



Influence of Self-Regulation and Social Competence on Academic Achievement of Lower Primary School Pupils in Osun State, Nigeria

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Abstract

This study determined the prevalence of self-regulatory skills (behavioural, emotional, verbal) and assessed the level of social competence of primary school pupils in Osun State. The study further examined the influence of self-regulatory skills and social competence on primary school pupils' academic achievement. These were with a view to providing information on the association between Self-regulation and Social Competence in relation to lower Primary School Pupils' academic achievement in Osun State Nigeria. The study adopted the correlational survey research design. The population for the study comprised of primary III pupils in Osun State. The sample size consisted of 418 Primary III pupils selected using the multistage sampling procedure. Firstly, from the three Senatorial districts in Osun State, nine Local Government Areas (LGAs) were selected using simple random sampling technique (three from each senatorial district). Secondly, in each LGA, two primary schools were selected using simple random sampling technique. Thirdly, eighteen intact classes of primary III pupils were selected from each of the selected schools using the simple random sampling technique. The three instruments used for this study were: Sell-Regulation Observation Scale (SROS) Teachers Rating Scale (TRS); and Pupils' Achievement Test (PAT). Data was analyzed using percentage and chi-square. The results showed that the level of primary school pupils' behavioural self-regulatory skill was low (30%), emotional self-regulatory skill was at average (43%) while the verbal self-regulatory skill was low (27%). Overall, the level of self-regulatory skills of primary school pupils' was low (39%). The results also indicated that the level of manifestation of social competence was high (64%). Results further showed that there was a statistically significant influence of self-regulatory skills and social competence on primary school pupils' academic achievement ($\chi^2 = 873.532, p < 0.05$). The study concluded that whilst Self-regulatory skill contributed little to pupils' academic achievement, Social Competence greatly influenced primary school pupils' academic achievement in Osun State.

Keywords: Self-regulation; Social competence; Academic achievement; Primary school pupils.



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1. Introduction

Effective social functioning is important in the development of the child. Harmonious peer relationship, positive attitude and interpersonal relationship are huge determinants of successful development of the child. Therefore, interaction among peer group is a means by which the child's latent and dormant abilities are developed; interaction enhances social competence in the child which serves as a life-long success tool. Self-regulation skills/abilities (behavioural, emotion and verbal) are important in the child's total development. These abilities enable children control and navigate thoughts and actions appropriately, assists children's decisions and actions especially towards their learning and academic performance. Children who lack social competence and self-regulation are often rejected by their peers, have trouble interacting with their teachers and families, and have emotional difficulties. They are also prone to exhibit delinquency depression, anxiety, conduct disorder and consequently perform poorly in school.

Social competence is therefore the ability to integrate thinking, facing and behaviour to achieve interpersonal goals and social outcomes (Kostelnik *et al.*, 2006). A child's social competence is affected by how well she communicates with other children and with adults. A child's views of herself in relation to her family, peers, and the wider world affect this skill. Awareness of social competence among primary school pupils by the researcher came as a back-drop that positive self-regulation leads to great academic achievement. Good social competence and self-regulatory skills in the ever increasing social world will equip the child to effectively deal with socialization issues in the everyday pursuit of unity, success and achievement in the system available to the child.

Self-regulation is the ability to control and direct one's behaviour, emotion and verbal feelings, thoughts, and actions. It can be as simple as a child raising his hand when asking a question in class, or as complex as a child controlling her feelings when frustrated, angry or bullied by peers. "Self-regulation underlies our daily decisions and long-term behavioural tendencies," Ponitz *et al.* (2008). "When people make poor choices - for example about

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health, school, work, or relationships, it is usually because of a failure of self-regulation. With regards to early childhood development, children who learn to control themselves and make good choices, do better socially and academically than children who are overly angry, aggressive or impulsive. Ability to self-regulate has long been considered an essential part of a child's healthy emotional development. McClelland *et al.* (2010), found that aspects of self-regulation not only predicted literacy outcomes in preschool and elementary school, but also predicted the gains in literacy children made during that time. In specific terms, they found that children who showed improvement, on a simple task designed to measure self-regulation skills also showed improvement in emergent literacy, vocabulary, and early Mathematics skills. Therefore McClelland *et al.* (2010) posit that the behavioural self-regulation skills of task-remembering instructions, stopping oneself and paying attention are also important in school.

