

Full Length Research Paper

Development and validation of academic-success barrier battery

Animasahun, R.A.

Department of Guidance and Counselling, University of Ibadan, Ibadan. E-Mail: animarotimi@yahoo.com

Accepted 29 October, 2010

The paper discussed the scientific processes for the development and validation of the Academic-Success Barrier Battery (ASB²) for measuring and remediating students' self created obstacles to their academic-success. The sample for the study was 1,200 randomly selected secondary school-going adolescents in Nigeria, comprising males and females. Their ages ranged between 12 and 21years, with a mean of 16.5years. The internal consistency for the 14 subscales ranged between .6600 and .8770, while the Cronbach alpha (α) was between .7709 and .9317 for the subscales; and the coefficient of the full scale was .7975. The significant inter-factor correlation coefficient obtained attested to the construct validity of the scales. The relevance of the inventory to psychologists, school counselors, all kinds of researchers and other stakeholders were discussed.

Key words: Academic-Success, battery, reliability, validity, internal consistency.

INTRODUCTION

Academic –success remains the ultimate desire of every student. It is the real learning outcome that determines students' fate (Animasahun, 2006; Oyebolu, 2008; Taiwo, 2008). But there are some hidden barriers that may prevent students from realizing their laudable objectives (Bakare, 1994; Animasahun, 2007; Taiwo, 2008). While Bakare (1994) identified four causative factors of poor academic performance, namely; individual, family, school and society; Aremu (2001) added the fifth causative factor which is government. In like manner, other researchers have still identified some other factors that affect academic performance, such as: school type, gender, parenting and personality type (Baumrind, 1991; Aremu, 1999; Vesper et al., 2000; Akinboye, 2000; Salami, 2004; Awoniyi, 2005; Oyebolu, 2008).

However, most of the factors identified are external to the child, although very important. Nevertheless, personal factors, otherwise called individual factors (Bakare, 1994), emotional problems (Rousseau, 1996), socio-personal (Abdullahi, 1996), intra-personal (Lisella and Seewalker, 1996) have been found to affect students' academic performance more than any other factors (Animasahun, 2007). Therefore, in the study conducted by Animasahun, (2007), such personal problems that hinder academic-success are called academic success barriers. These include: Truancy, poor study habit, career crisis, examination malpractices, drug abuse, cultism, conduct disorder, indecent dressing, sexual promiscuity,

pornography, violence, negative peer influence, negative self component and poor time management. They are the real sources of academic failure as identified by Animasahun (2007). In fact, they succeed in distracting the child from concentrating on real academics, and really, distraction is the greatest enemy of distinction (Emmanuel, 2008). This is why Animasahun (2007) coined them academic-success barriers.

Statement of the Problem

There is a clear deterioration and remarkable decline in the way and manner secondary school-going adolescents in Nigeria handle their academic pursuit which often lead to poor academic performance and consequent failure (Imogie, 2002, Adeyemo, 2006; Abua, 2008). For instance, the WAEC and NECO results in the last five years have recorded mass failure which has recently attracted the attention of the Federal Government as well as concerns by each state of the federation. Consequently, causes of these failures have been traced to teachers, parents, schools, government, society as well as the individual child (Bakare, 1994; Aremu, 2001). While over the years, attention has been focused more on teachers' factors, parental, school and government, (Akinboye, 2000; Salami, 2004; Awoniyi, 2005; Oyebolu,

2008) nothing much has been said about the students themselves, who probably, are more responsible for the problem more than any other agents. This is because; they are surrounded by a lot of distractions which are the real academic-success barrier, which eventually dig their grave on gradual basis. Level of such distractions in the life of the individual students, need to be measured and properly addressed before they jointly serve as stumbling block for the individual student.

Rationale for the Instrument

Academic success is seriously an important issue to students, parents, schools, government and anyone genuinely concerned with the future of the young ones. Students' performances have always been the fundamental criterion by which all teaching-learning activities are measured. Therefore, all efforts must be made to achieve the desired success. However, some stumbling blocks have been discovered which rare their ugly heads as certain conscious or unconscious behaviours on the part of the students, and finally become a monster called barrier to the academic-success of the students. This therefore shows that students don't fail in a day but on gradual basis; nevertheless, it is only the final failure that is more alarming, devastating and well pronounced.

One of the major reasons why professionally trained counselling psychologists (Guidance – Counsellors) are put in school is to monitor closely the academic progress of the students. They must therefore be equipped with adequate instruments with which they can monitor these students on continuous basis. Therefore, the Academic-Success Barrier Battery (ASB²) is carefully developed as a research, counselling and clinical tool of assessment, which has the ability to detect early enough the presence and magnitude or otherwise of those barriers, so that necessary corrective, remediative and reformatory counselling strategies could be put in place to liberate the affected students. Therefore, the development and validation of this kind of instrument would facilitate the research efforts of educational and counselling psychologists, test and measurement experts, academic clinicians, concerned parents and guardians, and other professionals in educational practice.

However, in spite of the effects of the identified barriers on the students, there is scarcity of measuring instruments that would precisely point out the gravity of such barriers in the life of a school-going child. If available at all, they are in segments; so, there is none that embraces all the identified barriers in a single inventory. Hence, the development and validation of Academic – Success Barrier Battery (ASB²).

The idea of the instrument emanated from three year teaching and research in psychological foundations of education at the undergraduate level as well as practicum

in counselling psychology at the post graduate levels at the University of Ibadan, which actually dug deep into main reasons for poor academic performance as well as academic failure. Several factors were gathered, at least more than 25, but after thorough factor analytic method, the 14 factors identified in the battery, were found to be the strongest and most relevant.

