Relationships among Self-Affiliation, Social Maturity and Academic Achievement among Business Education Students in Rivers State University

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ABSTRACT
The study aimed at examining the relationship among students' school affiliation, social maturity and academic achievement scores in Business Education in Rivers State University. Two research questions and two hypotheses were structured and formulated to guide the study. The study adopted a correlational approach. The population of the study comprised all the 238 final Business education students for 2017/2018 academic session. The main instruments for data collection were students' academic record and a self-structured questionnaire. The self-developed questionnaire with 45 items was duly validated by experts in the field. The cronbach alpha was used to determine the reliability coefficient of 0.89 which indicated that the instrument was reliable. Mean was used to analyze the data collected, while Pearson Product Moment Correlation Coefficient (r) was used to test the hypotheses at 0.05 level of significance. It was found that out that there is significant relationship between students' school affiliation as an aspect of self-concept and their academic achievement scores in Business Education and also that there is significant relationship between students' social maturity and their academic achievement scores in Business Education. Based on the finding, it was recommended among others that Business Education Students school affiliation as an aspect of self-concept should be improved upon for enhanced academic achievement scores.
Key words: Self-Affiliation, Social Maturity, Achievement, Business Education.

INTRODUCTION
The reform in the Nigerian educational system as embodied in the National Policy on Education (FRN, 2004) began nationwide in 1982 and then a traditional theoretical emphasis in education delivery gradually began to give way to occupational or utility education which involves extensive use of equipment and the development of knowledge, attitude, skills and interests. In some school subject areas, there are research evidence of the success or failure of this new educational initiative.
The importance of Business Education to national development has long been recognized worldwide (Oyedele, 2002). There is a general awareness of the Business Education (Ulinfun, 2002) and its contributions to the nation as an invaluable subject (Azuka, 2001) cannot be over-emphasized.
Business Education is an aspect of technical education. Technical education is a post- secondary vocational training programme whose major purpose is the production of technicians. It is that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge (FRN, 2004). It is simply education whose preparation is related to the acquisition of more advanced theoretical knowledge and applied skills which in turn requires higher level of judgment (UNESCO, 2008). For the purpose of acceptability, according to Ubulom (1997), at the tertiary education level, Business Education is classified into basic business courses (economics, commerce, accounting, and so on), secretarial course cluster (shorthand typewriting and office management among others). It is

in some Nigerian tertiary institutions classified into accounting, management, marketing and secretarial education (Nwosu, 2003).

Business Education experts are trained educators in Business Education who have acquired pedagogical knowledge for the teaching of business subjects. For the business teacher to function effectively in his or her place of work, he or she should, at the institution of higher learning, be able to acquire high level of academic achievement in Business Education. It is based on this premise that the scientific and technological knowledge is said to have been acquired which will be to the benefit of national development of a country.

According to Aiken (2009), achievement is the degree of ability already attained. For Anastasi (2012), it is the aspect of measuring the effects of relatively standardized sets of experiences. These imply that achievement measurement focuses on past performance. But for students, its level can be measured based on the test scores of the courses concerned. For instance, achievement level of Business Education students can be measured based on the test scores of the education courses. Aiken (2009) later revealed that the combination of various findings of many investigators has shown that the concept can be interpreted in terms of equation: Achievement equal to aptitude multiplied by experience. That is, Achievement = Aptitude X Experience.

Academic achievement, according to lroegbu (2010), is the level of performance that is exhibited by an individual. In other words, it can be conceived as the degree or level of success attained at the end of an academic endeavour. It is the extent to which one is able to accomplish a task, trade, profession, training or learning. Thus, academic achievement could be seen as the level of proficiency and knowledge demonstrated by an individual after learning has occurred. It has to do with the use of mental effort and skill acquisition. It is usually affected by several variables, and therefore, could be high or low (lroegbu, 2010). These variables include self-concept, attitude, anxiety, sex, family background and the learning environment of students.

