

INFLUENCE OF HOME BACKGROUND ON JUNIOR SECONDARY SCHOOL GIRL-
CHILD SOCIAL STUDIES ACADEMIC PERFORMANCE IN KADUNA STATE,
NIGERIA

BY

RAHANE DANKANI, SANI

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

DECEMBER, 2019

INFLUENCE OF HOME BACKGROUND ON JUNIOR SECONDARY SCHOOL GIRL-
CHILD SOCIAL STUDIES ACADEMIC PERFORMANCE IN KADUNA STATE,
NIGERIA

BY

RAHANE DANKANI SANI (B.ED, ABU)

P15EDFC8079

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN CURRICULUM AND
INSTRUCTION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

DECEMBER, 2019

DECLARATION

I declare that this dissertation entitled INFLUENCE OF HOME BACKGROUND ON JUNIOR SECONDARY SCHOOL GIRL-CHILD SOCIAL STUDIES ACADEMIC PERFORMANCE IN KADUNA STATE, NIGERIA has been carried out by me in the Department of Educational Foundations and Curriculum Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree at this or any other institution.

SANI, Rahane Dankani,

Date

CERTIFICATION

This dissertation entitled INFLUENCE OF HOME BACKGROUND ON JUNIOR SECONDARY SCHOOL GIRL-CHILD SOCIAL STUDIES ACADEMIC PERFORMANCE IN KADUNA STATE, NIGERIA by SANI, Rahane Dankani meets the regulations governing the award of Master Degree in Curriculum and Instruction of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

Prof. H. O. Yusuf

Chairperson, Supervisory Committee

Date

Dr. A. M. Aminu

Member, Supervisory Committee

Date

Dr. M. I. Harbau

(Dan Masanin Harbau)

Head of Department

Date

Prof. S. A. Abdullahi

Dean, School of Postgraduate Studies

Date

DEDICATION

This dissertation is dedicated to my parents, Alhaji Sani Dankani and Hajia Aisha Abdulrahman.
May Allah (SAW) reward them abundantly

ACKNOWLEDGMENTS

First and foremost, I want to acknowledge the Almighty Allah who saw me through the programme with His divine mercy. My sincere gratitude and unquantifiable appreciation go to the supervisory committee of this work in persons of Prof. H. O. Yusuf (Head of Section, Curriculum and Instruction ABU Zaria), Dr. Halima Audi and Dr. A. M. Aminu who have tirelessly supervised it from the beginning to the end in order to ensure that the work meets the required standard, despite all the academic and administrative responsibilities on them. May you be rewarded with uncountable bounties.

I also commend the efforts of my Head of Department, Dr. M. I. Harbau and our hard-working Postgraduate Coordinator, Dr. I. Suleiman for their remarkable efforts towards the completion of this work. This acknowledgement will not be completed without remembering my able and hard-working lecturers like Prof. A. Guga, Dr. S. U. El Yakub, Dr. A. A. Dada, Dr. Garba Sa'ad, Dr. H. Y. Audi, Dr. W. Ehinmidu, Dr. P. A Matimilola, Dr. A. F. Mohammed, Dr. M. O. Ibrahim and Dr. A. M. Jumare. I will not forget the efforts and concern given to me by the entire senior and junior non-academic staff of Educational Foundations and Curriculum Department. I really appreciate the roles you played for the sake of my studies.

Finally, I will like to acknowledge the support of my husband Alhaji Munir Ahmed (Academic Secretatry, F. C. E, Zaria) for always supporting me in everything and my brother Alhaji Garba Sani Dankani for always being there for me and also my friends, family and colleagues.

ABSTRACT

This research is entitled Influence of Home Background on J.S.S.2 Girl-child Social Studies Academic Performance in Kaduna State, Nigeria. The study was conducted using five research objectives which were translated into research questions and hypotheses. Survey research design was adopted with a population of 769 Social Studies teachers in Junior Secondary Schools and 639 P. T. A groups across the 12 education zones in Kaduna State. A sample size of 262 respondents were selected for this study. The instrument used for the data collection was a structured questionnaire. Frequencies and percentage along with mean scores were used for descriptive analysis and one sample t-test was used for inferential analysis at 0.05 level of significance. The research findings from this analysis revealed that: there is significant difference in the income of family and academic performance of the girl-child in Social Studies at the junior secondary school level in the state. Based on the respondents views, income of the family has impact on the academic performance of the girl-child in Social Studies at the junior secondary school level; there is significant difference in the parental investment in their children's education and the academic performance of the girl-child in Social Studies at junior secondary school level and based on the findings, it was found that all were of the view that parental involvement in their children's education has major influence on the academic performance in Social Studies of the girl-child; there is significant difference in the level of parent's education and the academic performance of their girl-child in Social Studies in junior secondary schools, the findings reveal that parents' level of education have major and positive influence on the academic performance of the girl-child in Social Studies; there is significant difference in the involvement of the girl-child in household chores and academic performance in Social Studies in junior secondary schools, the findings reveal that, too much involvement of the girl-child in household chores negatively influence her academic performance in Social Studies; there is significant difference in the influence of broken home on the academic performance of the girl-child in Social Studies in junior secondary school. It was revealed that, both parents and teachers have the same view that broken home have negative influence on the academic performance of the girl-child in Social Studies at the state junior secondary school level. Based on these findings, five recommendations were proffered which include: the need for parents to improve on the payment of school fees and levies as a way of encouraging the girl-child academic performance; parents should continue to invest in their children's education since it positively contribute to their academic performance; there is need for parents to always improve on their educational attainment to act as example to their children; parents should proportionally reduce the household chores performed by students such that it will not negatively influence their academic performance; there is need for effective counselling in junior secondary schools for the girl-child who are from broken homes as a way of improving their academic performance in the subject.

TABLE OF CONTENTS

Cover Page	i
Title Page	ii
Declaration Page	iii
Certification Page	iv
Dedication	v
Acknowledgment	vi
Abstract	vii
List of Tables	xiii
Operational Definition of Terms	xiv
List of Abbreviations	xv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Research Objectives	7
1.4 Research Questions	8
1.5 Hypotheses	8
1.6 Significance of the Study	9
1.7 Scope of the Study	11
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	12
2.2.1 Theoretical Framework	12
2.3 Concept of Girl-Child	20
2.4 Concept of Girl-Child Education	21

2.4.1	Ways of Improving Girl-Child Education	22
2.4.2	Importance of Girls Education	23
2.4.3	Obstacles to Girl-Child Education	27
2.5	Concept of Academic Performance	29
2.5.1	History, Functions and Features of Academic Performance	30
2.5.2	Factors Determining Academic Performance	31
2.5.3	Considerations on Academic Performance	35
2.6	Parents Income and Academic Performance of Girl Child	36
2.6.1	Poor Parental Investment and Academic Performance of Girl-Child	38
2.6.2	Parents Level of Education and Girl-Child Academic Performance	40
2.6.3	Household Activities and Academic Performance of Girl-Child	41
2.6.4	Broken Home and Girl-Child Academic Performance	43
2.7	Concept of Social Studies	46
2.7.1	Nature of Social Studies	48
2.7.2	Scope of Social Studies	49
2.7.3	Historical Development of Social Studies in Nigeria	50
2.7.4	Objectives of Social Studies	52
2.8	Empirical Studies	53
2.9	Summary	61

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	62
3.2	Research Design	62
3.3	Population of the Study	62

3.4	Sampleand Sampling Techniques	63
3.5	Instrumentation	64
3.5.1	Validity of Instrument	64
3.5.2	Pilot Study	65
3.5.3	Reliability of the Instrument	65
3.6	Procedure for Data Collection	65
3.7	Procedure for Data Analysis	66

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1	Introduction	67
4.2	Descriptive Analysis of Demographic Variables	67
4.3	Solutions to the Research Questions and Test of Related Hypothesis	73
4.3.1	Influence of Family Income on Academic Performance of Girl-Child	73
4.3.2	Influence of parental investment in education on academic performance of Girl-Childin Social Studies	76
4.3.3	Influence of Parents Level of Income on Academic Performance	79
4.3.4	Influence of Household works on Academic Performance of Girl-Child	82
4.3.5	Influence of Broken Homes on Academic Performance on Girl-Child	85
4.4	Inferential Analysis	88
4.5	Summary of findings	93
4.6	Discussion of Findings	94

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0	Introduction	98
5.1	Summary	98

5.2	Conclusion	100
5.3	Contribution to Knowledge	101
5.4	Recommendations	101
5.5	Suggestions for Further Studies	102
REFERENCES		103
APPENDICES		109

LIST OF FIGURES

Figure 1: Abraham Maslow's Hierarchy of needs

40

LIST OF TABLES

Table 1: Number of EducationZone in Kaduna State	64
Table 2: Sample Selected for the Study	65
Table 3: Distribution of the Respondents by Gender	68
Table 4: Distribution of Respondents by Location of Schools	69
Table 5: Distribution of Respondents by Age Brackets	69
Table 6: Distribution of the Respondents by Educational Qualification	70
Table 7: Distribution of the Respondents by Marital Status	71
Table 8: Distribution of the Teachers by Years of Experience	72
Table 9: Distribution of Parents by their Occupations	72
Table 10: Distribution of Parents by Monthly Income	73
Table 11: Distribution of Parents by Number of Wives in the Home	73
Table 12: Distribution of the Parents by Number of Children in the Family	74
Table 13: Mean Performance of Students by Income of Parents	75
Table 14: Influence of Family Income on Academic Performance	75
Table 15: Opinion of Respondents on Influence of Parental investment in Education	78
Table 16: Mean Academic Performance of Students by Parents Qualifications	80
Table 17: Opinion of respondents on influence of parents level of education	80
Table 18: Influence of Household Chores on Academic Performance	82
Table 19: Mean Performance of Students by Parents Marital Status	85
Table 20: Influence of Household Chores on Girl-child	86
Table 21: One sample t-test on influence of family income on academic performance	88
Table 22: One sample t-test on influence of parental investment on girl-child	89
Table 23: One sample t-test on influence of parents education on girl-child	90

Table 24: One sample t-test on influence of household chores on girl-child	91
Table 25: One sample t-test on influence of broken home on girl-child	92

OPERATIONAL DEFINITIONS OF TERMS

The following terms were used in this work as:

Implementation: This means putting a designed Economics curriculum into practice, to achieve the target goal.

Curriculum: This is a technical document containing technical statements that require interpretation and implementation through the formal school setting.

National Policy on Education: This is the policy document of the Federal Government of Nigeria regarding education

Influence: the power to change or affect someone or something;

Home-background: is the nature of training, treatment, care and support child receives at home;

Academic performance: is the extent to which a student, teacher or institution has achieved their short or long-term educational goals;

Girl-child: is a biological female offspring from birth to eighteen (18) years of age.

LIST OF ABBREVIATIONS

UNICEF:	United Nation Children’s Fund
OOSC:	Out of School Children
UNESCO	United Nation for Education, Scientific and Cultural Organization
ENGINE:	Educating Nigerian Girls in New Enterprising
FAWE:	Forum for African Women Educationists
NERDC:	Nigeria Education Research and Development Council
GCEEQ:	Girl Child Education Evaluation Questionnaire
SSPT:	Social Studies performance Test
JSCE:	Junior Secondary Certificate Examination
GGJSS:	Government Girls Junior Secondary School

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Western education was brought into Nigeria during pre-independence era by the colonial administrators with the sole aim of enrolling, training and producing able-bodied men to serve as their servants or clerks. As a result, the enrollment of boys into schools dominated that of girl-child and consequently made women remained uneducated, discriminated and disenfranchised for a very long time.

In most Nigerian societies girl-child especially in the villages is always occupied with a lot of activities around the home, market and farms. Mothers particularly used the girl-child as a baby sitter or sent her hawking when she was supposed to be in school along with her brothers. The society regards her education as valueless because it mostly ends in the kitchen. Government, on the other hand, ironically talks of women empowerment without paying special attention to the girl-child who is the woman of tomorrow. As a result of this neglect of girl-child education, women were increasingly becoming poorer because they cannot get paid jobs or access to credits available to better their lives; they were backward and left behind even in matters that affect them directly or their families (Abdu in Audi, 2014).

Many researches have been conducted exploring variables contributing to the quality of academic performance of the girl child. Academic performance is affected by a number of factors including age, gender, geographical areas, ethnicity, marital status, socio-economic status (SES), parents' education levels, parents' professions, language barrier, income and religious affiliations and school background to mention just a few. Home environment has been recognized as having a lot of influence on academic performance.

The family being the first and major agent of socialization has a great influence in bringing development of the child's academic performance. Adeyemo (2006) as cited in Ganga and Chinyoka (2010) explains that the child's first place of contact with the world is the family. The child as a result acquires initial education and socialization from parents and other significant members in the family, thus the parents are indeed the child's first educators. Children who experience poverty may live in physical environments that offer less stimulation and fewer resources for learning.

Constantine (2005 in Yusuf, 2016), examines six communities in the greater Los Angeles, California area, and found that children in high-income communities had access to significantly more books than children in low-income communities did. In fact, she found that in some affluent communities, children had more books in their homes than low socio-economic status (SES) children had in all the school sources combined. The lack of support and cognitive stimulation in the children's home environments was found to account for one third to a half of the disadvantages in verbal, reading, and mathematical skills among persistently poor children. Therefore, the poor parents may be less able to buy for them games, toys, books, computers, and other resources that promote learning for their children, or to provide them with high-quality childcare. They may be living in places that are not safe for outdoor play. Children from poor economic backgrounds are not afforded the same luxuries and opportunities as those from wealthy backgrounds.

The term 'girl-child' refers to a female between the ages of 6-18 years (Mukhtar, 2011) in Tyoakaa, Mwendaga, John & Nor (2014). The National Child Welfare Policy (1989) as cited by Ada (2001) defines the girl-child as a female below 14 years of age. Offorma (2009), defines girl-child as a biological female offspring from birth to eighteen (18) years of age.

This period is made up of infancy, childhood, early and late adolescence stages of development. The girl-child is seen as a young female person who would eventually grow into a woman and marry.

The gender apartheid places the girl-child in a disadvantaged position, where her potentialities are suppressed and self-actualization is not achieved. Girl-child education has become a major issue of concern in most developing countries of the world today, especially in sub-Saharan Africa, where a large number of young girls do not attend school. The global figure for out-of-school children was estimated to be 121 million, out of which 65 million (approximately 53.8%) were girls and over 80 percent of these girls live in sub-Saharan Africa (UNICEF, 2007). Primary school completion rates in Africa have been the lowest in the world and this remains a concern as half of the world's out-of-school children (OOSC) are concentrated in 15 countries, eight of which are in sub-Saharan Africa (Ibrahim, 2012). In sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24million in 2002 (Offorma, 2009).

Goodluck (2011) in Tyoakaa, Mvendaga, John& Nor (2014), stresses that Nigeria has 9 million (37%) out-of-school children, which is more than one-third of its primary school age children and this is the highest in Africa. Nigeria grapples with increasing number of out-of-school children annually. This trend varies from zone to zone. For instance, in South Eastern Nigeria, which is dominated by the people of Igbo ethnic group, there is however low boy-child enrollment in schools as compared to girls. This is because the boy-children are sent for apprenticeship in trading which is the dominant occupation of the people. The opposite is the case in Northern Nigeria where there is low girl-child enrollment in schools as compared to boys. Nigeria is among the West African countries that have the highest number of girls that

are out of school, and more than 75% of the 3.4 million children out of school are girls (UNICEF, 2007). The National School Census (NSC) (2006) also reveals a net enrollment ration of 80.6% suggesting that a substantial proportion (19%) of primary school age population between 6-11years are not enrolled in primary schools nationwide, and this represents about 5million of Nigerian children of primary school age bracket who are not enrolled into schools.

The three geo-political zones of northern Nigeria: the North East, North Central and North West. The North Central shows an improvement over others, these zones cannot boast of appreciable number of girls' enrollment at primary and secondary schools levels, not to talk of tertiary level of education, as compared to boys' enrollment. Statistics from the Federal Office of Statistics (2004) shows that, literate women constituted only 20% from the North – West in which Kaduna State is part of, 20% North- East, and 45% from the North Central. This indicates the levels of backwardness of women as compared to men in Northern Nigeria. The National School Census (2006), also reveal that the number of children out of school in Northern Nigeria is particularly high and the proportion of girls to boys in school ranges from 1 girl to 2 boys and even 1 girl to 3 boys in some states.