Children who possess the ability to discern social requirement across a variety of settings and draw from a learned repertoire of appropriate skills are able to interact adeptly and sensitively while at the same time growing to be successful. A young child's ability to get along with other children contributes much to all aspects of his development. How well a child gets along with others may be 'the single best childhood predictor of great academic achievement and adult adaptation' Ponitz *et al.* (2008). Quite a bit of research during the years suggests that children who do not have a basic level of social competence by the age of 6 may have trouble with relationships when they are adults (Ladd, 2005). The long-range risks for a child who cannot interact well with other children may include poor mental health, low academic achievement and other school difficulties, and poor employment history (Katz and McClellan, 1997). Therefore, investigating children's social competence and self-regulation in Osun State could provide information about children's psychiatric health and level of classroom performance and co-operation. The advantages of self-regulation and social competence are; the child/pupils maintain healthy relationship and deal effectively with peer-pressure. The child interacts freely with peers and adults and is able to apply knowledge to various situations. On the contrary the pupil that fails may become overly cautious, displays truancy and lack the physical, intellectual, cultural and moral values that lead to academic achievement.

Academic Achievement is a goal oriented process. It is a design to measure learning objectives achieved by the learner through the administration of test derived from their verbal and quantitative reasoning. Academic achievement is a fundamental premium upon which teaching and learning activities are measured using one criteria of excellence e.g. good academic performance, poor academic performance and academic failure. It is the outcome of successful self-regulatory skills and social competency in what the pupils have been tested or has learnt. It is the extent to which a pupil, teacher or institution has achieved their short or long-term educational goals. Academic achievement is commonly measured through examinations and continuous assessments.

Researchers (Adeyemi, 2013;2014; Adeyemo, 2001; Aremu, 2000; Bong and Skaalvik, 2003; Yoloye, 2004; Zimmerman, 2000a), have reported that academic achievement is associated with Social psychological variables. These Socio-Psychological variables according to them may include: Self-Concept, Self-Regulation, Self-Esteem, Study-Habits to mention few. Individual differences in academic, performance have been linked to differences in intelligence, social skills and personality, ability to effectively socialize and control behaviour. Parents and Teachers influence pupils through the environment and discuss with the child/pupil because children's first few years of life are crucial to the development of language and social skills therefore school preparedness in these areas help pupils adjust to academic expectancies. It was reported that positive social support and development, which can be acquired through organized after-school activities is beneficial for achieving academic success (Eccles and Templeton, 2002). Reports have confirmed that pupil's personality characteristics like socio-psychological variables, are good predictors of academic achievement (Abe, 1995; Odinko, 1999; Umoinyang, 1998). It is in the light of this, seeing the lack of sufficient studies on self-regulation and social competence on academic achievement in Literature in Nigeria context, that the present study seek to examine the influence of self-regulation and social competence on academic achievement in Osun state, Nigeria. Pupils with good social competence and self-regulation skills get the most out of life, both in terms of academics and social interactions. This sets them up for success in life.

Unfortunately, many kindergarten observed that over half of their pupils start school lacking good self-regulation. Pupils with poor skills have high tendency of being punished of entities at school, especially in preschool classrooms. They are also at greater risk for low academic achievement, emotional and behavioural problems, peer rejection, and school dropout (Duncan *et al.*, 2007). However, as children enter the peer setting of early childhood programme they, continue to learn how to deal with various emotions such as frustration, joy, fear, anxiety and anger. Part of a teacher's role in strengthening pupil's self-regulatory skills and social competence is to help them constructively channel and manage their feelings and impulses, organise educational activities that will develop pupil's innate abilities and challenge them toward academic greatness.

1.1. Statement of the Problem

Social competence and Self-regulation abilities are essential development mile-stones in all children. Later in life, they are fundamentally indispensable to the social, physical, intellectual, cognitive, emotional outcomes and consequently on their academic achievement. Despite these huge benefits associated with emotional, verbal and behavioural self-regulation skills the extent 'to which pupils within the state possess and manifest it is yet to be empirically investigated or has not enjoyed sufficient empirical assessment. The degree to which these academic enablers (self-regulation and social competence) would together influence pupils' academic performance deserves further investigation; hence this study.

