PREDICTIVE VALUE OF GENDER ON EGO IDENTITY AND ACHIEVEMENT BEHAVIOUR OF SCHOOLING ADOLESCENTS IN ENUGU STATE OF NIGERIA

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Abstract: *The study investigated the extent to which academic gender predicts ego identity and achievement behavior of secondary school students in Enugu State, Nigeria. One thousand two hundred schooling adolescents in single-sex and mixed sex schools were selected randomly to participate in the study. A thirty item questionnaire each on ego identity and Achievement behavior were used to generate data for the study. Two research questions and two hypotheeis were tested in the study and data were analyzed using analysis of variance (ANOVA) and correlations to determine the correlation coefficient and to test the hypothesis at 0.05 levels of significance. The result indicated that gender, did not predict ego identity and achievement behavior of the subjects. Based on the findings, appropriate recommendations were made .It was also recommended that other variables in this area be studied in depth in Nigeria..*
Keywords: Gender, Ego Identity Achievement behavior, Predictive, Adolescents, correlation

1.0 INTRODUCTION

The continued decline in Nigerian economy has constituted a double-jeopardy to the schooling adolescents in Nigeria. The result of the poor economy is that most of the adolescents in secondary schools are not receiving high quality education because the schools are not adequately funded. When some of them manage to graduate from school, they are not employed because the jobs are not there. Researchers and educationalists (Akubuiro & Joshua; (2004), Osang 1990; Osakwe, 2006) interested in Nigerian schooling adolescents have expressed concerns that the deplorable situation may be having some adverse effects on their sense of social value and self worth

Adesehinwa & Aremu, (2010); Akomolafe, Ogunmakin, & Fasoto, (2013) have shown that there is high rate of poor academic performance among secondary school students in Nigeria. The West African Examination Council (WAEC) Head of the National office, Abuja while announcing the performance of Nigerian students in 2013/2014 WAEC examinations remarked that, " there was over 8% decline in candidates' performance as only 29.17% obtained credits in 5 subjects and above including English and Mathematics"(Vanguard, Nigeria, August 12th 2014 ed). The statistics revealed that 65% of these candidates could not get the basic requirements to secure admission into any Nigerian university. Other possible consequence of this is the tendency for the youth to resort to social vices like alcoholism, cultism, vandalism, hooliganism, terrorism, drug abuse and general state of anomie. The situation has also prompted researchers in Nigeria to begin to examine some

relevant psychological factors that are known universally to contribute to proper development of schooling adolescents. The aim is to find out if the prevalent situation in Nigeria is having any deleterious effect on psychological and emotional development of Nigerian schooling population. The purpose of the present study was to find out whether gender of the schooling adolescents in Enugu state of Nigeria predicts their ego identity and achievement behaviour. The researchers were prompted to carry out the present study because other Nigerian researchers (Akubuiro & Joshua; (2004), Osang 1990; Osakwe, 2006) who had studied some of these phenomena had focused either on the environmental factors like schools, parents, peer groups, and so on, as they relate to the phenomena, or such other issues as self concepts, academic achievement and so on. For instance, Osakwe (2006) using students' academic-school records discovered that:

i. the academic performance of Nigerian adolescents had little or no bearing on their self-concepts
ii. a negative and non-significant relationship exists between self-concept and academic achievement of male students; and,
iii. a negative and significant relationship exists between self-concept and academic achievement of students in girls' schools.

Osang (1990) in his research entitled "Comparative study of self-concept among deaf and hearing Nigerians", observed that the way someone sees himself or herself exercises, a great deal

of influence on that person's achievement and mental health. His study confirmed the existence of a positive significant relationship between self-concept and academic achievement. The apparent contradiction in the findings of the two studies calls for a more critical study.

It is to be noted however, that none has studied the predictive relationship between gender and ego identity or that of gender and achievement behavior. The present study examined the relative predictive value of gender on ego identity and on achievement behavior of the subjects studied.

2.0 LITERATURE REVIEW
2.1.1   Ego Identity
Psychologists refer to identity as all of the beliefs, ideals, and values that help shape and guide a person's behavior. Formation of identity begins in childhood and becomes particularly important during adolescence, but it is a process that continues throughout life (Erikson, 1980). One's personal identity gives one an integrated and cohesive sense of self that endures and continues to grow as they age (Kendra 2014). A sense of ego identity emerges as the schooling adolescents cope with social demands and academic developmental challenges in an attempt to give meaning to ones choice and commitment to one's life. In the process of making choice and commitment the schooling adolescents experience crisis which is a process of exploration of their sense of who they are, including their values, beliefs and behaviours (Marcia, 1966). For Marcia, ego identity is the distinctive characteristic belonging to any given individual, or shared by all members of a particular social category or group. The most important factor in the personality development of an individual is the ego identity (Erikson, 1980). One of the major strengths or usefulness of ego identity is taking what one has learned about life and oneself and moulding it into a unified self-image, one that ones community finds meaningful.

