Psychosocial Behavior and Junior Secondary School Student Academic Performance in Cross River State, Nigeria

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ABSTRACT
The main thrust of this study was to investigate the relationship between psycho-social behaviour and students’ academic performance among secondary school students in Cross River State, Nigeria. To guide the study three research questions were posed and converted into null hypotheses. The hypotheses formulated were based on the following variables: substance abuse, students’ emotional depression, and students’ self-esteem as they influence students’ academic performance in English Language, Mathematics, and Social Studies in junior secondary school in Cross River State. Correlational research design was adopted for the study. A sample of 1080 respondents was selected from the research area using stratified random sampling technique. The instrument used for data collection was a structured questionnaire titled “Psycho-Social Behaviour Questionnaire”. The reliability of the instrument was determined using split half reliability method. Data collected were analyzed using Pearson product moment correlation coefficient analytical technique. The findings revealed that: there is a significant relationship between substance abuse and academic performance. An inverse relationship exists between students’ emotional depression and their academic performance. Lastly, there is a direct significant relationship between students’ self-esteem and their academic performance. The study recommended that families should attach some degree of importance to the education of their children as future leaders.

Keywords: Psycho-social behavior, substance abuse, emotional depression, self-esteem, academic performance

INTRODUCTION
Academic performance is an important parameter in measuring success in students. Observations and reports have shown that success or high academic performance has become a herculean task to accomplish by students in recent times. The decline in the academic performance of students in public examination such as Junior WAEC, had been highlighted by Soyinka (1999), when he observed that educational system in Nigeria needed restructuring. He went further to say that academic standard had fallen drastically and the quality of graduates being produced by the nation’s secondary schools is questionable and subject to re-examination. See Table 2 for poor academic performance of JSS 3 students in Mathematics, English Language and Social Studies in Cross River State. Poor academic performance of students has been of great concern to educationists, government and the public in general. Students’ poor performance in public examination in Cross River State has continued to pose a serious concern to government agencies, parents and the students themselves (Essien, 2004; Akpan, 2006 & Usoro 2007). This poor academic performance has partly been blamed on the high rate of child labour within the state and in the local government areas. The researcher observes that, child labour is being practice everywhere. Secondary school students in JSSIII are seen hawking goods around the streets in both urban and rural areas during school hours. Student are found going to school as late as 9’0 clock in the morning. Some of the children look so malnourished and weak health wise. As a result of the above, most JSSIII student (from public schools) can neither express themselves well in English Language nor
solve simple problem in Mathematics. The worries aggravate when spelling of their names correctly is virtually impossible.

Most students engage in other hard labour before and after school. This situation makes the child so tired and most often goes to bed without revising what was taught in class or unable to do the assignment given by the teachers. Some of these children sleep in class while lessons are on. Equally, most of this children involved in child labour tend to have adverse consequences of psychosocial behaviour. These consequences range from behavioral problems, attention problems, and anxiety. Some other common psychosocial effects of child labour, substance abuse, bed-wetting, concentration problems, depression, insomnia, eating disorders, dissociative behaviour, fear or shyness, failure to thrive, learning problems, panic attacks, malnutrition and repeated self-injury. Thus the problem created by students’ academic failure or low performance in examination are numerous. This constitutes a national educational puzzle. Accordingly, certain pertinent questions became necessary; is there any relationship between, substance abuse, emotional depression, self-esteem and student academic performance?. Thus, the attempt to find answers to these questions constitutes the problem that this study sought to address.

**Hypotheses of the study**

i. There is no significant relationship between substance abuse and academic performance among junior secondary school students in Cross River State.

ii. There is no significant relationship between students’ emotional depression and their academic performance among junior school students in Cross River State.

iii. There is no significant relationship between students’ self esteem and their academic performance among junior secondary school students in Cross River State.