1.2. Purpose of the Study

The study was designed to determine the influence of self-regulatory skills and social competence on pupils' academic achievement. Therefore, the specific objectives of the study are to:

- determine the prevalence self-regulatory skills (emotional, verbal, behavioural) of primary school pupils in Osun State;
- assess the level of social competence of primary school pupils' in Osun State; and
- examine the influence of self-regulatory skills and social competence on primary school pupils' academic achievement.

1.3. Research Questions

- What is the prevalence self-regulatory skill (emotional, verbal, behavioural) of primary school pupil in Osun State?
- What is the level of social competence of primary school pupils?

1.3.1. Hypothesis

There is no significant influence of self-regulatory skills and social competence on primary school pupils' academic achievement in Osun State.

2. Methodology

This research adopted a correlational survey research design. This is because it is an appropriate technique for collecting information on attitudes, opinions and practices from a large population involving respondents of different age groups. The targeted population were primary three (Primary III) pupils in the three senatorial districts of Osun State, Nigeria. A multi-stage sampling procedure was used to select the sample for the study. The sample size for the study consisted of 418 (four hundred and eighteen) primary three pupils selected using the simple random sampling technique from three Senatorial districts in Osun State, nine Local Government Areas (LGAs) were selected using simple random sampling technique (three from each senatorial district). In each LGA, two primary schools were selected using simple random sampling technique. From each of the selected schools, eighteen intact classes of primary three pupils were selected using the simple random sampling technique. Three instruments were used for this study. They are: Self-Regulation Observation Scale (SROS) Teachers Rating Scale (TRS); Pupils Achievement Test (PAT). The SROS was used to observe pupils' self-regulatory skill's (behavioural, emotional and verbal). The TRS was used to record pupils' level of social competence; while the PAT was used to assess pupils' understanding and application of learned contents.

SROS was used by the class-room teacher(s) as teacher report schedule to report the rate of pupil's development, possession and manifestation of self-regulatory skills. This was with a view to record the level of self-regulatory skills possessed and manifested by the primary school pupils under study. This instrument consisted of two sections'. Section 'A' contains the demographic data of pupils such as name of school, respondent's sex, parent's education background and pupils age.

Section 'B' contained the items on various inherent skills' that made up the complete body of self-regulatory skills. The skills categories assessed included behavioural self-regulatory skills, emotional self-regulatory skills and verbal self-regulatory skills of the pupils.

The items were rated using the following responses: Very often (3), Often (2), Seldom (1) and Not at all (0). TRS was used by the teacher(s) as a report schedule of the rate of pupil's development, possession, and manifestation of social competence. This was with a view to record the level of social competence possessed and manifested by the primary school pupils under study. It consisted of two sections. Section 'A' contains the demographic data of pupils. Such as name of school, respondent sex, parent's education background and pupils age. Section B' contained various inherent skills' categories that made up the complete body of social competence skills. The items were rated using the following responses: Very often (3), Often (2), Seldom (1) and Not at all (0).

PAT as an instrument was used to assess pupils' academic achievement. It assessed pupils' verbal and quantitative skills, based on the primary three curriculum. The verbal reasoning skills and ten questions from the quantitative reasoning:

The research instruments (SROS, IRS and PAT) were developed by the researchers. These instruments were also scrutinized by experts in the field of Early Childhood Education, Social Studies Education and Tests and Measurement experts. The experts examined these instruments to determine the structural fitness, language, relevance and stability of the instrument for the study. Also, these instruments were subjected first to content validity test using the Lawshe content validity criterion. This was to critically assess whether items on the instruments are "essential" or 'useful but not essential' and or "not necessary" for measuring the contents 'and constructs in the instruments. After experts' assessment, some items construct were corrected which some others were expunged. Furthermore, all the items on the corrected version of the instruments were subjected to the Lawshe's Content Validity Ratio (CVR) test and subsequently the Lawshe Content Validity Index (CVI). The Lawsh'e's validity test on item by item yielded a validity coefficient of 0.90 for SROS 0.73 for TRS and 0.78 for PAT thus, indicating; very good validity A split-half reliability technique was carried out on 30 subjects using Spearman-Brown Prophecy Formula for the reliability analysis. The result obtained is 0.68 for SROS, 0.71 for TRS and 0.66 for PAT. This results imply that the instruments were reliable and therefore, suitable for the study.

