

**INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS AND  
ATTITUDES TO SCHOOLING ON ACADEMIC PERFORMANCE  
AMONG SECONDARY SCHOOL STUDENTS IN ZAMFARA STATE**

**BY**

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### Approval Page

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## **CERTIFICATION**

I certify that this research work was conducted, written and compiled by me. I also certify that to the best of my knowledge this research work has never been presented wholly or partially for the award of any degree or for publication elsewhere.

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## **DEDICATION**

This work is dedicated to my parents Mal. Umar Liman and Malama Aminatu who always encourage me through their financial support and prayer.

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## **Operational Definition of Terms**

**Parental Socio-Economic Status:** This refers to position of recognition given to parents of student in the society as a result of their education, income and occupation as measured by Usman Concept Scales (2011).

**Attitude to Schooling:** This refers to student feeling, expression of favourable or unfavourable affection and judgements for school and school experience as measured by Sambo (2009). Attitude to schooling questionnaire.

**Academic Performance:** This refers to the student achievement in school termly examination which is measured in two subjects English and Biology.

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### ***Abstract***

*This study examined the Influence of parental socio-economic status and attitudes to schooling on academic performance among secondary school students in Zamfara state. In line with the stated objectives, four research questions and corresponding hypotheses were raised to guide the study. Survey research design was used in the conduct of the study. The population of the study consists of 25,038 senior secondary school II students from the four educational zones of Zamfara state out of which 378 students were selected as sample using stratified sampling technique. Validity of the instrument was ascertained through face and content validity. Data was collected using two adopted questionnaires (Attitude to schooling questionnaire with 0.79 reliability index and Socio-economic status questionnaire with 0.63 reliability index). Obtained data was analyzed using independent sample t-test. Findings of the study revealed that senior secondary school students from high socio-economic status were having higher mean academic performance than students with low socio-economic status in Zamfara state ( $t = 3.954$ ,  $p = .000$ ). Student with high attitude to schooling were having significantly higher academic performance than students with low attitude to schooling among senior secondary school students in Zamfara state ( $t = 2.952$ ,  $p = .003$ ). Also the study revealed that students from urban areas were having a significantly high mean academic performance than their rural counterparts ( $t = 2.794$ ,  $p = .005$  while no statistically significant gender difference was found in the academic performance of senior secondary school students in Zamfara. The study recommended the government provision of basic amenities to ease the suffering of low class citizens while Parents and teachers should always encourage students towards high attitude to schooling.*

# **CHAPTER ONE**

## **Introduction**

### **1.1 Background to the study**

The socio-economic status of parent among the student differ, because some of the student came from high socio-economic status while some from low economic status. This can be observe as the parent education level is not all the same, the parent earning also is another factor that has to be put in consideration in determining socio-economic status as their income is not the same.

Socio-economic status of student parent and the student attitude to schooling are vital in the education system. Nigeria is a country with large number of population and the majority of the citizen live below dollar per day. Therefore socio-economic status is an economic and sociological combined total measure of a person's work experience and an individuals or family's economic and position in relation to others based on income, education and occupation.

In equalities quality of life are increasing in Nigeria and globally. Society benefit from an increase purpose and the effort to reduce deep gabs in socio-economic status in Nigeria and Zamfara state in particular, socio-economic status has become an issues.

Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, socio-economic status and parent's level of education is part of a larger constellation of psychological sociological variables influencing children school out comes Joan (2009). Thus, the influence of socio-economic status and parent's level of education on student outcomes might best be represented as a relationship mediated by interactions among status and process

variables. For example the parents who were high education level provided their children adequate materials for learning and materials needed for study such as text books, note books, pencils and other activities of intellectual type such as reading magazines, newspapers and journal he or she is likely to be sent to good schools where well seasoned teachers will handle his or her subjects student academic performance was found to be affected by varying family processes. Song & Hattics (2004) Agreed that families from different socio-economic groups create different learning environments that affect the child's academic performance.

There is no doubt that parents attitudes help to condition their children's attitudes. Student's academic performance having studied within different frameworks, many of them have a focus on parent's education, occupation or home parent's education, occupation or home background like (family income, language of the home, activities of the family and work methods). While other studies looked at it from the teachers variables (such as environment, structures, buildings, location etc) students variables such as performance motivation of wards, parental attitudes towards education, the aspiration of parents etc) there is evidence that parents' education will affect student's academic performance in schools. That is why the study led emphasis on the variable of parental socio economic status such as education, income and occupation.

Attitude to schooling is seen as a student behaviour toward school. The student attitude toward school. The student attitude toward schooling represent his/her feeling which may be negative or positive, like or dislike. The student who has positive feeling will likes the school, student class mate and other activities that is going on in the

school, while the student who developed negative feeling toward schooling will dislike the school student, and other activities in the school. The attitude of an individual or student particularly toward an object can define his or her social, psychological, mental and moral feeling. According to Allport (1935) attitude as a mental or neutral, state of readiness organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which is related.

### **1.2 Statement of the problem**

Due to socio-economic status of some parents they can not afford to pay for school fees, text books and other educational learning materials and this led some of the student not attend schools, classes all these came as a result of their parental low socio-economic status. Some times the student from low socio-economic status family may lack concentration during lesson of even class among his or her colleague, it is common to see a student in a class not paying attention and if you ask the student may tell you that he is having problems and that problem may be financial constraints. While their child with necessary materials needed for learning, these child that their parents cannot satisfy their need and wants were stranded on the street begging or engage in other menial jobs to support their parents to make ends meet in place of schooling. According to world bank report, Nigeria has one of the world's highest economic growth rates, averaging 7.4% in accordance with economic report release in July 2014. Poverty still remains significant at 33.1% in Africa's biggest economy.

The epidemic is also increasing the population of orphans in the country, which is estimated at 7 million. The poverty rate in Nigeria in the north-West is 81.1 percent. Nigeria has become the poverty capital of the world. The 86.9 million Nigerians now

living in extreme poverty which represents nearly 50% of its estimated 180 million population, as Nigeria faces a major population of 600m, Zamfara state has 91.1% level of poverty which ranks Zamfara state in the federation among the poorest state. Another problem is the high rate of illiteracy among the parents which has also negative consequences on the student performance because illiterate parent can not assist his or her ward in some extra school activities such as assignment, but educated parent can contribute the child education through their talent.

There is evidence that, the performance of the student in the internal and external exams such as NECO, WAEC is poor and this may be due to problem of the socio-economic status. It is clear that socio-economic status of parent is a problem, but another problem which cannot neglect is the attitude of the student toward schooling. In the study area the attitude of some of the student towards the schooling is negative, for instance it is common to see a student saying that they don't like to attend school or not doing what they assign to do by a teacher example assignment, test and class work. The attitude of student toward school may lead other problem experience in the school such as truancy, coming to school late, social adjustment etc. the student that don't like to attend school and ask him or her to do so by force, may affect his or her relationship with student, parent and even teachers.

However from the above statement observed that socio-economic status of parents play a vital role in performance of the student, the same in the case of attitude to schooling, the negative attitude in the school may affect the student performance. That is why researcher want to investigate how these two variables may affect student performance that is socio-economic status and attitude to schooling.



### **1.3 Objective of the Study**

This study intends to:

- i. Determine the difference in academic performance of senior secondary school students from high and low socio-economic status in Zamfara state
- ii. Determine differences in academic performance of senior secondary school students with positive and negative attitudes schooling in Zamfara state.
- iii. Determine difference in academic performance among senior secondary school students from rural and urban areas in Zamfara state.
- iv. Determine gender difference in academic performance of senior secondary students in Zamfara state.

### **1.4 Research Questions**

This study will seek to find solutions to the following questions:

- i. What is the difference in academic performance of senior secondary school students from high and low socio-economic status in Zamfara state?
- ii. What is the difference in academic performance of senior secondary school students with positive and negative attitudes to schooling in Zamfara state.
- iii. Is there difference in academic performance among senior secondary school students from rural and urban areas in Zamfara state?
- v. Is there gender difference in academic performance of senior secondary school students in Zamfara state?
- vi. Is There any gender difference in academic performance of senior secondary students in Zamfara state.

### **1.5 Research hypothesis**

- i. There is no significant difference in academic performance of senior secondary school students from high and low socio-economic status in Zamfara state
- ii. There is no significant difference in academic performance of senior secondary school students with positive and negative attitude to schooling in Zamfara state.
- iii. There is no significant difference in academic performance among senior secondary school students from rural and urban areas in Zamfara state.
- iv. There is no significant gender difference in academic performance of senior secondary school students in Zamfara state

### **1.6 Significance of the study**

The findings of this research will be of immense benefit to curriculum planners, students, government, teachers, parents and guardians, counsellors and the society.

Generally it is found out that there are some students that perform better in the classroom and at the same time, there are other students also who are unable to show an achievement in the class. The reason behind this higher and lower achievement rest to a significant level on the socio-economic status of family from which these students belong.

Curriculum planners will benefit from the findings to pre-planned policies and design curriculum upon students and teachers that adversely affect the process of education. This is because by ignoring the socio-economic condition of the parents and its impact on the academic achievements of their children, will make curriculum to have deficit. Therefore, there is need for more concentration on its improvement and

development. Students will benefit with findings through encouraging them to concentrate and dedicate to their studies to attain academic excellence despite their socio-economic status.

Also this findings will enlighten the government to try to alleviate the poverty of its citizens which will uplift their standard of living. Because it is believed that families with high socio-economic status often have more success in preparing their children for school, since they have access to a wide range of resources at their disposal to promote, uplift and support their young one's.

Teachers will benefit from the finding by been aware that a cordial teacher parent relationship may in a way to improve the influence of family on the academic performance of child in school. However, the teachers been a nation builders can try their best to assist the students from lower socio-economic status with some materials to enhance their academic excellence.

Parent and guardian from all social classes and family structures are also expected to find this work useful, while discharging their duties and roles of child up-bringing and rearing practices. Likewise counselling units would benefit greatly from the findings of the research work, through encouragement, enlighten and motivating their clients, in the sense that whatever socio-economic status are related do not feel discourage or annoy to or prevent them to achieve their desired goals.

Finally, the society which under normal circumstances, dictates what is to be included in the curriculum as a result aspirations find this research work useful. This will only be useful if the various stakeholders organize seminar, workshop and other educational programmes to the people concern.

### **1.7 Scope and delimitation of the study**

This study examined the influence of parental socio-economic status, attitude to schooling and academic performance of senior secondary school students in Zamfara state, gender difference in academic performance is also study, further limited to studies on difference location in academic performance among rural and urban students. The scope of the study covered the four educational zones in Zamfara state and further limited to SS II senior secondary school in the four educational zone. Therefore, the following variables tertiary institutions, junior secondary schools, primary schools private schools are delimited that may have influence on academic performance is delimited from the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter is designed to make an intensive review of literature related to parental socio-economic status and student's attitude to schooling. The review conceptually covered aspect of the concept of socio-economic status, concept of attitude and concept of academic performance. Theories of socio-economic status, theories of attitude and theories of academic performance are also reviewed. It further reviews empirical studies related to the contents of the study, parental socio-economic status and academic performance and student's attitude to schooling, it concluded with summary and uniqueness of the study.

#### **2.2 Conceptual Framework**

##### **2.2.1 Attitude to schooling**

Many psychologists have given different definitions for attitudes. According to Schneider (1988). Attitudes are evaluate reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object. He also added that attitude can guide our experiences and decide the effects of experience on our behaviours.

