



Ethnic Identity, Self-esteem, and Academic Performance of Nigerian In-school Adolescents

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Abstract: *The development of ethnic identification plays an integral role in the formation of the self among in-school adolescents, especially in Nigeria, which is largely a multicultural and multi-ethnic nation. Thus, the present study investigated the extent to which ethnic identity and self-esteem could predict academic performance among Nigerian in-school adolescents.*

Methods: *A total of 735 Nigerian in-school adolescents in public and private senior secondary schools in Ilorin, Kwara State, Nigeria participated in the study. The independent variables (ethnic identity and self-esteem) were assessed using the Multi-Ethnic Identity Measure (MEIM) and the Rosenberg Self-esteem Scale (RSE) respectively. The data was subjected to frequency counts, percentage analysis, correlation analysis, and multiple regression.*

Results: *The results of this study showed that a majority of the respondents were identified as having a high level of ethnic identity and self-esteem. Furthermore, ethnic identity and self-esteem were significant predictors of academic performance.*

Recommendations: *Hence, it was recommended that the development of the self-identity and group-identity of Nigerian in-school adolescents should be facilitated through various psychosocial interventions.*

Keywords: *ethnic identity, self-esteem, academic performance, in-school adolescents*

INTRODUCTION

Nigeria is one of the most ethnically diverse nations of the world, with over 250 different ethnic groups, but relatively large states sprawled across six geo-political regions and a Federal Capital Territory (FCT). Essentially, the population and socio-political distribution of Nigeria broadly divides

the ethnic groups into majority and minority groups. For instance, the major ethnic groups in Nigeria include the Igbo, Hausa, Yoruba, Tiv, Nupe, Fulani, Ijaw, Efik, and a host of others. Therefore, it is common knowledge that Nigeria is a pluralistic nation with diverse ethnic groups and their associated cultures. This ethnic diversity is crystal clear, for instance, in the diversity of



languages, dressing patterns, diet, festivals, religious beliefs, socio-cultural dispositions, and ethno-geographical location (Basse et al., 2013). Furthermore, ethnicity manifests itself in diverse forms, such as nepotism, the voting patterns of voters during election periods, appointment to political office, employment opportunities, the distribution of social amenities, public infrastructure, and even in the institution of marriage. In Nigeria, education is considered as a viable means of transmitting culture from one generation to another. Thus, ethnicity plays an integral role in the development and implementation of the school curriculum. Therefore, to be acquainted with ethnic differences in the school system, there comes the need to take into account the psychosocial and cultural attributes of in-school adolescents. In this respect, non-cognitive factors, such as ethnic identity and self-esteem, could influence the level of in-school adolescents' academic performance. As Nigerian children develop into adolescence, they encounter various changes that shape their understanding and formation of ethnic identity and self-esteem, which in turn, might influence their academic performance in the school and future success in adulthood.

Ilorin, the capital city of Kwara State, is located in North-Central Nigeria and comprises four Local Government Areas, Asa, Ilorin East, Ilorin South, and Ilorin West. The North-Central part of Nigeria is a tran-

sitional zone between Southern and Northern Nigeria. It therefore follows that the city of Ilorin attracts settlers from Southern and Northern Nigeria. Ethnically, the city is a complex blend of various ethnic groups. However, the city is predominated by the Yoruba ethnic group, while others include Nupe, Hausa, Igbo, Fulani, Kannike, Baruba, and a host of other ethnic groups, such as the Eggon, Ijaw, and Itsekiri (Danmole, 2012). As secondary schools become increasingly multicultural and diverse in Ilorin, it is becoming necessary for stakeholders in the Nigerian education system to understand the extent to which ethnic identity and self-esteem contribute to the academic performance of in-school adolescents. Little is known or to be found in the extant literature, however, about the relationship between ethnic identity and self-esteem, and how this relationship may influence academic performance among in-school adolescents in the Nigerian secondary school setting. Therefore, the present study examined the relationship among ethnic identity, self-esteem, and academic performance among Nigerian in-school adolescents.