Iwundu (2005) emphasized that the yardstick for measuring one's level of academic achievement is by assessing the academic performance of the individual through test and systematic observation. With this in mind, academic achievement level is said to be high when a child is able to excel in his academic activities and perform extra-ordinarily well, scoring high marks. It is consistently low when a child performs poorly in academic activities, and consistently scores very low marks in examinations. Despite the variables mentioned above, two major factors that can affect academic achievement, as identified by Iwundu (2005) are the will to achieve and the ability to achieve.

However, there seems to be no current empirical evidence to show whether students' psychological traits; such as school affiliation and social maturity can either positively or negatively influence their academic achievement score in Business Education. This lack of empirical evidence necessitated the undertaking of the present study of establishing whether relationship exists between these variables and their academic achievement in undergraduate Business Education in Rivers State so as to fill this research-based knowledge gap that exist in this area.

As a result of this, it is therefore necessary to carry out this study to find out whether students' school affiliation and social maturity can either positively influence their academic achievement scores in Business Education. Specifically, the study sought to:

i. Determine if students' school affiliation as an aspect of self-concept relates to their academic achievement scores in Business Education.
ii. Determine if students' social maturity as an aspect of self-concept relates to their academic achievement scores in Business Education.

Research Questions

i. To what extent do students' school affiliations as an aspect of self-concept relate to their academic achievement scores in Business Education?
ii. To what extent do students' social maturity as an aspect of self-concept relate to their academic achievement scores in Business Education?

Hypotheses

Ho_1: There is no significant relationship between student's school affiliation as an aspect of self-concept and their academic achievement scores in Business Education.

Ho_2: There is no significant relationship between student social maturity as an aspect of self-concept and their academic achievement scores in Business Education.

THEORETICAL / EMPIRICAL REVIEW

The study was anchored on Teacher Expectations and Pupil Performance theory or the Looking-glass theory of Rosenthal & Jacobson of 1968 as well as self-concept theory of Carl Rogers of 1947 were chosen. The theory which was developed by Rosenthal & Jacobson (1968), believes that people or learners generally tend to adapt their behaviour and self-concepts to their perceptions of how they are viewed by others, this case, the teacher (viewer) and the student (the viewee).

The theory for this study evolved as a result of a line of investigation stemming from the observation that the expectations of experimental psychologists can affect their findings, was extended to the classroom situation. The investigators using a San Francisco School district were concerned with the effects of teachers' expectations and attitudes on changes on the test scores and behaviour of students (Rosenthal & Jacobson, 1968). Using socially disadvantaged students, the researchers sought to determine what would be the effects of telling teachers that certain students would show a "potential spurt" in intellectual growth subsequently.

After administering verbal, reasoning and total IQ scores for all the students in the school using the Test of General Ability (TOGA) and the scores were obtained, twenty percent (20%) of the students were labeled "potential sputters" arising from their TOGA scores. When two years elapsed, the TOGA was re-administered to all the students. Comparing the IQ gains of the experimental groups (potential sputters) and those of the control groups of students who had not been labeled potential sputters, it was found out that the experimental groups made greater gains than the controls at certain grade levels, but there were no differences between the experimental and controls at other higher grade levels. The study also showed that Mexican American students and those in the medium-ability track showed the greatest gains in total 1Q, the findings further showed greater gains in reading marks, among others, and were rated by their teachers as happier and more intellectually curious. At the very least, the findings emphasize the fact that test scores are not unvarying and that the possible effects of teacher expectations and attitudes on tested abilities as well as other behavioural characteristics of students need to be taken into consideration. From the findings by the researchers, it is obvious that the academic performance of Business Education students particularly in the skill course components, could be influenced by certain variables on the part of the students on the one hand, and teachers' expectation reflecting that of the society and the type of educational systems on the other hand.

The theory is supported by the studies carried out by Bar-Tai & Cuitman (2001) and Ukwuije & Ubulom (2000) in which they discovered that teachers' expectations have significant influence on students' academic achievement, and this can only be known through tests, measurement and evaluation more so as these expectations can become the norm or guiding principles used to judge learners, in itself, this can be biased especially as the teacher is at the centre of it all. However, the findings by the researchers which gave birth to the theory have not been completely replicated by other investigators (for example, Mendels & Flanders, 2003); the experiment has also been criticized for methodological flaws.