Besides that, Baron and Burne (1984) also gave a similar definition of attitude which is, attitudes can be defined as lasting, general evaluations of people (including oneself), objects, or issues. Attitude is lasting because it persists across time. Hogg & Vaughan (1995). Attitude are relatively permanent-persist across times and situations. A momentary feeling in one place not an attitude.

But in his own perception Allport (1935) defined an attitude as a mental or neural; state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. According to Mathotra (2005) An attitude is a summary evaluation of an object or thoughts, the object or phenomenon can be any thing a person discriminate or holds in mind and may include people, product and organization (Bohener, G. & Wanke Walley (2009) submits that attitude may be positive or negative or neutral. Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor (Eagly and Chaiken 1993).

The attitude that one has towards an object makes one to make judgement as to whether the object is good or bad harmful or beneficial, pleasant or unpleasant, important or unimportant Crano and Prislin (2006).

From the above statement that viewed attitude as having different components which include cognitive, affective and behavioural, therefore attitudinal concept play a vital role in this research.

### **2.2.2 Socio-economic status**

According to Joynes (2002), the socio-economic status of a child is usually determined by parental occupation status, income and the environment in which the child is brought up. Memon, farooq (2010) socio-economic status is measured by variables like educational level and occupational status of fathers and mothers, family income, residential area, physical facilities available at home, access to electronic facilities, expenditure on children education involvement of parents in learning activities

of children education, involvement of parents in learning activities of children and extent of teachers parents relationship.

Socio-Economic Status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual or family economic and social position in relation to others based on income, education and occupation (Wikipedia). Rothman (2004) mention the most critical factors according to him appear to be socio-economic factors. These factors as stated by him include parental educational levels, neighbourhood poverty, parental occupational status and family income. Ivor (2009) defined it as a level made up of individuals who deem themselves equal due to similarities in family background, level of education, occupation, race and attitude towards social issues. Adebayo (1981) observed that the social status of individuals is a reflection of their socio-economic status and he went further to explain that socio-economic status is usually a measure of the income and occupation of the individual, irrespective of his or her educational or social influence on student's behavior.

However, it has been discover or observed that differences in parent's socio-economic status determine the socialization process of the student and his academic achievement which research try to find out.

### **2.2.3 Academic performance**

Performance is defined as the observable or measureable behavior of a person, an animal in a particular situation usually experimental situation (Weiner 1989). Singer (1999) defined performance test as the type of mental test in which the subject is asked to do something. Performance tests is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981). In relation to this research, that is

educational research academic performance of a student can be regarded as the observable and measurable behavior of a student in a particular situation.

Therefore, in this research academic performance refers to the students achievement, scores within the class and his position relative to all those subjected the same test from the above viewed academic performance is a tool that measure the student effort or ability in his study to be aware of his strength or weakness so that the appropriate measure or action will be taken, which is the among the purpose of this research.

## **2.3 Theoretical Framework**

### **2.3.1 Attitude to school theory**

#### **2.3.1.1 Social learning theory**

Bandura (1977) was prominent America social learning theorist and learning theory is often designated as Bandura theory. Observational or vicarious learning (learning through indirect experiences) rather than learning through direct experience is the main focus of social learning theory. This theory postulated that children Keenly observe the behaviours of others close to them in their environment. The advocates of this theory explain that most of what we learn is acquired through simply watching and listening to others in the environment. The theory revealed that, the parents, the relatives, the teachers and other members of the environment serve as models to the child. From the models child learn to imitate behaviour and where it is reinforced the acquired traits would be retained. Parent's value to education provides stimulating environment at home for children possible by introducing films carrying educated models and their impacts, written stories on the importance of education and intimating the children to the life of successful educated people in the society.



However, the educational background of the parents and other relatives in the family will also help the students to acquire some competencies and abilities, which make them to achieve in the school. Like wise children from the educated parents learn how to conduct researches through imitation.

Therefore it is clearly indicated that, social learning theory is more applicable to this research especially revealed that as models to the child through imitation, as such by imitating good behaviours from parents and teachers the child attitude would be positive like wise the vice-versa.

#### **2.3.1.2 The operant conditioning:**

This theory was propounded by B.P Skinner after he conducted a series of experiments with a Rat and a Pigeon. He revolved against no stimulus or response mechanism in the evolution of behaviour. He argued that in practical situation we cannot always wait for things to happen for us to respond in the environment. A child can manipulate his environment with his own initiative. Therefore, it is not always essential that there must be some known stimuli or cause for evoking a response. Quite often most of our responses cannot be attributed to known stimuli. The organism itself initiates 'does' something 'behaves' in some manner and operates on the environment which in turn response to the activity. The environment responding o the activity, rewarding or other wise largely determines whether the behaviours will be repeated, maintained or avoided Mangal (2011).

However, from the skinner's theory, parents will learn that there is a behaviour elicited by a known stimulus, which skinner called respondent behaviour and a behaviour emitted by unknown stimulus, called operant behaviour. In addition, the level

of reinforcement whether positive or negative determines the extent to which the behaviour would be improved and maintained. Therefore, the theory appropriate and relevant with the study, through encouraging the parents and teachers to try as much as possible to reinforce the desired behaviour and punish the undesired one.

Also the idea derived from the theory helps the parents in modifying the behaviour of a child to learn what is expected in the school as well as at home.

### **2.3.2. Socio-economic status**

#### **2.3.2.1 Classical liberation theory of equal opportunity and social Darwinism as proposed by Charles Darwin**

According to this theory, an individual's socio-economic status (SES) is a product of the environment they live in, thus nature and nurture have a bearing on an individual's destiny. Equal opportunity is a stipulation that all people should be treated similarly, unhampered by artificial barriers or prejudices except when a particular distinction can be explicitly justified. Informal sectors are areas that are neglected by the central government in terms of equal opportunities leading to exclusion in terms of social and economic development. These impact negatively on education.

The other theory is socio-culture theory. The socio cultural theory has profound implications for teaching, schooling and education. The influence of socio cultural theory on education has resulted in a broadening of our understanding of how and what children learn. A key feature of this emergent view of human development is that higher order functions develop out of social interaction (Hamer, 2005).

According to Fler (2002) socio cultural theory challenges us to widen our perspective beyond that of the individual and of knowledge and meaning in isolation.

Vygotsky's socio cultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

From the above assumption it is clearly indicate that, the theory of equal opportunity is related to this research, because neglecting the equal opportunities by government leading to exclusion of social and economic development.

### **2.3.3 Academic Performance**

#### **2.3.3.1 Walberg's theory of educational productivity**

This is one of the empirically tested theories of school learning on an extensive review and integration of over 3,000 studies. Wang Haertel & Walberg (1977) identified 28 categories of learning influence of the 11 most influential domain of variables, 8 involved social-emotional influences, classroom management, parental support, student-teacher interactions, social behavioral attributes, motivational effective attributes, the peer group, school culture, and classroom climate (Green Berge Weissberg, Braiean, Zins, Fredericks, Renik, 2003). Zins, Weissberg, Wang and Walberg, (2004) assert that "research linking social, emotional, and academic learning (SEAL). (Garnezy, 1993) grew from the observation that despite living in disadvantage and risky environments, certain children overcame and attained high levels of achievement, motivation, and performance.

Haertel, Walberg, Weinstein, (1983) found that most of the 8 theories included variables representing ability, motivation, quality of instruction, and quantity of instruction. Constructs less represented in the models were social environment of the

class room, home environment, peer influence and mass media. More recently, Wang, & Welberge (1993) organized the relevant school learning knowledge base major construct domains (state and district governance and organization, home and communicating contexts, school demographics, culture, climate, policies and practices, design and delivery of curriculum and instruction classroom practices, learner characteristics). And attempted to established the relative importance of 228 variables in predicting academic domains. Using a variety of methods, and home environment characteristics (“proximal” variables) have a more significant impact on achievement than variables such as state, district or school level policy and demographics (distal” variable). More importantly, in the context of the current document, student characteristics (i.e social, behavioural, motivational, affective, cognitive, meta cognitive) were the set of proximal variables with the most significant impact on learner outcomes.

**2.3.3.2 Expectancy-Value** theory is a cognitive motivational, proposed by Eccles, Adler, Futterman, Goff, Kaczala, Meece, Midgley, (1983).

They initially developed this model of achievement performance and choice in the mathematic domain. In this theory, motivation is explained by a learner’s beliefs about how well he or she does on a task and the extent to which they value the task. Eccles et al, defined expectancies for a learner’s success as beliefs about how well he or she will do on upcoming tasks. They then described achievement values as the combination of attainment value, intrinsic value, usefulness and cost, this encompasses the importance of doing well on a task, the level of enjoyment derived from the activity, the utility for future plans, and the required amount of effort and emotional cost. In sum, motivation requires high amount of both expectancy to succeed and achievement value. Relevant

research in mathematics education showed that beliefs about expectancies for success were the strongest predictor of subsequent math grades as subjective task value strongly predicting students to take advanced math courses (Wigfield & Eccles, 2000).

However, from the above assumption it is clearly indicate that Walberg's educational productivity theory is more applicable to this research, because of some factors that stated such as social-emotional influences, parental support and motivation, in the sense that students who were more motivated and get parental support will performed better in school, unlike student who have loose these tools.

## **2.4 Review of empirical studies**

### **2.4.1 Attitude to schooling and academic performance**

James, Igbo & Okoto (2014) carried out a research with title: Academic prediction: Role of interest in learning and attitude towards school Bayelsa state multiple prediction design was applied to ascertain the magnitude of relationship and prediction that students interest in learning and attitude to school individually and collectively have on their academic achievement. The population of the study were total number of students who enrolled for the 2012/2013 senior secondary certificate examination (SSCE) in Bayelsa state. A stratified random sample of 518 was drawn with the aid of table of random number from the 14459 students who enrolled for the 2013 May/June senior secondary certificate examination (SSCE) in Bayelsa state. The instruments for data collection in this research was the interest for data collection in this research was the interest in learning and attitude to school scale (ILASS). Part A composed of 30 items, measures students interest in learning with 0.79 internal consistency evidence of construct validity. Part B measures students' attitude to school with 27 items and it has

0.82 reliability and 0.87 construct validity via internal consistency source. Multiple regression statistical technique was used for analysis with SPSS to test tenability of each postulated null hypothesis at 0.05 alpha. Results showed significant correlation and multiple prediction of students academic achievement with the predicted variables; accounting for 21.6% of the variance in students' academic performance. In conclusion it is revealed that. Improvement of students' interest in learning and attitude to school could contribute in boosting their performance academically. It is recommended that teachers and parents should try and build self-confidence in their wards/students as it could boost students' interest in learning and improve their attitude towards school.

Another research was conducted by Oluwatelure and Oloruntegbe (2010) the effects of parental involvement on students' attitude and performance in Ekiti state, Nigeria. The research conducted through ex post facto research design, the population of the study were ten secondary schools, four hundred and eighty students (480) randomly selected from ten secondary schools stratified proportionately into four, rural and urban, long and newly established in Ekiti state among the final year students offering science. An attitude questionnaire design and standardized by the researcher administered to determine the attitude of senior secondary school student towards two of the science subjects namely: Biology and chemistry, and also three hypotheses were raised and tested. The data obtained were analyzed using analysis of variance (ANOVA) for hypotheses 1 and 2 Pearson product moment correlation coefficient for hypotheses 3. Descriptive statistics was also employed so as to provide answers to the research questions raised in the research. The result obtained using chi-square analysis revealed that the level of the home influence has implication on school learning and that

performances of students in science area function of their attitudes to the subject. The phenomena observed were discussed in the light of prevailing conditions in most of the developing West African countries. In conclusion, home influence can be a tool to enhance school learning. It is recommended that school authorities should seek for means of ensuring that the attitude of parent and guidance are influenced positively towards assisting the students, so that they in turn can put in their best into their school work.