The education of girls in the northern cluster has always been a thorn-like, annoying and unresolved issue. Typically, girl-child education especially at post-secondary level in northern states follows a specific pattern which ends with the girls being denied from the system, the chances to attend primary school or further their education beyond primary school. Enejere (1991) in Omede and Agahiu (2016), declares that gender inequality especially in Northern Nigeria is promoted by religious and communal customs which has grave consequences for both the individual and the society making her a dysfunctional member of the society. So

many factors have been reported to be responsible for low enrollment of girls in schools in Northern Nigeria. Mukhtar (2011) in Tyoakaa, Mvendaga, Johnand Nor (2014) identifies religious misinterpretation, cultural practice, poverty, early marriage, illiteracy, inadequate school infrastructure as some of the factors militating against girl-child education which consequently affect their academic performance. To majority of the parents, girl-child education is less important because no matter what level of education the girl attains, their hope is to see the girl-child get married. To some parents, western education is considered to be a way of negative transformation and initiation of an individual into materialism, promiscuity and inculcation of western cultural ideologies. With almost 70% of the Nigerian population living below the poverty line, girls are often sent to hawk on the streets.

Challenges to girl-child education in Nigeria especially in the North have been identified as poverty, early marriage, cultural and religious misconceptions. Kaduna State, like every other state in Northern Nigeria, struggles with low girl-child enrollment in schools and colleges. Though, there is a recent campaign for free and compulsory education for all in Kaduna State by the present administration of the state. The state government, governmental and non-governmental organizations as well as other stake holders in education have been worried over the inequality between boy-child and girl-child on education and economic disposition in the state, especially in the rural areas where there are no schools and they do not want to enroll the girl-child not to talk of allowing them to contribute their quota to the development of their society educationally. Based on this ground the researcher decided to carry out her study on the influence of home background on J. S. S. 2 Girl-child Social Studies Academic Performance in Kaduna State, Nigeria.

1.2 Statement of the Problem

Government of Nigeria from local, state and federal levels made numerous efforts to actualize education for all irrespective of gender, religion, ethnicity or any other factor. There is still problem of low enrollment, retention and completion among girls especially in the northern parts of Nigeria due to so many factors. The factors include poverty, social exclusion, gender discrimination against female child, early marriage, teenage pregnancy, use of girl-child as domestic servant and care of siblings and unfair distribution of educational opportunities mentioned but few.

The girl-child's poor performance in school is sometimes caused by poor parents' investment in schools as they do not invest in education equally for all. Girl-child's household work impacts on her academic outcome. Atayi (2008) and (Shahidul& Zehadul Karim2015) observe that girls sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the household than boys. Broken home or single-female headed households face greater financial and time constraints than two-parent households in general which may impact significantly on children's academic achievement.

Irregular attendance can be a precursor for poor academic performance regardless of the gender. Manacorda (2012) also argues that girls are at a greater risk of absenteeism, repetition, dropout, and have lower educational achievement than boys in upper primary school. Girls do more household work than boys which may increase non-attendance in schools for girls. Gran (2013) indicates that female students were more likely to be absent if their toilets at school were dirty, during menstruation and frequent absence led them to perform poorly.

Based on these problems the researcher decided to carry out this study on the topic influence of home background on J. S. S. 2 Girl-child Social Studies academic performance in Kaduna State, Nigeria.

1.3 Research Objectives

In line with the above stated problems, the researcher sets the following objectives, to:

1. find out the extent to which family income influence J.S.S.2 girl-child Social Studies academic performance in Kaduna State, Nigeria;
2. examine the extent to which poor parental investment in education influence J.S.S.2 girl-child Social Studies academic performance in Kaduna State, Nigeria;
3. evaluate how parents' levels of education influence J.S.S.2 girl-child Social Studies academic performance in Kaduna State, Nigeria;
4. analyze the extent to which household-chores influence J.S.S.2 girl-child Social Studies academic performance in Kaduna State, Nigeria; and
5. find out the level on which broken-home influence J.S.S.2 girl-child Social Studies academic performance in Kaduna State, Nigeria;

1.4 Research Questions

The researcher raised the following questions to be answered in the course of the research:

1. How does family income influence J.S.S.2 Girl-Child Social Studies academic performance in Kaduna State, Nigeria?
2. To what extent does poor parental investment in education influences J.S.S.2 Girl-Child Social Studies academic performance in Kaduna State, Nigeria?
3. How does parents' level of education influence J.S.S.2 Girl-Child Social Studies academic performance in Kaduna State, Nigeria?
4. What is the influence of household chores on J.S.S.2 Girl-Child Social Studies academic performance in Kaduna State, Nigeria?
5. How does broken home influence J.S.S.2 Girl-Child Social Studies academic performance in Kaduna State, Nigeria?

1.5 Hypotheses

- Ho₁ Family income has no significant influence on J.S.S.2 Girls-Child Social Studies academic performance in Kaduna State.
- Ho₂ Poor parental investment in education has no significant influence on J.S.S.2 Girls-Child Social Studies academic performance in Kaduna State.

- Ho₃ Level of parents' education has no significant influence on J.S.S.2 Girls-Child Social Studies academic performance in Kaduna State.
- Ho₄ Household chores has no significant influence on J.S.S.2 Girls-Child Social Studies academic performance in Kaduna State.
- Ho₅ Broken-home has no significant influence on J.S.S.2 Girls-Child Social Studies academic performance in Kaduna State.

1.6 Significance of the Study

Education is the skill and wisdom which every society preserves. This study titled Influence of Home Background on J. S. S. 2 Girl-Child Social Studies Academic Performance in Kaduna State, Nigeria will be of great importance to teachers, students, parents, school guidance counsellors, Parents Teachers Association (PTA), Educational Administrators and the Society at large.

The findings of the study will be of immense help to the teachers. Teachers will realize the necessity of individualizing their teaching by structuring their teaching methods and instructional resources to take care of the divergent parental backgrounds of the girl-child. This method may yield more positive result than the traditional system which assumes

that all children have similar family background. The findings of the study will also help teachers to exercise patience with slow-learners as they vary methods of instruction to accommodate divergent family backgrounds.

The findings will be of immense importance to students. The students will realize that their poor performance might not necessarily be their fault alone, especially those from low

status families. Such knowledge will go a long way to reduce frustration in the students and

also reduce drop-outs which occur as a result of frustration. Rather, the students should be made to adjust and help themselves by studying hard at home and also make proper use of the books and materials that are provided for them at the school library.

Through the findings of this study, parents will realize the importance of improving their educational standards so as to influence their children's academic performance. Parents will also understand the need for them to improve their socio-economic status so as to be able to provide the necessary motivation in form of learning materials and other things which will enhance their children's learning and their academic performance. They will equally acknowledge the importance of positive motivations and encouragement and provide some, by making the family environment more conducive for their children.

The school guidance counselors will also benefit from the findings of this study. They will be in position to guide and counsel students in the area of personal social interactions, academic performance and career choice.

The findings of the study will help Parents Teacher Associations (PTA) of schools in promoting the academic performance of student. This is because at PTA meetings, parents know their functions and responsibilities at home, to help solve their children's problems both at home and school environments.

The findings of the study will be of immense help to educational administrators. They will use the findings in the formulation of policy that will regulate equal educational opportunities for all children irrespective of their family background in the distribution of equipment, facilities and amenities to schools.

The findings of this study will help the society at large in identifying how family environmental variables such as what parents' level of education, parents' income, parents' occupation, parents' motivation and family size on student's academic performance. This will act as a check on the increasing low academic performance among students, occasioned by the fact that some parents, teachers and counselors do not have adequate knowledge/input required of them.

1.7 Scope of the Study

The study evaluated the Influence of Home Background on J. S. S. 2 Girl-Child Social Studies Academic Performance in Kaduna State, Nigeria The study was limited to the formal school system on girl-child education in junior secondary schools located in Giwa and Zaria Education Zone in Kaduna State with the view of making available equal education opportunity for all irrespective of gender differences.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Introduction

This chapter will clearly reveal the true picture of what the study entails, the conceptual framework of Girl Child education, Social Studies and academic performance as well as other variables of the study. Theoretical framework, elucidating some educational theories that support Girl-child education. The last segment of this chapter will review different but related works concluded by other researchers.

2.2.1 Theoretical Framework

The study titled Influence of Home Background on J. S. S. 2 Girl-Child Social Studies Academic Performance in Kaduna State, Nigeria used the following theories: theory of needs hierarchy, household production theory and theory of family deficit model.

2.2.2 Theory of Needs Hierarchy

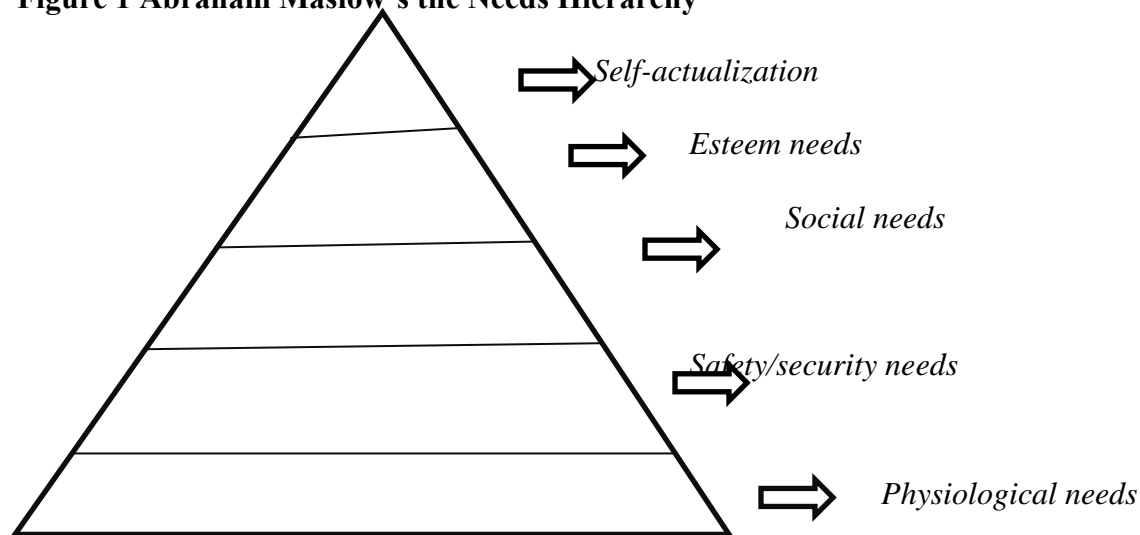
The theoretical framework adopted for this study is derived from the Needs Hierarchy Theory developed by Abraham Maslow, an American psychologist (Maslow 1954). This theory relates to human growth and personal development and is also referred to as Theories of motivation. Maslow came up with five ladders of needs which are arranged in hierarchical form as follows:

1. Physical needs: hunger, thirst, shelter, sexual drive and sleep
2. Safety needs: security and protection from physical and emotional harms
3. Social needs: affiliation, belonging, acceptance and companionship.
4. Esteem needs: Internal esteem factors such as self- respect, autonomy and achievement; and external esteem factors such as status, recognition and attention

5. Self-actualization: growth, achieving ones potential and fulfillment: The drive to become what one is capable of becoming.

As each need is substantially satisfied the next need becomes dominant. The individual needs to move up the hierarchy.

Figure 1 Abraham Maslow's the Needs Hierarchy



Source: Maslow's theory of needs (1954)

At the base level of need hierarchy are the physiological needs essential for the survival of human life. These are supposed to be level of parents' income or level of parents' education tend to deprive children of these basic needs and in such a situation the girl-child is more disadvantaged than the boy-child (GCN, 2004). This is because of the preferences accorded to the boy child.

Maslow's theory is therefore relevant in this study because its emphasis and considerations are on the provisions of the basic needs for one to achieve the higher needs. The theory is concerned with achievement of self –actualization at the top of the pyramid which can only be attained through education.

Unfortunately, the girl-child is not always motivated at home and at school. They are often deprived of these basic needs by the society. The schools and the entire environment

settings should endeavour to provide all the learners with these physiological needs or else the individual may end up in disillusionment.

In school setting teachers should be careful to guide girls to divert their sexual urge at adolescence stage to some vigorous school activities and games like soccer, table-tennis or basketball rather than the in-door games and stereotype daily routines that the girl child is permanently engage in at home; such vigorous activities should be extended also at home. This could be reducing the problem of early pregnancy which happens to be one of the causes of school dropout for girls. When girls feel that they are not secure at school and home proper learning may not take place. The buildings: toilets and other physical structures and even the distance to school should be secure and adequate. According to Maslow safety needs come after hunger has been satisfied and clothing provided.

Another level of needs that the girl-child seems to lack is the love and affiliation need. The girl-child is often given names that made them feel that they are worthless. They are often grouped separately from boys and made to complete tasks or activities that are likely to favour boys to win making the girls a laughing stock.

Teachers should therefore facilitate and encourage fair groupings and group activities that favour all the learners irrespective of their gender differences and recognize the good effort made by them towards their education. Such negative comments common at home that sound negative to girls' motivation should be avoided in order to encourage the girls to work hard in academics for attainment of self-actualization. Teachers and parents should show acceptance to the girl child so that she can feel recognized, have a sense of self-worth and belonging.

The overall implications of Maslow's Theory, is that education may be considered to be the key to self-actualization. If girls are denied the basic needs and opportunity to participate and perform better in junior secondary education then their self-actualization is consequently hampered. It further advocates that the physiological, security and social needs to be met in the first place in order for the girl-child to transcend self-esteem and self-actualization.

However, in adopting Maslow's theory the researcher is aware of its limitations that the hierarchy of human needs are not always fixed and the consequence in which needs arise may differ from one person to another person but parents and teachers should try as much as they can to put the conditions necessary for the girls to participate in secondary education available.

2.2.3 Household Production Theory

Economic theories relating to educational attainment focus on social and economic factors in the home and in the proximate environment. Gary Becker's household production theory in addition to the human capital theory directly links household resources and investments to the educational attainment of children (Becker, 1993 in Megan 2002). The resources a family has are often dependent upon how many people the family consists of and how much disposable income the family has to spend on resources, such as computers and books. Although the idea of household production encompasses a broad spectrum of domestic economics. The household production theory, which is the basis of my hypotheses, is an outgrowth of two theories, the human capital theory and the theory of allocation of time.

Although these two theories view education as an investment rather than consumption, the household theory takes on a narrower viewpoint on investments dealing solely with the household. Household economics considers the family as not only a consuming unit but also as a producing unit. This theory states that a combination of time and resource inputs produce different types of commodities (Becker, 1993 in Megan 2002). In order to produce what Becker calls "quality children," parents must spend time at home and devote real resources to foster an environment that promotes and provides formal education (1993). Since families differ, time and money spent on investments will vary, as well as attitudes that may be conducive to children's ability and willingness to learn. Ermisch and Francesoni (1997 and 2000 in Megan 2002) completed two papers built on the household production model addressing the association between childhood, parental employment, parental education levels, and subsequent education of children.

Their findings show that time and money made available to a child affect the child's educational attainment. Children whose mothers work more during their children's early stages of life have less educational attainment compared to children whose mothers spend more time at home with them (Ermisch, 2000 in Megan 2002). It is unclear whether this means that time is more important than money and other resources. However, working parents sacrifice time with their children during the developmental years. As more parents proceed to join the work force, hours spent with children have decreased dramatically. In 1965, the average child spent about 30 hours per week interacting with parents, but by the late 1980's this figure had dropped to about 17 hours. In addition, parents' education is a powerful predictor of their children's educational attainment (Haveman, 1993 in Megan 2002). This is more the case for mothers' education. Mothers with a higher level of

education instill the importance of education in their children. Although fathers' education is important, mothers have a greater impact on the values children later find important (Ermisch, 1997 in Megan 2002). Therefore, a mother's feelings on education will reflect in children. Through mother's own decision to attain a higher level of education, her attitude is likely to be accounted for through her actions.

Additionally, parents use their educational attainments to teach their children, thus increasing human capital directly. Many studies have been concluded on the correlation of family structure and educational attainment. One, in particular, examines the effect of family structure on high school graduation rate. Boggess (1998 in Megan 2002) finds that living in a mother-headed household or a stepfather-mother family has a negative effect on education levels due to a decreased level of resources. However, once he controlled economic status, he found that the effect of these types of households on education is not significant. While income and available resources seem to outweigh the family background variable in this study, living in a single-headed family is likely the cause for lower economic status. Garasky's (1995 in Megan 2002) findings also show that family structure impacts children differently depending on the age of the children. The first few years of a child's life are the most important to have a stable family structure. However, as a child grows older, the type of family structure becomes less critical to the child's educational attainment. The child receives more of his education outside of the home, in schools.

Hence, family background is less critical in determining the level of education attained by older children. Also, children's age affects how they handle experiences. Consequently, as children mature, they are better equipped to handle divorces, separations, and the experiences of living in single parent headed households.

Besides the household production theory and the human capital theory, sociological literature must be examined to establish a link between educational attainment and race. William Julius Wilson (1987 in Megan 2002) discusses the truly disadvantaged in his book on the inner city and the underclass. Although he does not directly make assumptions on the relationship between race and education, he discusses the increasing problems among minorities, especially blacks, in inner cities. Blacks' poverty rates are proportionately higher than whites. With increased poverty, Wilson also discusses increases in crime, joblessness, and out-of-wedlock births. As these changes occur in mostly black communities, living conditions become unfavorable. As a result of increasing problems suffered by minorities in areas with concentrated poverty, education is harder to achieve and attainment is lower.

