

Perceived parental involvement and social self-concept of tertiary institution students in Osun State, Nigeria

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ABSTRACT

This study examined the level of social self-concept and perceived parental involvement of tertiary institution students in Osun State. It also looked into the correlation between perceived parental involvement and the social self-concept of students. The descriptive survey design was adopted for the study. The study population comprised all the students in the tertiary institution in Osun State. A total sample of 1,440 students was selected using a multi-stage sampling procedure. An instrument titled "Questionnaire on Perceived Parental Involvement and Social Self-Concept (QPPISSC)" was utilized to collect data. Data gotten were analysed using frequency counts, percentages, stepwise multiple regression analysis, point bi-serial correlation, and Pearson product-moment correlation analysis. The results showed that 69.6% of tertiary institution students in the state exhibited a high level of social self-concept while 28.8% and 1.7% exhibited moderate and low levels of social self-concept respectively. Also, a statistically significant relationship was found between perceived parental involvement and the social self-concept of tertiary institution students ($r = 0.526$, $p < 0.05$). The study concluded that the social self-concept of tertiary institution students in Osun State was high and that perceived parental involvement, locus of control, institution type and age were potent factors that could positively predict the social self-concept of students. The study recommended that any counselling intervention to be implemented by professional helpers should not be age bias.

Keywords: Institution, Parental involvement, Social self-concept, Students.

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Highlights of this paper

- Students with deficiencies in social self-concept are most likely to have social and academic-related issues in schools and this may affect their overall welfare.
- Using a validated instrument, we determined the level of social self-concept of tertiary institution students.
- Gender cannot explain any percentage of the observed variance in the social self-concept of the students but perceived parental involvement, locus of control, institution type and age are potent explanatory factors.

1. INTRODUCTION

In life, self-concept is a phenomenon that has been argued to be an important factor necessary for self-realization by individuals. Self-concept relates to the representation of knowledge that comprises information about people's distinctiveness, a pool of an individual's beliefs and cognitions about their disposition (Weiten, Hammer, & Dunn, 2012). It reflects how individuals evaluate themselves in domains, such as social, emotional, academic or required skills which they consider very important for the attainment of success in life. Based on the humanistic psychological approach, self-concept possesses three main divisions, namely: ideal self, self-image and self-esteem (Rogers, 1959). The ideal self is the type of individual a person wants to be while self-image refers to the manner an individual sees him/herself at a particular time. Qualities like phenotypic attributes, persona, and collective responsibilities are all responsible for an individual's self-image. In terms of self-esteem, the extent of how people value, like, and accept themselves add to their self-concept.

However, self-concept has two dimensions, namely academic and non-academic self-concept. On one hand, the perceptions and knowledge of individuals about themselves in a situation that concerns academic achievement can be regarded as academic self-concept (Ugwuanyi, Nnolum, Nwachukwu, & Inweregbuh, 2019). On the other hand, the non-academic self-concept deals with the person's view of activities that are non-academic in nature but relate to physical abilities as well as their relationships with relatives, associates and the general public (Catherine, 2013). The non-academic self-concept can be further subdivided into five aspects, which are: family, moral, personal, physical and social self-concept (Klapp, 2018). Of all non-academic self-concepts, social self-concept appears to be more associated with individuals' social, mental and overall well-being probably due to the social nature of man and the required positive interactions between one another for healthy living and maintenance of peaceful coexistence in the larger society. Social self-concept is described as the distinct discernment that has to do with self, such as interactive attractiveness which involves the views of a person on socially related issues. It implies having consciousness of one's traits in relating with other people around. Therefore, retaining acceptable social dealings implicitly means obeying definite social standards founded in a conservative way so as to allow peaceful cohabitation among inhabitants of the same society. An all-inclusive suggestion concerning the inner arrangement of social self-concept is said to comprise three dimensions, which are: social acceptance (i.e. the view or outcome of being well-liked and well-received by others), social competence (i.e. the view of one's capability to perform in among people) and social responsibility (i.e. the view that refers to individual's self-awareness on his/her involvement in the progress of society) (Fernández-Zabala, Rodríguez-Fernández, & Goñi, 2016).