The researchers administered the instrument personally to the teachers and pupils in the selected schools in the three senatorial districts of Osun State. Prior to the administration of the instruments, the researchers visited the schools and sought for permission from the head teachers and the attention of the teachers and pupils, stating the purpose of the research to them, this was done in the first week. Seven weeks were used in administering the instruments for both the teachers and pupils.

3. Results

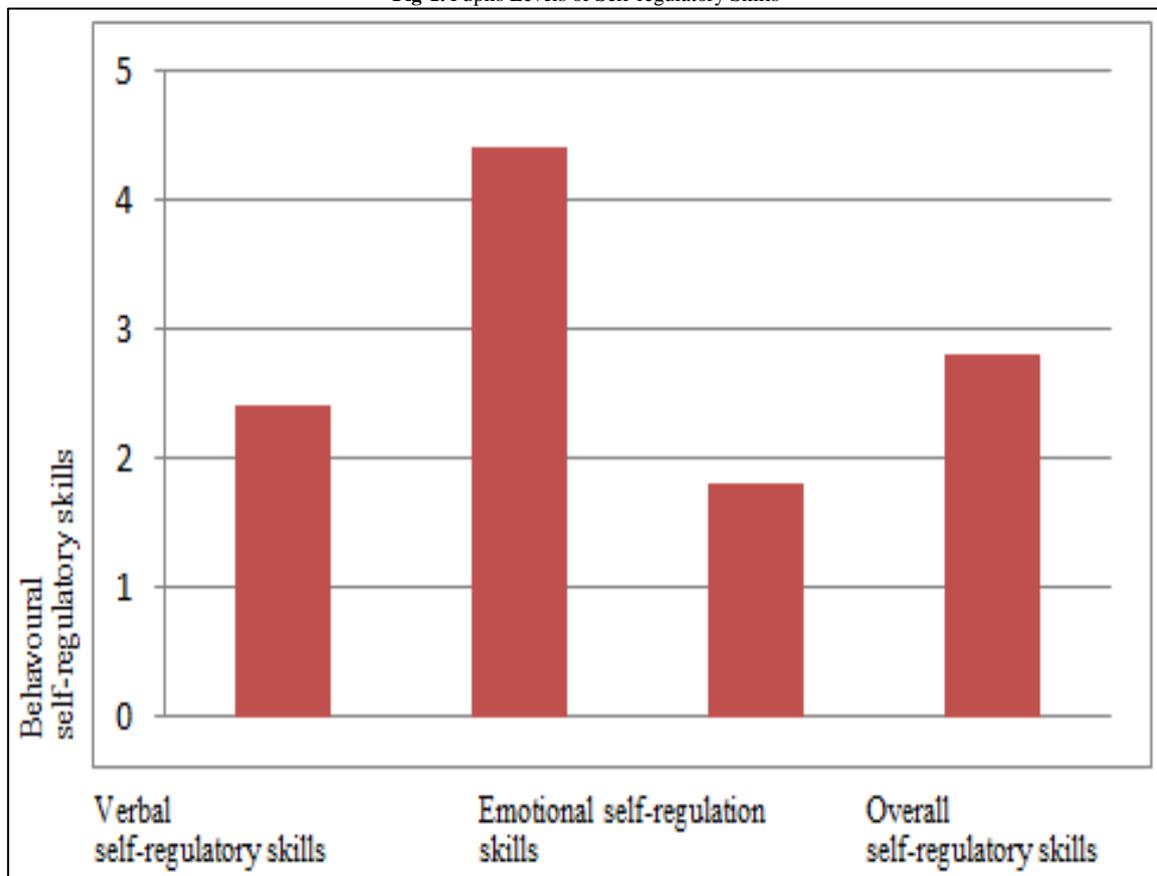
Research Question 1: What is the level of prevalence self-regulatory skills (emotional, verbal, behavioural) of primary school pupils in Osun state Nigeria?

