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Views and Attitudes of Science Students in Affiliated Degree Campuses: Effects on Self-Esteem and Academic Performance

Dr. BELLO Zakariyau Adebayo[1], SADIQ Bolaji Nasir[2], Dr. SULAIMAN Musa Mohammed[3], NURUDEEN Abdulafeez Aweda[4], BALOGUN Abdulmojeed[5], Dr. ABDULAZEEZ Bolanle Tawakalt-Anu[6] and MAROOF Zainab Aliyu[7]*

[1]Department of Life Science Education, Biology Unit, Kwara State University of Education, Ilorin, Nigeria
[2]Department of Physics Education, Kwara State College of Education, Ilorin, Nigeria
[3]Department of Science Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria
[4]Department of Biology, Kwara State College of Technical Education, Lafiagi, Nigeria
[5]Kwara State Teaching Service Commission (TESCOM), Ilorin, Kwara State, Nigeria
[6]Department of Science Education, Faculty of Education, Al-Hikmah University, Ilorin, Nigeria
[7]Department of Life Science Education, Biology Unit, Kwara State University of Education, Ilorin, Nigeria

Abstract

This study examined the views and attitudes of science students toward affiliated degree campuses and how these perceptions influence their self-esteem and academic performance. The research was conducted among 101 science students from selected affiliated campuses in Ilorin, Kwara State, using a descriptive survey design. A structured questionnaire comprising demographic information, students' perceptions of their campuses, self-esteem measures, and academic performance indicators served as the primary data collection instrument. Data were analyzed using descriptive statistics and Chi-square tests to examine the relationships between key variables. The findings revealed a significant relationship between students' attitudes toward their affiliated campuses and their self-esteem, as well as between self-esteem and academic performance. It was also established that students' perceptions of their campus environments significantly influence their academic outcomes. The study concluded that fostering positive campus identity, improving infrastructure, and providing academic and motivational support are critical for enhancing students' self-esteem and academic performance. Recommendations include ensuring academic parity with main campuses, improving facilities, conducting regular counseling programs, and organizing academic competitions to boost student morale and engagement.

Keywords: *Academic performance; Affiliated degree campuses; Campus perception; Science students; Self-esteem; Student attitudes.*

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**Correspondence: Dr. Bello Zakariyau Adebayo; Tel: 08036092412; Email: bello.za@kwasued.edu.ng*

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1. Introduction

1.1 Background and problem statements

Education plays a vital role in shaping individuals' perceptions, attitudes, and aspirations. Higher education policy increasingly emphasises expanding access while maintaining quality and equity in the provision of tertiary education. UNESCO (2024) it's indicated that increasing access to higher education remains a major policy objective internationally, although expansion must be accompanied by measures that protect quality and ensure equitable participation. The establishment and operation of additional campuses and other forms of distributed higher education can provide opportunities for students who may face geographical or other barriers to accessing university education. Such expansion also raises questions about institutional governance, quality assurance, staffing, infrastructure, and the comparability of educational experiences across locations (NUC, 2023).

In affiliated degree campuses often located in smaller towns or semi-urban areas students pursue degrees in collaboration with larger universities. These campuses serve as alternative pathways for accessing higher education, especially for students who may lack the means to attend main campuses in urban centers (NUC, 2023). While these institutions increase access and inclusivity, they often face constraints such as limited resources, fewer research opportunities, smaller peer networks, and inadequate academic infrastructure. Science students in these settings are frequently subject to heightened pressures: they must balance the rigorous demands of their coursework with challenges unique to their institutional setting. These include limited laboratory equipment, underqualified instructors, fewer academic and extracurricular opportunities, and the perception of being academically "inferior" to students on main campuses. These conditions can affect students' self-esteem, motivation, and overall academic performance.

Furthermore, the socio-academic environment in affiliated campuses may not be conducive to fostering high levels of confidence or ambition. Students' perceptions of their learning environment, the attitudes of their peers and lecturers, and their sense of belonging all play critical roles in shaping their academic experiences. These factors may influence not only their performance but also their future career aspirations in science-related fields.

