

taxonomy of education which are knowledge, comprehension, analysis, evaluation and application. To Muhammad (2013), academic performance is the basic index of quality education. Salau (2015) asserted that academic performance had been linked with various factors of which some are resident in the society, some in the school, some in the child's home and others in the child himself.

Various factors have been suggested as sources of influence on student's academic performance: Self-efficacy as a variable on a child is very important. Self-efficacy as a concept refers to oneself achieving what he/she wants to achieve at the level he/she wants to achieve it. As Bandura (1999) would put it; academic self-efficacy refers to people's convictions about their own capabilities for successfully executing a course of action that leads to a desired outcome. Self-efficacy determines how people feel, think, motivate themselves and behave. Such beliefs produce diverse effects through four major processes, which include cognitive, motivational, affective and selection processes. Thus, a student with high self-efficacy who has experienced failure can rise and change his situation for good.

Furthermore, students with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic and deep engrossment to tasks. People with high self-efficacy will concentrate on their work, in spite of interruptions. Therefore, self-efficacy can influence the choices people make and the courses of action they pursue, how long they will endure when confronting obstacles and how resilient they will be on the face of adverse situation.

Parental expectation is another variable in this study; Parental expectations as realistic beliefs or judgments that parents have about their children's future academic performance as reflected in course grades, highest level of schooling attained, or college attendance. Parental expectations are based on an assessment of the child's academic capabilities as well as the

available resources for supporting a given level of achievement. Most researchers operationalize parental expectations by asking parents “how far” they think their child will go in school or by asking them to forecast what grades a child will receive that year (Glick & White, 2004). Parental expectations are judgments that parents have about their children's future academic performance as reflected in course grades, highest level of schooling attained, or college attendance (e.g., Glick and White 2004; Goldenberg, Gallimore, Reese & Gamier, 2001).

Numerous studies have found a positive connection between parents’ expectations (e.g., expecting that their children will earn a Bachelor’s degree or more, or expecting them to do well in school) and children’s academic performance (e.g., Cornelius, 2012; Froiland & Davison, 2014; Rutchik, 2007). Furthermore, Parents that expect their children to do well convey that expectation to their children and provide appropriate support at home (e.g., reading with them frequently prior to and during the preschool years and taking their children to the public library; Powell, Son, File, & Froiland, 2012), such that their children believe that they can succeed academically. Positive expectations are contagious, especially between parents and children. Oyelowo (2002) found out that parental interest towards education is largely associated with their wishes on the type of education they want their children to have. This sometimes depends on value the parents attached to education. He found that those children who were encouraged by their parents in their studies tend to work harder than those that are not encouraged by their parents.

Statement of the Problem

Academic performance is interestingly an important issue; a fundamental premium upon which all teaching/learning activities are measured using some criteria of excellence e.g. good academic performance, poor academic performance and academic failure. The concern for improving academic performance has also increased in the years. The reason for this can be

attributed to the high percentage of poor performance of the students at the secondary school level in recent time. It is worthy to note that in Nigeria, the successful completion of six-year secondary education is the foundation or the basis of studentship in the University, College of Education or Polytechnic.

The release of results from the West African Examination Council (WAEC) and National Examination Council (NECO) is always followed by public outcry as student's performances in both examinations do not match the government and parental investment in the North-west zone of Nigeria. For instance, Dr. Charles Eguridu, head of National Office, WAEC, announced the results of 2017 May/June WASSCE on Monday 18th August 2014 on NTA. He said "A total of 529,425 candidates, representing 31.28% out of 1,692,435 candidates that sat for the examination obtained credits in five subjects and above, including English Language and Mathematics. Thus, all stakeholders are unhappy as to why the system is turning out senior secondary graduate with poor results. This has made failure in public examination a problem of national concern.

Failure in public examination poses serious danger of polluting the streets with drop-out, half-educated, maladjusted, unemployables that can only constitute a social menace and a threat to the peace and stability of the Nation in general and North-west zone in particular. The education system and its processes in terms of the quality of inputs and the psychosocial disposition of the learner relative to the teaching and learning process have been implicated. Among the psychosocial variables of the learner that are considered significant in his/her performance are self-esteem and attitude to school. It is in the light of this that the researcher looked in to variables that could bring about improvements among Senior Secondary School Students academic performance and how these variables can contribute towards an improved educational standard in general. Therefore, the main thrust of the

present study was to examine self-efficacy and parental expectation as correlates of students' academic performance in Federal Government Colleges in North-west zone of Nigeria.