THE THEORETICAL FRAMEWORK

The present study examined the relationship among ethnic identity, self-esteem, and academic performance among Nigerian in-school adolescents within the context of social identity



theory and the framework of developmental theory. Both social identity theory and development theories posit that in-school adolescents derive positive value from associating with groups that are important to them. As a result, affiliation with an ethnic group may contribute to the overall development of in-school adolescents' psychological wellbeing, especially self-esteem, which plays an important role in the psycho-social development of humans. Social identity refers to the degree to which an in-school adolescent is aware of his/her affiliation, connection, and belonging to a particular social group. Essentially, the social identity of in-school adolescents is shaped by integrating values, beliefs, attitudes, and acceptable behaviours from their social groups into their overall self-concept. Therefore, it follows that when an in-school adolescent has a positive sense of belongingness, connection, and affiliation to the identity of a particular ethnic group, then he/she may tend to have higher self-esteem in relation to his/her counterparts who do not feel a strong sense of belonging to a specific ethnic group (Ashmore, Deaux, & McLaughlin-Volpe 2004; Hughes et al., 2015). Moreover, the social identity theory argues that in-school adolescents who have positive in-group feelings could have more positive self-esteem, which may improve their psychosocial competence and overall academic performance in the school system. The present study also drew from development

theories, which represent a comprehensive framework used to gain a clearer insight into how ethnic identity and self-esteem relate to academic performance among in-school adolescents. The developmental theories stress the importance of context and time-driven change for the formation of ethnic identity and self-esteem among in-school adolescents. Taken together, both theoretical perspectives posit that the development of ethnic identity is a dynamic process. Thus, in-school adolescents develop positive self-evaluation from belonging to a particular ethnic group, which, in turn, tends to boost their level of psychological wellbeing. However, the present study is more grounded in development theory, because this theoretical framework was largely used to develop the Multigroup Ethnic Identity Measure, which was used to assess the level of ethnic identity among Nigerian in-school adolescents.

Ethnic identity, self-esteem, and academic performance

The term "ethnic identity" is broad in nature. Therefore, it lacks a mutually agreed-upon definition among scholars in the existing literature. Given that the ethnic group is essentially a group of people who have a common history and ancestry and a peculiar set of socio-cultural values, the ethnic identity of an individual typically implies the degree or extent of connection with a particular ethnic group, especially in terms of



languages, religious beliefs, and cultural affiliations (Hudley & Irving, 2012). Ethnic identity is the degree or extent to which an individual shows loyalty, commitment, and belongingness towards a particular ethnic group, which results in the exploration, resolution, and affirmation of one's ethnicity. Although scholars vary in their views and perspectives on the exact meaning of ethnic identity, most scholars concur that the period of adolescence plays an indispensable role in the formation and development of ethnic identity (Schwartz et al., 2013; Stock et al., 2013). Therefore, ethnic identity, which plays a seminal role in the development of the identity of individuals, especially adolescents, encompasses various cultural and group membership attributes, which helps adolescents to consciously or unconsciously adopt the values, thought patterns, feelings, behaviours, and practices related to a particular ethnic group (Hughes et al., 2015).

Self-esteem, which essentially refers to an in-school adolescent's overall self-evaluation, is one of the most studied variables in the field of social sciences. Self-esteem is the value judgment that an in-school adolescent places on him-/herself. It therefore has a profound effect on the cognitive, physical, and socio-emotional development of in-school adolescents. Moreover, the extant literature indicates that high self-esteem could significantly boost or improve the achievement of goals, expectations, aspirations, and ethnic

identity among in-school adolescents (Bracey, Bamaca, & Umama-Taylor, 2004; Robins, Tracy, & Trzesniewski, 2008).

Academic performance is an essential issue in Nigerian secondary schools, because it is the fundamental benchmark for assessing the success or otherwise of the teaching-learning process. The academic performance of students plays a key role among stakeholders in the education system, such as parents, schools, and teachers, because of the widespread belief that better academic performance ensures success in future career prospects and adulthood (Anene, Ikerionwu, & Danladi, 2013; Ishola & Udofia, 2017; Onivehu et al., 2018; Onivehu, 2020). Academic performance is, therefore, the outcome of the educational process, or the extent to which the goals of education are being achieved by students, teachers, school administrators, and a host of others. In the Nigerian setting, the academic performance of students is often measured in internal examinations, final examinations as well as external examinations.