Self-concept theory has always had a strong influence on professions especially in the field of counseling. By far, the most influential and eloquent voice in self-concept theory has been that of Rogers (1947) who introduced an entire system of helping build around the importance of the self. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product developing and of interpersonal relationship striving for consistency. He argued that there is a basic human need for positive regard both from others and from oneself and that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey & Schmidt, 2007).

Self-concept may be understood as a perception every human has of himself or herself. It is a component of personality development and indicates who we are and how we fit into the world. Machargo (2001) perceives self-concept as a set of perceptions or reference points that the subject has about himself, a set of characteristics, attributes, qualities and deficiencies capacities and limits, values and relationships that the individual knows to be descriptive of himself and which he perceives as data concerning his identity. This definition embraces issues including the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to him or her and characteristics or attributes that we use to describe ourselves. This is understood to be fundamentally a descriptive assessment and has a cognitive nuance (Manning, Bear & Minke, 2006).

School Affiliation's Influence on Academic Achievement

Examining the influences on academic achievement entails evaluating all the factors that contribute to a school system in a fundamental article about student social class and teacher expectations, Ugal (2004) indicated that teachers have lower achievement and performance expectations for students and families with low socioeconomic status. Student performance in school is based on funding and resources associated with school systems, the school curriculum, and the quality of education provided to students. Nwosu (2003) explored school environmental conditions, such as school district size, financial resources, population and culture composition of the district's community, and the education and income levels of parents, and found evidence related to school district structure and academic achievement. School systems could be linked to the low performance and achievement of students in education due to factors such as qualification levels of professional staff student-to-teacher classroom ratios, and the amount of educational resources available to school buildings. In some cases, student performance was superior for schools possessing higher credentialed personnel, smaller classroom ratios, more educational materials, and other characteristics deemed essential to successful school outcomes (Unoh, 2007). Soyode (2003) suggested that expectations for student success held by teachers and communicated to students are potentially important influences on classroom interaction. Ehiamelafor (2010) discussed government funding and school system policies that influence student achievement. Students residing in areas with low economic resources may have educational limitations, such as teachers who have minimum qualifications and low expectations for students' performance. In essence, advocating for well-qualified teachers, adequate district revenue, and diversity in teaching instruction were just a few ways school districts could improve student education. However, disparities remain in the quality of teachers and the methods by which students are educated in the classroom (Ukwuije & Ubulom (2000). Ukwuije & Ubulom (2000) developed a training model to address racial and ethnic sensitivity in teachers with the intent to enhance teachers' awareness of racial intolerance and potential bias or stereotypes while providing techniques and skills for solving potential dilemmas in school. Educators should consider (a) how students may perceive and internalize their teachers' expectations often resulting in lower self-esteem about personal ability, (b) potential limitations in the quality of education the student has been exposed to, and (c) the effects of racial stereotypes or bias on the students' overall educational experience (Rogers-Sirin & Sirin, 2009). Developing an understanding about how school systems influence students' achievement could also be useful because students' feelings about themselves academically could be related to academic performance.

Okwuanaso (2001) examined the relationship between Black American adolescent students' self-esteem and academic performance by denoting how students process academic experiences. Often students may place different levels of importance on academics based on perceived personal or societal limitations, thus leading to diminished academic outcomes (Okwuanso, 2001). Understanding the connection between a student's self-esteem and level of several variables leads to what Ubulom (2006) referred to as self-concept, which is derived from a person's response to a social or environmental situation. These authors identified seven characteristics of a person's self-concept based on specific situations and experiences. Self-concept was viewed as (a) organized or structured, based upon experiences and meanings associated with those experiences; (b) multifaceted or represented in different areas of an individuals' life, such as personal, familial, and societal views; (c) hierarchical with levels of personal importance varying from individual experiences to general ideals; (d) stable or established viewpoints; (e) developmental and

increasing in sophistication through the life span; (I) evaluative or self-reflecting based on experiences; and (g) differentiable or varied from other constructs affecting a person (Ugal, 2004). Subsequent research on self-concept was associated with additional academic and non-academic constructs, such as examining one's beliefs about abilities in academic, social, emotional, and physical settings (Ubulom, 2006; Uche, 1980). Researchers have acknowledged the significance of academic self-concept in the academic achievement outcomes of students and have supported the need for a more concise examination of ways to increase students' academic self-concept.

