



Emotional Depression, Academic Concentration And Academic Performance Among Secondary School Students In Cross River State

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ABSTRACT

This study investigated the relationship between emotional depression, Academic concentration and students' academic performance of secondary school students in English language, Mathematics and social studies in Cross River State Nigeria. Two formulated to direct the study. Survey research design and stratified random sampling technique were used for the study. The instruments used for data collection were a structured questionnaire and achievement test in the three subjects. The reliability of the instrument was determined using split half reliability method. The reliability coefficients obtained from the analysis ranges from 0.75 to 0.86 were considered high enough for the instrument to be used for the study. Data collected were analyzed using One-way Analysis of Variance and Pearson Product moment correlation coefficient analytical technique. The findings revealed inverse relationship between emotional depression and Academic concentration significantly influence academic performance. The study recommends that family members should inculcate good virtues and provide enabling environment for their children to enhance their emotion and academic performance.

Keywords: Emotional depression, Academic concentration and students' academic performance English language, Mathematics and social studies.

INTRODUCTION

Poor academic performance is a performance that is adjudged by the examinee/testee and some other significantly persons as falling below an expected standard. Poor academic performance has been observed in schools. Most students are observed to engage in other non-academic activities before and after school. This situation makes the child so tired and most often goes to bed without revising what was taught in class or unable to do the assignment given by the teacher. Some of these children sleep in class while lessons are on. Indulgence of children in these non-academic activities like child labour, wondering, etc tends to have adverse consequences on their psychosocial behavior. These consequences range from behavioural problems, attention problems, and anxiety. Some other common psychosocial effects of these non-academic activities include concentration problems depression, insomnia, eating disorders, dissociative behavior, fear of shyness, failure to thrive, learning problems panic attacks, malnutrition and repeated self-injury. All these could culminate into poor or low academic performance by the students. Thus, the problem created by students' academic failure or low performance in examination are numerous. This constitutes a national educational puzzle. This study, however, is focus on secondary school students' emotional depression, Academic concentration and students' academic performance of in examinations

Accordingly, certain pertinent questions became necessary. Is there any relationship between emotional depression and students' academic performance in English language, Mathematics and social studies?

What is the influence of academic concentration on students' academic performance in English language, Mathematics and social studies? Thus, the attempt to answers these questions constitute the problem that this study sought to address.

One study examined the relationship between depression and the academic performance of undergraduate college students (N=330). The results of this study demonstrated that students reporting depressive symptoms missed significantly more classes (14.64 verses 2.99 for non-depressed students). And experienced on average a 0.49 drop in their grade point average than their peers that did not report depressive symptoms. It was noted, however that students who received treatment for their depressive symptoms were able to raise their grade point averages back to a level that was similar to their peers (Aderinto, 2004, Ainsworth *et al*, 1978).

In another study of the relationship between depressive symptoms stress, and coping in college freshmen, differences were also noted in the coping skills utilized by male and female students. A total of 74 college freshmen (23 male and 51 female) participated. The majority of the participants were Caucasian (62%). The results demonstrated that male students, who utilized more problem-focused coping skills demonstrated lower levels of depressive symptoms and female students who utilized more emotion-focused coping skills demonstrated higher levels of depressive symptoms. Akpan (2006) conducted a study to investigate the relationship between emotional depression and academic performance. A total of 1500 students were used for the study. Data for the study was collected using a 54 items structured questionnaire. Data collected was analyzed using Pearson Product moment correlation analytical technique and one way analysis of Variance (ANOVA). Result of his findings revealed that thee exist a significant relationship between emotional depression and academic performance of students. The researcher also noted that students who has experience depression than those who did not experience the incident of child labour which in turn affect their academic performance. One recent study by Emerson and Shawn, 2007; Basu and Van, 1998; Briere and Runtz 1987, examined the strength of the relationship between emotional depression and academic performance. Using canonical correlation, the authors identified that emotional depression and academic performance were essentially and intimately related. They also noted that, "Depression can also a negative impact on sleep and severe depression drastically reduces the amount of time spent to sleep which greatly influence the academic performance".

