



## Family Support, Achievement Motivation and Gender as Predictors of Social Competence among Nigerian Secondary School Adolescents

\*Victor, O. Odo; \*\*Ifeanyi, J. Ezema; \*\*\* Okechukwu H. Eke & \*\*\*\*Uchechi, G. Onyenirionwu

\*Department of Psychology, University of Nigeria, Nsukka

\*\*Department of Psychology, Nasarawa State University

\*\*\*Clinical Psychology Unit, Medical Center University of Nigeria, Nsukka

\*\*\*\*Department of Social Work, University of Nigeria, Nsukka

\*Corresponding Author: E-mail: [okechukwuvictor@yahoo.com](mailto:okechukwuvictor@yahoo.com)

### Abstract

*The study investigated family support, achievement motivation and gender as predictors of adolescents' social competence among adolescents in Enugu State. Participants for the study consisted of four hundred (400) adolescents' (200 males and 200 females) aged 12-17 years with a mean age of 14.5years (SD 3.47) drawn from four secondary schools. Family Support Questionnaire, Herman's Questionnaire Measure of Achievement Motivation and Social Competence-Teen Survey were the instrument used for data collection. Multiple regression was the statistics used for data analyses. The result showed that family support ( $\beta = .15, p < .001$ ) and achievement motivation ( $\beta = -.31, p < .001$ ) were significant predictors of adolescents social competence. More so, the result indicated that gender did not significantly predict adolescents' social competence. The results were discussed as they have vital implication for future researches and adolescent's well being and adjustment.*

**Keywords:** Family support; Achievement motivation, Gender, adolescent's and Social competence.

### Introduction

Conceptually, social competence is defined as a complex system of social abilities, habits, skills and knowledge (Brown, Odom, & McConnel, 2008; Semrud-Clikeman, 2007). In this context, social competence is the ability, and the mastery of social skills which makes it possible to generate the desired effect in social relationships (Argyle, 1983). Consistent with Schneider's (1993) social competence enables one to engage in appropriate social behaviour, thus enhancing one's interpersonal relationships in a way not harmful to others. Greene, Hariton, Robins and Flye (2011) further noted that social competence is the possession of different social skills and abilities. According to Sarason (1981) social competence is defined as personality traits which can manifest in different capabilities such as empathy, tolerance, conscientiousness. Conversely, Myles and Southwick (2005) noted social

competence to be a broader term used to describe an adolescent's social effectiveness. Myles and Southwick (2005) maintained that social competence establishes a framework that provides the definition, structure, and support to adolescents towards learning, practicing, and generalizing social behaviour.

In essence adolescents' social competence includes social skills and abilities that promote positive social interaction (e.g. helpfulness, generosity, empathy, social understanding, cooperating, and handling of conflict) and social initiative or behaviours of initiative as opposed to withdrawal in social situations. Studies indicated that one of the basic characteristics of social skills is that they are acquired through learning (Argyle, 1983; Dowling, 2001; Gresham & Elliott 1993; Webster-Stratton, 2002). This is an indication that adolescent social competence can be influenced by the social context as culture (Forgas, 2004; Saarni, 1999), family members (Diener & Kim, 2004; Fabes, Leonard, Kupanoff & Martin, 2001), teachers (Zsolnai, 2012) and peers (Schaffer & Brody, 1981).

Several theories have been put forth to help explain the likely causes and factors associated with development of adolescents' social competence. Self-determination theory (Ryan and Deci (2000) have its' basic premise that allows us to consider more explicitly the primary role of self interest in adaptive human functioning. As pointed out by Ryan, Khul and Deci (1997) the theory recognizes that humans universally, have three innate needs: Competence, autonomy, and relatedness. Different means or methods which could be either intrinsically (from within) or extrinsically (externally controlled) motivated to varying degrees are employed to meet these needs based on context and culture. The theory posits that through self determination an individual social competence can be developed or enhanced. The theory argued that conditions that support the individual's experience of autonomy, competence, and relatedness foster the most volitional and high quality forms of motivation and engagement for activities, including enhanced performance, persistence, creativity and optional functioning.

