pianta (1999) student-teacher interaction is an “Emotions-based experiences that emerge out of teacher on-going interactions with the students”. Student interaction refers to the process of interaction between student and lecturer that support knowledge construction, motivation and establishment of social relationship that produced an exchange of knowledge between lecturer and student in an academic environment (Brophy, 2001).

**Operational Definition:** Student-lecturer interaction was measured based on the instruments of Wubbels, (1991) questionnaire for teacher-student interaction. The instrument is a five-point Likert-type designed to measured student-teacher interaction and the statements were rated as Never (1) to Always (5). Respondents indicate higher scores means their lecturers are friendly, patient, listening and interactive to them and lower score correspond to dissatisfaction of students’ level of interaction with their lecturers.

#### 1.9.5 Student Academic Performance

**Conceptual Definition:** Student academic performance is frequently defined as evaluation of students’ academic performance in terms of examination (Cambridge University Report, 2003). It is also defined “as student academic performance in school” (Chen, 2007). Many countries around the world used Grade Point Average (GPA) to measure student academic performance (Galihier, 2006 and Darling, 2005).

**Operational Definition:** Student academic performance was measured based on actual or current cumulative grade point average (CGPA) of NCE, III students of Federal College of Education (Technical) Potiskum, Yobe State, Nigeria. The College grading system are as follow; CGPA 2.00-2.49 is Pass, 2.50-3.49 is Merit, 3.50-4.49 is Credit and lastly, 4.50-5.00 is Distinction.

#### 1.9.6 Organization of the Study

This research was organized into five chapters. Chapter one consists of background of the study, statement of problem, research questions, general objective of the study, specific objectives of the study, research hypothesis, significance of the study, scope of the study, conceptual and operational definition of terms and concepts of the study. Chapter two, literature review explained various literatures relevant to the study. Chapter three is the methodology of the study which contained research design, location of the study area, population of the study, sample size and sampling techniques, research instrument, procedure of data collection and data analysis.

Chapter four consists of data analysis, results and discussion of findings. Chapter five consists of summary, conclusion recommendation for further research, bibliography and appendix of the study.



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