Equally, the weakest of ego identities is when one is suffering from poor formation (Erikson, 1980). This poor formation is noticed when the schooling adolescent is confronted by role

confusion problems in the home and in the school. This is very relevant to the current study on the Nigerian schooling adolescents. Most schooling adolescents in Nigeria seem to be going through this process of confusion: to continue schooling with every likelihood of failing or to drop out and come face to face with unemployment. This is a period of uncertainty about the adolescent,s place in the society and the world or school.

Unfortunately, education system produces elite, but in the same vein produces lots of losers as well (Agu 2004). The education in Nigeria can be described as examination driven. With heavy emphasis on certificates, there is the possibility that the orientation will result in more negative effect or anxiety and increase the possibility of distraction and irrelevant thoughts and ego confusion. Many Nigerian schooling adolescents are no longer interested in acquiring education but just certificates. This definitely will diminish cognitive capacity and task engagement. The nature of education in Nigeria tend to hamper rather than nurture a positive identity among schooling adolescent students.

2.1.2   Ego Identity and Achievement Behaviour
The relationship between achievement behaviour and ego identity is that they deal with individual and group of persons in the society .Both develop from childhood to adolescence. Studies by (Pajares 2000 and, 2006) confirm the impermanence of the two stages of development, there is no final endpoint in both ego identity and achievement behaviour. Currently in Nigeria, the schooling adolescent achievement behaviour is identified to be the main direction in the national education because achievement behaviour is the most suitable indicator for determining educational progress and success (Adeyemo 2011). Motivational researchers such as (McClelland & Watson, 2005) in the same vein share the view that achievement behaviour is an interaction between sensational variables and individual's subject's motivation to achieve. According to them, two motives are directly involved in the prediction of achievement behaviour, implicit and explicit. Implicit motives are spontaneous impulses to act and to demonstrate. It is also known as task performance and is aroused through incentives inherent in the task. Explicit motives on the other hand are expressed through deliberative choices and more often stimulated by extrinsic reasons. Schooling adolescents with strong implicit need to achieve goal set high internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the achievement behaviour of adolescent in direction and passion (Brunslein and Maier, 2005).

Schooling adolescents with high achievement behaviour are considered to have high ego identity in the society. They develop leadership qualities and enhance their self confidence, and academic self efficacy beliefs. On the other hand, achievement behaviour failure leads to frustration, stress, inferiority complex, rejection from loved ones, increased number of suicides, discouragement and ultimately to dropping out. (Feather, 2003). Furthermore, it can result in high rates of unemployment, welfare dependency and criminal behaviours (Green, & Forster, 2008). Does this type of scenario currently prevalent among Nigerian adolescents affect how the constructs relate with one another?

2.1.3   Gender

The term gender is socio-cultural and is constructed based on the biological expectations of the individual on the basis of being a male and female. Gender has sound psychological background and is used to refer to specific cultural patterns of behaviour that are attributed to human sexes. The term neither means males nor females but relates to cultural attributes of both males and females (Ngozi, 2011). This implies that individuals are oriented towards the type of behaviour expected of them on the basis of being a male or female. Obinna. (2004) defined gender as a set of

characteristics or traits that are associated with a certain biological sex (male/female). These characteristics are generally referred to as ''masculine'' or ''feminine''. From this definition gender encompasses a variety of domains including personality traits, consistent ways of being in the gender role which involves attitudes, behaviour and self-presentation, and self concept which includes identities and beliefs and is determined by a complex blend of nature (sex) and nurture (gende) influence. As a part of self concept gender attitude deals with how individuals differ in the degree to which they believe that gender should dictate females and males roles (Karraker, Vogel, &, Lake, 1995).

Gender difference has been found in pervious self concept research by Johnson (1995) that men have tended to rate themselves higher on self concept measures of giftedness and power and invulnerability, and women have rated themselves higher on self concept measures of likability and morality. A study of gender differences in self concept among schooling adolescent conducted by Downing & Rough (2005) revealed that among all schooling adolescents, self concept scores declined across time, with girls' scores declining more rapidly than boys'. The study specifically asserted that there is no existing research in terms of gender relationship with self concept and ego identity formation. Jacob's (2002) findings suggest that both boys and girls experience a drop in their self concept in all academic abilities as they age, although when compared with the current schooling adolescents.

