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Psycho-Demographic Predictors of Academic Achievement Motivation among Secondary School Adolescents in Ibadan Metropolis

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Abstract

This study investigated the predictive influence of self-esteem, academic optimism, attribution style, age and gender on academic achievement motivation among adolescents in schools of science in Ibadan metropolis. The study adopted a descriptive survey research design. A sample of two hundred and eighty seven participants was randomly selected from three secondary schools drawn from three local government areas within Ibadan Metropolis. The participants comprised 187 male and 100 female and the age range was between 12 to 21 years, with mean age of 16.05. Data was subjected to Pearson's Product Moment Correlation and Multiple Regressions analysis. The result revealed that each of the independent variables have significant relationship with academic achievement motivation of secondary school students. However, gender made no relative contribution to the dependent variable. The study has implications for all educational stakeholders such as students, teachers, parents and counselling psychologists. It however suggested the need for counselling psychologists to assist students develop self-affirmative attitude in order to boost their self-esteem, encourage optimistic disposition and take responsibility for their academic successes.

Keywords: Academic achievement motivation, Academic optimism, Adolescents, Attribution style, Self-esteem

Introduction

Over the years, the improvement of academic achievement of student has attracted the interest and concern of many researchers, teachers, parents and national leaders. This has become necessary due to the increasing poor performance of students in both school-based and external national examinations conducted by the West African Examination Council (WAEC) and National Examination Council (NECO) in recent times. It is evident that efforts geared towards improving academic achievement among students are yet to produce satisfactory results. In the light of this occurrence, extensive research has been conducted on many psychological and non psychological factors predictive of academic performance for example, self-efficacy, self esteem, personality traits, emotional intelligence, learned resourcefulness, need achievement, trait anxiety, cognitive style and motivation to mention a few and they all have been reported to influence learning outcomes (Aremu & Oluwole, 2001; Adeyemo & Oluwole, 2001; Salami, 2004; Tella, 2007; Ogundokun & Adeyemo 2010).

Motivation is a desire to accomplish a goal or a drive to carry out a specific behaviour (Graham, 2004; Weiner, 2000). Motivation is a desire to succeed a goal which is meaningful to individual (Cladella, 2002). More often than not, an action or a set of actions taken by a human beings eventually determine their performance. Motivation is a process which positively influences the thoughts, beliefs and perceptions, thereby boosting the performance of human beings. Though motivation plays a significant role in students' academic life wherein it shapes the future of budding students, there is no gainsaying the fact that people differ in their motivation to achieve and that all the people may not be self-motivated or may not show the traits of achievement motivation. Therefore, the development of achievement motivation appears to be an important goal for educators because of its inherent importance for future motivation as well as effective school functioning.

Achievement motivation has been considered to be an important concept in the dynamics of human behaviour. It is the basic need for success or the attainment of excellence which forms the basis for a good life. Achievement motivation

is relatively a new concept in the world of motivation. It is now widely used and heard in the area of education. It is a multi-faceted construct which has been reportedly linked to many other psychological constructs such as self-efficacy, responsibility, reflection, strategic thinking, conscientiousness, autonomy, and positive risk-taking among others (Bracey, 2010; Kyndt, Dochy, Struyven, & Cascallar, 2011; Walker & Greene, 2009). Achievement motivation is an individual's tendency to achieve special goals. It is associated with special goals and ways of achieving them, planning, effort, and feelings of self-worth.

According to Singh (2011), achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. It is the tendency to strive for success or the attainment of desired end. It refers to a student's level of cognitive involvement with the learning process and associated with intrinsic and extrinsic motivational characteristics noticeable by the student's demonstrated level of self-determination and self-regulation (Barkoukis, Tsorbatzoudis, Grouios, & Sideridis, 2008; Kyndt, Dochy, Struyven, & Cascallar, 2011). Achievement motivation is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment. In the light of this, Salami (1998) and Ogundokun (2007) reported that academic motivation is significantly correlated with academic performance and that people with high achievement motivation are high academic achievers. Salami (2004) concluded that achievement motivation is a strong predictor of high academic performance and effective schooling. Consequently, individuals that are high in achievement motivation are reported to be at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control. However they do relatively less when required to manage excessive tasks or to function in highly stressful environments.