**2. Literature review**

**2.1 Substance abuse and academic performance**

Carrasco (2009) in his study in Mexico discovered that children highly involve in drug abuse and alcoholism hardly performed well academically. In a related study Ecchegaray (2006) carried out a study in Mexico using one hundred and seventy thousands (170,000) indigenous children of age 6-14. The aimed was to investigate the psychosocial impact on students’ academic performance. Five research hypotheses were formulated to guide the study. A structured questionnaire was used to collect relevant data for the study. Data collected was analyzed using descriptive statistics, one way analysis of variance and Pearson product moment correlation analytical technique. The result of the findings revealed that a significant number of children involved in drug abuse perform poor academically.

Ekpenyong and Sibiri (2011) carried out a study on street trading, alcohol abuse and academic performance of students in Yenegoa, Bayelsa State of Nigeria. Three research hypotheses were formulated to guide and direct the study. One of the hypotheses was on the relationship between drug abuse/alcoholism and students’ academic performance. A questionnaire was used in this study to collect data. Three hundred questionnaires were distributed and 250 were retrieved. Data collected was analyzed using Descriptive statistics and Pearson product moment correlation analytical technique. The findings of this study established that there exist a significant relationship between drug abuse and students’ academic performance in Yenegoa, Bayelsa State of Nigeria.

In another related study Ololube (2011) carried out a study to investigate the relationship between street trading, drug abuse/ alcoholism and students’ academic performance in Kwara State, Nigeria. A total of 1500 street trading children were selected using purposive and stratified random sampling techniques. A well validated 32 item questionnaire was used to collect data from the respondents. Data collected was analyzed using descriptive statistics, one way analysis of variance and independent t-test. The finding of the study revealed that most of the children involve in street trading were involved in drug abuse and alcoholism and performed poorly academically. The researcher also found out that the street trading children use drugs to take the edge off their hunger when there is nothing to eat, lessen the pain of an injury that refuses to heal, keep themselves going and take away the shame of rummaging through dustbins, feel strong and invulnerable in the face of threats and confrontations, and because they want to have fun and relax with their friend.
Humphrices, (2010) carried out a study in India to investigate the influence of street trading/drug abuse and alcoholism on student’s academic performance. A total of 2500 street children and children involved in street trading were selected from three provinces. A well-validated questionnaire and a focus group discussion was used to collect data for the study. Data collected was analyzed using simple percentages and independent t-test. Results of the findings revealed that more than 70% of children involved in street hawking were involved in alcoholism and drug abuse and perform poorly academically. The researcher also noted that most of these children are either being influenced by their friends or take drugs/alcohol to encourage themselves to deal with the shame of coming from poor families and have more courage in surviving for their daily bread.

Humert (2009) in his study on child labor and drug abuse in Pakistan discovered that more than 60 percent of the children involved in child labor were male and out of this number most of them advanced the same reason why they take drugs. According to the researcher most of these children engage in drug abuse to influence them survive which in turn affects them academically.

In another related study, Fleming (2008) compared the prevalence of alcohol-abuse (as identified through their responses to the Alcohol Use Disorders Identification Test [AUDIT]). The study found that alcohol abuse did not significantly influence students’ academic performance. When considered together with other factors in child’s family background (e.g., having a mother perceived as cold or uncaring or having an alcoholic partner), however, a history of alcohol abuse became a significant predictor of academic performance.