Research Questions

To guide the study, the following research questions were raised:

1. Is there any relationship between self-efficacy and academic performance of students in Federal Government Colleges in North-west zone of Nigeria?
2. Is there any relationship between parental expectation and academic performance of students in Federal Government Colleges in North-west zone of Nigeria?
3. Is self-efficacy a better predictor of academic performance than parental expectation of students in Federal Government Colleges in North-west zone of Nigeria?

Objectives of the Study

This study was to find out:

1. The relationship between self-efficacy and academic performance of students in Federal Government Colleges in North-west zone of Nigeria
2. The relationship between parental expectation and academic performance of students in Federal Government Colleges in North-west zone of Nigeria
3. Whether self-efficacy is a better predictor of academic performance than parental expectation of students in Federal Government Colleges in North-west zone of Nigeria

Research Hypotheses

The following null hypotheses were formulated for the study

H₀₁: There is no significant relationship between self-efficacy and academic performance of students in Federal Government Colleges in North-west zone of Nigeria

H₀₂: There is no significant relationship between parental expectation and academic performance of students in Federal Government Colleges in North-west zone of Nigeria

H₀₃: There is no significant relationship among self-efficacy, parental expectation and students' academic performance in Federal Government Colleges in North-west zone of Nigeria

Methodology

A correlational research method was used in this study to determine the relationships between self-efficacy and parental expectation, and how these two variables (referred to as predictor variables) predict students' academic performance (the criterion variable). The population for the study consists of senior secondary school (SSII) students in Federal Government Colleges in North-west zone of Nigeria with a total of 3430 students. The sample of the study was drawn from ten (10) Federal Government Colleges in North-west zone of Nigeria out of 18 Federal Government Colleges in the zone with 2,057 SSII students using purposive sampling techniques. A purposive or judgment sampling is a technique used for the study based on the assumption that with good judgment, one can handpick element of cases in a population, which are satisfactory in relation to one's needs. The sample of 333 students comprising of both male and female students was selected with the aid of Research Advisor (2006) table for determining sample size to simplify and justify the work. Thereafter, the sample of 333 students was proportionately selected across the 10 schools. The proportionate sampling technique was used to select corresponding number from the various schools to ensure equal or proportional representation (Creswell, 2008). With proportionate sampling method, the researcher does not leave the representativeness of the sample entirely to chance.

In selecting students to represent the sample in each school, the researcher used simple random sampling technique by writing 'YES' and 'NO' on folded piece of papers. The number of respondents selected in each school was presented in Table 1.

Table 1: Sample Size of the Study

S\NO	Colleges	Population	Sample Size Required for the Study	Percentage%
1	Federal Government College Kiyawa, Jijawa State	244	40	12
2	Federal Government Girls College Kazaure, Jijawa State	117	19	6
3	Federal Government College Kano, Kano State	244	40	12
4	Federal Government Girls College Min-Jibir, Kano State	131	21	6
5	Federal Government College Kaduna, Kaduna State	352	57	17
6	Federal Government Girls College Zaria, Kaduna State	182	29	9
7	Federal Science Technical College Kafanchan, Kaduna State	341	55	17
8.	Federal Science College Sokoto, Sokoto State	153	25	8
9.	Federal Government College Sokoto, Sokoto State	245	39	12
10.	Federal Government Girls College Tambawal, Sokoto State	48	8	2
Total		2,057	333	100%

Source: Research Advisor (2006)

Research Instruments

Three set of instruments were used by the researcher to measure the students' self-efficacy, parental expectation and academic performance. Two adapted instruments were used by the researcher while the researcher designed tests in English language and Mathematics was used to measure academic performance of students. The following are the instruments:

- i. Adapted version of Jerusalem and Schwarzer (1995) and Pintrich, Smith, Garcia and McKeachie's (1991) General Self-Efficacy Scale (GSES) to measure students' self-efficacy.

- ii. Adapted version of Federal Ministry of Education Questionnaire on Parental Expectation Scale (PES) to measure student's parental expectation.
- iii. Researcher designed Test in English Language and Mathematics for Senior Secondary School II (SS II) students, to measure student's academic performance.

Adapted version of Jerusalem and Schwarzer (1995) and Pintrich, Smith, Garcia and McKeachie's (1991) General Self-Efficacy Scale (GSES)

General Self-Efficacy scale was originally developed by Jerusalem and Schwarzer (1995). The scale was created to assess a general sense of perceived self-efficacy. The scale was designed for the general adult population, including adolescents; persons below the age of 12 should not be tested. The instrument has 10 items to measure perception of Self- Efficacy. The questionnaire is rated on a 4- point scale (1= Not all true, 2= Barely true, 3= Moderately true and 4= Exactly true). However, the researcher modified and adapted the 10 items of Jerusalem and Schwarzer and included modified 10 items from Pintrich, Smith, Garcia and McKeachie's (1991) instrument. This addition was done to give more opportunity to tap information on many issues or situations that were not included in Jerusalem and Schwarzer's scale. In addition, the questionnaire rating scale was modified to a 4- point likert scale of (4= Strongly Agree, 3= Agree, 2= Strongly Disagree and 1 = Disagree).