Ulinfun (1993) proposed additional assumptions about academic self-concept, noting that high academic achievement levels were correlated with high academic self-concept even more significantly than with students' motivation toward school. Cokley (2000) looked more specifically at African American college students and determined a significant relationship with positive interpersonal relationships as a means of increasing academic self-concept and overall academic outcomes of students. Students attending both historically Black colleges and universities (HBCUs) and predominately White colleges and universities (PWCUs) were asked to answer questions related to personal beliefs about academic ability in an attempt to understand how achievement was influenced. The study also showed that the interaction between student and faculty was vital for many students' academic self-concept, supporting other research linking teacher expectations to student performance (Cokley, 2000).

Ehiamelafor (2010) conducted a descriptive study of Black tenth-grade high school students to determine the potential relationship between self-concept and academic achievement by examining students' self-esteem and self-concept regarding their academic ability. The findings showed that students' academic performance was influenced by multidimensional factors outside of school such as self-esteem and personal perceptions (Ehiamelafor, 2010). Perception of academic ability was also related to achievement, suggesting a connection between students' perceptions and positive academic performance. Understanding the underlying characteristics and potential influences of a student's academic self-concept can lead to more successful academic outcomes because self-concept has been cited as a predictor of performance.

Social Maturity and Academic Achievement

Social maturity is a term commonly used in two areas, with reference to the behaviour that conforms to the standards and expectations of the adults and secondly, with reference to the behavour that is appropriate to the age of individual under investigation. It means that social maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behavior. Social maturity is a personal commitment each individual must make as the attitude that will influence his/her daily lives. Individuals can opt for the socially immature attitude of self-centeredness or they can opt for the socially mature attitude of genuine concern for the total wellbeing of each other. Satisfaction or dissatisfaction is an effective response to past actions; social-confidence expectations are judgments about one's future capabilities to attain one's goal. This framework allows a discussion of self-confidence as it relates to a number of motivational processes including setting goals and causal attributions.

However, the available related literature reviewed so far revealed that the academic achievement of Business Education student are simply the level of proficiency, knowledge and skills demonstrated by him/her after learning has occurred. The level of academic achievement could be determined based on test scores to be high or moderate or low (Kayii & Dambo, 2018). The literature also revealed that variables such as students' self-affiliation and learning environment are very useful for the study of correlation of academic achievement of Business Education students.

Some literature reviewed showed that there are significant positive correlation between students' attitude and their academic achievement. Others showed significant negative correlation between students' attitude and their academic achievement. In most studies carried out on the relationship between social maturity and academic achievement, increased magnitude correlation coefficient were found to be existing between these variables.

With regard to the research studies carried out on the relationship between self-affiliation and students' academic achievement, it was discovered that these factors have significant correlation. Also, students' self-affiliation serves as one of the determining factors in their academic achievement.

METHODOLOGY

This study adopted a correlational survey design. The correlational survey because the researcher is interested in finding out relationship self-affiliation, social maturity and academic achievement in Business Education. The population of the study is made up all 238 final year Business Education students. This figure represents the sample size because it is manageable, there was no sampling as all the students was sizeable for the researcher to handle. The main instruments used for data collection were self-concept scale and Standardized students' academic records containing students Cumulative Grade Point Average (CGPA), which students were instructed to indicate as they fill the self-concept scale. The self-concept scale was validated by two experts in Rivers State University, Port Harcourt and to ascertain the reliability of the instrument was determined using split half method with 20 Business Education students in Niger Delta University, Amassoma, Bayelsa State. The instrument was administered to the sampled respondents once and the scores obtained from the test was splitted into two (2) halves of even numbered items and odd-numbered items and correlated using Spearman Rank order and Spearman Brown prophecy formula to establish the reliability co-efficient value of 0.73, indicating that the instrument is reliable. Data were collected from 214 students who responded to the instrument were analysed using mean and Pearson product moment correlation.