Since blacks who have adverse background characteristics are more likely to end up in a neighborhood with concentrated poverty and very low quality schools, they are likely to have much lower levels of educational attainment than blacks who do not experience unfavorable background characteristics.

On the other hand, poor whites are not typically concentrated in poor neighborhoods. They generally live in the same neighborhoods as white middle class thus sharing school systems and other resources. Because of the living environment, poor whites are not exposed to the severity and quantity of crime, joblessness, and other problems that arise in neighborhoods with concentrated poverty. Following this reasoning, the researcher expected that minorities who have adverse background characteristics will experience greater negative effects on educational attainment than whites.

This theory can be directly apply to the case of Nigerian girl-child's participation and attainment in education. The white people can be consider as boys whose parents mostly prefer to invest in their education while the black ones are girl-children who mostly suffer from one or other problems, ranging from low investment in education by their parents, low family income, low level of parents' education, too much household chores for girls and broken-home.

2.2.4 Theory of Family Deficit Model

The theory of Family Deficit Model, Donahoo (2003) sees "nuclear or two-parent family as the ideal family structure and single parent family as a deviant from the ideal family". According to this model, single-parent families have a negative impact on the child in that it is bad for the child's upbringing and cognitive development. Indeed, children from single-parent families are at greater risk than children in two parent families, even when they have the same academic abilities Thiessen (1997) in Ebong (2015) posits that "children from single-parent families are three times more likely to drop out of high school than children from two-parent families". Likewise, Amato and Keith (1991) and Lauer R and Lauer J (1991)in Ebong (2015) find that "children in single-parent families may be at greater risk than children of two-parent families". The implication of this theory to the present study lies in the fact that students' performance in school is mediated by their upbringing which perhaps is influenced by their family background.

According to Fadeiye (1985) in Ebong (2015) in two parent homes, both parents have roles to play in child education. The father is to provide the necessary tools for the educational advancement, while the mother is supposed to supplement the father's efforts in this regard. When the father is absent and the mother is not privileged enough to cater

for all the basic needs as well as supervised the academic performance of the child, the child will be backward or withdrawn. In similar view, Ortese (1998) in Ebong (2015) noted that “when the mother is absent and the father is not privileged enough.

2.3 Concept of Girl-child

National Child Welfare Policy (1989) as cited by Ada (2007) defines girl-child as a person below 14 years of age. Offorma (2009) defines girl-child as a biological female offspring from birth to eighteen (18) years of age. This period is made up of infancy, childhood, early and late adolescence stage of development. A "child" is usually defined as a person who is dependent upon other individuals (parents, relatives, or government officials) for his or her livelihood. The exact ages of "childhood" differ by country and time period. According to Ikenga (1995) in Ugwu (2001), the children and young person's law (Cap. 19) Laws of Eastern Nigeria (1963), a child is any person who has not attained the age of fourteen (14) years. Young persons on the other hand, refer to persons who have attained the age of fourteen (14) years, but are less than seventeen (17) years. To corroborate this fact, section 4a of Article 28, chapter 3 of the 1999 Constitution of the Federal Republic of Nigeria (1999 p.16) recognizes a person of eighteen years and above as having attained 'full age' or adulthood. The ILO Convention No. 138 specifies 15 years as the age above which, in normal circumstances, a person may participate in economic activity.

The girl-child is seen as a young female person, who would eventually grow into women and marry. She is conditioned to look after the young ones, the home and kitchen. The girl child is a member of the family and larger societies. She has equal number of bones and other organs, systems, tissues and so on, as the boy, the only difference is the

sex organ. It is the girl child that grows up to become a woman, a wife and a mother. The woman chances of contributing her own knowledge to the development of her father's land is affected by her lack of formal education compared to that of the man. In the past, the chances of a girl child gaining a formal education was near zero. Although the trend is changing, a lot still has to be done.

2.4 Concept of Girl-child education

Girl-child education is a catch-all term for a complexity of issues and debates surrounding education (primary education, secondary education, tertiary education and health education for females (Okernmor, Ndit and Filshak, 2012). Girl-child education also includes areas of gender equality, access to education and its connection to the alleviation of poverty, good governance, which are major ingredients in averting crime against women. Today's girl-child education is for her tomorrow's living. Afebendeugne in Ugwu (2001) defines women education as the education that would make a woman become aware of herself and her capacity to exploit her environment, and it involves training in literacy and vocational skills to enable her become functional in the society. When maternal care is adequately provided for the girl-child the aims and objectives of education will be achieved. However, current efforts including national and global programmes have been to target increased enrollment of the girl-child into the different levels of education in Nigeria. The federal government introduced the Universal Basic Education Programme to provide cheap and affordable education to all and sundry. Most, if not all state governments in Nigeria have also introduced free and compulsory primary and secondary schools for both male and female children.

Again most state governments have also passed the child rights and protection acts that will eliminate (or at least reduce) the withdrawal of the girl-child from school and to prevent parents or guardians from using their school age children to hawk or do endless labour activities and consequently improves their academic performance and completion of secondary school.

The education of girls is a vital core message of family life/population education programme in Nigeria (a programme that emphasizes equal opportunities in education). This concept emphasizes the importance of both genders in all aspects of societal development. Bellany (2003) asserts that there can be no significant or sustainable transformation of societies and no significant reduction in poverty until girls receive equal access to quality basic education. After all, societal development does not start with goods and things. It starts with people; their orientation, organization and self-discipline. Researches (Bellany, 2003 UNICEF, 2000, Obanya, 2003) have shown that educating girls offers benefits for the girls themselves, the current and future families, and their communities. Education for girls means that as women they will be capable of exercising their rights to participate in political, economic and development efforts. Educated girls are more effective mothers. In other words, girls' education has a strong impact on health, family, welfare and fertility rate. It is a potent population intervention strategy.

2.4.1 Ways of Improving Girl-Child Education

Parental and community involvement: Families and communities are important partners with schools as they are considered as stake holders in developing curriculum and providing assistance towards managing children's education in community. Therefore,

parents should be enlightened on the importance of education of the girls as well as the roles that educated girls can play towards the development of their community. Basic education should be free or cost very little. Where possible, there should be stipends and scholarships to compensate families for the loss of girls' household labour. Also, school hours should be flexible so children can help at home and still attend classes.

2.4.2 Importance of girls Education

There are several advantages of girls' education. Grown up educated girls can play important roles in the development of their country in the following ways:

Reducing Effects Poverty

Girl-child education can vitally contribute to the attainment of the Sustainable Development Goals. While two of the goals pertain directly to education, education also helps to reduce poverty, promote gender equality, lower child mortality rate, protect against HIV/AIDS, reduce fertility rates and enhance environmental awareness (Mordi, 2008).

Improve Health and Nutrition

According to Kiki (2010), education greatly benefits personal health particularly for the girl-child, it profoundly affects reproductive health, immunization rates. Education may be the single most effective preventive weapon against HIV/AIDS. If the issue of HIV/AIDS is rampant in a particular country, the force and economic growth will be affected. Again through the awareness of girl-child education, the rate of HIV/AIDS will be reduced to the barest minimum and this will have positive impact not only on enrollment but also on academic performance.

Reducing Inequality, Fertility, Infant and Maternal Mortality,

Education reduces illiteracy that is one of the strongest predictors of poverty. Primary education plays catalytic roles for those most likely to be poor, including girls, ethnic minorities, orphans, disabled people and rural families. By enabling larger members to share in the growth process, education can be the powerful tide that lifts all boats (Okeke, Nzewi and Njoku, 2008).

Women with formal education are much more likely to use reliable family planning methods, delay marriage and child bearing, and have fewer and healthier babies than women with no formal education. This development enhances number of girl-child enrollment and academic performance.

According to Ocho (2005), women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished. If children survive through adequate medical facilities provided by a country, they are likely to stay longer in school and complete with good grades.

Girl- child education also decreases maternal mortality. This is because women with formal education tend to have better knowledge about health care practices. Cross-country studies show that an extra year of schooling for girls reduces fertility rates by five to 10 percent in late marriage

Increasing Women's Labour Force and developing economy

Girl-child education has been proven to increase income for wage earners and increase productivity for employers, yielding benefits for the community and society. They can share the burden of men in the different walk of life. When girls are well-educated, not forced to marry during childhood, they will be able to serve the society as writers, educators, teachers, lawyers, doctors, administrators, politicians, scientists, and much more. They can work at banks, hospitals, government offices and large businesses. They can play an important role during war.

Education is a boom to girls in this age of economic crisis. Gone are the days of plenty and prosperity. Nowadays it is difficult for the people of the middle class to make both ends meet. After marriage, educated girls can add to the income of their husbands. If a woman is educated, she can earn a living after the death of her husband. Girls' education is necessary for making the home a happy place. A man's life blossom when he is blessed with well-educated women as wife and mother. Educated girls can brighten the future of their country by good upbringing of their children. Education gives a woman freedom of thought. It broadens her outlook and makes her aware of her duties and responsibilities.

Education empowers a grown up girl to become economically independent. They will be able to stand up for their rights. Girls have all the rights to get educated. Empowerment of girls and women is necessary to fight against the problem of gender-inequality. Education of rural girls is equally important. The rural girls are not getting ample opportunity for education. Education of these girls would have positive impact on both economy and society (Okeke, Nzewi and Njoku, 2008).

Reducing Rate of Illiteracy

Among children not attending schools, there are twice as many girls as boys and among illiterate adults, there are twice as many women as men. So if the girl-children are given education, it means the rate of illiteracy will be halved which can give room for more women to be able to contribute financially to their families thereby making their families more capable of also securing education for their children (Ocho, 2005).

Empowering and Improving Productivity in the Society

This will also empower and improve productivity in the society. It would also increase women's involvement in the political process as educated women can participate in politics and contribute to effective governance of the society. With education, women are able to understand issues relating to women and can intelligently provide solutions to such issues.

Reducing the Rate of Domestic and Sexual Violence

Educated women can raise their voices to be heard especially to demand for equality and fairness on issues that concern them and their families. Having a voice that could be heard leads to reduction in the rate of domestic and sexual violence. Girl child education produces women that easily embrace safe sex thereby reducing the level of sexually transmitted diseases and they also have knowledge of the preventive measures to take to avoid other diseases. A girl who completes primary school is three times less likely to contract HIV. With this statistics in mind, the World Bank calls education the window of hope in preventing the spread of AIDS among today's children (Bello, 2013).

Girl -child education is very necessary and an issue that cannot be over-emphasized. Every child should be given the opportunity to be educated irrespective of the gender of the child as both sexes can bring equal growth and contributions to the society.

2.4.3 Obstacles to Girl-Child Education

Economic Factors

Nigeria as an independent entity is undoubtedly characterized by very harsh economic conditions. This has resulted into scarce resources. As a result of this, choice has to be made between whom to send to school. Most often, it is the girl-child that remains at home. Due to poverty, girls do not have ample learning materials leading to poor academic performance and eventually drop out or get withdrawn from schools so as to help to supplement family income through hawking, trading or even working on the farm so as to support the family. In some cases, the girls are given out as house helps or even sent into early marriage because of a huge bride price (UNICEF, 2007).

Political Factors

Despite the fact that Nigeria is signatory to various international conventions on the right of children, so far very little has been achieved in respecting children rights. The situation remains pathetic and serious. For instance, at the formation of the United Nations which is almost six (6) decades old, the precarious situation of the children worldwide became so obvious that it became necessary to establish UNICEF with special focus on the needs of the children around the world (UNICEF, 2007).

The School Environmental Factors

Often most parents are scared of sending their female children to school in distant places and would rather keep them at home. According to Obinaju (2014), curricular, textbooks and other materials are usually gender-biased. She opines that right from childhood, girls are channeled into stereotyped traditional carrier in form of textbooks illustrations and stories consequently leading to the development of poor self-image at a tender age.

Socio-Cultural and Religious Factors

In most African societies, especially in Nigeria, the role of the girl as a wife and mother is conceived as the utmost priority not only by her parents, but also by the girl-child herself. However, in the Nigerian context, gender discrepancy in education is sustained by cultural factors. The wrong notion that her place is in the kitchen, to be seen and not to be heard have had very serious implications on the girl-child's ability at self-actualization. Obinaju (2014) notes that out of the 130 million children in LCDs without access to education, 81 million are girls. Also certain cultural and traditional practices like female circumcision, early marriages, etc, are to say the least unprogressive because they lead not only to absenteeism, distraction, but also poor performance to eventual dropout of girls. Moreso, the ethnic and values of some religions do not help matters, as they are often perceived with tremendous suspicions.

Sexual Violence and Abuse

This also hampers the girls from going to school due to this fear of sexual violence, most parents deny their girl-children access to school especially rural areas where schools are at far distance from their homes. Also sexual harassment during educational pursuit create serious emotional and psychological strain on the girl-child.

An African proverb says, “If we educate a boy, we educate one person; if we educate a girl, we educate a family and a whole nation.” An empowered woman is full of great potentials, strength, courage and knowledge which she passes down to her child and the society. The solution to high rate of girl child poor academic performance or drop outs from school is to encourage enlightenment campaigns on the importance of girl- child education. A lot can be done by simply spreading the message by talking to someone and continuing to do so till we see that every girl is given the opportunity to go to school. And as more girls go to school, it becomes easy to make Nigeria great.

2.5 Concept of Academic Performance

An academic classroom is one where the primary goal is to promote proficiency of academic standards. Everything else, while appreciated and winked at, comes after. The class, curriculum, and instruction, by design, are built to move students in their academic proficiency. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government and other stake holders in education (Omede and Agahiu, 2016).

Academic achievement or performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and Bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best

evaluated or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts.

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability (IQ) and those who are higher in conscientiousness (linked to effort and motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement (Omede and Agahiu, 2016).

2.5.1 History, Functions and Features of Academic Performance

In the past, academic performance was often measured more by ear than today. Teachers' observations made up the bulk of the assessment, and today's summation, or numerical, method of determining how well a student is performing is a fairly recent invention. Grading systems came into existence in the United States in the late Victorian

period and were initially criticized due to high subjectivity. Different teachers valued different aspects of learning more highly than others, and although some standardization was attempted in order to make the system fairer, the problem continued. Today, changes have been made to incorporate differentiation for individual students' abilities, and exploration of alternate methods of measuring performance. (Bello, 2013).

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students cope in school and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of every grade.

Performance in school is evaluated in a number of ways: for regular grading, students demonstrate their knowledge by written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state and national levels, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet (Bello, 2013).

2.5.2 Factors Determining Academic Performance

Bello (2013) enumerates parent's academic socialization, cognitive and non-cognitive factors, motivation, self-control and extra-curricular activities as determinants for influencing academic performance.

Parent's Academic Socialization

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviours and attitudes towards school. Parents influence students' academic performance through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies (Bello, 2013).

Physical Activities

Evidence suggests that physical activity could have an impact on academic achievement. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory.

Cognitive Factors

Cognitive factors or learning factors are the extent to which a person's individual capabilities can influence their academic or learning performance. These factors include cognitive functions like attention, memory, and reasoning. Cognitive factors are often measured through examinations; college and universities admission boards use standardized tests such as the Joint Admission Matriculation Board (JAMB) and post-

UTME when evaluating prospective candidates. Students with high academic performance present mature learning beliefs, and strong knowledge integration (Bello, 2013).

Non-Cognitive Factors

Non-cognitive factors or skills are a set of "attitudes, behaviours, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles and Gintis around 1970s coined the term, serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes (Bello, 2013).

Motivation

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance.

Self-Control

Self-Control, in the academic setting, is related to self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice (2007) define self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the

attainment of long-term goals.” In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self-completed questionnaires. Researchers often use the Self-Control Scale developed by Tangney, Baumeister, & Boone (2004).

Through a longitudinal study of the marshmallow test, researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain site and were placed without any distraction tactics. High locus of control, where an individual attributes success to personal decision making and positive behaviours such as discipline, is a ramification of self- control. High locus of control has been found to have a positive predictive relationship with high collegiate GPA.

Extracurricular Activities

Organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, post-secondary education, as well as a decrease in drop-out rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic performance, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy. While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear.

Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities. These variables include: civic engagement, identity development, positive social relationships and behaviours, and mental health (Mahoney, Taylor, Kanarek and Samuel 2005). In other researches on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles & Templeton, 2002). In terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney, Taylor, Kanarek and Samuel 2005). For example, socio-economic status has been found to play a role in the number of students participating in extracurricular activities (Covay & Carbonaro, 2010).

Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often effect how individuals perform in school (Eccles & Templeton, 2002). With all these variables to consider it is important to create a better understanding on how academic achievement can be seen in both a negative and positive light.

