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AVIS AUX AUTEURS

**Geste et Voix** est une revue scientifique à comité de lecture, consacrée à la réflexion, à l'analyse et à la recherche. Elle se revendique comme un espace de dialogues et d'échanges, ouverte à différentes approches disciplinaires.

Les articles soumis à *Geste et Voix* doivent être saisis à l'interligne 1,50, pas de 12, police NTR fournis en version électronique format MS word ou RTF et CD ou clé USB. Les cartes, diagrammes et graphiques devront être numérotés.

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**The Editor in Chief**

## ***P R E F A C E***

Le numéro 23 de juin 2016 est arrivé tel un vin nouveau et nous plonge au coeur des activités pédagogiques et de recherche. Cela suffit à affirmer que Geste et Voix N° 23 est l'édition de la recherche. A preuve la diversité des thèmes analysés par nos contributeurs. En tant que telle, cette parution nous donne l'occasion de revenir sur deux sujets d'actualité, deux sujets symptomatiques du monde universitaire, de notre monde de la recherche. Comme quelqu'un l'a affirmé, l'enseignement ne peut aller sans la recherche et c'est la que tout enseignant universitaire mérite bien le titre d'enseignant-chercheur pourvu qu'il soit titulaire d'un doctoral.

Chers lecteurs, chères lectrices,

Il va sans dire que nous vivons à l'ère de la mondialisation. Les relations entre recherche scientifique et mondialisation devraient nous interpeler. C'est bien là un champ qui regorge de beaucoup de faits fascinants et surprenants. En attendant de nous investir plus particulièrement dans ce domaine, souffrez que nous évoquions à nouveau deux pratiques, deux phénomènes qui se perpétuent et qui ont nom "**Erreur scientifique**" et "**Fraude scientifique**". Nous avons affaire ici à deux exercices dont les composantes remettent en cause le contenu du vocable "**savant**" ou "**docteur**" que nous définissons simplement comme tout individu qui détient une certaine science dans un certain domaine. Allons-nous oublier les propos séculiers d'un devancier tout aussi séculier qui disent: "Je ne sais qu'une chose, c'est que je ne sais rien ?"

Ces jours-ci, il est question de la célébration de la Journée Internationale de la Science. Permettez que nous apportions notre contribution aux débats en faisant une brève histoire de la recherche scientifique. Dans cet ordre d'idées, l'on ne peut s'empêcher de rappeler les premières formes d'organisation de la science. S'il existe depuis la haute Antiquité des formes de réflexion spéculatives sur le monde, ainsi que quelques tentatives de son exploration raisonnée, ces démarches scientifiques ou protoscientifiques relèvent jusqu'au XVI<sup>e</sup> siècle d'initiatives isolées, et sont le plus souvent le fait d'individus savants et passionnés. La recherche scientifique n'existe pas encore en tant qu'encadrement institutionnel des pratiques scientifiques. On peut cependant relever l'existence de quelques embryons d'une telle organisation, avec les lycées antiques, les écoles philosophiques, les universités médiévales, les monastères, ou le système du mécénat.

### **L'héritage baconien**

L'héritage baconien nous renvoie au XVI<sup>e</sup> siècle, en particulier avec Francis Bacon (1561-1626). En effet c'est ce dernier qui a affirmé l'idée que la science peut et doit s'organiser en vue d'une maîtrise de la nature et du développement des nations. En affirmant ainsi l'intérêt économique-politique du progrès scientifique et la nécessité pour les gouvernants de ne pas mésestimer la valeur de leurs savants, Bacon pose les bases d'une recherche scientifique institutionnalisée, encadrée par une politique scientifique participant à l'organisation des vœux des savants pour mieux servir le progrès économique et militaire de la nation. Dans l'utopie de la *Nouvelle Atlantide*, Bacon imagine en particulier une «Maison de Salomon», institution préfigurant nos modernes établissements scientifiques, où sont rassemblés tous les moyens d'une exploration scientifique du monde. Cette Maison de Salomon inspirera la création de la Royal Society, en 1660. Mais si Bacon peut symboliser un moment important de l'institutionnalisation de la recherche, il n'en est pas pour autant l'unique fondateur. Ses textes traduisent une idée qui se cristallise à son époque et qui commence à se manifester au travers de l'Europe.