However, an investigation was carry out by Ogutu, Alice, Osman and Bernard (2015) The Relationship between students attitude towards Biology and performance in Kenya certificate of secondary education Biology in selected secondary schools in Nyakach, Kenya. The study was guided by the systems theory advocated by Gagne and Bridggs. The research was conducted through descriptive survey design by quantitative approach. The target population was seven hundred and thirty form four students, eighteen Biology teachers, and fourteen principals stratified random sampling was used to select schools, purposive sampling for selecting teachers and principals, form four students were first stratified then selected through simple random sampling. Data was collected using questionnaires for students, teachers and interview schedule or principals. Descriptive statistics such as frequencies, percentages, correlation analysis, regression and coefficient of determination were used to analyse data using statistical package for the social sciences programme (SPSS). The finding showed that there is positive relationship between students attitude towards Biology and their performance in KCSE Biology. The study recommended that Biology teachers should use teaching methodologies that will promote positive attitude towards Biology among students.

Moreover, research was conducted by Adlyn (2013) title attitude to education and academic performance for in school adolescent girls in the eastern province of Sierra Leone. The researcher employ the used of descriptive design. The population of study are girls at the final year class at junior secondary schools (JSS3) in the three districts in the province Kenema, Kaliahun and Kono. A questionnaire was distributed to a sample group of 8% of the population. A nine statement Likert was developed to find out the attitude of girls to education and the grades of the girls' last public examination they sat for, was used to determine their school performance. Both descriptive and inferential statistic were used to analyze the data. A null research hypothesis using the Pearson product moment correlation at 99.9% confidence level was advance hat there is no significant difference between attitude of girls to education and their school performance. The result inferred statistically that there is a positive significant relationship between attitude that girls have to education and their school performance. It is therefore recommended that affirmative programmes to encourage girls participation in formal education be continued.

Like wise Augustine and Okoronka (2015) conducted a study to investigated the influence of attitude on senior secondary school students academic performance in physics in Nigeria. Congruity theory was it theoretical framework and expost Facto and co-relational research designs were adopted for the study. The population of the were all senior secondary school three (SSS III) student who had taken physics in the 2012/2013 academic session out of total population of 3271 SSS III, 172 were randomly selected students. Attitude questionnaire (SPAQ) and student physic performance test (SPPT) were administered for data collection. The study tested three null hypothesis.



Frequencies, percentage, independent tests, and Pearson product moment correlation were used to analyze the data. The result of these analyses showed that students had low level academic performance, positive attitude toward physics, significant gender difference in academic in favour of the male students. There was no significant gender difference in attitude and there was significant positive correlation between students attitude and their performance in physics with value  $r = 0.013$ ,  $P < 0.05$ ). It is recommended among others that government, teachers parents and guardians should ensure that boys and girls are given equal educational opportunities without discrimination including choice of subject.

#### **2.4.2 Socio –Economic status and academic performance**

In order to examine the parental socio economic status and academic performance of students Asfaw (2015) conducted a research title parental socio economic status as a determinant factor of academic performance of students in regional examination of Dessie town Ethiopia. The researcher adopted explanatory research design, the target populations for this study were grade 8 students from Dessie city administration. Students were selected using semi-stratified sampling method. After having the list of private and government junior secondary schools from Dessie city administration educational office, 13 schools (7 government and 6 private) out of 29 were selected using simple random lottery method. From these selected schools, one section from each sampled schools was selected randomly; and finally all students of the selected sections have been included in the study. At the end, regional examination result of 538 randomly selected students were analyzed.

Data collection instrument for this study were students academic achievement and data collected from grade 8 students as well as concerned bodies. Self developed structured questionnaire was distributed to the sampled population with the help of school principals, home room teachers of each section and cluster supervisors in order to collect biostatics of students. The data were analysed using descriptive statistics and inferential statistics including percentage, independent samples testes, spearman's rho correlation and one way ANOVA. The result of the analysis revealed that socio-economic status of parents (particularly educational level and occupational status of parents) has strong association with the academic performance of students. Students from educated and better off families have scored higher result in their regional examination than their counter parts. Being a single parent student and whether parents are living together or not have also a significant impact on the academic performance of students. It is recommended that partners' age did not have a significant association with the performance students. It is recommended that further study with wider geographical area and including other variables should be undertaken so as to have a reliable result on the relation of students academic achievement and SES of parents.

In the same vain Al-Matalaka (2014) carry out a research on the relationship between parents' socio-economic status and parental involvement strategies in their child's education among for parents who enrolled their children in governmental schools. The design was correlation design, the population of the study were students of secondary schools (12<sup>th</sup> class) from governmental schools. The sampling design is based on purposive convenient method. The total sample of the present study was 150 Jordanian students who completed their (Tawjeehi) education at governmental schools.

A questionnaire technique was used to obtain quantitative data related to parental socio-economic background and their involvement strategies in their children education from the selected parents. All the information gathered from the respondents from the questionnaire was analyzed using statistical package of social sciences (SPSS) descriptive statistics and inferential statistics that is percentage, mean, and Pearson product moment correlation were used. The result revealed that regardless of parental socio-economic status the found to be involved in their children education. However, the educational level of the parents has greater impact on parental involvement strategies than parental occupation and income. As a result, the study provides findings and suggestions that can inform future research, family care agencies, educational institutions, social work agencies and intervention to the important of parental involvement and their role in helping their children to have better education.

Also an investigation was carry out and conducted by Chioma (2014) with title influence of parental socio-economic status on academic of students in selected schools in Nigeria. A case study of Enugu state. The design of the research was expost facto research design. The population of the students under the study was made up of both males and females in three senior secondary schools. Sixty students were randomly selected from each of the schools, thus one hundred and eighty (180) students came under the study. Random sampling was used for convenience in the selection of schools and respondents using table of random number. In the selected schools, three consecutive ends of term examination results were obtained for twenty students from each of senior classes, 1,11 and 111. Information relating to parental background and students questionnaire to elicit relevant information about the demographic data of the students

(age, gender), parental financial status, parental educational background and qualification as well as the health status of the respondents was used. The data obtained statistically analyzed using the t-test, analysis of variance (ANOVA), pair-wise comparison using turkey test at 0.05 level of significance. The demographic data were presented using frequency and parentage. The finding revealed that parental socio-economic status and parental educational background did not significant effect on the academic performance of the student concluded by saying it can be reasonably inferred that socio-economic and education background of parents in this research setting is not significant factors in students' academic performance. However, educational qualification of parent and health status of students' are significant factors that affect the academic performance of students. Government could intervene to raise level of academic achievement among students in rural area.

Another investigation was carry out by Osonwa, Adejobi, Iyam and Osonwa (2013) to examine if economics status of parents is a determinant to the academic performance of senior secondary school students in Ibadan, Nigeria. The study employed the use of descriptive design. The population of study consist of male and female. Students in senior secondary classes (SS1-SS3) in Ibadan. Simple random sampling technique was used to select Ibadan south west and Ibadan North Local government areas, out of the eleven local government areas in Ibadan metropolis from each of the two local governments selected, random sampling was further used to select three senior secondary schools from each to give a total of six secondary schools. From each school selected, 90 students (30 students from each arm SS1-3) were selected to give a total of 540 respondents. A well structured questionnaire containing two sections was used as an

instrument for data collection. Section A contain information the personal background of respondents. Section B measures economic status of senior secondary school students. Data was analyzed using simple percentage and multiple regression analysis (ANOVA), hypotheses tested at 0.05 level of significance. The result shows that there is significant relationship between economic status and academic performance of students. Those from lower income groups scored significantly lower than children from higher income households. The researcher concluded that students academic performance is predicted by a chain of socio-economic factors resident in parents, family network, and government in consistent nature of implementation of its policies and funding of schools. It is recommended that government should increase allocation of funds to provide for more amenities to facilitate learning in the schools and economic empowerment programmes should be embarked onto enhance parents income.

But in their effort to determine the effects of parental socio-economic status and academic performance in Nigeria educational system Usman, Mukhtar and Auwal (2016) with title parents socio-economic status and academic performance in Nigeria educational system. The research design was descriptive survey design, the population of the study comprises secondary schools students in Dala local government area of Kano state. The study samples were randomly selected from four (4) secondary schools in Dala local government area of Kano state which consists of students (80) was selected. The techniques used for this study was a simple random techniques. The major instruments used in collecting data for this research was questionnaires and interview.

In conclusion, knowledge possession through education by people has been strongly associated with social class status in all societies. The tabulation made it

possible to compare and contrast the relationship between the answers given and the information the researcher is looking for, the data analysis is carried out by the use of simple percentage method. The correlations between two responses and the result revealed a significant of (PL 0.05) which was proved statistically to be significant. Government should embark on public enlightenment campaigns on the essential need for equal education of both boys and girls, consider the income and expenditure of parents and regulate the prices of school fees educational materials and more public libraries should be built in many areas of the country.

A research carry out by Abdul-raheem Mrs. (2015) with title: parents' socio-economic status on secondary school students' academic performance in Ekiti state. Descriptive research design of the survey type was adopted. The population for the study comprised all junior secondary school students in Ekiti state. The sample consisted of 960 students from 20 secondary schools randomly selected for the study. Purposive sampling was used to selected 48 students from each school. The instruments used for the study is a self-designed questionnaire and inventory to collect students' results. Validity of the instrument was ascertained through face and content validity. Test-re-test and estimation of internal consistency methods of reliability were adopted for the questionnaire. Reliability co-efficient of 0.69 and 0.71 was obtained. Four hypotheses were formulated and tested at 0.05 level of significance. The data were analysed using regression statistical tools. It was confirmed in the study that there was relationship between parents' socio-economic status and academic performance of secondary school students. It is concluded that family size, parent's background, parent's qualification and parent's; level of income are significantly related to student's academic performance. It is

therefore recommend that parents without or with low education should endeavour to send their children to home lessons after school hours, by weekends, and during holidays to improve their academic performance. Government should embark on programmes or formulate policies that can bridge the gaps between children of the rich and poor academically.

Furthermore, Rehman, Newaz, Shahzad, Shah Zad and Rukhsar (2013) carried out an investigation with title: the relationship between parents' economic status and their children academic performance. The main objective of the study was to know about different socio-economic factors which affect students' academic performance at secondary level in Khyber Pakhtunkhwa, Pakistan. This study was descriptive and correlational in nature. Students of intermediate level (1<sup>st</sup> year) of six districts of Keyhber Pakhtun Khwa Pakistan comprised the population of the study. Seven hundred and twenty (720) students were sampled from the selected as sample using multi stage random sampling method. From each district only three (3) schools were selected and then from each school forty (40) students were selected randomly. A questionnaire containing two parts was developed that comprised part A and part B. Pearson product movement correlation was used as statistical technique. A positive significant relationship of total family income father's job grade was found with the academic performance of the students. The results of this study showed that parents' socio-economic status is an important variable which influence their children academic performance. It was concluded that the level of family income is a strong predictor of children's success in the educational system. It is recommended that government may take some serious initiatives in uplifting the socio-economic status of people, especially

focusing on the increase of their family income and providing education to their children to achieve a good status in the society.