2.5.3 Considerations on Academic Performance

The subjectivity of academic performance evaluation has lessened in recent years, but it has not been totally eliminated. It may not be possible to fully remove subjectivity from the current evaluation methods, since most are biased toward students that respond best to traditional teaching methods. The students that do best on standardized tests are those that excel in reading, Mathematics and test-taking, a skill that is not in itself indicative of

academic worth. The tests reward visual learners and give no chance for kinesthetic or auditory learners to show their abilities. The standardized test fails to recognize students with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other students. Evaluations from classroom teachers, though they give the most detailed information, may still retain bias if individual differentiation and learning styles have not been taken into account (Tanko, 2014).

2.6 Parents' Income and Academic Performance of Girl Child

Low income is a sign of poverty. The level of family income is one of the most factors affecting girl-child participation in junior secondary schools and consequently translates itself on their academic performance not only at junior secondary school but at all levels of education (Forum for African Women Educationists (FAWE, 2009). Parents, especially poor ones are increasingly neglecting their daughters' demands. Poor families would certainly find it difficult to pay school fees for girls at the same time, catering for pocket money besides the basics like sanitary towels, clothes among others. In Africa, most poor families tend to have a large population of siblings as opposed to high income families (Chepchieng, 2004). In many areas parents were reluctant to send their daughters to school for fear of losing income. Their schooling was not seen to add any value to their bride price but instead lowered it, making girls to be denied education even in wealthy households; they were valued and categorized as part of household property (Mbilingi & Mbughuni, 1991 in Oguta 2013). Many researchers reported that girls' participation and academic performance in junior Secondary Schools had been negatively affected due to low income as more than 60% of Nigerians were below the poverty line.

In view of this, the fees and other levies charged by educational institutions have had a negative impact on girls' academic performance at secondary education level. In Nigeria, child labour is a practice which came into existence as a result of poverty. Child labour is a rampant practice that continues to keep children particularly the girl-child out of school. Many school age girls are employed as house girls and baby sitters in both urban and rural areas in order to meet their own and their parents' economic needs. Such children cannot

effectively participate in secondary education, have good performance academically (Nacobile 2012 in Oguta (2013).

Despite the fact that, various constraints influence girls' academic performance in junior secondary schools in most parts of the country, Nigeria recommended that the most urgent was to ensure participation and improvement of quality of education for girls and removal of obstacles that hamper their active academic performance in both junior and secondary schools. Children enrolled in schools come from different socio-economic groups which may be high, moderate or low as reflected by family income. Apparently the lower class families are likely to have a limited provision of school books and other necessary materials for the successful acquisition of secondary education.

On the other hand, socio-economic conditions within the home or family can also expose children, more so, the girl-child to experiences which may render them more vulnerable to learning and behaviour problems. In most families, poverty, increased cost of education and limited economic resources are hurdles to offering their children education. Paparek (1985) in Oguta (2013) observe that in countries where students' schooling faces many barriers, family's decisions about children depend not only on available resources but also what education is expected to yield to the individual children and the family at large. The level of family income is a powerful influencing factor on girl-child academic performance in secondary schools in Africa.

According to UNESCO (2002), poverty levels have been increasing with time and 52% of the population lives below poverty line thus poor people tend to give priority to essential needs such as food, shelter, clothing and education is placed at a distance. This is due to declining income and escalating cost of education materials which have made most

of the parents to be unable to educate their children even though they may be willing to do so. The opportunities of high income family to purchase and use learning devices, such as computers and encyclopedias, are more common. The presence of these resources aids parents in promoting education, enhancing what is already being learned in school and consequently improve their children academic performance. The presence or absence of educational resources due to income may support or discourage children's interest in learning.

2.6.1 Poor Parental Investment and Academic Performance of Girl Child

Researchers reported that teenage pregnancy reduces the bride price, parents therefore fear allowing their daughters to stay in school for too long. Marriage is also seen as making one gain a high social status; some parents also are not willing to educate their daughters due to the change of allegiance after marriage to their husband's family. Due to this, parents turn to educating boys. In societies where marriage of girls tend to occur at a much younger age than that of the boys, where religious or customary beliefs discourage social interaction between the societies or where conventional opinions encourage women to see their future as being centered on the home and the family, the incentive for girls to attend school is lower than that of the boys.

A participatory poverty assessment done in Zambia by Norton, Owen & Milimo (1994) in Oguta (2013) reveals that girls are withdrawn from school after grade four because of bride wealth payment which is alleged to diminish for an educated girl. Gender disparities begin early in life with parents ascribing lower aspirations and expectations to a girl child than a boy child. These lowered expectations and aspirations have continued to affect girls' educational achievement despite the many interventions and programmes put

in place to encourage their participation in secondary schooling. As boys grow up they socialize differently, with girls being taught one set of values and boys another. At a very young age, girls begin to understand and imbibe the culture of meekness, subservience, conformity and domesticity. They accept duties assigned in accordance with traditional gender specific advisor of labour. Son preferences and parents' perceptions and attitudes towards schooling of girls give education in Africa and elsewhere have long been plagued with pedagogy of difference by way of education that stresses the difference between boys and girls, even men and women rather than similarities. (FAWE, 2009), such pedagogy differences start at home and end in community. It is here that the notions of gender relation are transmitted from one generation to the next.

Poor parental investment rate affects participation of girl child. This was because some communities are still loyal to their culture to some extent. Son preference was a factor affecting participation of girls in secondary school. There were some parents who were holding that in their actions even though it was coming down and would fade away that boys were to be given first preference when it came to education. Poverty was a factor that affects girl child participation in secondary education, because majority of the parents/guardians whose children were in public schools were poor and the girls come from very poor homes. Some girls have no fathers or mothers or both due to one reason or another. It means that parents need to work hard in order to provide for their daughters' school fees and other learning materials that may consequently affect their academic performance.

In some areas where the community is cosmopolitan, sons and daughters were taken to be equal, and those who dropped out of school were encouraged to go back to school and ample learning materials were provided for both in order to improve not only their academic performance but also participation and contribution to societal development.

2.6.2 Parents Level of Education and Girl-Child Academic Performance

The parents' level of education has great role to play in influencing girl-child academic performance in junior secondary schools. Okwara observes that those girls whose parents had received formal education tend to have positive attitude in participation and higher academic performance in secondary education than those girls whose parents did not go to school at all. Mworira (1993) in Oguta (2013).commentes that for a child to make the most of his/her educational needs, she/he should have an easy access to the basic instruments of education like books, newspapers, light and silence for convenient study and all these needs could only be understood by those parents who had undergone formal education; the home environment must be supportive towards girl child academic participation for a positive self-esteem (Okwara (1992) and Mwora (1993) respectively in Oguta (2013).

The likelihood that girls would remain in school and perform better could also be influenced by cultural attitudes with the family. Parents who themselves were educated are likely to positively impact a view of schooling among their children. The educational experience and outlook of parents were transmitted to their offspring in many instances; parental education was more significant predictor than any other factor for influencing children academic performance. Research carried by UNICEF (2004) in 55 countries and two Indian states found that children of educated women were much likely to go to school

and the more schooling the women had receive the likelihood of their children benefiting more from education. In addition, if educated girls become mothers, there was a high chance that they would send their children to school thereby passing on and doubling benefits both for themselves and society.

Borrow (1984) in Oguta (2013), supports this in his research that reveals a relationship between students' socio-economic status in terms of their parents' level of education and type of occupation. The study confirmed that there was a strong relationship between students' occupation aspirations and their parents' socio-economic status as well as parents' level of education.

Essentially, parents tend to become role models for their children and therefore it is not surprising that students tend to take careers resembling those of their parents. Mothers' educational attainment is directly related to the educational attainment of their children for two reasons. First of all, children's actions often reflect their mothers' actions and attitudes. A mother with a higher level of education obviously values education; therefore, her attitude will reflect the importance she places on education. Children often mimic their parents' actions, which means that many children will strive for higher education when their parents' educational attainment is also high. Second, educated parents have the resources to teach and help their children outside of the classroom. They act as a resource themselves.

2.6.3 Household Activities and Academic Performance of Girl Child

Girl-child's household chores impact on her educational outcome. Many studies observe that girls sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the household than boys. Studies indicate that female

students used to stay at home during school hours to take care of their younger siblings which consequently affect their academic performance or drop out of the school. If children less than 6 years old are present at home, elder sisters are more likely to perform poorly in their schools, the same thing with female children who take some responsibilities of the household. Regarding the effect of household work on girls Holcamp (2009), Shahidu and Zehadul karim (2015) find that in rural areas girls' dropout and low academic performance rate became higher because parents consider girls' schooling as of no benefit at all because they normally give them out to other families as wives. Mansory (2007), Shahidu and Zehadul karim (2015) also find that early marriage is the foremost cause of early school dropout and low academic performance of girls in Afghanistan as for them to be married out they had to be trained well about normal house chores. Therefore, they kept them at home for that training. Atayi (2008), Shahidu and Zehadul karim (2015) observe that in Africa parents were more concerned about the role for girls at home as in this role, girls do not need education since they are supposed to take care of the children and prepare meals. A lot of researchs have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married out and tend to arrange the marriage instead of continuing schooling (Molteno 2000 Shahidu and Zehadul karim (2015)).

Some studies argue that household work of girls is associated with poor academic performance in certain contexts. Shahidul and Zehadul karim (2015) also find that in Bangladesh girls with lower socioeconomic backgrounds were likely to do more household work and consequently affect their academic performance or drop out from secondary school when schooling or higher education inflates dowry in the marriage market of girls. In this research, the author argues that if girls have higher education but have lower parental socio-

economic background, they face difficulties in getting a husband because the pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early dropout among girls. (Ackers 2001, Shahidu and Zehadul Karim (2015)). The PROBE team (1999) of India reports that in that country education might give girls better preparation for marriage, however, despite this, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls.

2.6.4 Broken-Home and Girl-Child Academic Performance

A number of significant changes have occurred in African families (Kenya in specific) over the past 50 years (Tucker and Mitchell-Kernan, 2005 in Muthoni 2013). In 1950, married couples headed 78% of African families. By 1996, this number dropped to only 34% (Amato and Keith, 2001). The divorce rate has also increased dramatically for African. In 1960, only 78 per 1,000 African women's marriages ended in divorce. In 1990, this number jumped to 358 per 1,000 (Tucker and Mitchell Kernan, 2005 in Muthoni 2013). It is expected that 75% of African children born to married parents will experience their parents' divorce before the age of sixteen (Amato and Keith, (2001) in Muthoni 2013). Studies conducted on African populations indicated that children from two-parents homes do better than children from single- parent homes on a variety of social indicators (McLeod, 2008 in Muthoni 2013). Coley (2008 in Muthoni 2013) find that African children living with one parent were less likely to be in school at age 17 than their two-parent counterparts. In another study, a significant positive relationship was found between father presence and self- esteem (Alston and Williams, 2002 in Muthoni 2013). Father-present youths also exhibited stronger scholastic achievement and more stable peer

relations and that the father-son relationship facilitated the adoption of an adequate self-concept because boys were able to model their fathers. The study further found that living in a single parent home was a significant risk factor for violent behaviour in African children.

A recent longitudinal study found that African children in two-parent homes had significantly higher Math and reading scores and lower behavioural problems than children in single-parent homes. The results held up over a 4-year period for both older and younger siblings in the sample (Paschall 2006 in Muthoni 2013). However, some researchers highlighted the fact that not all studies show advantages for two-parent homes as evident by the study carried out by Vollmer (2006) and even for the studies that do, the sizes may not be large enough to be socially relevant. Many researchers also argue that the consequences of single-parent homes were mainly related to the economic deprivation of the single-parent home and others argue that the studies did not account for important aspects of family functioning or extended kin. For instance, Wilson (2009) argues that the strength of flexible family roles in African families has not been taken into consideration.

The family structure model fails to consider aspects of parent-child relationships and socialization processes within African families (Wilson, 2002 in Muthoni 2013). The family functioning model suggests that children may be better off in a cohesive single-parent home than in a conflictive two-parent home (Vollmar, 2006). Research on the effects of family functioning quality on African children has generally been very supportive of the family functioning theory (Heiss, 2006). Dancy and Handal (2004 in Muthoni 2013) find that family-environment quality significantly predicted African adolescents' perceptions of family climate, psychological adjustment, and grade point

average. Heiss (2006 in Muthoni 2013) also find that family structure had weak effects on academic variables for African adolescents, but parental involvement had a very strong effect on the same variables. Numerous studies showed that fathers and mothers treated their girls and boys differently. For instance, Wilson (2009 in Muthoni 2013) found differences in children's and mothers' perceptions regarding the African fathers' socializing strategies of their girls and boys. Specifically, mothers, grandmothers, daughters, and sons perceived the fathers of sons as using more controlling, demanding, and supporting parental behaviours than was perceived for fathers of daughters. Fathers of sons were also perceived as more involved with their children than were fathers of daughters. Other studies showed that fathers hold more masculine gender role attitudes toward their sons and more feminine attitudes toward their daughters (Hokoda and Fincham, 2005 in Muthoni 2013). In general, fathers appeared to be more strict with their boys than were mothers and more strict with boys than they were with girls. Therefore, the effects of parental marital status may be more apparent for boys than for girls.

Further as study conducted by Turker (2003 in Muthoni 2013) reported that those who grow up in fatherless families do worse on measures of scholastic achievement, educational attainment, psychological health, behavioural problems, delinquency, stable family formation, early sexual debut, partner satisfaction, economic success, and even physical health. The bottom line is that single motherhood may reduce the quantity of parental time with children and consequently affects their educational attainment, both for mothers and fathers. This may translate into less socialization, less supervision and monitoring, and less involvement and emotional support educationally.

Household composition is less stable among single-mother families, with extended family, boyfriends, and stepfathers entering and exiting the picture over the course of childhood. Such instability may be psychologically disruptive to children. To the extent that it reduces their participation and attainment in education, growing up with a single mother may shape educational aspirations by making college seem more or less plausible an option. Furthermore, single mothers may be unable to afford luxuries such as stylish clothes, sports equipment and school fees, and orthodontics for their children. Their children's status among their peers may suffer as a result (Harris, 1999 in Muthoni 2013). Finally, having a single mother itself may be stigmatizing to children. Furthermore, single parenting can rob children of gender-specific role-modeling (Sigle-Rushton and McLanahan, 2012 in Muthoni 2013).

Father's absence, resulting either from divorce or non-marital pregnancy might harm the ability of children to form healthy relationships and perform better in school (Fleming and Gottfried, 1994 in Muthoni 2013). Coley (2008) has argued that single-mother families feature less hierarchical and more peer-like relations between parent and child than two-parent families do. Single mothers are more reliant on their children for support and assistance than married mothers are. As a result, their children are denied the right to education even if they were enrolled, they do not get necessary materials and perform poorly eventually.

2.7 Concept of Social Studies

Like all other Social Sciences, Social Studies was defined differently by different scholars. Social Studies is the course that realizes that man is confronted with problems in all his life experiences and how to manipulate and how to find solutions to their problems.

The concept of Social Studies as a subject of study that has been variously defined by different scholars and educational bodies. The United States of America commission on the rehabilitation of secondary education defined Social Studies as “Subject matter that is related to the organization and development of the human society and man as a member of social groups”. (Nwanna Nzewunwa, Girigiri and Okoh, (2007) in Jafaru (2015). While National Teachers Institute (2002) Conceptualized Social Studies as a subject that deals with man’s interaction with his environment in order to acquire the relevant skills, knowledge, Attitudes and values that will make him live harmoniously with his environment. Akinlanye (2003) in Jafaru (2015) sees Social Studies education as the study of man in his environment. To him every society has its own peculiar problem/ problems which make it necessary to introduce Social Studies to help them solved their problems. Kissock) in Jafaru (2015) defined Social Studies as “a programme of study which a society uses to instill in students or learners the knowledge, skills, attitudes and action it consider important concerning the relationship human being have with each other, their world and themselves”.

The above definition suggests that Social Studies is a vehicle through which desired culture, values and norms of the society, could be transformed. Tikumah (2009) conceives Social Studies as the types of leaning that aims at creating a free society of responsible and responsive citizen by imbibing them with desirable attitudes and values as appropriate mental and physical skills and abilities for meaningful living and interaction. Kadiri (2002)) in Jafaru (2015) states that “Social Studies is holistic subject that is interested on the social, physical and emotional characteristics of man. This means it is a broad based curriculum that de-emphasizes subject boundary rather emphasizes inter disciplinary

approach to the study of human activities. In Social Studies, man and his activities are investigated as a whole not parts”. Therefore Social Studies is based on the foundation of different fields of study. It draws its contents from social sciences subjects such as history, Political Science, Economics, Anthropology, Sociology and Geography. According to Galadanci (2007) in Jafaru (2015), Social Studies is defined as an integrated study of the Social Science and humanities to promote civil competence with the aim of helping good as origins of the culturally diverse democratic society in an independent world.

