

**PSCHO-SOCIAL PREDICTORS OF ACHIEVEMENT IN MULTICULTURAL
CONCEPTS IN SOCIAL STUDIES AMONG SECONDARY SCHOOL
STUDENTS, IN IJEBU SOUTH LOCAL GOVERNMENT, OGUN STATE**

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Abstract

This study examined the extent to which psycho-social factors predicted students' achievement in Social Studies, adopting a correlational research type and multi-stage sampling technique. Three instruments namely: Teacher Questionnaire ($r = 0.89$); Student Questionnaire ($r = 0.78$) and Social studies Achievement Test ($KR20 = 0.72$) were used to collect data from 350 respondents drawn from ten junior secondary schools in Ogun state. Four research questions were set and answered using multiple regression analysis. Students' self-concept ($r = 0.631$; $P < .05$) and Students' peer pressure (0.681 ; $P < .05$) have high positive significant relationship with social studies achievement scores. A statistically significant linear relationship exists between the predictor variables. The predictors accounted for 64.5% of the total variance observed in students' achievement in social studies. Influence of Students' Peer Pressure $\beta = .202$; $t(324) = 4.104$; $p < .05$ was most influential followed by Students' Motivation ($\beta = .139$; $t(324) = 3.476$; $p < .05$). Also, Students' Self-concept $\beta = .151$; $t(324) = 3.292$; $p < .05$ and Teachers' Social Interaction ($\beta = -.833$; $t(324) = -2.842$; $p < .05$). The result indicated that peer pressure, students' motivation, students' self-concept and teachers' social interaction have a significant predictive ability of academic gains, therefore parents and teachers should watch the kind of friends keeping by their children/ students. Also, students should be highly motivated as this promotes strongly academic gains through adequate rewards and reinforcement in the classroom.

Keywords: Achievement, multicultural education, teacher factor, student factor

Introduction

Since independence, the attempt to build a virile and stable Nation in Nigeria has been thwarted by political, economic and socio-religious problems. For instance, there have been cases of multi-ethnic vices such as allegiance to ethnic-group, agitation for Biafra nation, intra-cultural and inter-ethnic antagonism, hostility, aggression, bitterness, hatred, and mistrust in the country which have not augured well for the building of a virile Nigerian nation. Rather than harnessing our diversities towards viable nation building, we have become slaves to our ethnic origin to which our allegiance is largely focused at the detriment of nation building. While full rights of citizenship are enshrined in 1999 constitutions for all Nigerians today, there is often a difference between legally having a right and practically being able to exercise it. Although the rights of citizenship in democratic societies have expanded greatly both in kind and scope over the past several centuries, it is clear that significant areas of inequality and struggle persist.

It is against this backdrop that Social studies education is included as one of the subjects to build strong, dynamic nation in Nigeria according to National Policy of Education (FGN, 2013). Edozie (2001) defined Social studies as a dynamic, systematic and integrated discipline for generation of knowledge, attitudes, skills and behaviours necessary for dealing with contemporary life issues, for understanding man and the factors which influence his relationship with himself in particular and his society generally in a sustainable manner. This implies that Social studies is a means through which a society propagates its acceptable norms, attitudes, values and behaviours. Jarolimek in Jekayinfa (2002) on the other hand saw Social studies as a discipline, which focuses on people, their actions and inaction. Social studies can thus help Nigerian citizens generally to develop the ability to respect the worth and national unity, instill in man a disposition for acceptance of attitudinal change or re-branding in order to tame the tide of nepotism which has enveloped all sectors of life in Nigeria (Oyibe and Mbang, 2013). To develop the right types of attitudes among Nigerians, multicultural education concepts in Social studies take into account the

historical, cultural, social, and economic characteristics of the Nation because of multiethnic composition of Nigeria (Ajitoni, Salako and Ojebiyi, 2013).

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds (Ajitoni, Salako and Ojebiyi, 2013; Banks and Banks, 2004; Sleeter, 2001). A number of authors, have identified characteristics of culturally relevant teaching as validating and affirming because it acknowledges the strengths of students' diverse heritage; comprehensive because it uses "cultural resources to teach knowledge, skills, values, and attitudes; multidimensional; liberating; empowering and transformative (Sabrina, 2008; Banks and Banks, 2004; Sleeter, 2001).