Early research by (Fredrickson 2004) has shown that men tend to be more independent while women tend to be more interdependent. However research result by Agbo, (2004) has shown that, while men and women do not differ between independence and interdependence, men tend to conceive of themselves in terms of collective interdependence. Women on the other hand conceive themselves in terms of relational interdependence. Thus, women identify more dyadic (one to one) relationships or small cliques whereas men define themselves more often to have a functional relationship to gender orientation. It has also been noted that gender orientation indeed has no overwhelming influence on academic achievement behaviour and other related social behaviours (Agbo, 2004).

The relationship between gender and academic self efficacy beliefs and ego identity has not been properly or thoroughly explored as that between gender and self concept and self efficacy beliefs. Gender in this study acts as a moderating variable which modifies the original relationship between the independent and dependent variables. Researchers on this area are scanty. Yet the need to investigate the role of gender stereotype as predictors of ego identity and achievement behaviour of schooling adolescents in secondary schools in Enugu State cannot be overemphasized. This is the focus of the present investigation.

2.1.4   Purpose of the study
Specifically, the purpose of this study was:
  i.   To determine the extent to which gender predicts the ego identity of schooling adolescents in Enugu State of Nigeria, and
 ii.   To determine the extent to which gender predicts the achievement behaviour of the schooling adolescents in Enugu state of Nigeria

2.1.5   Research Question
For in-depth study of this phenomenon, the researchers posed two research questions and two hypotheses:
   a.   To what extent does gender predict ego identity of schooling adolescents in Enugu State?

b. To what extent does gender predict the achievement behaviour of schooling adolescents in Enugu state?

2.1.6 Hypothesis
The following null hypotheses were formulated and tested at 0.05 level of significance:
   a. Gender does not significantly predict ego identity of schooling adolescents in Enugu State.
   b. Gender does not significantly predict the achievement behaviour of schooling adolescents in Enugu State.

3.0.0 METHODOLOGY
The design of this study was a correlation survey. Ali (2006) defined this type of design as a general approach to research that focuses on assessing the co-variation among naturally occurring dependent and independent variables. The correlation survey used here involved the employment of a predetermined set of questions making up the study questionnaire. The rationale for the use of correlation survey design was to enable the researcher obtain easily interpretable responses concerning the predictive relationships between, ego identity and achievement behaviour scores of the subjects under study. Bio-data in the questionnaire helped in distinguishing the male and female. The area of this study is Enugu State, Nigeria. Enugu State is composed of six education zones (Planning, Research and Statistics unit, Post Primary Schools Management Board (PPSMB) Enugu Office, Enugu 2012)

The population of the study comprised all the 11,827 (SS2) which is 30% of the population of the entire school population, (5854 males and 5973 females) (PPSMB, Education Zonal Office, Enugu 2012). Enugu State has a total of 277 secondary schools, consisting of 133 single sex and 144 mixed sex secondary schools. The choice of these groups was guided by the fact that they were then not preparing for any external examination.

The sample for the study comprised 1200 randomly selected Senior Secondary School (SSII) students, consisting of 600 students from mixed- sex secondary schools and 600 students from single- sex secondary students in Enugu State. From these two groups, the researchers randomly selected 5 mixed sex and 5 single sex secondary schools making 10 secondary schools for each education zone. The single sex students consisted of 600 and the mixed sex students consisted of 600.

Two instruments developed by the researchers were used in this study, namely:
   a. Adolescent Ego identity Scale(AEIS)
   b. Achievement Behaviour Scale (ABS)

a. Adolescent Ego identity scale (AEIS)
The Ego Identity instrument (AEIS) was also developed by the researchers. The instrument consists of 30 items measuring structure or self understanding of ego identity, goals, values and commitments, harmony and consistency of values of ego identity, willfulness or self-chosen direction and future potential for the self. These dimensions reflect the Eriksoni and Marcia (1980) focus on the power and role of social institutions on ego identity development of adolescents. The rating response format of Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1was used. The positive rating ranges from 4 to 0, and negative rating from 0 to 4. Items were scored by weighting the "strongly agree" response with a value of 4 and the "strongly disagree" with a value of one. The questionnaire has 7 seven clusters of five or four items in each cluster.

b.   **Achievement Behaviour Scale (ABS)**

The construction of achievement behaviour questionnaire was based on the operational definition put forward by the researchers. Achievement behaviour is defined to consist of the following, it is the ability to accomplish academic task, ability to persist on academic task, ability to show scholastic competence on academic task, ability to put more effort on academic task, and ability for a choice of academic task, and achievement goal for academic task.