Ololobou (2004) also, define Social Studies as the integrated study of man as he battles for survival in the environment both physical and social. He also adds that Social Studies promotes awareness, appreciation and understanding of the reciprocal relationship between man and his environment. Despite the view about what Social Studies is, there are some areas of agreement, that Social Studies is the studies of society, that it is concerned with the relationship within the society and the central concern or focus of Social Studies is “man.” Furthermore, Olabode, (2009)) in Jafaru (2015) defines Social Studies as the study that follows man in time (History), in exploitation of resources (Economics), in leadership (Government), in space (Geography), in graphs (Anthropology) and in response to stimuli (Psychology).

2.7.1 Nature of Social Studies

According to Mini Chambers Dictionary, 5th Edition, “is the quality means what make a thing, person, animal, what it is or he is.” Therefore the nature of Social Studies is the quality that makes Social Studies what it is. What is therefore the nature of Social Studies?

Social Studies is a corrective study, this is because it aims at studying the man in his day to day activities within his environment because Social Studies teaches members to live with the other people within the society, how to interact, communicate with other people in the community. It also focuses on the importance of man and his environments. For example, in Nigeria there are people who are farmers, some are businessmen, some are fishermen, while some are cattle rearers, because of their different environments. Therefore man is the focus of study and his activities are studied in relation to his various environments. The new National Policy on Education (2004) places emphasis more values on the junior secondary school programme. It makes Social Studies a core subject in the school curriculum. The reason for that arrangement was that in Nigeria, most of the students education stop at junior secondary school level. For that the Universal Basic Education (2004) arranges that, “every child or learner who has gone through nine years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, cumulative and lifelong skills. As well as ethical, moral and civil values needed for laying a solid foundation for long learning as the basis for scientific and reflective thinking”. In this case therefore teaching quality has a significant effect on the academic performance of junior secondary school students in the study area.

2.7.2 Scope of Social Studies

Scope of Social Studies on the other hand covered the whole study of man and his environmental attributes and some aspects of the interaction between, man to man, society to society, country to country of the world. To this end, Bank (1977) in Muthoni (2013) argues that “Social Studies assumes the major responsibility for helping children become adult at making important decisions that affect their relationship with other human beings

and the governing of their local communities and the nation.” The Social Studies programmes includes knowledge, concepts, attitude and values drawn from History, Geography, Sociology, Economics, Religion and other humanities and social sciences. For a Social Studies programme to be effective, Onyabe (1979)in Jafaru (2015) states that it must be directed to four objectives: knowledge, basic skills, values and beliefs and then social participation.

Therefore the importance of Social Studies as a subject in the school curriculum cannot be over emphasized. It is useful to himself (Man) and to his society. He also identifies his needs, his strengths and weaknesses. Studying Social Studies also gives him (Man) the opportunity to learn how to appreciate his rights and how to relate with other people in the society for his own benefit and that of others. Also Social Studies encourages the interdependence of local communities and the nation. In supporting the importance of Social Studies, Dubey and Barth (1980) stress that “it is the hope of Social Studies that the knowledge, attitudes and skills obtained by children in the process of studying Social Studies will have transferred values to the lives of the people and the decisions they make as mature citizens and will be useful to them and to Nigerian society.”

2.7.3 Historical development of Social Studies in Nigeria

Social Studies as the contacts of History, Geography and other Social Sciences have been an integrated subject that was introduced in Nigeria in the early 1960s. The methodology of the new subject Social Studies is active inquiry of learning. According to Aina, (1982)in Jafaru (2015) the modern history of Social Studies in Nigeria has its roots in the ripples of curriculum innovation which began in Europe in the 1930s. But the subject

was according to Dubey and Bath, (1980) in Jafaru (2015) introduced in Nigeria in the early 1960s. The main method of the new Social Studies is active inquiry learning.

The national curriculum conference of 1969 has been regarded as a land mark in the development of Social Studies in Nigeria and based on the deliberations at this conference Social Studies was given a national recognition and led to the Federal Republic of Nigeria National Policy on Education (Lagos, 1977) which provides the basic philosophy of Nigeria education. Therefore Social Studies was in the big plan to make education relevant to the needs of the country. In 1969 effort had been made at regional level to develop the subject. For example Social Studies programme began in Aiyetoro Comprehensive High School in the Western Region in 1963. The textbooks for Social Studies were first produced in 1965. Furthermore, in 1965 an effort was made by the Northern Nigeria Teacher Education Project (NNTEP) where introduced Social Studies into some selected Teachers Colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto. Ndubisi (1973) in Jafaru (2015) posits that Social Studies was introduced in Nigeria to perform special tasks. This include, healing the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism. Engendering constructive reforms to make the country a just and progressive society. This idea has to do with the questions of values and attitudes, knowledge, skills and understanding. Dubey and Barth also (1980), believe the purpose of the integration is an attempt to heal the wounds of the civil war.

In order to make Social Studies well established, conferences and seminars have been and are still been held from 1969 to date. The first national workshop on Social Studies was organized by the Institute of Education, Ahmadu Bello University (A.B.U) Zaria in

1971. Now the conferences, workshops and seminars were been held every year. Also the Nigeria Education Research Council (N.E.R.C.) is the major body responsible for sponsoring programme for actualization of Social Studies as a definite subject in the school curriculum. In 1978, the National Education Research Council (N.E.R.C) convened and coordinated a seminar on the classification of meaning, ideas and concepts of Social Studies, the proceeding of which were published under the title “Social Studies: Teaching Issues and Problems”.

2.7.4 Objectives of Social Studies

There are two types of objectives in Social Studies, these includes; specific and general objectives of Social Studies. Specific objectives are categorized into three domains, these are;

Cognitive domain- Which deals with knowledge

Affective domain – which deals with the conduct, attitudes and values

Psych-motor domain – which deals with the development of skills

The Social Studies teacher must ensure that students or learner develop correct skills to make independent decision in all aspect of their life. General objectives. The general objective of Social Studies emphasizes discovery, dialogue and experience. It gives the learners the opportunity to find out things for themselves by experiment. That is why Social Studies has methods in teaching it, like excursion, questioning techniques, discussion, inquiry method, problem solving methods, etc. Social Studies also inculcates social attitudes and values in the learners and it enables them to have the right attitudes to

life such as courage, patriotism, self-discipline, preservation endurance, obedience, etc, which leads to societal development.

2.8 Empirical Studies

The research has reviewed the following literatures in order to have link and support from previous studies that are in one way or the other related.

Lawal, Miachu, Emazulike and Kalu (2017) conducted research on an examination of girls' education policies in Nigeria with focus on the North East. The researchers used quantitative research method by merely consulting literatures and other related reports concerning the policies of girls' education in the North East, Nigeria. In their research, they discussed the present situation of girl-child education in the northeast, Nigeria's policies on girl-child education that is policies directly targeting girls and boys in the northeast and eventually examined the present and impending challenges and opportunities of girl-child education in the northeast. The researchers used documents and other reports while this study will use performance test as the instrument for analyzing the data. The findings proved that from 2004-2010 the number of girl-child enrollment has been fluctuating while the number of out of school children (girls) has been increasing. The research has relationship with this one as both focused on girl-child education. Having relationship does not mean they did not differ; the difference exists right from research variable as the study focused on examining the effect of home-background on girl-child

academic performance. This shows that carrying out this study on the topic an assessment of the effect of home-background on girl-child academic performance among junior secondary school students in Kaduna State, Nigeria will be of great relevance to the present situation.

Juma (2016) investigated the influence of parental socio-economic status on students' academic performance in public secondary schools in Tana, River County, Kenya. The main objective of the research was to determine the influence of parental socio-economic status on students' academic performance in public secondary schools in Tana, River County, Kenya. The study adopted a descriptive research design in which interview was adopted while this study will use performance test. The research has the total population of 1672 and 186 sample while this study has 13627 as population and 2054 sample. The findings of the study proved that parental socio-economic status influences academic performance positively and negatively. The research has area of similarities with the present study as parental socio-economic status is an aspect of home-background and they were focused on students' academic performance. The difference between the two studies are, while the previous study focused on general students (boys and girls) this one specifically examines only the girl-child academic performance. Again, the research was conducted in Kenya while this one was conducted in Kaduna State Nigeria.

Garba (2014) conducted a research on factors militating against the enrollment and retention of girl-child students in junior secondary schools in Kaduna State, Nigeria. The objectives of the research were to determine the level or rate of enrollment and retention; identify the strategies for both enrollment and retention as well as problems associated with enrollment and retention of girl-child students in junior secondary schools in Kaduna

State, Nigeria. The researcher adopted survey research design and used questionnaire as the instrument. The research has 58,836 population and 375 sample while this study has 13627 as population and 2054 sample. The researcher also discovered that the ratio of boys and girls was almost equal; some girls were withdrawn from school as a result of early or forced marriage or poverty; traditional rulers and religious leaders were used to sensitize the public (parents) on the importance of girl-child enrollment and completion of school; building of separate boarding schools for girls and enacting laws prohibiting early marriage; identified traditional beliefs, some religious factors restricting mixing girls of both sexes as well as negative school environment as the problems.

The research has similarities with the present one as both focused on girl-child and are on the same level and location. They still have area of differences as the study focused on problems militating against and strategies for girl-child enrollment and retention in junior secondary schools in Kaduna State, Nigeria while the present study focuses centrally on effect of home-background on girl-child academic performance with reference to level of family income, level of parents education, household work, parental investment in education and broken home. Therefore, conducting this research will be of great relevance to the present situation especially in Kaduna State as its findings will help numerous stakeholders in education.

Okenwa (2014) has investigated the influence of parental socio-economic status on pupils' academic performance in Kiamokama division of Kisii County, Nairobi. The objectives of the study were to establish the influence of parental educational level, income and occupation on pupils' academic performance at Kenya certificate of primary education in Kiamokama division of Kisii County. The study adopted descriptive survey design to

investigate the study variables without manipulating any of them and used questionnaire as the instrument. This research has 1040 total population and 392 sample while this study has 13627 as population and 2054 sample.

The findings indicated that parents' level of education influences pupils' academic performance positively at primary school level; there was no significant relationship between the parents' level of income and the performance of pupils at primary level; and parents' occupation had minimal effect on academic performance of pupils at primary level. The study has direct relationship with the present one as both deal with parental socio-economic status on pupils' academic performance. Hence, they have area of differences as they were conducted on different levels; primary and junior secondary school levels; and location: Kenya and Nigeria respectively. They also differ in number and nature of objectives. This study will be relevant to the Nigerian situation where women were left far behind in all sectors. Its findings will help different stakeholders in education to work harder towards improving girl-child education not only in Kaduna State but in the country in general.

Muthoni (2013) conducted a research on the topic "relationship between family background and academic performance of secondary school students: A case study of Siakago division, Mbeere North District, Kenya". The study examined the relationship between; parental marital status, family financial status, parents' level of education, family size and age of learners and the academic performance of secondary school students in Siakago, division. The study adopted a descriptive survey design in which questionnaires were used in order to answer research questions of the study while this study uses

performance test. The population of the study was 2081 and 338 was as sample while the present study has 13627 as population and 2054 sample.

The findings of the study indicated that children (students) living with one parent drop out of school at the age 17 than their two parents counterparts; parents' level of education had a direct and positive relationship with the academic performance of their children; there is direct relationship between parental financial status and human capital and the successful learning experience of their children and their academic success; children (students) from large families were found to do worse than those from small families. The study has relationship with the present one as both focus on family background and academic performance as dependent and independent variables. Though they focus on the same variables but they differ in objectives, levels and locations. The present study will be relevant to Nigerian situation where male dominated almost every sector and there is need and outcry for women representation.

Ouma (2013) carried out a research on factors affecting participation of girl-child in secondary school education in Migori District, Migori County, Kenya. The research objectives were to determine the extent to which socio-economic, socio-cultural, parents' level of education and school distance affect girl-child participation in secondary education. The research adopted a survey research design in which questionnaire was used to collect data about people's opinions, beliefs and attitude on factors affecting participation of girl-child in secondary school education while this study employed performance test. The population of the research was 165 and 33 was taken as sample while the present study has 13627 as population and 2054 sample. The findings of the study indicated that socio-economic background of the girl-child affected participation of

girls in secondary education; socio-cultural practices, the rate at which they affect participation of girl-child in secondary education was high; parents' level of education is a factor that affects girl-child participation in secondary education; and girl-child participation is affected by distance from school.

The study has relationship with the present one as both focus on girl-child education at secondary school level. There are however some differences in some aspects of the studies: The previous research centred on girl-child participation in school while the present one is on girl-child academic performance. They also differ in location as the study was carried out at Migori County, Kenya, while the present one is conducted in Kaduna State, Nigeria. Therefore, this study will be relevant to the present situation of Nigeria as women need to be educated, to participate and contribute their quota towards national development.

Omede and Etumabo (2016) conducted a research titled the implications of girl-child education to nation building in the 21st century in Nigeria. The paper explores the concept of girl-child education, to be all inclusive, some hindrances of girl-child education such as economic, socio-cultural and religious factors. Also highlighted in the paper, the implications that effective girl-child education would have on nation building like poverty reduction, improved health and nutrition, reducing inequality and women fertility rate, lowering infant and maternal mortality rate, and increasing women's labour force participation rate and earnings.

The paper has relationship with the present research as both focused on girl-child education. They also differ; the paper centred on girl-child education on nation building while the present one focuses on girl-child academic performance. This study will be of relevant to stakeholders that are responsible for national planning and nation building.

Audi (2014) carried out a research on evaluation of the contributions of governmental and non-government organizations to girl-child education. The objectives of the study were to evaluate the extent to which infrastructural facilities, policy framework, provision of learning facilities, the strategies adopted, and contributions of both governmental and non-governmental organizations towards enrollment and retention of girl-child at basic education level through bursary/scholarship and training and re-training of teachers in Nigeria. The methodology of the study was survey research which involved descriptive design and used Girl-Child Education Evaluation Questionnaire (GCEEQ) to collect data. The findings of the study showed that girl-child education programme in Nigeria is making a giant stride towards achieving its target through the efforts of both governmental and non-governmental organizations (international agencies included); there is need to expand the programmes to the rural areas; there was low motivation of teachers; there is low provision of infrastructural facilities; the bursary/scholarship awards was inadequate; and the burden was heavy for the parents.

This research has relationship with the present study as both focused on girl-child education. Differences in the two researches are, the previous research focused on evaluating the contributions of governmental and non-governmental organizations to girl-child education and covering six geo-political zones which comprises thirty states while this study will focus only on the effect of home background on the academic performance of girl-child education in Kaduna State. This study will be of greatest relevance to the present situation as most of the girls in Kaduna State are lagging behind educationally and need to be encouraged to display their potentialities and contribute to national development economically and otherwise.

Ebong (2015) investigated the influence of parental background on students' academic performance in Physics in WASSCE 2000-2005. The main purpose of the study was to determine the influence of parental and family background on academic achievement of secondary school Physics students in Abak local government of Akwa-Ibom State, Nigeria. The study adopted descriptive survey design as it involves collection of data and accurately and objectively described the existing phenomena between 2000-2005 SSCE Physics result conducted by West African Examination Council (WAEC) while the present one employed quasi-experimental design and used performance test as the instrument. The population of the research and sample was 1440 while the present study has 13627 as population and 2054 sample.

The findings revealed that family structure, parents' occupation and educational level of parents did not have significant influence on students' performance in physics rather teachers have much influence on students' academic performance in Physics. The research has relationship with present one as both dealt with issue of family background and academic performance. They also employed similar methodology or research design of quantitative and descriptive survey design respectively. In the area of differences the research focused on the previous WASSCE result while present study focuses its attention to students' academic performance; the researcher worked with only available literatures while in the present study, the researcher must go to fieldwork for collecting genuine data from its primary source. The present study will be relevant to the present situation as it will not only consult literatures but also meet targeted population and collect the data directly and its findings will help in solving the problem of girl-child education not only in Kaduna State but also across the nation and neighbouring countries.

Kapinga (2014) conducted research on the impact of parental socio-economic status on students' achievement in secondary school in Tanzania. The objectives of the study were to examine the extent to which parents' occupation, income, level of education, home environment and parents' involvement in their children education enhance academic achievement in secondary schools. The study employed a quantitative research approach informed by a case study research design; a purposive sampling technique was used to obtain sixty (60) informants from among the parents, teachers and students. The data collected through semi-structured interview and focused group discussions. The data were analyzed quantitatively using thematic analysis. The findings indicated that majority of the students from the selected secondary schools were from different socio-economic status family, there was close relationship between socio-economic status and academic performance; and most of the parents did not involve in the learning of their children.

The study has relationship with the present one as both focus on students' academic performance in relation to family background. Though the study examined the academic performance of students both boys and girls but the present one deals with only girl-child academic performance in relation to home-background. Therefore, conducting research on the influence of home-background on J. S. S. 2 Girl-Child Social Studies academic performance in Kaduna State, Nigeria will be relevant to the present situation not only in Kaduna State.