Harter and Taylor (2010) in their study on drug/alcohol abuse and students’ academic performance found inconsistent results regarding the association between drug/alcohol abuse and students’ academic performance. For example, a study among college students evaluated the participants’ recollection of childhood physical, sexual, or emotional abuse and abuse of drug/alcoholism, but found no significant relationship between alcohol abuse and students' academic performance. Felitti (2001), subjects who had experienced four or more adverse childhood events were more likely to consider themselves as alcoholics, have used illegal drugs, and have injected drugs. In another primary-care sample, those with a history of victimization were more likely to use recreational and intravenous drugs (Kendall-Tackett et al., 2000). Similarly, in a study of gay and bisexual men, sexual abuse survivors were more likely to use psychoactive drugs (Bartholomew et al., 1994). Similarly, in a study of female survivors of sexual abuse, these women were 10 times more likely to have a history of drug addiction and two times more likely to have been alcoholics than members of the control group (Briere & Runtz, 1987). Smoking is also more likely among those with a history of childhood abuse (DeWit, MacDonald, & Offord, 1999; Kendall-Tackett et al., 2000). In the ACE study (Felitti et al., 2001), subjects who had experienced four or more types of family dysfunction were more likely to be current smokers (OR=2.2). Norwegian women with a history of sexual abuse were more likely to smoke during pregnancy (Grimstad & Schei, 1999).

2.2. Emotional depression and academic performance

In a longitudinal study of undergraduate students (N = 135) from a private institution, 67 of whom were female, higher levels of ruminative coping were found to be predictive of higher levels of depressive symptoms. Data for this investigation were collected at two time points, approximately 8 to 10 weeks apart. Path analysis was completed on the data collected. This analysis supported a path model in which ruminative response style mediated the effect of neuroticism on depression (Nolan, Roberts, & Gotlib, 1998).

In another longitudinal investigation of college students (n = 287), rumination, defined as a more internal method coping, was examined in both male and female college students. Data were collected at two time periods, first during the summer orientation prior to the beginning of college classes, and secondly at the end of the first semester of classes. The majority of the subjects in this investigation were Caucasian (73%), followed by Asian (14%), African American (5%), and other (8%). Ruminative coping was found to be more common in female college students. As an internal coping method, individuals who utilized ruminative coping were more likely to blame themselves for negative events in their lives, avoiding blame to external people and events. This self-blame was felt to increase the development of depressive symptoms in female college students (Alfeld-Liro & Sigelman, 1998). Internal coping methods were also
noted to be more common among female students in a study of first and second year college students (N = 100), the majority whom were Caucasian (80%). The researcher demonstrated that feeling anger internally, but not outwardly displaying this anger may place the female students at higher risk of developing depressive symptoms (Chaplin, 2006).

In another study of the relationship between depressive symptoms, stress, and coping in college freshmen, differences were also noted in the coping skills utilized by male and female students. A total of 74 college freshmen (23 male and 51 female) participated. The majority of the participants were Caucasian (62%). The results demonstrated that male students, who utilized more problem-focused coping skills demonstrated lower levels of depressive symptoms, and female students who utilized more emotion-focused coping skills demonstrated higher levels of depressive symptoms. Perlis (2007) conducted a study to investigate the relationship between emotional depression and academic performance. A total of 1500 students were used for the study. Data for the study was collected using a 54 items structured questionnaire. Data collected was analyzed using Pearson product moment correlation analytical technique and one way analysis of variance (ANOVA). Result of his findings revealed that there exist a significant relationship between emotional depression and academic performance of students. The researcher also noted that students who had experience the incident of child labour were more likely to experience depression than those who did not experience the incident of child labour which in turn affect their academic performance. One recent study by Avisser, Nechamkin, Roitman, & Schreiber, (2007) examined the strength of the relationship between emotional depression and academic performance. Using canonical correlation, the authors identified that emotional depression and academic performance were essentially and intimately related. They also noted that depression can also have a negative impact on sleep and severe depression drastically reduces the amount of time spent to sleep which greatly influence the academic performance.

Schwartzman and Glaus, (2000) conducted a study in India to investigate the relationship between emotional depression and academic performance. Two thousands five hundred (2500) respondents comprising of 1400 females and 1100 males were selected and used for the study. Ex-post facto research design was adopted for the study. A well validated structured 36 items questionnaire was adopted for data collection. The collected data was analyzed using descriptive statistics and one way analysis of variance. Result from the findings revealed that emotional depression significantly influence academic performance of students.

