

**ATTITUDES TOWARDS EDUCATION AND ACADEMIC
ACHIEVEMENT AMONG JUNIOR SECONDARY SCHOOL STUDENTS
FROM DIFFERENT ETHNIC GROUPS OF GURI LOCAL
GOVERNMENT AREA IN JIGAWA STATE, NIGERIA**

BY

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**A RESEARCH DISSERTATION SUBMITTED TO THE
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Approval Page

This research report, Students' Attitude towards Education and Academic Achievement in Jigawa State, Nigeria has been read and approved having met the requirement for the award of Master Degree of Education, in the field of Educational Psychology in Bayero University, Kano.

Declaration

I Isa Bulama Galdimari certified that this research work on ATTITUDES TOWARDS EDUCATION AND ACADEMIC ACHIEVEMENT AMONG JUNIOR SECONDARY SCHOOL STUDENTS OF GURI LOCAL GOVERNMENT AREA IN JIGAWA STATE, NIGERIA was conducted, written and compiled by me and to the best of my knowledge it has never been presented for the purpose of any certificate degree or any publication somewhere.

Isa Bulama Galdimari
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Dedication

This research work is dedicated to my lovely father, Late Shu'aibu Ago Abdullahi and my mother Aisha Shu'aibu for their contribution immensely to the success of my education and also dedicated to entire Muslim – ummah.

Acknowledgement

In the name of Allah, the most gracious, the most merciful. May He shower His endless peace and blessings upon His most noblest and beloved Prophet and Messenger Muhammad (SAW) peace be upon Him, his progeny and companions. Behind every successful story of a person is the effort of others. Special profound gratitude to my caring parents for their parental guidance in the course of my studies. May Allah continue to forgive them all. Ameen.

To my able and humble teacher, father, mentor and above all supervisor in person of proffessor. Auwal M. Lawal, my profound gratitude cannot be over emphasized for his time, energy, and pain to read through this dissertation and make the necessary assessment and contribution for completion of this study. May Allah Bless you and your family. To my able and humble level coordinator in person of Dr. Ahmad Garba for his encouragement, advice and support.

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Operational Definition of Some Terms

‘Makarantun Allo’: refers to those pizza schools available in the study area under the concept of informal Islamic education system, they serve as elementary schools.

‘Makarantun Ilmi’: These are post elementary or advanced schools under informal Islamic education system in the study area.

Guri: Is a rural settlement, and an administrative headquarter of Guri Local Government area of Jigawa State.

Academic Achievement: Average mean scores of sample subjects for end of session 2013/2014 academic session collated from individual students academic record/report cards.

Education: Schooling in a formal setting as provided for general enhancement of literacy, and social mobility.

Attitude: which can simply be defined as the tendency to react favourably or unfavourably to a given set of stimulus.

Bade: Bade is one of the prominent tribal group found in Guri local government area. This ethnic group lies extremely in the eastern region of Guri L.G.A, ranging down southwards along the geographical bounding of Jigawa and Yobe State, as well as some margin of Bauchi state. The majority of this tribal group (Bade) are found in Yobe State. Historically, Bade tribal group originated from Kanem-Bornu Empire. One of the peculiar feature of this tribal groups is that, they are situated in the settlement which are found along river banks or in the river Basin environments. Their traditional occupation is Fishing, Farming and livestock keeping. This group are custodian of positive Tradition, Norm, Culture, Value and Religion of Islam. One of the significance identity of this group is that they have much exposure to education both traditional and formal.

Kanuri: Kanuri is the predominant ethnic group found in Guri local government area, compared to other groups, they are historically originated from the great empire of kanem-bornu. They dominated the centre as well as the north-western portion of the total local government landmass. Kanuri in terms of dialect, they are considered as ‘Ngizim’ or ‘Bare-Bari’ in Hausa. They are also custodian of good tradition, norm, culture, values and religion of Islam. Kanuri major occupation is farming of both rain fed and irrigated crops. This group has an exposure to education and therefore, noticed of some innovation sceptically in some remote rural areas.

Hausa: Hausa tribal groups are found scattered across the local government, but with a considerable population in the south-western region of the local government. This group are historically migrants from great Hausa land. In terms of religion, Hausa are also Muslims and therefore engaged in various occupations such as agriculture fishing and business. This group form the minority in the local government compared to other groups.

Fulani: Fulani are the fourth ethnic groups found in Guri local government area of Jigawa state. The Fulani of Guri local government area live in subsistence way of life, and therefore nomadic in nature. They are scattered across the local government especially in farm stead, isolated settlements, pasture lands and vegetation zones. Their prominent occupation is rearing of livestock especially cattle’s, sheep, goats and poultry keeping. There is no any single village or town belonging to Fulani in Guri local government area, but they are found in nomadic settlements moving from one place to another periodically or seasonally in search of pasture they are historically considered as migrant from great Sokoto empire, Niger Republic and great Hausa land. There is little population Fulani natives living in towns or villages of Guri Local Government area.

Abstract

This study investigated relationship between attitude towards education and academic achievement among junior secondary school students in multi ethnic Guri local government area of Jigawa state. It was aimed at establishing relationship between attitude and academic achievement. Using correlational design. Three objectives and three null hypotheses were formulated and tested Using 336 sample subjects randomly selected from a population of 2772 students, With a reliability coefficient index of 0.874 Researcher Made Attitude towards Education scale (RMATES) to measure attitude was used while Average Students Annual Scores (ASAS) was used to collate students academic achievement. Significant positive correlation was found between attitude and academic achievement, gender difference in attitude towards education was also established as significant difference in attitude towards education between Bade, Kanuri, Hausa and Fulani ethnic groups was also discovered. Among other things, mass public reorientation campaign on attitude towards education and enrolment was recommended.

CHAPTER ONE

Introduction

1.1 Background to the Study

The recent emphasis placed on improving the academic performance of students often leads teachers to ignore the role of students' attitudes in the process of acquiring education (Seitz, 2010). Students' attitudes towards education play significant role in the academic performance of the student (Caridlin & Mercer, 2001). Attitude has cognitive, affective and conative components, it involves beliefs, emotional reaction and behavioural tendencies related the object of the attitudes (McGroarty, 1996 & Norliana, 2008). It has an evaluative aspect, a disposition and tendency to react positively or negatively to something. It is in short the way someone thinks or behaves.

Attitude can be simply defined as an established way of thinking or feeling or behaving about something or someone. The origin of the word 'attitude' came from French and then from Latin word "aptitude"- "aptus" means fit. Attitude may also define as positive or negative evaluation of anything of one's surroundings or environments. Attitude comes from our beliefs, intension and action (Fishbein and Ajzen, 2005) and it is a psychological tendency which is expressed by appraising a particular entity with some degree of favor or disfavor (Eagly and Chaiken). Silverman and Subramonium suggest that the pupils with positive or negative belief lead to favorable or unfavorable attitudes respectively. Attitude can also be explicit and implicit that is consciousness and unconsciousness of our belief and behavior (Jung, [2001] 2003: par. 687). Researchers suggest several components such as Emotional, Cognitive and Behavioral component for formation of attitude in pupils. Attitudes form as a result of personal experience,

observation and influence by social norms. The pupils having positive attitude towards any situation achieve their goal easily. So, development or formation of positive attitude in one's life is helpful facing any challenge. In learning environment, it is significant for attitude formation otherwise the teaching-learning process may face difficulties (Sozer, 2011, p. 4).

Academic achievement is the students' academic or educational accomplishment which is represented by grade or percentage in our educational system. In our society, students' educational quality is measured by academic achievement. According to Reynolds (2002), capacity of mathematical calculating and language reading and writing are the foremost area of academic achievement. In secondary level, good academic achievement is essential for prosperous educational future. Academic achievement is the level of academic attainment in school subjects which is obtained by students in the examination (Kohli, 2005). Attitude is one factor which may influence the academic achievement. How well one has mastered the subjects matter is described by achievement test (Megargee, 2000). So, for better academic achievement one should be master in the subject matter.

However, attitudes are not static and can be changed by identifying the sources of negative attitudes and correcting them. Factors like effective teaching strategies, better classroom and social environment can drastically reduce negative attitudes (Choy, 2002). Attitudes are often shaped by the social context, "develop early in childhood and are the result of parents and peers attitudes (Brown, 2000, Norliana, 2008), as well as contact with others from different cultures. Attitudes towards education, such as whether education is considered worth doing often begin at home. Social context also determines provision and practice for educational engagement at home. Families that have positive attitudes towards education for example, might provide reading materials and practice in the school.

Students with positive attitudes towards education will spend more effort to learn by using strategies such as asking questions, volunteering information and answering question (Baker, 1993).

In recent years attitudinal goals have increasingly become a planned faced of school curricula. As a result teachers have become more involved in assessing students' attitudes towards education. Secondary school teachers and administrators have come to realize that improving students' attitudes towards education is every bit as improving their academic performance. Teachers are concerned with various questions which relate to the topic o attitudes toward education; how does student feel about education? Are students problems with learning content linked to poor attitudes towards education? What is the relationship between attitude and academic performance in school. It is generally agreed that the first step in attempting to measure anything state to identify and define the quality of the attribute that is to be measured.

1.2 Statement of the Problem

Education is a systematic instrument of change which helps an individual to adjust adequately in order to cope up with the resultant changes more associated with the dynamic society. It is a yardstick for socio-economic, political, mental and moral development. And the teachers on the other hand, are the vehicles or medium through which this development of the transmission of positive norms, culture, tradition, value and knowledge is reckoned. The search for knowledge is a general challenge the humanity throughout the existence of human races on the earth surface. The area of the study is multi cultural, multi ethnic environment where competition among the locals on wealth and power is imminent, and while the easiest way to acquire political power is through education, wealth accumulation has diverse ways including

farming, fishing and business this contributed to the emergence of perceived differential attitude towards education. This study explores the influence of attitude towards education on academic achievement among junior secondary school students from different ethnic background in Guri Local Government Area of Jigawa State which many are found skeptical in developing positive attitude towards education and academic achievement.

1.3 Objectives of the Study

The following objectives have been formulated to guide the study:-

- 1) To find out the relationship between attitude to education and academic achievement between junior secondary school students in Guri local government area, Jigawa State.
- 2) To find out whether there is any inter ethnic difference in attitude towards education among junior secondary school students in Guri Local Government Area in Jigawa State.
- 3) To find out whether there is gender differences in the attitude towards education of junior secondary school students in Guri Local Government Area Jigawa State.

1.4 Research Questions

- 1) Is there relationship between attitude towards education and academic achievement between junior secondary school students in Guri Local Government area, Jigawa State?
- 2) Is there gender difference in the attitude of junior secondary school students towards education among junior secondary school students in Guri Local Government Area Jigawa State?

3) Is there inter ethnic difference in attitude towards education among junior secondary school students in Guri Local Government Area in Jigawa State?

1.5 Research Hypotheses

1. There is no significant relationship between attitude to education and academic achievement among junior secondary school students in Guri Local Government area, Jigawa State.

2. There is no significant gender difference in the attitude to education among junior secondary school students in Guri Local Government Area, Jigawa State.

3. There is no significant inter ethnic difference in attitude towards education among junior secondary school students in Guri Local Government Area, Jigawa State.

1.6 Significance of the Study

This research on the relationship between attitude and academic achievement among junior secondary school students in multi-ethnic communities has demonstrated so much promise for potential benefits;

It will help to douse the considerably fierce ethnic competition for scarce educational resources to mutually beneficial attitude. Thus the findings benefits all the ethnic groups to appreciate and understand where they stand on attitudes toward education in order to make necessary adjustments.