Another research conducted by Silverius (2014) title: the impact of parental socio-economic status (SES) on student's achievement in secondary schools in Iringa Tanzania. The study employed a qualitative research approach informed by a case study research design. The population of the study comprised all the secondary schools situated in Iringa Municipal. The sample of the study was drawn from three secondary schools namely, Lugalo, Highlands and Kwakilosa in Mutinga municipality. A purposive sampling technique was used to obtain 60 informants drawn from amongst parents, teachers and students. The data were collected through semi-structured interviews and focused group discussions. Data were analysed qualitatively using thematic analysis. The study found that majority of the students from the selected secondary schools are from low socio-economic status. The study established that there is a close relationship between socio-economic status and academic achievement. The study further found that majority of the parents are not involved in the learning of their children as well as in the school improvement programmes. In conclusion it is revealed that, the overall aim of this study was to assess the impact of parental socio-economic status on students' academic achievement in secondary schools. The study recommends that the government should review the policy of cost sharing and make it free to 0-level students especially to low (SES) students. In addition, schools should have professional guidance and counsellors to help students with problems to reduce the gap between low and high SES.

Also an investigation was carry out by Nadenge, Lewis, Muasya, Maonga and Mukhungulu (2016) a study sought to investigate critical parental socio economic factor



affecting the academic achievement of students in selected secondary schools in urban informal settlements in westlands district in Nairobi country. The study was premised on the classical liberal theory of equal opportunity and social Darwinism proposed by Charles Darwin. A descriptive survey design was used for the study. The population for the study comprised students, parents and teachers in urban informal settlements in westlands division Nairobi country stratified random sample was used to sample 125 respondents comprising of 91 students, 18 teachers and 16 parents. The tools for data collection were questionnaires for students, focus group discussion for teachers and interview schedules for parents quantitative data from the questionnaire was analyzed using descriptive and inferential statistics while the qualitative data from interviews was managed through thematic techniques. The major findings of the study were that of the physical and other critical instructional resources were grossly inadequate or in pathetic condition not conducive to education provision, there was a strong non significant negative correlation between the occupation of parents and ability to finance education, that there is a positive correlation between good parent-teacher relationship and their involvement in their children's academic achievement it was concluded that, parental occupation and involvement in learning activities and effective parent teacher relationship were facilitating factors. Parent's low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factors to students academic achievement in the study locale. It was therefore recommended that the government should strengthen the collaboration between key education development partners to mobilize physical teaching/learning resources and strengthen education in the region. Unemployment should be controlled; poor students should be provided

scholarship and that the government should take step to raise socio-economic status of people.

However, Ahmad and Khan (2012) conducted a research titled “Relationship between parental socio-economic condition and students academic achievement in district dir, Timergara, Pakistan Tris is a descriptive research study. The population for the study comprised students from government secondary school for boys in district Dir, Ti merger Pakistan. For the purpose of the sampling, 08 government secondary schools for boys of district Dir timergara were selected. A random sample of 69 students was selected from all the 16 secondary schools for boys. Data was collected by a structured questionnaire and term academic achievement has been equaled only with from the board of intermediate and secondary education malakand. Data was analyzed through tabulation and percentage analysis. The finding show significant relationship between parental socio-economic condition and academic achievement of the children secondary examination. It is therefore concluded that the majority of children whose parent have better socio-economic conditions performed better in secondary examination as compared to those children whose parent had low socio-economic condition. In the light of the study, the researcher give the following recommendation, government should improve the gap between public and government schools system, the physical condition of school should be improve, to maintained discipline, teacher should also be involved in games and other sport activities with the students, lastly, it is suggested strongly that mass media, both electronic and print, has to play a practical and effective role to bring out social awareness among people regarding the literacy condition on account of socio-economic problems.

### **2.4.3 Gender difference in academic performance**

Igbo, Ihejene and Anseim (2014) carried out a study on gender differences, delinquency behavior and academic achievement of secondary school students in Nigeria. The aim to explored the influence of gender on student delinquent behaviours and academic achievement. Expose factor design was used in carrying out the study. The population of the study consist of the 2013/2014 senior secondary class two (SSII) students in Enugu numbering twenty four thousands, one hundred and seventy one (24171) in the sample consisted of 378 students drawn from two school through stratified random sampling technique. Validated questionnaires was used for the collection of data. In analyzing the data, research and testing the hypothesis. Four research questions and four hypothesis were tested. The results indicated that gender has no significant influence on delinquent behaviours. Gender significantly influences academic achievement of secondary students, location has no significant influence on student based on their achievement and gender. It was recommended that the government through the relevant agencies should ensure that parent are encourage to participate in any parenting are encourage to participate in any parenting education programme organized by the government to help their parenting task.

Awala & Dukwa (2016) carry out a study on gender difference in academic performance in SSCE economics subject among senior secondary school students in Maiduguri metropolis, Borno state, Nigeria. The study determined the gender difference in academic performance in SSCE economics subject among senior secondary school students form 2006 to 2010 sessions in Maiduguri metropolis, Borno state, Nigeria. Two objectives were stated, two hypotheses were tested. Ex-post factor research design was

used. The population of the study consisted of all senior secondary school students who offered economics SSS III in Maiduguri metropolis from 2006 to 2010. A purposive sampling technique was used to select sample from twenty-eight co-education secondary schools. The total number used for the study was 50715, and a total number of 8699 students' result were used for academic performance, 5679 male students and 3020 female students, results in WASSEC. While in SSCE and NECO the total results used was 9074 males results was 5491 and females was 3583 in economics for 2006 to 2010 sessions. Descriptive statistics of percentages was used to answer the research questions, while t-test statistics was used to test the hypotheses. The results of the analysis revealed that male students in senior secondary schools in Maiduguri metropolis have better grades than their female counterpart in economics for 2006-2010 sessions. The results further showed that there was no significant gender performance of students in SSCE, WAEC and NECO for 2006/2007 session in economics, for 2008 to 2010 sessions showed consistent significant gender difference in the academic performance of students in favour of male students. Based on the findings it was recommend that there should be public enlightenment by the government and Non-Governmental Organizations (NGOs) to address the issue on the need for gender equality in public schools in terms of enrolment to have equal chance for female students to do well as their male counterpart in economics.

Another research was conducted by Wangu (2014), the impact of gender differences on students academic performance in secondary schools in Ndumberri division, Kiambu, Kenya in science subjects and Languages. The study was carried out using five secondary schools. Data sources included head teachers, directors of schools,

teachers and students. There were three research questions which were used namely: what is the academic performance of boys and girls? What are the differences in academic performance of boys and girls? What factors lead to differences in academic performance between boys and girls? The study involved (40) students, (30) teachers (05) directors, (05) head teachers making a total sample size of 80 respondents. The teachers and students were randomly selected yet; the head teachers and directors were purposively selected. The data was collected using questionnaires for students, teachers and head teachers and interview guides for directors of studies. Finding revealed that by overall performance, male students performed much better as compared to their female counterparts. At subject level, girls outperformed boys in the languages, while boys led the girls in the sciences. The majority views of students (56%), male teachers (65%), head teachers (76% and directors (82%) agreed and strongly so that, boys perform better than girls, only a total of 51% of female teachers disagreed and strongly so with this view.

There were significant gender differences by overall performance with more boys passing in form I and 2 as compared to the girls in the same divisions. At subject level girls attained a higher mean average mark in the languages as compared to the boys. Conversely, boys scored higher mean average in the sciences than girls. There were no gender differences in the views of students although majority agreed on the superior performance of boys, just like the head teachers and directors female and male teachers showed gender differences in their views. Results shows that, teachers, negative attitudes and behaviors and time wasting among girls, more reading hours for boys, inadequate facilities, teachers, dissatisfaction and lack of motivation in girls, irregular attendance to

school by girls, low persistence and their inferiority complex, were the factors for observed gender differences in the selected school in Kiambu division. Based on the findings, the study recommends that; Training in gender sensitive techniques through workshops for to teachers to change their attitudes and behaviours, Parental involvement, Girls should be taught time management techniques, Government should help schools acquire basic learning facilities.

#### **2.4.4 Rural and Urban Difference in Academic Performance**

John, (2013), in his investigation with the Ievement and interest in geometry, Games and simulations method was used to address the rural-urban difference in achievement and interest of students in Benue State of Nigeria. Two research questions and hypotheses guided the study. The sample is made up of 70 urban and 59 rural students. One group pre-test post-test design was used on intact classes. Data were generated using GAT and GII. GAT is multiple- choice 20 items with four options while GII is a 20 item Likert-rating scale with five options. Internal consistency reliability index of 0.80 for GAT was established using Kuder-Richardson (KR-20), while Cronbach Alpha was used to estimate the GII internal coefficient reliability of 0.90, Mean and standard deviations were used to answer all the research questions while t-test was used to test the hypotheses at .05 level of significance. The study revealed that rural students achieved significantly better in mean achievement and interest scores than those in urban schools post treatment. These findings showed that rural students suffer disadvantage not as a result of their attendance at rural schools but non-usage of effective methods of teaching. The study's findings show that games and simulations in teaching mathematics concepts can be used to facilitate meaningful learning in rural schools.

Abena, (2015) in investigation with title, Rural-Urban Disparity in Students Academic Performance in Visual Arts Education, Rural—urban disparity in economic and social development in Ghana has led to disparities in educational resources and variations in students' achievement in different parts of the country. Nonetheless, senior high schools (SHSs) in rural and urban schools follow the same curriculum, and their students write the same West Africa Senior Secondary Certificate Examination (WASSCE), which qualifies them to access higher education in Ghana's public universities. Urban SHSs are also recognized nationwide as good schools where students make it to university. Moreover, performance patterns with regard to admission of SHS graduates into university also vary between rural and urban schools; consequently, some parents do everything to get their children in urban SHSs, even consenting to placement in visual arts, a program deemed appropriate only for academically weak students. This study therefore adopted the qualitative- quantitative research approach with interview, observation, and questionnaire administration to investigate the critical factors that affect academic performance of SHS students, particularly those in visual arts as case study. Findings from six public SHSs in Kumasi—two each in rural, pen-urban, and urban areas—revealed that urban schools perform better than rural and pen-urban schools because they attract and admit junior high school graduates with excellent Basic Education Certificate Examination (BECE) grades, have better infrastructure, more qualified teachers, prestigious names, and character that motivate their students to do well. This suggests that bridging the rural—urban gap in educational resources could promote quality teaching and learning, and there by raise academic achievement for SHS students in Ghana.

Deidra, (2018), conducted a study with title: rural and urban differences in student achievement in science and mathematics.

Recent educational research has demonstrated rural/urban differences in achievement and success in higher education. However, in order to assess the rural schools impact on student outcomes, rural/urban comparisons must be made after accounting for student background variables. Researchers have begun to question the generalisability of the effective school model for urban, suburban, and rural schools, given substantial differences in their social and organisational environments. The purpose of this research study was to examine differences in student achievement between rural and urban schools in Western Australia, after controlling for student background variables. By using multilevel modelling techniques, this study demonstrated that the location of the school had a significant effect upon student achievement, with students attending rural schools not performing as well as students from urban schools.

## **2.5 Summary and uniqueness of the study**

Parental socio-economic status determine the level and sources of income that parent use on their children education as the parents are one of the most important and influential lives of their children and education is the bedrock of life. Attitude to schooling which refers a feeling of a student towards learning in the school and it can be positive or negative as a result of some influences such as parents and peer group. Academic performance which is regarded as the observable and measurable behavior of a student which is paramount important that determine the ability of a student to know his strength and weakness for further action and also can be influence by the two variables mentioned earlier that is socio-economic status and attitude to schooling.