Validity of GSES

The researcher exposed the instrument to experts on the topic 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.

They also scrutinized unclear biased and deficient items and evaluated whether the items are fit for Senior Secondary School Students. Their comments and suggestions were incorporated in the corrections made for the final instrument, which was adjudged to possess construct and content validity.

Reliability of GSES

To obtain the reliability of the instrument, the researcher administered the test twice over a period of four weeks, to determine the stability of scores over time using 40 SSII students of Federal Government College Daura, Katsina State. With the use of Pearson Product Moment Correlation Coefficient formula, a test-retest reliability coefficient was found to be .74. This result is considered adequate and was considered to be good enough for use in this study.

Scoring of GSES

The scoring of the instrument range from (4= Strongly Agree, 3= Agree, 2= Strongly Disagree and 1= Disagree). The numeric values associated with the rating for the items were added to obtain a total score. The maximum score possible is 80 and the minimum score possible is 20.

Adapted version of Federal Ministry of Education Questionnaire on Parental Expectation Scale (ATS)

The parental expectation scale was designed by Federal Ministry of Education, Guidance and Counselling Unit for secondary school students. The instruments consist of twenty (20) items. However, the instrument was adapted for use because of the date of the instrument which is 1986 and the use of five point likert-scale of SA, A, U, D, SD. The current practice is the use of a 4 point likert-scale of SA, A, D, SD. This was to disregard the idea that someone who did not decide at all obtained more score than the one who made choice. Thus, the respondents provided

answers on a four point rating scale. The response symbols are: SA= Strongly Agree; A= Agree; D= Disagreed and SD= Strongly Disagreed.

Validity of Parental Expectation Scale (PES)

This is another instrument that was used in collecting data for this study. It was adapted from the Federal Ministry of Education guidance and counseling unit for use. To validate the instrument, it was given to some 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. These test experts' independent judgment was considered to determine the construct and content validity of the instrument.

Reliability of the Parental Expectation Scale (PES)

To investigate the aspect of reliability, the researcher administered the test twice over a period of six weeks, to determine the stability of scores over time using 40 SSII students which are selected from Federal Government College Daura, Katsina State. With the use of Pearson Product Moment Correlation Coefficient formula, a test-retest reliability coefficient 'r' of .73 was obtained. This result was considered adequate and good enough for use.

Scoring of Parental Expectation Scale (PES)

1. The instrument was hand scored for all items as indicated in the answer. Key: SA= 4points; A= 3points; SD= 2points and D= 1point. The 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

The analysis of data was based on the research hypotheses earlier formulated to guide the study by using Statistical Package for Social Sciences (SPSS) Version 20.0 (Statistical Software). H_{01} and H_{02} were tested using Pearson Product Moment Correlation coefficient statistics while H_{03} was subjected to Multiple Regression analysis.

Data Presentation and Analysis

H₀₁: There is no significant relationship between Self-efficacy and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria

Table 2: Relationship between Self-efficacy and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria

Variables	N	Mean	Std. Deviation	P-value	Decision
Self-efficacy	333	68.56	9.931	.521	Not Significant
Academic Performance	333	46.54	12.132		

From the above table 2, it can be seen that the relationship between self-efficacy and academic performance of students was positive but not significant, $p > .05$. Thus, the hypothesis is accepted. This indicates that there is no significant relationship between self-efficacy 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. Thus, hypothesis which states there is no significant relationship between self-efficacy and academic performance of students in Federal Government Colleges in North-west zone of Nigeria was retained. This means that students' believe about his/her ability to carry out a certain task attached to themselves do not significantly affect their academic performance in Federal Government Colleges in North-west zone of Nigeria.

H₀₂: There is no significant relationship between Parental Expectation and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria

Table 3: Relationship between Parental Expectation and Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria

Variables	N	Mean	Std. Deviation	P-value	Decision
Parental Expectation	333	68.91	6.672	.620	Not Significant
Academic Performance	333	40.60	11.546		

From Table 3, it can be seen that the relationship between parental expectation and academic performance of students was positive and not significant, $p > .05$. Thus, the hypothesis is accepted. This indicates that there is no significant relationship between parental expectation 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. Thus, hypothesis which states there is no significant relationship between parental expectation and academic performance of students in Federal Government College in North-west zone of Nigeria was retained. This means that students' perception of their parental expectation do not significantly affect their academic performance in Federal Government Colleges in North-west zone of Nigeria.