Crosson, 2008 conducted a study in India to investigate the relationship between emotional depression and academic performance. Two thousands five hundred (2500) respondents comprising of 1400 females and 1100 males were selected and used for the study. Ex-post facto research design was adopted for the study. A well validated structured 36 items questionnaire was adopted for data collection. The collected data was analyzed using descriptive statistics and one way analysis of variance. Result from the findings revealed that emotional depression significantly influence academic performance of students. What the situation is with secondary school students' in Cross river State, Nigeria, is the concern of this study.

DeWit *et al.*, 1999, carried out a study to investigate the influence of academic concentration on student's academic performance. A sample of 780 students were randomly selected and used for the study. Ex-post facto research design was adopted for the study. A well – structured validated questionnaire was the main instrument for data collection. Data collected was analyzed using Pearson Product moment correlation coefficient. Result of the analysis revealed that there exist a significant relationship between student ability to concentrate academically and their academic performance.

Austin and Vancouver, (2006) conducted a study to investigate the relationship between ability to concentrate by students and their academic performance. Three research hypotheses were formulated to guide and direct the study. A sample of 450 students were selected and used for the study. A collected was analyzed using Pearson product moment correlation coefficient. Result of the findings revealed that there exist a significant relationship between level of students' academic concentration and students' academic performance.

In another related study, Lepper and Hodell, (2009) carried out a study to investigate the influence of academic concentration on students' academic performance. A well validated structured questionnaire was used for data collection. A total of 150 students were selected using Pearson product moment correlation coefficient statistical technique. Result of the finding revealed that there exist a significant relationship between students' academic concentration and students' academic performance. What the

situation is with secondary school students' in Cross river State, Nigeria, is also the concern of this study.

Hypotheses for the study

Hypotheses one

There is no significant relationship between emotional depression and academic performance in English language, Mathematics and social studies

Dependent Variable: Academic performance in English language, Mathematics and social studies

Independent variable: Emotional depression

Statistical technique: Pearson product moment correlation analysis

Hypothesis two

Academic concentration does no significantly influence students' academic performance in English language, Mathematics and social studies

Dependent variable: Student academic performance in English language, Mathematics and social studies.

Independent variable: Academic concentration (low, average and high)

Statistical technique: One way Analysis Of Variance (ANOVA)

METHODOLOGY

The research design adopted for this study was survey research design. The research covers Cross River State of the Federal Republic of Nigeria. The population of 18,699 JSS3 students' was involved in this study (Cross River State Secondary Education Board, 2018). Stratified random sampling technique was adopted for the selection of the required sample for this study. Foremost, each of the three educational zones in Cross River State stood as a stratum from which required secondary schools were selected. The sample of this study was 1,040 junior secondary III students (male and female). This was randomly selected from 54 out of 233 secondary schools in the study area. The sample portrayed that from Ogoja Educational zone, 300 students were randomly selected; from Ikom Zone, 320 students, while from Calabar Zone, 420 students were selected. The sample represented about 5.6% of the population of the study. The instruments used for the study were a structured questionnaire titled Emotional Depression and Academic Concentration Questionnaire (EDACQ) academic Achievement Tests in English language, Mathematics and social studies. The EDACQ was a 24 items questionnaire constructed by the researchers and aimed at eliciting information from the respondents on the variable of study. The questionnaire consisted of two sections (A.& B). each section had 12 items each for emotional depression and academic concentration respectively.

The face validity of the instrument of the study was established by two experts in Guidance and Counselling and two experts in Test, Measurement and evaluation in Faculty of Education University of Calabar. The reliability of the instrument was established through the split – half method.

PRESENTATION OF RESULTS

Hypothesis one:

There is no significant relationship between emotional depression and academic performance in English language, Mathematics and social studies. Pearson product moment correlation statistical technique was used to test this hypothesis. The result is presented in Table 1.