Social self-concept could be positive or negative; high or low. A student in a tertiary institution with a positive social self-concept always has the feeling that s/he is capable and valuable within the scope of social interaction and social group. It could be explained further that, students' success or failure in tertiary institutions may be determined by how well the students are able to cope in public, especially with colleagues/mates, group members, and peer acceptance. Students with high social self-concept have the tendency to show interest in other persons, understand them and easily get along with them. They also have the tendency to have the feeling of being cared for,

keep the feelings they have for others, and are more likely to be active in social activities inside and outside the institutions. On the other hand, students with low social self-concept see themselves as being indifferent to others and find it difficult to effectively interact with other people. Attention may not be paid to others and may not be active in social activities within the social group. One of the implications of the above is that students who are deficient in social self-concept are most likely to face some challenges that have to do with social and academic-related problems in school if preventive measures are not put in place to help them. Students who have experienced failures or other challenges in school may lose self-confidence and trust in social situations and may isolate themselves from the people they perceive as the root of their failures or challenges. This may degenerate to negative feelings and beliefs about self which at the extreme can cumulate to self-condemnation that can lead to a suicide attempt or even death. Some students may fail or have challenges due to their attitudes of not relating well with people.

In literature, many factors have been established to be with associated students' social self-concept. These factors among others are family structure (Slake, 2009), academic performance (Amoah, Acheampong, Sefah, Britwum, & Adjei, 2021), religion (Agu, Nwankwo, Obi, Aboh, & Anike, 2013), academic achievement (Grygiel, Modzelewski, & Pisarek, 2017) and personality traits (Chan & Joseph, 2000). Apart from this, parental involvement is another factor which may be potent enough to shape students' social self-concept. It could lead to increased school attendance, a higher social self-concept of students' abilities, better behaviour and a more positive attitude towards academic excellence, reducing the rate at which students are being suspended from school.

Conversely, students with low social self-concept may suffer social rejection (Spilt, Van Lier, Leflot, Onghena, & Colpin, 2014), academic problems (Hughes & Chen, 2011) and psychological problems such as aggressive behaviour, maladjustment problems (Ladd, 2006). However, empirical information about factors like parental involvement especially with respect to social self-concept, which could be useful for counselling psychologists in providing professional help to students especially those with low social self-concept is required for effective therapeutic service delivery.

2. RESEARCH OBJECTIVES

Three research objectives were generated to guide the conduct of the study. They are to:

- a) Determine the level of social self-concept of tertiary institution students with respect to demographic factors such as age, sex and tertiary institution type in Osun State.
- b) Examine the relationship between perceived parental involvement and social self-concept of students.
- c) Investigate the impact of demographic variables such as age, sex and tertiary institution type on students' social self-concept.

In achieving these study objectives, one research question was raised while two research hypotheses were postulated as follows:

3. RESEARCH QUESTION

- i. What is the level of social self-concept of tertiary institution students with respect to demographic factors such as age, sex and tertiary institution type in Osun State?

4. RESEARCH HYPOTHESES

- i. *There is no significant relationship between perceived parental involvement and social self-concept of students of tertiary institution students in Osun State.*

- ii. *There is no significant influence of students' demographic variables such as age, sex and tertiary institution type on students' social self-concept.*

5. MATERIALS AND METHODS

The research design employed in this study is cross-sectional descriptive. The population for the study involved all the tertiary institution students in Osun State, Nigeria totalling 52, 342 students as of the commencement of the 2019/2020 Harmattan semester (Researcher's Compilation from each of the institutions' Division of Students' Affairs (DSA) and National University Commission (NUC) website). Based on the Nigerian political and geographical arrangement, Osun State is one of the six Southwestern States which was created in the year 1991 from the old Oyo State and is mainly populated by Yoruba-speaking people. As of the period of conducting this study, there were ten Universities in Osun State (one federal, one state and eight privately owned universities). Also, there were nine Polytechnics in Osun State (one federal, two states and six privately-owned Polytechnics). The number of colleges of Education in Osun State was four (two state and two private).

Table 1. Demographic characteristics of sampled respondents.