However, theories of attitude which include social learning theory and operant conditioning theory were stated and both the theories indicated that, the attitude can be influenced, the socio-economic status theories that comprises classical liberation theory which emphasis that all people should be treated equally so that there is no classification of high and lower socio-economic status and socio-cultural theory that describes learning as a social process and the origination of human intelligence in society or culture. Furthermore the study viewed previous researches related the areas as a guide to reduce or even to eradicate the challenges related to the field. Some of these previous researches revealed that, improvement of students interest in learning and attitude to school could contribute in boosting their performance academically. In another research Asfaw (2015) showed that, there is positive relationship between students attitude towards Biology and their performance. In the part of the socio-economic status of parents indicated that (SES) has strong association with the academic performance of students.

In a nutshell most of the empirical studies emphasis that, the government should take some serious initiatives in up lifting the socio-economic status of people, especially focusing on the increase of their family income and providing education to their children to achieve a good status in the society, while some finding socio-economic condition and academic achievement of the children that majority of children whose parent have better socio-economic conditions performed better in examination as compared to those children whose parent had low socio-economic condition.

The uniqueness of the study was the fact that, Base on my knowledge there was no such research undertaken in the area with the same variables and instruments in Zamfara state.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

The chapter presents discussions in the research design to be employed, the population and samples of the study, procedure instrument for data collection, data collection procedure and administration, as well as data analysis, technique/procedure.

### **3.2 Research design**

Survey research method was considered the most appropriate for this study considering the nature of the topic and the context. Nworgu (1991) described a survey research as one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Leedy (1993) described survey research as a method of research that looks with intense accuracy and the phenomenon of the moment and then describes precisely what the researcher sees. Bobbier (1986) is of the opinion that: today survey research is the most frequently used design in the field of education and social sciences. However Akuezuilo (2003) stated that in survey research, the sample selected is normally large while the variables studied are limited. On a survey study the researcher utilizes instruments like questionnaires, interviews and observations to collect data.

Thus, the researcher used the survey design to ascertain whether the selected variables have any significant relationship on educational performance on students. By using this design, the researcher will sample from the population that can allow inferences from generalization to the total population.

### 3.3 Population and sample

#### 3.3.1 Population of the study

The population of the study is the whole of senior secondary II students in Zamfara state. This represents both male and female whose age ranges between 16-20 years. The population was arrived at through the following strategy: there is a total number of (25038) senior secondary school II students in the four zonal education offices in Zamfara state ministry of education (MOE 2016). Out of this number 17, 569 are males while 7,469 are females, they are both located in rural and urban areas.

**Table 1.1 Population Distribution Table**

**Table 1.1 Showing population of the study according to four zonal education offices**

S/N	Schools	Zone	N
1	GSS Anka	Anka	3332
2	FGC Anka	Anka	
3	Sambo Sec. School Gusau	Guzau	12148
4	GGU K/Koshi	Gusau	
5	GTC, K/Nmoda	K/Namoda	5230
6	GGCSS, Moriki	K/Namoda	
7	Agwaragi, sec. sch. T/Mafara	T/Mafara	4328
8	GGSS T/Mafara	T/Mafara	
<b>Total</b>			<b>25038</b>

Zamfara state ministry of Education (2016) Department of planning, Research and statistics, Educational Management Information System (EMIS) Units SSS Enrolment school, Genders and L.G.A.

### 3.3.2 Sample size

The sample size was drawn from eight (8) secondary schools: Two schools per zonal education office out of total of (142) senior secondary schools in the state; the total number of SS II students in the whole four zones were (25,038) according to Zamfara state ministry of education (MOE 2016). Only three hundred and seventy eight (378) students were selected as sample size for the study. The sample was selected based on research advisors (2006). Table below illustrates of the population by local government and that of the SSII students according to their zonal education offices.

**Table 3.2 Showing sample size from the population gender and location**

S /No	Name of schools	Sample size	Male	Female	Urban	Rural
1	GSS Anka	24	24			24
2	FGC Anka	15	10	5		15
3	Sambo Sec. School Gusau	39	39		39	
4	GGU K/Koshi	87		87		87
5	GTC, K/Nmoda	57	57		57	
6	GGCSS, Moriki	35		35		35
7	Agwaragi, sec. sch. T/Mafara	62	62		62	
8	GGSS T/Mafara	59		59	59	
	Total	378	192	186	217	161

Zamfara state ministry of Education (2016) Department of planning, Research and statistics, Educational Management Information System (EMIS) Units SSS Enrolment school, Genders and L.G.A.

### 3.3.3 Sampling Technique

The sampling technique used in this research was the stratified random sampling technique. It was defined by Ndagi (1984) as the process of dividing a

population into strata to represent the entire population. The schools were arranged on strata base on the location (zone) in each and every zone two schools were be selected that made the number of selected to be eight (8) And each school got it required sampled according to it's population, by employed proportionate sampling. In the case of students, selection was based on a modified form of simple random sampling called systematic sampling. The subjects of research are arranged in alphabetical order. The researcher here selected the 3<sup>rd</sup> person on the class register from the total population. The population is 25038 out of which 378 subjects were selected for the research as samples.

### **3.4 Data Collection Instrument**

In an attempt to collect data on the study, two data collection instruments were used for data collection, the researcher used close-ended questionnaires collected information from the research subjects.

#### **3.4.1 Scoring procedure**

The scores of all the three hundred and seventy eight thousand (378) students were measured based on their options. For example the attitude to schooling questionnaire has twelve (12) items, if for instance student ticked strongly agree for all the items, his scores would be forty eight (48) by dividing  $4 \times 12$ , like wise if students select agreed for whole his scores would be (36) dividing  $1 \times 12$ . However for socio-economic status questionnaire (SESQ) it has eight item (8) if for instance student filled strongly agreed for all the items, his scores would be thirty two (32), and for agreed scores would be twenty four (24), while for disagreed scores would be sixteen (16) and lastly for strongly disagreed the scores would be eight (8). This was the method that, the researcher used in scoring the students for both two instruments or questionnaires. In a nutshell the high score of attitude to schooling instrument was forty

eight (8), and low score was twelve (12), while for socio-economic instrument status instrument the high score was thirty two (32) and low score was eight (8).

### **3.4.2 Demographic information**

These included the demographic variables like sex, age, parent occupation and educational qualification of parents.

### **3.4.3 Attitude to schooling questionnaire**

This instrument was an adaptation of Sambo (2009). The questionnaire was used to measure students' attitude in the school. The validity of the instrument was 0.85, and it has a reliability coefficient of 0.84 with five (5) Likert scales, that is strongly agree, agree, undecided, disagree and strongly disagree.

### **3.4.4. Socio-Economic status questionnaire**

This was adapted by Usman (2011) and modified by the researcher, the questionnaire was used in the study to determine senior secondary school students with different parental level of socio-economic status. The validity of the instrument was ascertained through face and content validity, while reliability coefficient of the instrument was obtained with use of split half method  $r=0.67$ , and it has four Likert scales that were strongly agreed, Agreed, disagreed and strongly disagreed.

## **3.5 Validation of the Instrument**

### **3.5.1 Validity of the instrument**

The face and content validity were used in this study to ascertain the extent to which the instruments measured what they supposed to measure. Kolinger (1966:445-466). Therefore for the purpose of face and content validity, the instruments were

through some series of testing, before final administration of the instruments on the chosen subjects.

In accordance what stated aboved both the two instruments, socio-economic status questionnaire (SESQ) and attitude to schooling questionnaire (ASQ) was validated by an expert in the field of research in the department of education Bayero University, Kano, test and measurement that certified its face and content validity. The attitude to schooling questionnaire was initially twenty five (25) items, the experts reduced to twenty (20) items, removed those that were irrelevant or in appropriate at the secondary school level. While socio-economic status questionnaire (SESQ) were thirty (30), after presented to the experts reduced to fifteen (15) out of fifteen (15) that delineated, ten (10) were developed in accordance with a,b,c,d format, the experts advised and guided the researcher to employed likerts scale format for easy scoring , and five (5) were not suitable to our culture and religion as advised by experts in the field.

### **3.5.2 Reliability**

According to Nwankwo, (1984) reliability concerns the accuracy (consistency and stability) of measurement of a phenomenon or subject. The essential issue in reliability is accuracy of both the process and the results of the measurement. Moreover, accuracy cannot be separated from consistency needed to describe the time element of the measurement.

To determine the reliability of the data collection instruments a pilot testing was conducted using the questionnaires. Split half procedure was employed that determined the reliability of the instruments which was compared using SPSS. Split half as the situation whereby the scores divided into two od and even number so that, the two was



compared to obtained reliability. In addition scores were computed using PPMC, for attitude to schooling questionnaire (ASQ) the reliability index was found to be 0.88, and Cronbach alpha was also used. For socio-economic status questionnaire (SESQ) the reliability co-efficient was 0.81, at the end internal consistency reliability of these data collection instruments was found.

While for students academic performance an average score of their terminal examination were used which was transformed into T and Z scores using SPSS. This serves as data representing students academic performance, the average obtained or calculated by summation all subjects offered in senior secondary schools which comprised c.a test and terminal exam, some schools were already developed the average, while some schools that do not calculated, the researcher calculated through the exam sheet issued by the school authority through c.a master.

### **3.6 Procedure for data collection**

Firstly, researcher collected the introduction letter from the department of education Bayero University, Kano. And also went to Zamfara state ministry of education collected the same letter which enabled him to have all access and assistance he required during the exercises.

The researcher went to the sampled schools to introduce himself to the principals to seek for their cooperation as a host. He also ask the school to give him an assistant teacher who work closely with him. At the completion of the questionnaire the researcher personally collect fill copies of the questionnaires from the students. This method will greatly reduced the rate of unreturn papers or scripts.

The researcher started the distribution of the instruments from Sambo secondary school which directly went to principal office for seeking permission, He was accompanied with one of the staff who assisted and fully participated in the exercise, and this was the method that the researcher followed in all the sampled schools up to the end of the exercise, all the principals were fully co-operated after presented the authority letter from the ministry of education and then proceeded to Government Girls Unity kotorkoshi, federal government college Anka, Government secondary school Anka, Government technical college Kauran Namoda, Government Girls comprehensive secondary school Moriki, Agwaragi secondary school Talata Mafara and finally Government Girls science secondary school Talata-Mafara. The exercise took about two weeks visited two schools par-day that located in the same zone, Monday and Thursday were utilized within the period. Some of the problems or difficulties that the researcher observed were filling two items in the same line, also subjects were compared or shared ideas with their colleague. Moreover, the researcher faced a lot of challenges to obtained the copy of the students terminal examination which used and measured their performance. All these challenges the researcher has took appropriated solutions.

### **3.7 Procedure for data analysis**

The data was analyzed using standard deviations and t-test (independent sample) that identified the differences. Also researcher analyzed the data by using t-test which determined the attitude to schooling of the students and analyzed the gender differences. All statistical analyses performed by using SPSS windows 20.0 statistical package for

social sciences. Moreover, the scores from the students were computed and used for comparison which observe their performance based on their socio-economic status.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter provides details steps that was taken in analyzing the data that was obtained during the field work. The chapter consist of data summary, data presentation, summary of the findings and discussion of the findings.

#### 4.2 Data Summary

**Table 4.1 Summary of study variables**

Study variables	N	M	SD
Socio-economic status	378	18.60	5.75
Attitude	378	29.09	12.62
Academic achievement	378	48.56	12.06

Table 4.1 provides the descriptive statistics of the study variables. From the table, there are three main variables in the study (socio-economic status, attitude and academic achievement). From the table, the study has a sample size of N= 378. Socio-economic status was having a descriptive statistics score of M= 18.60, SD= 5.75, attitude was having descriptive statistics of M= 29.09, SD= 12.62 while students' academic performance was having descriptive statistics score of M= 48.56, SD= 12.06.