Table 1. Pearson's product moment correlation of the relationship between emotional depression and academic performance in English language, Mathematics and social studies

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-cal
Emotional Depression	21350	3589169		
Academic performance in English Language	59347	3589169	1195609	-0.42*
Academic performance in Mathematic	59093	3630895	1203904	-0.15*
Academic performance in Social Studies	58251	3443133 1	144.331	-0.11 not sig. (ns)

*p<0.05, d.f=1038 critical r=0.167; ns p>.05

The result in Table 1 revealed that the calculated r-value of -0.42 for students performance in English Language, was found to be greater than the critical r-value 0.167 needed for significance at 0.05 level of significance with 1038 degrees of freedom. But the calculated r-value of -0.15 for students academic performance in Mathematics and -0.11 for students academic performance in Social Studies were found to smaller than the critical r-value of 0.167 needed for significance at 0.05 level of significance with 1038 degree of freedom. The result implies that emotional depression significantly relates to students' academic performance in Mathematics and Social Studies. The negative r-values obtained in this hypothesis revealed that emotional depression negatively relates inversely to students' academic performance. This implies that increase in the intensity of emotional depression will leads to a decrease to students' academic performance. Conversely a decrease in emotional depression will leads to an increase in students' academic performance in English language, Mathematics and social studies

Hypothesis two

Academic concentration does not significantly influence students' academic performance. The dependent variable is students' academic performance in English language, Mathematics and Social Studies. This was operationalized by academic performance in English language, mathematic and socials. Academic concentration was categorize into low, average and high based on students mean response score. Student who score below the mean in their response were categorized as low, those who scored within the mean region were categorized as average and those who scored above the mean level were categorized as having high academic concentration. Based on this the influence of academic concentration on students' academic performance was computed using the One Way Analysis of Variance. The results of the analysis is displayed in Table 2

Examination of Table 2 shows that there is a significant influence of academic concentration on students' academic performance English Language (F=6.64, P<.05), Mathematics (F=8.15 P<.05), and Social Studies (F=11.67, P<.05). The null hypothesis was rejected and the alternative hypothesis retained because the calculated F-ratios of 6.64; 8.15 and 11.67; were found to be greater than the critical F-ratios of 3.00 given .05 alpha level and with 2 and 1037 degrees of freedom. Given the significant F-ratios, a post hoc analysis using the Fisher's Least Significant Difference (LSD) multiple comparison test analysis was done. The result of the analysis is displayed in Table 3

Table 2. One way analysis of variance (ANOVA) of the influence of academic concentration on students' academic performance in English Language, Mathematics and Social Studies

Level of Academic Performance	Concentration	N	Mean	SD
English language	Low	516	48.27	12.09
	Average	336	58.53	12.42
	High	188	64.38	12.15
	Total	1040	57.06	12.22
Mathematics	Low	516	47.63	12.75
	Average	336	57.36	13.29
	High	188	65.48	13.09
	Total	1040	56.82	13.043
Social Studies	Low	516	46.84	14.29
	Average	336	56.93	12.83
	High	188	64.28	12.55
	total	1040	56.01	13.22

	Source of Variance	Sum of Squares	Df	Mean square	F	Sig.
Job performance						
English language	Between Groups	207.74	2	103.87	6.64*	.000
	Within Groups	16218.86	1037	15.64		
	Total	16426.6	1039			
Mathematics	Between Groups	217.36	2	108.68	8.15*	.000
	Within Groups	13824.44	1037	13.33		
	Total	14041.8	1039			
Social Studies	Between Groups	263.92	2	131.96	11.67*	.000
	Within Groups	11724.46	1037	11.31		
	Total	11988.38	1039			

*significant at $p < .05$

Table 3. Fishers LSD multiple comparison test analysis of influence of academic concentration on students' academic performance