### États modernes et recherche scientifique

C'est au cours des XVII<sup>e</sup> et XVIII<sup>e</sup> siècles que se développent les Académies, qui sont la première véritable manifestation de l'institutionnalisation de la recherche, jusque-là organisée au gré des mécènes. Il faut cependant attendre le XIX<sup>e</sup> siècle pour que la recherche se professionnalise réellement, avec l'apparition des premiers chercheurs.

La Seconde Guerre mondiale a été le déclencheur de la conception de nombre des systèmes d'intégration de la recherche dans la stratégie de développement économique et de défense des États modernes. Vannevar Bush, aux États-Unis, est considéré comme un pionnier de cette organisation, qui a fait pression sur le monde politique pour la création de différentes instances, dont la *National Science Foundation*.

La recherche scientifique recouvre des réalités très hétérogènes. Le manuel de Frascati, pour satisfaire des besoins statistiques, définit plusieurs types de recherche :

- La recherche fondamentale, entreprise principalement (mais pas toujours exclusivement) en vue de produire de nouvelles connaissances indépendamment des perspectives d'application.
- La recherche appliquée, qui est dirigée vers un but ou un objectif pratique.
- Les activités de développement (parfois confondues avec la recherche technologique), qui consistent en l'application de ces connaissances pour la fabrication de nouveaux matériaux, produits ou dispositifs.

Il faut également bien sur prendre soin de distinguer les différents secteurs disciplinaires : la recherche en philosophie est évidemment très différente de celle en biologie moléculaire ou en archéologie. On peut également distinguer, à la suite des travaux de Terry Shinn, différents régimes de recherche : régime utilitaire, académique et technico-instrumental. Venons-en à présent aux deux notions qui nous préoccupent. Il s'agit de : "erreur scientifique" et "fraude scientifique".

### L'erreur scientifique

La recherche scientifique ne consiste pas en l'application d'une méthode infaillible. Elle se nourrit des erreurs et des errements des chercheurs, dont la démarche est souvent fondamentalement incertaine. Les grandes découvertes sont rarement le fruit d'un programme préétabli, elles apparaissent souvent de manière inattendue. Cette particularité de la recherche scientifique porte un nom : c'est la sérendipité. L'histoire montre que les plus grands savants ne sont pas à l'abri d'erreurs. Galilée a par exemple soutenu une théorie sur les marées en contradiction avec des observations connues de lui, qu'il attribuait à des causes secondaires indéterminées. Il ne faut cependant pas adopter une lecture contemporaine de ces erreurs, et il importe de bien garder à l'esprit que ces erreurs, dans le contexte scientifique d'une époque particulière, n'avaient souvent rien d'évident. Notons que la recherche scientifique est collective. Si l'erreur peut être un problème pour le chercheur comme individu, elle est essentielle à la marche en avant du processus collectif de production des connaissances scientifiques.

### La fraude scientifique.

La fraude est très différente de l'erreur. Mais là encore, il faut se garder d'une vision unilatérale et anachronique de la fraude. Les normes encadrant l'administration de la preuve ne sont pas aujourd'hui ce qu'elles étaient hier. On pouvait tolérer hier de retoucher quelques données, ce n'est plus le cas aujourd'hui. Des analyses statistiques ont montré que Gregor Mendel, le père de la génétique moderne, a probablement arrangé des résultats, sans doute en

omettant des données jugées trop éloignées du résultat attendu, et également en se focalisant sur un cas particulier bien choisi La fraude scientifique peut prendre de multiples formes :

- invention pure et simple de résultats scientifiques, avec parfois fabrication de faux matériels ;
- rectification ou sélection de résultats expérimentaux, afin de faire paraître meilleure la force de prédiction d'une théorie ;
- plagiat d'autres scientifiques.