Construct Conceptualisation

Academic-success, according to Cook (1999) refers to the amalgamation of factors that determine learning outcome of which academic ability ranked the highest. While Aremu (2001) refer to it as the end-product of any academic investment which otherwise called learning outcome, Rentner and Kober (2001) conceptualize academic success as the difference between working at a job merely “because it pays the rent” and working at a job that one enjoys. Edwards (1976) opined that while academic performance is a means to an end, academic success is an end in itself. It is therefore, the cumulative effect of various good academic performances attained over a period of time, and which can be predicted from the current behaviour and performances of students.

Nidds and MCGerald (1996) predicted that students who are to succeed in 21st Century America must be “able to analyse, synthesize and evaluate information; able to effectively communicate with others, proficient in school subjects; capable of collaboratively working in culturally diverse settings; leaders who see projects through to completion; responsible decision makers who are self motivated as active political participants; and ethical individuals who are committed to their families, communities, and colleagues. Honestly, students who currently exhibit the discovered academic-success barriers in high magnitude may not achieve the aforementioned predictions.

Researches has also shown that people who are academically successful, among others are more stable in their employment; less dependent on public assistance; less likely to engage in criminal activity; more active as citizens and charitable volunteers; and are more healthy. (National Alliance of Business, Inc, 1998; National Centre for Education Statistics, 2001).

Furthermore, academically successful adolescents delay participation in Sexual activity (Schvaneveldt et al., 2001), have higher self-esteem (Filozof et al., 1998), have lower levels of depression and anxiety (Cicchetti and Toth, 1998; Liem et al., 2001) are less likely to abuse alcohol and to exhibit socially deviant behaviour (Kasen et al., 1998), and are less likely to engage in substance abuse (Haliffors et-al., 2002; Schulenberg et al., 1994).

National Pest Management Association Inc. International (2010) developed five skills for academic success, which are: organization, time management,

prioritization, concentration and motivation. LoBosco and LoBosco (2010) propounded the Six Secrets to Extraordinary Academic-success which include: Aligning with the correct knowledge, perspective and action plan; the law of attraction-focus on what you want, not what you don't want; Learn and implement the important tool of goal setting; celebrate success; identify your own learning preferences and advocate for yourself; and know you are capable of success. Finally, Block (2010) formulated a 12 step programme for Academic Success, they are : preparing a study schedule; pre-reading for coming assignments; preparing tables and other study aids; dividing your study time among subjects and working effectively; reinforcing information by studying in groups and making group assignments; preparing group skills to enhance learning; using a group to create more test like questions; using a clock to test yourself after an examination; real life involvement and challenges for study; reading technical journals; and conceptualizing the big picture.

All the above attest to the importance of academic-success worldwide which may however, be hindered by certain barriers called academic-success barriers. Measurement of these to ascertain their presence and magnitude in the life of school-going adolescents is considered a worthwhile exercise. The discovery or otherwise will enable stakeholders to take appropriate decision to address the barriers so as to nip them in the bud.

Operational Definitions of the Factors

Operationally defined, the factors include:

1. **Truancy Behaviour** – A practical demonstration of lack of interest in school activities, which therefore results in absence from class works or school programmes.
2. **Poor Study Habit** – Inability to distinguish between reading and studying as well as exhibiting negative disposition towards intensive study.
3. **Career crisis** – Confusion as well as inability to set a goal as far as a chosen career is concerned, which predisposes a child to distraction and lack of focus.
4. **Examination Malpractices** – Relying solely on external assistance to succeed in examinations.
5. **Drug Abuse** – Use of drugs for fun as well as relying on drugs for proper functioning in life, which is another area of distraction and interference with proper academic work.
6. **Cultism Behaviour** – Belonging to a nefarious group whose activities are carried out in secret, living on signs, and often engage in violent behaviours which may result in killing.

7. **Conduct Disorders** – Exhibition of negative, maladaptive, antisocial, delinquent and psychopathological behaviours.

8. **Indecent Dressing** – Putting on dresses that expose sensitive parts of the body in order to attract attention, which often cause distractions and disturbance by the opposite sex.

9. **Sexual Promiscuity** – Engaging in premarital sexual activities, which is really a source of distraction to the young adolescent.

10. **Pornographic Behaviour** – Excessive desire for admiration of human nakedness, blue films and sexually inclined novels, music and films, which are major sources of distraction.

11. **Violent – Behaviours** – These are behaviours that involve spontaneous negative reactions to issues which often lead to fighting and destruction of lives and properties.

12. **Negative Peer Influence** – This involves negative behaviours learnt from age-mates, which a child exhibits and which may cause future problems or hinder the success of such a child.

13. **Negative Self Component** – This involves poor self concept, negative self esteem, low self-efficacy and total negative self image.

14. **Poor Time Management** – Inability to execute important assignments immediately, wasting time on irrelevant issues of life as well as procrastinative behaviours.

MATERIALS AND METHODS

Item Development

The Academic-Success Barrier Battery was developed based on personal or individual factors affecting academic performance identified in the literature (Bakare, 1994; Rousseau, 1996; Lisella and Seer Walker, 1996; Animasahun, 2006). Although several factors were gathered, only fourteen were found to be very strong and most relevant. *Some of the other factors not listed in the instrument because of their insignificant contributions to academic-success barriers include: emotional intelligence, creativity, locus of control, excessive social engagements, excessive browsing on the net, extra-cool calls, wandering, stress, temperamental disposition etc.*

Relevance of the Factors to Academic-Success Barrier

Truancy: A student who fails to attend classes regularly has missed the first stage of learning which is acquisition stage; definitely, he has little or nothing to retain at the retention stage; and may not function properly at the recall stage (Animasahun, 2005, 2008)

Poor Study habit: If a teacher teaches, a trader trades and a farmer farms, the major duty of a student is to study. Anyone who does not do it properly may not achieve academic success. (Bakare, 1977, 1994; Cook, 1999).