In addition, achievement motivation theory McClelland (1958) is also of the notion that adolescents who are motivated by the "n-Ach", the "n-Pow" and the "n-Affil" needs are driven mostly by a desire to succeed and gain recognition, make an impact wherever they are by directing and taking control when possible and to do anything no matter how. The theory posits that having such zeal can foster the individual's ability and chances of development of social competence. This is consistent with the view of Harackiewicz, Barron, Carter, Lehto and Ellioth (1997) which stated that achievement motivation affects the way a person performs task and represent a desire to show competence.



According to social learning theory, social competence is a learned behaviour and adolescent's social competence is influenced by the reinforcement from the family members, the media and the environment (Bandura, 1977). The theory argued that adolescent's especially learn or acquire social competences from observing others either personally or through response consequences from the media and environment. In line with these Kiriakidis (2006) noted that learning process is a phenomenon that occurs between adolescent and their peers, adults and parents.

Moreover, the assistance rendered by the family or family members to the adolescents inform of emotional, appraisal, informational and instrumental such as love, money, security and advice in situations of need could play a significant role in the development of adolescents social competence. This is because family support is widely regarded as an important dimension in the life of all families as it seems to be a culture unto itself, with different values and unique ways of realizing dreams. Larson (1972) and Greenberg (1983) opined that a high quality parent adolescent relationship is significantly related to a high degree of parental influences and is most likely to influence adolescent social competence. As pointed out by Bandura (1976) social competences reinforced by family members was the most prominent source of behaviour modelling. This agrees with the study conducted by [Deborah](#), [Gustavo](#), Julia and Lenna (2004) which shows a positive correlation between parenting and adolescent social competence and adjustment. This demonstrates that family support plays a significant role in development of adolescent's social competence as it facilitates the creation of helpfulness, trust and reciprocity (Tracy & Whittaker, 1990).

Achievement motivation is another variable that could likely influence adolescents' social competence that should be emphasized on. This refers to the urge or zeal of an individual towards succeeding and attainment of optimal goal and excellence in life (Herman's, 1968). McClelland (1968) conceptualized achievement motivation as an individual need to meet realistic goals, receive feedback and experience a sense of accomplishment. Several studies shows that achievement motivation consists of a constellation of beliefs influencing patterns of adolescents' achievement, including expectations, and standards for performance, value placed on learning, and self perceptions of ability (Eccles, Wong & Peck, 2006; Weiner, 2005).

Spence and Helmreich (1983) noted that adolescents are influenced by achievement motivation. That is the way in which adolescents interpret or make meaning from their educational experiences are likely to have influence on their social competence. Increase in achievement motivation of adolescents increases social competence which also in turn increases the perceived value of the task

(achieved benefit), causing greater number of adolescents to complete a given steady target, critically analyze, evaluate and manipulate issues and situations under any given circumstances (Bar-Tal, Frieze & Greenberg, 1974).

Examining gender differences is also paramount as it is applied to social analysis and also reveals how women's subordination (or men's domination) is socially constructed and as well social competences differs. This is evident in the study conducted by Genet (2005) that examined gender differences in adolescents-related social competence. The result showed a negative correlation on gender differences in adolescents-related social competence. It shows that gender differences exist in adolescents-related social competence and that adolescent males and females do differ. Consistent with La Freniere and Dumas (1992) males were rated substantially lower on the social competence (SC) scales than females.

### **Previous research**

Some studies have been carried out to establish a correlation between adolescents' social competence and achievement motivation (Aniko & Laszlo, 2014; Tanaka, Murakami, Okuno & Yamauchi, 2002). The result indicated a positive relationship between social competence and achievement motivation. Similarly, Studies have also examined relationships between family support (parental support) and social competence and indicated that high levels of perceived maternal support and low levels of maternal rigid control were related to adolescents' reports of social competence (Deborah & Gustavo, 2004). In addition to the findings, support and control from fathers was generally unrelated to adolescent social competence and adjustment. La-Freniere and Dumas (1992) conducted a study on social competence and behaviour evaluation and the result of the findings turned out that males were rated substantially lower on the social competence scales than females. Consistent with the study conducted by Walker (2005) that examined gender differences in adolescents related social competence. It also shows lower scores of shy or withdrawn behaviour for males more than the females.