Satellite and affiliated campuses offering Science education therefore warrants specific and special examination because the quality of programme delivery is closely associated with the availability and adequacy of laboratories, specialized equipment, consumable materials, technical personnel, and opportunities for practical assessment. NUC (2025) accreditation evidence illustrates this issue clearly; its assessment of an Integrated Science Education programme at a degree-affiliated institution identified inadequate laboratory equipment and insufficient practical work as programme deficiencies, while an assessment of Physics at the University of Ibadan similarly identified inadequate and outdated laboratory equipment and recommended the provision of modern equipment. These demonstrate that the availability of appropriate practical facilities is not merely an institutional convenience but an important condition for meeting the academic and practical requirements of science programmes (NUC, 2024). UNESCO (2025) identifies hands-on experimentation and practical science activities as important for developing scientific thinking and understanding.

Given these distinctive requirements, it is essential to examine how the conditions experienced by science students in affiliated campuses relate to their academic and psychological outcomes. Access to laboratories, equipment, practical activities, qualified teaching and technical staff, and instructional resources may influence students' learning experiences, academic performance, attitudes towards science, self-esteem, and perceptions of their campus environment may bring differences in the students. NUC (2025) accreditation reports further show that deficiencies in practical coverage, laboratory facilities, equipment, and technical support remain relevant quality-assurance concerns across science-related programmes in Nigerian higher education. Examining science students separately provides more context-specific evidence for informing institutional policies and interventions aimed at improving laboratory provision, practical learning, teaching quality, student support, and the overall quality of STEM education in satellite and affiliated campuses (UNESCO, 2026)

Affiliated degree campuses are often perceived as less prestigious compared to their parent or mainstream universities. These perceptions can significantly influence students' attitudes toward their education, leading to a diminished sense of pride and belonging within their institution. For science students whose disciplines are already considered intellectually demanding such negative institutional perception can

contribute to feelings of inadequacy, inferiority, and low self-worth.

Students who internalize these negative views may struggle with reduced motivation, lower academic confidence, and poor classroom engagement. This, in turn, can adversely affect their academic performance and limit their willingness to pursue further opportunities such as internships, research, or postgraduate studies. When students feel disconnected from their institution or undervalued within the academic community, their potential may remain untapped, despite their capabilities.

Moreover, the academic challenges faced on affiliated campuses—such as fewer qualified lecturers, limited laboratory facilities, and inadequate mentorship—can further compound these psychological and academic issues. While some research has explored academic performance or self-esteem separately, few studies have examined the interconnectedness of students' views of their institution, their attitudes, self-esteem, and academic outcomes particularly in the context of science students on affiliated campuses.

This oversight represents a significant research gap. Understanding how these variables interact is critical for educators, administrators, and policymakers seeking to improve the academic and psychological experiences of students in affiliated institutions. Addressing these issues is not only essential for student success but also for strengthening the credibility and effectiveness of affiliated campuses in delivering quality science education.

1.2 Research objectives

This study examined the views and attitudes of science students toward affiliated degree campuses and how these perceptions influence their self-esteem and academic performance. Specifically

1) To explore the views and attitudes of science students toward their affiliated degree campuses.

2) To assess the impact of these views and attitudes on their self-esteem.

3) To examine how self-esteem influences the academic performance of science students.

1.3 Research questions

1) What are the general views and attitudes of science students toward their affiliated campuses?

2) How do these attitudes affect their self-esteem?

3) In what ways does self-esteem influence their academic performance?

3) What strategies can be implemented to enhance student self-esteem and academic performance in affiliated degree campuses?

1.3 Hypothesis

The study states the following null hypotheses:

Ho1: There is no significant relationship between the views and attitude of science students towards their affiliated degree campuses and their self-esteem.

Ho2: There is no significant relationship between the self-esteem of science students and their academic performance.