**Table 4.2 Gender of Participants**

Gender	Frequency	Percentage
Male	192	51%
Female	186	49%
Total	378	100%

Table 4.2 provides the gender distribution of the study participants. From the table, there are 192 male students that participated in the study representing 51% of the study sample while 186 female students participated in the study representing 49% of the study sample. This shows that there are more male students that participated in the study than female students.

**Table 4.3 Location**

Location	Frequency	Percentage
Urban	217	57%
Rural	161	43%
Total	378	100%

Table 4.3 provides breakdown the study participants based on their location. From the table, there are 217 students that are residents of urban area whom participated in the study representing 57% of the study sample while 161 students are residents of rural area representing 43% of the study sample. This shows that there are more urban students that participated in the study than rural students.

#### **4.3 Data Presentation**

##### **Test of Hypotheses**

The stated null hypotheses were tested using an independent sample t-test at 0.05 level of significance.

##### **Test of Hypothesis one**

There is no significant difference in academic performance of senior secondary school students from high and low socio-economic status in Zamfara state.

**Table 4.4 Differences in Academic performance due to Social Economic Status level**

Academic Performance	N	M	SD	t	df	p-value
High S.E.S	248	50.30	11.79	3.954	376	.000
Low S.E.S	130	45.24	11.90			

To test the null hypothesis that there is no significant difference in academic performance of senior secondary school students from high and low socio-economic status in Zamfara state, an independent sample t-test was conducted. From table 4.4, the mean score in academic performance for each group was M= 50.30 for senior secondary school students with high socio-economic status and M= 45.24 for senior secondary school students with

low socio-economic status. The result revealed that the mean score in academic performance for students with high socio-economic status ( $M=50.30$ ,  $SD= 11.79$ ) is significantly different from that of the mean academic performance of students with low socio-economic status ( $M= 45.24$ ,  $SD= 11.90$ ) at  $t(376) = 3.954$ ,  $p= .000$ ,  $p < .05$ . Based on the obtained result, the stated null hypothesis was rejected. The result shows that senior secondary school students with high socio-economic status were having higher mean academic performance than students with low socio-economic status in Zamfara state.

### **Test of hypothesis two**

There is no significant difference in academic performance of senior secondary school students with positive and negative attitude to schooling in Zamfara state.

**Table 4.5 Difference in Academic Performance due to Attitude to schooling**

Academic Performance	N	M	SD	t	df	p-value
Positive Attitude to Schooling	245	49.90	11.83	2.952	376	.003
Negative Attitude to schooling	133	46.10	12.13			

To test the stated null hypothesis that there is no significant difference in academic performance of senior secondary school students with positive and negative attitude to schooling in Zamfara state, an independent sample t-test was equally performed. From table 4.5, the mean academic performance for each group was  $M= 49.90$  for senior secondary school students with positive attitude to schooling and  $M= 46.10$  for senior secondary school students with negative attitude to schooling. The result revealed that the mean academic performance of students with positive attitude to schooling ( $M= 49.90$ ,  $SD=11.83$ ) is significantly different from that of the mean academic performance of students with negative attitude to schooling ( $M= 46.10$ ,  $SD= 12.13$ ) at  $t(376) = 2.952$ ,  $p=$

.003,  $p < .05$ . Based on the obtained result, the stated null hypothesis was rejected. The result revealed that a statistically significant difference exist in the mean academic performance of senior secondary school students in Zamfara state due to attitude to schooling. Student with positive attitude to schooling were having significantly higher academic performance than students with negative attitude to schooling.

### **Test of hypothesis Three**

There is no significant difference in academic performance among senior secondary school students from rural and urban areas in Zamfara state.

**Table 4.5 Difference in Academic Performance due to location**

Academic Performance	N	M	SD	t	df	p-value
Rural students	161	46.56	9.81	2.794	376	.005
Urban students	217	50.04	13.32			

To test the stated null hypothesis that there is no significant difference in academic performance among senior secondary school students from rural and urban areas in Zamfara state, an independent sample t-test was equally performed. From table 4.5, the mean academic performance for each group was  $M = 46.56$  for senior secondary school students from rural areas and  $M = 50.04$  for senior secondary school students from urban areas. The result revealed that the mean academic performance of students rural areas ( $M = 46.56$ ,  $SD = 9.81$ ) is significantly different from that of the mean academic performance of students urban areas ( $M = 50.04$ ,  $SD = 13.32$ ) at  $t(376) = 2.794$ ,  $p = .005$ ,  $p < .05$ . Based on the obtained result, the stated null hypothesis was rejected. The result revealed that a statistically significant difference exist in the mean academic performance of senior secondary school students in zamfara state due to their location. Students from

urban areas were having significantly higher academic performance than students from rural areas.

#### **Test of hypothesis four**

There is no significant gender difference in academic performance of senior secondary school students in Zamfara state.

**Table 4.6 Gender Differences in Academic Performance**

Academic Performance	N	M	SD	t	df	p-value
Male students	192	49.59	13.68	1.691	376	.092
Female students	186	47.50	10.04			

In order to test the stated null hypothesis that there is no significant gender difference in academic performance of senior secondary school students in Zamfara state, an independent sample t-test was equally performed. From table 4.6, the mean score on academic performance of students for each group was  $M = 49.59$  for male senior secondary school students and  $M = 47.50$  for female senior secondary school students. The result revealed that the mean score on academic performance for male students ( $M = 49.59$ ,  $SD = 13.68$ ) is not significantly different from that of the mean score on academic performance for female students ( $M = 47.50$ ,  $SD = 10.04$ ) at  $t(376) = 1.691$ ,  $p = .092$ ,  $p > .05$ . Based on the obtained result, the stated null hypothesis was upheld. The findings revealed that no statistically significant gender difference exist in the academic performance of senior secondary school students in Zamfara.

#### **4.4 Summary of the findings**

- I. Parental socio-economic status has a bearing on students' academic performance.

The study found that senior secondary schools students with high level of parental



- socio-economic status were having higher academic performance than their counterparts from parents with low socio-economic status in Zamfara state.
- II. Senior secondary school students with high attitude to schooling were found to have higher mean academic performance than their counterparts with low attitude to schooling in Zamfara state.
  - III. Senior secondary school students' location has bearing on their academic performance. The study revealed that students from urban areas were having a significantly higher mean academic performance than those from rural areas in Zamfara state.
  - IV. Gender has no significant impact on the academic performance of senior secondary school students in Zamfara.

#### **4.5 Discussion of Finding**

This study explored the impact of parental socio-economic status, attitude to schooling on the academic performance of senior secondary school students in Zamfara state. The objective of the study is to find out if there is a significant difference academic performance of students due to parental socio-economic status and attitude to schooling. The study equally seeks to examined the influence of gender on academic performance and attitude to schooling and lastly to examine the relationship between attitude to schooling and students' academic performance.

Findings of the study shows that senior secondary school students with high socio-economic status were having higher mean academic performance than students with low socio-economic status in Zamfara state. This was based on the obtained result from t-test analysis  $t(376) = 3.954$ ,  $p = .000$ ,  $p < .05$ . Based on the obtained result, the stated null

hypothesis there is no significant difference in academic performance of senior secondary school students from different socio-economic status in Zamfara state was rejected. The study revealed that parental socio-economic status level has significant impact on senior secondary school students' academic performance. This was in line with the work of Asfaw (2015) whom found that socio-economic status of parents has strong association with the academic performance of students.

Findings of the study also shows that student with positive attitude to schooling were having significantly higher academic performance than students with negative attitude to schooling among senior secondary school students in Zamfara state. This was based on the obtained result from t-test analysis at  $t(376) = 2.952$ ,  $p = .003$ ,  $p < .05$ . Based on the obtained result, the stated null hypothesis there is no significant difference in academic performance of senior secondary school students with positive and negative attitude to schooling in Zamfara state was rejected. The findings revealed that students with positive attitude to schooling were having a significantly higher academic performance in school than students with negative attitude to schooling. This corroborates the work of Peter, Igbo & Okoto (2014) it is revealed that improvement of students interest in learning and attitude to school could contribute in boosting their performance academically.

The result equally shows that senior secondary school students in Zamfara state that are residents of urban areas were having higher mean academic performance. This was based on the obtained result from t-test analysis  $t(376) = 2.7941$ ,  $p = .005$ ,  $p < .05$ . Based on the obtained result, the stated null hypothesis there is no significant difference in academic performance among senior secondary school students from rural and urban areas in Zamfara state was rejected. The result shows that students that are residents of

urban areas had a significantly higher mean academic performance than their counterparts in the rural areas. This was in line with the work of Abena (2015) with title rural-urban disparity in students academic performance in visual Arts Education, the study revealed that urban schools perform better than rural schools because they attract and admit junior high school graduates with excellent Basic education certificate Examination grades, have better infrastructure, more qualified teachers prestigious names, and character that motivate their students to do well. In the same vein Deidra (2018) rural and urban differences in student achievement in science and mathematics, by using multi level modeling techniques, this study demonstrated that the location of the school had a significant effect upon student achievement, with students attending rural schools not performing as well as students from urban schools. Like wise in his investigation concerning the Matter John (2013) mentioned that rural students suffer disadvantage not as a result of their attendance at rural schools but non-usage of effective methods of teaching.

In addition to that by the researcher lack of infrastructure and other social amenities make some teachers to be reluctant and post rural schools to teach.

The study found no statistically significant gender difference in the academic performance of senior secondary school students in Zamfara state. This was based on the obtained result from t-test analysis  $t(376) = 1.691, p = .092, p > .05$ . Based on the obtained result, the stated null hypothesis there is no significant gender difference in academic performance of senior secondary school students in Zamfara state was accepted. This findings shows that gender has no bearing with students' academic performance. This was in line with the work of Adlyn (2013). Which indicated that,

there is a positive significant relationship between attitudes that girl have to education and their school performance. In the same vain Ogutu, Alice, Osman and Bernad (2015) the finding showed that there is positive relationship between students attitude towards biology and their performance in Kanya certificate of secondary educaiton biology. But Salawu (1991) shows that academic success or failure is not determined by one single factor but a combination of factors ranging from attitudes to school, early school experience, parental influence and many other indices. Therefore it contradict the finding of the research which found and gave emphasis on attitude to schooling as a direct bearing on students' academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter consists of the summary the research work, the conclusions that were made based on the study findings and lastly recommendations from the study.

#### **5.2 Summary**

This study examined the relationship between parental socio-economic status, attitude to schooling and academic performance of senior secondary school students in Zamfara state. The objectives of the study are to find out if there is a significant difference academic performance of students due to parental socio-economic status and attitude to schooling, location and gender. In line with the stated objectives, four research questions and corresponding null hypotheses were raised to guide the study.

The objectives of the study are to find out if there is a significant difference academic performance of students due to parental socio-economic status and attitude to schooling. The study equally seeks to examined the influence of gender on academic performance and attitude to schooling and lastly to examine the relationship between attitude to schooling and students' academic performance. in line with the stated objectives, five research questions and corresponding null hypotheses were raised to guide the study.