PRESENTATION OF DATA AND ANALYSES

Research Question 1

To what extent do students' school affiliations as an aspect of self-concept relate to their academic achievement scores in Business Education?

Table 1: Mean rating and SD on the extent of students' school affiliation and their academic achievement scores in Business Education (n = 202)

S/N	Statement	VHE (5)	HE (4)	ME (3)	LE (2)	VLE (1)	ΣFX	Mean Score	SD	Decision
16.	School environmental conditions boast students' self-concept and influence their academic achievement scores.	108	52	25	17	0	858	4.24	0.97	High Extent
17.	School policies can boast students' self-concept and influence their academic achievement s score.	77	60	33	27	5	783	3.88	1.13	High Extent
18.	The achievement of academic performance of student is affected by the population of students.	103	50	37	12	0	850	4.21	0.94	High Extent
19.	Quality of education boasts students self –concept and their academic achievement score.	101	49	22	27	3	824	4.08	1.13	High Extent
20	Proper implementation of school curriculum boasts students' self-concept and influences students' academic achievement and performance.	90	60	22	27	3	813	4.02	1.11	High Extent
	Grand mean S/D							**4.09**	**1.06**	**High Extent**

The data presented in table 1 shows that the respondents were unanimous in their responses on all the items as they agreed to a high extent on the following items; school environmental conditions boasts students self-concept and influence their academic achievement scores with a mean score of 4.24, school policies can boast students' self-concept and influence their academic achievement score (3.88), the achievement of academic performance of student is affected by the population of students (4.21), quality of education boats students self-concept and their academic achievement score (4.08), proper implementation of school curriculum boats students' self-concept and influence students' academic achievement and performance (4.02). The table further shows that to a high extent students' school affiliations as an aspect of self-concept relate to their academic achievement and scores in Business Education as indicated by the grand mean of 4.02. The standard deviation indicated that the scores were closely dispersed from one another.

Research Question 2
To what extent do students' social maturity as an aspect of self-concept relate to their academic achievement scores in Business Education?

Table 2: **Mean rating and SD on the extent of students' social maturity and their academic achievement scores in Business Education (n = 202)**

S/N	Statement	VHE (5)	HE (4)	ME (3)	LE (2)	VLE (1)	ΣFX	Mean Score	SD	Decision
21.	Students with self-commitment are usually ambitious and goal oriented	95	50	27	5	5	811	4.01	1.15	High Extent
22.	Students with study habits strive to pass their examination excellently.	80	45	45	25	7	772	3.82	1.18	High Extent
23.	Students that are socially mature are usually result-oriented.	77	63	42	18	2	801	3.97	1.02	High Extent
24.	Emotional depression influence students' academic achievement	70	50	57	20	5	766	3.79	1.10	High Extent
25	Students with personal commitment don't engage in examination malpractice.	75	65	32	29	1	790	3.91	1.07	High Extent
	Grand mean /SD							**3.90**	**1.10**	**High Extent**

The data in table 2 shows that the respondents agreed to a high extent with the following items; students with self-commitment are usually ambitious and goal orientated with a mean score of 4.01, students with study habits strive to pass their examination excellently (3.82), students that are socially mature are usually result-orientated (3.97), emotional depression influence students' academic achievement (3.79), students with personal commitment don't engage in examination malpractice (3.90). The grand mean of 3.90 shows that to a high extent students' social maturity as an aspect of self-concept relate to their academic achievement scores in Business Education. The standard deviation shows that the scores are not dispersed from each other.

Hypothesis 1
There is no significant relationship student school affiliation as an aspect of self-concept and their academic achievement scores in Business Education.

Table 3: **Pearson's Product Moment Correlation (PPMC) analysis of Relationship between student's school affiliation and academic achievement scores in Business Education**

Variable	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	df	r-cal	r-crit	Decision
Students' self-affiliation	793.4	3284.84					
			2868.594	200	0.399	0.116	**Rejected**
Academic achievement scores	714.57	2604.79					

Analysis of data in table 3 shows that calculated r-value of 0.399 at 200 degree of freedom at 0.05 level of significance is greater than critical value of 0.116, hence the null hypothesis is rejected and this shows that there is significant relationship between students' school affiliation and their academic achievement scores in Business Education.