In order to determine the prevalence self-regulatory (emotional, verbal, behavioural) skills, the observed score and the expected score for self-regulatory (emotional, verbal, behavioural) skills measured were calculated. It was further used to calculate average weighted cumulative score of all participants in the study. The calculated average weighted scores were reported in percentile and determine thus:

50% and above	High
31 % - 49%	Average
30% and, below	Low

3.1. Prevalence of Self-Regulatory Skills

Fig-1. Pupils Levels of Self-regulatory Skills



The results in figure 1 indicated that the level of primary school pupils’ behavioural self-regulatory skills was low (30%). emotional self-regulatory skills was at average (43%). The chart further indicated that the verbal self-regulatory skills was low (27%). Overall, the average level self-regulatory skills of primary school pupils in Osun state Nigeria was low (30%).

Research Question 2: What is the Level of social competence of primary school pupils in osun State?

Also, in order to determine the level of social competence of primary school pupils in Osun state, the observed score and the expected score for social competence measured were calculated. It was further used to calculate average weighted cumulative scores of all participants in the study. The calculated average weighted score is reported in percentile and determine thus:

50% and above	High
31 %-49%	Average
30% and below	Low

The answer to research question is provided in the descriptive analysis of the level of Social Competence of primary school pupils in Osun State as shown below.

Table-1. Analysis of the level of Social Competence of Primary School Pupils (N= 418)

S/N	Social Competence	Very Often		Often		Seldom		Not at all	
		Freq	%	Freq	%	Freq	%	Freq	%
1	The child obeys teachers instructions	217	51.9	152	36.4	31	7.4	18	4.3
2	The child makes friends easily	139	33.3	215	51.4	40	9.6	24	5.7
3	The child ignores classmates when they are distracted	101	24.2	122	29.2	119	28.5	76	18.2
4	The child is nice to others	122	29.2	211	50.5	59	14.1	26	6.2
5	The child shows concern for others	127	30.4	174	41.6	94	22.5	23	5.5
6	The child follows class rules	113	27.0	205	49.0	65	15.6	35	8.4
7	The child is well behaved when unsupervised	111	26.6	174	41.6	94	22.5	39	9.3
8	The child says "Please" when it is needful	133	31.8	196	46.9	71	17.0	18	4.3
9	The child is active in class	123	29.4	190	45.5	87	20.8	18	4.3
10	The child says "Thank you" when it is needful	136	32.5	195	46.7	65	15.6	22	5.3
11	The child say correct to classmates when they are distracted	98	23.4	192	45.9	83	19.9	45	10.8
12	The child asks for help from adults	123	29.4	184	44.0	72	17.2	38	9.1
13	The child expresses feelings when wronged	100	23.9	186	44.5	93	22.2	39	9.3
14	The child cofaults others	112	26.8	201	48.1	74	17.7	30	7.2
15	The child forgives others	100	23.9	206	49.3	82	19.6	30	7.2
16	The child feels bad when others are sad	103	24.6	166	39.7	98	23.4	47	11.2
17	The child stays calm when tensed	85	20.3	184	44.0	102	24.4	47	11.2
18	The child stays calm when disagreeing with others	96	23.0	141	33.7	130	31.1	51	12.2
19	The child responds appropriately when pushed	105	25.1	158	37.8	111	26.6	44	10.5

All these are the enablers of social competence skill possess and manifested by the pupils and most of them agreed with pupils' academic achievement.

The Teachers Rating Scale (TRS) was scored such that "very often" response was allotted 3, "often" response was allotted 2, "seldom response" was allotted 1 and "Not at all" response was allotted as 0. 'the table shows the pupils level of manifestation of social competence. According to the responses 51.9% of the pupils very often obeys teacher's instruction, 36.4% often obeys teacher's instruction, 7.4% seldom obeys teacher's instruction and 4.3% does not obey the teacher's instruction at all.