Career Crisis: Inability to be focused as a result of career indecision may cause emotional problems for the student, and possibly because he has no interest, ability or personality endowment suitable for the chosen line, may be a pointer to lack of seriousness or dedication and consequent failure (Bakare, 1977; 1994)

Examination Malpractices: A student who anticipates cheating in examinations or believes that he would receive certain assistance may not prepare adequately for examinations. When disappointment suddenly strikes, he is disorganized and may fail to achieve academic-success (Kasen et al., 1998)

Drug Abuse: Drug use, misuse or abuse intoxicates the brain, and may prevent the brain from assimilating very well. This would eventually pave way for academic-failure (Kasen et al., 1998; Haliffors et al., 2002; Schulenberg et al., 1994) .

Cultism Behaviour: Distractions experienced from this kind of secret societies may jeopardize the required concentration on academic work which may eventually prevent the expected academic-success. Edwards, (1976) opined that while academic performance is a means to an end, academic success is an end in itself. Kasen et al., 1998)

Conduct Disorders: A student who chooses to be rude, displays hooliganism and criminal behaviours is already distracted and definitely distraction may hinder academic distinctions (Edwards, 1976; Cicchette and Toth, 1998; Liem et al., 2001).

Indecent Dressing: Dressing half-nakedly, displaying some sensitive parts of the body or causing extraordinary attractions may eventually create a problematic atmosphere for the student because interested members of the opposite sex may begin to disturb her/him for love making overtures, which is a great distraction from real academics. This may jeopardize the desire academic-success (Schvaneveldt et al., 2001; Kasen et al., 1998)

Sexual Promiscuity: A student who engages in this may not concentrate on his/her academic work and this may eventually lead to poor performance or total academic failure (Schvaneveldt, Miller and Berry, 2001)

Pornographic Behaviour: This kind of behaviour may cause emotional problems, thinking too much about fun and may not concentrate on academic work, which can also cause academic-failure (LoBosco and LoBosco, 2010; National Alliance of Business Inc. 1998)

Violent Behaviours: A student who engage in this kind of behaviour often find themselves in trouble, are constantly punished or suspended from school. This may prevent the desired academic-success (Nidds and McGerald, 1996).

Negative Peer Influence: The role of peers in the life of adolescent cannot be overestimated. If it is positive, it may make the child, but if it is negative, it may mar the life of such a student. Negative peer influence may therefore be a stumbling block to a desired academic-success (National Centre for Education Statistics, 2001).

Negative Self Component: A student who sees nothing good in himself, does not appreciate his endowments, and never think he can make it in life, may not be able to perform well in academics (Filozof, Albertin and Jones, 1998).

Poor Time Management: Wasting too much time on irrelevances is like wasting ones life. Hence, students who devote more time doing something else than academics may not be academically successful (LoBosco and LoBosco, 2010).

Therefore, items, between 20 and 35 were generated on each of the fourteen scales. A total of 385 items were gathered. These were administered on 5000 Nigerian school-going adolescents randomly selected from secondary schools on a multistage stratified basis across all states of the Federation. The reliability coefficient, using Guttman split-half reliability was found to be 0.687.

Though, that was a good result, but based on the advise of test experts, the author subjected the items to a serious discrimination index through a careful inter-item analysis. The respondents were divided into 2 halves based on their responses to each of the variables. With this, the researcher was able to identify 59 discriminating items ($D=59$). The remaining 326 items were further scrutinized, re-phrased, reconstructed or deleted which finally gave rise to 316 items. These items were tested on 1,500 randomly selected Nigerian School-going adolescents at both Junior and Senior Secondary Schools across all states of the Federation.

The *multistage* stratified cluster sampling procedure was utilized to select the sample. *This was done by selecting 2 Senatorial districts from each state, 2 Local Governments from each of the Senatorial districts, 2 Secondary schools from each of the 4 Local Governments and 6 students from each of the 8 secondary schools*, which comprised equal number of males and females. Their ages ranged between 12 and 21 years with a mean of 16.5. Only 1,200 questionnaires were duly completed and returned, which amounted to 80% of the desired sample. The detail is in Table 1.

This was taken to be a good representation. The analysis using Guttman split-half reliability yielded a coefficient of .797. This was accepted to be a good result, and constituted the final form of the inventory.

The Inventory

The academic –success barrier battery (ASB²) is an affective instrument that contains fourteen (14) subscales. A brief explanation of the scales is contained in table 2.

The items in each scale are graded on 5-point Likert format, which ranged from 1 (Strongly Disagree) to 5 (Strongly Agree).

RESULTS

The analysis for the validation of the instrument was executed through the computer using SPSS package. The Cronbach alpha (α), Spearman Brown and Guttman split half statistical tools were employed for measuring the coefficient values of the items, while the internal consistency reliability were also determined. These are presented in Tables 3-16.