Ho3: The views and attitude of science students towards their affiliated degree campuses do not significantly influence their academic performance.

2. Literature review

The study is anchored on the Self-Determination Theory (SDT) by Deci and Ryan, which posits that autonomy, competence, and relatedness are basic psychological needs. If these needs are not met such as when students feel neglected or unsupported on affiliated campuses motivation and performance decline.

The Attribution Theory by Weiner also applies, as students may attribute academic failure to internal (e.g., "I'm not smart") or external (e.g., "this campus is poorly equipped") causes. This shapes their self-esteem and future academic efforts.

2.1 Conceptualizing Self-Esteem

Self-esteem is widely acknowledged in the literature as an individual's overall sense of worth and value. It involves beliefs about oneself, such as the sense of competence, confidence, and acceptance. Erzen (2017) defines self-esteem as the set of positive or negative evaluations individuals hold about themselves. D'Mello, Meena, and Pinto (2018) define it as a self-evaluation based on personal worth. Zeigler-Hill (2013) argues that self-esteem is more about perception than reality.

In the context of affiliated campuses, students may suffer from low self-esteem due to limited recognition, inadequate infrastructure, and perceived inequality compared to main campus students. These conditions can diminish their sense of belonging and affect how they view their abilities and academic potential.

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2.2 Self-Esteem and Academic Performance

The relationship between self-esteem and academic achievement has been debated extensively.
Some researchers argue that higher self-esteem leads to better academic performance (Erzen, 2017). Others find a weak or inconsistent correlation, suggesting that external factors—such as learning environments or socioeconomic background—play larger roles (Booth & Gerard, 2011). Science students on affiliated campuses may experience diminished self-esteem when faced with challenges like lack of laboratory access, fewer qualified instructors, or a perceived second-tier academic experience. These factors may influence both how students perceive themselves and how well they perform academically.

2.3 High vs. Low Self-Esteem in Students

Students with High Self-Esteem: Tend to feel confident, accepted, and motivated (Lyness, 2018). Are more likely to adopt a growth mindset and face academic challenges proactively (Cunningham, 2017).
Students with Low Self-Esteem: Feel inferior, self-critical, and are often afraid to try new things (Shore, 2016). May lose interest in learning and underperform academically.

Affiliated campuses that do not offer supportive learning environments may reinforce these negative perceptions, particularly among science students who require hands-on experiences and encouragement to succeed.

2.4 Affiliated Campuses and Their Unique Challenges

Affiliated campuses, by their structure, tend to face the following challenges:
Limited Funding: Often receive fewer resources than main campuses.
Poor Infrastructure: Outdated or insufficient laboratories, libraries, and learning environments.
Staffing Issues: Fewer qualified and experienced teachers, often on temporary contracts.
Identity Issues: Students sometimes feel marginalized or seen as "lesser" students compared to their main campus peers.
These factors collectively influence students' attitudes, self-esteem, and academic achievement. Students may internalize these institutional limitations as personal failures, contributing to disengagement or lack of academic confidence.

3. Methodology

3.1 Research design

The study focus on science students enrolled in affiliated degree campuses within Ilorin, investigating their views and attitudes towards their institution, their level of self-esteem and the impact on academic performance.

The study employed a descriptive survey research design, which was considered appropriate for gathering information on students' perspectives and attitudes toward affiliated degree campuses. In addition, correlational analysis was conducted to explore the relationship between students' attitudes, self-esteem, and academic performance.

3.2 Participants

The target population comprised students enrolled in affiliated degree programs at selected campuses in Kwara State. These included students across different levels of study and science disciplines, thereby ensuring broad representation of experiences and attitudes.
A stratified random sampling technique was adopted to guarantee adequate representation across year of study and discipline. A total of 101 students were selected from different affiliated campuses to participate in the study. This sample size was deemed sufficient for generating valid and reliable conclusions.

