

senior secondary school students. Thus, in this study the inventory which has 20 test items was adapted and administered to the sample group to measure the students' self-esteem.

Validity of (APDI) Sub-scale A

The researcher exposed the instrument to experts to scrutinize whether the statements in the instrument do relate to what they are supposed to measure. Draft of the instrument was given to experts from the Department of Educational Foundations, Usmanu Danfodiyo University Sokoto, who are professional counsellors and experts in Guidance and Counselling as well as the researcher's supervisors to check how well the items were developed and whether the items are relevant in answering the research questions and testing the hypotheses. Their comments and suggestions were incorporated in the corrections made for the final instrument. At the end of the exercise, the test items were adjudged to possess construct and content validity.

Reliability of (APDI) Sub-scale A

The researcher used a population of 40 students from Federal Government College Daura, Katsina State, a test-retest correlation was carried out with an interval of six weeks between the first and second administration of the instrument to ensure they did not exactly remember their previous responses. With the use of Pearson Product Moment correlation coefficient formula, a reliability coefficient of 0.67 was obtained. This was considered to be good enough for use in this study.

Scoring of (APDI) Sub-scale A

In APDI (Sub-scale A), the scoring of self-esteem with statement like Strongly Agree "SA" response carries 4 marks, Agree "A" response carries 3 marks, Strongly Disagree "SD" response 2 marks while Disagree "D" response carries only 1 mark. The total scores obtained by

the individual represent the level of his or her self-esteem. APDI Subscale A maximum score is 80 points and the minimum score is 20 points.

Researcher Designed Test in English Language and Mathematics for Senior Secondary School II (SS II) students

The items for both English Language and Mathematics test were carefully chosen using a table of specification which contains 20 items for each subject respectively. The items were selected based on the syllabus of English Language and Mathematics for SS II students.

Validity of English Language and Mathematics Test

Both English Language and Mathematics teachers who are examiners of WAEC, NECO and NABTEB and as well as teachers of the two subjects were given the test to peruse to ascertain their appropriateness for SS II student. Their independent judgment was considered to determine their content validity.

Reliability of English Language and Mathematics Test

To establish the reliability of the instrument, a test-re-test was carried out by the researcher. The test was administered on 40 students at (6 weeks interval), to determine the stability of scores over time from Federal Government College Daura, Katsina State. With the use of Pearson Product Moment Correlation coefficient formula, a reliability coefficient of 0.71 for English Language and 0.66 for Mathematics were obtained.

Scoring of Mathematics and English Language Test

The performance test consist of 20 objective questions and each question is followed by four options lettered a, b, c and d for respondents to choose for both subjects (English Language

and Mathematics). Each correct answer carries 2 marks, thus, the maximum score possible in both is 80 and minimum score is 0.

Method of Data Analysis

Ho₁ was tested using Pearson Product Moment Correlation coefficient statistics while Ho₂ was subjected to t-test analysis.

Data Presentation and Analysis

Ho₁: There is no significant relationship between Self-esteem and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria

Table 2: Relationship between Self-esteem and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria (N= 269)

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Self-esteem	269	54.97	10.817	.015	.800	Not Significant
Academic Performance	269	40.23	13.551			

Source: Statistical Package for Social Science 20.0 version.

From table 2, it can be seen that the relationship between self-esteem and academic performance of students was positive but not significant, Pearson's $r = .015$ which was low; $p > .05$. Thus, the hypothesis was accepted. This indicates that there is no significant relationship between self-esteem and academic performance of students in Federal Government Colleges in North-west zone of Nigeria because the p-value is greater than the .05 level of significance. Therefore, hypothesis which says there is no significant relationship between self-esteem and academic performance of students in Federal Government Colleges in North-west zone of Nigeria was retained. This means that the value student attached to themselves does not significantly affect their academic performance in Federal Government Colleges in North-west zone of Nigeria.

H₀₂: There is no significant difference between Self-esteem and Gender of Students in Federal Government College in North-west zone of Nigeria

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Table 3: Difference between Self-esteem and Gender of students in Federal Government Colleges in North-west zone of Nigeria

Variables	N	Mean	Std. Deviation	df	t-cal	t-crit	Decision
Male	116	55.82	7.846	267	-.573	.567	Not Significant
Female	153	55.13	10.982				

Source: Statistical Package for Social Science 20.0 version.

From Table 3, it can be seen that the difference between self-esteem and gender of students has $t\text{-cal} = -.573$, $t\text{-crit} = .567$. Thus, the hypothesis is accepted. The result indicates that the mean self-esteem for male (55.82) and that of female (55.13) which was not significant. Hence, there is no significant difference between self-esteem and gender of students in Federal Government Colleges in North-west zone of Nigeria because $t\text{-cal}$ is less than $t\text{-crit}$ at .05 level of significance. Therefore, hypothesis which states there is no significant difference between self-esteem and gender of students in Federal Government Colleges in North-west zone of Nigeria was retained. The result implies that self-esteem of male students do not significantly differ from that of their female counterpart.

Summary of Findings

In view of the hypotheses tested and interpreted the following summaries were generated;

1. The value students attached to themselves does not significantly affect their academic Performance in Federal Government Colleges in North-west zone of Nigeria.
2. Male and female students do not differ significantly in their self-esteem in Federal Government Colleges in North-west zone of Nigeria.

Discussion of Findings

The finding of this study revealed that no significant relationship was found between self-esteem and academic performance of students. This finding is in agreement with the study of Patrick and Joseph (2005) who found no correlation between self-esteem and academic achievement for the gifted group. The finding is contrary to that of Muhammad, Syed and Khalid (2015) who found out a significant relationship between self-esteem and academic performance of students. It can therefore be concluded that students need to believe that they have the capacity to achieve what they need and want to achieve, so that he/she can adequately cope with the challenges of academic performance. The student who does not believe he/she can adequately cope academically have an external sense and is probably less effective and creative than he or she would be if he or she possessed self-esteem.

Hypothesis two, there was no significant difference in Self-esteem and Gender of students in Federal Government Colleges in North-west zone of Nigeria. This finding affirms the study by Leila, Mohammadreza, Nahid and Azizollah (2013) on comparing the boys and girls self-esteem in the less educated and educated families. Samples included 16 boys and 18 girls from ignorant families, 18 males and 16 females from families with high levels and age between 4-6 years. The results of analysis revealed that there is no any significant difference between boys' and girls' self-esteem. The research demonstrated that there were no differences between boys' and girls' self-esteem. The study concluded that students' gender had no significant influence on their self-esteem.

Conclusion

From the findings of this study, it was concluded that self-esteem was not related to academic performance of students. This means that self-esteem has no significant influence on students' academic performance. The study also concluded that male and female students do not differ in their self-esteem.

Recommendations

In view of the above findings, it was recommended that:-

1. School counsellors should encourage students to believe that they have the capacity to achieve a set goal and adequately cope with the challenges of academic performance.
2. Administrators, teachers and counsellors need to encourage both male and female students to have positive self-esteem, as it can enhance the value a student attached to him/herself.

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