A large body of studies has focused on the role of ethnic identity and self-esteem in the academic performance of students, with a view to further explaining the differences in academic performance among various ethnic groups (White & Worrell, 2012; Worrell, 2014). However, the extant literature on the relationship between ethnic identity and the aca-



ademic performance of students is saturated with mixed findings. Thus, on the one hand, several studies indicate that there is a significant relationship between ethnic identity and students' academic performance (Sheu et al., 2016; Yeboah & Smith, 2016). In a like manner, some studies indicate that ethnic affirmation and belonging, which are key components of ethnic identity, were positively related to higher levels of competence, academic performance, and better mental health among adolescents (Adelabu, 2008; Rivas-Drake et al., 2014). Worrel (2007) investigated the relationship among ethnic identity, various group orientation attitude scores, global self-esteem, and academic achievement among middle and high school students who are academically talented. The findings indicated that ethnic identity scores significantly predicted the academic achievement of African American students, but that this was not the case for other respondents in the study, such as White, Hispanic, or Asian American students. In a like manner, several studies have indicated that adolescents who have a strong and positive ethnic identity performed better at school than their counterparts who have a weaker or negative perception of their ethnic group (Byrd & Chavous, 2009; Cokley et al., 2012). DeLaney (2018) investigated the relationship between ethnic-racial identity and academic achievement among Black college students in the USA and found that some sub-components of

ethnic-racial identity, such as exploration and resolution, were related with the academic achievement of the respondents. Likewise, Adelabu (2008) found that exploration and affirmation, which are key sub-components of ethnic identity, were positively related to the academic achievement of Black students in US middle and high schools. In another study, Rust, Jackson, Ponterotto, and Blumberg (2011) reported a significant relationship between cultural identity and academic achievement among Black high school students in the USA. However, some studies have indicated that there was no significant relationship between ethnic identity and academic performance among high school students (Rivas-Drake et al., 2014; Worrell, 2007). Juhong and Maloney (2006) reported significant ethnic differences in the academic performance of Maori and Pacific Islanders in New Zealand. Zajda, Biraimah, and Gaudelli (2008) also found that ethnic minority groups such as Black Americans performed more poorly than their White American counterparts in American high schools and tertiary institutions. On the basis of the foregoing, it is possible to conclude that the research on the relationship among ethnic identity, self-esteem, and academic performance among the in-school adolescent population has been inconclusive. Moreover, it appears that there is a paucity of relevant studies on the relationship among ethnic identity, self-esteem, and academic performance



of Nigerian in-school adolescents. It is therefore hoped that the findings of the present study could be leveraged to fill the identified gap in the extant literature.

Research questions

The following research questions were raised to guide the conducting of the study:

1. What is the level of ethnic identity among Nigerian in-school adolescents?
2. What is the level of self-esteem of Nigerian in-school adolescents?
3. What is the level of academic performance of secondary school students in Nigeria?
4. Is there any relationship between ethnic identity and self-esteem among Nigerian in-school adolescents?
5. What is the relationship between the ethnic identity and academic performance of Nigerian in-school adolescents?
6. What is the relationship between the self-esteem and academic performance of Nigerian in-school adolescents?
7. What is the relationship between ethnic identity and self-esteem among Nigerian in-school adolescents?

Research hypotheses

In line with the research questions, the following hypotheses are formulated to be tested in the study.

1. There is a significant relationship between ethnic identity and self-esteem among Nigerian in-school adolescents.
2. There is a significant relationship between the ethnic identity and academic performance of Nigerian in-school adolescents.
3. There is a significant relationship between the self-esteem and academic performance of Nigerian in-school adolescents.
4. There is a significant relationship among the ethnic identity, self-esteem, and academic performance of Nigerian in-school adolescents.