As important as the objectives of Social Studies are to the development of the individual and the nation as a whole, there are factors that could challenge the smooth transfer of its contents in the classroom which in turn may endanger personal and national development. The factors may hamper or promote the purpose of teaching and learning. According to Ikwumelu and Oyibe (2014), learners' achievement/academic performance has been hypothesized to be determined by a host of factors, which included individual and household characteristics such as student ability, motivation, the quality of secondary education obtained, as well as the gender of the student. Other studies also reported influence of some factors on students' academic performance which include lack of interest on the part of the students (Anoma, 2005), teaching method (Gbadamosi and Jegede, 2015), lack of motivation (Tella, 2007), academic self-concept (Simret, 2013), peer pressure (Kang, 2006). In this study, however, focus is on psycho-social factors. These are teacher factors (self-concepts, job satisfaction and social interaction) and student factors (self-concepts, motivation and peer pressure) as they affect academic performance in Social Studies.

Self-concept is one of such variable that is presumed to have predictive ability of student achievement. Marsh (2004) defined self-concept as those perceptions, beliefs, feelings, attitudes and values which the individual views on describing himself. Academic self-concept varies as students move through grades, in which their academic self-concept tends to rise in the direction of their academic achievement

(Liu and Wang, 2005), whereas, others studies highlight that it tends to become weaker (Marsh and Yeung, 2007; Marsh and Parker, 2002). It was also, discovered that academic self-concept has a relationship with academic achievement (Awad, 2007; Tan and Yates, 2007; Marsh, 2004).

Peer pressure is another variable that is considered to have predictive ability of students' achievement. Kang (2006) stated that among various dimensions of peer interactions, the effect of classroom/school peers on a student's own academic performance is at the heart of the diverse debates on educational reform. While some studies show no significant (or small) peer effects (Arcidiacono and Nicholson, 2005; Angrist and Lang, 2004), other studies report significantly positive effects of peer quality on academic performance (Hanushek, Kain, Markman and Rivkin, 2003; Winston and Zimmerman, 2003). Such lack of consensus on peer influence reflects various empirical challenges confronted by studies on peer effects. Hence, there is need for further study on influence of peer interaction on learners' achievement in Social Studies.

Also considered in this study is motivation. Motivation plays a major role in students' academic work and in their achievement. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process (Bandalos, Geske and Finney 2005; Chemers, Hu and Garcia, 2005). Tella (2007) posited that the issues of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning. Since motivation is a significant construct in students' education, it is therefore important to study how it (motivation) affects learners' achievement in Social Studies.

Job satisfaction of teacher is another variable in this study. In relation to job satisfaction, Lewis, Goodman and Fandt (1995), stated that an organization's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance their motivation. According to the literature, improved working conditions of teachers' may influence job satisfaction, which helps to develop

positive commitment to the school among both new and current employees (Reyes & Shin, 1995).

The other variable that is presumed to influence student academic performance is teachers' social interaction. Social interaction has been recognized as one of the most important components of learning experiences both in conventional education and distance education (Moore, 1993). Insung,, Seonghee, Cheolil, and Junghoon, (2008) and Kanuka and Anderson (1998) noted, interpersonal or social interaction between learners and instructor could contribute to learner satisfaction and frequency of interaction in Web Based Instructor.

Thus, it looks significant to carry out research on these psychosocial variables that either facilitate or hinder learning process of students so as to facilitate them to be successful in their learning. The researcher's professional experiences as a teacher and the scanty of local research on this topic have motivated the researchers to study it. This study, therefore examined psycho-social factors (teacher factors (self-concepts, job satisfaction and social interaction) and student factors (self-concepts, motivation and peer pressure) as predictors of students' achievement in multicultural concepts in social studies, Ijebu South Local Government.