DISCUSSION

Based on the results displayed, it is clearly evident that the Academic –Success Barrier Battery (ASB²) is a multidimensional measure of various self-made barriers to an individual's academic success, which is both reliable and valid. All the items in each test loaded saliently (*meaning that they have positive significant contributions*) and correlate significantly with the domain in each section as demonstrated by the results of Cronbach alpha values. All the items had significant inter-item correlation coefficient (see tables 3-16). This is a demonstration of high internal consistency among the items and the subscales. Also, the coefficient analyses using Guttman split half demonstrated that Tests 1-14 were reliable. The

Table 1. State Allocation of Participants

S/N	State	M	F	Total	No Submitted
1.	Abia	24	24	48	35
2.	Adamawa	24	24	48	25
3.	Akwa Ibom	24	24	48	32
4.	Anambra	24	24	48	35
5.	Bauchi	24	24	48	36
6.	Bayelsa	24	24	48	23
7.	Benue	25	25	50	36
8.	Borno	24	24	48	32
9.	Cross River	24	24	48	30
10.	Delta	25	25	50	38
11.	Ebonyi	24	24	48	34
12.	Edo	24	24	48	36
13.	Ekiti	24	24	48	37
14.	Enugu	24	24	48	35
15.	Gombe	24	24	48	34
16.	Imo	24	24	48	38
17.	Jigawa	24	24	48	36
18.	Kaduna	25	25	50	36
19.	Kano	24	24	48	25
20.	Katsina	24	24	48	25
21.	Kebbi	24	24	48	22
22.	Kogi	24	24	48	26
23.	Kwara	24	24	48	30
24.	Lagos	24	24	48	38
25.	Nasarawa	24	24	48	25
26.	Niger	24	24	48	29
27.	Ogun	24	24	48	39
28.	Ondo	24	24	48	38
29.	Osun	24	24	48	39
30.	Oyo	25	25	50	42
31.	Plateau	24	24	48	36
32.	Rivers	25	25	50	34
33.	Sokoto	24	24	48	32
34.	Taraba	24	24	48	24
35.	Yobe	24	24	48	24
36.	Zamfara	24	24	48	22
FCT	Abuja	25	25	50	42
	Total	750	750	1,500	1,200

coefficient alpha values are: $r=.7168$; $r=.8246$; $r=.8314$; $r=.8109$; $r=.8770$; $r=.6660$; $r=.7089$; $r=.8226$; $r=.8312$; $r=.7925$; $r=.8606$; $r=.8370$; $r=.8695$; $r=.7086$ respectively. This result is a strong indicator of the reliability of the inventory. Furthermore, the Cronbach alpha values for Tests 1-14 clearly proved the extent of the scientific and skillful developmental processes which the inventory was subjected, which culminated in a high reliability of the inventory. The Cronbach alpha values are: $\alpha = .8509$; $\alpha = .9071$; $\alpha = .8954$; $\alpha = .9043$; $\alpha = .9317$; $\alpha = .8665$; $\alpha =$

$.8281$; $\alpha = .8909$; $\alpha = .9162$; $\alpha = .8865$; $\alpha = .9240$; $\alpha = .9027$; $\alpha = .7688$; $\alpha = .7709$, respectively.

The results obtained further strengthen the earlier findings of Baumrind (1991), Bakare (1994); Aremu (1999, 2001); Akinboye (2000), Salami (2004), Oyebolu (2008) and Taiwo (2008). However, while these authors mainly focus on factors external to the students, the current findings mainly focus on factors internal to the students. The findings also uphold those of Rousseau (1996); Abdullahi (1996) as well as Lisella and

Table 2. Description of the Scales

Test	Title	No of Items	Example of Items
1.	Truancy Behaviour	30	I can make it in life without going to school. Classroom activities are always boring.
2.	Poor Study Habit	32	I don't have a permanent private study time-table. I wait till test or exam comes before any critical study.
3.	Career crisis	20	I am not sure of what to do in life My parents are forcing me to embark on a certain career
4.	Examination Malpractices	20	Those who make good grades in exam always cheat. If politicians steal our money and nothing happens, lets allow students to cheat in exam.
5.	Drug Abuse	30	Smoking cigarette is just a fun . I take certain drugs to make my body relax
6.	Cultism Behaviour	25	I am a member of a society not known to my parents. Campus cults are mere social organizations.
7.	Conduct Disorder	20	I may be rude at times. I often fight with my mates
8.	Indecent Dressing	25	Nude dressing is a mere socialization I have passionate love for the opposite sex.
9.	Sexual promiscuity	30	I love to romance with my loved ones. I love to see pictures displaying human nakedness.
10.	Pornographic Behaviour	15	I often watch blue films I hate cheating and can fight it with the last drop of my blood.
11.	Violent Behaviour	25	I may carry ammunicions to fight for my right. My friends often take me out for enjoyment.
12.	Negative Peer Influence	15	Friends teach me how to secure my freedom from my parents
13.	Negative Self Component	15	I am always afraid that I may fail. I am not bold enough to face life challenges.
14.	Poor Time Management	14	I have never planned my activities before carrying them out. I spend a lot of time strolling around.

Table 3. Internal Consistency Values of Truancy Behaviour Scale

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1)	.4166	P<0.05
2)	.3367	P<0.05
3)	.3884	P<0.05
4)	.3676	P<0.05
5)	.2609	P<0.05
6)	.4054	P<0.05
7)	.3364	P<0.05
8)	.3545	P<0.05
9)	.3383	P<0.05
10)	.4285	P<0.05
11)	.3740	P<0.05
12)	.3392	P<0.05
13)	.4395	P<0.05
14)	.3535	P<0.05
15)	.3422	P<0.05
16)	.3808	P<0.05
17)	.4036	P<0.05
18)	.4288	P<0.05
19)	.3269	P<0.05
20)	.3450	P<0.05
21)	.4840	P<0.05
22)	.2976	P<0.05
23)	.3444	P<0.05
24)	.3365	P<0.05
25)	.4625	P<0.05
26)	.4953	P<0.05
27)	.4713	P<0.05
28)	.2741	P<0.05
29)	.2933	P<0.05
30)	.2628	P<0.05