METHODOLOGY

The study was conducted to investigate the relationship among the ethnic identity, self-esteem, and academic performance of Nigerian in-school adolescents. Thus, the study employed a quantitative research method, which involves the use of the descriptive survey method of research design to explain the relationship among the ethnic identity, self-esteem, and academic performance of Nigerian in-school adolescents, which was considered appropriate.

Participants

The potential population for this study consisted of all in-school adolescents in Ilorin, Kwara State, Nigeria. However, the target population was in-school adolescents in Senior



Secondary Schools. From selected secondary schools, 800 in-school adolescents were chosen using the purposive and convenience sampling procedure. 735 respondents who filled the questionnaire forms correctly, representing 91.82% of the total respondents, were used as respondents in the study. Before the administration of the battery of instruments to the respondents in the respective schools, the respondents were given a brief overview of the purpose of the study, and their informed consent was sought. Thereafter, the respondents were told that participation in the study was voluntary and that the collected data would be handled with maximum confidentiality and used for research purposes only. The students were given ample time to complete the survey. Subsequently, the completed questionnaire forms were retrieved and properly kept for further analysis.

Research instrument

The instrument used in this study was a researcher-designed questionnaire, which consisted of three sections (A, B, and C). Section A elicited the in-school adolescents' bio-data (gender, age, ethnic affiliation, school type) and academic performance. Section B consisted of the Multi-group Ethnic Identity Measure (Phinney, 1992). The 12-item version which consists of five items measuring in-school adolescents' affirmation and belonging and seven items measuring the extent to which an

in-school adolescent confidently commits to an ethnic group was adopted for the present study. That is to say, items 13, 14, and 15 of the original questionnaire, which were used mainly for the identification and categorization of the respondents into various ethnic groups, were adapted to suit the adolescent population in Nigeria as specified in the demographic section of the instrument. Examples of questionnaire items in the MEIM include: *I have often talked to other people in order to learn more about my ethnic group; I feel a strong attachment towards my own ethnic group.* The MEIM is patterned on a five-point scale from (1) Strongly Disagree to (5) Strongly Agree. Section C consists of the Rosenberg Self-esteem Scale, which is a widely used ten-item instrument to measure self-esteem. Examples of questionnaire items on the scale include: *I feel that I am a person of worth, at least on an equal plane with others; I feel that I have a number of good qualities.* To determine the level of ethnic identity (high, moderate, low), the mean of the 12 items, which include five items for ethnic identity search and seven items for ethnic identity affirmation, was calculated. Thus, respondents who scored between 36 and 48 points were considered to have a high level of ethnic identity, respondents who scored between 24 and 35 points were considered to have a moderate level of ethnic identity, and respondents who scored between 12 and 23 points were considered to have a low level of ethnic identity. The items



on the Rosenberg Self-esteem Scale were rated on a four-point Likert scale from (3) Strongly Agree to (0) Strongly Disagree. However, some items, such as 3, 5, 8, 9, and 10, were reversed in valence from (0) Strongly Agree to (3) Strongly Disagree. The Rosenberg Self-esteem Scale ranges from 0-30, with 30 indicating the highest score possible. Thus, respondents who scored 25-30 points were taken as having high self-esteem, respondents who scored 20-24 points were considered as having moderate self-esteem, and respondents who scored 10-19 points were deemed to have low self-esteem. The average scores of the respondents in English Language and Mathematics were sorted and used as a measure of academic performance. Thus, respondents who scored 70 out of 100 points were considered to have a high level of academic performance, respondents who scored 50-69 points were considered to have a moderate level of academic performance, and respondents who scored ≤ 49 points were taken to be low performers. The face and content validity of the instruments was established by experts in the field of education. The reliability of the questionnaire was ascertained by pre-testing it on 40 in-school adolescents, at an interval of two weeks. These students only participated in the pilot study because they shared common characteristics with the actual respondents of this study. The two sets of scores were correlated and reliability co-efficients of 0.79 and

0.81 respectively were obtained for the MEIM and the Rosenberg Self-esteem scale. The IBM Statistical Package for the Social Sciences statistical software was used for data analysis. The data was analysed using frequency counts and percentages, Pearson Product Moment Correlation, and a multiple regression with a significance level of 0.05. Given the shortcomings of the quantitative approach which was employed for the conduct of the present study, it is necessary for future studies to employ a qualitative approach, which is more robust and appropriate for examining the influence of ethnic identity on the academic performance of in-school adolescents. Moreover, the cross-sectional nature of the study using self-report measures could have introduced some amount of bias in the responses of the respondents. Future studies could be conducted longitudinally using more robust measures of ethnic identity and self-esteem.