It will also guide teachers and parents on ways to foster positive attitude towards education of their students and wards.

The gender dimension of the research will help teachers and education authorities to assess their efforts towards reorientation and enrolment drive campaigns as well as in the allocation of scarce resources.

Authorities in the state universal education board will find it expedient to intensify attitudinal campaign towards increasing school enrolment, attendance and retention.

1.7 Scope and Delimitation of the Study

This study focused on the students attitudes towards education and academic achievement among junior secondary school students in multi-ethnic communities (Bade, Kanuri, Hausa and Fulani) in Guri local government area of Jigawa state only. Other attitudes of students from senior secondary school and tertiary institutions are all delimited from this study.

Therefore the research covers the public junior secondary schools of Guri Local Government Area only, other junior secondary school students not in Guri Local Government Area or other special schools, primary schools, nursery schools, senior secondary schools and tertiary institutions are also delimited from this study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This segment of the research presents various effort made to review contributions of other schools towards issues concerning the variables under study, the chapter is presented in the following order:

Introduction, conceptual framework, theoretical framework, review of related empirical studies and summary and uniqueness.

2.2 Conceptual Framework

2.2.1 Meaning of Attitude

An attitude is often defined as tendency to react favorably or unfavorably towards a designated class of stimuli, such as national or ethnic group a custom or an institution. It is evident that when so defined attitudes cannot be directly observed but must be inferred from overt behavior both verbal and non-verbal. In more objective terms the concept of attitude may be said to connote response consistency with regard to certain categories of stimuli. In actual practice, the term “Attitude” has been most frequently associated with social stimuli and the emotionally toned responses. It also often involves value judgments.

Attitude has cognitive, affective and cognitive components; it involves beliefs, emotional reactions and behavioural tendencies related to the object of the attitudes (Mcorparty, 2006). It has an’ evaluative aspect, a disposition and tendency to react positively or negatively to something. It is, in short, the way someone thinks, or behaves. However, attitudes are not static and can be changed by identifying the sources of negative attitudes and correcting them.

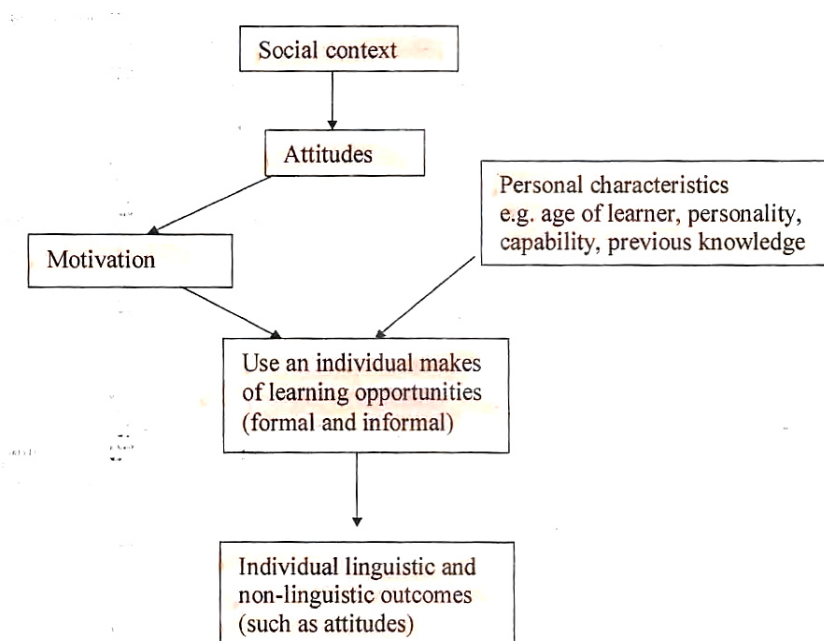
Students' attitudes towards the target language, its speakers and the learning context may all play some part in explaining the success in learning a language (Candlin & Mercer, 2001). Numerous research studies have been conducted on the role of attitude in second language acquisition, probably spurred by the knowledge that negative attitudes can change. Factors like better teaching strategies, classroom and social environment can drastically reduce negative attitudes (Choy, 2002). Individual differences also play a significant role in learning a language. In second language learning contexts, factors like age, gender, language background, type of school attended, and peer influences are some of the variables that influence language acquisition and attitudes (Merisou-Strom, 2007).

As there is limited research on students' background and the attitudes towards studying literature, this study uses students' attitudes towards second and foreign language learning as its conceptual framework. Attitudes related to the motives of studying a language can be divided into two main categories; integrative and instrumental motives. Gardner (as cited in Baker, 2003) suggests that integrative motives refer to situations where a person learns a second language in order to participate in the target language group's cultural activities. Instrumental motives refer to practical purposes of learning a language such as in order to get a better job or to pass examinations.

Attitudes are often shaped by the social context, "develop early in childhood and are the result of parents and peers' attitudes" (Brown, 2000 p.180) as well as contact with others from different cultures. Attitudes towards a language, such as whether a language is considered worth learning, often begin at home. Social context also determines provision and practice for second language learning at home. Families that have positive attitudes towards English for example, might provide reading materials and practice in an informal learning context.

Students with positive attitudes will spend more effort to learn the language by using strategies such as” asking questions, volunteering information and answering questions (Baker, 1993). Attitudes therefore affect the rate of development and the final proficiency achieved in the target language. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using appropriate materials and teaching techniques. Attitudes also improve as a result of language learning as learners who learn well will acquire positive attitudes.

Students’ attitudes towards second language learning can be explained by Spoisky’s framework (Brown, 2000) shown in Figure.



According to this -framework, attitudes are shaped and influence by the social context such as an individual’s home and community. Attitudes in turn, determine the type and amount of learner motivation. Both motivation and personal characteristics influence how an individual makes use of the learning opportunities in formal and informal contexts. The final outcomes are

the linguistic proficiency of a learner and also non-linguistic outcomes such as attitudes which might change after the learning process.

2.2.2 Nature of Attitude

The nature and strength of ones interests and attitudes represent an important aspect of personality. These characteristics materially affect educational and occupational achievement, interpersonal relations, the enjoyment one derives from leisure activities and other major phases of daily living. Although tests typically are directed towards the measurement of one or the other these variables, the available instruments cannot rigidly be classified according to such discrete categories as interests and attitudes overlapping is the rule. Thus, a questionnaire designed to assess the relative strength of interests in investigative artistic or conventional occupations also might be said to gauge the individual's attitudes toward pure science, art for arts sake, practical tasks and the like.

Values are also clearly related to life choices and are often discussed in conjunction with interests, attitudes, and preferences. A great deal of research has been and continues to be done by personality and social psychologists on the topic values including some interesting and wide ranging investigation of the generality of values across cultures (S.H. Schwartz, 2002, 2004; S.H. Schwartz & Sagie, 2005; Super & Sverko, 2005). In recent years however, relatively few developments have occurred in the area of standardized commercially available instruments aimed exclusively at the assessment of values. This is related to several problems specific to the measurement of values, such as the difficulties of sampling systematically and at the appropriate level of abstraction from value domains. In addition, some of the early and most widely used value measures proved to be incompatible with way values eventually came to be conceptualized in the field (Braithwaite & Scott, 2001). While some "stand alone" tests such as the life values

inventory (Brown & Crace, 2006) and the values scale (Nevill & Super 2009) are still being published or revised, much of the formal assessment of values is now incorporated within instruments designed to facilitate career decision making and to assess work-related attitudes and motives.

The assessment of opinion and attitude originated largely as a problem in social psychology. Attitude towards different groups for example, have obvious implications for inter-group relations similarly, the gauging and prediction public opinion regarding social psychologist, as well as to the worker in business, politics and other applied fields. The measurement of opinion and attitudes has also made rapid strides in the areas of consumer research and employee relations.

2.2.3 Measuring Attitude

Attitude is one of the measurable and quantifiable personality variables. Attitude scales on the other hand, typically field a total score indicating the direction and intensity of the individual's attitude towards a company, group of people policy or other stimulus category. In the construction of attitude scale, different questions are designed to measure a single attitude or one-dimensional variables, and some objective procedures are usually followed in the effort to approach these goals. An employee attitude scale, for example, yields a single score showing the individuals degree of job satisfaction or overall attitude towards the company.

2.2.4 The Concept of Education

Educations have been defined in various ways in the effort of numerous scholars in the field of educational discipline. Education is any society, anywhere and at any point in time, is basically the sum total of all the processes by which a child or a young adult develops the abilities, attitudes and other forms of behaviors which are of immense positive value to the

society in which he lives. In other words, education is a process of transmitting culture, in terms of continuity and growth, and for disseminating knowledge, either to ensure social control or to guarantee rational direction for the society or both (Fafunwa, 1974).

Education is globally accepted as a necessary tool for national development and that teachers are regarded as the vehicle through which this important tool can be realized (Auwal 2012).

Education has been defined as the sum total of all the process through which children are encouraged to develop their abilities, attitudes and other forms of behaviour which are beneficial to the society in which the children live (Fafunwa, 1974, Taiwo 1980, Osokoya, 1987 and Fagbemi, 1992).

According to Fagbemi (1992), Education is the systematic acquisition of knowledge, skills and desirable qualities of behaviour which are also necessary for the survival, development and welfare of both individuals and the society.

Muazi (1986) opines that, education is universally accepted as the largest and most important enterprise, this is because it touches the life of every individual irrespective of his status in the society.

Not only education is the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for quick development of its economic, political, sociological and human resources management (NPE, 2004).

Education is a vital tool for any meaningful development throughout human history. It is one of the very important means of progress and development of any civilization. It is through

education that one's potentials, abilities, attitudes and other cherished values can be developed in order to become useful member of the society (Iliyasu, 2012).

According to Dauda (1977), education is the BASIS, the invariable INDEX for the socio-political, economic, physical, moral, spiritual, scientific and technological development of man and his society.

Woodson (2008), Lamented that, "Education means to inspire people to live more abundantly, to learn to begin with life as they find it and make it better".

Taking into consideration the above definitions, however, education can be deduced as the systematic instrument of change which help an individual to adjust adequately in order to cope up with resultant changes more associated with out dynamic society.

2.2.5 Brief Historical Account of Bade, Kanuri, Hausa and Fulani Ethnic Background of Guri Local Government Area, Jigawa State

GURI

Guri is a rural settlement found in the extreme north-eastern margin of Jigawa State, and therefore an administrative head quarter of Guri local government area. Guri L.G.A, shared a common boarder with Nguru local government area of Yobe state in the north-east, Bade local government area of Yobe state to the extreme east, Gamawa local government area of Bauchi state to the extreme south, as well as Birniwa local government area of Jigawa state to the north, and Kirikasamma local government area of Jigawa state to the entire western bearing.

Guri L.G.A, has a total area of about 1060km² and population of 115018 at the 2006 census. The major ethnic groups in Guri L.G.A, includes: Kanuri, Bade, Hausa and Fulani ethnic groups.

BADE

Bade is one of the prominent tribal group found in Guri local government area. This ethnic group lies extremely in the eastern region of Guri L.G.A, ranging down southwards along the geographical bounding of Jigawa and Yobe State, as well as some margin of Bauchi state. The majority of this tribal group (Bade) are found in Yobe State. Historically, Bade tribal group originated from Kanem-Bornu Empire. One of the peculiar feature of this tribal groups is that, they are situated in the settlement which are found along river banks or in the river Basin environments. Their traditional occupation is Fishing, Farming and livestock keeping. This group are custodian of positive Tradition, Norm, Culture, Value and Religion of Islam. One of the significance identity of this group is that they have much exposure to education both traditional and formal.