This current study is centered on Eccles Expectancy-value Theory of Achievement Motivation (Eccles, Wigfield, & Schiefele, 1998) which posits that multiple mechanisms

explain the relationship between adolescent sense of self and corresponding behaviours and that adolescent's behaviours can be predicted by motivational beliefs. These beliefs mediate behavioural pathways (Simpkins, Fredricks, & Eccles, 2012). Achievement-related choices are assumed to be influenced by two sets of beliefs: the individual's expectations for success and the importance or value the individual attaches to the various options perceived as available. The theory posits that individuals will engage most fully in school, if they have confidence in their ability to do well and place high value on performing well. High confidence in one's academic ability results from a history of doing well in school, as well as encouragement from adults and peers (Wigfield, Eccles, Chiegele, Roeser & Davis-Kean, 2006). Consequently, researchers agree that successful individuals demonstrate perseverance and the ability to sustain motivation in the face of setbacks (Burton, Lydon, D'Alessandro, & Koestner, 2006) that students' internal motivational characteristics, including attribution style are important contributors to students' academic choices and may be directly responsible for actual achievement (Bridgeland, Belfanz, Moore, & Friant, 2010; Martin & Dowson, 2009).

It is clear that attribution styles among the students contribute to their academic behaviour and the adaptation strategies they exhibit in response to the success or failure experiences in their academic pursuits. Attribution style is a cognitive and personality variable that reflects the manner in which individuals explain the causes for the successes and failures in their lives (Peterson & Seligman, 1984). When undertaking a learning task students refer to several resources to determine how to study the task, how to estimate their success, how much effort and time will be invested on the task. The result of this evaluation process relies on students' cognitions and motivational beliefs (Seegers, Van Putten & Vermeer, 2004).

According to attribution theory, an individual's cognitive assessment of achievement outcomes has significant consequences for subsequent cognitions, emotions, and behaviours (Weiner, 1985, 2008, 2010). Three dimensions of causal attribution have been recognized across literature namely: a) locus of causality which relates to personal ability,

b) stability which addresses whether causes are fixed or passing, and c) controllability which addresses whether the cause may be successfully influenced by the individual or by others (Weiner, 1985, 2010). Attributional combinations may be functional or dysfunctional, acting to either enable or hamper student achievement (Fulton & Turner, 2008; Marcoulides, Gottfried, Gottfried, & Oliver, 2008). Sukariyaha and Assaada (2015) citing Weiner (1974, 1986), reported that a child may attribute test results to several factors, including ability or effort, assistance from the teacher, and the difficulty level of the test and also stressed that different attribution patterns have been identified for successful and unsuccessful student. As students progress higher in their educational pursuits, they are bound to experience series of obstacles such as more challenging subjects or topics, shortage of learning resources, poor learning environment etc. The way in which students explain these academic setbacks is considered crucial. Al-Tahhan and Nashawati (1989) in their study reported that students crucially incline to assert the internal control site (capability and effort), more than their inclination to assert the external control site (assignment and luck) in defining the causes of achievement success and failure. Also, female students were more inclined than male students to attribute achievement success and failure experiences to their academic abilities, their motivation and own efforts; meanwhile, these differences are unclear when attributing the failure situations. Students who blame their academic difficulties on internal, stable factors are likely to experience anxiety, put forth little effort, and thus have difficulty in learning new material and this could impact negatively on the psychological functioning including self esteem.

Teachers, administrators and parents are commonly concerned about student's self-esteem. Its significance has been stressed to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning, Bear & Minke, 2006). Self-esteem is a person's positive or negative evaluation of self. Franzoi (2000) defined self-esteem as individual's numerous evaluations of self as being good, bad, or mediocre. Desmond (2009) explained self-esteem as the complication of feelings that guide behaviour, influences attitudes, and drives motivation.

A person with high self-esteem perceives self as better, more capable, and of greater worth than does someone with low self-esteem. These self-evaluations are based in part on the opinions of others and in part on how people perceive specific experience. Interestingly, negative self-perceptions lead to more predictable behaviour than positive self-perceptions. Presumably, this happens because negative self-views involve more tightly organized scheme than positive one (Malle & Horowitz, 1995). As a result, someone with high self-esteem and low self-esteem might report different levels of sense of competence and performance because struggling with self-esteem creates adverse affects on all areas of a student's life from social to academic and because self-esteem is most often lowered by failure, criticism, and rejection (Leary, 1999).