The questionnaire is 30 items. It covers all the major aspects of achievement behaviour as defined above. The response was based on a four (4) point scale of Strongly Agree, Agree, Disagree and Strongly Disagree, in line with Likert summated rating. The rating range consists of 4 point for Strongly Agree, 3 point for Agree, 2 point for Disagree, and 1 point for strongly   disagree. Positive items were given the rating of 4 to 0 and negative items were given the rating of 0 to 4 respectively. The decision on uniform number of 30 items in each instrument was taken by the researchers after considering advice from the experts that validated these instruments. The (AEIS) instrument developed by the researchers was face validated by four experts in Educational Psychology and Measurement and Evaluation. The (ABS) was face and content validated by 4 experts each in Educational Foundation, 2 from Educational Psychology and 2 from Educational Measurement and Evaluation.

The (AEIS) instrument was trial tested by administering it to 30 SSII students drawn from a mixed - sex and single- sex secondary schools in Enugu Education zone not in the sample. The internal consistency reliability estimate of the instrument was determined using the Cronbach Alpha method and the obtained reliability estimate was 0.88. This index suggests high reliability of the scale.

The (ABS) was subjected to the same treatment and had a value of 0.83. These indexes were high and suggested high internal consistency reliability.

A total of 1200 copies of the instruments were distributed physically with the help of research assistants and teachers in the individual schools. The same number was collected back. This is because the number of instruments distributed per a stream for each selected secondary school was 20 copies based on the randomly selected students sampled per stream. Only 10 secondary schools were randomly selected per education zone.   The data collected after administering the questionnaires were analyzed in line with the research questions and hypothesis. Analyses of variance (ANOVA) and correlations to determine the correlation coefficient was used to test the hypothesis at 0.05 levels of significance.

3.1.1   Results

Research Question 1: *To what extent does gender predict ego identity of schooling adolescents in schools in Enugu state?*

Table 1: Model summary of the R, R square, Beta, and adjusted R square in regression analysis.

Model	R	Beta	R-square	Adjusted R square	STD Error of the Estimate
1	0.037	-0.037	0.001	0.001	0.47985

Predictors: (constant) Gender of Respondents

Data in table 1 indicate the extent gender predicted ego identity. The result indicated that beta value was negative -0.037. This shows that -3.7% of the independent variable contributed negatively to ego identity of schooling adolescents in schools in Enugu State. This result suggests that -3.7% of the change not observed in schooling adolescents' ego identity was as result of their

gender. To this extent, gender does not predict ego identity of schooling adolescents in schools in Enugu State.

Hypothesis 1

Table 2: The significance levels in Regression (ANOVA) Analysis

Model	Sum of Square	Df	Mean square	F-ratio	Significant 0.05
Regression	0.381	1	0.381	1.653	0.199
Residual	275.842	1198	0.230		
Total	**276.223**	**1199**			

Predictors: (constant) Gender of Respondents
Dependent Variable: Ego Identity

Table 3: The Beta Coefficients in regression analysis r

Model	Unstandardized Coefficient		Standardized Coefficients	T	Significant 0.05
	B	STE Error	Beta		
Constant	2.909	.042		68.925	.000
Gender of Respondent	-.036	.028	-.037	-1.286	.199

Dependent variable: Ego Identity

Result in tables 2 and 3 shows that f-ratio value was 1.653 p<0.199 which was not significant at 0.05 level. The T- value result was -1.286p<0.199 was negative and Beta value was negative -.037. These results indicated gender was not significantly a predictor of ego identify of schooling adolescents. Therefore the null hypothesis of no significance prediction of gender on ego identity at 0.05 level of significant was accepted.

Research Question 2: *To what extent does gender predict achievement behaviour of schooling adolescents in secondary schools in Enugu State?*

Table 4: A Model Summary of the R, R square, Beta, and Adjusted R square in regression analysis.

Model	R	Beta	R-square	Adjusted R square	STD Error of the Estimate
1	.010	.010	.000	-.001	.37142

Predictors: (constant) Gender of Respondents

Data in table 4 indicate the extent gender predicted achievement behaviour of schooling adolescents in secondary schools in Enugu State. The result revealed that beta value is 0.010. These results indicate that only 1% of the variance of the independent variable (gender) contributed to the observed change on achievement behaviour of schooling adolescents in schools in Enugu State. The result answers the research question 2 on the achievement behaviour of schooling adolescents in secondary schools in Enugu State.