KANURI

Kanuri is the predominant ethnic group found in Guri local government area, compared to other groups, they are historically originated from the great empire of kanem-bornu. They dominated the centre as well as the north-western portion of the total local government landmass. Kanuri in terms of dialect, they are considered as 'Ngizim' or 'Bare-Bari' in Hausa. They are also custodian of good tradition, norm, culture, values and religion of Islam. Kanuri major occupation is farming of both rain fed and irrigated crops. This group has an exposure to education and therefore, noticed of some innovation sceptically in some remote rural areas.

HAUSA

Hausa tribal groups are found scattered across the local government, but with a considerable population in the south-western region of the local government. This group are historically migrants from great Hausa land. In terms of religion, Hausa are also Muslims and therefore engaged in various occupations such as agriculture fishing and business. This group form the minority in the local government compared to other groups.

FULANI

Fulani are the fourth ethnic groups found in Guri local government area of Jigawa state. The Fulani of Guri local government area live in subsistence way of life, and therefore nomadic in nature. They are scattered across the local government especially in farm stead, isolated settlements, pasture lands and vegetation zones. Their prominent occupation is rearing of livestock especially cattle's, sheep, goats and poultry keeping. There is no any single village or town belonging to Fulani in Guri local government area, but they are found in nomadic settlements moving from one place to another periodically or seasonally in search of pasture they are historically considered as migrant from great Sokoto empire, Niger Republic and great Hausa land. There is little population Fulani natives living in towns or villages of Guri Local Government area.

2.2.6 Traditional Education Across Bade, Kanuri, Hausa, and Fulani Ethnic Groups in Guri Local Government Area of Jigawa State

The advent of traditional education in Guri local government area could be traced to the history of traditional education in northern Nigeria.

Every society anywhere at any point in time, whether simple or complex, ancient or modern, traditional or sophisticated, has its own system or way of socializing its younger

generation. The socialization generally takes the form of storytelling, trade and craft, practical induction, the transmission of cultural values, norms and beliefs as well as the orientation of new members of the society into their expected socially stratified roles in the society. This takes formal and informal approaches or methods. These socialization processes constitute what is called education.

An educated person in Ancient Africa, according to Fafunwa (1974), is he who was a gallant warrior, a hunter, a nobleman, a man of character or anyone who combined noble characters with a specific skill. Traditional Africa education lays great emphasis on social responsibility, job orientation, and political participation, spiritual and moral values. Africa traditional education puts a lot of emphasis on practical farming, fishing, hunting, cattle or sheep rearing (i.e livestock keeping), weaving, cooking, wood carving, knitting, blacksmithing, dying etc.

African recreational subjects according to Fafunwa, includes; wrestling, dancing, drumming, acrobatic display, racing, swimming, traditional boxing etc. and intellectual training includes; the study of local history, legends, local geography, the knowledge of plants, trees and their uses (i.e. herbal knowledge), poetry, reasoning, riddles,, proverbs, storytelling, tales just to mention a few.

Traditional education combined physical training with character – building as well as manual activity and intellectual training. It is generally considered a functional type of education, with a practical utilitarian value orientation. The aim, the content and the methods of traditional education are not watertight compartmentalized, rather; they are generally interwoven.

The basic aim of traditional education is multi-dimensional and the most fundamental single objective is to produce an individual who is honest, respectable, skilled, co-operative and conforms social order to the society. This is the nature and form of traditional education in Nigeria. It is an education system geared towards the physical training, a sound character development, respect for elders and peers, intellectual training, vocational training, community participation and the promotion of cultural heritage (Fafunwa, 74:20-49).

2.2.7 Islamic Education Among Bade, Kanuri, Hausa and Fulani Ethnic Background of Guri Local Government Area

The history of Islamic Education among the above mentioned ethnic groups could be traced to the history of Islamic education in Nigeria. This predates the coming of British colonial adventures and their missionary education system with over 500 years. Both Fafunwa and Lugard documented this fact. Albert Ozigi (Education in Northern Nigeria, 1981) also acknowledged the fact that Islam has had a long tradition of formal education in Nigeria. he maintained that: “there were many Islamic scholars in Borno almost a thousand years ago”. And those students from the old Kanem-Bornu Empire used to travel to Cairo (Al-Azhar University in Egypt) in large numbers for further studies”.

Ozigi noted that: “there were many Islamic scholars in Kano, Katsina and Zaria, all of flourished a center of learning”. He said that Lugard estimated that the beginning of this century (1914), there were over 25,000 Islamic primary (Quar’anic) schools in the north, attended by about 250,000 pupils. It is based on these facts that Ozigi felt obliged to say that: “those who hold the notion that Islam does not encourage education are sadly ignorant of the facts of history” (1981:2).

It was estimated that by 1913, there were over 140,000 children in Qur'anic schools in Northern Nigeria, as compared with only 35,000 school pupils in western education schools in southern Nigeria (Fafunwa; 1974:110).

Islamic education in northern Nigeria was characterized by the following features:-

The Qur'anic schools or “Makarantun Allo”, constitute the universal nursery and primary school system. The young pupils at this stage learn how to read and write Arabic alphabets and words with the view to reading and writing the glorious Qur'anic. Almost every urban, semi-urban and rural Muslim in the north attended this sort of schools at the early stage of life.

Furthermore, there were higher Islamic education schools or “Makarantun Ilmi”, where adult Qur'anic school products attend further studies. The curriculum here includes:-

Islamic Jurisprudence (fiqh), Arabic literature (Balagh) Islamic history (Seerah), Hadith education and exegesis (Tafsir). These two forms of Islamic education featured in both north and western regions of Nigeria, where Muslim constitute the predominant population.

The ethnic group of the area of study, Guri Local Government area lies extremely between the great Kanem-Bornu Empire and the vast Hausa land; therefore, the study area is also part of the Islamic education system mentioned above. And the all of them are Muslims hundred percent.

Western Education among Kanuri, Bade, Hausa and Fulani of Guri Local Government Area.

Western education among the multi ethnic society in Guri Local Government area could be traced to the history of western education in Nigeria. Which gradually reaches the northern margin of the country.

The history of Western-oriented cum Christian education in Nigeria was intimately bound up with the history of Western education in Europe during and after the Dark Ages. After the fall of the Roman Empire in the fifth century, the old literary and rhetorical education of the Roman era was almost completely destroyed because it was considered pagan inspirit. The Church was therefore not at all enthusiastic to receive it and became indifferent to education for some time, Soon, however the Church saw that it could not do its own work effectively unless its adherents were able to read and write. In no time at all, it- realized the advantage of an education that was tailored to its needs , for unlike the Roman schools, which were secular, the Church schools - were religiously biased. With the transfer of educational authority from State to Church, the curriculum was changed both in nature and purpose ‘The ultimate reason for arty form of education was the advantage it brought to the faith. The typical man of learning was no longer the cultivated inn of affairs but the educated clerk; and all the secular business of society which required the highest learning for its performance fell as a matter of course into the hands of churchmen. The Church’s monopoly of education lasted for more than a thousand. years. This had a tremendous impact on the intellectual life of Europe and America. and, later, on the British colonial territories in Asia and Africa.

The Second Missionary Endeavour

The second missionary endeavour to Nigeria was marked by the advent of the first 'English-speaking Christian mission in Badagry in September 1842. Prior to that date some of the liberated slaves who had settled in Freetown, Sierra Leone, had travelled down the coast to Lagos and Badagry for trading purposes and some of them met up with their children, parents and other relatives, while others brought messages back to Freetown from the relatives of those who did not travel. Earlier still, T.F. Buxton, a member of the anti-slavery movement in London, suggested the exploration and cultivation of the interior around the Niger water-way in attempt to turn the minds of the African people from slavery to agriculture. He advocated that missionaries and teachers should take the plough and the hoe into the land and make agriculture flourish. Buxton, like other advocates before him, mixed evangelism with business and commerce. He envisaged the time when these agents of commerce and Christian teachers, missionaries, artisans and others would encourage the cultivation of crops which would be shipped to Europe and then retorted to slip urea as flnL4hed products for sale.

Buxton's suggestion as contained in his book was adopted by this British government, and the famous Niger expedition was sent out In 1841. This expedition was one mighty effort on the part of the British government to penetrate the hinterland, of Nigeria It consisted of three steam-ships, well equipped with all kinds of gadgets For making observations on plants, animals, soil, and weather, there were specialist among the group to study these phenomena as well as the political, social, economic and cultural aspects cii the people. There were also missionaries who were to explore the possibilities of missionary work; and agricultural experts and British government officials who were empowered to sign treaties and establish diplomatic relations on behalf of the British government.

Of the one hundred and forty-four Europeans and one African who went on this trip, forty-eight died of malaria and other illnesses. The only African among them (who also happened to be a Nigerian) Samuel Ajayi Crowther, survived the journey. The expedition went up the Niger to Lokoja, where a model farm was established. At Aboh and Igalla treaties were signed with local chiefs. The failure of the expedition, however did not deter Europeans from penetrating Nigeria. Indeed, the publicity given to the expedition at the early stages of planning excited many missionaries of various shades to go to that part of Africa and to establish missions.

In 1839, before the disastrous Niger expedition, some leading Yoruba settlers in Freetown, Sierra Leone, through their governor petitioned the Queen of England to allow them to establish a colony in Badagry under her jurisdiction. They also requested that missionaries be sent out to preach the Gospel of Christ. A number of Yoruba went to Badagry in 1840 but not under British protection and not accompanied by a missionary. In 1841 these emigrants sent letters to missionaries in Sierra Leone urging them to come to Badagry. Some Sierra Leone churchmen took kindly to this idea and started a campaign for assistance and support. One enthusiast talked about taking the Bible and the plough to the banks of the Niger'. On ex-slave wrote to the Reverend Thomas Dove from Abeokuta: For Christ's sake, come quick. Let nothing but sickness prevent you . . . come, see God convert the heathen, Do not stop to change your clothes, to eat, to drink, or sleep, and salute no man by the way. Do, do, for God's sake, start at this moment; do not neglect me with all this hurry, it is more than I can bear

The Reverend Thomas Dove of the Methodist mission expressed the wishes of the emigrants for their homeland in these words: - that the Gospel of God our Savior. may be preached unto her, that schools may be established, that Bibles flag may be sent, that the British flag may be hoisted, and she may rank among the civilized nations of the earth.

While the idea of evangelizing Nigeria originated from the Church Missionary Society (C.M.S) both in London and in Freetown, it was the Methodists who first sent missionaries to Badagry. The Reverend Thomas Birch Freeman, son of a negro father and an English mother, accompanied by William de Graft, one of the earliest educated. Ghanaians, arrived in Badagry on 24 September 1842. Freeman immediately began work in earnest. He built a mission house and started prayer-meetings on Sundays for the emigrants. Early in December Freeman visited Abeokuta where a number of emigrants had settled. He was warmly received by Oba Sodeke, his people and the emigrants. On his return to Badagry on Christmas Eve, he found that Henry Townsend, a lay minister of the C.M.S, and two Egba ex-slaves from Sierra Leone, Andrew Wilhelm and John McCormack, had just arrived to explore the possibility of establishing a mission in that area with a view to serving the spiritual needs of the C.M.S emigrants from in Sierra Leone. Townsend and his group went on to Abeokuta, arriving there on 4 January, 1843: Their visit was brief but cordial. The C.M.S., party returned to Sierra Leone, leaving only Andrew Wilhelm to man the Abeokuta mission. Freeman also returned to the Cold Coast, leaving de Graft behind to take charge of the Methodist mission in Badagry.