Characteristics	Frequency (f)	Percentage (%)
Gender		
Male	423	31.9
Female	901	68.1
Age		
17-24	1010	76.3
25-above	314	23.7
Religion		
Christianity	664	50.2
Islam	600	45.3
Traditionalist	57	4.3
Others	3	0.2
Institution ownership		
Private	669	50.5
Public	655	49.5
Institutional type		
University	454	34.3
Polytechnic	435	32.9
College of education	435	32.9
Father's level of education		
No formal education	142	10.7
Primary education	92	6.9
Secondary education	295	22.3
Nigeria certificate in education (NCE)/Ordinary national diploma (OND)	324	24.5
Higher national diploma (HND)/Degree	274	20.7
Masters	96	7.3
Doctor of philosophy (PhD)	101	7.6
Mother's level of education		
No formal education	137	10.3
Primary education	115	8.7
Secondary education	334	25.2
Nigeria certificate in education (NCE)/Ordinary national diploma (OND)	317	23.9
Higher national diploma (HND)/Degree	279	21.1
Masters	103	7.8
Doctor of philosophy (PhD)	39	2.9
Total	1324	100

A sample of 1440 students was selected in stages from six tertiary institutions. Firstly, two Universities, two Polytechnics and two Colleges of Education using school ownership (public and private) were selected using a

stratified sampling technique. Secondly, simple random sampling technique was employed in selecting three faculties/schools common to all the selected institutions, thereby making a total number of 18 faculties/schools used for the study. Eighty students were disproportionately selected from each faculty/school using the convenience sampling technique; this made it to be a total number of 1440 students for the study. However, out of 1440 questionnaires returned by the participants, 116 of it were not properly filled and were expunged. The remaining 1324 were considered to be adequate and representative enough for the study and were reported accordingly. A summary of respondents' characteristics is presented in [Table 1](#).

From [Table 1](#), it could be observed that a total of 31.9% were male respondents while 68.1% were female respondents. Also, 76.3% were between 17 and 24 years old while only 23.7% were 25 years and above. However, a total of 50.2% were Christians, 45.3% were Muslims and 4.3% were traditionalists. Notably, 50.5% of students attended privately owned institutions while 49.5% attended public owned institutions. Specifically, a total of 454 students (34.5%) of the respondents attended a University and 32.9% attended a Polytechnic while 32.9% attended College of Education. In collecting data for the study, an adapted instrument titled "Questionnaire on Parental Involvement and Social Self-Concept (QPPISSC)" was used. Section A of the questionnaire sought responses on the respondents' demographic information such as age, gender, institution type, etc. Section B comprised a 40-item Likert scale on social self-concept adapted from ([Fernández-Zabala et al., 2016](#)). The item was adapted to measure the social self-concept of the tertiary institutions' students. The researcher adapted the scale because there was a little adjustment on the instrument prior to being used for the study. The respondents gave their responses on the basis of their agreement with the statements ranging from Never, Rarely, Sometimes, Often to Always. In addition, they were requested to pick one of the response alternatives that were true of each item on the scale. The scores attached to each of these options were 5, 4, 3, 2 and 1 respectively. The highest and lowest scores obtained were 200 and 40 respectively. A higher score indicated a more positive social concept of the students, while a lower score indicated a lower or negative social self-concept of the students.

Section C comprised a 36-item parental involvement scale adapted from the parental involvement rating scale of ([Naseema & Abdul Gafoor, 2001](#)). The scale measured parental participation in their children's education. It was adapted because some items were reworded to fit in and serve the purpose of this study. The respondents gave their responses on the basis of their agreement ranging from Always, Often, Sometimes, Rarely to Never with the score 1, 2, 3, 4 and 5 allotted to each option respectively. The responses to these items were summed up; and high scores indicated a high level of parental involvement, while low scores indicated a low level of parental involvement. On the validity of the instrument, the tool was authenticated through the utilization of construct and content validity methods. Also, the instrument was subjected to scrutiny by professionals in Test and Measurement as well as Guidance and Counseling Departments. Their judgment was that the instruments contained the appropriate psychological constructs and each item in the instrument has a significant relationship with the psychological construct in the research topic. Finally, inferential and descriptive statistics were used in the analysis of the data gathered. Data on demographic variables were analysed through statistics such as frequency and percentages while research question one was also presented using frequency counts and percentages. Also, hypothesis testing was done using Pearson product-moment correlation analysis while hypothesis three was tested using Pearson correlation and stepwise multiple regression.

6. RESULTS

To answer the research question and test the hypotheses adequately, descriptive analysis of participants' scores on social self-concept was carried out.