3.3 Research instruments

Data were collected using a structured questionnaire designed in four sections:
1. Demographic Information – Gender, age, academic level, department, and affiliated institution.
2. Views on Affiliated Degree Campuses – Items relating to perceptions of quality of education, campus facilities, and comparisons with main campuses.
3. Self-Esteem Scale – Adapted from Rosenberg's Self-Esteem Scale (1965), measuring confidence, self-worth, and social comparison.
4. Academic Performance – Items relating to CGPA, motivation, study habits, and academic challenges attributed to campus affiliation.
A four-point Likert scale ranging from Strongly Agree to Strongly Disagree was employed for attitudinal measurements.

3.4 Validity of the Instrument

To establish validity, the instrument was subjected to expert review by specialists in educational psychology and research methodology to ascertain content and face validity. Furthermore, a pilot study was

conducted with 20 students from an affiliated campus, and ambiguous items were revised accordingly.

3.5 Reliability of the Instrument

The internal consistency of the questionnaire was assessed using Cronbach's Alpha coefficient. A reliability value of 0.70 and above was considered acceptable for the study.

3.6 Data collection

The questionnaire was administered electronically using Google Forms, which enhanced accessibility and simplified data recording. The survey link was distributed to respondents via institutional emails and widely used social media platforms such as WhatsApp. An introductory note at the beginning of the form outlined the purpose of the study, provided informed consent information, and assured confidentiality. Respondents were given two weeks to complete the questionnaire at their convenience, with reminder messages periodically sent to increase response rates. Completed responses were securely downloaded and prepared for analysis while ensuring data privacy.

3.7 Data analysis

Data were analyzed using both descriptive and inferential statistics. Descriptive statistics (frequency counts, percentages, means, and standard deviations) were used to summarize students' views and attitudes. Inferential statistics, including Chi-square tests was employed to examine the relationship between students' attitudes, self-esteem, and academic performance. All analyses were conducted at a 0.05 level of significance.

4. Results

This section presents and analyzes the data collected from the respondents regarding their views and attitudes toward their affiliated degree campuses, their self-esteem, and their academic performance. The analysis is organized to provide a clear understanding of the demographic characteristics of the respondents, their perceptions of campus life, and how these perceptions relate to their confidence and academic outcomes. Descriptive statistics, including frequencies and percentages, were used to summarize responses, while Chi-square (χ^2) tests at a 0.05 level of significance were employed to examine the relationships between the key variables and to test the stated hypotheses.

4.1 Demographic Characteristics of Respondents

Table 1: Gender of Respondents

Gender	Frequency	Percentage (%)
Female	74	73.27
Male	27	26.73
Total	**101**	**100.00**

Source: Field Survey, 2025.

Table 1 shows that 74 respondents (73.27%) were female, while 27 respondents (26.73%) were male. This indicates that female students constituted the majority of the respondents.

Table 2: Academic Level of Respondents

Academic Level	Frequency	Percentage (%)
100 Level	20	19.80
200 Level	30	29.70
300 Level	18	17.82
400 Level	33	32.67
Total	**101**	**100.00**

Source: Field Survey, 2025.

Table 2 shows that the largest proportion of respondents were in 400 Level (32.67%), followed by 200 Level (29.70%). Respondents in 300 Level constituted the smallest proportion (17.82%).

Table 3: Department of Respondents

Department	Frequency	Percentage (%)
Biology Education	56	55.45
Chemistry Education	41	40.59
Others	4	3.96
Total	**101**	**100.00**

Source: Field Survey, 2025.

Table 3 indicates that the majority of respondents were from Biology Education (55.45%), followed by

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Chemistry Education (40.59%), while 3.96% were from other departments.

Table 4: Affiliated Campus of Respondents

Affiliated Campus	**Frequency**	**Percentage (%)**
KWACOED-Ilorin	63	62.38
KWACOED-Oro	26	25.74
KWACOED-Share	11	10.89
SOBI Campus	1	0.99
Total	**101**	**100.00**

Source: Field Survey, 2025.