D'autres comportements, sans prendre le caractère d'une fraude, s'en rapprochent: ainsi, la présentation d'un résultat scientifique pour ce qu'il n'est pas, la présentation du même résultat dans plusieurs publications, etc. Son but est le plus souvent de permettre la construction d'une notoriété scientifique, mais d'autres raisons peuvent apparaître (justification de financements, etc.). La principale cause de la fraude scientifique est le fait que la carrière des chercheurs dépend de leurs résultats : recrutements, promotions, etc., se font le plus souvent au vu de la production scientifique, c'est-à-dire essentiellement des publications scientifiques. Il peut donc être tentant d'augmenter artificiellement ce nombre. Les équipes et laboratoires sont en concurrence, et chacun essaye d'apparaître comme le meilleur. Les publications scientifiques sont évaluées par d'autres scientifiques, lesquels ne peuvent le plus souvent pas reproduire les expériences des candidats à la publication. L'évaluateur peut ainsi se trouver dans la position inconfortable de

- soit refuser une publication au motif qu'elle propose des résultats peu crédibles (car trop éloignés de l'état de la science), au risque de se voir taxer de jalousie, conservatisme ou de refus des théories alternatives ;
- soit l'accepter, au risque qu'elle soit basée sur des résultats erronés.

Il est rare qu'une fraude soit détectée au moment de l'évaluation. Par ailleurs, dans la plupart des cas, les erreurs dans les publications scientifiques sont commises de bonne foi, parfois par manque de rigueur, parfois simplement parce que la vérité est hors de la portée de l'étude. La justice intervient rarement dans des affaires de fraude scientifique ; cela arrive cependant parfois, notamment dans des affaires médiatisées où l'un des participants accuse l'autre de diffamation. Cependant, les organismes de recherche ou les universités peuvent être pourvus d'instances disciplinaires pouvant sanctionner professionnellement un manquement grave à la probité scientifique. Ces dernières années, un certain nombre de fraudes ont défrayé la chronique.

Quelques exemples de fraudes célèbres :

- Lyssenko a truqué ses résultats pour étayer sa théorie de la transmission héréditaire des caractères acquis.
- Le crane de l'homme de Piltdown, représentant à une époque le chaînon manquant entre les singes et les hominidés, était en fait une mâchoire de singe sur un crane humain.
- le physicien Jan Hendrik Schon alors aux Bell Labs, a publié de nombreux articles sur les nanotechnologies et notamment sur la supraconductivité des molécules de carbone sphériques jusqu'à ce que, en mai 2002, ses travaux fussent contestés et ses résultats dénoncés comme frauduleux. Mais l'accusation de fraude scientifique pose problème. La Société Géologique de France a d'ailleurs réévalué en 1991 un scientifique condamné pour fraude en 1919: Jacques Deprat. C'est le seul cas connu de réhabilitation, à titre posthume.

**Conclusion**

Concluons en disant que, comme il faut un peu de tout pour faire un monde, l'erreur scientifique et la fraude scientifique peuvent être vues comme deux maux nécessaires et en dernière analyse ne visent qu'à faire avancer la science. N'est-ce pas le lieu de dire que véritablement la fin justifie les moyens ?

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## A Correlational Investigation of Psychological Wellbeing, Academic Self- Efficacy, School Climate and Academic Performance among Female Undergraduate Students of University of Ibadan, Nigeria

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### Abstract

Observations reveal that only few exceptional female undergraduates perform at their best in Nigeria institutions, host of others struggle to have good grades. This has lead to more female students' frustration and dropout rate which attracted an investigation of psychological-wellbeing, academic self efficacy and school climate as correlate of academic achievement of female undergraduate students University of Ibadan.