Chapter two of the research discussed conceptual framework of the variables, theories of attitude which included, social learning theory and operant conditioning theory classical liberation theory, Welberg's theory of educational productivity, equal opportunity theory and expectancy were all stated. It also discussed empirical review of

some researchers that either relevant or contrary of this study for example Wangu (2014) who conducted research in order to examine the influence of gender difference in academic performance. Finding revealed that male students performed much better as compared to their female counterparts. But the Hene and Anseim (2014) that carried out research on gender differences and academic achievement, result shows that gender has no significantly influences on academic achievement of secondary school students in Nigeria.

Survey research design was used in the conduct of the study. The population of the study consists of 24,594 senior secondary school students in Zamfara state out of which 378 students were drawn as using stratified sampling technique. Two adopted questionnaires were used as data collection instruments. Obtained data was statistically analyzed using descriptive and inferential statistics. At the descriptive level, frequency counts, percentage, mean and standard deviations were used in summarizing the data whereas an independent sample t-test was used in testing the formulated null hypotheses at 0.05 level of significance. Findings of the study revealed that senior secondary school students with high socio-economic status were having higher mean academic performance than students with low socio-economic status in Zamfara state. Student with positive attitude to schooling were having significantly higher academic performance than students with negative attitude to schooling among senior secondary school students in Zamfara state. Similarly, senior secondary school students in Zamfara state that are residents of urban areas were having higher mean academic performance than their counterparts from rural area. Furthermore, the study found no statistically significant

gender difference in the academic performance of senior secondary school students in Zamfara.

### **5.3 Conclusion**

Based on the findings from the study, the following conclusions were made:

High socio-economic status is associated with high level of student academic performance in school.

Senior secondary school students with positive attitude to schooling are having higher academic performance in school than students with negative attitude to schooling.

Senior secondary school students who are residents of urban areas had significantly higher mean academic performance in Zamfara state.

Gender has no significant impact on the academic performance of senior secondary school students in Zamfara state.

### **5.4 Recommendations**

Based on the findings from the study, the following recommendations were made:

1. Due to the link between Socio Economic Status and students' performance, the government should provide all basic amenities to ease the suffering of low class citizens. This would boost the ability of the low class citizens to have a means of providing basics school needs to their children.
2. Parents and teachers should always encourage students towards positive attitude to schooling. This is because students with positive attitude to schooling are having a significantly higher mean score in their academic performance.

3. Government should give equal consideration to rural schools in a view to boost their service delivery and be able to compete with schools in the urban areas of the state.
4. Equal effort should be made by parents and teachers towards the male and female. This is because gender has no significant impact in academic performance.

#### **5.4.1 Recommendations for further studies**

There is need to further investigate on the effect of socio economic status on academic performance among public secondary schools in Zamfara state. also there is need to investigate on student's interest, attitude to schooling and types of schools in Zamfara state. Like wise further research. With the same topic should be conduct in primary schools as the grass root and foundation f education.



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## APPENDIX I

**SCHOOL OF POSTGRADUATE STUDIES  
DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
BAYERO UNIVERSITY KANO**

### **Attitude to schooling and socio-economic status questionnaires**

Dear Respondent,

I am a postgraduate student of the Department of Education University, Kano- Nigeria, currently undertaking a research on Relationship between parental socio-economic status, attitude to schooling and academic performance in partial fulfillment of my masters Degree in Educational Psychology. Your assistance will be of great importance in filling the accurate responses as your confidentiality will be maintain.

**Thank you**

**Umar Lawal**

**SPS/14/MED/00087**

#### **Section A: Personal information**

- a. Name:-----
- b. Name of School:-----
- c. Age: -----Sex M [ ] F [ ]
- d. Class: -----
- e. Educational Qualification of the parents -----
- f. Occupation of the parents-----

#### **SECTION B:**

#### **SOCIO-ECONOMIC STATUS QUESTIONNAIRE (SSES-Q)**

**Instruction:** Please, read the statement and simply tick [ ] which seems to be true to you at this time of studentship.

S/N0	Statement	4 Strongly agreed	3 Agreed	2 Disagreed	1 Strongly disagreed
1.	My parents convey me to and from school				
2.	I used to get additional school				

	training from internet and satellite				
3.	My parents employ extra lesson teacher for his children				
4.	I trek for quite long to reach school				
5.	We fetch water before and after school				
6.	My parents find it difficult to settle their rent				
7.	We don't have any problem to setting hospital bills				
8.	We have domestic servants at home				

**SECTION C:**  
**ATTITUDE TO SCHOOL QUESTIONNAIRE**

S/N	Items	SA	A	D	SD
9	A student should put a lot of effort into what he does in school				
10	Student should respect school authorities				
11	Student should be of good discipline at school				
12	Student should do class assignment promptly				
13	Rules and regulations should not be strictly enforced in class				
14	Student should not bother to go to school every day				
15	I prepare to repeat a class due to poor performance				
16	Students should participate in school activities				
17	Students should take good care of school property				
18	A good learner will not talk in the class, unless ask to do				
19	Students should like their teachers				
20	Students should be proud of their school				

## APPENDIX II

### Departmental Letter of Authority for Research

#### Department of Education

P.M.B. 3011

Kano State

Head Prof: Auwal M. Lawal

Email: [awwalboss@yahoo.com](mailto:awwalboss@yahoo.com)

Date: 21-12-2016

**B.U.K.**  
Bayero University, Kano

Dear Sir,


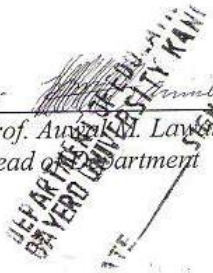
#### LETTER OF INTRODUCTION

This is to certify that: UMAR LAWAL with Registration

Number: SPS/14/MEG/00087 is our student in the Department of Education

Bayero University, Kano.

Kindly render any assistance he/she may require from you.

For:   
Prof. Auwal M. Lawal  
Head of Department  


*Emis officer*

*Ms. Aizat  
Jallohally*

214321

*Emis  
28/11/16*

*M*



## APPENDIX III

```
DESCRIPTIVES VARIABLES=SES ATTITUDE ACADEMIC_ACHIEVEMENT
/STATISTICS=MEAN STDDEV MIN MAX.
```

### Descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SES	378	11.00	32.00	18.6085	5.75173
ATTITUDE	378	4.00	48.00	29.0926	12.62978
AP	378	12.00	80.00	48.5646	12.06369
Valid N (listwise)	378				

```
T-TEST GROUPS=L_SES(1 2)
/MISSING=ANALYSIS
/VARIABLES=AP
/CRITERIA=CI (.95) .
```

### T-Test

Group Statistics					
L_SES		N	Mean	Std. Deviation	Std. Error Mean
AP	HIGH SES	248	50.3073	11.79843	.74920
	LOW SES	130	45.2400	11.90811	1.04441

Independent Samples Test									
Levene's Test for Equality of Variances			t-test for Equality of Means						
					Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
F	Sig.	T	df					Lower	Upper

AP	Equal variances assumed	.042	.839	3.954	376	.000	5.06726	1.28162	2.54721	7.58730
	Equal variances not assumed			3.942	259.969	.000	5.06726	1.28534	2.53626	7.59826

```

T-TEST GROUPS=L ATTITUDE(1 2)
/MISSING=ANALYSIS
/VARIABLES=AP
/CRITERIA=CI(.95).

```

## T-Test

**Group Statistics**

L ATTITUDE		N	Mean	Std. Deviation	Std. Error Mean
AP	POSITIVE ATTITUDE	245	49.9004	11.83480	.75610
	NEGATIVE ATTITUDE	133	46.1038	12.13808	1.05250

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AP	Equal variances assumed	.011	.918	2.952	376	.003	3.79665	1.28623	1.26754	6.32576
	Equal variances not assumed			2.930	265.189	.004	3.79665	1.29594	1.24502	6.34828

```

T-TEST GROUPS=Location(1 2)
/MISSING=ANALYSIS
/VARIABLES=AP
/CRITERIA=CI(.95).

```

## T-Test

**Group Statistics**

Location		N	Mean	Std. Deviation	Std. Error Mean
AP	URBAN	217	50.0447	13.32110	.90430
	RURAL	161	46.5696	9.81707	.77369

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AP	Equal variances assumed	15.549	.000	2.794	376	.005	3.47514	1.24365	1.02976	5.92051
	Equal variances not assumed			2.920	375.987	.004	3.47514	1.19011	1.13504	5.81523

```

T-TEST GROUPS=Gender (1 2)
/MISSING=ANALYSIS
/VARIABLES=AP
/CRITERIA=CI (.95) .

```

## T-Test

### Notes

Output Created		21-Jun-2019 15:36:27
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	Active Dataset	DataSet1
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Gender(1 2) /MISSING=ANALYSIS /VARIABLES=AP /CRITERIA=CI(.95).
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.016

[DataSet1] C:\Users\User\Desktop\spss\UMAR GUSAU DATA.sav

### Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
AP	MALE STUDENTS	192	49.5948	13.68576	.98768
	FEMALE STUDENTS	186	47.5011	10.04781	.73674

### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

								Lower	Upper
AP Equal variances assumed	18.768	.000	1.691	376	.092	2.09372	1.23808	- .34072	4.52815
Equal variances not assumed			1.699	350.613	.090	2.09372	1.23220	- .32971	4.51714

# APPENDIX IV

## REQUIRED SAMPLE SIZE

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	591	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1505	8574	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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BAYERO UNIVERSITY, KANO.  
LIBRARY

## SOCIO-ECONOMIC STATUS QUESTIONNAIRE

S/N0	Statement	4 Strongly agreed	3 Agreed	2 Disagreed	1 Strongly disagreed
9.	My parents convey me to and from school				
10.	I used to get additional school training from internet and satellite				
11.	My parents employ extra lesson teacher for his children				
12.	I trek for quite long to reach school				
13.	We fetch water before and after school				
14.	My parents find it difficult to settle their rent				
15.	We don't have any problem to setting hospital bills				
16.	We have domestic servants at home				
17.	Low self-esteem and depression are also common symptom of a child whose parents are not wealthy				
18.	Parents with higher socio-economic status have more access and privilege to check their children's books after school hours				

## APPENDIX V

10<sup>th</sup> July, 2017

Zamfara State  
Ministry of Education,  
Gusau.

Dear Principal ALL PRINCIPALS-----This is to certify that  
**Umar Lawal** with Registration Number **SPS/14/MED/00087** is currently  
conducting a research and the topic is **Parental Socio-economic Status** attitude to  
schooling and academic performance in educational psychology in the  
Department of Education Bayero University, Kano.

Please kindly render any assistance and support he may require from you.

Thank you For your usual Co-operation.