Equal Length Spearman Brown = .7168

Unequal Length Spearman Brown = .7168

Guttman Split – half = .7168

Crombach alpha = .8509

Inter-item correlation ranged from .2628 - .4953

Table 4. Internal Consistency Values of Poor Study Habit

Items	Inter Item	Correlation Coefficient	R.I. (T-I)
1.	.4148		P<0.05
2.	.3736		P<0.05
3.	.4709		P<0.05
4.	.4443		P<0.05
5.	.4917		P<0.05
6.	.3586		P<0.05
7.	.4597		P<0.05
8.	.4918		P<0.05
9.	.4354		P<0.05
10.	.4712		P<0.05
11.	.4651		P<0.05
12.	.4268		P<0.05
13.	.4652		P<0.05
14.	.5178		P<0.05
15.	.4940		P<0.05
16.	.4178		P<0.05
17.	.4205		P<0.05
18.	.3664		P<0.05
19.	.4974		P<0.05
20.	.4894		P<0.05
21.	.4945		P<0.05
22.	.4854		P<0.05
23.	.5415		P<0.05
24.	.5540		P<0.05
25.	.4247		P<0.05
26.	.4025		P<0.05
27.	.4497		P<0.05
28.	.4532		P<0.05
29.	.4567		P<0.05
30.	.5186		P<0.05
31.	.5180		P<0.05
32.	.4287		P<0.05
Equal Length Spearman Brown	=	.8251	
Unequal Length Spearman Brown	=	.8251	
Guttman Split – half	=	.8246	
Crombach alpha	=		.9071
Inter-item correlation ranged from		.3586 - .5540	

Table 5. Internal Consistency values of Career Crisis

Items	Inter Item	Correlation Coefficient	R.I. (T-I)
1.	.5298		P<0.05
2.	.5610		P<0.05
3.	.4896		P<0.05
4.	.5865		P<0.05
5.	.6042		P<0.05
6.	.5627		P<0.05
7.	.5347		P<0.05
8.	.4969		P<0.05
9.	.4872		P<0.05
10.	.5236		P<0.05
11.	.5156		P<0.05
12.	.4707		P<0.05
13.	.5197		P<0.05
14.	.4499		P<0.05
15.	.4936		P<0.05
16.	.5473		P<0.05
17.	.5311		P<0.05
18.	.5365		P<0.05
19.	.5025		P<0.05
20.	.4063		P<0.05
Equal Length Spearman Brown	=	.8316	
Unequal Length Spearman Brown	=	.8316	
Guttman Split – half	=	.8314	
Crombach alpha	=		.8954
Inter-item correlation ranged from		.4063- .6042	

Table 6. Internal Consistency Values of Examination Malpractices

Items	Inter Item	Correlation Coefficient	R.I. (T-I)
1.	.4766		P<0.05
2.	.4952		P<0.05
3.	.5575		P<0.05
4.	.5331		P<0.05
5.	.5397		P<0.05
6.	.5373		P<0.05
7.	.6036		P<0.05
8.	.4586		P<0.05
9.	.5803		P<0.05
10.	.5278		P<0.05
11.	.4924		P<0.05
12.	.5114		P<0.05
13.	.5309		P<0.05
14.	.5561		P<0.05
15.	.5549		P<0.05
16.	.5000		P<0.05
17.	.5602		P<0.05
18.	.5680		P<0.05
19.	.5620		P<0.05
20.	.6086		P<0.05
Equal Length Spearman Brown	=	.8117	
Unequal Length Spearman Brown	=	.8117	
Guttman Split – half	=	.8109	
Crombach alpha	=	.9043	
Inter-item correlation ranged from	.4586 - .6086		

Table 7. Internal Consistency Values of Drug Abuse

Items	Inter Item	Correlation Coefficient	R.I. (T-I)
1.	.5120		P<0.05
2.	.5686		P<0.05
3.	.4817		P<0.05
4.	.5180		P<0.05
5.	.4834		P<0.05
6.	.5303		P<0.05
7.	.4208		P<0.05
8.	.3840		P<0.05
9.	.3694		P<0.05
10.	.5080		P<0.05
11.	.5858		P<0.05
12.	.5892		P<0.05
13.	.5747		P<0.05
14.	.6034		P<0.05
15.	.5631		P<0.05
16.	.5458		P<0.05
17.	.5964		P<0.05
18.	.5926		P<0.05
19.	.6413		P<0.05
20.	.5599		P<0.05
21.	.5722		P<0.05
22.	.4985		P<0.05
23.	.5531		P<0.05
24.	.5606		P<0.05
25.	.5265		P<0.05
26.	.5677		P<0.05
27.	.5931		P<0.05
28.	.5559		P<0.05
29.	.5313		P<0.05
30.	.5091		P<0.05
Equal Length Spearman Brown	=	.8796	
Unequal Length Spearman Brown	=	.8796	
Guttman Split – half	=	.8770	
Crombach alpha	=	.9317	
Inter-item correlation ranged from	.3694 - .6413		

Table 8. Internal Consistency Values of Cultism Behaviour

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1.	.4880	P<0.05
2.	.5426	P<0.05
3.	.4811	P<0.05
4.	.5581	P<0.05
5.	.5209	P<0.05
6.	.5495	P<0.05
7.	.5172	P<0.05
8.	.5718	P<0.05
9.	.4289	P<0.05
10.	.4923	P<0.05
11.	.5480	P<0.05
12.	.4572	P<0.05
13.	.4392	P<0.05
14.	.4826	P<0.05
15.	.5326	P<0.05
16.	.4994	P<0.05
17.	.3198	P<0.05
18.	.2833	P<0.05
19.	.2640	P<0.05
20.	.2840	P<0.05
21.	.1937	P<0.05
22.	.2889	P<0.05
23.	.2567	P<0.05
24.	.2874	P<0.05
25.	.2502	P<0.05
Equal Length Spearman Brown	=	.6860
Unequal Length Spearman Brown	=	.6863
Guttman Split – half	=	.6600
Crombach alpha	=	.8665
Inter-item correlation ranged from		.1937 - .5718