A descriptive research design of the correlational type was adopted for this study. An array of reliable measuring scales was used for the data collection. A sample of 55 female students was randomly selected 200 level guidance and counseling students in the University of Ibadan.

The study recorded a significant relationship among the variables through a zero order correlation. A significant joint effect of psychological-wellbeing, academic self efficacy, school climate and academic achievement was found. The most potent factor was academic efficacy; followed by psychological wellbeing, and school climate.

This justifies that female undergraduate student academic performance is likely to improve with increased influence of psychological wellbeing, academic self efficacy and good school climate. Therefore, it was recommended that the student affairs should monitor student performing below required and refer them to the counselor. The University counseling unit was enjoined to organized academic booster programmes to enhance the confidence of students towards achieving success. University administrators and the federal government should make all facilities available to make the school environment homely.

**Keywords:** Adolescents, Academic Achievement, psychological-wellbeing, academic self efficacy school climate.

### Introduction

Higher Education is one of the main factors that facilitate individuals to achieve success in obtaining a profession in order to face different life challenges. College life can be challenging and difficult for a new student, thus requiring a higher degree of student initiative, determination, and self-monitoring. A huge amount of research has attempted to identify important factors to student success by assessing the relations among many psychological and academic variables.

Little effort has been put in to studying female undergraduate academic performance. This has placed a little huddle in determining the success rate of female students in Nigerian Universities. According to Mbathia (2005) education supplies people with specific skills and therefore it enables them to perform their tasks effectively. The better the performance of an individual, the more competitive and rewarded the individual will be. Female undergraduates appear to be fragile while the university system is highly demanding. Many female students who might have found it difficult coping with challenges and academic workload might dropout. Those with multiple carryovers may find university education frustrating and

suffocating. Many factors could have impact on academic performance, as Owiti (2001) describes, attitude leads to achievement and abilities are needed for successful performance. To fill the identified gap in literature on female undergraduate, there is need to examine the predictive potential of psychological wellbeing, academic self efficacy and school climate on academic performance.

Self-efficacy is defined as a self-evaluation of one's competence to successfully execute a course of action necessary to reach desired outcomes (Bandura, 1977, 1982, 1986). It is a multidimensional construct that varies according to the domain of demands (Zimmerman, 2000), and therefore it must be evaluated at a level that is specific to the outcome domain (Bandura, 1986; Pajares, 2006). Thus, in academic settings, one should measure academic self-efficacy rather than generalized self-efficacy, where academic self-efficacy refers to students' confidence in their ability to carry out such academic tasks as preparing for exams and writing term papers. Midgley et al. (2000) also refer to academic self-efficacy as students' perceptions of their competence to do their class work. Altunsoy et al. (2010) states that the concept of academic self efficacy includes the beliefs about the capabilities to achieve the tasks in certain academic fields.

In Nigerian Universities, it appears that only few female students display unique academic prowess, this indicates that many female may not possess sufficient academic self efficacy needed to improve their performance among colleagues. This is evident in the study of Strelnieks (2005), she reported that male students display higher academic self-efficacy than their female counterpart. More so, this might justify the reason why female students are not often awarded best student like male student (Strelnieks, 2005).

Studies have found the relationship between academic self efficacy and academic performance; a large meta-analysis of studies of self-efficacy in academic environments concluded that the most specific academic self-efficacy indices had the strongest effect on academic outcomes, while the more generalized measures were less closely associated (Multon, Brown, and Lent, 1991). General self-efficacy measures were not found to be predictive of any college outcomes (Ferrari and Parker, 1992; Lindley and Borgen, 2002), while academic self-efficacy has been consistently shown to predict grades and persistence in college. An extensive body of research has shown that academic self-efficacy is positively associated with grades in college (Bong, 2001) as well as with persistence (Zajacova, Lynch, & Espenshade, 2005; Zhang & RiCharde, 1998). Hemmings and Kay (2010) posts that self-efficacy beliefs affect college outcomes by increasing students' motivation and persistence to

master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills. Tones and Solberg (2001) found a positive association between academic self-efficacy and the number of hours students spent studying.