Research Question One: What is the level of social self-concept of tertiary institution students with respect to demographic factors such as age, gender and tertiary institution type in Osun State? In the course of providing answers to this question, responses to items on the social self-concept of tertiary institution students were coded '1' for 'Never', '2' for 'Rarely', '3' for 'Sometimes', '4' for 'Often' and '5' for 'Always'. Table 2 illustrates the result.

Table 2. Descriptive statistics of participants' score on social self-concept.

Descriptive statistics	Number
Number of respondents	1324
Range	160
Mean score (\bar{x})	157.99
Standard deviation (SD)	25.39
Lowest score	40
Highest score	200

The coded responses for each student were computed as a single measure of the social self-concept of tertiary institution students. On the scale, the lowest score obtained was 40 while the highest score obtained was 200 (\bar{x} = 157.99 and SD = 25.39). The score that ranged from 40-92 were classified as a 'low' level of social self-concept, 93-146 were classified as a 'moderate' level of social self-concept, and 147-200 were classified as a 'High' level of social self-concept. The classifications were subjected to frequency counts and percentages and the level of social self-concepts is presented in Table 3.

Table 3. Descriptive statistics showing the level of social self-concept of tertiary institution students in Osun State.

Level	Frequency	Percentage
Low	22	1.7
Moderate	381	28.8
High	921	69.6
Total	1324	100

As illustrated in Table 3, the degree of social self-concept of tertiary institution students in Osun state is high 69.6%. However, only 28.8% and 1.7% of the tertiary students have moderate and low social self-concepts respectively. Furthermore, the level of social self-concept of the tertiary institution students were also categorized based on sex, age, type of institution of the students and institutional ownership. Table 4 displays the result.

From Table 4, it can be observed that the degree of social self-concept of the tertiary institution students were also classified based on the type of institution of the students and institution ownership. The result as shown in Table 4 indicated that private school students have a high level of social self-concept 69.2% while students from public schools accounted for the majority of students with a high level of social self-concept 69.9%. However, 81.1% of the students in the colleges of education have a high level of social self-concept when compared with 75.9% and 52.4% of the students in the polytechnics and Universities respectively. The result also showed that 43.4% of the university students had moderate levels of social self-concept unlike 23.4% and 18.9% of the students in the polytechnics and colleges of education. This result implies that the majority of the students in the colleges of education have a high degree of social self-concept while the bulk of the university students have a moderate level of social self-concept. Furthermore, the result shows that the majority of the male students 71.9% have a social self-concept of high degree while the bulk of the female students 30.1% have a moderate level of social self-concept. Finally, the students whose age is above twenty-five years mostly 77.7% have a higher degree of social self-concept when compared to 67.7% of

the students whose age falls below twenty-five years. However, it was obvious that most of them have moderate levels 30.9% of social self-concept.

Table 4. Descriptive statistics showing the level of social self-concept of tertiary institution students with respect to demographic factors.

Demographic factors	Level of social self-concept		
	Low	Moderate	High
Institution ownership	N (%)	N (%)	N (%)
Private	11 (1.6)	195 (29.1)	463 (69.2)
Public	11 (1.7)	186 (28.4)	458 (69.9)
Institution type			
College of education	0 (0.0%)	82 (18.9%)	353 (81.1%)
Polytechnic	3(0.7%)	102 (23.4%)	330 (75.9%)
University	19 (4.2%)	197 (43.4%)	238 (52.4%)
Gender			
Male	9 (2.1)	110 (26)	304 (71.9)
Female	13 (1.4)	271 (30.1)	617 (68.5)
Age			
17-24	21 (2.1)	312 (30.9)	677 (67)
25 and above	1 (0.3)	69 (22)	244 (77.7)

6.1. Hypotheses Testing (H1 & H2)

H1: There is no significant relationship between perceived parental involvement and the social self-concept of students of tertiary institution students in Osun State.

In testing this hypothesis, the computed scores of each respondent for both perceived parental involvement and social self-concept were subjected to Pearson product-moment correlation. Its result is presented in Table 5.

Table 5. Correlations coefficient showing relationship between perceived parental involvement and social self-concept of tertiary institution students in Osun State.

Variable	N	Mean	SD	r	p-value
Perceived parental involvement	1324	126.42	26.97	0.526	0.000*
Social self-concept	1324	157.99	25.39		

Note: * < 0.05 (significant).