2.9 Summary

The literature review provided necessary information to understand the challenges and position of girl-child education not only in Nigeria but also in Africa and some Asian countries. Through developing and understanding of these challenges and position of girl-

child education, the researcher is able to develop a clear picture of what information to include in the survey instrument. This information along with component of conceptual framework, theoretical framework and review of related literatures, became the foundation of the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that is used in carrying out the research under the following sub-headings: research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedures for data collection and data analysis.

3.2 Research Design

A survey research design was adopted to assess the Influence of Home-background on junior secondary school girl-child social studies Academic Performance in Kaduna State, Nigeria. This research design was chosen because, according to Stephen (2002), as the name implies, survey is a research design that is used for collection of data from a selected sample to describe the condition of the general population. This assertion is supported by Offorma (2009) who state that survey is the structure that guides the researcher on the technique for generating data and offer the basis upon which the produced data is analyzed. This design is suitable for collecting data for this study.

3.3 Population of the Study

The population of the study comprised all Social Studies teachers in junior secondary schools in Kaduna State. There are 769 Social Studies teachers in junior secondary schools along with 639 PTA groups across the 12 educational or inspectorate districts in Kaduna State. Table 1 shows the number of Social Studies teachers in junior secondary schools in each of the education zones in Kaduna State.

Table 1: Showing of Education Zones of Social Studies Teachers and PTA Groups in Kaduna State

S/n	Education Zones in Kaduna	Social Studies	
	State	Teachers	PTA groups
1	Anchau	55	48
2	Birni Gwari	50	50
3	Giwa	85	30
4	GodoGodo	52	42
5	Kaduna	105	98
6	Kachia	50	48
7	Kafanchan	57	50
8	Lere	53	47
9	Rigachikun	50	38
10	Sabon Tasha	55	50
11	Zaria	92	80
12	Zonkwa	65	58
Total		769	639

Source: Ministry of Education School Services Report 2018

3.4 Sample and sampling technique

The sample size that was used for this study was 262, this is based on the recommendation of Research Advisor (2006) which states that, for a population size of 769, with a confidence level of 95% and a margin error of 0.05 level of significance, that the required sample size is 262. Purposive sampling techniques was used to select Giwa and Zaria Education Zone, out of which 94 respondents where selected from Giwa Education zone and 132 respondents were selected from Zaria Education zone. Table 2 shows the selected Education Zones along with the sampled population for the study.

Table 2 Samples selected for the Study

S/ n	Education Zones	Teachers			PTA		
		Total numbe r	N selecte d	%	Total numbe r	N selecte d	%
1	Giwa	85	70	84. 7	30	24	76. 7
2	Zaria	92	82	87. 0	80	50	76. 3
			152	85. 9		84	76. 4
Total		177			110		

A total number of 152 teachers made up of 70 from Giwa and 82 from Zaria Education Zones were thus selected and with 24 and 50 PTA representative from Giwa and Zaria respectively.

The total number of respondents used for the study was 262.

3.5 Instrumentation

The study adopted questionnaire as the instrument for the purpose of data collection. The questionnaire consists of five (5) sections each section addressing a specific research objective and it was responded to by teachers and parents. The instrument (questionnaire) is made up of twenty seven (27) items on family income, influence of parental investment on education, parents' level of education, influence of household work, and how broken home influences the academic performance of girl child in Social Studies in junior secondary school in Kaduna State, Nigeria.

3.5.1 Validity of Instrument

The content and construct validity of the instrument was validated by the supervisors of the researcher as experts in the field of research and a senior lecturer from the Department of Measurement and Evaluation, A. B. U. Zaria and three experienced and committed Social Studies teachers of Junior Secondary Schools in Kaduna State. This is in the opinion of Tanko (2014) that "validation is ascertained by showing the instrument to the experts and asking them to securitize them"

3.5.2 Pilot study

A pilot study was carried out with the total number of 30 respondents of Government Girls Junior Secondary School (GGJSS), Pada Zaria City. The school was not part of the sampled schools. The purpose of this pilot study was to determine the reliability coefficient of the research instrument, its difficulty level and also to determine whether the instrument is free from ambiguity as well as to know whether the instrument has power to discriminate over results.

3.5.3 Reliability of the instrument

The data obtained from the pilot study were statistically analyzed for the purpose of reliability. Spearman Brown Split Half Reliability Coefficient was used to test the questionnaire. The reliability coefficient was considered adequate for the internal consistencies of the instruments. The result of Spearman Brown Split Half Reliability Coefficient was 0.83 and 0.82 respectively. This is in line with Stephen (2002) who opines that an instrument is reliable if its reliability coefficient lies between 0 and 1.

3.6 Procedure for data collection

The researcher obtained a letter of introduction from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. This enabled the researcher to gather official data required for the study from Zaria Education Zone. Furthermore, the letter of introduction was forwarded to the schools that fall under the study sample. to introduce the researcher and also serve as a means for soliciting official permission and co-operation to use the students and other school facilities.

3.7 Procedure for Data Analysis

In analyzing the data collected for this study, the Statistical Package for Social Sciences (SPSS) IBM version 23 was used. Statistic used included descriptive statistics and inferential procedures. The bio-data were analyzed in frequencies and percentage while the research question were analyzed using frequencies and percentages along with mean scores. Decision on items was based on the midpoint average of 2.5 because of the 4point interval scale used in the measurement of the respondents expressed opinions. The five null hypotheses were tested with the one sample t-test because of the need to determine the extent of influence of the selected home background variables on the academic performance of the girl-child. All the hypotheses were tested at the fixed alpha level of 0.05.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Introduction

Data collected from the respondents on the influence of home background on junior secondary school girl-child social studies academic performance Kaduna State are statistically analyzed with discussions in this chapter. The first part of the chapter presents the analysis of the respondents' selected demographic characteristics. The rest of the chapter is structured along the research objectives and questions accompanied with tests of the related hypotheses of the study. A discussion of the findings is presented at the end of the chapter.

4.2 Descriptive Analysis of Demographic Variables

A total of 152 teachers and 84 parents were the respondents involved in the study. The selected demographic variables of the respondents were gender, location of school, age range, level of educational attainment, marital status along with years of experience on the job. Other socio-economic variables of the parents selected were number of wives, number of children, number of girls among children, occupation and income level. Each of the variables are presented in tables of frequencies and percentages below.

Table 3: Distribution of the respondents by gender.

Gender	Parents		Teacher		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	50	59.5	62	40.8	112	47.5
Female	34	40.5	90	59.2	124	52.5
Total	84	100.0	152	100.0	236	100.0

Table 3 shows that 50(59.5%) of the Parents were males, 44(40.5%) were females. Among the Teachers 62(40.8%) were males while 90(59.2%) were females. In the overall, 112(47.5%) of

the respondents were males and 124(52.5%) were females. The distributions means that the respondents could be said to have a fair representation of males and females which help to balance the gender related issues in the influence of home background on academic performance of the girl-child in Social Studies among the selected Junior Secondary Schools in the state.

Table 4: Distribution of the Respondents by Location of Schools

Location of school	Parents		Teacher		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Urban	58	69.0	98	64.5	156	63.9
Rural	26	31.0	62	35.5	88	36.1
Total	84	100.0	152	100.0	244	100.0

Of the total respondents, 156(63.9%) were from schools located in urban settings of the study area. Those from rural areas were 88(36.1%). The breakdown shows that 58(69.0%) of the Parents were from urban schools, 26(31.0%) were from rural schools. Teachers from urban schools were 98(64.5%) and 62(35.5%) were from rural schools. This distribution means that the study has representation from urban and rural areas of the state.

Table 5: Distribution of the Respondents by Age Brackets

Age bracket	Parents		Teacher		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<36years	13	15.5	50	63.2	150	63.6
36-	54	64.3	96	32.9	63	26.7

45years						
46-50years	10	11.9	6	3.9	16	6.8
>50years	7	8.3	0	0.0	7	3.0
s						
Total	84	100.0	152	100.0	236	100.0

Table 5 reveals that 13(15.5) of the parents were below 36years. The figures for the teachers within the same age bracket was 50(63.2%). For the total respondents, 150(63.6%) were within the less than 36years age bracket. For the age bracket of between 36 and 45years, teachers and parents were 54(64.3%) and 96(32.9%) respectively. The overall total of respondents within the 36 and 45years for the study were 63(26.7%). For respondents who were between 46 and 50 years, the number of parents was 10(11.9%) while teachers were 6(3.9%). The overall total within the age bracket of between 46 and 50years was 16(6.8%). None of the teachers was above 50years, but 7(8.3%) of the parents were above 50years. Table 6 shows the respondents by their qualifications.

Table 6: Distribution of the Respondents by their Highest Educational Qualifications

Educational Qualification	Parents		Teacher		Total	
	Frequency	Percentage	Frequency	Percent	Frequency	Percentage
SSE/TC II	6	7.1	6	4.0	12	5.1
NCE/Diploma	28	33.3	61	40.1	89	37.7
First degree	40	47.6	59	38.8	99	41.9
Masters	8	9.5	24	15.8	32	13.6
Others	2	2.4	2	1.3	4	1.7
Total	84	100.0	152	100.0	236	100.0

As observed in the table, only 6(7.1%) of the parents has SSE or TC II as their highest educational attainment along with 6(4.0%) of the teachers. The number of respondents who

had only the SSE or TC II were 12(5.1%). Those with the National Certificate in Education or Diploma (NCE/Diploma) were 28(33.3%) among the parents and 61(40.1%) among the Teachers. The total number with the NCE/Diploma was 89(37.7%). Respondents with First degree among the parents were 40(47.6%) while 59(38.8%) of the teachers have same qualification (First degree). In The overall, 99(41.9%) of the respondents have first degree. Those with Master degrees were 8(9.5%) parents and 24(15.8%) teachers. Of the total respondents, 32(13.6%) have Master degrees. Those with other unspecified qualifications were 2(2.4%) of the parents, 2(1.3%) of teachers and 4(1.7%) of the total respondents involved in the study. These distributions show that the respondents could be considered to have adequate educational qualifications to provide the required information on the influence of home background on academic performance of girl-child in Social Studies at the Junior Secondary School level in the study area.

Table 7: Distribution of the Respondents by their Marital Status

Marital status	Parents		Teacher		Total	
	Frequency	Percen	Frequenc	Percen	Frequenc	Percen
		t		t		t
Single	0	0	33	21.7	57	24.2
Married	78	92.9	116	76.3	170	72.0
Widowe	4	4.8	2	1.3	6	2.5
d						
Divorced	2	2.4	1	.7	3	1.3
Total	84	100.0	152	100.0	236	100.0

Table 7 reveals that 78(92.9%) of the parents were married. Those who were widowed were 4(4.8%) and 2(2.4%) were separated from their spouses. Among the teachers, 33(21.7%) were single, 116(76.3%) were married, 2(1.3%) were widowed and 1(0.7%) was separated

from her or his spouse. In the overall 57(24.2%) of the respondents were single, 170(72.0%) were married, 6(2.5%) were widowed and 3(1.3%) were separated from their spouses. On a relative basis, all the respondents could therefore be said to be parents who have enough experience to provide information on the influence of home background on academic performance of girl-child in Social Studies at the Junior Secondary School. Table 8 shows the distribution of the Teachers by their years of experience on the job.

Table 8: Distribution of the Teachers by Years of Experience

Years of experience for Teachers/	Frequency	Percent
<6years	42	27.6
6-15years	59	38.8
16-25years	45	29.6
>26years	6	3.9
Total	152	100.0

Of the total numbers of teachers involved in the study, 42(27.6%) have less than 6years of experience on the job. Those with between 6 and 15years were 59(38.8%) and 45(29.6%) have between 16 and 25years of experience on the job. Only 6(3.9%) said they have been on the job for over 20years. Other socio-economic background variables of the parents are tabulated in tables below.

Table 9: Distribution of Parents by their Occupations.

Occupation	Frequency	Percent
Unemployed/Farming	14	16.7
Civil Servant	60	71.4
Artisan	2	2.3

Business	8	9.5
Total	84	100.0

Of the total number of parents involved in the study, 14(16%) were either farmers or were not involved in paid employment. But 60(71.4%) were engaged in civil service and 2 were artisan while 8(9.5%) were involved in businesses. Table 10 shows the monthly income of the parents.

Table 10: Distribution of parents by monthly income.

Income level	Frequency	Percent
None	2	2.4
<18,000.00	26	31.0
18,000.00 - 30,000.00	16	19.0
>30,000.00	40	47.6
Total	84	100.0

Two of the parents did not specify their income as shown in the table. 26(31.0%) said they earn below ₦18,000.00 per month while 16(19.0%) earn between ₦18,000.00 and ₦30,000.00 per month. Only 40(47.6%) said they earn above ₦30,000.00 per month. Table 11 shows the number of wives in the home.

Table 11: Distribution of Parents by Number of Wives in the Home.

No of wives	Frequency	Percent
One	46	54.8
Two	18	21.4
Three	14	16.7
Four	6	7.2
Total	84	100.0

Parent with one wife at home were 46(54.8%), 18(21.4%) have two wives each per home, 14(16.7%) have three wives per home and 6(7.2%) have four wives per home respectively. Table 12 shows the number of children per home among the parents.

Table 12: Distribution of the Parents by Number of Children in the Family

Number of children	Frequency	Percent
1-3children	44	52.4
4-8children	32	38.1
9-15children	6	7.1
Above 15children	2	2.4
Total	84	100.0

Table 12 shows that 44(52.4%) of the parents have between 1 and 3 children per family. Those with between 4 and 8children per family were 32(38.1%) of the total number of parents involved in the study. Those with between 9 and 15 children were 6(7.1%) and 2(2.4%) above 15children per family. For number of girls among the children in the family.

4.3 Descriptive Analysis

The influence of home background on the academic performance of the girl-child in Social Studies at the Junior Secondary School level in Kaduna State is the main objective of this study. The objective was restructured into specific objectives and investigated with research questions as follows:

4.3.1 Influence of Family Income on Academic Performance of Girl-Child in Social Studies

To find out the extent to which family income influence the academic performance of girl-child in Social Studies among the selected Junior Secondary Schools in Kaduna State, the following research questions was used for the investigation.

Research Question one: How does family income influence the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State, Nigeria?

Table 13: Expressed influence of family income on academic performance of girl-child in Social Studies by respondents

S / n	Influenc e of family income	Statu s	SA		A		D		SD		Me an
			F	%	F	%	F	%	F	%	
1	Family incomes influenc e girl- child's academi c perform ance in Social Studies positivel y in my school	Pare nts Teac her	4	50	4	47	0	0.	2	2.	3.4
			2	.0	0	.6		0		4	5
			9	59	5	37	3	2.	1	.7	3.5
			1	.9	7	.5		0			7
2	Girl- child with high family incomes would be able to meet adequat ely the require ment for better academi c perform ance in Social Studies	Pare nts Teac her	1	19	2	33	3	42	4	4.	2.6
			6	.0	8	.3	6	.9		8	7
			1	10	6	45	6	40	5	3.	2.6
			6	.5	9	.4	2	.8		3	3
3	Girl- child from wealthy family generall y have higher	Pare nts Teac her	8	9.	2	31	4	52	6	7.	2.4
				5	6	.0	4	.4		1	3
			4	29	8	54	2	14	2	1.	3.1
			5	.6	3	.6	2	.5		3	3

	interest in teaching and learning of Social Studies in my school										
4	Academ ic perform ance of girl- child in Social Studies have no relevanc e to the income level of the family	Pare nts Teac her	8 2 1	9. 13 .8	1 2 2	21 14 .5	2 9 4	33 61 .8	3 1 5	35 9	2.0 5 2.3 2
5	Social Studies lessons have enhanci ng interest for girls in my school	Pare nts Teac her	1 4 6 4	16 .7 42 .1	2 0 3 4	23 .8 22 .4	4 2 5 2	50 .0 34 .2	8 2	9. 5 1. 3	2.4 8 3.0 5
6	Girls are generall y more intereste d in Social Studies than boys in my school	Pare nts Teac her	1 2 9	14 .3 5. 9	2 0 2 2	23 .8 14 .5	3 8 9 3	45 .2 61 .2	1 4 2 8	16 .7 18 .4	2.3 6 2.0 8

Cumulative Mean	2.68
(Benchmark mean =2.50)	

The expressed opinions of the respondents in the table clearly demonstrated that family income was perceived to have major influence on the academic performance of the girl-child in Social Studies by the respondents. In the first items for example, 42(50.0%) and 40(47.6%) of the parents along with 91(59.9%) and 57(37.5%) of the teachers strongly agreed and agreed respectively with the suggestion that family income influences girl-child's academic performance in Social Studies positively. To boost this perception, parents and teachers agreed with mean scores of 2.67 and 2.63 for item 2 of the table that girl-child with high family income would be able to meet adequately the requirement for better academic performance in Social Studies.