### 2.3. Self-esteem and students’ academic performance

Bowlby (2004) carried out a study to investigate the relationship existing between self-esteem and students academic performance. Survey research design was adopted for the study. A total of 1500 street children in India were selected and use for the study. Data collected was analyzed using Pearson product moment correlation analytical technique. Result of the findings revealed that there exist a significant relationship between self esteem and student’s academic performance. Hirst (2001) carried out a study of Self-esteem to find out the level of Self-esteem and personal achievements. The sample consists of 125 students who responded to 180 items that represent 11 facets of Self-esteem. Analysis of the data using factor analysis and correlation revealed that students with positive Self-esteesms could achieve far more difficult task than students with low or negative Self-esteem. The result clearly showed that the level of Self-esteem would influence students’ achievement. Hirst (2001) found out that IQ correlated 46 with academic Self-esteem but only 14 with general Self-esteem measure.

Shepard and Smith (1998) in their study and researches, analyzed one hundred and twenty six (126) studies based on sixty-eight thousand, seven hundred and fifty six (68,756) persons and came out with the conclusion that there is a positive correlation between Self-esteem and academic performance. Other researches in this area include the works of Lin, Freeman, and Chu (2009), all tend to show that there is a significant relationship between Self-esteem and academic performance. These studies indicate that individuals who perceived themselves as being responsible for their own achievements tend to excel academically than those who distort reality by attributing their successes and failures to forces outside their innate control.
Furthermore, studies have revealed that a child’s estimation of himself not only as a person but also as a student can have implication for his academic performance. In a massive study carried out by Makinwa (1981), 6,000 adult learners were used. He observed that of all the factors in school environment, which affect adult learners’ academic ability, intelligence and Self-esteem showed strongest relationship. He therefore suggested that since self-esteem was the most important factor in educational achievement, changes are required in schools according to expressed teaching of adult learners. Omu, Oransaye, Faal and Asuquo (1981) in their study of 2,000 high school adult learners supported the existence of positive relationship between Self-esteem and academic performance.
Javier, Sanchez, Doleres, and Sanchez (2010) in their study on verifying the degree of association and prediction between Self-esteem and academic performance sampled 245 primary school pupils studying in public or subsidized schools in Almeria in Spain. They found a close relationship between academic Self-esteem and measures of academic performance. They thus concluded that total Self-esteem and academic Self-esteem are good predictors of general performance.
Furthermore, Brookover and Thomas (2010) tested three hypotheses in their study using a sample of 1,050 seventh grade students and a sample of 110 over-achieving and underachieving students. A significant positive relationship was found between Self-esteem of ability and grade point average; this relationship persisted even when measured intelligence was controlled. Specific Self-estems of ability related to specific areas of academic achievement were found; in some areas these were better predictors of achievement in the subject than general Self-esteem of ability. Self-esteem was significantly and positively related to the perceived evaluation of significant others.
Finally, the researcher agrees with the views that one’s perception, believe and judgement of himself (self-esteem) influences the way he or she behaves and responds to academic activities and to learning in general.
Ainsworth (2003) in his study discovered that children who have suffered from child labour lack a sense of self worth and are not confident in all what they are doing and consequently perform poor academically. Handley & Thomson, (2010) conducted a study to explore the possible relationships between child labour, self esteem and students’ academic performance. Children self esteem, conceptualized in this study, is of a multidimensional construct comprises Social self, personal self and academic self. The sample of this study was made up 4,535 Primary five and six students from 18 primary schools in the same district of a religious sponsoring body. A self esteem scale and child labour assessment scale were used to gather relevant data for the study. Data for the study was analyzed using descriptive statistics and two way analysis of variance. Findings of the study indicated that there exist a significant relationship between self esteem and students’ academic performance.