Table 9. Internal Consistency Values of Conduct Disorders

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1.	.3693	P<0.05
2.	.3645	P<0.05
3.	.3265	P<0.05
4.	.4832	P<0.05
5.	.3941	P<0.05
6.	.3546	P<0.05
7.	.3291	P<0.05
8.	.4559	P<0.05
9.	.4787	P<0.05
10.	.3662	P<0.05
11.	.3933	P<0.05
12.	.5096	P<0.05
13.	.3641	P<0.05
14.	.3862	P<0.05
15.	.3809	P<0.05
16.	.4890	P<0.05
17.	.4915	P<0.05
18.	.4620	P<0.05
19.	.3320	P<0.05
20.	.2878	P<0.05
Equal Length Spearman Brown	=	.7092
Unequal Length Spearman Brown	=	.7092
Guttman Split – half	=	.7089
Crombach alpha	=	.8281
Inter-item correlation ranged from		.2878 - .5096

Table 10. Internal Consistency Values of Indecent Dressing

Items	Inter Item	Correlation Coefficient	R.I. (T-I)
1.	.3224		P<0.05
2.	.4388		P<0.05
3.	.4224		P<0.05
4.	.4929		P<0.05
5.	.5084		P<0.05
6.	.5056		P<0.05
7.	.4014		P<0.05
8.	.4439		P<0.05
9.	.5119		P<0.05
10.	.4339		P<0.05
11.	.4983		P<0.05
12.	.5046		P<0.05
13.	.4477		P<0.05
14.	.5028		P<0.05
15.	.5440		P<0.05
16.	.4946		P<0.05
17.	.4465		P<0.05
18.	.4573		P<0.05
19.	.4092		P<0.05
20.	.5088		P<0.05
21.	.4938		P<0.05
22.	.4492		P<0.05
23.	.4220		P<0.05
24.	.5105		P<0.05
25.	.5183		P<0.05
Equal Length Spearman Brown	=	.8229	
Unequal Length Spearman Brown	=	.8231	
Guttman Split – half	=	.8226	
Crombach alpha	=		.8909
Inter-item correlation ranged from		.3224 - .5119	

Table 11. Internal Consistency Values of Sexual Promiscuity

Items	Inter Item	Correlation Coefficient	R.I. (T-I)
1.	.3828		P<0.05
2.	.3864		P<0.05
3.	.3907		P<0.05
4.	.3986		P<0.05
5.	.3743		P<0.05
6.	.5254		P<0.05
7.	.4334		P<0.05
8.	.5581		P<0.05
9.	.5714		P<0.05
10.	.5635		P<0.05
11.	.4965		P<0.05
12.	.5839		P<0.05
13.	.5778		P<0.05
14.	.5517		P<0.05
15.	.5447		P<0.05
16.	.4828		P<0.05
17.	.5017		P<0.05
18.	.5783		P<0.05
19.	.5257		P<0.05
20.	.4674		P<0.05
21.	.5105		P<0.05
22.	.4599		P<0.05
23.	.4737		P<0.05
24.	.5582		P<0.05
25.	.5248		P<0.05
26.	.5534		P<0.05
27.	.5071		P<0.05
28.	.4379		P<0.05
29.	.4993		P<0.05
30.	.4079		P<0.05
Equal Length Spearman Brown	=	.8315	
Unequal Length Spearman Brown	=	.8315	
Guttman Split – half	=	.8312	
Crombach alpha	=		.9162
Inter-item correlation ranged from		.3743 - .5783	

Table 12. Internal Consistency Values of Pornographic Behaviour

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1.	.5344	P<0.05
2.	.5613	P<0.05
3.	.5549	P<0.05
4.	.5611	P<0.05
5.	.6088	P<0.05
6.	.4785	P<0.05
7.	.5718	P<0.05
8.	.5206	P<0.05
9.	.5380	P<0.05
10.	.5136	P<0.05
11.	.5500	P<0.05
12.	.5829	P<0.05
13.	.5674	P<0.05
14.	.5381	P<0.05
15.	.5591	P<0.05
Equal Length Spearman Brown	=	.7934
Unequal Length Spearman Brown	=	.7940
Guttman Split – half	=	.7925
Cronbach alpha	=	.8865
Inter-item correlation ranged from		.4785 - .5829

Table 13. Internal Consistency Values of Violent Behaviour

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1.	.5913	P<0.05
2.	.5201	P<0.05
3.	.5713	P<0.05
4.	.5321	P<0.05
5.	.5713	P<0.05
6.	.5269	P<0.05
7.	.5287	P<0.05
8.	.4918	P<0.05
9.	.5561	P<0.05
10.	.4334	P<0.05
11.	.4067	P<0.05
12.	.3966	P<0.05
13.	.5453	P<0.05
14.	.6282	P<0.05
15.	.6097	P<0.05
16.	.5975	P<0.05
17.	.6248	P<0.05
18.	.5734	P<0.05
19.	.5575	P<0.05
20.	.6115	P<0.05
21.	.6022	P<0.05
22.	.6297	P<0.05
23.	.5563	P<0.05
24.	.5688	P<0.05
25.	.4962	P<0.05
Equal Length Spearman Brown	=	.8618
Unequal Length Spearman Brown	=	.8620
Guttman Split – half	=	.8606
Cronbach alpha	=	.9240
Inter-item correlation ranged from		.3966 - .6297

Table 14. Internal Consistency Values of Peer Influence

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1.	.5399	P<0.05
2.	.6062	P<0.05
3.	.5253	P<0.05
4.	.6078	P<0.05
5.	.6320	P<0.05
6.	.6108	P<0.05
7.	.6030	P<0.05
8.	.6341	P<0.05
9.	.5388	P<0.05
10.	.5704	P<0.05
11.	.5642	P<0.05
12.	.6074	P<0.05
13.	.5551	P<0.05
14.	.6003	P<0.05
15.	.5914	P<0.05