The two groups disagreed on the suggestion that girl-child from wealthy family generally have higher interest in teaching and learning of Social Studies. Teachers disagreed with the suggestion with a mean score of 2.43 while parents tended to agree with the opinion with a mean score of 3.13. Both groups however disagreed with the suggestion that academic performance of girl-child in Social Studies has no relevance to the income level of the family which tends to align with the opinion about the influence of family income earlier expressed. Teachers disagreed with the parents on the suggestion that the subject could be gender centered in terms of girls being more interested than boys. In the 5th item of the table, 64(42.1%) and 34(22.4%) of the parents strongly agreed and agreed with the suggestion compared to 14(16.7%) and 20(23.8%) of the teachers with the same opinion. On the contrary, 42(50.0%) and 8(9.5%) of the teachers disagreed and strongly disagreed with the

suggestion. But both parents and teachers disagreed with the suggestion that girls were generally more interested in Social Studies than boys in the schools. In the last item of the table, the scores are 2.36 and 2.08 for the parents and teachers respectively. The test of the extent to which family income influence academic performance of girl-child is carried out in the related null hypothesis.

4.3.2 Influence of Parental Investment in Education on Academic Performance of Girl-Child in Social Studies

Research question two was used to find out the extent to which parental investment in education influences the academic performance of girl-child in Social Studies among the selected Junior Secondary Schools. The research question is stated as follows:

Research Question two: To what extent does poor parental investment in education influence the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State, Nigeria?

Table 14: Opinion of respondents on influence of parental investment in education on academic performance of girl-child in Social Studies

S n	Influenc e of Parental investm ent in educatio n of the child	Statu s	SA		A		D		SD		Me an
			F	%	F	%	F	%	F	%	
1	Parental involve ment in provisio n of instructi onal material s influenc es academi c perform ance of girl- child in Social Studies positivel y in my school	Pare nts	4	54	2	28	1	11	4	4.	3.3
			6	.8	4	.6	0	.9		8	3
		Teac her	5	32	4	29	4	29	1	7.	2.8
			0	.9	5	.6	5	.6	2	9	8
2	Parental prompt payment of school fees and levies influenc es academi c perform ance of	Pare nts	1	16	5	64	1	16	2	2.	2.9
			4	.7	4	.3	4	.7		4	5
		Teac her	2	14	6	45	5	37	4	2.	2.7
			2	.5	9	.4	7	.5		6	2

3	girl-child in Social Studies in my school										
	Parental involve	Pare	2	28	3	40	2	28	2	2.	2.9
	ment in	nts	4	.6	4	.5	4	.6		4	5
	provisio	Teac	4	28	7	48	3	21	3	2.	3.0
4	n of facilities school uniform and sport wears motivate s girl-child participa tion in the class	her	3	.3	3	.0	3	.7		0	3
	Parental participa	Pare	6	7.	3	38	3	45	8	9.	2.4
	tion and	nts		1	2	.1	8	.2		5	3
	voluntee	Teac	2	14	5	33	6	45	1	6.	2.5
5	ring for schools' activitie s enhance s girl-child academi c perform ance in the school	her	2	.5	1	.6	9	.4	0	6	6
	Availabl	Pare	3	40	2	31	8	9.	1	19	2.9
	e learning	nts	4	.5	6	.0		5	6	.0	3
	material	Teac	4	28	4	27	5	32	1	11	2.7
	s provided	her	4	.9	1	.0	0	.9	7	.2	4

by parents influenc e girl- child academi c perform ance in my school	
Cumula tive Mean	2.8 5
(Benchmark mean =2.50)	

The frequencies and percentages distribution in the table clearly supported the view that parental investment in education influences the academic performance of girl-child in Social Studies. In response to the suggestion in the first item of the table, 46(54.8%) and 24(28.6%) of the parents along with 50(32.9%) and 45(29.6%) of the teachers strongly agreed and agreed that parental involvement in provision of instructional materials influences academic performance of girl-child in Social Studies positively. The mean scores are 3.33 and 2.88 for parents and the teachers for the suggestion. In the second item of the table, the respondents were in agreement that parental prompt payment of school fees and levies influence academic performance of girl-child in Social Studies. Their mean scores for the suggestion are 2.95 and 2.72 for the parents and teachers respectively.

The influence of parental investment in their children's education is perceived to extend to provisions of school facilities, school uniforms and sportswear which motivates girl-child positively. In item 3 of the table, 24(28.6%) and 34(40.5%) of the parents along with 43(28.3%) and 73(48.0%) of the teachers strongly agreed and agreed respectively with the suggestion that parental involvement in provisions of facilities school uniform and sport

wears motivate girl-child participation in the class. However, the parents did not agree as indicated with a mean score of 2.43 for item 4 of the table that parental participation and volunteering for schools' activities enhance girl-child academic performance in the school. The opinion contradicts the perception of the teachers who agreed with the suggestion with a mean score of 2.56. In the last item of the table, both groups agreed that available learning materials provided by parents influence girl-child academic performance in the school. In other words, poor parental investments in education have influence on the academic performance of girl-child in Social Studies. To determine the extent to which parental investment in their children's education influence the academic performance of the girl-child, the expressed opinion is tested in null hypothesis II.

4.3.3 Influence of Parents' Level of Education on Academic Performance of Girl-Child in Social Studies

The extent to which parents' levels of education influence the academic performance of girl-child in Social Studies was investigated through third research question stated thus:

Research Question three: How does parents' level of education influence the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State, Nigeria?

Table 15: Opinion of respondents on influence of parents' levels of education in the academic performance of girl-child in Social Studies

S n	Influenc e of parents educatio n	Statu s	SA		A		D		SD		Me an
			F	%	F	%	F	%	F	%	
1	Parents' level of educatio n influenc es girl- child academi c perform ance in Social Studies positivel y in my school	Pare nts	4	47	4	47	0	0.	4	4.	3.3
			0	.6	0	.6		0		8	8
		Teac her	5	33	7	47	7	4.	2	14	3.0
			1	.6	2	.4		6	2	.5	0
2	Parents who have better literacy level put more effort in motivati ng their girl- child academi c perform ance in Social Studies in my school	Pare nts	1	14	4	52	2	28	4	4.	2.7
			2	.3	4	.4	4	.6		8	6
		Teac her	1	9.	3	22	9	61	1	7.	2.3
			4	2	4	.4	3	.2	1	2	4
3	The girl- child's	Pare nts	1	16	2	33	3	40	8	9.	2.5
			4	.7	8	.3	4	.5		5	7

	parents with high level of education perform better in Social Studies in my school	Teacher	30	19.7	84	55.3	36	23.7	2	1.3	2.93
4	4 Educated parents contribute more to their girl child academic performance	Parents Teacher	1820	21.413	306	35.723	3280	38.152	416	4.810	2.749
5	5 Girl-child who is always assisted by parents at home performs better in Social Studies in my school	Parents Teacher	1657	19.037	342	40.521	267	31.037	86	9.59	2.692
6	6 Girl-child who receives no educational assistance	Parents Teacher	2017	23.811	205	23.82	269	31.032	184	21.44	2.504

ce by parents at home perform s better in Social Studies in my school	
Cumulative Mean	2.7 5

(Benchmark mean =2.50)

Both groups were of the consensus agreement that Parents' level of education influence girl-child academic performance in Social Studies positively in school as indicated by 40(47.6) each for strongly agreed and agreed by the parents along with 51(33.6%) and 72(47.4%) of the teachers who strongly agreed and agreed with the suggestion. However, teachers did not agree (mean = 2.34) as indicated in the mean score for item 2 in the table that parents who have better literacy level put more effort in motivating their girl-child's academic performance in Social Studies. The parents were of the view with the suggestion with a mean score of 2.76.

Parents and teachers agreed that girl-child's parents with high level of education perform better in Social Studies. This is affirming the perception expressed for the first item of the table. Teachers did not agree that educated parents contribute more to their girl-child academic performance. In response to the suggestion in item 4 of the table, 80(52.6%) and 16(10.5%) of the teachers disagreed and strongly disagreed with the suggestion compare to 18(21.4%) and 30(35.7%) of the parents who strongly agreed and agreed with the suggestion. Their mean scores for the item are 2.74 and 2.39 for the parents and teachers respectively.

Both parents and teachers agreed that girl-child that is always assisted at home performs better in Social Studies. Their mean scores for the item in the table are 2.69 and 2.92 respectively. In the last item of the table, there was no consensus opinion among the groups on the suggestion that girl-child who receives no educational assistance by parents at home performs better in Social Studies. The teachers disagreed with this opinion with a mean score of 2.34 while the parents were at the bare level of agreement (2.50) with the suggestion. The observations from the responses is that parents' level of education influences the academic performance of girl-child in Social Studies. The test the extent of the perceived influence is carried out in the related hypothesis.

4.3.4 Influence of Household works on Academic Performance of Girl-Child in Social Studies

The influence of household chores on the academic performance of girl-child in Social Studies as the third specific objective was investigated through following research question:

Research Question four: What is the influence of household work on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State, Nigeria? The opinions of parents and teachers on the items used for the assessment of the influence are presented in frequencies and percentages in Table 18. The table consists of the mean score per the groups on the item and decision is based on a midpoint average of 2.50.

Table 16: Opinion of respondents on influence of household chores on academic performance of girl-child in Social Studies

S n	Influenc e of Househo ld tasks	Statu s	SA		A		D		SD		Me an
			F	%	F	%	F	%	F	%	
1	Girls who spend most of their time on househo ld work find it difficult to meet academi c require ment in my school	Pare nts	2	28	3	42	2	23	4	4.	2.9
			4	.6	6	.9	0	.8		8	5
		Teac her	6	42	5	33	2	17	1	6.	3.1
			4	.1	1	.6	7	.8	0	6	1
2	Too much househo ld work influenc es Girl- child's academi c perform ance in Social Studies negative ly in my school	Pare nts	8	9.	4	52	2	33	4	4.	2.6
				5	4	.4	8	.3		8	7
		Teac her	3	24	3	25	6	44	9	5.	2.6
			7	.3	9	.7	7	.1		9	8
3	Most girls who were heavily involve	Pare nts	6	7.	2	33	4	52	6	7.	2.4
				1	8	.3	4	.4		1	0
		Teac her	1	9.	8	56	3	20	2	13	2.6
			5	9	6	.6	1	.4	0	.2	3

	in househo ld work are not intereste d very much in their class assignm ents										
4	Involve ment of girls in househo ld chores do not affect their school homewo rk assignm ent	Pare nts Teac her	2 0 9	23 .8 5. 9	2 2 4 8	26 .2 31 .6	3 6 7 0	42 .9 46 .1	6 2 5	7. 1 16 .4	2.6 7 2.2 7
5	Girl- child with much househo ld chores do not encoura ged teacher with their perform ance in Social Studies in my school	Pare nts Teac her	1 2 2 8	14 .3 18 .4	2 4 7 6	28 .6 50 .0	3 0 3 8	35 .7 25 .0	1 8 1 0	21 .4 6. 6	2.3 6 2.8 0
Cumula										2.6	

tive Mean	5
(Benchmark mean =2.50)	

Observation of the opinions of respondents in the table shows that they were generally of the consensus agreement that involvement in too many household chores negatively influence the academic performance of the girl-child in Social Studies. In the first item of the table, 24(28.6%) and 36(42.9%) of the parents along with 64(42.1%) and 51(33.6%) of the teachers strongly agreed and agreed respectively with the suggestion that girls who spend most of their times on household chores find it difficult to meet academic requirement in their schools. Only 20(23.8%) and 4(4.8%) of the parents along with 27(17.8%) and 10(6.6%) of the teachers disagreed and strongly disagreed with the opinion. Going by the mean scores (2.95 and 3.11 for parents and teachers respectively) of the groups on the item the opinion could be seen as a consensus agreement. In collaborating with the opinion the respondents agreed with the suggestion in the second item of the table that too much household work influences girl-child's academic performance in Social Studies negatively in school. The mean scores by the groups are 2.67 and 2.68 for the parents and teachers respectively.

The parents did not agree that involvement of the girl-child in household chores affects their interest in the teaching and learning of Social Studies. This opinion is contradicting that of the teachers who were of the view that girls who were heavily involved in household work were not interested very much in their class assignments. In response to the suggestion in item 3 of the table, 15(9.9%) and 86(56.6%) of the teachers strongly agreed and agreed with the suggestion compared to 44(52.4%) and 6(7.1%) of the parents who disagreed and strongly disagreed with the suggestion. The mean score for parents on the item was 2.40 compared to that of the teacher that was 2.63. This divergent opinions are extended to the fourth item of

the table where it was suggested that involvement of girls in household chores do not affect their school homework assignment. In response to the suggestion, 20(23.8%) and 22(26.2%) of parents strongly agreed and agreed with the suggestion. Their mean score was 2.67. But 70(46.1%) and 25(16.4%) of teachers disagreed with the suggestion and their mean score was 2.27.

The effects of poor performance of the girl-child in Social Studies reflected the same divergent opinions between parents and teachers. In the last item of the table, 28(18.4%) and 76(50.0%) of teachers strongly agreed and agreed with the suggestion that girl-child with much household chores do not impress teachers with their performance in Social Studies their mean score was 2.80. Among parents, only 12(14.3%) and 24(28.6%) shared the same opinion with teachers. But 30(35.7%) and 18(21.4%) of parents disagreed and strongly disagreed with the opinion and the mean score was 2.36. From the observation of the expressed opinions of the groups which seems to be align with conflict of interest, it could be concluded that both groups were of the view that involvement in too much household chores could negatively influence the academic performance of the girl-child in Social Studies. The extent of the influence is tested in the fourth hypothesis of the study.

4.3.5 Influence of Broken Homes on Academic Performance of Girl-Child in Social Studies

The extent to which broken home influence the academic performance of girl-child in Social Studies at Junior Secondary Schools level of the state was investigated with the fifth research question of the study stated below.

Research Question five: How does broken home influence the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State, Nigeria?

Table 17: Opinion of respondents on influence of household chores on academic performance of girl-child in Social Studies

S n	Influence of broken home	Statu s	SA		A		D		SD		Me an
			F	%	F	%	F	%	F	%	
1	Broken home experience influences the academic performanc e of girl- child in Social Studies positively in my school	Pare nts	3	38	2	26	2	23	1	11	2.9
			2	.1	2	.2	0	.8	0	.9	0
		Teac her	7	46	4	27	2	17	1	9.	3.0
			0	.1	1	.0	6	.1	5	9	9
2	Girls from broken home do not pay attention to class assignment in the class most of the time	Pare nts	1	16	5	59	2	23	0	0.	2.9
			4	.7	0	.5	0	.8		0	3
		Teac her	3	23	2	13	8	57	8	5.	2.5
			6	.7	1	.8	7	.2		3	6
3	Homework given to girl-child from broken home are mostly not done which negatively affects their performanc e in my school	Pare nts	1	21	2	28	3	42	6	7.	2.6
			8	.4	4	.6	6	.9		1	4
		Teac her	3	23	9	63	1	10	4	2.	3.0
			6	.7	6	.2	6	.5		6	8
4	Girl-child from	Pare nts	6	7.	3	45	3	42	4	4.	2.5
				1	8	.2	6	.9		8	5

	broken home spend their time in the class moody instead of following progress of lesson in the class	Teacher	15	99	53	34.9	61	40.1	23	15.1	2.39
5	Broken home experience is disadvantageous to girl-child academic performance in Social Studies	Parents Teacher	831	9.20.4	338	35.25.0	3556	3536.8	127	1917.8	2.32.48
	Cumulative Mean										2.69

(Benchmark mean =2.50)

The respondents could be said to have a consensus agreement that broken home has negative effects on the academic performance of girl-child in Social Studies. In the first item of the table, 32(38.1%) and 22(26.2%) of parents along with 70(46.1%) and 41(27.0%) of teachers strongly agreed and agreed respectively with this opinion. Though 20(23.8%) and 10(11.9%) of parents along with 26(17.1%) and 15(9.9%) of teachers disagreed and strongly disagreed with the suggestion, their mean scores of 2.90 for parents and 3.09 for the teachers show that it was the opinion of most of the respondents in each group.

The respondents however agreed that girls from broken home do not pay attention to class assignment in the school most of the time but this was not associated solely to the teaching and learning of Social Studies. In the second item of the table, the mean scores are 2.93 and 2.56

for parents and teachers respectively showing that they have a consensus agreement on the suggestion. The respondents agreed that homework assignment given to girl-child from broken home were often not done which negatively affects their performance in school. Parents and the teachers all agreed with the suggestion with mean scores of 2.64 and 3.08 respectively.

The parents tended to be more emphatic of the negative influence of broken home on the girl-child academic performance in Social Studies. In Item 4 of the table, 6(7.1%) and 38(45.2%) of them strongly agreed and agreed with the suggestion that girl-child from broken home often spend times in the class moody instead of following progress of lesson in the class. Teachers did not agree with this suggestion as indicated by 61(40.1%) and 23(15.1%) of them who disagreed and strongly disagreed with the opinion. The mean scores for the two groups on the suggestion are 2.55 and 2.39 for parents and teachers respectively.