CO ORDINATOR  
EXAMS & RECORDS  
MIN. OF EDUCATION H/OS  
GUSAU  
DATE -



SES	ATTITUDE	AA	GENDER	SES LEVEL	ATTITUDE LEVEL
33	42	85	1	1	2
28	21	80	1	1	2
24	49	77.5	1	1	2
32	48	72.5	1	1	2
20	49	70	1	2	2
35	54	88	1	1	1
34	62	89	1	1	1
37	54	88	1	1	1
30	51	77	1	1	1
32	55	77	1	1	1
35	51	52.5	1	1	1
30	50	50	1	1	2
33	46	51	1	1	2
45	52	77	1	1	1
37	63	41.5	1	1	1
24	62	88	1	1	1
35	51	88	1	1	1
32	69	78	1	1	1
33	44	50	1	1	2
40	62	88	1	1	1
28	49	37	1	1	2
21	73	77	1	1	1
31	64	88	1	1	1
30	53	88	1	1	1
24	39	25	1	1	2
31	52	88	1	1	1
22	59	77	1	1	1
28	42	46	1	1	2
31	42	57.5	1	1	2
26	42	32	1	1	2
38	32	22	1	1	2
32	72	77	1	1	1
25	48	44	1	1	2
24	46	40	1	1	2
30	50	41.2	1	1	2
35	52	88	1	1	1
19	56	76	1	2	1
36	26	66.7	1	1	2
20	52	87	1	2	1
24	57	88	1	1	1
15	51	77	1	2	1

34	26	74	1	1	2
16	54	40	1	2	1
16	49	33.5	1	2	2
16	57	77	1	2	1
37	25	23	1	1	2
15	54	40.5	1	2	1
48	27	60	1	1	2
15	55	40.9	1	2	1
36	27	62	1	1	2
16	56	40.2	1	2	1
36	41	65.9	1	1	2
36	26	32	1	1	2
35	27	58.3	1	1	2
15	57	40.7	1	2	1
35	27	62.1	1	1	2
16	52	40.5	1	2	1
37	27	50.5	1	1	2
16	27	25.6	1	2	2
16	56	41.2	1	2	1
15	55	40.1	1	2	1
24	16	31	1	1	2
16	45	31.4	1	2	2
36	50	55.9	1	1	2
16	55	46.7	1	2	1
17	39	45.7	1	2	2
16	51	48.5	1	2	1
35	25	61.5	1	1	2
16	50	50	1	2	2
37	30	63.5	1	1	2
17	50	38	1	2	2
36	25	50.2	1	1	2
22	55	39.5	1	1	1
37	26	60.4	1	1	2
17	39	40.4	1	2	2
17	54	66	1	2	1
40	25	53.5	1	1	2
18	55	36.5	1	2	1
26	55	33.4	1	1	1
40	35	55.5	1	1	2
40	25	60.1	1	1	2
37	31	50.4	1	1	2
36	24	56.7	1	1	2
17	40	43.3	1	2	2

25	47	40.1	1	1	2
38	25	62.7	1	1	2
37	33	60.1	1	1	2
24	41	33.5	1	1	2
25	44	36.2	1	1	2
39	35	50.3	1	1	2
18	40	34	1	2	2
36	50	62.2	1	1	2
26	54	77	1	1	1
24	52	77	1	1	1
26	51	78	1	1	1
24	47	48	1	1	2
21	51	59.4	1	1	1
29	40	33.1	1	1	2
20	53	51	1	2	1
27	49	54.6	1	1	2
35	58	78	1	1	1
31	50	54	1	1	2
33	20	42	1	1	2
31	44	66.5	1	1	2
20	47	56.5	1	2	2
30	55	49.8	1	1	1
27	42	51.7	1	1	2
21	46	68.7	1	1	2
27	47	55.7	1	1	2
22	54	60.7	1	1	1
27	42	49.5	1	1	2
23	50	50.1	1	1	2
31	53	51	1	1	1
27	53	63.3	1	1	1
37	54	67	1	1	1
30	53	78	1	1	1
27	42	45.4	1	1	2
23	54	77	1	1	1
30	51	67	1	1	1
26	49	42.6	1	1	2
27	58	41.4	1	1	1
33	48	44.5	1	1	2
27	48	40	1	1	2
27	53	78	1	1	1
31	40	48.5	1	1	2
26	52	78	1	1	1
28	52	66	1	1	1

24	54	71	1	1	1
25	51	43.3	1	1	1
21	42	43.5	1	1	2
24	42	41	1	1	2
17	50	39	1	2	2
30	47	55	1	1	2
16	54	37.5	1	2	1
19	54	54	1	2	1
25	51	56.6	1	1	1
33	52	53.1	1	1	1
27	53	50	1	1	1
22	48	69	1	1	2
22	45	36.5	1	1	2
34	48	69.5	1	1	2
16	52	76	1	2	1
21	53	60.5	1	1	1
23	52	66	1	1	1
20	45	46	1	2	2
31	47	51.7	1	1	2
24	45	37.5	1	1	2
34	38	49.7	1	1	2
33	42	53.4	1	1	2
20	49	33.7	1	2	2
20	53	30.8	1	2	1
27	50	33.5	1	1	2
27	47	28.4	1	1	2
29	46	34.5	1	1	2
28	47	29.6	1	1	2
28	47	53.7	1	1	2
32	47	39.2	1	1	2
35	45	50.2	1	1	2
31	46	58.3	1	1	2
23	47	35.2	1	1	2
26	45	55.4	1	1	2
25	51	31.8	1	1	1
30	43	72.5	1	1	2
28	32	38.5	1	1	2
27	45	39.8	1	1	2
25	47	38.2	1	1	2
35	47	38.2	1	1	2
31	43	39.3	1	1	2
27	42	49.5	1	1	2
32	44	64.5	1	1	2

30	51	38.8	1	1	1
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27	49	36.8	1	1	2
32	50	56.5	1	1	2
33	41	55.7	1	1	2
30	46	54	1	1	2
32	47	56.3	1	1	2
25	43	30.8	1	1	2
23	44	49.6	1	1	2
30	48	50.1	1	1	2
29	48	56.2	1	1	2
36	26	57.4	1	1	2
17	47	60.2	1	2	2
28	46	46.2	1	1	2
32	42	48.5	1	1	2
31	49	52.8	1	1	2
26	47	51.8	1	1	2
32	42	59.2	1	1	2
25	48	53.8	1	1	2
31	44	65.1	1	1	2
25	49	40.5	2	1	2
27	46	37	2	1	2
31	43	75.5	2	1	2
35	40	70.5	2	1	2
32	48	57.5	2	1	2
23	46	61.5	2	1	2
29	42	65	2	1	2
28	45	57.5	2	1	2
24	45	45.5	2	1	2
24	46	50.5	2	1	2
26	42	55.5	2	1	2
33	46	50.1	2	1	2
26	48	41.5	2	1	2
31	42	56	2	1	2
23	47	49	2	1	2
26	37	57.5	2	1	2
25	46	38	2	1	2
28	38	49.5	2	1	2
26	48	53	2	1	2
26	47	35	2	1	2
38	38	50	2	1	2

26	46	46.5	2	1	2
34	47	57	2	1	2
30	42	51	2	1	2
25	31	39.5	2	1	2
22	47	35	2	1	2
26	44	59.5	2	1	2
34	47	40	2	1	2
31	43	58.5	2	1	2
28	49	42.5	2	1	2
24	49	44	2	1	2
24	47	39.5	2	1	2
23	42	41.5	2	1	2
30	43	48	2	1	2
25	46	35.5	2	1	2
25	47	41	2	1	2
24	46	46	2	1	2
28	50	43	2	1	2
30	44	62.5	2	1	2
32	35	55	2	1	2
33	45	52	2	1	2
24	53	50	2	1	1
32	38	60	2	1	2
31	46	60.9	2	1	2
29	46	70.8	2	1	2
23	46	51.6	2	1	2
26	41	60.3	2	1	2
31	38	80.2	2	1	2
25	46	52.6	2	1	2
31	38	53.7	2	1	2
19	44	63.1	2	2	2
31	40	55	2	1	2
30	45	54	2	1	2
27	42	48.6	2	1	2
27	47	60.7	2	1	2
31	45	59.4	2	1	2
24	45	58.6	2	1	2
31	46	65.2	2	1	2
28	42	48.2	2	1	2
26	41	64.9	2	1	2
32	46	55.8	2	1	2
33	45	56.9	2	1	2
27	45	67.3	2	1	2
24	45	50.2	2	1	2

26	49	39.5	2	1	2
28	42	32	2	1	2
27	46	64.1	2	1	2
31	41	34	2	1	2
37	46	59	2	1	2
30	39	38.3	2	1	2
28	45	71.1	2	1	2
24	42	53	2	1	2
31	45	69.8	2	1	2
25	44	52.5	2	1	2
33	42	73.4	2	1	2
26	43	51.3	2	1	2
28	44	53.2	2	1	2
34	42	61.5	2	1	2
24	44	58.5	2	1	2
31	46	67.6	2	1	2
29	49	65.2	2	1	2
23	51	60	2	1	1
27	41	75.8	2	1	2
23	46	61	2	1	2
29	39	70.1	2	1	2
24	46	56	2	1	2
28	38	59.1	2	1	2
21	47	60.5	2	1	2
31	41	52.6	2	1	2
24	45	48.5	2	1	2
31	40	73.1	2	1	2
25	44	59.3	2	1	2
32	44	63.5	2	1	2
25	45	61.5	2	1	2
30	40	65.6	2	1	2
35	50	60	2	1	2
27	44	70	2	1	2
28	47	56.5	2	1	2
26	42	46	2	1	2
32	42	57.5	2	1	2
26	46	74	2	1	2
30	43	63	2	1	2
26	42	53	2	1	2
33	54	75	2	1	1
22	51	50	2	1	1
17	34	54	2	2	2
27	42	50.5	2	1	2

24	35	61	2	1	2
31	53	50.5	2	1	1
28	35	45	2	1	2
36	46	45.5	2	1	2
22	42	46.5	2	1	2
28	49	56.5	2	1	2
27	52	62	2	1	1
23	42	53	2	1	2
24	50	51.5	2	1	2
22	45	52	2	1	2
19	47	47.5	2	2	2
22	40	52.5	2	1	2
23	42	43	2	1	2
22	45	64	2	1	2
20	41	48	2	2	2
27	42	62.5	2	1	2
23	42	45	2	1	2
25	40	52.5	2	1	2
27	46	48.5	2	1	2
26	46	49.5	2	1	2
22	47	55.2	2	1	2
21	35	47.5	2	1	2
29	56	38	2	1	1
25	37	48.5	2	1	2
25	45	57	2	1	2
29	56	38	2	1	1
25	37	48.5	2	1	2
23	38	44	2	1	2
26	43	59	2	1	2
27	44	58	2	1	2
34	43	72	2	1	2
26	43	65	2	1	2
24	25	37	2	1	2
27	43	35	2	1	2
27	43	49	2	1	2
28	44	65	2	1	2
26	42	59	2	1	2
25	38	64	2	1	2
25	39	44.5	2	1	2
22	34	48	2	1	2
29	43	40	2	1	2
24	40	47.5	2	1	2
23	52	41.5	2	1	1



25	38	51	2	1	2
23	54	72	2	1	1
33	47	65	2	1	2
30	30	55	2	1	2
22	42	51	2	1	2
22	36	57	2	1	2
26	33	25	2	1	2
29	47	54	2	1	2
25	31	70	2	1	2
25	40	50	2	1	2
31	45	47.5	2	1	2
24	37	49	2	1	2
25	45	60	2	1	2
25	41	62	2	1	2
25	41	50	2	1	2
28	51	61.3	2	1	1
32	48	56	2	1	2
29	46	55	2	1	2
25	48	60	2	1	2
27	47	48	2	1	2
25	47	57.5	2	1	2
17	46	52.7	2	2	2
31	50	62.5	2	1	2
25	49	46	2	1	2
30	36	45	2	1	2
26	43	63.5	2	1	2
26	41	59	2	1	2
26	51	52	2	1	1
31	42	49	2	1	2
29	39	50	2	1	2
30	44	42.5	2	1	2
26	45	48.5	2	1	2
24	39	52.5	2	1	2
24	34	44.5	2	1	2
28	37	40	2	1	2
31	47	65	2	1	2

KEY: GENDER 1= BOYS, 2= GIRLS

SES LEVEL 1= HIGH SES, 2= LOW SES

ATTITUDE LEVEL 1= HIGH ATTITUDE TO SCHOOLING, 2= LOW  
ATTITUDE TO SCHOOLING