Equal Length Spearman Brown = .8412
 Unequal Length Spearman Brown = .8417
 Guttman Split – half = .8370
 Crombach alpha = .9027
 Inter-item correlation ranged from .5388 - .6341

Table 15. Internal Consistency Values of Negative Self Component

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1.	.4860	P<0.05
2.	.4208	P<0.05
3.	.5041	P<0.05
4.	.5033	P<0.05
5.	.4847	P<0.05
6.	.4345	P<0.05
7.	.4584	P<0.05
S8.	.4934	P<0.05
9.	.4645	P<0.05
10.	.2291	P<0.05
11.	.2435	P<0.05
12.	.2380	P<0.05
13.	.2532	P<0.05
14.	.1383	P<0.05
15.	.2042	P<0.05

Equal Length Spearman Brown = .3912
 Unequal Length Spearman Brown = .3919
 Guttman Split – half = .3695
 Crombach alpha = .7688
 Inter-item correlation ranged from .1383 - .5041

Table 16. Internal Consistency Values of Poor Time Management

Items	Inter Item	Correlation Coefficient R.I. (T-I)
1.	.3660	P<0.05
2.	.3416	P<0.05
3.	.3944	P<0.05
4.	.4635	P<0.05
5.	.3909	P<0.05
6.	.3931	P<0.05
7.	.4530	P<0.05
8.	.4455	P<0.05
9.	.3649	P<0.05
10.	.2712	P<0.05
11.	.4355	P<0.05
12.	.4477	P<0.05
13.	.3158	P<0.05
14.	.2916	P<0.05

Equal Length Spearman Brown =	.7094	
Unequal Length Spearman Brown	=	.7094
Guttman Split – half	=	.7086
Crombach alpha	=	.7709
Inter-item correlation ranged from	.2712 -	.4635

Seewalker (1996) who all identified a lot of internal factors as impediment to students' success.

Therefore, from all the evidences provided it could be concluded that the Academic-Success Barrier Battery (ASB²) is both valid and reliable. The fact that the items loaded saliently and correlate significantly with the domain in each section is a prove of high internal consistency, which is a sufficient ground for construct validity because the items measured what they are designed to measure (Academic-Success Barriers). Also, the specification and definition of domains of academic-success barriers provide evidence that the instrument has content validity, and finally, the high Crombach alpha as well as the Guttman split half reliability are sufficient ground to establish the reliability of the instrument.

Possible Application of the (ASB²)

The Academic-Success Barrier Battery is an instrument that has both counselling and research uses. It can produce appropriate information needed for school counselling psychologists to assist their clients (students) better as far as their academic success is concerned. The instrument will especially be useful for secondary school students in Nigeria, to discover whether there is

the likelihood of unnoticed or unseen barriers to their overall academic success. Parents can deliberately use it to discover if there is any barrier to academic excellence of their child, and work hand-in-hand with school counselors by putting appropriate intervention strategies in place to remediate the situation. Also, research students at both undergraduate and postgraduate levels would find the instrument useful in their research endeavours. This is also applicable to all researchers interested in finding out reasons for mass-failure in public examinations. It is believed that if this is done, the incidence of mass failure in public examinations in Nigeria will be minimized. The instrument may also be found useful for school-going adolescents in other countries of the world based on the principle of natural cluster of the adolescence age.

LIMITATIONS

The major limitation of the instrument is that it focuses only on the personal and self-created problems that can affect good academic performance. It does not include other factors that could be traced to parents, school, society and government.

It is therefore suggested that researchers can dig deep into those other areas and come out with reliable and valid instruments that can be used to measure them. Other limitations include non-use of more sophisticated statistical package e.g. SEM. Other researchers should take note.

CONCLUSION

From all evidences provided, the Academic-Success Barrier Battery could be seen as a valid and reliable instrument that could be used for determining the nature and magnitude of barriers to the academic success of students.