The first known school was established by Mr and Mrs de Graft in Badagry and was named 'Nursery of the Infant Church'. Most of the fifty odd pupils were children of Sierra Leone emigrants, though a few of the local converts also sent their children to the school. Mr and Mrs de Graft were replaced in 1844 by the Reverend Samuel Annear and his wife.

While Methodists should be credited with establishing the first 'school' in Nigeria, it was the C.M.S. Mission that was to make the most important contribution to education in the early period. In January 1845 an American ship, Adaric, arrived in Badagry with a formidable team of evangelists: Mr and Mrs Samuel Ajayi Crowther (Egba ex-slaves), the Reverend and Mrs

Townsend, the Reverend and Mrs Gollmer, Messrs Williams Marsh and Edward Phillips (who were teachers by profession), four carpenters, three laborers, two servants and one interpreter. They had originally planned to proceed immediately to Abeokuta to begin their work there, but they were forced by circumstances to stay in Badagry for about eighteen months (Oba Sodeke of Abeokuta, their friend and host, had died soon after the C.M.S., party reached Badagry and it was considered unwise to proceed until further contacts were made with the new ruler of the Egba). While waiting, the C.M.S. party established a mission station and two schools in Badagry. In August 1846 the party proceeded to Abeokuta, leaving Edward Phillips and William Marsh behind in Badagry to take care of the schools and the mission house.

While the Methodists and the C.M.S. evangelists were consolidating their missionary activities in and around Badagry and Abeokuta, the Church of Scotland Mission based in Jamaica, West Indies, sent an exploratory mission to Calabar in 1846. The group, led by the Reverend Hope Masterton Waddell, comprised Mr and Mrs Samuel Edgerley, an English printer and his wife, Andrew Chisholm, a mulatto carpenter, and Edward Miller, a negro teacher.

2.3 Theoretical Framework

2.3.1 Rosenberg & Hovland Theory of Attitude

One way of approaching the problem of adequately characterizing attitude toward reading is by drawing upon the insights provided by social psychologists working in the field of attitude formation. Researchers in this area have for some time distinguished among the cognitive, affective, and conative components of attitude (Rosenberg & Hovland, 1960; Insko & Schopler, 1967; Triandis, 1971; Fishbein & Ajzen, 1975).

When applied to reading, this tripartite model would describe attitude towards reading as having the following components:

- i. Cognitive component, that is, one beliefs or opinions about reading (e.g., “Reading is essential for getting along efficiently in this society”)
- ii. An affective component; that is, one’s feelings about or evaluations of reading (e.g., “I enjoy reading”),
- iii. A conative component, (often treated as two separate components) that is, (a) one’s intention(s)-to read and (b) one’s ‘actual reading behavior(s).

The potential for representing the nature of attitudes toward reading which these constructs from social psychology afford deserves much more ‘attention than it has received. Mikulecky (1976) has taken account of all three components in his instrument in an indirect way. We would like to adopt an even stronger position and make these components central to our explanation of the different “facets” noted above in the examples of Katrina and Joan.

Diagrammatically the relationships among the components of attitude toward reading can be expressed earlier.

From the model it can be seen that there may be different beliefs about reading (, ,) and different feelings about reading (A, B, C . . .) Remember that Katrina believed that reading was important for securing her chosen occupation and promoting job satisfaction, and Joan did not. Thus, Katrina’s belief(s) give rise to the feeling (affect) that reading is valuable whereas Joan does not feel it is valuable in this sense. Furthermore, the model shows that another feeling about reading (such as Enjoyable-Not Enjoyable) could also be held. This explanation demonstrates how each girl could feel positively about reading in one sense and negatively about it in another.

In these and other ways the model accounts for various important facets of attitude toward reading.

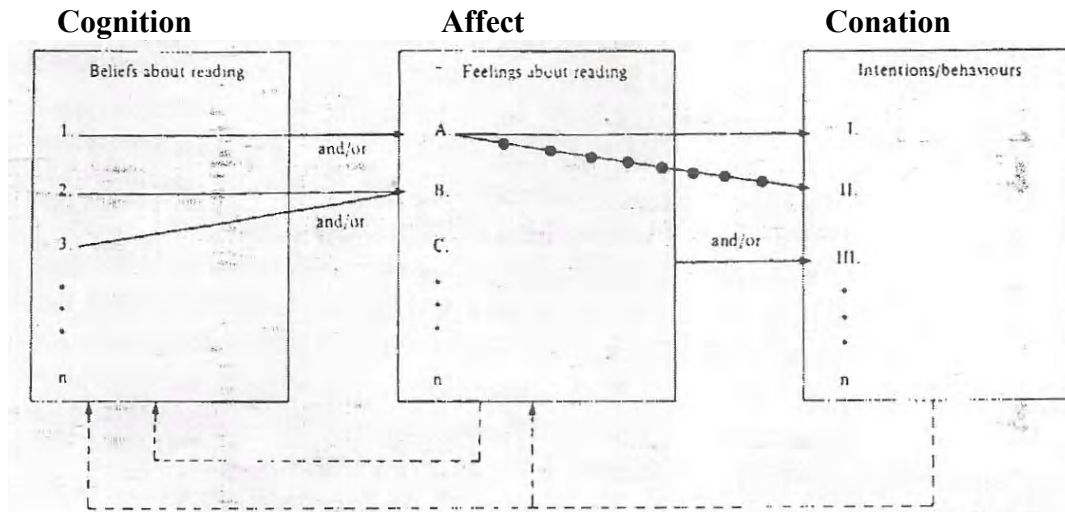


Figure: Schematic representation of the components of attitude towards reading

We shall not enter any further into a discussion of the particulars of this theoretical framework. That topic has been treated in detail elsewhere (Tale & Lewis, 2009). Instead, the focus here will be placed upon the implications of this model for teachers who are attempting to conceptualize students' attitudes toward reading. The initial task in this endeavour is to translate the theoretical notions of beliefs and feelings about reading into terms applicable to the reality of the school/home/society situation. To accomplish this end a survey of reading educators, teachers, elementary and secondary students, and instruments designed to measure attitude toward reading was conducted. The survey showed that, within the larger idea of beliefs and feelings about reading, three constructs which had application to the everyday world could be identified.

The first construct is exemplified by statements like "The more I read, the more I learn about myself" and "Reading helps me understand other people better." This construct is related

to the cognitive component of reading attitude; it concerns the belief that reading is a gaining insight into self, others, and/or life in general. This first construct is termed Individual Development because it seems to relate one's intrinsic development through insight into self/others/life.

The second construct is similar to the first that it too relates to the cognitive component of reading attitude. However, the belief in this case is that reading is related to success in school or vocational development. This construct, called Utilitarian, is reflected in statements such as "Reading helps people to get along much more -efficiently in this society" and being able to read well can help a person get a-permanent job.

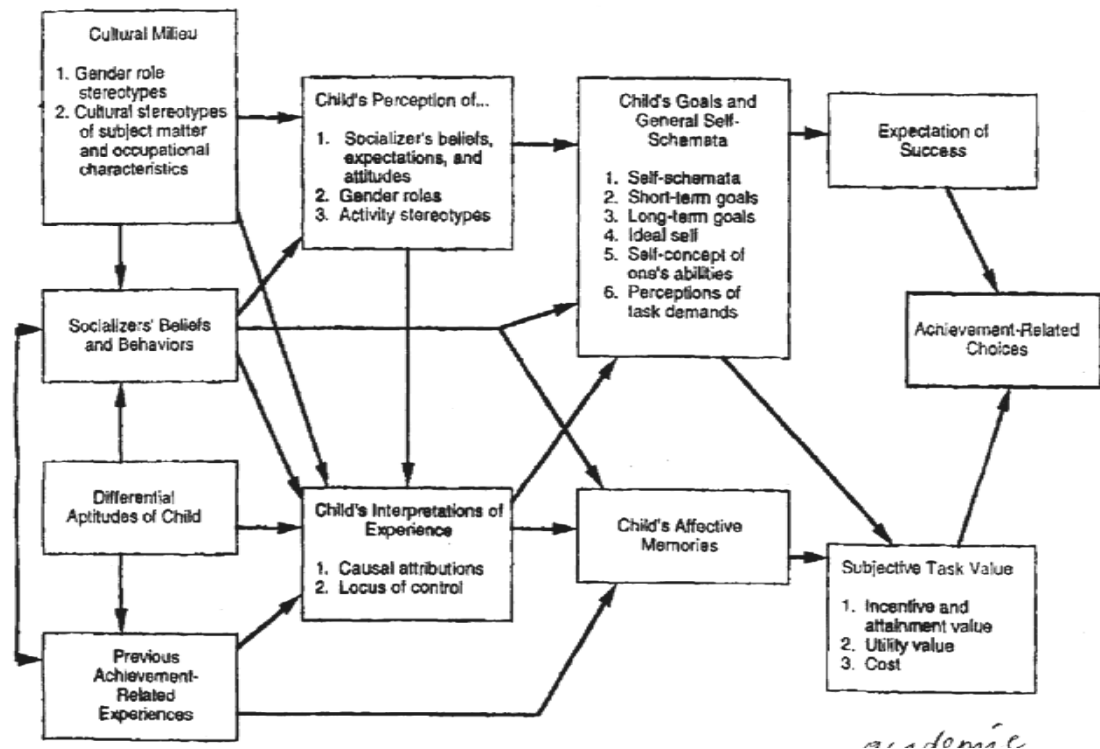
The third construct is affective in nature. It is represented by statements like "I enjoy reading" or "Reading is a fun way to spend spare time. This construct is labelled Enjoyment, a name which seems self-explanatory.

2.3.2 Theory of Academic Achievement

The researcher uses expectancy value theory of academic achievement to guide the study.

Expectancy – value theory was developed by Eccles et al (1983). The theory argued that individual's choice, presence and performance can be explained by their beliefs about how well they will do on the activity and the extent to which they value the activity (Atkinson, 1957; Eccles et al., 1983; Wigfield, 1994; Wigfield & Eccles, 1992). Eccles et al (1983) proposed an expectancy-value model of achievement, performance and choice and studied it initially in the mathematics achievement domain. The most recent statement is presented in the figure below.

Expectancy-value model of academic achievement



Eccles, Wigfield, and colleagues' expectancy – value model of academic achievement

2.4 Review of Empirical Studies on the Relationship between Attitude towards Education and Academic Achievement

Several researchers have shown more interest in the relationships between attitude and academic achievement. There are empirical evidence for a strong association between attitude and academic achievement (Rodhde & Thompson, 2007).

Numerous studies have investigated the relationship between students' background and their attitudes towards learning. Over last 15 years, researchers have become increasingly interested in child's motivation to learning. Because reading is an exigent activity that often involves choice, motivation is crucial to reading engagement. This study aims to gather information on students background such as gender, socio-economic status, location of schools, and find-out which variables influence students attitudes towards education.

This study has investigated the student's attitudes towards education and academic achievement among different ethnic groups in Guri Local Government Area of Jigawa State, precisely, Bade, Kanuri, Hausa and Fulani ethnic background. The recent emphasis placed on improving children's education often leads teachers to ignore the role of student attitudes in the process of becoming literate. In order for students to develop into effective learners, they must possess both the skills and the will to read. As noted by Guthrie and Wighfield (2000), "Motivation is what activates behaviour" students attitudes toward learning are a central factors affecting education performance. In recent years attitudinal goals have increasingly become a planned facet of school curricula. As a result teachers have become more involved in assessing students attitudes toward what is being taught.

This study addressed the attitude towards education and academic achievement among the junior secondary school students from different ethnic groups in Guri Local Government Area of Jigawa State.