Research questions

The following research questions were formulated to guide the study:

- 1) What is the strength and direction of the correlation among the predictors: student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) and the criterion variable (students' achievement in multicultural education concepts in Social Studies)?
- 2) Does the obtained regression model resulting from the set of six-predictor variables: student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) allow a reliable prediction of students' Achievement in multicultural education concepts in Social studies?
- 3) Which of the six-predictor variables student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) is or are

most influential in predicting multicultural education concepts in Social Studies achievement scores?

- 4) Are there any predictor variables: student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) that do not contribute to the prediction model?

Method

This study made use of correlation research design of ex-post facto type. The population for this study was teachers and students of Social Studies in Ijebu North Local Government Areas of Ogun State. The study adopted a multi stage sampling technique. The total number of the students that were selected was 300 and the total number of teachers selected was 50 making a total of 350 respondents.

Three instruments with psychometric properties (Teacher questionnaire ($r = 0.89$); Student questionnaire ($r = 0.78$) and Social Studies Achievement Test ($KR20 = 0.72$)) were used in the study for data collection.

Data collected were analysed using multiple regression to determine the composite and relative effects of the independent variables on the dependent variable.

Results

Research Question 1: What is the strength and direction of the correlation among the predictors: student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) and the criterion variable (students' achievement in multicultural education concepts in Social Studies)?

To answer the research question 1, Table 1 is presented thus:

Table 1: Correlation Matrix of the Predictor Variables

Variables	SAS	TSC	TJS	TSI	SSC	SM	SPP
SAS	1.000						
TSC	-.736	1.000					
TJS	-.720	.095	1.000				
TSI	-.750	.099	.097	1.000			
SSC	.630	-.599	-.587	-.610	1.000		

SM	.527	-.442	-.438	-.452	.506	1.000	
SPP	.681	-.668	-.651	-.677	.631	.511	1.000
MEAN	12.47	2.17	4.29	5.28	16.37	16.33	13.76
SD	5.378	5.222	5.278	12.587	8.501	10.995	6.529

SAS = Students' Achievement in Social studies; TSC = Teachers' Self-concept; TJS = Teachers' Job Satisfaction; TSI = Teachers' Social Interaction; SSC = Students' self-concept; SM = Students' Motivation and SPP = Students' Peer Pressure.

From the table 1, each of the students' variables and teachers' variables was correlated with students' achievement in multicultural concepts in Social Studies. The table indicates that students' self-concept have high positive significant relationship with multicultural education concepts in Social studies achievement scores ($r = 0.631$; $P < .05$). This implies that as self concept improves, as students' achievement also improves. The same is of Students' peer pressure influence and multicultural education concepts in Social studies achievement scores (0.681 ; $P < .05$). Also, between Students' motivation and Students' self-concept ($r = 0.506$; $P < .05$) and between students' peer pressure and students' self-concept ($r = 0.631$; $P < .05$).

Conversely, other correlation that exist are negative and as well low such as Teachers' self-concept and Social studies achievement scores ($r = -0.736$; $P < .05$), Teachers' Job Satisfaction and Social studies achievement score ($r = -0.720$; $P < .05$); between Teachers' Social Interaction and Social studies Achievement score ($r = -0.750$; $P < .05$). Also, between Teachers' self-concept and students' self-concept ($r = -0.599$; $P < .05$) and between Teachers' job satisfaction and Students' Motivation ($r = -0.438$; $P < .05$). More importantly, the result showed that there is no evidence of multicollinearity among the predictor variables.

Research Question 2: Does the obtained regression model resulting from the set of six-predictor variables: student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) allow a reliable prediction of students' Achievement in multicultural education concepts in Social studies?

Table 2: Model Summary and Regression ANOVA of the Predictors on the Criterion

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6219.096	6	1036.516	100.989	.000*
Residual	3325.436	324	10.264		
Total	9544.532	330			
R	0.807				
R Square	0.652				
Adjusted R Square	0.645				

* Significant at $P < 0.05$

Result in Table 2 shows that the combination of all the six predictor variables student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) yielded a multiple correlation which is moderate and positive ($R = 0.807$). This correlation coefficient (that is multiple correlation), indicates that the relationship between all the predictors and the criterion was moderate. As a result, the predictors are quite relevant and effective towards the explanation of the variance in students' achievement in multicultural concepts.