School climate is another factor identified in this study. It is referred to as the shared beliefs, values, and attitudes that shape interactions between the students, teachers, and administrators. These tacit rules delineate the parameters of acceptable behavior and norms for the school (Braham, 2004). Climate encompasses atmosphere, culture, values, resources, social network, as well as organizational, instructional and interpersonal dimensions (Loukas & Murphy 2007). The perception of psychological climate seems to have particular importance for student adaptation in the school and in the university context (Brand, Felner, Seitsinger, Burns & Bolton 2008). Students are often vulnerable to various challenges especially when they are still new in the university system and when transiting to higher academic level. This is more common with two level students in Nigeria. In the first year, there is likely to be some pampering, the University system gives preference to fresh students and provide various guidance and support to them, but as they move ahead to higher academic level, they are expected to gain quick adjustment to whatever the University demands although this may be a little bit difficult for some students. According to Eccles and Midgley, cited in Durlak, Weissberg, and Pachan, (2010) transition to high school may entail numerous policy changes as well, such as stricter grading procedures and increased expectations for classroom behavior. However, students who do find it difficult to adjust to the new climate may not be able to perform well academically.

How students adapt during the transition to high school depends in part on their perception of the new environment (Reyes, Gillock, Kobus, & Sanchez, 2000). For instance, previous research has found that failure and absence rates were lower in schools where students perceived their lecturers to be more supportive and attentive (Allensworth & Easton, 2007). Perceptions of the school environment are most commonly examined in the context of research on school climate. Previous research regarding this construct has repeatedly demonstrated positive relationship between school climate and academic achievement, as well as decreased instances of misconduct and aggression (Kuperminc, Leadbeater, & Blatt, 2001). Although school climate is a multi-dimensional construct that has been measured in different ways. Initially, climate was measured from the perception of school staff to inform more appropriate professional development. Recently however, research has focused

increasingly on students' perceptions of climate as it has been shown to influence their academic and behavioral performance (Koth et al., 2008).

Psychological wellbeing is a factor that is relevant in the learning of University students. It is an all encompassing term that describes a student's life satisfaction, emotional state, emotional intelligence, self esteem and the likes (Spector, 2003; Fredrickson & Joiner, 2002). Positive emotions trigger upward spirals toward psychological well-being, in the sense that the effects of positive emotions accumulate and compound (Fredrickson & Joiner, 2002). Previous experiences of positive emotions broaden attention and cognition, and facilitate coping with adversity (Aspinwall, 2000). Improved coping predicts, in turn, future experiences of positive emotions (Stein, Folkman, Trabasso, & Richards, 2007). People build psychological resilience as this cycle continues. In the end, this cycle leads to enhanced psychological well-being (Davis, Nolen-Hoeksema, & Larsen, 2001). People who possess the ability to understand and regulate their emotions tend to maintain a better outlook on life, and experience better psychological health (Schutte, et al., 2002). In this regard psychological wellbeing of undergraduate could influence their rate of academic outcome. Students who are emotionally upright go a long way in relating with the environment, adjust to academic demands and as well achieve academic success. Throughout the learning process, student relationships and supportive social context were important to maintain a high level of motivation to learn and achieve skills and facilitate adjustment and well-being.

Many theorists have come to a compromise that student adjustment, commitment to learning and academic achievement is linked to student perceptions of a supportive school climate (Brand et al. 2003, Eliot et al. 2010). Some authors feel that the sense of belonging to a study group is a particularly significant element of well-being and the development of social competence (Hay 1998, Moos & Trickett 2002). The sense of belonging has a positive impact on the way stress conditions are tackled, as it recognizes that the quality of study may have the effect of creating or alleviating individual stress (Torsheim & Wold 2001) and, therefore, also affect academic performance. Moreover, Parker et al. (2004) underline how social and emotional competency are linked to academic success: indeed students in the top academic group had higher levels of interpersonal, adaptation and stress management attitudes than middle and low academic achievement groups.