Table 4 shows that KWACOED-Ilorin had the highest number of respondents (62.38%), followed by KWACOED-Oro (25.74%) and KWACOED-Share (10.89%). SOBI Campus had the smallest representation (0.99%).

4.2 Response to the Questionnaire

Students' perceptions were measured using a four-point Likert scale comprising Strongly Agree, Agree, Disagree, and Strongly Disagree. Overall, the findings indicate that respondents generally held positive perceptions of their affiliated campuses while acknowledging concerns about infrastructure and institutional support (see attachment).

Most respondents rejected negative stereotypes about affiliated campuses. Specifically, 68% disagreed that students in affiliated campuses were admitted with lower academic qualifications, and 58% rejected the belief that affiliated campuses were intended for less qualified students. Likewise, 61% recognized that their certificates were issued under the parent university, reflecting confidence in the legitimacy of their academic qualifications.

Perceptions of educational quality were more divided. While 45% believed that the quality of education differed from that of the main campus, 48% disagreed, suggesting inconsistent experiences across campuses or academic programs. However, infrastructure emerged as a clear concern, with 55% agreeing that facilities in affiliated campuses were below standard.

Students demonstrated strong academic confidence and a positive sense of identity. Approximately 73% expressed pride in belonging to an affiliated campus, while 84% considered themselves as academically capable as students on the main campus. Similarly, 76% rejected the view that campus affiliation had reduced their academic confidence, and 67% indicated they did not conceal their campus affiliation from others.

Regarding academic performance, respondents highlighted the importance of instructional quality and supportive learning environments. About 71% agreed that teaching quality influenced their academic performance, whereas only 30% believed they would perform better on the main campus. In addition, 83% reported being motivated to excel despite studying at an affiliated campus, and 70% believed that their CGPA accurately reflected their academic ability.

Students also expressed strong support for interventions that could strengthen academic confidence and campus identity. A large majority favored academic seminars and counselling (84%), improved infrastructure (88%), academic competitions (82%), increased public awareness of the value of affiliated campuses (66%), and maintaining academic parity with the main campus through equivalent courses and examinations (70%).

4.3 Testing of Hypotheses

Hypothesis One

H_{01}: There is no significant relationship between the views and attitudes of science students towards their affiliated degree campuses and their self-esteem.

Table 5: Chi-square Test of Association between Students' Views and Attitudes towards Affiliated Degree Campuses and Self-esteem

Variable	N	Table	df	χ^2	Critical χ^2	P	Cramer's V	Decision
Views and attitudes × self-esteem	101	4 × 5	12	64.27	21.03	< .001	0.461	Reject H_{01}

The result indicates a statistically significant association between students' views and attitudes towards their affiliated degree campuses and their self-esteem, $\chi^2(12, N = 101) = 64.27$, $p < .001$. Since the calculated Chi-square value is greater than the critical value of 21.03 at the 0.05 level of significance, H_{01} is rejected. The Cramer's V of 0.461 indicates a strong relationship between the two categorical variables.

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Hypothesis Two

H_{02}: There is no significant relationship between the self-esteem of science students and their academic performance.

Table 6: Chi-square Test of Association between Students' Self-esteem and Academic Performance

Variable	N	Table	df	χ^2	Critical χ^2	P	Cramer's V	Decision
Self-esteem × academic performance	101	4 × 5	12	59.84	21.03	< .001	0.445	Reject H_{01}

The result indicates a statistically significant relationship between students' self-esteem and academic performance, $\chi^2(12, N = 101) = 59.84$, $p < .001$. Since the calculated Chi-square value exceeds the critical value of 21.03, H_{02} is rejected. The Cramer's V of 0.445 indicates a strong relationship between self-esteem and academic performance.

Hypothesis Three

H_{03}: There is no significant relationship between the views and attitudes of science students towards their affiliated degree campuses and their academic performance.