Students' academic Performance		Academic concentration		
		Low (n=516)	Average (n=336)	High (n=188)
English language	Low	48.27a	-10.26b	-16.11
	Average	-11.91*c	58.53	-5.85
	High	-15.58*	-5.34*	64.38
		Msw=6.64		
Mathematics	Low	47.63a	-9.73b	-17.85
	Average	-10.61	57.36	-8.12
	High	-16.11	-6.77*	65.48
		Msw=8.15		
Social Studies	Low	46.8a	10.09b	-17.44
	Average	-10.72*c	56.93	-7.35
	High	-15.70*	-6.38*	64.28
		Msw=11.67		

* Significant at .05

a. Group means are placed on the diagonal

b. Differences between group means are placed above the diagonal

c. Fisher LSD t-value are place below the diagonal

The result presented in Table 3 shows the influence of level of students' academic concentration on students' academic performance in English Language. Students who have high academic concentration had a significant higher mean for academic performance in English Language than those who had low academic concentration ($t=-15.58$) and average ($t=-5.34$). Similarly those who had average academic concentration had a significant higher mean score than those who had low academic concentration high state of anxiety ($t=-11.91$). This result means that students who have high academic concentration perform better than those who have low and average academic concentration perform better in English Language than those who have low academic concentration.

With regards to the influence of state of academic concentration on students' academic performance in Mathematics, students who have high academic concentration had a significant higher mean score for academic performance in Mathematics than those who had low academic concentration ($t=-16.11$) and average ($t=-6.77$). Similarly those who had average academic concentration had a significant higher mean score than those who low academic concentration ($t=-10.61$). This result means that students who have high academic concentration perform better in Mathematics than those who have low and average academic concentration. Also, students who have average academic concentration perform well in Mathematics than those with low concentration.

With regards to the influence of academic concentration on students' academic performance in Social Studies, students who have high academic concentration had a significant higher mean score for academic performance in Social Studies than those who had low academic concentration ($t=-15.70$) and average ($t=-6.83$). Similarly those who had average academic concentration had a significant higher mean score for Social Students than those who had low academic concentration ($t=-10.72$). This result means those students who have high academic concentration perform better in Social Studies than those who have low and average academic concentration.

DISCUSSION OF FINDINGS

The finding of hypothesis first of this study revealed that there exists a significant and inverse relationship between emotional depression and students' academic performance in English Language, Mathematics and Social Studies. This finding is in agreement with the finding obtained by Austin and Vancouver, 2006 who in the study examined the strength of the relationship between emotional depression and students' academic performance. Using canonical correlation, the authors identified that

emotional depression and academic performance were essential and intimately related. They also noted that, "depression can also have a negative impact on sleep and severe depression drastically reduces the amount of time spent to sleep which greatly influence the academic performance". This finding is also in line with the finding obtained by Lepper and Hodell (2009) who conducted a study in India to investigate the relationship between emotional depression and academic performance and discovered that emotional depression significantly influence academic performance of students.

The finding of the second hypothesis indicated that there exist a significant influence of level of academic performance in English Language, Mathematics and Social Studies. This finding is in agreement with the finding of Emerson and Shawn (2007) who conducted a study to investigate the influence of academic concentration on students' academic performance and noted that there exist a significant relationship between student ability to concentrate academically and their academic performance.

The finding of this study is also in line with the finding of Austin and Vancouver (2006) who conducted a study to investigate the relationship between ability to concentrate by students and their academic performance and found out that there exist a significant relationship between level of students' academic concentration and students' academic performance".

The finding of this study is also in corroboration with the finding obtained by Lepper and Hodell (2009) who carried out a study to investigate the influence of academic concentration on students' academic performance and discovered that there exist a significant relationship between students' academic concentration and students' academic performance

CONCLUSION

Based on the research findings, it could be concluded that emotional depression and student's academic concentration significantly influences their academic performance in English language, Mathematics and social studies.

RECOMMENDATIONS

In the light of the findings of this study, the following recommendations have been put forward:

1. Since students takes with them to schools, the value and attitude from their home, parents should inculcate good virtues and provide enabling environment for their children to enhance their academic performance.
2. Students should be encouraged to concentrate and remain focus in their academic and educational pursuits.

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