## 1. Purpose of the Study

This study intends to examine, psychological-wellbeing, academic self efficacy and school climate as correlates of academic performance among female undergraduate students. Specifically it intends to examine the relationship among the variables, as well examine the joint and relative contribution of psychological-wellbeing, academic self efficacy and school climate to the prediction of academic achievement.

## 2. Research Questions

Three research questions were raised in this study

- ✓ What is the relationship between psychological wellbeing, academic self efficacy, school climate and female undergraduate academic performance?
- ✓ What is the joint contribution of psychological wellbeing, academic self efficacy and school climate on female undergraduates' academic performance?
- ✓ What is the relative contribution of psychological wellbeing, academic self efficacy and school climate on female undergraduates' academic performance?

## 3. Methodology

The descriptive research design of the correlational type was adopted for this study. This was appropriate for this study because researcher does not have direct control over independent variables. Inferences about relations among variables are made without direct interaction from concomitant variation of independent and dependent variables.

### 3.1. Study Population

The population for this study comprised of all female undergraduate students in the Guidance and counselling of the University of Ibadan.

### 3.2. Sample and Sampling Techniques

The study adopted convenience sampling to select 200 level students in Guidance and Counselling department of the University of Ibadan. This was chosen because the researcher is a lecturer in the department and as at when this research was carried out 200 level students in the department was under her jurisdictions, which give her the ease of getting their academic score.

A simple random sampling was used in selecting 55 female students from the entire 200 level student in Guidance and counseling in the University of Ibadan Nigeria.

### 3.3. Instrumentation

The following are the measuring instrument used for this study;

#### Academic Performance Test

Academic Performance Test was designed by the researcher. The test consists of 10-item. It measure undergraduates' knowledge of Interviewing Techniques in Counselling. This test was designed and used for the 200 level Examination; the test was scrutinized by the examination board of the University and as well piloted to establish the internal consistency. Kuder Richardson 20 was used and it recorded 0.75.

#### 3.4. Climate scale

Climate scale (version modified by Santinello & Bertarelli 2002). The scale included 49 Items related to eight dimensions including: relationships with schoolmates (e.g. I feel at ease with other students), relationships with teachers (e.g. teachers are willing to provide clarifications and explanations), academic interests (e.g. I feel obliged to study concepts that do not interest me), academic self-esteem (e.g. I am satisfied with my academic performance), method of study (e.g. I use both books and notes taken during lessons), parents' expectations (e.g. I want to achieve good academic performance so that my parents are pleased with me), structural aspects (e.g. In this university students can use very well-equipped laboratories) and future employment (e.g. I fear that this degree alone is not enough to secure a good job). A four-point Likertype agreement scale was used. Ranging from SA; coded as 4 to SD; coded as 1. The reliability coefficient recoded for this study is cronbach alpha = 0.78.

#### 3.5. The Psychological well-being Scale

This scale was developed by Ryff and Keyes (1995), Italian version modified for adolescence by Ruini, Belaise, Ottolini, Tomba, Caffo, and Fava (2007) and now re-modified by the researcher to suit Nigerian culture. The scale consisted of six dimensions of psychological well-being: self-acceptance (e.g. when I compare myself with my friends and family I am satisfied of what I am), positive relations with others (e.g. I think that other people often have more friends than me), autonomy (e.g. sometimes I change the way I do things or my way of thinking, so I can be like other people), environmental mastery (e.g. I don't feel well with the people and the environment surrounding me), purpose in life (e.g. I feel well when I think about what I do and what I hope to do in the future) and personal development (e.g. I think it's important to have new experiences that change the way I see myself and the surrounding

world). The various dimensions were mixed together into a single measure. The reliability coefficient receded for this study is cronbach alpha = 0.82.