REFERENCES

- Abdullahi EO (1996). Students' responsibility in prior academic performance in schools. *Ife Psychologia: Int. J.* 4(1):64-79.
- Abuaja BN (2008). Gender, School Type, Emotional Intelligence and Psychological Well-Being as correlates of Academic Performance of Senior Secondary School Students. Unpublished M.Ed Project, University of Ibadan, Ibadan, Nigeria.
- Adeyemo DA (2006). Parental Involvement, interest in Schooling and School Environment as Predictors of Academic self efficacy among fresh secondary school students in Oyo State, Nigeria. *Electronic Journal of Research in Educational Psychology* No 5-3 (1) pp 163-180.
- Akinboye JO (2000). Parenting success. A paper presented at the Department of Guidance and Counselling, University of Ibadan.
- Animasahun VO (2006). The Influence of Problems Encountered in Practical Biology on Students' Learning Outcomes in Selected Secondary Schools in Osun State. An M.Ed Project, Department of Teacher Education, University of Ibadan.
- Animasahun RA (2005). "A critical analysis of effects of truancy and cultism on the future aspiration of Nigerian students; A serious threat to parents' expectation". A paper delivered at the second valedictory service of Aipate Baptist Church Grammar School, Iwo.
- Animasahun RA (2007). *Academic Success Barrier Battery (ASB²)* Stevart Graphics Enterprises, Ibadan.
- Animasahun RA (2008). Teaching Thinking: using a creativity technique for the eradication of truancy among students to enhance the success of U.B.E. in Nigeria. *Education for Millennium Development Vol.II* edited by Marcie Boucouvalas and Rashid Aderinoye.
- Aremu S (1999). Effects of gender and parenting style on academic performance of undergraduate students of a Nigerian University, Afr. J. Educ. Res. 5(1):169-174.
- Aremu S (2001). *Academic Performance 5-Factor Inventory*. Stirling-Horden Publishers Nigeria Ltd.
- Awoniyi A (2005). Family and School Environment. Its Influence on Academic Performance. An M.Ed Project, Department of Teacher Education, University of Ibadan, Ibadan.
- Bakare CGM (1977). *Study Habit Inventory*. Psychoeducational Research production, Johnmof Printers, Ibadan.
- Bakare CGM (1994). *Mass Failure in Public Examinations: Some Psychological Perspectives: Monograph*, Department of Guidance and Counselling, University of Ibadan, Ibadan.
- Baumrind D (1991). The Influence of Parenting Styles on Adolescents Competence and Substance. *J. Early Adolesc.*, 11(10):56-95.
- Block E (2010). A 12 Step Program for Academic Success. <http://www.drearlboch.com/> retrieved 5/5/2010
- Brown BL (1999). *Vocational Certificates and College Degrees* (ERIC Digest No. 212). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service NO. ED434284
- Cicchetti C, Toth T (1998). The development of depression in children and adolescents. *Am. Psychol.* 53 (2), 221-241.
- Cook A (1999). *Psychology* New York, Acadan Press Inc
- Edwards OL (1976). Components of Academic success: A profile of achieving Black Adolescents. *Journal of Negro Education* Vol. 45, No. 4 (Autumn, 1976) pp. 408-422
- Ellis ES, Worthington LA (1994). Research synthesis on effective teaching principles and the design of quality tools for educators (Technical Report No. 5). Eugene: University of Oregon, National Center to improve the tools of Educators (ERIC Document Reproduction Service No. ED386853)
- Emmanuel F (2008). *Turning Point Today*. Daily Devotional Guide, June, 2008. FemMan Publishing House, Ibadan.
- Filozof EM, Albertin HK, Jones CR (1998). Relationship of adolescent self-esteem to selected academic variables (Electronic version). *J. Sch. Health*, 68(2):68-72.
- Fleetwood C, Shelley K (2000). The outlook for college graduates, 1998-2008: A balancing act (Electronic version) *Occup. Outlook Q.* 44(3):2-9.
- Halifors D, Vevea JL, Iritani B, Cho H, Khatapoush S, Saxe L (2002). Truancy, grade point average, and sexual activity: A meta-analysis of risk indicators for youth substance use (Electronic version). *J. Sch. Health.* 72(5):205-211.
- Imogie AI (2002). Counseling for quality assurance in education. A key address delivered on the occasion of 26th annual conference of CASSON, University of Benin, Benin City, Nigeria.
- Kasen S, Cohen P, Brook JS (1998). Adolescent school experiences and dropout, adolescent pregnancy, and young adult deviant behaviour (Electronic version). *J. Adolesc. Res.* 13(1):49-72.
- Liem JH, Dillon CO, Gore S (2001). Mental Health Consequences Associated with Dropping out of High School. Paper presented at the Annual Conference of the American Psychological Association. (ERIC Document Reproduction Service No. ED457502)
- Lisella AS, Seerwalker W (1996). Extra Curricular participation and academic achievement in minority students in urban schools. *Urban Rev.* 28(1):63-80.
- LoBosco M, LoBosco J (2010) *Academic Success. The Six Secrets to Extraordinary Success*, <http://www.academic-plus.com>. Retrieved on 1/5/2010.
- National Alliance of Business Inc (1998). *The Multifaceted Returns to Education*. Workforce Economic Trends (Abstract (ERIC Document Reproduction Service No. ED 1998).
- National Center for Education Statistics (2001). Chapter 5: Outcomes of Education. *Digest of Education Statistics*. Retrieved October 15, 2002 from, <http://nces.ed.gov/pubs2002/digest2001/ch5.asp>
- National Pest Management Association Inc International (2010). Five Key Skills for Academic Success. http://www.greatschools.org/students/homework_retrieved_on_3/5/2010.
- Nidds JA, Mc.Gerald J (1996). Corporate America looks critically at public education: How should we respond? (Electronic version). *Contemporary Education*, 67, 62-64.
- Oyebolu OO (2008). Type of School, Gender, Parenting and Personality type as predictors of Academic Achievement. An M.Ed project in the Department of Guidance and Counselling, University of Ibadan, Ibadan.
- Rentner DS, Kober N (2001). *Higher Learning=Higher Earnings: What You Need to know about college and Careers*. Washington, D.C: Center on Education Policy, American Youth Policy Forum. (ERIC Document Reproduction Service No ED458440)
- Rouseeau A (1996). School performance and emotional problems in refugee children in America. *J. Orthopsychiatr.* 66:2:239-251.
- Salami SO (2004). Affective Characteristics as determinants of academic performance of school going adolescents. *Sokoto Educ. Rev.* 7:145-147.
- Schulenberg J, Bachman JG, O'Malley PM, Johnston LD (1994). High school educational success and subsequent substance use: A panel analysis following adolescents into young adulthood (Electronic version). *J. Health Soc. Behav.* 35(1):45-62.
- Schvaneveldt PL, Miller BC, Berry EH (2001). Academic goals, achievement, and age at first sexual intercourse Longitudinal, bi-

directional influences (Electronic Version). *Adolesc.* 36:767-787.
Taiwo MO (2008). Influence of Indecent dressing and sexual promiscuity on poor academic achievement among Senior Secondary School Students in Ibadan. An M.Ed Project in the Department of Guidance and Counselling, University of Ibadan, Ibadan

Vesper ??, Nowell ?? Hedges ?? (2000) Relationship between parenting styles and academic Achievement. *Psychol. Bull* 40:341-481.