RESULTS

Table 1 indicates the respondents' gender, age, school type, and ethnic affiliation. Thus, the study covered male and female in-school adolescents in Ilorin (Kwara State, Nigeria). However, more male in-school adolescents participated in the study. Age-wise, the study covered more in-school adolescents aged 10-14 years than their counterparts aged 15 years and above, while most of the re-



Table 1 Demographic distribution of respondents by gender, age, school type, and ethnic affiliation

Variables		Frequency	Percentage (%)
Gender	Male	427	58.1
	Female	308	41.9
	Total	735	100.0
Age	10-14 years	484	65.9
	15 years and above	251	34.1
	Total	735	100.0
Ethnic Affiliation	Yoruba	191	26.0
	Igbo	148	20.1
	Hausa	103	14.0
	Mixed	161	21.9
	Others	132	18.0
	Total	735	100.0
School Type	Public	379	51.6
	Private	356	48.6
	Total	735	100.0

spondents belong to the Yoruba ethnic group, which is the predominant ethnic group in Ilorin. With regard to the school type distribution of the respondents, more public school in-school adolescents than their private school counterparts participated in the study. This could be due to the fact that the tuition fees of public secondary schools in Ilorin are subsidised by the government, thereby making it a more affordable choice of schooling for adolescents.

Research Question 1: What is the level of ethnic identity among Nigerian in-school adolescents?

Table 2 shows that most of the respondents rated themselves within the high level of ethnic identity. This implies that most of the in-school adolescents covered by the study had a high level of ethnic identity.

Research Question 2: What is the level of self-esteem among Nigerian in-school adolescents?

Table 2 Distribution of respondents by levels of ethnic identity

Levels of Ethnic Identity	Frequency	Percentage (%)
High	435	59.2
Moderate	173	23.5
Low	127	17.3
Total	735	100.0

Table 3 Distribution of respondents by levels of self-esteem

Levels of Self-Esteem	Frequency	Percentage (%)
High	341	46.4
Moderate	137	18.6
Low	257	35.0
Total	735	100.0

Table 4 Distribution of respondents by levels of academic performance

Levels of Academic Performance	Frequency	Percentage (%)
High	175	23.8
Moderate	410	55.8
Low	150	20.4
Total	735	100.0

Table 3 implies that most of the in-school adolescents covered by the study had a high level of self-esteem. This finding could be due to the success being achieved by the respondents in their academic work, which might boost their level of self-esteem, as well as their social capital and the social support of their peer group members, parents, siblings, teachers, and significant others in the society.

Research Question 3: What is the level of academic performance of Nigerian in-school adolescents?

Table 4 indicates that most of the in-school adolescents covered by the study had a moderate level of academ-

ic performance. Given the importance attached to optimal academic performance in the Nigerian secondary school system, it is not surprising that the respondents will do what is necessary so as to excel in their academic pursuit and to meet personal, parental, and school-related performance expectations.

Hypothesis 1: There is no significant relationship between ethnic identity and self-esteem among Nigerian in-school adolescents.

As shown in Table 5, the *r*-calculated value is 0.37 (*N* = 735). Thus, this indicates that there is a medium positive relationship between ethnic iden-

Table 5 Analysis of the relationship between ethnic identity and self-esteem among Nigerian in-school adolescents

Variables	N	Mean X	SD	r-value calculated	df	r-critical	Remark
Ethnic Identity	735	1.58	0.77	0.37	732	0.11	Rejected
Self-Esteem	735	1.89	0.89				



tity and self-esteem among Nigerian in-school adolescents.