To promote a lifetime attitude towards education and academic achievement, love of reading should be one of the most important goals in schools (Sanacore, 2000; Smith & Ryan, 2007; Tunnell, Calder, Justen, & Phaup, 2001). As of late, it seems that schools are moving away from doing this. One problem is the drive back to standards based instruction, which is being pushed by parents, school boards, and the media (Krashan, 2002; Sanacore, 2000). Unfortunately the pressure on educators to meet these outcomes in a limited amount of time with the students creates a de-emphasis on the more meaningful activities that help to create more positive reading attitudes (Worthy, 2002). Reading for pleasure is one way to build a student's reading attitude. Yet, reading for pleasure is not given the same status as basic skills instruction. This creates an obstacle for teachers who are attempting to encourage readers with a lifelong love, for reading (San'acore,:2000).

Ability may affect the reading attitude of a given student through its influence on such factors as engagement and practice. In addition, even for the reader with high ability, poor attitude may make him-choose not to read when other options exist, a condition now known as a literacy (McKenna, Kear, & Ellsworth, 2005). For the purpose of this study, a literacy (McKenna, Kear, & Ellsworth, 2005) and poor attitude will be understood as the lack of desire to read. Students who are capable readers may not have a strong positive attitude towards reading if they expect that another activity would give them more satisfying results.

As previously stated, attitudes has been defined as a system of feelings related to studies which causes the learner to approach or avoid a learning situation (Tunneil, Calder, Justen, &

Phaup, 1991). Reading attitudes are as significant as a student's ability to read (Tunell, Caider, Justen, & Phaup, 1991). Students' reading attitude determines their future successes in Education. The attitude fulfils a fundamental role in the development and use of a students' lifelong reading skills (Krashan, 2002). The student's attitude toward reading is a central factor affecting their achievement as a learner (Lipson & Wixson, 2002).

The attitude of a learner is fundamental to the Outcome of their work (Lipson & Wixson, 2002). In the past, reading educator's and researchers have shown an interest in the reading attitudes of students and what influences their academic achievement in reading. Teachers, as a group though, do not appear to fully understand the importance of reading attitude in the teaching of reading. Combined with the pressure previously stated about teachers and the pressures of testing, many teachers do not know how to find the time to review students reading attitudes. A survey of teachers in 1984 by Heathington and Alexander revealed that teachers do believe that attitude plays an important role in reading and reading development, but few of them took the time to evaluate their own students' attitudes towards reading or in making an effort to improve them (Howard; 2008). "Fostering the lifelong habit of reading is an important goal" (Sanacore, 2000, p. 163). What affects student reading attitude?

Fishbein and Ajzen (2005) generally defined attitude as "a learned predisposition to respond in a consistently favourable or unfavourable manner to respect to a given object." A "reading specific" definition of attitude provides a more in depth understanding: Alexander and Filler (2006) state that reading attitude is "a system of feelings related to reading which causes the learner-to approach or avoid a reading situation." (p.1). Donald Howard (2008) found that the way that a child feels about reading is closely related to their level of success as a reader. Other researchers have also studied that the extent to which students are successful with reading is

directly related to how they feel about reading (Garrett, 2002). Researchers have also attempted to build a model of what affects student reading attitude (Liska, 2004, McKenna, Kear, & Ellsworth, 2005; Mathewson 2004; and Ruddell & Speaker, 2005). McKenna, Kear, and Ellsworth's model has integrated many of the ideas of these models into one. This model suggests that learning attitudes are a product of three main factors:

1) The general beliefs a learner has about the outcomes of learning, a learner judges the desirability of the outcome of his/her learning.

2) The learner motivation to meet others expectations and conform to them.

3) Specific past learning experiences

Teachers can improve attitudes if they work to positively change these factors (McKenna, Stratton, Grindler, & Jenkins, 2005). By understanding a student's reading attitude and the factors by which the attitude is affected, teachers can work to improve the attitude. A teacher's main goal should be to encourage an active and involved reading attitude in each of his/her students (Sanacore, 2000). Instructional methods can be used as a way to accomplish this goal. (McKenna, Kear, & Ellsworth, 2005). In order to do this effectively, teachers must first recognize and understand their learners' attitudes.

Some children love and enjoy the task of reading and are proficient and skilled in this. Too many children, however, view learning in a negative way, and are failing as a result (Garrett, 2002). As children mature and as more and more leisure options compete with reading, positive attitudes toward learning will on average worsen. This trend may well apply to many skillful readers because their beliefs that reading can be pleasurable are likely to compete with other beliefs that other activities are more pleasurable (McKenna, Kear, & Ellsworth, 2005). In addition; a number of studies document that there is a negative trend in student attitudes toward

reading as they go through the elementary grades (McKenna, 2005; Davies and Brember, 2005'; Garrett, 2002). It has been stated that even accomplished readers with average to poor attitudes toward reading may not read when other more enticing options such as television viewing or video games are available (McKenna, Kear, & Ellsworth, 2005).

It is important to first take a look at what affects students reading attitudes in order to better understand where the influences affecting attitude arrive. Evidence suggests that there are personal attributes and environmental factors that influence the attitudes that children have toward reading. These factors include ability, achievement, self-concept, home environment, instructional practices and special programs, gender, interests, and testing intelligence (Garrett, 2000) Ability is the area in which this research will focus.

Further, it has also been found that attitude toward learning should consequently grow more negative-with time for poor learning but, not for good ones so that the relationship between ability and attitude would have a positive correlation. Attitudes are formed in part on the basis of beliefs about the outcomes of learning; it is natural to predict that poorer learner, who have reason to expect frustrating outcomes, will tend to harbour more negative attitudes than better readers. There is extensive evidence that relates attitude to ability; yet, most of this research is over a decade old. In 1980s, Doris Roettger conducted a study of the differences between attitude scores and actual reading performance of fourth, fifth, and sixth grade students. This study found that the students had different expectations for reading, which in turn had an impact on their individual attitudes. Then in 1985, Walberg and That from the University of Illinois at Chicago studied and measured the correlation of attitude and achievement. Their findings show that there is a strong correlation between the two factors. Finally in 2004, Ley, Schaer, and Dismukes conducted a longitudinal study of the correlation between reading attitudes and behaviours over

the course of three years with a group of one hundred and sixty four students. Once again, it was found that there was a strong positive correlation between attitude and behaviour. The only problem that is seen in the previous studies is that they are dated and there is a need for a newer study in order to determine if these ideas are valid. As society, and our youth have changed so much over the past decade, it is important to reassess this situation, a national study that included a large sample of first through sixth grade students, McKenna, Kear, and Ellsworth found that first and second graders expressed positive attitudes toward reading regardless of ability.

Prior studies that evaluate the relationship between reading ability and attitude have produced inconsistent results. Some studies have found that there was no statistically significant relationship between attitude and achievement level (Smith and Ryan, 2007), while others have found a direct relationship between the two. This demonstrates the abundance of inconsistency in results about the relationship between academic ability and reading attitude and further supports the need for current research in this area.

Academic achievement of students in high school strongly correlates (0.05 to 0.70) with attitude scores (Jenson, 2008), but in another study researchers experienced the hypothesis that the relationships between general attitude and academic achievement was in large part associated with a mental speed component.

At the beginning the divided variance between general attitude and academic achievement was nearly 30% (Luo, Thompson, & Detterman, 2003). On the other hand, the after controlling for the mental speed component, the shared variance between general attitude and academic achievement was decreased to approximately 6% (Luo et al., 2003). This result strongly shows to be true that the items of attitude (such as mental speed component and may be other substances) are a significant intervener between attitude and academic achievement.

In other study, (Watkins, Lei & Canivez, 2007) stated there has been considerable debate regarding the causal precedence of attitude and academic achievement. Some researchers view attitude and academic achievement as identical constructs. Others believe that the relationship between attitude and academic achievement is reciprocal. Still others assert that attitude is causally related to academic achievement (Laidra, Pullmann, & Allik, 2007) reported that students achievement relies most strongly on their cognitive abilities through all grades levels.

Gender differences have been examined by Allik, Must & Lynn (2009) and found no significant gender differences in intelligence. Several other studies found gender differences in attitude. Male were found to be more attitude than female students (Dougllas and Rushton, 2006).

2.5 Summary and Uniqueness of the Study

Attitude as one of the integral variable of personality trait, have attracted a lot of interest especially with regard to academic achievement among the scholars from the discipline of psychology. Upon this background, this study is focused on the attitude to education and academic achievement among different ethnic groups in Guri Local Government area of Jigawa State.

The term attitudes have been subjected to interpretation by various scholars of psychology. And most of definitions are related to individual's tendency to react favorably or unfavorably towards a designated class of stimuli such as national or ethnic group a custom or an institution. Academic achievement on the other hand, refers to the students success in meeting short-or-long-term goals in education. In the big picture, academic achievement means completing high school or earning a college degree in a given semester, high academic achievement may mean a student is on the honour roll.

Academic achievement may also refer to a person's strong performance in a given academic arena. A student who earns good grades or awards in science has achieved in the academic field of science. Education associations and schools monitor the overall level of student's academic achievement to decide what if any, change needs to be made in the educational system.

For the uniqueness of the study, however, is noticeable from the presentation of detailed information contained in the study. More particularly because, it capitalizes on the investigation of attitude toward education and academic achievement among different ethnic groups in junior secondary school students in Guri Local Government Area of Jigawa State only. Furthermore, even in the study area, the research is conducted across twelve junior secondary schools alone. In a similar vein, no other research of the same topic is conducted in the study area.

Therefore, this study is calculated to vocal out the nature of attitude across the ethnic background in relation to academic achievement among the target students for research in comparison to the vice-versa (Bade, Kanuri, Hausa and Fulani). Another prominent factor that makes this study unique is that the study area has never been introduced or subjected to a such psychological testing. This made it difficult for me to mobilize and influence my target respondents most of which are skeptical to open up and respond positively in order to offer available information adequately.

Finally, other unique phenomenon associated with this study is that it is conducted in a remote rural area which are some times not easy to reach because of lack of good roads, remote forests, inundation zones under the catchment of Hadejia Jama'are river basin, river valleys and problem of insecurity because the study area is bordering Yobe state to the North and East, as well as Bauchi State to the extreme South. This area is therefore called Guri Local Government Area of Jigawa State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This research investigated the attitude of junior secondary school students towards education among different ethnic groups in Guri L.G.A of Jigawa state. In view of the above, the focus of this chapter is as follows:

Introduction, research design, population and sample, sampling technique, data collection instrument, validity and reliability of data collection instrument and data analysis procedure.

3.2 Research Design

The design of this research is correlational. Correlation is concerned with problems of describing the degree or magnitude of the relation between a pair of events arising from a single source. Correlational studies are concerned with the extent to which two variables are related and therefore can be used as predictors of each other. The correlation between two sets of variables is indicated by the correlation co-efficient (Bichi, 2004).

In the research, relationship between attitude and academic achievement was investigated, further to that attitudes towards education as it relates to gender as well as attitude towards education as it relates to ethnic groups was also investigated.

3.3 Population and sample

3.3.1 Population

The population of this study consisted of students from the twelve (12) junior secondary schools in Guri Local Government of Jigawa state. The total enrolment figures is 2,772 (two thousand seven hundred and seventy two) students which include; both gender, 1,302 (one thousand three hundred and two) male students and 1470 (one thousand four hundred and

seventy) female students. The population is diverse in nature with respect to students gender i.e (male and female nature of the schools is day and boarding among other characteristics noticeable of the population is their demographic variation i.e rural and urban, age variation starts from 10-18 years.