Apparently, most of these variables studied proved to be significant factors in the development of adolescent social competence. More so, mere observation shows that these studies were carried out in the western world and did not utilize African samples in their studies. Nigeria is still a developing country that lives in a more traditional society associated with low status, poor socioeconomic setback, technologically and networking systems. According to Onyishi, Sorokowski, Sorokowska and Pipitone (2012) all these countries are indeed developed and have relatively high status and well developed social and networking systems. All these seem not to be obtainable in Nigeria and invariably, the existence and



availability of these structures could facilitate adolescent's acquisition of social competence.

Meanwhile the rates at which adolescents in Nigerian secondary schools fail to critically evaluate and manipulate issues under circumstances are becoming a serious threat not only to them but the society at large. The question then is could it be as a result of lack social competence needed for effective social interaction and successful adaptation? Thus this study focused on adolescents' within the Nigerian cultural contest as to help provides the opportunity and to discover whether or not these variables are present across patterns of social competence as those reported earlier.

More so studies have been conducted with regards to adolescents' social competence and family support (Deborah & Gustavo, 2004), adolescents' social competence achievement motivation (Aniko, 2010; Tanaka, Murakami, Okuno & Yamauchi, 2002), and adolescents' social competence and gender (La-Freniere & Dumas, 1992; Genet, 2005). None incorporated all at once; family support, achievement motivation and gender in its study. Thus the aim of the study is to investigate whether these variables; family support, achievement motivation and gender will significantly predict social competence among Nigerian secondary school adolescents'.

### **Hypotheses**

In the quest for more clarification and understanding to know if it is applicable in this area of the world, the research hypothesized that:

- Family support will not significantly predict social competence among Nigerian secondary school adolescents'.
- Achievement motivation will not significantly predict social competence among Nigerian secondary school adolescents'.
- Gender will not significantly predict social competence among Nigerian secondary school adolescents'.

### **Method**

#### **Participants**

Participants for the study consisted of 400 adolescents (200 boys and 200 girls) drawn from four secondary schools in Enugu state. Participants ages ranged between 12 – 17 years with a mean age of 14.5 years (SD = 3.47)

#### **Instruments**

Three instruments were used for the study:

**Family Support Questionnaire** is a subscale within the Social Support Questionnaire (SSQ) originally developed by Sarason, Levine, Basham, Vamp and Sarason (1983) to assess the extent to which one receives support from others. It is an 8 items scale designed to assess to what extent one receives support from his or her Family/Relations. The instrument is rated in a five-point Likert type scale of great extent (5), large extent (4), moderate extent (3), slight extent (2), and not at all (1). Examples of items in the scales are: To what extent do you think your family will help you in time of crisis; To what extent does the family console you when you have a problem. Asogwa (2010) adapted the instrument using Nigerian sample and reported a Cronbach's alpha .91.

**Achievement Motivation Scale** was developed by Hermans' (1970) but was adapted for Nigerian use by Eyo (1986). The instrument consists of twenty nine items which is made up of components such as Aspiration Level (AL), Upward Mobility (UM), Persistence (P), Task Tension (TT ), Time Perception (TP), Time Perspective (TS), Partner Choice (PC), Recognition Behaviour (RB), and Achievement Behaviour (AB) that are separately scored with a three point response pattern (1, 2, 3). Items 1, 4, 9, 14, 15, 16, 20, 27, 28 are reversely scored while items 2, 3, 5, 6, 7, 8, 10, 11, 12, 13,17, 18, 19, 21, 22, 23, 24, 25, 26, 29 are directly scored. A norm of 71.2 was established to serve as a basis for interpreting the scores of the participants in the Nigerian context. Those who scored above 71.2 are considered to be high in achievement motivation and below 71.2 as low achievement motivation. Eyo (1980) adapted the instrument in Nigeria and reported a split-half reliability coefficient of .93 for males and .40 for females and a concurrent validity coefficient of .26 for males and .13 for females.