Pearson’s product-moment correlation result, as illustrated in Table 4, shows that there exists a positive and moderate significant relationship ($r = 0.526$, $p\text{-value} = 0.000$) between parental involvement and the social self-concept of tertiary institution students in Osun State. Therefore, it can be established that a significant relationship between parental involvement and the social self-concept of tertiary institution students in Osun State exists.

H2: There is no significant influence of students’ demographic variables such as age, sex and tertiary institution type on students’ social self-concept.

In order to test this hypothesis, a Pearson correlation analysis was first carried out to determine which of the demographic variables goes into the model first, in accordance with Field (2009) recommendation. According to the author, the variable with the highest value of r should be inputted first while others are added in descending order of the weight of their r-value. Table 6 illustrates the result.

Table 6. Correlation coefficient of demographic variables with social self-concept of students.

	Social self-concept	Sex	Age	Institution type
Social concept	Pearson correlation	1	0.171*	0.288*
	Sig. (2-tailed)		0.112	0.000
	N	1324	1324	1324

Note: *. Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows the correlation coefficient of the demographic variables with the students' social self-concept and their levels of significance. It can be seen from the table that Institutional type possesses the highest correlation coefficient and therefore goes into the model first followed by age and lastly sex. Consequently, a forward stepwise multiple regression was piloted to decide the influence of the demographic variable on social self-concept with the institutional type going into Table 1, age in Table 2 and sex in Table 3. Table 7 illustrates the output.

Table 7. Model summary of the stepwise multiple regression of the demographic variables on the students' social self-concept.

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	0.288 ^a	0.083	0.082	24.324	0.083	119.885	1	1322	0.000
2	0.304 ^b	0.092	0.091	24.213	0.009	13.146	1	1321	0.000
3	0.304 ^c	0.092	0.090	24.219	0.000	0.374	1	1320	0.541

Note: a. Predictor: (Constant), institutional type.
 b. Predictors: (Constant), institutional type, age.
 c. Predictors: (Constant), institutional type, age, gender.

Table 7 displays the outcomes of the stepwise multiple regressions of demographic variables of the students on social self-concept with institutional types, age and sex. It can be seen that the value of the R-square for Institutional types was 0.83 while that of the adjusted R-square was 0.82. The interpretation of this table goes thus; "institutional type can explain a maximum of 8.3% and at least 8.2% of the variance observed in the social self-concept of the students at 0.05 level of significance while that of F-change for institutional type is 0.000. In addition, the R-square change attributable to age was 0.009, which connotes that age can explain at most 0.9% of the observed variance in the social self-concept of the students. This is also significant at a 0.05 level of significance as the significance of the F-change for age is 0.000. However, for sex, the R-square change attributable to sex was 0.000. This implies that sex cannot explain any percentage of the observed variance in the social self-concept of the students and is also not significant at 0.05 level of significance as the significance of F-change for sex is 0.541." Therefore, it can be established that only institutional type and age have a significant influence on the social self-concept of the students and that institutional type influences students' social self-concept of the students more than age. Furthermore, Table 8 illustrates the coefficient table.

Table 8. Coefficients table showing the relationship between social self-concept and demographic variables of students.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error			
(Constant)	140.248	1.753		80.020	0.000
Institutional type	8.934	0.816	0.288	10.949	0.000
(Constant)	127.070	4.032		31.519	0.000
Institutional type	8.088	0.845	0.261	9.572	0.000
Age	0.684	0.189	0.099	3.626	0.000
(Constant)	128.822	4.947		26.042	0.000
Institutional type	8.069	0.846	0.260	9.540	0.000
Age	0.673	0.189	0.097	3.551	0.000
Gender	0.879	1.437	0.016	0.612	0.541

From Table 8, the strength of the effect of institutional type only is at the peak as B-value stood at 8.934 while a mixture of institutional type and age led to a B-value of 8.088 showing that the inclusion of age decreases the strength of the effect of institutional type has over social self-concept of the students. Consequently, the value of B decreased to 8.069 when gender was brought into the model.

7. DISCUSSION

The outcomes of this research have shown that the level of social self-concept of tertiary institution students in Osun State is very high. The result indicated that the College of Education students accounted for the bulk of students with a very high degree of social self-concept while students from University accounted for the majority of students with a high level of social self-concept. The finding of this work is similar to the findings obtained by [Zhang \(2016\)](#) where he did a study on the correlation that exists between self-concept and subjective well-being in China West's university students. The findings revealed that normal university students demonstrated a strong self-concept and are at a significant degree of subjective well-being.