3. METHODOLOGY
The research design opted for this study was correlation research design. This design was preferred over all order designs on the facts that the study was meant to investigate the relationship between psychosocial behaviour and students’ academic performance, Stratified random sampling technique was adopted for the selection of 1040 JSS three students that were used for the study. A well validated structured questionnaire titled Psychosocial Behaviour Questionnaire was used for data collection. The academic performance was measured using aggregate scores from students past examination records in English Language, Mathematics and Social Studies obtained from the Ministry of Education, Cross River State. Data collected were analyzed using Pearson product moment correlation coefficient statistical technique.
4. RESULTS AND DISCUSSION OF FINDINGS
4.1 Presentation of results

Hypothesis one
There is no relationship between substance abuse and academic performance. Pearson product moment correlation analysis was used to test for this hypothesis. The result is as presented in Table 1.

<table>
<thead>
<tr>
<th>Variables</th>
<th>ΣX</th>
<th>ΣX²</th>
<th>ΣY</th>
<th>ΣY²</th>
<th>ΣXY</th>
<th>r-cal</th>
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<td>3589169</td>
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<td>3630895</td>
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<tr>
<td>Students’ performance in Social Studies</td>
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<td>3443133</td>
<td>1200224</td>
<td>-0.21</td>
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</table>

*p<0.05, d.f=1038 critical r=0.167; ns p > .05

The result in Table 1 revealed that the calculated r-value of -0.44 for students performance in English Language, -0.18 for students’ academic performance in Mathematics and -0.21 for students’ academic performance in Social Studies were found to be greater than the critical r-value 0.167 needed for significance at 0.05 level of significance with 1038 degrees of freedom. The result implies that substance abuse significance relates to students’ academic performance in English Language and Mathematics and Social Studies. The negativity of all the r-values obtained in this hypothesis revealed that substance abuse negatively relates to students’ academic performance. This implies that increase in the intensity of substance abuse will lead to a decrease in students’ academic performance. Conversely a decrease in substance abuse will lead to an increase in students’ academic performance.

Hypothesis two
There is no significant relationship between emotional depression and academic performance. Pearson product moment correlation statistical technique was used to test this hypothesis. The result is presented in Table 2.
Table 2: Pearson product moment correlation of the relationship between emotional depression and academic performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>ΣX</th>
<th>ΣX²</th>
<th>ΣY</th>
<th>ΣY²</th>
<th>ΣXY</th>
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<td>Students’ performance in English Language</td>
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<td>1195609</td>
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<td>-0.42*</td>
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<td>Students’ performance in Mathematics</td>
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<td>1203904</td>
<td></td>
<td>-0.15*</td>
<td></td>
</tr>
<tr>
<td>Students’ performance in Social Studies</td>
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<td>3443133</td>
<td>1144.331</td>
<td></td>
<td>-0.11 not sig. (ns)</td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05, d.f=1038 critical r=0.167; ns p > .05

The result in Table 2 revealed that the calculated r-value of -0.42 for students performance in English Language, was found to be greater than the critical r-value 0.167 needed for significance at 0.05 level of significance with 1038 degrees of freedom. But the calculated r-value of -0.15 for students’ academic performance in Mathematics and -0.11 for students’ academic performance in Social Studies were found to smaller than the critical r-value of 0.167 needed for significance at 0.05 level of significance with 1038 degrees of freedom. The result implies that emotional depression significantly relates to students’ academic performance in English Language but does not significantly relates to academic performance in Mathematics and Social Studies. The negativity of all the r-values obtained in this hypothesis revealed that emotional depression negatively relates to students academic performance. This implies that increase in the intensity of emotional depression will leads to a decrease to students academic performance. Conversely a decrease in emotional depression will leads to an increase in students academic performance.