### **3.6. Academic self-efficacy Scale**

Owen and Froman's College Academic Self-efficacy Scale was adopted to measure college students' academic self-efficacy by studying their capabilities to organize and execute the research methods and statistics course content (Education Resources Information Center, 2010). The Cronbach's Alpha for the original scale is .86 and the scale is composed of 6 items with a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). When respondents score high in the scale, it means that they have higher academic self-efficacy and vice versa.

## **4. Procedure**

Copies of the measuring instruments were administered to the participants in one of lecturer hour. This was made possible with the agreement of the students to participate in the study. They were also assured of confidentiality of their responses. In undertaking this study the ethical measure of the department of Guidance and counseling department of the University of Ibadan Nigeria has been satisfied before carrying-out this study. The data collection was made within a day. These were scored and the data obtained were subjected to data analysis.

### **4.1. Method of Data Analysis**

The data was collected and analysed with the aid of Pearson product moment correlation coefficient and multiple linear regression to test the three research questions at 0.05 significant level which was used for the interpretation.

## **5. Presentation of Result**

This chapter presents various findings drawn from the study. The following results presented are based on the research questions raised, which the study has sought to answer.

### **Research Question 1:**

What is the relationship that exists between the independent variables (psychological wellbeing, academic self efficacy and school climate) and the dependent variable (academic performance) of female undergraduate academic performance?

**Table 1:** Zero order correlation of variables under study

Variables	Mean	Std.Dev	1	2	3	4	5	6
Academic Performance	51.4799	13.54856	1.000					
psychological wellbeing	35.3456	8.28966	.785**	1.000				
Academic self efficacy	55.2953	10.87641	.974	.806**	1.000			
School climate	34.1544	6.30613	.492	.535	.431**	1.000		

\*Correlation is significant at 0.05(2-tailed)

\*Correlation is significant at 0.01(2-tailed)

Table 1 shows the relationship of each independent variables (psychological wellbeing, academic self efficacy and school climate) with the dependent variable (academic performance); Academic performance positively correlates with academic self efficacy ( $r = .974$ ,  $p < 0.001$ ), psychological wellbeing ( $r = .785$ ,  $p < 0.001$ ), and school climate ( $r = .492$ ,  $p < 0.001$ ). This implies that an increased influence of academic self efficacy, psychological wellbeing and school climate will increase the likelihood for students to Improve In their academic performance.

### Research Question 2:

What is the joint contribution of psychological wellbeing, academic self efficacy and school climate on female undergraduates' academic performance?

Table 2: Summary of regression showing the joint contributions of independent variables to the prediction of academic performance.

**R = .605**

**R Square = .366**

**Adjusted R square = .355**

**Std. Error = 5.748**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12880.387	3	4293.462	752.947	.000 <sup>a</sup>
	Residual	290.813	51	5.702		
	Total	13171.200	54			

Table 2 reveals a significant joint contribution of the independent variables (psychological wellbeing, academic self efficacy and school climate) to the prediction of female student academic performance. The result yielded a coefficient of multiple regressions  $R = 0.605$ , multiple  $R^2 = 0.366$  and Adjusted  $R^2 = .355$ .

This suggests that the three independent variables combined accounted for 35.5% (Adj.  $R^2 = .355$ ) variation in the prediction of academic performance. The other variables accounting for the remaining 64.5% are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant joint effect of the independent variables on academic performance,  $F_{(5,295)} = 34.014$ ,  $P < 0.001$ .

### Research Question 3:

What is the relative contribution of psychological wellbeing, academic self efficacy and school climate on female undergraduates' academic performance?

Table 3: Summary of regression for the relative contribution of the independent variables to the prediction of academic performance.