Social Competence-Teen Survey (SCTS) (Child Trends for Temptation Foundation, (2010) consists of 9 items designed to assess adolescents' social competence on the aspect of social skills, abilities, habits and knowledge. Respondents are required to rate how well they agree with each item statement on a four-point Likert type scale of (0) = Not at all like me, (1) = A little like me, (2) = Somewhat like me, (3) = A lot like me, (4) = Exactly like me. The maximum score for this scale equals 36. The scale has been tested with a nationally representative sample of teenagers aged 12-17. It has been found to have excellent reliability ( $\alpha=.79$ ). A pilot study was conducted by the present researchers in order to determine the reliability of the instrument for use in the present study using Nigerian sample consisted of one hundred and fifty (150) participants. The result of the pilot study yielded a Cronbach's alpha of .73 indicating that the instrument is reliable and suitable for use in the present study.



## Procedure

The researchers solicited for the consent and assistance of the classroom teachers whom thereafter assisted in distributing the questionnaires to their students to elicit their response on family support questionnaire, achievement motivation questionnaire and social competent- teen survey. The participants were drawn from SSI (50) and SSII (50) classes in each of the selected schools with (5) as an average classes in each stream and (35) students in each classes. Balloting was used as a sampling technique to select the classes that were used for the study. Using the class register, a systemic random sampling was used to draw the participants for the study. Afterwards, questionnaires were issued to them to complete. After the completion of the questionnaires, it was collected and analysed subsequently. **Design/Statistics**

The design for the study was a cross sectional design. Multiple regression was the statistics used to analyse the data using enter method.

## Results

Table 1: Descriptive statistics and Correlation matrix for family support, achievement motivation and gender on adolescents' social competence

Variable	1	2	3	4
1. Family Support	1			
2. Achievement Motivation	-.234**	1		
3. Gender	.079	.234**	1	
4. Social Competence	.233**	-.367**	.167**	1

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

Table 1 indicated that family support significantly but negatively correlated to achievement motivation ( $r=-.23, p < .01$ ), and likewise positively correlated to social competence ( $r=.23, p < .01$ ). The findings showed that family support has no significant relationship with gender. It indicates that as the levels of family support increases, the levels of achievement motivation decreases and the reverse is the case. When the level of family support decreases, achievement motivation levels increases. More so, increase in family support increases the level of social competence and decrease in family support results to decrease in adolescence social competence. The result also showed that achievement motivation negatively but significantly correlates to gender ( $r=-.23, p < .01$ ) and social competence ( $r=-.36, p < .01$ ). It shows that achievement motivation while it increases in males, it decreases in females and when it decreases in males, it increases in females. Gender was indicated to be positively correlated to social competence ( $r=.16, p < .01$ ).



Table 2. Regression Table showing model summary, Beta ( $\beta$ ) coefficient and significant levels of family support, achievement motivation and gender as predictors of adolescents' social competence among secondary school students.

Model	B	Std. Error	Beta ( $\beta$ )	t	Model Summary		
					R	R <sup>2</sup>	AR <sup>2</sup>
Family Support	.179	.055	.153	3.243**			
Achievement Motivation	-.280	.044	-.312	-6.429**			
Gender	1.091	.630	.082	1.731	.404	.164	.157

a. Dependent Variable: Social Competence. **Note \*\* = P < .001.**

Table 2 shows that family support significantly predicted adolescents' social competence among secondary school students ( $\beta = .15$ ,  $p < .001$ ). It shows that increase in the degree of family support is associated with increases in adolescent's social competence. Similarly, the result of the findings also portrayed achievement motivation as a significant predictor of adolescent's social competence ( $\beta = -.31$ ,  $p < .001$ ). It indicates that achievement motivation significantly but negatively correlated with adolescent's social competence. The result on the other hand did not present gender to be significant predictor of adolescent's social competence. Using enter method the result of the analysis yield an R value of .40, R<sup>2</sup> square of .16 and Adjusted R<sup>2</sup> square of .15 for the variables. Having an adjusted R<sup>2</sup> square of .15, It shows that family support and achievement motivation and gender accounted for 15% variance in social competence among Nigerian secondary schools adolescents'.