However, the combination of these predictor variables accounted for approximately 64.5% (R^2 Adjusted) of the variance observed in the criterion (Social studies Achievement scores). Table 2 also shows that, the combination of the six predictor variables jointly predict the criterion measure (multicultural education concepts in Social Studies achievement scores) significantly $\{F(6,324) = 100.989; P < 0.05\}$. This leaves the remaining 35.5% to other factors not included in this study and residuals.

Research Question 3: Which of the six-predictor variables student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) is or are most influential in predicting multicultural education concepts in Social Studies achievement scores?

Table 3: Summary of Multiple Regression Analysis showing Relative Contribution to the Prediction of Students' Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Standard Error	Beta		
Constant	8.543	.679		12.586	.000
Teachers' Self-concept	.285	.252	.277	1.131	.259
Teachers' Job Satisfaction	.053	.069	.103	.764	.446
Teachers' Social Interaction	-.356	.125	-.833	-2.842	.005*
Students' self-concept	.096	.029	.151	3.292	.001*
Students' Motivation	.068	.019	.139	3.476	.001*
Students' Peer Pressure	.166	.041	.202	4.104	.000*

*Significant at $P < 0.05$

Table 3 shows the contribution of each of the independent variables to the prediction model. Four of the independent variables contributed significantly to the prediction model at 0.05 level. Influence of Students' Peer Pressure $\beta = .202$; $t(324) = 4.104$; $p < .05$) was most influential followed by Students' Motivation ($\beta = .139$; $t(324) = 3.476$; $p < .05$). Also, Students' Self-concept $\beta = .151$; $t(324) = 3.292$; $p < .05$) and Teachers' Social Interaction $\beta = -.833$; $t(324) = -2.842$; $p < .05$).

Research Question 4: Are there any predictor variables: student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) that do not contribute to the prediction model?

Table 3 also revealed that two of the predictors: Teachers' Job Satisfaction and Teachers' Self-concept out of the six independent variables did not contribute significantly to the prediction model for Social studies Achievement scores. These are Teachers' Job Satisfaction

($\beta = 0.103$; $t(324) = .764$; $p > .05$) and Teachers' Self-concept ($\beta = 0.277$; $t(324) = 1.131$; $p > .05$).

Discussion of Findings

This research shows that students' self-concept have high positive significant relationship with academic achievement in Social Studies. The result of students' self-concept agreed with the reciprocal model which emphasizes that there is a mutual causality between the academic self-concept and the academic achievement of a student (e.g. Guay, Marsh, and Boivin, 2003). This means that both academic self-concept and academic performance directly influence each other, that is, they are reciprocal.

The result also shows that Students' peer pressure influence and Social studies achievement score has significant correlation. This result is supported by earlier studies. For instance, Hanushek, Kain, Markman and Rivkin, (2003); Ryan (2000) in their findings reported a positive effect of peer pressure on students' academic performance. Also, Sacerdote and Scheinkman (1996) found that peers student keep in school reflect on their attitude towards their study and the classroom setting. On the other hand the findings of Arcidiacono and Nicholson, 2005; Angrist and Lang, 2004) show no significant (or small) peer effects on academic performance of students. Nevertheless, this study shows that, peer pressure and academic performance of students have a positive correlation.

Also, there is significant and positive relationship between motivation and achievement in Social Studies. This result is in line with the finding of Chemers, Hu and Garcia, (2005); Broussard and garrison (2004) who found that motivation energizes, directs, and sustains behaviour. Tella (2007) also found that students that were highly motivated exhibited higher achievement than students with low motivation. Intrinsic motivation usually results in more cognitive engagement than extrinsic motivation (Bandalos, Geske and Finney, 2005). This result is in contrast with the finding of Simret (2013) where he found that effect of motivation on academic achievement was not statistically significant. The difference in the results could be the continuous assessment or the way students were assessed among other reasons.