Hypothesis 2: There is no significant relationship between the ethnic identity and academic performance of Nigerian in-school adolescents.

As shown in Table 6, the r-calculated value is 0.14 (N = 735). This means that there is a small positive relationship between the ethnic identity and academic performance of Nigerian in-school adolescents.

Hypothesis 3: There is no significant relationship between the self-es-

teem and academic performance of Nigerian in-school adolescents.

As shown in Table 7, the r-calculated value is 0.24 (N = 735). This implies that there is a small positive relationship between the self-esteem and academic performance of Nigerian in-school adolescents.

Table 8 indicates that ethnic identity and self-esteem can predict academic performance among Nigerian in-school adolescents. To examine the

Table 6 Analysis of the relationship between ethnic identity and academic performance among Nigerian in-school adolescents

Variables	N	Mean X	SD	r-value calculated	df	r-critical	Remark
Ethnic Identity	735	1.58	0.77	0.14	732	0.11	Rejected
Academic Performance	735	1.96	0.67				

Table 7 Analysis of the relationship between the self-esteem and academic performance of Nigerian in-school adolescents

Variables	N	Mean X	SD	r-value calculated	df	r-critical	Remark
Academic Performance	735	1.97	0.66	0.24	732	0.11	Rejected
Self-Esteem	735	1.89	0.89				

Table 8 Regression analysis showing the relationship among the ethnic identity, self-esteem, and academic performance of Nigerian in-school adolescents

Model	Sum of squares	Df	Mean squares	Calculated F-value	Sig.	Decision
Regression	18.900	2	9.450	22.66	0.000	Rejected
Residual	305.250	732	0.417			
Total	324.150	734				

Critical level of sig. = 0.05. Independent variables: ethnic identity and self-esteem. Dependent variable: academic performance.

Table 9 Model summary showing the contributions of ethnic identity and self-esteem to the academic performance of Nigerian in-school adolescents in Kwara State, Nigeria

Model	R	R-square	Adjusted R-square	Error of the Estimate
1	0.241	0.058	0.056	0.646

contributions of the independent variables (ethnic identity and self-esteem) to the model (academic performance), the R-square was computed.

Table 9 revealed that the independent variables (ethnic identity and self-esteem) jointly contributed a coefficient of multiple regression of 0.241 and a squared multiple correlation of 0.058. This implies that the two predictor variables (ethnic identity and self-esteem) accounted for 5.8% of the variation in the level of academic performance among Nigerian in-school adolescents. In order to examine the contributions of each of the independent variables, the Beta weight and t-values were computed and the output is illustrated in Table 10.

Table 10 shows the contributions of each independent variable (ethnic identity and self-esteem) to academic perfor-

mance. The results of the relative contributions of the independent variables to the prediction of Nigerian in-school adolescents' academic performance was that self-esteem accounted for the largest amount of unique variance in the in-school adolescents' academic performance ($\beta = 0.215$), while ethnic identity made the next largest contribution to the prediction of the dependent variable ($\beta = 0.055$). Thus, this implies that self-esteem is the strongest predictor of academic performance among Nigerian in-school adolescents.

DISCUSSION

Ethnic diversity is a recurring theme in the Nigerian secondary school system. Therefore, various in-school adolescents from diverse ethnic backgrounds make up an integral part of the school population, especially in contemporary Nigeria, which is charac-

Table 10 Contributions of the independent variables to the dependent variable

Model	Unstandardized Coefficients	Standardized Coefficients		t-value	Sig.
	B	Std. error	Beta		
(Constant)	1.590	0.064		24.766	0.000
Ethnic Identity	0.047	0.034	0.055	1.402	0.161
Self-esteem	0.160	0.029	0.215	5.533	0.000