It also shows that 33.3% of the pupils very often makes friends easily, 51.4% often makes friends easily, 9.6% seldom makes friends easily and 5.7% not at all makes friends easily. 24.2% of the pupils very often ignores classmates when they are distracting, 29.2% often ignores classmates when they are distracted, 28.5% seldom ignores classmates when they are distracted and 18.2% not at all ignores classmates when they are distracted. 29.2% of the pupils are very often nice to others, 50.5% are often nice to others, 14.1% are seldom nice to others and 6.2% are not at all nice to others. The table also indicated that 30.4% of the pupils very often shows 'concern for others, 41.6% often shows concern for others, 22.5% seldom shows concern for others and 5.5% not at all shows concern for others. 27.0% of the pupils very often follows class rules, 49.0% of the pupils often follows class rules, 15.6% of the pupils seldom follows class rules and 8.4% not at all follows class rules. 26.6% of the pupils are very often well behaved when unsupervised. 41.6% of the pupils are often well behaved when unsupervised, 22.5% are seldom well behaved when unsupervised and 9.3% are not at all well behaved when unsupervised. 31.8% of the pupils very often says "Please" when it is needful, 46.9% of the pupil often says "Please" when it is needful, 17.0% of the pupils seldom says "Please" when it is needful and 4.3% not at all says "Please" when it is needful.

The table further shows that 29.4% of the pupils are very often active in class, 45.5% of the pupas are often active in class, 20.8% are seldom active in class and 4.3% are not at all active in class. 32.5% very often says "Thank you" when it is needful, 46.7% often says "Thank you" when it is needful, 5.6% seldom says "Thank you" when it is needful and 5.3% not at all says "Thank you" when it is needful. 23.4% very often corrects classmates when they are distracting, 45.9% often corrects classmates when they are distracting, 19.9% seldom corrects classmates when they are distracting and 10.8% not at all corrects classmates when they are distracting. 29.4% of the pupils very often asks for help from adults, 44.0% of the pupils often asks for help from adults, 17.2% seldom asks for help from adults and

9.1% not at all asks for help from adults. 23.9% very often expresses feelings when wronged, 44.5% often expresses feelings when wronged, 22.2% seldom expresses feelings when wronged and 9.3% not at all expresses feelings when wronged. 26.8% comforts others, 48.1% comforts others, 17.7% comforts others and 7.2% not at all comforts others. 23.9% very often forgives others, 49.3% often forgives others, 19.6% seldom forgive others and 7.2% not at all forgives others. 24.6% very often feels bad when others are sad, 39.7% often Feels bad when others are sad, 23.4% seldom feels had when others are sad and 12.2% not at all Feels bad when others are sad. The table also indicated that 20.3% of the pupils very often stays calm when teased, 44.0% often stays calm when teased, 24.4% seldom stays calm when teased and 11.2% not at all stays calm when teased. 23.0% of the pupils very often stays calm when disagreeing with others, 33.7% often stays calm when disagreeing with others. 31.1% seldom stays calm when disagreeing with others and 12.2% not at all stays calm when disagreeing with others. 25.1% of the pupils very often responds appropriately when pushed, 37.8% often responds appropriately when pushed, 26.6% seldom responds appropriately when pushed and 0.5% of the pupils not at all responds appropriately when pushed. indication. is shown from this result that the level of manifestation of Primary Pupils social competence on their academic achievement is relatively high.

Table-2. Level of pupil’s social competence

Social competence	Expected Scores	Level social of manifest Social competence (%)
Expected Scores	23826	
Observed Scores	15174	64(%)

Results in Table 2 showed the level of manifestation of social competence, to ascertain the extent to which the possession of this skill influenced academic achievement; the percentage of the observed score (15 174) over the expected score (23 826) which was given as 64%. By this, level of Social competence of primary school pupils is very high (64%). Therefore, the level social competence on the academic achievement of primary school pupils in Osun state is high at (64%).

3.1.1. Hypothesis

There is no significant influence of self-regulatory skills and social competence on primary school pupils’ academic achievement in Osun State Nigeria

Table 3 presents the chi-square analysis on influence of Self-regulatory skill is and Social competence on pupils academic achievement;

Table-3. Influence of self-regulatory skill and social Competence on pupils’ academic achievement

Value	Df	Asymp	Sig.(2-sided)
Pearson Chi-Square	873.532	780	.011
Likelihood Ratio	591.140	780	1.000
Linear-by-Linear	.020	1	.886
No of Valid Cases	41.6		

Level of alpha=p<0.05

The chi-square statistics was calculated to test the influence of Self-regulatory skills and Social competence on pupils’ academic achievement. The results in Table 3 indicated that there is significant influence ($\chi^2 = 873.532$, $p < 0.05$) of self-regulatory skills and social competence on pupils’ academic achievement. Therefore, the null hypothesis is rejected and restated as follows There is statistically significant influence of self-regulatory skills and social competence on pupils’ academic achievement.