### Discussion

The study investigated family support, achievement motivation and gender as predictors of adolescents' social competence among Nigerian secondary school students. The result of the findings refuted the hypotheses that family support and achievement motivation will not significantly predict adolescents' social competence. In the same vein, the result did uphold the hypothesis that gender will not significantly predict adolescents' social competence. It shows that family support and achievement motivation significantly predicted adolescents' social competence whereas gender was not a significant predictor of adolescence social competence. Based on the result finding it implies that family support and achievement motivation had a negligible influence on adolescents' social competence.

It shows that increase in family support is associated with increases in adolescent's social competence. Meanwhile, it could be that high-quality parent adolescent's relationship is significantly related to a high degree of parental influences and is most likely to result in adolescent social competency (Larson,





1972). This concurs with social learning theory (Bandura, 1977) which maintained that social competence is a learned behaviour and adolescent's social competence may be influenced by the reinforcement from the family members or by imitation and modeling. As pointed out by Larson (1972) it was observed that family support is important in promoting social competence during adolescence as it provides a buffer against negative stress outcomes by facilitating solutions to adolescents' social problems. The findings thus, complements with the previous study which shows that there are possible link between family support and adolescents' social competence (Deborah & Gustavo, 2004). The result is also consistent with the findings of Coley and Hoffman (2002) that observed family support to be a significant predictor of adolescents' social competence.

The result of the study also indicated a significant but negative correlation between achievement motivation and adolescents' social competence. It indicates that increase in achievement motivation influences adolescents' social competence but seems to be in a negative direction. However this could be that adolescents in this case do set high (stretching) personal but unobtainable goals. It could also be that adolescents may feel that facing challenges or accomplishing a set of task has little or no value or feel doing it is not worth the effort or time (Monte & Lifrieri, 1973). In line with achievement motivation theory McClelland (1958), adolescents who are motivated by the "n-Ach", the "n-Pow" and the "n-Affil" are predisposed having the ability and chances of development of social competence. The result of the findings is thus, consistent with the studies carried out by Tanaka, Murakami, Okuno and Yamauchi (2002) on achievement motivation and social competence.

The findings also showed that in Nigerian secondary schools adolescents' social competence do not differ irrespective of ones gender. Moreover, the likely reason could be that social competence could be as a result of the kind of family orientation, family support, environmental influence (peer/social interaction), or personality attributes of the adolescents rather than being neither a male nor a female.

In effect, the likely implications associated with the present finding is that adolescents' who receives high degree of family support are more likely to develop social, economic and behavioural skills, as well as motivational and expectancy sets needed for successful adaptation (Gresham, 1995). Through the interactive world of family support, adolescents' social competence is being shaped because it allows adolescents to socialize, share different behaviours and learn from each other. Adolescents who are provided with adequate family support are likely better of to adapt, adjust and more effectively deal with social issues and

challenges that they could face as human beings. The reverse is the case as adolescents who do not receive adequate family support may not properly develop social competence that could enabled them to easily adapt, adjust and deal more effectively with social issues and challenges that they could or faces in life.

More so, Harackiewicz, Barron, Carter, Lehto and Elliot (1997) emphasized that achievement motivation affects the way a person performs task and represent a desire to show competence. Thus lack of achievement motivation could result to lack of analytical and creative skills, communications and social skills necessary to get along well with others and functions constructively in groups. This could also result to the adolescents developing low self esteem, poor self concept, withdrawal attitudes and as well becoming passive when it comes to dealing with issues and realities.