H₀₃: There is no significant relationship among self-efficacy, parental expectation and students' academic performance in Federal Government Colleges in North-west zone of Nigeria

Table 4: Regression Analysis on Students' Academic Performance

Variables	R	R ²	Adjusted R ²	SE	F	B	T	P-value
Self-efficacy	.062	.004	.000	.094	1.024	-.039	-.418	.676
Parental Expectation	.125	.016	.012	.138	4.213	-.156	-1.128	.260

Dependent Variable: Academic Performance

A look at the squared part correlations revealed that self-efficacy accounted for 0.6% of the variance in academic performance $R^2_{adj} = .000$, $F = 1.024$, $p > .05$ while parental expectation accounted for .12% of the variance in academic performance $R^2_{adj} = .012$, $F = 4.213$, $p > .05$. Thus, the significant results of the procedure indicated that parental expectation was able to account for significant amount of variance in the dependent variable (academic performance) while self-efficacy ($B = -.039$; $t = -.418$; $p > 0.05$) was not significant. Therefore, the hypothesis was rejected. This indicates that parental expectation, $\beta = -.156$, $t = -1.128$, $p > .05$ emerged as the significant predictor. This indicated that parental expectation is a better predictor of academic

performance of students in Federal Government Colleges in North-west zone of Nigeria than self-efficacy.

Summary of Findings

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

1. Students' believe about their ability to carry out a certain task attached to themselves (i.e., self-efficacy) do not significantly relate to students' academic performance in Federal Government Colleges in North-west zone of Nigeria.
2. Students' perception of their parental expectation do not significantly relate to their academic performance in Federal Government Colleges in North-west zone of Nigeria.
3. Regression Analysis indicated that parental expectation is a better predictor of Academic Performance of students in Federal Government Colleges in North-west zone of Nigeria than Self-efficacy.

Discussion of Findings

The finding of this study revealed that no significant relationship was found between self-efficacy and academic performance of students. This may be due to the fact that an individual lack belief that they can be successful. This is because self-efficacy is an important component of scholastic performance that influences student actions directly, and impacts cognitive, motivational, decisional, and affective determinants of academic performance. This finding confirms studies by Zimmerman and Bandura (1994) who found out that self-efficacy affects academic performance/achievement directly and indirectly through its influence on goal. According to Adeyemo and Jorubeli in Abdulkadir (2016) self-efficacy is the most potent contributor to the prediction of students' academic performance. It is therefore imperative that, individual students need to consider seriously the importance of self-efficacy and its influence on academic performance.

Hypothesis two, there was no significant relationship between parental expectation and academic performance of students. The finding of this study is in line with that of Alokun, Osakinle and Onijngin (2013) who found a significant difference between academic performance of students and parental expectation. The explanation for this finding might be that, the perception of students to choose what their parents desire, simply to please them and as the parental expectation on the students increases, there was no corresponding increase in the student academic performance. This finding is in contrary to the findings of Trusty, Plata and Salazar cited in Abdulkadir, Muhammed, Abdulrahman, Abdu and Rilwanu (2019), Torpor, Keane, Shelton and Calkins (2011) and Porumbu' and Necsoi (2013) who found a significant relationship between parental expectation and academic performance of students. It can be concluded therefore, that parental expectation does not significantly improve the academic performance of students as indicated in this study.

The regression analysis indicated that parental expectation was a better predictor of academic performance of students than self-efficacy. This finding is in agreement with the study of Abdulkadir (2016) who found out that parental expectation was a better predictor of students' academic performance among other variables, such as locus of control and attitude to school. This finding is also in line with the studies of Trusty, Plata, and Salazar (2003), Torpor, Keane, Shelton and Calkins (2011) and Porumbu' and Necsoi (2013) who found parental expectation as a better predictor of academic performance of students. It can be concluded therefore, that parental expectation is a better predictor of academic performance than self-efficacy of students as indicated in this study.

Conclusion

Conclusively, the study examined the relationship between self-efficacy and parental expectation on students' academic performance of Federal Government Colleges in North-west

zone of Nigeria. The study conclude that, student ability to carry out certain task do not relate to his/her academic performance and that students' perception of their parental expectation do not relate to their academic performance. Thus, self-efficacy and parental expectation should not be seen as variables that are related to students' academic performance.

Recommendations

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

1. Self-esteem should not be considered as a variable that is related to students' academic performance.
2. Parental expectation should not be considered as a variable that is related to students' academic performance.
3. Parents, teachers and counsellors should try to encourage students to work hard academically in order to improve their academic performance regardless of their parental desire or wishes on their academic performance.

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