Model		Unstandardized		Standardized		
		Coefficients B	Std. Error	Coefficients Beta	t	Sig.
1	(Constant)	.059	1.048		.056	.955
	Psychological wellbeing	.187	.036	.074	2.437	.015
	Academic self efficacy	1.213	.025	.974	47.590	.000

School climate	.217	.031	.101	7.051	<b>.000</b>
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Table 3 shows that the three predictor variables (psychological wellbeing, academic self efficacy and school climate) are potent predictors of academic performance. The most potent factor was academic self efficacy (Beta = .974,  $t = 47.590$ ,  $P < 0.001$ ), Followed by school climate (Beta = .101,  $t = 7.051$ ,  $P < 0.001$ ) and psychological wellbeing (Beta = .074,  $t = .2437$ ,  $P < 0.05$ ). This implies that there is high likelihood for increased academic performance of female undergraduates if the influence of academic self efficacy, school climate and psychological wellbeing remains high.

## 6. Discussion

The main purpose of this study is to examine a correlational Investigation of psychological wellbeing, academic self efficacy and school climate on female students' academic performance. The study reveals that a significant relationship was found among the variables and the regression model reveals that the predictors jointly predicted female undergraduates' academic performance. This implies that female students academic performance is likely to increase when students possess enough academic self efficacy, healthy psychological wellbeing and good school climate. This result is in support of previous researchers who found that both cognitive and affective variables influenced students' achievement, behaviours and attitudes (Field, 2001; Khramtsova et al. 2007; Lyubomirsky, 2001; Salami, 2004;2010; Wong, Wong & Chau, 2001). Likewise Gloria and Kurplus (2001), reported that other factors leading to positive academic experiences are social support and a sense of comfort with the university environment.

The study discovered that academic self efficacy is the most potent predictor of female undergraduate academic performance. This is an indication that a female student with academic confidence have higher tendency to perform better academically than those with lower academic confidence. This result supports Multon, Brown, and Lent, (1991) who concluded in their studies that the most specific academic self-efficacy indices had the strongest effect on academic outcomes, while the more generalized measures were less closely associated. In the same vein, an extensive body of research has shown that academic self-efficacy is positively associated with grades in college (Bong, 2001), similarly Hemmings

and Kay (2010) posits that self-efficacy beliefs affect college outcomes by increasing students' motivation and persistence to master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills. This is a justification that female students with high academic efficacy will be naturally motivated to learn because they have the confidence and belief in their academic strength.

The research question that seeks to examine school climate as predictor of female undergraduate academic performance was confirmed. The result of the analysis showed that school climate is a significant predictor of female students' academic performance. This study implies that the perception of female students concerning the University environment, policy, culture, organization, relationship with fellow student and lecturer impacts students' academic score. This result corroborates Horn (2003), who confirmed that school climate is widely known as an important element of successful schools and an influential predictor of people's academic success. In the same vein previous research regarding this construct has repeatedly demonstrated positive relationship between school climate and academic achievement, as well as decreased instances of misconduct and aggression (Kuperminc, Leadbeater, & Blatt, 2001). Never the less if students perception of the school climate is low, their academic performance may as well be low. Studies like Allensworth and Easton, (2007) has found that failure and absence rates were lower in schools where students perceived their lecturers to be more supportive and attentive.

This study reported that psychological well being of female undergraduate is a significant predictor of their academic performance. This implies that happy, satisfied and motivated students is likely to improve in academic output. This result is in-line with Salami (2010) who reported that, happy students with high satisfaction scores were found to be flexible and efficient in problem solving and were more committed to their academic goals and pursued success rather than focus on avoiding failure. They were more intrinsically motivated to learn, had more self control over studying and had more respect for and appreciation to their lecturers. Depressed students had been reported to have lower grade point averages and spent less time on their homework (Field, 2001). Depressed students usually are less intrinsically motivated to learn, they lacked self control over their studies and were not motivated to show respect for and appreciation to their lecturers (Salami, 2010; 2013).

## Recommendations

The student affairs should monitor students' performance as to locate those performing below required and refer them to the counselor. The University counseling unit officials are enjoined to organize academic booster programmes to enhance the confidence of students towards achieving success. University administrators and the federal government should make all facilities available to make the school environment homely. Mini re-orientation should be organized as well as motivational talks to students transiting from one academic level to the other.

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