4. Discussion of Findings

This study found out that the level of social competence of primary school pupils on their academic achievement is high. This research finding agrees with the findings of Høglund and Leadbeater (2004), who researched on the effects on classroom peer interactions on social. The results indicated that pro-social behaviours, such as helping, caring and competence sharing increased over the course of the year within the classroom environment and that the social competence of the pupils improved as a whole.

Similarly, the level of social competence of primary school pupils on their academic achievement is high and it is in agreement with the study of preparatory aid Grade 1 Catholic school pupils in Melbourne (Durlak et al., 2011) which revealed that instructing pupils in social skills such as emotional resilience improved their social development, as well as boosting the reading abilities of the lower-achieving pupils. A meta-analysis of results from 213 schools that provided social and emotional learning (SEL) programs to about 270,000 children provides strong evidence regarding the impact of social skills on school performance. Not only did children demonstrate significant improvement in attitudes and behaviours, but also achieved much higher academic results. This reinforces the point that children require appropriately developed social skills in order to also become successful academically. Thus, social Competence mid self-regulation is necessary both for out-of-class life and for effective engagement in school and class life, which suggests that enhancing children’s social skills is a core focus for teachers and is an integral part of pedagogical practices that aim to effectively deliver curriculum outcomes.

On the other hand, this research found out the prevalence self-regulatory skills (behavioural, verbal, and emotional) of primary school pupils on their academic achievement is low in Osun state. According to the study carried out at Degol primary school in Wereda Raya Azebo, Ethiopia, It was shown that learners self-regulated learning strategies cannot be over emphasized in academic success (Shaine, 2015). Findings of the study have provided a further need on how to improve upon the academics of pupils. This study therefore was designed to provide a description of the current levels of primary school pupils' self-efficacy beliefs and self-regulated learning strategies and to study how these constructs are related to primary school pupils' academic achievement. The subjects of this study were pupils randomly selected from a large population of Degol primary school in Wereda Raya Azebo. Data are collected using different scales to assess the predictive powers of self-efficacy, Correlational analysis revealed that all the relationships were significant and in the expected directions. The multiple regression analysis evidenced that self-efficacy, self-regulation, and cognitive strategy use variables jointly explain 44.8% of the variances in academic achievement. The result of stepwise regression analysis (forward method) suggested that the only significant predictor variable to academic achievement of primary school pupils was self-efficacy. Self-regulation and cognitive strategy use were not found to be significant predictors of academic achievement. Correlational results on the other hand indicated that there is a complex interplay between pupils' sense of personal efficacy in academic achievement, their self-regulation, and their cognitive strategy use when dealing with their academic learning.

The study found that self-regulatory skills (behavioural, emotional, and verbal) had little significance on primary school pupils' academic achievement. Social Competence however had a great significant influence on pupil's academic achievement in Osun State, Nigeria.

5. Conclusion

It can be concluded that primary school pupils' self-regulatory skills does relate in a little way with pupils academic achievement while social competence skills does relate in tangible way with pupils academic achievement and which was therefore reported as high influence on academic achievement.

Recommendations

Based on the above conclusions, these important variables should be focused on when trying to look at factors that contribute to pupils' academic performance and achievement, it is hereby recommended that parents, caregivers, teachers and professionals in early childhood care and education promote encourage and engage children in activities that are capable of promoting their self-regulatory (behavioural, emotional, verbal) skills and social competence skills as it invariably influence their academic success and future life. Activities and programmes that would help pupils gain inter-personal relationships should be developed. Teachers and parents should reward or give incentives to pupils who are of good behaviour and act positively. The learning environment should be learners friendly especially for the children with dis-abilities. Teacher and parents should teach self-regulatory skills and social competence since the development, possession and manifestation of good self-regulatory and social competence skills depends on pupils' academic achievement and performance.

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