Hypothesis 2
There is no significant relationship between student social maturity as an aspect of self-concept and their academic achievement scores in Business Education.

Table 4: **Pearson's Product Moment Correlation (PPMC) analysis of Relationship between students' social maturity and academic achievement scores in Business Education**

Variable	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	df	r-cal	r-crit	Decision
Students' social maturity	817.2	3460.88					
			8984.162	200	0.457	0.116	**Rejected**
Academic achievement scores	714.57	2604.793					

Analysis of data in table 4, shows that the calculated r-value of 0.457 at 200 degree of freedom at 0.05 level of significance is greater than the critical value at 0.116, hence the null hypothesis is rejected. This shows that there is significant relationship between students' social maturity and their academic achievement score in Business Education.

DISCUSSION OF FINDINGS
Research question four sought to determine the extent students' school affiliation as an aspect of self-concept relate to their academic achievement scores in Business Education. The finding shows the following items to a high extent: school environmental conditions boats students' self-concept and influence their academic achievement score with a mean score of 4.24; school policies can boast students' self-concept and influence their academic achievement score with a mean value of 3.88; the achievement of academic performance of students is affected by the population of students with a mean value of 4.21; quality of education boats students self-concept and their academic achievement scores with a mean value of 4.08; proper implementation of school curriculum boast students' academic achievement and performance with a mean value of 4.02. The finding of this study conforms with the findings of the study embark upon by Iroegbu (2010) who assert that students' academic achievement which include self-concept, attitude, anxiety, sex, family background and the learning environment of students, among her findings show that students performance depends on findings, curriculum and the quality of education provided to students.

The study based on the testing of hypothesis 4 indicated that there is significant relationship between students' school affiliation as an aspect of self-concept and their academic achievement scores in Business Education. This finding is in consonance with the opinion of Acosta (2007) who posited that a significant relationship exists between students' school affiliation and their academic achievement scores in Business Education.

The result of the data analysis in research question five shows to a high extent students' social maturity as an aspect of self-concept relate to their academic achievement scores in Business Education. The finding reveals the following items to a high extent: students with self-commitment are usually ambitious and goal orientated with a mean score of 4.01; students with study habits strive to pass their examination excellently with a mean value of 3.97; emotional depression influence students' academic achievement with a mean value of 3.79; students with personal commitment don't engage in examination malpractice with a mean score of 3.90. The grand mean of 3.90 shows that to a high extent students' social maturity as an aspect of self-concept relate to their academic achievement scores in Business Education. The finding from the test of the fifth hypothesis obviously shows that there is significant relationship between students' social maturity and their academic achievement scores in Business Education. This findings support the earlier view expressed by Cookley (2000) looked more specifically at African American college students and determined a significant relationship with positive interpersonal relationship as a means of increasing academic self-concept and overall academic outcomes of students. Similarly, Mooya (2012) the findings showed that students' academic performance was influenced by multidimensional factors outside of school such as self-esteem, personal perceptions and social maturity. Perception of academic ability was also related to achievement, suggestions connection between students' perception and positive academic performance**.**

CONCLUSION
The researcher after thorough analysis, concluded that school affiliation and social maturity as aspects of self-concept relates to students' academic achievement scores in Business Education in Rivers State. Thus, Business Education students if encouraged and supported will build a desirable self-concept such as school affiliation and social maturity that will in turn positively affect their academic achievement**.**

RECOMMENDATIONS
Based on the finding of the study, the following recommendations are made:
   i.   Business Education Students school affiliation as an aspect of self-concept should be improved upon for enhanced academic achievement scores, this is because students performance in school is based on school affiliation which include: financial resources, school curriculum, quality of education, school environmental conditions, school district size, education and income level of parents, school district structure and school system.
   ii. Curriculum planner in Business Education should integrate societal values in the curriculum for massive awareness of students on societal needs.

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