Table 3.1 Population of the Study

GENDER	KANURI	BADE	HAUSA	FULANI	TOTAL	PERCENTAGE
MALE	408	323	297	274	1302	46.97
FEMALE	374	425	397	274	1470	53.03
TOTAL	782	748	694	548	2772	100%

SOURCE: GURI LEA (Planning, Research and Statistics Unit)

Table 3.2 Percentage of Population Distribution for Ethnic Groups

ETHNIC	POPULATION	PERCENTAGE
KANURI	782	28.21
BADE	784	26.98
HAUSA	694	25.98
FULANI	548	19.77
TOTAL	2772	100

SOURCE: GURI LEA (Planning, Research and Statistics Unit)

3.3.2 Sample Size

The sample of the study is 336 students which was decided as per Kreycie and Morgan (1971) table of sample size is concerned. The figure also represents 11.77% of the population.

3.4. Sampling Technique

Due to the relative diverse nature of the population and almost equal number in regards to gender and tribe, proportionate sampling was used to select equal number of respondents for each group, the selection of the said respondents was done randomly using hat and draw. Below is the table representing sample subjects selected

Table 3.2 Sample of the Study

GENDER	KANURI	BADE	HAUSA	FULANI	TOTAL
MALE	42	42	42	42	168
FEMALE	42	42	42	42	168
TOTAL	84	84	84	84	336

3.5 Data Collection Instrument

A Researcher Made Attitude toward Education Scale (RMATES), a 20 item, five likert scale used for the collection of data or information for the research in order to identify the rate or magnitude of attitude towards education and academic achievement among junior secondary school students from different ethnic background in the study area. The instrument was constructed by the researcher.

As for academic achievement, annual student average scores were used. The ASAS was a calculation of students' average scores over first, second and third terms which were calculated using terminal students' records gathered with assistant from form masters.

3.6 Validation of Researcher Made Attitude towards Education Scale (RMATES)

The researcher resorts to face validity procedure to determine the validity of the above scale. Face validity refers to the degree to which test measures an intended area as certified by experts in test construction and psychometrics at Bayero University. This was determined through the consensus judgement of experts who consider the appropriateness of the instrument for the research objectives which it is expected to serve. In line with the above the researcher provides detailed information about the research topic, research objectives, research question and hypotheses and the sample of the pilot testing responses which was collected from other schools not that of the original data for the study to the experts, where they assess the clarity of the items

contained in the scale thereby finally certified the instrument in terms of clarity, appropriateness, comprehensiveness and understandability.

3.7 Reliability of the Instrument

Reliability is the degree to which measuring instrument consistently measures what it supposes to measure. It is a measure of consistency overtime and over a similar sample (Anikweze, 2009). To get the reliability of the instrument the researcher uses Cronbach's alpha formula to determine the internal consistency reliability of the scale using SPSS 16 version. A positive reliability index for the instrument was found to be 0.874 using pilot study conducted at Junior Secondary School, Guri using 45 sample subjects have been used, and fifteen students from each set which shows that the items included in the instrument has adequate internal consistency. It is therefore very important to note that, the sample for pilot testing is not part of the original sample for the study.

As for Annual Students Average Scores (ASAS), it was the due process of the schools that prior to terminal examinations, all questions papers are vetted by examiners committee of each school against the topics covered in each subject, each question paper is usually accompanied with marking scheme. The examiners committee, analyse items in some cases adjust the question to make sure they are set in order of magnitude.

3.8 Data Collection Procedure

The researcher collected a formal letter of introduction from the department of education Bayero University Kano to the State Universal Basic Education Board (SUBEB) and formally introduced myself to the principals of the schools under study. After familiarity visit and building rapport, the researcher with help of research assistant administered the questionnaire and collated students for analysis.

The researcher does everything possible to distribute the RMATES questions to the students, and the research assistant guided them to retrieve the RMATES instrument after they finish in a specified time of the test. In the process of collecting data, the form masters were mobilized wisely in order to help provide means of retrieving the distributed RMATES matrices safely for better assessment. Form masters assisted in providing individual sample subjects' files from where ASAS was collated and match against RMATES.

3.9 Data Analysis Procedure

The randomly collected data from the study area was analyzed using the tools of both descriptive and inferential statistics. To test Ho1, Pearson product moment correlation coefficient for testing the correlation between the variables (dependent and independent) was utilized. The Pearson Product Moment Correlation is an index of linear relationship between two variables scaled at interval level of measurement. T-test and analysis of variance (ANOVA) were used for testing the significance of the differences between two means in Ho2 and Ho3. T-test allow us to determine whether or not the means of two samples differ so much that the samples are unlikely to have been drawn from the same population and ANOVA refers to analysis of variance and is a statistical procedure used to test the degree to which more than two groups vary or differ in an experiment or certain features e.g. ethnicity, class, gender etc.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The study examines the attitude towards education and the academic achievement among junior secondary school students from different ethnic groups in Guri Local Government Area of Jigawa State. This chapter presents the summary of data collected after data administration and analysis using statistical instruments as well as discussions on the findings in the following order.

4.2. Demography of the respondents

4.3 Hypotheses Testing

4.4 Summary of the Findings

4.5 Discussions of the findings

Table 4.2 Mean and Standard Deviation of differences between male and female on attitude towards education

Gender	Mean	N	Std. Deviation	Std. Error Mean
MALE	70.8393	168	16.23898	1.25286
FEMALE	56.5417	168	16.58361	1.27945

Table 4.3 Mean and Standard Deviation of differences between ethnic groups on attitudes towards education

GROUP	N	MEAN	SD	SE
BADE	84	68.7619	15.14398	3.56181
HAUSA	84	61.7857	20.11118	3.69218
FULANI	84	64.6905	19.06234	3.60740
KANURI	84	59.5238	15.66400	3.46388
TOTAL	336	63.6904	17.49737	1.93033

Descriptive statistics in table 4.1 indicated higher mean score for attitudes as against academic achievement while mean scores of male junior secondary school students on attitudes towards education was found to be greater at 70.8393 than female counterparts at 56.5417. As far possible inter ethnic differences Bade with 68.76 was found to have higher mean score than Kanuri, Hausa and Fulani with 59.52, 61.78 and 64.79 respectively. To further investigate whether this difference is significant, inferential statistics was employed.

4.3 Research Hypothesis Testing

4.2.1 Hypothesis 1

There is no significant relationship between attitude and academic achievement among junior secondary school students in Guri Local Government area, Jigawa State

Table 4.4: Relationship between Attitude to education and Academic Achievement among junior secondary school students from different ethnic groups of Guri L.G.A

Correlation		
	Attitude	Achievement
Attitude: person correlation	1	0.894
Sig. (2-tailed)		0.004
N	336	336
Achievement: person correlation	0.894	1
Sig (2-tailed)	0.000	
N	336	336

Correlation is significant at 0.05 levels (two-tailed)

The result in the above table shows that there is a strong positive correlation (0.894) between the junior secondary school students' attitudes towards education and their academics achievement. This indicates that J.S.S. students (both male and female) whose attitude towards education score is high also score higher in academic achievement test. This is in line with the findings of Nicolandu and philippon (2003), Earnest (2004), kandradt and kamdradt (1999), and Eagly and chaken (1993). Their studies found that students with negative attitude toward education got low performance academically in school and vice-versa

4.2.2 Hypothesis II

There is no significant gender difference in the attitude of junior secondary school students towards education in Guri Local Government Area Jigawa State.

Table 4.5: Gender difference in Attitude toward Education

Gender	N	Mean	Sd	df	LS	P
Male	168	70.83929	16.23898	335	0.05	0.00
Female	168	56.4167	16.58361			

The table indicated a P value of 0.00, 0.05 level of significance. This calls for the rejection of null hypothesis, the hypothesis is hereby rejected and it is inferred therefore that there is significant difference in attitudes towards education between male and female junior secondary school students in the study area

4.2.3 Hypothesis III

There is no significant inter ethnic difference in attitude towards education among junior secondary school students in Guri Local Government Area, Jigawa State

Table 4.6: Ethnic Distribution in Attitude toward Education among Bade, Kanuri, Hausa and Fulani

	Sum of Sqrs	Df	Means Sq	f	Sig. (P value)
Between Group	117.432	68	1.727		
Within Group	302.568	267	1.133	1.524	0.010
Total	420.000	335			

From the table presented above, it can be noticed that the significant p. value which stands at 0.010 is lower than the level of significance 0.05, it is therefore inferred that there is a significant difference in attitude towards education between junior secondary schools in the study area. The null hypothesis therefore is hereby rejected.

4.4 Summary of the Findings

The research revealed the following findings

- i. Positive correlation between attitude to education and academic achievement is established, this entails that the more positive attitude towards education, the higher the academic achievement.
- ii. Gender difference in attitude towards education between male and female junior secondary school students in Guri local government area was also found, the finding is largely in favour of male students than female students counterparts comparatively.
- iii. Significant difference in attitude towards education between Bade, Fulani, Hausa and Kanuri ethnic groups was also found.

4.5 Discussions of the Findings

This study however, investigated student's attitudes towards education and academic achievements among students from different ethnic groups and gender in Guri Local Government Area of Jigawa State. The Study found that there is a strong positive correlation between student's attitudes towards education and their academic achievement. The finding above is in line with the findings of Gusthrie and Wighfield (2000), where they posits that, students attitudes towards education is a central factor affecting students academic performance. The recent emphasis placed on improving students' education often leads teachers to ignore the role of student attitudes in the process of becoming literate. In order for students to develop into effective learners they must possess both the kills and the will to be educated (Kidane and Worth, 2012). Some recent studies revealed that students with lower academic performance and higher rate of school failure have more negative attitudes (Linnehan, 2012).

But when schools are able to provide interesting activities for their students and the way those activities are engaged, and even the participation of students and their families in school decisions have influence on how students feel at school and how they react to school life. That is schools that are more engaged in arousal of more positive attitudes (Lewy, 2002). Students who perceive more support from adults who line with them at school and colleagues have more positive attitudes and academic values and feel more satisfied with school (Candeias, 2007).

The study also found male students to have higher positive attitude towards education than female students. This finding was in contrast with the finding of Aggarwal (2003) who conducted a research on the relationship between gender and academic performance of higher school students. The sample constituted 200 male and female students selected randomly from the high schools of Bihar in India. Data and information were collected by administering attitude questionnaires towards education test to the sample. The results of the study indicated that female students have better attitude towards education than, male students. It is also in contradiction with Singh and Srivastana (2003) whose study on attitudes towards education among male and female students revealed the superiority of female students on higher positive attitude towards education than their male counterparts. The finding is however in agreement with Ryckman et.al (2008) in their study on gender relationships and students attitudes towards learning, data was collected from 145 girls and 142 boys of California using California achievements test. The results revealed no significant gender difference in academic achievement of students.

The study also discovered the existence of significant difference in the attitude towards education among junior secondary school students from different ethnic groups of Guri L.G.A. Jigawa State. The above discovery is in line with the findings of Aggarwal (2003), Saini (2007)

and Krishnan (2007) who conducted a study on the relationship between demographic characteristics, ethnicity and academic performance among secondary students. Though their findings indicated that parents' educational background, students' demographic characteristics and ethnic background had a significant influence on the academic achievement of students, maintained that attitude towards education in ethnically inclined. Attitude remain dynamic not static and can be changed and shaped by identifying the negative attitudes and correcting them. Factors like better teaching strategies, environmental factors, parental motivation, and cultural factors can drastically reduce negative attitudes (Choy, 2002).