Table 7: Chi-square Test of Association between Students' Views and Attitudes towards Affiliated Degree Campuses and Academic Performance

Variable	N	Table	df	χ^2	Critical χ	P	Cramer's V	Decision
Views and attitudes × academic performance	101	4 × 5	12	71.12	21.03	< .001	0.486	Reject H_{01}

The result indicates a statistically significant relationship between students' views and attitudes towards their affiliated degree campuses and academic performance, $\chi^2(12, N = 101) = 71.12$, $p < .001$. Since the calculated Chi-square value exceeds the critical value of 21.03, H_{03} is rejected. The Cramer's V of 0.486 indicates a strong relationship between the two categorical variables.

5. Discussion

The findings of the study revealed significant relationships between students' views and attitudes towards their affiliated degree campuses and their self-esteem, between self-esteem and academic performance, and between students' views and attitudes towards their affiliated degree campuses and academic performance. The significant association between campus views and self-esteem, $\chi^2(12, N = 101) = 64.27$, $p < .001$, with a Cramer's V of 0.461, suggested that students' perceptions and experiences of their affiliated campuses may be closely related to their confidence and sense of academic worth. This may be particularly important in laboratory-based disciplines such as Biology and Chemistry Education, where students' confidence can be influenced by the availability and quality of practical facilities, laboratory equipment, reagents, specimens, and opportunities to participate actively in experiments.

The significant relationship between self-esteem and academic performance, $\chi^2(12, N = 101) = 59.84$, $p < .001$, with a Cramer's V of 0.445, indicates that students with more positive self-perceptions may be better positioned to participate actively in practical activities, persist when experiments are challenging, and engage confidently with academic tasks. Likewise the significant relationship between students' views and attitudes towards their affiliated campuses and academic performance, $\chi^2(12, N = 101) = 71.12$, $p < .001$, with a Cramer's V of 0.486, suggests that the learning environment and students' perceptions of their campus may have important implications for their academic outcomes.

Institutions operating affiliated or satellite campuses should address possible disparities in laboratory learning opportunities by establishing shared virtual laboratories and simulation platforms, pooling expensive laboratory equipment and consumable resources between the main and affiliated campuses, and arranging scheduled practical sessions for students from less-equipped campuses to use better-resourced laboratories at the main campus. Inter-campus sharing of laboratory technicians and specialist lecturers, coordinated practical timetables, common laboratory protocols, and joint practical exercises could further ensure that students receive comparable laboratory experiences irrespective of campus location. These interventions are particularly relevant to Biology and Chemistry Education because they can provide students with repeated opportunities to observe, simulate, perform, and discuss practical procedures, thereby

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supporting both confidence and academic achievement. In respect to the findings, because the study employed a chi-square design, the observed associations should not be interpreted as evidence that campus perceptions or self-esteem directly cause changes in academic performance.

5.1 Views and attitudes and self-esteem

The first hypothesis investigated whether students' views and attitudes toward their affiliated degree campuses are related to their self-esteem. The Chi-square analysis revealed a calculated value of 64.27, which exceeded the critical value of 21.03 at the 0.05 level of significance. This led to the rejection of the null hypothesis. This finding implies that students' perceptions of their campuses significantly influence their sense of self-worth and confidence. In practical terms, students who hold positive views about their campuses are more likely to develop higher self-esteem, while those with negative perceptions may struggle with confidence issues. This aligns with the observations of previous studies (e.g., Jamiu (2025)), which emphasized that institutional image and campus experiences contribute significantly to students' self-perception and social identity.

5.2 Self-esteem and academic performance

The second hypothesis examined the relationship between students' self-esteem and their academic performance. With a calculated Chi-square value of 59.84, higher than the critical value of 21.03, the null hypothesis was rejected. This indicates a significant relationship between self-esteem and academic achievement. This finding is consistent with research by Kumo, Apeh, & Akinjobi (2025), who argued that self-perception and self-motivation are crucial predictors of students' academic success. Students with higher self-esteem are more likely to approach their studies with confidence, resilience, and determination, thereby improving their academic outcomes.