Hypothesis Five

Table 5: The significance levels in Regression Analysis (ANOVA[s])

Model	Sum of Square	Df	Mean square	F-ratio	Significant 0.05
Regression	.015	1	.015	.110	.740
Residual	165.267	1198	138		
Total	**165.282**	**1199**			

Predictors: (constant) Gender of Respondents
Dependent variable: Achievement behaviour

Table 6: The Beta Coefficients in a regression analysis

Model	Unstandardized Coefficient		Standardized Coefficients	T	Significant 0.05
	B	STE Error	Beta		
Constant	3.185	.033		97.498	.000
Gender of Respondents	.007	.002	.010	.332	.740

Dependent variable: Achievement behaviour

Results in tables 5 and 6 indicate that gender was not a significant predictor of achievement behaviour of schooling adolescents. The F-ratio value was 110 p<.740 which was not significant at 0.05 level, and T- value was 0.332 p<0.740, also not significant at 0.05 level. Thus the null hypothesis that gender was not a predictor of achievement behaviour of schooling adolescents was accepted.

4.0 DISCUSSION OF THE RESULTS

Data in Table 1 above indicate the extent to which gender predicts ego identity. The beta value was -0.037, which shows that -3.7% of the independent variable (gender) contributed negatively in ego identity formation of the schooling adolescents in schools in Enugu State. Also the level of significant prediction was also negative which implies no prediction by gender on ego identity. The result in tables 2 and 3 further revealed that gender did not make significant contributions to the prediction of ego identity formation of schooling adolescents in Enugu State. The Null hypothesis of no significant prediction of gender on ego identity was therefore accepted.

One possible explanation of the none existence of a significant value prediction of gender on ego identity formation of schooling adolescent in schools in Enugu State could be that both the male and female adolescents have similar ego identity levels/statuses. Probably, they all experience similar problems of ego identity formation indecision, lack of independence in ego identity formation decision making as earlier explained in the introduction above. Again, it could be that the students involved in the study were still exploring and as such have not yet reached ego identity status. This is common with most Secondary School Students in Enugu State and in general Nigeria. Generally Nigerian students tend to want to gather experiences and receive approval supports, from their parents; significant family members or peers before deciding on issues dealing with ego identity formation. Such behaviours are invariably in line with societal expectations and cultural practices in Nigeria.

The result tend to agree with the finding of previous researchers such as Egwu (2006) and Jacobs (2002) who found that gender have no significant prediction on ego identity of schooling

adolescents. Salako and Fitch (2003) and Clancy (2006) and Niemi (1999) found no significance gender prediction on ego identify formation among the American Secondary school adolescents. This result is not strange in relation to the contemporary culture in Nigeria (traditionally male dominated) where women participation is all aspects of cultural and socio-economic life has become increasingly emphasized.

The data in table 4 indicate the extent to which gender predicted achievement behaviour of schooling adolescents in schools in Enugu State. The result showed that the beta value was 0.010, which indicates that 1% of the variance of the independent variable (gender) contributed to change in achievement behaviour of schooling adolescents in schools in Enugu State. The results in table 5 and 6 also indicate that gender was not significantly a predictor of achievement behaviour of schooling adolescents in schools in Enugu State. The result revealed that calculated F-ratio $110p<0.740$ and T-value $0.332p<0.740$ was not significant at 0.05 level. Therefore the null hypothesis that gender is not a significant predictor of achievement behaviour of schooling adolescents in schools in Enugu State was accepted.

Eccles and Meece (2006) compared four major theories of gender prediction differences in achievement behaviour. Task value was found to be the strongest mediator of gender prediction on achievement related behaviour and plans. Weiner (1999) asserts that expanded expectancy value model of achievement behaviour has provided many important insights into gender difference in motivation. Eccles (2009) asserts that fear of success affects achievement behaviour of adolescent boys and girls. Girls have higher fear of success than boys. According to Rodd, & Schunk, (2006) gender was a significant predictor of academic achievement and not achievement behaviour because gender acts as a mediator in achievement behaviour. The implication here is that more in-depth studies are required in Nigeria to probe the phenomena examined in the present work. Almost all the studies cited above are foreign to Nigeria.

5.0   CONCLUSION AND RECOMMENDATIONS

The derivable conclusion from the present study is that: Gender does not significantly predict ego identity and achievement behaviour of schooling adolescents in schools in Enugu State. Though the predictive values: beta values -0.037, and beta value of 0.010 tend to show that the predictive value of gender on achievement behavior is higher than that on ego identity, the value was nonetheless not significant. The implication to secondary schools in Nigeria is that school curriculum planners should do more to make school curricular more free of gender bias..

The recommendation to researchers in this area is that more studies should be done on the correlation existing between and within such psychological constructs as self concepts, ego identity, academic self efficacy and achievement behaviour of schooling adolescents.

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