### **Conclusion**

In conclusion, the research finding demands that much attention should be placed on adolescents' social competence as it was observed to be central to everything adolescents' do. It was also indicated to be very crucial for adolescents' existence and a key determinant of their state of physical, mental, social and psychological wellbeing. In addition , adolescents irrespective of ones gender should be provided with adequate family support, encouraged to learn how to set high but obtainable goals as it helps to enhance their cognitive abilities, communication and social skills necessary to function constructively as human beings.

### **References**

- Aniko, Z., & Laszlo, K. (2014). Functioning of social skills from middle childhood to early adolescence in Hungary. *International Journal of Emotional Education*, 6(2), 54-68.
- Argyle, M. (1983). *The Psychology of Interpersonal Behaviour*. Penguin; Harmondsworth.
- Asogwa , G. (2010). *The role of social support and gender on depression among retirees*. An unpublished B.Sc. project, University of Nigeria, Nsukka.
- Bandura, A. (1976). Social learning perspective on behaviour change. In Burton, A. (Ed.), *What makes behaviour change possible?*. New York: Brunner/Mazel.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ, Prentice-Hall.



- Bar-Tal, D., Frieze, I., & Greenberg, M. (1974). *Attributional analysis of achievement motivation, some applications to education*. Chicago, IL: American Educational Research Association.
- Brown, W. H., Odom, S. L. & McConnel, S. R. (2008). *Social competence of young children*. Baltimore: Brookes Publishing Co.
- Child Trends for Templantation Foundation (2010). Measure developed by child trends for the flourishing children project, funded by the Templeton foundation. Retrieved 2<sup>nd</sup> November 2013 form [www.childtrends.org](http://www.childtrends.org).
- Coley, R. L., & Hoffman, L. W. (1996). Relations of parental supervision and monitoring to children's functioning in various contexts: Moderating effects of families and neighborhoods. *Journal of Applied Developmental Psychology, 17*, 51–68.
- Deborah, L., Gustavo, C., Julia, T., Lenna, O. (2004). children's perceptions of family relationships as assessed in a doll story completion task: Links to parenting, social competence, and externalizing behaviour. *Social Development, 13(4)*, 551–569.
- Dowling, M. (2001). *Young children's personal, social and emotional development*. London: SAGE Publication Inc.
- Eccles, J. S., Wong, C. A., & Peck, S. C. (2006). Ethnicity as a social context for the development of African American adolescents. *Journal of School Psychology, 44*, 407-426.
- Eyo, (1986). Nigerian adaptation of Herman's (1970) questionnaire measure of achievement motivation. *Nigerian Journal of Psychology, 5 (1)*, 62-71.
- Forgas, J. P. (2004). *The psychology of social interaction*. Budapest: Gondolat Kiado.
- Greene, M. L., Hariton, J. R., Robins, A. L. & Flye, B. L. (2011). *Children's social competence. Theory and intervention*. New York: Nova Science Publishers, Inc.
- Gresham, F. M. (1995). Best practices in social skills training. In Thomas. A., & Grimes, J. (Eds.). *Best practices in school psychology-III*. Washington, DC: National Association of School Psychologists.
- Harackiwicz, J. M., Barron, K. E., Carter, S. M., Lehto, A. T., & Ellioth, A. J. (1997). Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade. *Journal of Personality and Social Psychology, 73*, 1284-1295
- LaFreniere, P. J., & Dumas, J. E. (1992). A transactional analysis of early childhood anxiety and social withdrawal. *Development and Psychopathology, 4(4)*, 385-402.
- Larson, I. E. (1972). The influence of parents and peer during adolescents. *Journal of Marriage and the Family, 34*, 64-67.