5.3 Views and attitudes and academic performance

The third hypothesis focused on the influence of students' views and attitudes toward their affiliated campuses on their academic performance. The calculated Chi-square value of 71.12 was far greater than the critical value of 21.03, leading to the rejection of the null hypothesis. This suggests that students' perceptions of their learning environment, institutional quality, and campus identity have a significant impact on their academic performance. This corroborates the findings of Kumo et al. (2025) who emphasized that students' attitudes toward their academic environment influence their motivation levels, engagement with learning, and ultimately their performance.

Overall, the findings highlight that students' views of their campuses, their self-esteem, and their academic performance are strongly interconnected. Positive perceptions of the campus environment not only bolster self-esteem but also enhance students' academic motivation and outcomes. Conversely, negative perceptions may lead to lowered confidence and diminished academic engagement. These results underscore the importance of fostering an inclusive, supportive, and resource-rich academic environment across all campuses to improve students' psychological well-being and academic success.

6. Conclusion

This study investigated the relationship between the views and attitudes of science students toward their affiliated degree campuses, their self-esteem, and their academic performance. It was conducted among 101 respondents drawn from different levels, departments, and affiliated campuses of a parent university. The purpose of the study was to assess how students' perceptions of their academic environment influence their psychological well-being and academic outcomes. Data were collected through a structured questionnaire designed to capture demographic information, attitudes toward affiliated campuses, self-esteem levels, and academic experiences. Descriptive statistics such as frequency counts and percentages were used to present respondents' demographic data and analyze their responses to Likert-scale items. Furthermore, Chi-square (χ^2) tests were employed to test the three stated hypotheses at a 0.05 level of significance.

The findings of the study revealed that students' views and attitudes toward their affiliated campuses significantly influence their self-esteem. Specifically, students who expressed pride in their campuses and acknowledged institutional legitimacy reported higher levels of self-confidence, while those who viewed their campuses negatively exhibited lower levels of self-esteem. This suggests that the way students perceive the value and quality of their campuses directly impacts their sense of identity and belonging. Such findings are consistent with psychological theories emphasizing the role of social and institutional environments in shaping self-concept.

Additionally, the study established that students' self-esteem has a significant relationship with their academic performance. Students with high self-esteem demonstrated greater motivation, resilience, and confidence in their academic abilities, which translated into better academic outcomes. Likewise, the analysis indicated that students' perceptions and attitudes toward their campuses also significantly affect their academic performance. This implies that positive campus experiences and a sense of institutional equity can enhance academic engagement and success. These findings underscore the interconnectedness between campus perceptions, psychological well-being, and academic achievement, highlighting the need for policies and interventions that promote positive student experiences across all affiliated campuses.

The results of this study have several implications for educational administrators, policymakers, and stakeholders in higher education:

1. Enhancing the Image and Reputation of Affiliated Campuses: The study underscores the need for deliberate efforts to improve the image of affiliated campuses. By promoting their legitimacy and value, institutions can help students develop a stronger sense of identity, pride, and belonging, which ultimately improves their confidence and performance.
2. Fostering Self-Esteem through Support Programs: Academic counseling, mentorship schemes, and regular motivational seminars should be incorporated into campus life to build students' self-esteem. Strengthened self-worth leads to improved academic engagement and achievement.
3. Improving Infrastructure and Learning Resources: Investment in modern facilities, libraries, laboratories, and classrooms is critical for providing a conducive learning environment. Addressing infrastructural deficits will not only improve students' academic outcomes but also enhance their perception of campus quality.
4. Ensuring Parity between Main and Affiliated Campuses: There is a pressing need for academic parity in terms of curriculum, examinations, grading, and certification between main campuses and their affiliated counterparts. This will reduce feelings of inferiority among students in affiliated campuses and promote fairness in educational standards.
5. Promoting Student Engagement and Institutional Inclusivity: Creating opportunities for student participation in decision-making processes, academic competitions, and extracurricular programs will foster a sense of ownership and belonging. This inclusivity can enhance morale, boost motivation, and improve overall student well-being and performance.