Attitudes are often shaped by the social context, “develop early in childhood and are the result of parents and peers attitudes (Brwon, 2000, Norhana, 2008), as well as contact with other from different cultures. Attitudes towards education such as whether education is considered worth doing often begin at home. Social context also determines provision and practice for educational engagement at home families that home positive attitudes towards education for example, might provide reading materials and practice in the school. (Baker, 2003).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consist of the following sub headings:

Introduction, summary, conclusion and recommendations.

5.2 Summary

In the first chapter, background to the study and statement of the problem in which the reasons that prompted the researcher to conduct the study was discussed. Attitude towards education and academic achievement for many reasons is needed in the schools and society in general, in order to institutionalize in the behaviour of our children the elements of positive attitude towards education in order to foster a creative, reflective, and constructive thinking, thereby becoming an important members of the society, by contributing their quarter to growth and development. It is upon this background that, this study focused on the investigation of the attitude to education and academic achievement among junior secondary students from different ethnic groups in Guri Local Government area of Jigawa State.

The objective of the study, among others, was to find out whether there is any significant relationship between students attitude towards education and academic achievement among junior secondary school students from different ethnic groups in Guri Local Government Area of Jigawa State, to find out whether there is any differences in attitude towards education among the students from different ethnic group themselves and to find out, whether there is a gender differences in the attitude of junior secondary students from different ethnic groups towards education and academic achievement in Guri Local Government Area of Jigawa State. A total of

three (3) research question and three (3) research hypotheses were made and answered in the study.

The second chapter formulated a clear and articulate information about the concept of Attitude and Academic Achievement. Here, Review of the related literature have been discussed in a great detail. Furthermore, concepts and theories was reviewed in as much as the Attitude and Academic Achievement are concerned. Theories used to guide the study were Rosenberg & Hovland, 1960; Insko & Schopler, 1967; Triandis, 1971; Fishbein & Ajzen, 1975. theory of attitude and expediency – value theory of academic achievement developed by Wigfield & Eccles 1983.

In the third chapter, i.e. Methodology, Correlation design was used for the study and instrument or questionnaires and ASAS were used for the collection of data, the population consists of twelve (12) junior secondary schools in the study area with a total enrolment figure of two thousand seven hundred and seventy two (2772) students which include the both gender. One thousand, four hundred and seventy (1470) were female population and one thousand, three hundred and two (1302) the male population. The sample size, were, three hundred and thirty six (336) students from twelve junior secondary school across to Guri L.G.A. drawn from six junior secondary schools.

All these samples were generated based on the recommendation of Kreychie and Morgan (1971) table of sample size.

In chapter four, however, Data presentation and Analysis have been treated effectively, in which the tools of both descriptive and inferential statistics was being used. For instance, mean and standard deviation of differences between males and females on Attitude towards Educations and Academic Achievement was analysed, correlation co efficient was used in order to identify

the relationship between the variables (dependent and independent), as well as T-test and ANOVA was being used in the identification of differences among the variables of attitude towards education and academic achievement among the junior secondary school students from different ethnic background of Guri L.G.A. in Jigawa State. In a similar vein, three research questions and hypothesis was formulated and tested.

Finally, in the fifth chapter, summary, conclusion and recommendation was been observed, which provides a comprehensive picture of the total study.

5.3 Conclusion

Attitude, ethnic inclination and sex stereotype are among the most important concepts in social psychology of learners; the relationship of attitude towards academic achievement was studied in this research as the major hypothesis. Differences in attitude towards education were also studied against gender and ethnic groups.

The study have investigated students attitude towards education and academic achievement among students from different ethnic groups and gender in study area. The study found that there is a strong positive correlation between student's attitude towards education and their academic achievement.

The study also found male students to have higher positive attitude towards education than female counterparts. Furthermore, the study also discovered the existence of significant differences in attitudes towards education among junior secondary school students from different ethnic group in Guri Local Government Area.

The study complimented many other studies in finding a strong positive correlation between attitude and academic achievement, it also discovered significant sex difference in academic achievement between male and female students as significant difference in academic

achievement between students from Bade, Kanuri, Hausa and Fulani ethnic groups was also discovered.

5.4 Recommendation

Below are recommendations arising from the research

5.4.1 Recommendations from the Research

1. Mass Media sensitization Campaign with the involvement of Parent Teacher Association (PTA)/, School Based Management Committee (SBMC), religions leaders, civil society organization and community based organization etc. with a view to enlightening youth on the significant role of education to socio-economic and educational development of an individual is to be properly mobilised.

2. Nomadic Fulani and Hausa minorities should be encouraged to buckle their belts in enrolling, supporting and motivating their children in school so as to catch up with educational giant tubes of Bade and Kanuri in the study area so as to strike a balance in the educational, socio-economic and political opportunities in the study area.

3. More emphasis should be given to the sensitization and enlightenment of female students on the need to develop a positive attitude towards education in the study area.

5.5 Recommendations for Further Study

Based on the forgoing research, the research made the following recommendations for further study:

- Attitudes of senior secondary school students towards education and its relationship to academic achievement in Guri L.G.A, Jigawa state.
- Attitudes towards education among junior secondary schools from different ehnic groups of Jigawa state.
- Relationship between demographic characteristics, attitude towards education and academic achievement of junior secondary school student of Birniwa Zonal Education Authority, Jigawa State.

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Appendix I

RESEARCHER MADE ATTITUDE TOWARDS EDUCATION SCALE (RMATES)

Introduction

This questionnaire is designed to assess the attitude of junior secondary school students towards education and academic achievement among different ethnic groups in Guri Local Government Area, of Jigawa State. There is no right or wrong answer, but please respond honestly to all questions. You are assured that your responses privacy and confidentiality will be maintained.

SECTION A

Gender: a) Male [] b) Female []

Name of school _____

Tribe _____

Class _____

Age _____ -

SECTION B

Kindly tick the appropriate option from the following five alternatives that you think best suits your attitude towards education. They are; strongly agree (AS), agree (A), disagree (D), strongly disagree (SD), undecided (U).

S/ N	Statement	Options				
1	Education is a good venture	SA	A	D	SD	U
2	I like story books less than school subjects					
3	I feel elated when teachers ask me questions					
4	I like to read at home					
5	I feel happy when its time to read					
6	I enjoy reading than playing					
7	Education is very important as business					
8	I love my school teachers					
9	I always go to school early					
10	I do not copy school assignments from my friends					
11	Going to school is more important to girls than boys					
12	My school is exciting					
13	I am disturb on academic failures					
14	I do concentrate when lesson is going on in class					
15	I do like reading different kind of books					
16	I love reading during holidays					
17	I love using dictionary					
18	My parent do not forced me to be going to school					
19	Even in the absence of my parents I could not have engage my self in money making venture at the detriment of schooling					
20	I feel good when school resumes					

APPENDIX II

Correlations

		ACADEMIC ACHIEVEMENT
NT	1	.714**
		.000
	336	336
	.714**	1
	.000	
	336	336

at the 0.01 level (2-tailed).

Notes

File	25-AUG-2015 20:40:26
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	User-defined missing values are treated as missing.
	Statistics for each pair of variables are based on all the cases with valid data for that pair.
	VAR00002
	00:00:00.01
	00:00:00.01

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 CORRELATIONS
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 /MISSING=PAIRWISE.

T-TEST
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 /VARIABLES=VAR00001 VAR00002
 /CRITERIA=CI(.95).

T-Test

Notes	
File	23-AUG-2015 15:03:08
	168
	User defined missing values are treated as missing.
	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
	VAR00002
	00:00:00.00
	00:00:00.00

[DataSet1]

T-Test

One-Sample Statistics

			on	ean
	168	70.8393	16.23898	1.25286
	168	56.5417	16.58361	1.27945

One-Sample Test

	Test Value = 0					
			d)	ence	95% Confidence Interval of the Difference	
	56.542	167	.000	70.83929	68.3658	73.3128
	44.192	167	.000	56.54167	54.0157	59.0677

```

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/MISSING=ANALYSIS
/VARIABLES=VAR00001
/CRITERIA=CI(.95).

```


ANOVA

	res		re		
	117.432	68	1.727	1.524	.010
	302.568	267	1.133		
	420.000	335			

DATASET ACTIVATE DataSet1.

MEANS TABLES=VAR00001 VAR00002 VAR00003 VAR00004

/CELLS MEAN COUNT STDDEV.

Means

Case Processing Summary

	Cases					
	ded		ded		al	
	84	100.0%	0	0.0%	84	100.0%
	84	100.0%	0	0.0%	84	100.0%
	84	100.0%	0	0.0%	84	100.0%
	84	100.0%	0	0.0%	84	100.0%

Report

	68.7619	61.7857	64.6905	59.5238
	84	84	84	84
	15.14398	20.11118	19.06234	15.66400

Appendix III

Population of the Students In School According to Ethnic Group Distribution in Guri L.G.A of Jigawa State

S/N	Name of school	Years of Establishment	JSS 1				JSS 2				JSS 3				Total
			Bade	Kanuri	Hausa	Fulani	Bade	Kanuri	Hausa	Fulani	Bade	Kanuri	Hausa	Fulani	
1.	BPS/JSS Guri	2001	40	55	35	17	42	60	40	5	45	47	44	11	441
2	GGJSS S Guri	2001	46	68	80	30	27	39	46	12	93	84	83	32	640
3	JSS Kadir	2001/2002		12	35	3	10	18	32	0	7	9	15	0	148
4	JSS Lafiya	2007	98	8	2	0	80	30	2	0	36	6	1	0	263
5	JSS Margadu	2007		15	4	2	2	24	12	0	2	26	10	0	100
6	JSS Abunabo	2004	0	0	8	0	33	6	12	0	42	0	8	1	150
7	JSS Gaduwa	2007	2	0	8	0	20	0	10	0	21	0	10	0	91
8	JSS Garbagal	2007	0	30	4	0	11	33	4	0	10	30	2	0	134
9	GDJSS Guri	2004	5	49	32	6	25	59	47	4	17	51	38	3	346
10	JSS Musari	2007	5	0	5	0	18	0	4	0	17	0	3	0	62
11	JASS Guri	2007	6	56	40	2	15	55	45	2	21	50	43	4	359
12	Dawa	2007		6	3	2	0	10	4	2	0	7	3	1	38
Overall total of the population			12	299	266	62	283	334	258	25	311	310	260	52	2772

Source: Guri Local Government Birniwa Zonal Education, Jigawa State Planning statistics unit 2014

Appendix IV

Population of Students According to gender in Guri Local Government Area of Jigawa State

S/N	Name of School	Year	Available Teachers	Available Classes	JSS 1		JSS 2		JSS 3		Total
					Male	Female	Male	Female	Male	Female	
1.	BPS/JSS Guri	2001	25	6	10 1	54	11 2	45	87	42	441
2	GGJSSS Guri	2001	26	10	-	217	-	253	-	170	640
3	JSS Kadiria	2001/2002	8	3	35	28	27	14	25	19	148
4	JSS Lafiya	2007	10	6	44	42	62	63	26	26	263
5	JSS Margadu	2007	5	3	4	5	37	8	37	9	100
6	JSS Abunabo	2004	8	6	15	28	20	25	36	26	150
7	JSS Gaduwa	2007	4	3	11	12	31	13	15	9	91
8	JSS Garbagal	2007	7	3	50	10	31	8	24	11	134
9	GDJSS Guri	2004	11	6	85	35	90	20	86	30	346
10	JSS Musari	2007	5	3	21	9	16	-	12	4	62
11	JASS Guri	2007	17	6	38	81	61	84	47	48	359
12	Dawa	2007	10	2	-	-	12	0	24	2	38
Overall total of the population			136	51	404	521	499	533	419	396	2772