terized by widespread ethnic diversity and multiculturalism. Moreover, ethnic identity could also contribute to the development of the self-esteem and the academic performance of in-school adolescents. Thus, the present study investigated the relationship among the ethnic identity, self-esteem, and academic performance of Nigerian in-school adolescents. On the basis of the answers to the research questions and tested hypotheses, it was revealed that 435 (59.2%) of the respondents had a high level of ethnic identity, 171 (23.5%) had a moderate level of ethnic identity, and 127 (17.3%) of the respondents had low levels of ethnic identity. By implication, most of the in-school adolescents had a high level of ethnic identity. This finding is better understood in the light of the fact that ethnicity plays a key role in the daily existence of Nigerians, especially in-school adolescents, who have a greater propensity and tendency to explore their social environment by having a strong sense of feeling for their ethnic identity, which shows that they are vibrant and valuable members of a particular ethnic group. For instance, the dressing, diet, values, religion, socio-cultural festivals, and behaviours of some in-school adolescents may be consistent with what is obtainable in their ethnic group. The results displayed in Table 3 indicate that most of the in-school adolescents covered by the study had a high level of self-esteem. It therefore follows that most of the in-school adolescents who

participated in the study have a high level of positive self-evaluation. Thus, this set of in-school adolescents may have higher levels of competence in dealing with various personal and inter-personal issues related to the period of adolescence, thereby having higher levels of psychological wellbeing. However, it is also possible that some other salient and contextual factors might have contributed to the reported levels of self-esteem among the respondents. The results shown in Table 4 indicate that most of the respondents had a moderate level of academic performance. Given the importance attached to academic performance in Nigerian secondary schools, it is possible that the in-school adolescents covered by the study dedicate more time and effort to studying for tests and examinations. The reported levels of academic performance of the in-school adolescents could also be a result of the shadow education being received in the form of various extra-mural classes, which are widely organized by secondary schools and private tutors to facilitate the academic performance of in-school adolescents in Ilorin.

The findings in Table 5 indicate that there was a medium positive relationship between relationship between ethnic identity and self-esteem among Nigerian in-school adolescents. This finding is consistent with the findings of some studies in literature which indicate that there is a significant relationship between ethnic identity and



self-esteem among adolescents (Bracey et al., 2004). The results shown in Table 6 indicate that there was a small positive relationship between the ethnic identity and academic performance of Nigerian in-school adolescents. This finding is in line with previous studies, such as DeLaney (2018), which found a relationship between the ethnic-racial identity and academic achievement of Black college students in the USA. In like manner, this finding corroborates the research of Adelabu (2008), which found that ethnic identity was positively related to the academic achievement of Black students in US middle and high schools. However, this finding is at variance with the findings of some studies in the extant literature which indicated no significant relationship between ethnic identity and academic performance among students (Rivas-Drake et al., 2014; Worrell, 2007). The differences in these studies could be attributed to the locality and the different measures or benchmarks used for assessing the students' academic performance in the present study, which might be different from what was used to assess the academic performance or academic achievement of previous studies among students in the United States of America.

Consistently with the prior literature, the findings from this study as displayed in Table 7 indicated that there was a small positive relationship between the self-esteem and academic performance of the Nigerian in-school

adolescent respondents. This finding could be largely attributed to the fact that in-school adolescents with high self-esteem would expect to do well in school, as well as in life generally, by thinking and acting in positive ways. In other words, in-school adolescents who have a high level of self-esteem or feel good about themselves tend to do better in school and as a result it is also possible that good academic performance, in turn, affects their self-esteem. This category of students might include those who believe that they are capable of performing optimally by doing what is necessary as well as by coping with the diverse challenges of secondary education. This finding is consistent with that of Muhammad, Syed and Khalid (2015), which reported a significant relationship between the self-esteem and academic performance of students. However, this finding contradicts that of Abubakar (2018), which found no significant relationship between the self-esteem and academic performance of secondary students in Federal Government Colleges in North-Western Nigeria. The discrepancy in the findings of both studies could be due to the fact that the present study covered in-school adolescents who attend day public and private secondary school students in Kwara State, Nigeria, while the former study covered in-school adolescents in Federal Government Colleges, who are largely boarding school students, and might face specific challenges in the academic environment.