Self-esteem is reported to be associated with motivation and general satisfaction with life (Harter, 1986; Rosenberg, 1986). Given these associations, children and adolescents who have low self-esteem may be more dependent on their parents and have lower academic and vocational goals. Research has demonstrated a connection between self-esteem and behaviour. For example, Leary (1999) reported that people want to maintain a confident level of self-esteem because they possess the desire to feel good about them self and that a high level of self-esteem facilitates the achievement of goals. Students, who are able to achieve their goals of being successful in school, experience a boost in self-esteem and encouragement and children who have a healthy self-esteem are satisfied in their activities without the constant need for approval. Furthermore, Chen, Lee-Chai and Bargh (2001) found that having high self-esteem increases the likelihood of believing that individuals have the prerequisite knowledge of a task at hand as well as the skills to perform effectively and that high self-esteem may also help students have the confidence to tackle difficult situations as well as see satisfaction from their progress and success.

With the increased demands placed on schools to provide high levels of educational performance and societal expectations from all learners, it seems essential to determine the effects of academic optimism on student academic achievement. Academic optimism is the general tendency to expect positive outcomes in terms of personal, current and

future academic experiences. It is a collective belief by a faculty that they can help all students be academically successful by working together and trusting both students and parents to support the academic goals of the school (Hoy, Hoy, & Tarter, 2006).

Academic optimism was proposed by Hoy, Hoy and Tarter (2006). It is a latent construct that encompasses the school-level characteristics of academic emphasis, collective efficacy, and faculty trust in clients. Academic emphasis was defined as the degree to which faculty members and school leaders strive for academic excellence. The second factor which is collective efficacy is defined as the belief among faculty members that the school as a whole can achieve stated goals to insure student academic achievement. They reasoned that collective efficacy tends to push teachers to work harder and to keep a positive attitude when striving for higher student academic success. Collective efficacy of a faculty is built upon the individual self-efficacy of teachers. When teachers feel confident as individuals then collectively about school accomplishments, they have more faith in the abilities of each other and of their students. Finally, faculty trust in clients is defined as the interweaving of benevolence, reliability, competence, honesty, and openness.

Hoy et.al (2006) argued that all five factors combined would create expectations of trust and commitment, and hence affect student academic success. They found that the constructs of academic emphasis, collective efficacy, and faculty trust in both parents and students was reliable in predicting student academic success. Hoy and McGuigan (2006) reported that academic optimism was a stronger predictor of student achievement at all levels: elementary, middle, and high school. Additionally, academic optimism is said to be achieved through clearly defined and reachable goals, and an environment conducive to achievement in terms of discipline, distractions, and motivation.

Purpose of the Study

The main purpose of the present study was to examine the relationship that exist among the independent variables (academic optimism, attribution style, self-esteem, age and gender) and Academic achievement motivation (dependent

variable). Also, it determined the joint contributions of academic optimism, attribution style, self-esteem, age and gender to the prediction of academic achievement motivation. Finally, the study ascertained the relative contributions of academic optimism, attribution style, self-esteem, age and gender to the prediction of academic achievement motivation among secondary school adolescents in Ibadan.

Research Questions

The following questions were raised in this study:

- Is there any significant relationship among the independent variables (academic optimism, attribution style, self-esteem, age and gender) and the dependent variable (academic achievement motivation) among secondary school adolescents in Ibadan?
- What is the joint contribution of each of the independent variables (academic optimism, attribution style, self-esteem, age and gender) to the prediction of the dependent variable (academic achievement motivation) among secondary school adolescents in Ibadan?
- What is the relative contribution of each of the independent variables (academic optimism, attribution style, self-esteem, age and gender) to the prediction of the dependent variable (academic achievement motivation) among secondary school adolescents in Ibadan?

Methodology

Research design

This study adopted a descriptive survey research design of correlation type to investigate the predictive influence of psycho-demographical predictors of academic achievement motivation among secondary school adolescents in Ibadan, Oyo state. This design is appropriate because the variables were not manipulated but described as they naturally occur among the respondents.

Participants

The target population for the study was adolescents in science-based secondary schools in Ibadan metropolis.