Moreover, the findings of this study showed that teacher' variables are crucial in predicting students' achievement in Social studies. However, there are more predictors of students' achievement in Social studies aside the teachers' variables such as the other predictors in the study. This then implies that the predictor variables student variables (self-concept, motivation and peer pressure) and teacher variables (self-concept, job satisfaction and social interaction) are all important in predicting students' academic achievement in Social studies when taken together and is statistically significant at $P < 0.05$ level. This result may be due to fact that students' academic achievement, which is dependent upon so many variables. Meanwhile, no single variable in isolation can be used to predict students' academic performance.

Also, the result on the amount of variance accounted for by the predictor variables show that the prediction model used is reliable as shown by the multiple regression correlation R and R square. The result revealed that certain percentage of the variance is due to the predictors. However, the remaining percentages are to chance.

Findings in the study with respect to contributions of the predictor variables, show that four of the predictor variables (Influence of Students' Peer Pressure, Students' Motivation, Students' Self-concept and Teachers' Social Interaction) contributed and statistically significant to learning Social studies. This finding is consistent with the pattern of associations reported (Simret, 2013; Guay, Marsh and Bolvin (2003).

In relation to job satisfaction, teachers' job satisfaction did not contribute significantly to students' academic achievement. The result is in consonance with the work of Diane (2010) in a quantitative study focused on 760 Kentucky middle school teachers in 28 school districts across the state of Kentucky and reported that teacher job satisfaction was not a significant predictor of student achievement. Though, there are literature that reported that exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Roby, 2004). According to the literature, improved working conditions of teachers' may influence job satisfaction, which helps to develop positive commitment to the school among both new and current employees (Reyes & Shin, 1995). The literature revealed

wide- range differences on what contributes to job satisfaction (Reyes & Shin, 1995).

Finally, in the study there is weak correlation between teachers' social interaction and students' learning outcome. It is important to state here that there is a general dearth of empirical studies on social interaction among teachers. This may be due to the position of Manski (1993) that there are several statistical problems that arise in estimating social interactions effects. On the other hand, the result negates submission of Insung,, Seonghee, Cheolil, and Junghoon, (2008) and Kanuka and Anderson (1998) that, interpersonal or social interaction between learners and instructor could contribute to learner satisfaction and frequency of interaction in Web Based Instructor.

Implications of the Study to Teaching of Multicultural Concepts in Social studies

These findings have some implications for the teaching of multicultural concepts in Social Studies where attention must be paid to peer pressure, students' motivation, students' self-concept and teachers' social interaction in the teaching learning process. Even for learners, social interaction with their teachers and collaborative interaction with peers are important to enhance their learning, increase their achievement and build more confidence. This study also adds to the body of prior research in examining the factors affecting students' achievement in Social studies. The study also implies that, in teaching of multicultural concepts in Social studies, teachers can increase students' self-concept and develop their motivation to succeed academically by creating meaningful learning environment to educate young people to become active citizens, who will become part of a multicultural nation and conscious of the social world.

Conclusion

It can be concluded from the study that influence of peer pressure, students' motivation, students' self-concept and teachers' social interaction which are components of psycho-educational factors are crucial in improving students' achievement than teachers' job satisfaction and self-concept.

Recommendations

The influence of peer pressure, students' motivation, students' self-concept and teachers' social interaction have consolidated strong academic gains. It is therefore recommended that:

- I. Students should be highly motivated, as this promotes strongly academic gains through adequate rewards and reinforcement in the classroom.
- II. Students are to be seen as achievers and teachers are expected to bring out the best in the students, as this serves as the bed rock of their achievement.
- III. Parents and teachers should guide children/ students in their choice of friends. Also, teachers as *in-loco parentis* should be on the outlook on the type of company of friends kept by children at the school.
- IV. Teachers are to be role models, there-in promoting relationship between them and students they teach, as this has a great impact on students' achievement.
- V. Teachers should consider their profession as a calling, rather than a means to living as the satisfaction derived from their job is crucial to students achievement
- VI. Teachers should not look down on their profession but rather, rate other professions equally to the pen profession as the way they feel about the profession is an indication and predictor of students' academic performance.

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