Table 8 indicated that all the independent variables contributed to the variance in the in-school adolescents' academic performance. However, self-esteem was the best predictor of academic performance, while ethnic identity was a weaker predictor of academic performance among the Nigerian in-school adolescents. It therefore follows that an increase in the level of self-esteem of Nigerian in-school adolescents would result in a corresponding increase in their level of academic performance in the teaching-and-learning process. This finding is in line with the findings of prior studies in the extant literature (Adelabu, 2008; Rivas-Drake et al., 2014; Worrel, 2007). It should also be noted that the weak influence of ethnic identity on the overall academic performance of the respondents might be due to the confounding interference of variations in the socio-cultural characteristics of the various ethnic compositions of the respondents, who are mainly of Hausa, Igbo, and Yoruba extraction.

CONCLUSION

On the basis of the data collected, analysed, and interpreted, one could conclude that Nigerian in-school adolescents had a high level of ethnic identity and self-esteem, as well as a moderate level of academic performance. Furthermore, a medium positive relationship was found between ethnic identity and self-esteem, while a small positive

relationship was found between ethnic identity and academic performance, as well as between the self-esteem and academic performance of Nigerian in-school adolescents. Moreover, ethnic identity and self-esteem contributed to the academic performance of Nigerian in-school adolescents. However, self-esteem was the best predictor of academic performance among Nigerian in-school adolescents.

RECOMMENDATIONS

The major findings indicate that ethnic identity and self-esteem contributed to the academic performance of Nigerian in-school adolescents, while self-esteem was the best predictor of academic performance among Nigerian in-school adolescents. On the evidence of these findings:

(i) educators should develop effective psychosocial interventions to help in-school adolescents to appreciate the strength of ethnic diversity in the school system, so as to promote a spirit of tolerance, togetherness, identity development, and integration among secondary school students in Nigeria;

(ii) teachers and school administrators should be trained and re-trained on how to manage ethnic diversity in Nigerian secondary schools effectively, especially when it has to with issues touching upon the self-esteem and academic performance of in-school adolescents. This could be achieved by using the school curriculum as well as



extra-curricular activities and promoting the values, culture, dressing patterns, dance steps, and songs of various ethnic groups in the school through the school's cultural days and special performances during speech and prizegiving ceremonies;

(iii) given that Nigerian secondary schools are just a reflection of what is obtainable in the society generally, there is a need for schools to liaise with the local community, Parent Teachers Association, and other stakeholders in the society to promote the ethnic identity and self-esteem of in-school adolescents, especially ethnic minority

students, by using various mentoring programmes, improved social support networks, and outreach programmes to help in-school adolescents make the best use of their ethnic identity and self-esteem in the school system.

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ONIVEHU, A. O. Etnická identita, sebeúcta a akademický výkon nigerijských studujících adolescentů

Rozvoj etnické identifikace hraje nedílnou roli při utváření sebe sama u školní mládeže, zejména v Nigérii, která je do značné míry multikulturálním a multietnickým národem. Tato studie zkoumá, do jaké míry etnická identita a sebeúcta mohou předpovídat akademický výkon u nigerijských studentů vyšších středních škol.

Metody: Studie se zúčastnilo celkem 735 nigerijských adolescentů studujících na veřejných a soukromých vyšších středních školách v Ilorinu v oblasti Kwara v Nigérii. Nezávislé proměnné (etnická identita a sebeúcta) byly měřeny škálou multietnické identity (MEIM) a Rosenbergovou škálou sebeúcty (RSE). Data byla statisticky vyhodnocena (analýza četnosti, procentuální analýza, korelační analýza a vícenásobné regresivní analýza).

Výsledky této studie ukázaly, že většina respondentů měla vysokou úroveň etnické identity a sebeúcty. Etnická identita a sebeúcta se navíc ukázaly jako významný prediktor akademického výkonu.

Doporučení: Doporučuje se rozvíjet a podporovat etnickou sebeidentitu i skupinovou identitu nigerijských studentů prostřednictvím různých psychosociálních intervencí.

Klíčová slova: etnická identita, sebeúcta, školní výkon, studující adolescent