Science-based secondary school was chosen for the study because of the keen competition and rigorous processes students are subjected to before they are admitted into the schools this sort of motivates the students to perform better. Also, emphasis on students in science-based schools is presumed to be better than students in other schools. A purposive sampling technique was employed in selecting three science-based public secondary schools in Ibadan. The schools were situated in three local government areas of; Akinyele, Ibadan South West and North East respectively. A total of 300 participants with equal allocation method of 100 participants randomly selected from each of the schools. Two arms of Senior Secondary II were randomly selected from each of the schools. However, 287 questionnaires were returned appropriately filled and analyzed for use. Their ages ranged between 12 and 22 years with a mean age of 15.6 years.

Instrumentation

Demographic information was collected from participants regarding their age, gender and religion. The participants completed the four questionnaires:

- Rosenberg's Self-Esteem Scale
- Academic Optimism Scale
- Children's Attributional Style Questionnaire
- Ibadan Multi- Dynamic Inventory of Achievement Motivation

Self-Esteem Scale (Rosenberg, 1965): The scale consists of 10 items on global self-worth and measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items were answered on a 4-point rating ranging from 0=strongly disagree, 1=Disagree, 2=Agree, 3=Strongly Agree. The coefficient alpha for the scale was reported to be 0.86.

Academic Optimism Scale (Toor, 2009): Academic optimism was measured using Academic Optimism Scale by Toor (2009). The ten item scale consists of statements such as "Just before taking a test, I usually feel confident and positive". These items were rated using a five-point Likert scale e.g. 0=strongly disagree, 1=Disagree, 2=Neutral,

3=Agree, 4=Strongly Agree. In addition, internal consistency was assessed using Cronbach's alpha. The coefficient alpha for the scale was obtained as 0.91.

Attributional Style Questionnaire: Student's attributional style was measured by the Children's Attributional Style Questionnaire (KASTAN-CASQ; Seligman et al., 1984; Kaslow, Tanenbaum, & Seligman, 1978). The scale consists of 48 items which include 24 good events and 24 bad events that related to school achievement, sports achievement, peer relationships, and relationships with parents. Each item describes an event and two attributions, which explain the reason why each hypothetical situation might have happened. The positive outcomes are represented by half of the situation and the other half represents the negative outcomes. For the purpose of this study the items that relates to academic attribution was selected for use. Participants were asked to choose one sentence from the pair that best explained why an event happened to them "e.g. a good friend tells you that he hates you"

- a. My friend was in a bad mood that day.
- b. I was not nice to my friend that day.

This instrument was revalidated and a coefficient alpha .73 was obtained.

Ibadan Multi- Dynamic Inventory of Achievement Motivation (Hammed & Aremu, 2002). The academic achievement motivation scale section of the Ibadan Multi-Dynamic Inventory of Achievement Motivation was used. This section contains 20 items. The responses to the items were marked on a four point rating scale, ranging from Very Unlike me (1), Unlikely me (2), Like me (3), Very like me (4). The instrument was however re-validated and the Cronbach alpha reliability value of 0.74 was obtained after administering the instruments in a pilot study to a selected sample of thirty (30) students in a secondary school not selected to be used in the study.

Procedure of Administration

An official permission was obtained for the administration of the instruments from the school principals. The participants responded to all the four questionnaires. The researcher was assisted by the school counsellors and teachers in the distribution and collection of the questionnaires from the respondents. One hundred questionnaires were administered in each of the selected school of science school. However, checking through a total of two hundred and eighty seven was fit for analysis as thirteen of the questionnaires were not properly filled.

Data analysis

Data were analyzed using Pearson's Product Moment Correlation and Multiple Regression analysis at 0.05 level of significance.