- McClelland, D. (1968). *Achievement motivation training for potential high school dropouts*. Cambridge, MA: Harvard University, Graduate School of Education.
- McClelland, D. C. (1958). Methods of measuring human motivation, in John W. Atkinson, (Ed.). *Motives in fantasy, action and society*. Princeton, N.J.: Van Nostrand.
- Monte, C.F., & Lifrieri, F. R. (1973). The junior college self-actualizing, drive-reducing all-purpose motivational fulfillment machine: every ego has its price. *Contemporary Education*, 1, 42-47.
- Myles, B. S., & Southwick, J. (2005). *Asperger syndrome and difficult moment. Practical solution for treatment, rage and meltdown*. Shownee: Asperger publishing. National Association of School Psychologists.
- Onyishi, E. I., Sorokowski, P., Sorokowska, A., & Pipitone, R. N. (2012). Children and marital satisfaction in a non-Western sample: Having more children increases marital satisfaction among the Igbo people of Nigeria. *Evolution of Human Behaviour*, 33, 771-774.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Ryan, R. M., Kuhl, J., & Deci, E. L. (1997). Nature and autonomy: An organizational view on the social and neurobiological aspects of self-regulation in behaviour and development. *Development and Psychopathology*, 9, 701-728.
- Sarason, B. R. (1981). *The dimensions of social competence: Contributions from a variety of research areas*. In J. D. Wine & M. D. Smye (Eds.), *Social competence*. New York: Guilford Press.
- Schneider, B. H. (1993). *Childrens' social competence in context*. Oxford: Pergament Press.
- Semrud-Clikeman, M. (2007). *Social competence in children*. New York: Springer.
- Spence, J. T., & Helmreich, R. L. (1983). Achievement-related motives and behaviours. In Spence, J. T. (Ed.). *Achievement and achievement motives: Psychological and sociological approaches*. San Francisco: W. H. Freeman and Co.
- Tanaka, A., Murakami, Y., Okuno, T., & Yamauchi, H. (2002). Achievement goals, attitudes towards help-seeking and help-seeking behaviour in the classroom. *Learning and Individual Differences*, 13, 23-35.
- Tracy, E. M., & Whittaker, J. K. (1990). The social network map: Assessing social support in clinical practice. *Families in Society*, 461-470.
- Walker, S. (2005). Gender differences in the relationship between young children's peer-related social competence and individual differences in theory of mind. *Journal of Genet Psychology*, 166(3), 297-312.



- Weiner, B. (2005). Motivation from an attributional perspective and the social psychology of perceived competence In Elliot, A. J. & Dweck, C. S. (Eds.). *Handbook of competence and motivation*. New York: Guilford.
- Wenger, E. C., McDermott, R., & Snyder, W. C. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Cambridge, USA: Harvard Business School Press.
- Zsolnai, A., & Kasik, L. (2011). *Development of coping strategies and social problem solving at the age of 8 and 12*. In Bente Wold (eds.). *Proceeding of the XV European Conference on Developmental Psychology*. Bergen, Norway,

### **AUTHORS BIOGRAPHIES**

**Victor, O. Odo** is a social psychologist with B.Sc. and M.Sc. in Social Psychology respectively. Currently he is a Ph.D student majoring in Social Psychology. He is an Assistant Lecturer in the University of Nigeria Nsukka. He is interested in family conflict, religiosity, and social wellbeing. E-mail: [okechukwuvictor@yahoo.com](mailto:okechukwuvictor@yahoo.com)

**Ifeanyi, J. Ezema**, is a Graduate Assistant in Nasarawa State University. He had his B.Sc. Psychology from the University of Nigeria Nsukka. E-mail: [Ezemajude64@gmail.com](mailto:Ezemajude64@gmail.com)

**Eke Okechukwu Hope:** Clinical Psychologist, Clinical Psychology Unit , Medical Centre University Of Nigeria, Nsukka. He has been involved with studies related to maternal and child health. Before joining University Medical Centre, Okechukwu has work at Psychiatry Department of Ahmadu Bello University Teaching Hospital Zaria in 2009. In 2015, he started working in Clinical Psychology Unit of University of Nigeria Nsukka, Medical Centre. Tel. +23407036675889  
E mail: [ekeokechukwu.hope@gmail.com](mailto:ekeokechukwu.hope@gmail.com)

**Onyenyirionwu Gloria Uchechi:** is Student of Social Work Department University of Nigeria, Nsukka. She has been involved with studies related to maternal and community health. .