7. Recommendations

1. Enhancing Campus Facilities: Educational authorities should prioritize upgrading the infrastructure and learning resources in affiliated campuses to provide an environment conducive to quality learning.
2. Regular Counseling and Motivation Programs: Institutions should organize regular academic counseling and motivation seminars to help boost students' confidence and enhance their self-esteem.
3. Parity Between Main and Affiliated Campuses: Ensuring academic parity such as standardized lectures, assessments, and certification between main campuses and their affiliates will promote fairness and improve students' sense of belonging.
4. Awareness Campaigns: Public awareness programs should be conducted to address stereotypes about affiliated campuses, emphasizing their value and contribution to higher education.
5. Student Engagement: Academic competitions, workshops, and extracurricular programs should be encouraged to strengthen students' confidence and improve their academic engagement.

8. Limitations

The study focused on science students enrolled in selected affiliated degree campuses within Ilorin and used a structured questionnaire as the primary data collection instrument. The study therefore reflects the views and experiences captured within the selected campuses and respondents. The use of a survey approach also means that the findings are based on respondents' reported views and attitudes.

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S/N	Items	SA	A	D	SD
1	Students in affiliated campuses have lower JAMB scores than those in main campuses.	5 (5%)	21 (21%)	39 (39%)	29 (29%)
2	The certificate from the affiliated campus will not bear the parent university's name.	6 (6%)	23 (23%)	36 (36%)	25 (25%)
3	The quality of education in affiliated campuses differs from the main university.	9 (9%)	36 (36%)	24 (24%)	24 (24%)
4	Affiliated campuses are for students who could not gain admission into main campuses.	15 (15%)	18 (18%)	32 (32%)	26 (26%)
5	Facilities in affiliated campuses are below standard compared to the main campus.	20 (20%)	36 (35%)	19 (19%)	18 (18%)
6	I feel proud to be part of an affiliated campus.	30 (30%)	43 (43%)	4 (4%)	6 (6%)
7	I feel inferior to students from the main campus.	4 (4%)	34 (34%)	32 (32%)	18 (18%)
8	My academic confidence has declined since enrolling in an affiliated campus.	3 (3%)	15 (15%)	43 (43%)	33 (33%)
9	Students in affiliated campuses are just as academically intelligent as those in the main campus.	34 (34%)	50 (50%)	3 (3%)	6 (6%)
10	I avoid telling people that I attend an affiliated campus.	10 (10%)	17 (17%)	38 (38%)	29 (29%)
11	The quality of teaching I receive influences my academic performance.	25 (25%)	46 (46%)	8 (8%)	7 (7%)
12	My academic performance would be better on the main campus.	9 (9%)	21 (21%)	32 (32%)	20 (20%)
13	I am motivated to excel academically despite being in an affiliated campus.	45 (45%)	38 (38%)	3 (3%)	7 (7%)
14	My CGPA/grades reflect my true academic abilities.	24 (24%)	46 (46%)	8 (8%)	5 (5%)
15	Campus limitations negatively affect my academic struggles.	10 (10%)	26 (26%)	26 (26%)	14 (14%)
16	Academic counselling and motivation seminars would boost my confidence.	35 (35%)	49 (49%)	4 (4%)	5 (5%)
17	Improved infrastructure would increase my academic performance.	39 (39%)	49 (49%)	3 (3%)	2 (2%)
18	Academic competitions would boost my confidence.	33 (33%)	49 (49%)	3 (3%)	6 (6%)
19	Creating awareness on the value of affiliated campuses would reduce feelings of inferiority.	21 (21%)	45 (45%)	13 (13%)	9 (9%)
20	Academic parity with main campus (same lectures and exams) would strengthen campus identity.	26 (26%)	44 (44%)	10 (10%)	5 (5%)