More so, private school students have a very high degree of social self-concept while students from public schools accounted for the majority of students with a high degree of social self-concept. This indicates that the bulk of students in private schools has an enriched self-concept that may likely increase their self-esteem and their non-academic and academic performances ([Coetzee, 2011](#)). In a related study, [Ajunwo \(2018\)](#) carried out research on the self-concept and academic performances of undergraduate students of Business Education students which found that social confidence, self-acceptance and self-anxiety of students have a positive relationship with their academic scores in schools. This reveals that an enhanced self-concept, without doubt, has an affirmative effect on the student's non-academic and academic life. On the contrary, the study of [Nwabuikwe and Nwankwo \(2020\)](#) discovered that a small number of teenagers in secondary school possess high social self-concepts. The implication of this is that a high percentage of teenagers possess low social adjustment. Accordingly, harmonious rapport/interaction may likely not be existence between the teenagers and among their peers and others as they may not possess adequate comprehension of social expectations, social requirements, and group goals, and own efficiently to the social requests of the family, peer groups, immediate environment, and culture in general.

The self-concept of students is not just related to academic well-being but also related to other aspects of well-being. [Wimmer, Lackner, Papousek, and Paechter \(2019\)](#) researched a sample of university students that were sixty-eight in number with a focus on the effect of four dimensions of students' academic self-concept. They found out that "a focus on one's own abilities (internal performance standard) is associated with more adaptive patterns of responses to challenging situations. It was also found that the focus on social comparisons seems to hamper adaptive coping with academic stress. These findings have grave consequences on students' health and well-being. Moreover, the result of research hypothesis one revealed that there was a significant relationship between parental involvement and the social self-concept of tertiary institution students in Osun State. [Gonzalez-DeHass, Willems, and Holbein \(2005\)](#) were of the opinion that when parents are involved in their children's school activities, academic motivation and achievement tend to increase. Students' interest in learning, competence, and understanding of a subject area equally improve and promote the achievement of students. [Amoako, Otchere, and Hammond \(2020\)](#) investigated the impact of the involvement of parents on the performance and development of pre-tertiary learners' academics in some selected pre-tertiary schools in Ghana. The result of the study revealed that the socioeconomic and sociocultural statuses of parents have a tendency to affect the academic development and performance of learners to a large extent. Also, [Moneva, Villaro, and Malbas \(2020\)](#) reported that students' self-esteem affected their academic performance and that those who have high self-esteem tend to be more confident than their counterparts with low self-esteem.

Furthermore, it was discovered that students' self-esteem and parental involvement are correlated. Those parents who give their children motivation can lead them to have higher self-esteem. It was further revealed that students who have higher self-esteem and enjoy parental involvement are helped to mould and attain higher academic performance. Moreover, findings have shown that parental support factors have a significant contribution to the development of positive self-regard that is statistically related to student's academic achievement. The degree of

parental warmth and support received predicts children's self-concept not only when assessed later in childhood but even when assessed many years later in adolescence and young adulthood (Harris & Orth, 2019). Moreover, Arun, Ravikumar, Makhija, Shonali, and Vishwanathan (2015) discovered that there is reason to believe that grandparents may have particularly strong effects on child socialization. Furthermore, the age and institutional type of students in tertiary institutions has a significant influence on their social self-concept, while sex has no significant influence on their social self-concept. The finding is similar to the findings of Marčić and Grum (2011) which showed that women are more likely to have a high self-concept in relationships with peers, parents, and in their social environment than men. However, the study of Dontoh, Adda Bakete, and Babah (2019) revealed no significant relationship between the self-concept and academic performance of male and female students irrespective of their academic domain. This suggests that sex does not influence or determine one's social self-concept and academic performance. Thus, technological advancement stimulates everyone irrespective of gender to gain access to the knowledge of the internet, satellites, and other modern facilities within the academic institution in order to develop one's self-concept and academic performance," as established by Dontoh et al. (2019).

8. CONCLUSION

The study concluded that the social self-concept of tertiary institution students in Osun State was high. Also, perceived parental involvement, locus of control, institution type and age of students were potent factors that could positively predict the social self-concept of students. Based on the findings of this study, it is recommended that any counselling interventions to be applied by professional counsellors in helping students to improve their level of social self-concept should not be based on institution ownership type or age bias.

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