Source: Guri Local Government Birniwa Zonal Education, Jigawa State Planning Statistics unit 2014

Appendix V
STUDENT ATTITUDE TOWARDS EDUCATION SCORES ACROSS FOUR ETHICS
GROUPS IN GURI LOCAL GOVERNMENT AREA IN JIGAWA STATE

S/N	BADE	KANURI	HAUSA	FULANI
1.	80	78	68	63
2.	81	78	58	45
3.	60	78	59	69
4.	90	69	95	50
5.	92	62	92	67
6.	82	63	98	64
7.	83	74	99	58
8.	85	75	86	58
9.	80	70	85	48
10.	65	70	74	59
11.	40	70	79	47
12.	55	81	73	94
13.	65	80	73	90
14.	60	90	80	80
15.	62	91	84	63
16.	75	95	87	75
17.	75	94	88	55
18.	80	93	80	40
19.	81	94	50	42
20.	95	90	63	50
21.	95	63	65	56
22.	52	45	74	83
23.	40	69	54	79
24.	60	70	65	47
25.	60	72	89	35
26.	55	90	90	25
27.	75	98	92	56
28.	70	99	85	50
29.	65	63	85	61
30.	60	60	84	60
31.	95	64	70	60
32.	80	60	65	87
33.	81	55	63	80
34.	90	59	40	25
35.	90	78	59	45
36.	65	71	55	93
37.	74	71	81	88
38.	74	75	49	60
39.	60	80	83	80
40.	53	80	80	45

41.	54	87	95	57
42.	60	49	96	75
43.	58	50	50	60
44.	85	65	40	65
45.	85	40	40	40
46.	60	40	53	42
47.	88	50	60	60
48.	80	60	60	69
49.	90	55	55	75
50.	70	59	78	50
51.	63	40	40	66
52.	90	63	60	45
53.	92	64	63	49
54.	84	70	37	70
55.	55	40	85	80
56.	46	35	63	40
57.	71	25	45	35
58.	82	15	40	44
59.	59	67	65	75
60.	60	80	23	70
61.	49	35	40	39
62.	74	40	55	43
63.	55	44	67	50
64.	85	50	45	54
65.	80	63	30	57
66.	80	60	28	66
67.	82	57	29	67
68.	71	20	90	76
69.	58	20	63	60
70.	55	22	54	66
71.	43	37	50	48
72.	50	45	71	46
73.	60	46	42	70
74.	61	50	83	74
75.	67	50	55	50
76.	40	50	40	49
77.	39	61	41	60
78.	80	75	40	52
79.	47	83	60	40
80.	50	22	50	40
81.	61	35	52	59
82.	50	40	60	83
83.	62	51	70	72
84.	65	63	72	80

**STUDENTS ATTITUDE TOWARDS EDUCATION AND ACADEMIC
ACHIEVEMENT SCORES**

S/N	ATTITUDE	ACHIEVEMENT
1.	80	70
2.	81	62
3.	60	53
4.	90	50
5.	92	80
6.	82	79
7.	83	60
8.	85	75
9.	80	70
10.	65	60
11.	40	30
12.	55	35
13.	65	58
14.	60	50
15.	62	40
16.	75	40
17.	75	42
18.	80	65
19.	81	65
20.	95	50
21.	95	74
22.	52	30
23.	40	40
24.	60	40
25.	60	42
26.	55	35
27.	75	41
28.	70	62
29.	65	61
30.	60	50
31.	95	80
32.	80	70
33.	81	75
34.	90	60
35.	90	60
36.	65	57
37.	74	40
38.	74	40
39.	60	39
40.	53	50
41.	54	55

42.	60	55
43.	78	60
44.	78	65
45.	78	65
46.	69	48
47.	62	50
48.	63	50
49.	74	65
50.	75	64
51.	70	63
52.	70	60
53.	70	75
54.	81	75
55.	80	57
56.	90	80
57.	91	82
58.	95	88
59.	94	88
60.	93	70
61.	94	70
62.	90	73
63.	63	52
64.	45	40
65.	69	65
66.	70	60
67.	72	50
68.	90	82
69.	98	80
70.	99	60
71.	63	62
72.	60	71
73.	64	55
74.	60	60
75.	55	48
76.	59	50
77.	78	75
78.	71	65
79.	71	65
80.	75	70
81.	80	81
82.	80	82
83.	87	79
84.	49	45
85.	68	60

86.	58	60
87.	59	55
88.	95	90
89.	92	90
90.	98	48
91.	99	35
92.	86	26
93.	85	10
94.	74	40
95.	79	57
96.	73	60
97.	73	68
98.	80	68
99.	84	49
100.	87	50
101.	88	55
102.	80	62
103.	50	50
104.	63	53
105.	65	55
106.	74	72
107.	54	43
108.	65	60
109.	89	65
110.	90	70
111.	92	79
112.	85	81
113.	85	74
114.	84	77
115.	70	60
116.	65	62
117.	63	54
118.	40	35
119.	59	25
120.	55	30
121.	81	54
122.	49	43
123.	83	80
124.	80	71
125.	95	72
126.	96	65
127.	63	50
128.	45	50
129.	69	42

130.	50	40
131.	67	25
132.	64	30
133.	58	33
134.	58	46
135.	48	40
136.	59	50
137.	47	42
138.	94	75
139.	90	70
140.	80	80
141.	63	60
142.	75	70
143.	55	50
144.	40	40
145.	42	40
146.	50	46
147.	56	44
148.	83	50
149.	79	55
150.	47	60
151.	35	25
152.	25	10
153.	56	15
154.	50	40
155.	61	50
156.	60	55
157.	60	42
158.	87	75
159.	80	70
160.	25	20
161.	45	35
162.	93	39
163.	88	55
164.	60	60
165.	80	68
166.	45	20
167.	57	55
168.	75	50
169.	58	80
170.	85	81
171.	85	60
172.	60	60
173.	88	58

174.	80	85
175.	90	74
176.	70	70
177.	63	55
178.	90	80
179.	92	80
180.	84	70
181.	55	50
182.	46	35
183.	71	60
184.	82	72
185.	59	25
186.	60	55
187.	49	39
188.	74	40
189.	55	50
190.	85	79
191.	80	70
192.	80	80
193.	82	35
194.	71	45
195.	58	50
196.	55	51
197.	43	32
198.	50	44
199.	60	40
200.	61	51
201.	67	60
202.	40	30
203.	39	30
204.	80	53
205.	47	50
206.	50	41
207.	61	60
208.	50	50
209.	62	41
210.	65	50
211.	50	40
212.	65	50
213.	40	20
214.	40	22
215.	50	45
216.	60	50
217.	55	52

218.	59	50
219.	40	35
220.	63	50
221.	64	60
222.	70	65
223.	40	25
224.	35	30
225.	25	20
226.	15	15
227.	67	65
228.	80	70
229.	35	20
230.	40	22
231.	44	23
232.	50	50
233.	63	51
234.	60	35
235.	57	47
236.	20	15
237.	20	15
238.	22	10
239.	37	25
240.	45	27
241.	46	35
242.	50	40
243.	50	39
244.	50	48
245.	61	38
246.	75	20
247.	83	72
248.	22	20
249.	35	35
250.	40	40
251.	51	47
252.	63	60
253.	50	40
254.	40	30
255.	40	35
256.	53	40
257.	60	50
258.	60	55
259.	55	50
260.	78	69
261.	40	40

262.	60	50
263.	63	55
264.	37	22
265.	85	80
266.	63	50
267.	45	45
268.	40	30
269.	65	60
270.	23	20
271.	40	30
272.	55	50
273.	67	65
274.	45	45
275.	30	30
276.	28	30
277.	29	15
278.	90	75
279.	63	53
280.	54	50
281.	50	45
282.	71	60
283.	42	60
284.	83	71
285.	55	53
286.	40	40
287.	41	15
288.	40	25
289.	60	40
290.	50	56
291.	52	56
292.	60	70
293.	70	45
294.	72	50
295.	60	50
296.	65	30
297.	40	65
298.	42	74
299.	60	30
300.	69	35
301.	75	47
302.	50	60
303.	66	87
304.	45	20
305.	49	15

306.	70	35
307.	80	29
308.	40	43
309.	35	44
310.	44	60
311.	75	50
312.	70	41
313.	39	32
314.	43	22
315.	50	35
316.	54	35
317.	57	29
318.	66	43
319.	67	44
320.	76	60
321.	60	50
322.	66	41
323.	48	32
324.	46	22
325.	70	35
326.	74	60
327.	50	50
328.	49	35
329.	60	58
330.	52	52
331.	40	37
332.	40	25
333.	59	60
334.	83	75
335.	72	60
336.	80	74

STUDENTS' GENDER SCORES OF ATTITUDE TOWARDS EDUCATION

S/N	MALE	FEMALE
1.	80	58
2.	81	85
3.	60	85
4.	90	60
5.	92	88
6.	82	80
7.	83	90
8.	85	70
9.	80	63
10.	65	90
11.	40	92
12.	55	84
13.	65	55
14.	60	46
15.	62	71
16.	75	82
17.	75	59
18.	80	60
19.	81	49
20.	95	74
21.	95	55
22.	52	85
23.	40	80
24.	60	80
25.	60	82
26.	55	71
27.	75	58
28.	70	55
29.	65	43
30.	60	50
31.	95	60
32.	80	61
33.	81	67
34.	90	40
35.	90	39
36.	65	80
37.	74	47
38.	74	50
39.	60	61
40.	53	50
41.	54	62
42.	60	65

43.	78	50
44.	78	65
45.	78	40
46.	69	40
47.	62	50
48.	63	60
49.	74	55
50.	75	59
51.	70	40
52.	70	63
53.	70	64
54.	81	70
55.	80	40
56.	90	35
57.	91	25
58.	95	15
59.	94	67
60.	93	80
61.	94	35
62.	90	40
63.	63	44
64.	45	50
65.	69	63
66.	70	60
67.	72	57
68.	90	20
69.	98	20
70.	99	22
71.	63	37
72.	60	45
73.	64	46
74.	60	50
75.	55	50
76.	59	50
77.	78	61
78.	71	75
79.	71	83
80.	75	22
81.	80	35
82.	80	40
83.	87	51
84.	49	63
85.	68	50
86.	58	40

87.	59	40
88.	95	53
89.	92	60
90.	98	60
91.	99	55
92.	86	78
93.	85	40
94.	74	60
95.	79	63
96.	73	37
97.	73	85
98.	80	63
99.	84	45
100.	87	40
101.	88	65
102.	80	23
103.	50	40
104.	63	55
105.	65	67
106.	74	45
107.	54	30
108.	65	28
109.	89	29
110.	90	90
111.	92	63
112.	85	54
113.	85	50
114.	84	71
115.	70	42
116.	65	83
117.	63	55
118.	40	40
119.	59	41
120.	55	40
121.	81	60
122.	49	50
123.	83	52
124.	80	60
125.	95	70
126.	96	72
127.	63	60
128.	45	65
129.	69	40
130.	50	42

131.	67	60
132.	64	69
133.	58	75
134.	58	50
135.	48	66
136.	59	45
137.	47	49
138.	94	70
139.	90	80
140.	80	40
141.	63	35
142.	75	44
143.	55	75
144.	40	70
145.	42	39
146.	50	43
147.	56	50
148.	83	54
149.	79	57
150.	47	66
151.	35	67
152.	25	76
153.	56	60
154.	50	66
155.	61	48
156.	60	46
157.	60	70
158.	87	74
159.	80	50
160.	25	49
161.	45	60
162.	93	52
163.	88	40
164.	60	40
165.	80	59
166.	45	83
167.	57	72
168.	75	80