Results

In order to provide answers to the research questions, a combination of both descriptive and inferential statistics were conducted. The results are presented thus:

To determine the relationship between the independent variables (self-esteem, academic optimism, attribution style, age and gender) and academic achievement motivation among secondary school adolescents in Ibadan Metropolis

Table 1: Descriptive statistics and Inter-correlations among the variables

Variables	N	Mean	SD	1	2	3	4	5	6
Achievement Motivation	287	48.72	21.14	1.00					
Attribution Style	287	14.18	3.58	.674**	1.00				
Academic Optimism	287	23.46	9.66	.944**	.789	1.00			
Self-Esteem	287	26.92	9.61	.890**	.470	.805	1.00		
Age	287	2.94	.80	.827**	.622	.805	.602	1.00	
Gender	287	1.44	.50	.164**	.143	.210	.033	.296	1.00

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

Table 1 contains descriptive statistics and inter-correlations among the study variables. As shown in table 1, academic achievement motivation significantly correlated with attribution style ($r = .674$; $p < .05$); academic optimism ($r = .944$; $p < .05$); self-esteem ($r = .890$; $p < .05$); age ($r = .827$; $p < .05$) and gender ($r = .164$; $p < .05$). There were also significant correlations among the independent variables.

RQ2: What is the joint effect of independent variables (self-esteem, academic optimism, attribution style, age and gender) on academic achievement motivation among secondary school adolescents in Ibadan Metropolis?

Table 2: Summary of Multiple Regression Analysis showing joint effect of independent variables on Students' Academic Achievement Motivation

R = 0.99					
R ² = .979					
R ² (adjusted) = .959					
Standard error of estimate = 4.30					
Analysis of variance					
Model	Sum of square (SS)	DF	Mean square	F	P
Regression	126878.20	5	25375.64	137.52	0.000
Residual	5384.04	282	18.50		
Total	132262.24	287			

Table 2 shows that the independent variables when taken together significantly predicted academic achievement motivation among secondary school adolescents in Ibadan metropolis. The value of $R^2 = .979$ and R^2 (adjusted) = .959. The analysis of variance performed on the multiple regressions yielded an (F- ratio value of 137.52 and was found to be significant at 0.05 level. The analysis shows that the independent variables jointly accounted for 95.9% of the total variance in the criterion variable.

RQ3: What is the relative effect of independent variables (self-esteem, academic optimism, attribution style, age and gender)

and students' academic achievement motivation among secondary school adolescents in Ibadan Metropolis?

Table 3: Relative Contribution of Independent Variables to the Prediction of Students' Academic Achievement Motivation

Model	Unstandardized coefficients	Standardized coefficients		T	P
	B	Standard error	Beta		
Constant	22.45	2.61		8.599	P<0.05
Attribution Style	.961	.063	.301	7.046	P<0.05
Academic Optimism	.912	.088	.417	10.392	P<0.05
Self-Esteem	.905	.054	.412	16.744	P<0.05
Age	6.24	.540	.237	11.555	P<0.05
Gender	.862	.571	.020	1.509	P>0.05

Table 3 shows that each of all the independent variables made relative contribution to the prediction of students' academic achievement motivation: academic optimism ($\beta = .417$; $t = 10.392$; $P < 0.05$); self-esteem ($\beta = .412$; $t = 16.744$; $P < 0.05$); attribution style ($\beta = .301$; $t = 7.046$; $P < 0.05$); age ($\beta = .237$; $t = 11.555$; $P < 0.05$) and gender ($\beta = .020$; $t = 1.509$; $P > 0.05$). The table further shows that academic optimism appeared as the most potent contributor to academic achievement motivation while gender made no significant contribution to the prediction of students' academic achievement motivation.

Discussion

The result from the present study revealed that there was a significant relationship between the independent variables (self-esteem, attribution style, and academic optimism, age and gender) and academic achievement motivation among adolescents in secondary schools in Ibadan metropolis. In relation to attribution style the finding of the study is in line with the findings of Tayebi Sogh, Karimi, Haghghi, Aryamanesh, Danshjoon and Ghaderi (2013) which concluded that attribution styles can have a substantial impact on

adolescents' academic success or failure. The finding is in consonance with prior study of Ciarrochi, Heaven and Davies (2007) that negative attribution style promotes increased hostility and fear among adolescents in school. The importance of attribution style cannot be undermined in academic achievement motivation. It is believed that pupils who tend to attribute successes mainly to internal causes expend enormous efforts to make good grades and achieve a sense of academic achievement.