Hypothesis three

There is no significant relationship between self-esteem and academic performance. Pearson product moment correlation coefficient statistical technique was used to test this hypothesis. The result is presented in Table 3

Table 3: Pearson product moment correlation of the relationship between self esteem and academic performance

<table>
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<tr>
<th>Variables</th>
<th>ΣX</th>
<th>ΣX²</th>
<th>ΣY</th>
<th>ΣY²</th>
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*p<0.05, d.f=1038 critical r=0.167; ns p > .05
The result in Table 3 revealed that the calculated r-value of 0.32 for students’ academic performance in English Language, 0.23 for students academic performance in Mathematics, 0.22 for students academic performance in Social Studies were found to be greater than the critical r-value 0.167 needed for significance at 0.05 level of significance with 1038 degrees of freedom. The result implies that self-esteem significantly relates to students’ academic performance in English Language, Mathematics and Social Studies. The positive r-values obtained in this hypothesis revealed that there existed a direct relationship between self-esteem and students’ academic performance in all the three subjects. This implies that increase in self-esteem leads to a corresponding increase in students’ academic performance. Conversely a decrease in self-esteem will leads to a decrease in students’ academic performance.

4.2. DISCUSSION OF FINDINGS

The finding of hypothesis one of this study revealed that there exist a significant relationship between substance abuse and student’s academic performance in English Language. This finding is in agreement with the finding obtained by Carrasco (2009) who in his study in Mexico discovered that children highly involve in drug abuse and alcoholism hardly performed well academically. This finding is also in agreement with the findings obtained by Ekpenyong and Sibiri (2011) who carried out a study on street trading, alcohol abuse and academic performance of students in Yenegoa, Bayelsa State of Nigeria and discovered that that there exist a significant relationship between drug abuse and students’ academic performance in Yenegoa, Bayelsa State of Nigeria. The finding of this study also corroborate the findings obtained by Ololube (2011) who carried out a study to investigate the relationship between street trading, drug abuse/ alcoholism and students’ academic performance in Kwara State, Nigeria and noted that that most of the children involve in street trading were involved in drug abuse and alcoholism and performed poorly academically.

The finding of hypothesis two of this study revealed that there exist a significant and inverse relationship between emotional depression and students’ academic performance in English Language, Mathematics and Social Studies. This finding is in agreement with the finding obtained by Avissar, Nechamkin, Roitman, and Schreiber (2007) who in the study examined the strength of the relationship between emotional depression and students’ academic performance. Using canonical correlation, the authors identified that emotional depression and academic performance were essentially and intimately related. They also noted that depression can also have a negative impact on sleep and severe depression drastically reduces the amount of time spent to sleep which greatly influence the academic performance. This finding is also in line with the finding obtained by Schwartzman and Glaus (2000) who conducted a study in India to investigate the relationship between emotional depression and academic performance and discovered that emotional depression significantly influence academic performance of students.

The finding of this hypothesis three revealed that there exist a significant relationship between self esteem and students’ academic performance in English language, Mathematics and Social Studies. This finding corroborate the findings of Bowlby (2004) who carried out a study to investigate the relationship existing between self esteem and students’ academic performance and discovered that there exist a significant relationship between self esteem and student’s academic performance.

In another related study by Hirst (2001) on level of Self-esteem and personal achievements, that is also in line with the finding of this study noted that students with positive Self-esteem could achieve far more difficult task than students with low or negative Self-esteem. The result clearly showed that the level of Self-esteem would influence students’ achievement.

This finding is also in line with the findings of Ainsworth (2003) who in his study discovered that children who have suffered from child labour lack a sense of self worth and are not confident in all what they are doing and consequently perform poorly academically.
5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the research findings, it could be concluded that substance abuse negatively affect students’ academic performance in English Language, Mathematics and Social Studies. The finding also lead us to the conclusion that there exist a significant relationship between emotional depression and students’ academic performance and there exist a significant relationship between self-esteem of students and their academic performance in English language, Mathematics and Social Studies.

5.2 Recommendations

In the light of the findings of this study, the following recommendations have been put forward:

1. Parents should not produce children that they could not carter for viewing the physical economic and social circumstances
2. Families should attached some degree of importance to the education of their children as future leaders
3. Since students takes with them to schools the value and attitude from their home, parents should inculcate good virtues and provide enabling environment for their children to enhance their academic performance

REFERENCES