Furthermore, the findings established a significant linear relationship between self-esteem and academic achievement motivation. The findings corroborate previous studies (Nwanko, Balogun, Chuwudi, & Ibeme, 2012; Hisken, 2011, El-Anzi, 2005). El-Anzi (2005) found that there was a significant relationship between academic achievement and self-esteem. While explaining this relationship, Hisken (2011) submitted that students with reported low self-esteem are prone to anxiety and pessimism which may invariably encourage complacency and lack of zeal to face and tackle challenging or rigorous task or demands towards their progress and successful performance. On the other hand students with high self-esteem are more eager to participate in classroom activities, are confident and adequately prepared to surmount rigorous academic demands. Students with high self-esteem usually set higher goals for themselves and become more willing to continue even in the case of failure. In the same vein, Colquhoun and Bourne, (2011) asserted that self-esteem is an influential factor that account for academic performance. The finding corroborated the role of self-esteem in confidence building as well as in reinforcement of academic success. Positive self-esteem gives the individual the strength and flexibility to take charge of their lives and grow from mistakes without the fear of rejection. On the other hand poor self-esteem can result in a cascade of diminishing self-appreciation, creating self-defeating attitudes.

Academic optimism was also found to be significantly related with academic achievement motivation. This implies that academic optimism is a significant contributor to students' achievement. The finding echoes previous works (Hoy, Tarter & Hoy 2006; Tuntiarodom & Potipiti, 2008; Akinlana, 2013). This shows that academic optimism is of

importance in students' achievement motivation and academic performance. Students' academic optimism set a stage for understanding behavioural environment at both the classroom and school level. It empowers students with adequate psychological proof to adjust to academic demands of the school and boost their academic achievement motivation. The importance of academic optimism cannot be overemphasized due to its connectedness to students' school engagement. Also the fact that the variable cut across inter-relationship with teachers and school environment (academic press) exemplifies its importance as a significant contributor to academic achievement motivation of students.

Personal characteristic of respondents in terms of age and gender; age was found to have be positively correlated with academic achievement motivation; a strong linear relationship was reported in this study. This finding is in line with other research studies (Emily, 2011; Busari, 2012) found that age and academic performance were significantly correlated and in addition there was significant difference of academic performance between male and female. In addition (Emily, 2011) also concluded that early achievement and IQ predict later motivation, and that relationships tend to stabilize with age as motivation is consolidated. This implies that age of students could determine the value held about the need to achieve educationally. Since maturity comes with age, it suffices to say that matured students tend to pay more attention to learning by concentrating more on school activities capable of promoting better academic outcome. Age plays a considerable part as regards to education. Age of students determines certain aspect of child e.g. physical ability, entry age students to a school, friendship homophony, inter-relationship and maturity to perform adequately in school works.

In regard to gender, weak but positive relationship was established with the dependent variable. This contradicts (Shekhar & Devi, 2012) who concluded that gender is highly correlated with academic achievement motivation. Also, Nagarathanamma and Rao (2007) in a study to determine the difference in adolescent boys and girls on achievement motivation found that there was no significant difference between boys and girls with regard to achievement motivation

level. Kaushik and Rani (2005) also confirmed the findings that there is gender difference in achievement motivation at all levels of educational streams. However, on the relative contribution, gender was not a potent predictor of academic achievement motivation. This is in consonance with Riepe (2000) found that the effect of gender on academic achievement and achievement motivation were insignificant. Riepe (2000) also opined that there is equity of achievement motives at school work regarding to gender. This buttressed the fact that being male or female does not determines an individual's achievement motivation or ability to perform adequately in secondary school education since both are exposed to the same sets of instruction.

Conclusion

This findings of this study established that self-esteem, academic optimism, attribution style and age are significant predictors of academic achievement motivation among secondary school adolescents. However, gender is not a potent predictor of academic achievement motivation of secondary school students. This implies all stakeholders in the educational sector must make adequate effort towards developing these psychological constructs in adolescent with the aim of boosting their academic achievement motivation irrespective of the gender and age of the students.

Based on these findings, it was therefore recommended that if the aim of improving the academic performance of adolescent will not be a mirage; students, teachers and parents should be encouraged to use positive affirmations statements and desist from negative self-talk in other to enhance and develop high and positive self esteem among adolescents. Also attribution retraining should be embarked upon in schools to stimulate and increase perceived self-control which would help reduce shifting blame and finding excuses among students thus making adolescents responsible for their academic successes and failures. Lastly, on the strength of academic optimism, school administrators should strive to provide an environment that encourages collaborative efforts among the teachers, parents and the students themselves towards improving the academic achievement motivation and performance.

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