Both groups did not agree that broken home experience is disadvantageous to girl-child academic performance in Social Studies. In response to the last item of the table, 30(35.7%) and 16(19.0%) of parents along with 56(36.8%) and 27(17.8%) of teachers disagreed and strongly disagreed with the opinion. Their mean scores (2.36 and 2.48) for the item were all lower than the midpoint average of 2.50. With the observed responses expressed for items in the table, it could be concluded that broken home has influence on girl-child academic performance in Social Studies at the Junior Secondary School levels in the state. The extent of the perceived influence is tested in null hypothesis five.

4.4 Inferential Analysis

The hypotheses formulated to validate the solutions for the research questions of the study are tested here at the fixed probability level of 0.05. The tests were carried out as follows:

H₀₁: Family income has no significance influence on academic performance of girl-child in Social Studies at Junior Secondary Schools in Kaduna State.

To test the hypothesis, the mean scores by the three groups (Parents and Teachers) were combined and subjected to the one sample t-test which would help to determine the extent of the perceived influence of family income on the academic performance of the girl-child in the subject. The benchmark mean of 2.50 was used as the test mean. The summary of the result is shown in Table 21.

Table 21: One sample t-test on influence of family income on academic performance of girl-child in Social Studies.

Variables	N	Mean	Std. Deviation	Std. Error	t-cal	DF	p-value
Family income	236	2.72	0.435	0.028	7.640	235	.000

(t-critical = 1.96)

The result reveals that respondents were of the opinion that family income has significant influence on academic performance of girl-child in Social Studies among the selected Junior Secondary Schools in the state. This is indicated with an observed t-value of 7.640 obtained at 235 degree of freedom and a p-value of 0.000 ($p < 0.05$) in the table. These observations provides enough evidence for rejecting the null hypothesis. The null hypothesis that there is no significant influence on academic performance of girl-child in Social Studies at Junior Secondary Schools in Kaduna State is therefore rejected. In other words, parents and teachers agreed that family income has significance influence on academic performance of girl-child in Social Studies.

H₀₂: Poor parental investment in education has no significant influence on the academic performance of girl-child in Social Studies at Junior Secondary Schools in Kaduna State.

The one sample t-test was used here to test the expressed opinions of the groups on the extent to which parental investment in education influence the academic performance of girl-child in

Social Studies. The test used the benchmark mean of 2.50 as the test mean. A summary of the result is presented in Table 22.

Table 22 One sample t-test on influence of parental investment in education on academic performance of girl-child in Social Studies.

Variables	N	Mean	Std. Deviation	Std. Error	t-cal	DF	p-value
Investment in education	236	2.83	0.408	0.027	12.469	235	.000
(t-critical = 1.96)							

From the observed t-cal of 12.469 obtained at 235 DF in the table and the p-value of 0.000 ($P < 0.05$), it could be concluded that respondents were of the view that poor parental investment in education has significant influence on the academic performance of girl-child in Social Studies among the selected Junior Secondary Schools in Kaduna State. The observed t-cal of 12.469 is higher than the critical value indicated at the bottom of the table. These observations provide sufficient evidence for rejecting the null hypothesis. The null hypothesis that poor parental investment in education has no significant influence on the academic performance of girl-child in Social Studies of the selected Junior Secondary Schools in Kaduna State is therefore rejected. On the contrary poor parental investment in education could have negative influence on the academic performance of girl-child in Social Studies.

H₀₃: Level of parents' education has no significant influence on the academic performance of girl-child in Social Studies at Junior Secondary Schools in Kaduna State.

Mean scores by parents and teachers on the influence assessed above were compared with the benchmark mean (2.50) here to determine the extent of parents' education's influence on the

academic performance of girl-child in Social Studies. The one sample t-test procedure was used for the test and the result is summarized in Table 23.

Table 23: One sample t-test on influence of parents' education on academic performance of girl-child in Social Studies.

Variables	N	Mean	Std. Deviation	Std. Error	t-cal	DF	p-value
Parents' education	236	2.70	0.371	0.024	8.149	235	.000

(t-critical = 1.96)

From observation of the result in the table, the groups were of the agreement that parents' education has significant influence on the academic performance of girl-child in Social Studies. The observed t-value (8.149) is higher than the critical value at DF = 235 at the fixed probability level of 0.05. The observed significant level for the test is 0.000 ($P < 0.05$). By these observations the null hypothesis that level of parents' education has no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State is therefore rejected. In other words, the level of parents' education has major influence on the academic performance of girl-child in Social Studies.

H₀₄: Household chores have no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools of Kaduna State

This hypothesis was tested with the mean scores in Table 24. The expressed mean score of the influence of girl-child involvement in household chores on their academic performance is tested here to determine its significance. The result of the one sample t-test used for the test is summarized in Table 24.

Table 24: One sample t-test on influence of household chores on academic performance of girl-child in Social Studies.

Variables	N	Mean	Std. Deviation	Std. Error	t-value	DF	p-value
-----------	---	------	----------------	------------	---------	----	---------

Household chores	236	2.67	0.357	0.023	7.230	235	.000
------------------	-----	------	-------	-------	-------	-----	------

(t-critical = 1.96)

The result revealed that the respondents were of the agreement that household chores have significant influence on the academic performance of girl-child in Social Studies among the selected Junior Secondary Schools in the state. The observed t-value for the test is 7.230 compared with the critical value of 1.96 at the 235 DF and at the fixed alpha level of 0.05. The observed significant level for the test is 0.000 ($P < 0.05$). These observations provide enough evidence for rejecting the null hypothesis. The null hypothesis that Household chores have no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State is therefore rejected. The result of this study reveals that involvement of the girl-child in too many household chores affects her academic performance in Social Studies.

H₀₅: Broken-home has no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State.

This hypothesis was tested with the rated means of the influence of broken home on the academic performance of the girl-child in Table 25 using the one sample t-test with the benchmark mean of 2.50 as the test mean. The result of the test is summarized in Table 25.

Table 25: One sample t-test on influence of broken home on academic performance of girl-child in Social Studies.

Variables	N	Mean	Std. Deviation	Std. Error	t-value	DF	p-value
Broken home	236	2.71	0.358	0.023	8.813	235	.000

(t-critical = 1.96)

An observation from the tabulated result reveals that the respondents were of the agreement that broken-home has significant influence on the academic performance of girl-child in Social Studies at the Junior Secondary Schools level in Kaduna State. This is indicated with an observed t-value of 8.813 obtained at 235 DF and at the fixed alpha level of 0.05. The critical value for t at same degree of freedom (DF) is 1.96. The observed alpha level for the test is 0.000 ($p < 0.05$). With these observations, there is sufficient evidence for rejecting the null hypothesis. The null hypothesis that broken-home has no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State is therefore rejected. This result means that broken home has negative influence on academic performance of girl-child in Social Studies at the junior secondary school level in the state.

4.5 Summary of findings

The major findings from the analysis of the data and test of the study's hypotheses are summarized below:

1. Family income has significant influence on girl-child academic performance in Social Studies at the Junior Secondary School level in Kaduna State (P-value $0.000 < \alpha = 0.05$ level of significance and $t\text{-cal at } 7.640 > t\text{-crit at } 1.96$). This indicates that family income has significant influence on girl-child academic performance in Social Studies.
2. Poor parental investment in education of their children has negative influence on girl-child academic performance in Social Studies at the Junior Secondary School level in

Kaduna State (P-value $0.000 < \alpha = 0.05$ level of significance and $t\text{-cal}$ at $12.469 > t\text{-crit}$ at 1.96). Thus, poor parental investment in education has negative influence on the girl-child academic performance in Social Studies.

3. Level of parents' education has significance influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State. (P-value $0.000 < \alpha = 0.05$ level of significance and $t\text{-cal}$ at $8.149 > t\text{-crit}$ at 1.96). This shows that parents' level of education has significance influence on the academic performance of the girl-child on Social Studies.
4. Household chores have significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State (P-value $0.000 < \alpha = 0.05$ level of significance and $t\text{-cal}$ at $7.230 > t\text{-crit}$ at 1.96). Thus, intensive involvement of girl-child in household chores has a significantly negative influence on the academic performance of girl-child in Social Studies.
5. Broken-home has significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State (P-value $0.000 < \alpha = 0.05$ level of significance and $t\text{-cal}$ at $8.813 > t\text{-crit}$ at 1.96). Thus, broken-homes has significant influence on the academic performance of girl-child in Social Studies.

4.6 Discussion of Findings

The study assessed the influence of home background on the academic performance of girl-child in Social Studies in the Junior Secondary Schools in Kaduna State. Five objectives were used to guide the study with family income, parental investment in education, parents' level of education, household-chores and broken-home as indices of the home background. The objectives were investigated respectively with five research questions and

five hypotheses. In the analysis of the first research question, the influence of family income on the girl-child academic performance in Social Studies was assessed. From the expressed opinions of parents and teachers, it was found that all were of the agreement that income of family could have major influence on the academic performance of girl-child in Social Studies at the Junior Secondary School level in the state. In the test of the related null hypothesis where the expressed opinion was tested, it was found to be significant. The null hypothesis was therefore rejected. The finding here agrees with the report of Oguta (2013) who states that many school age girls are employed as house girls and baby sitters in both urban and rural areas in order to meet their own and their parents' economic needs and that such children cannot effectively participate in secondary education and have good performance academically because of poor family income. The finding of this study is related to Juma (2016) who found from investigation on the influence of parental socio-economic status on students' academic performance in public secondary schools in Tana, River County, Kenya that parental socio-economic status influences academic performance positively and negatively depending on the use of such status.

The second objective and research question were aimed at determining the extent to which parental investment in their children's education influence the academic performance of the girl child in Social Studies at the Junior Secondary schools. From the related expressed opinions of parents and teachers, it was found that all were of the view that parental involvement in their children's education has major influence on the academic performance in Social Studies by their girl-child. From the test of null hypothesis II, the extent of the perceived influence was found to be significant. The null hypothesis was therefore rejected. This finding reflects the conclusion drawn by Oguta (2013) who reveals that girls were

withdrawn from school after grade four because of bride wealth payment which is alleged to diminish for an educated girl and parents who invest more in girl-child could either be modern or lose the cultural advantage of the bride price.

The influence of parents' level of education on the academic performance of their girl-child in Social Studies was assessed in the third objective and research question. Findings reveal that parents' levels of education have major and positive influence on the academic performance of their girl-child in Social Studies. In the test of null hypothesis three where the extent of the perceived influence was tested, the level of agreement with the influence by the respondents was found to be significant. The null hypothesis was therefore rejected. The finding here agrees with Okemwa (2014) who investigates the influence of parental socio-economic status on pupils' academic performance in Kiamokama Division of Kisii County, Nairobi, Kenya and finds that parental educational level was significantly correlated with pupils' academic performance.

The influence of girl-child involvement in household chores on academic performance at the Junior Secondary School was assessed in relation to the fourth objective and research question of the study. From the expressed opinions of parents and teachers, there were divergent views with parents not really seeing some of the negative influence perceived by teachers. But the final analysis reveals that parents however agreed with teachers that too much involvement of the girl-child in household chore could negatively influence the academic performance. In the test of the related hypothesis four, it was found that the extent of the agreed influence was significant. The null hypothesis was therefore rejected. This finding is consistent with the report of Shahidul, Zehadul and Karim (2015) who observe that girls sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the

household than boys. The finding aligns with the report of Tyoakaa, Mvendaga, John and Nor (2014) who identifies religious misinterpretation, cultural practice, poverty, early marriage, illiteracy, inadequate school infrastructure as some of the factors militating against girl-child education which consequently affect their academic performance. The finding is in line with Gran (2013) who indicates that female students were more likely to be absent if their toilets at school were dirty, during menstruation and frequent absence led them to perform poorly and Manacorda (2012) argues that girls are at a greater risk of absenteeism, repetition, dropout, and have lower educational achievement than boys in upper primary school. Girls do more household work than boys which may increase non-attendance in schools for girls.

The influence of broken home on the academic performance of the girl-child in Social Studies was investigated in the fifth objective and research question of the study. From the expressed opinions on the suggested items, it was found that parents and teachers have the same views on most of the items. Their general opinion was that broken home has negative influence on the academic performance of girl-child in Social Studies at the state Junior Secondary Schools. In the test of the fifth null hypothesis, the expressed agreement with the influence was found to be significant. The null hypothesis was therefore rejected. The finding here agrees with Muthoni (2013) who reports that a recent longitudinal study found that African children in two-parent homes had significantly higher Math and reading scores and lower behavioural problems than children in single-parent homes. The finding of this study contradicts Ebong (2015) who investigates the influence of parental background on students' academic performance in WASSCE 2000-2005 Physics in Abak local government of Akwa-Ibom State, Nigeria and reports that family structure, parents' occupation and educational level of parents do not have significant influence on students' performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides a summary of the study, influence of home background on junior secondary school girl-child social studies academic performance in Kaduna State. Other parts of the chapter included the implications of the findings, conclusion, and recommendations on the findings along with recommendations for further studies on the subject.

5.1 Summary

The continued low enrollment and poor academic performance of the girl-child in spite of the various effort being made by Government at Local, State and Federal levels to improve enrollment, retention and performance cannot be overemphasized. In Kaduna State Junior Secondary Schools performance in Social Studies especially by girl is still short of expectation. To improve performance of the girl-child especially in Social Studies, all avenues must be exploited especially since studies have revealed that effective involvement of parents in the educational activities of their children will significantly enhance their academic performance. This study therefore assesses the influence of some selected home background on the academic performance of the girl-child in Social Studies at the Primary School level in Kaduna State.

To effectively carry out the investigation, two structured questionnaires were designed by the researcher and validated through face validity by researcher's supervisors and other professionals in the Department of Education at the Faculty of Education, Ahmadu Bello University, Zaria. The validated questionnaires were then pilot tested for reliability and

consistency of items within the instruments. The tested instruments were administered to a total of 84 parents and 152 teachers selected through the stratified random sampling procedure

in Giwa and Sabon Gari Educational zones of the state. The data collected were analyzed using the Statistical Package for Social Sciences (IBM version 23). Statistical procedures selected for the analysis included frequencies and percentages, means and standard deviations. The hypotheses were tested with inferential statistics. Specifically, the one sample t-test procedure was used in testing the null hypotheses at the fixed alpha level at 0.05.

The study was structured into five chapters. Chapter one gave the background of the study, statement of the problem, the objectives, research questions, and the study's hypotheses. The scope and significance of the study along with operational definitions of terms were also provided within the chapter. Chapter two consists of the conceptual review, obstacles to girl-child education and indices of home background along with a review of the related literatures to the study. In chapter three, the methodologies used for the sample selection, instrumentation, data collection and statistical methods used for the analysis of the data are stated. The statistical analysis and interpretation of the findings from the analyzed data are presented in chapter four. The chapter is made up of the description of the demographic variables of the respondents, their opinions on influence of home background on the girl-child academic performance in Social Studies. Five research questions were discussed in line with the specific objectives of the study. Five null hypotheses were tested. All the null hypotheses were rejected.

5.2 Conclusion

Based on the research findings, the study concludes that:

Family income has no significant influence on girl-child academic performance in Social Studies at the junior secondary school level in Kaduna State and the respondents

views show that family income has significant influence on girl-child academic performance in Social Studies;

Poor parental investment in education of their children has no negative influence on girl-child academic performance in Social Studies at the Junior Secondary School level in Kaduna State. Based on the respondent views, poor parental investment in education has negative influence on the girl-child academic performance in Social Studies.

Level of parents' education has no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State. The respondents view shows that parents' levels of education have significant influence on the academic performance of girl-child on Social Studies.

Household chores have no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State. Based on the respondents view, intensive involvement of girl-child in household chores has significant influence on the academic performance of girl-child in Social Studies.

Broken-home has no significant influence on the academic performance of girl-child in Social Studies in Junior Secondary Schools in Kaduna State. The respondents' views show that broken-homes has significant influence on the academic performance of girl-child in Social Studies.

5.3 Contribution to Knowledge.

This study found out that home background like family income, parents' investment in education of their children, parents' levels of educational attainment, involvement of girl-child in household chores and status of home whether broken or intact are found to have

significant influence on academic performance of girl-child in Social Studies at the Junior Secondary School level. This finding could prove useful for stake holders like the Ministry of Education, PTA and others seeking for avenues for improved performance of girls not just in Social Studies but other subjects in the Junior Secondary School in the state. The findings could further enlighten parents to serve as role model for their children by acquiring higher western education. For Curriculum planners, the finding will act as a guide in the formulation of policies on girl-child education programme.

5.4 Recommendations

Based on the findings from the analyzed data, the researcher would want to recommend as follows:

1. There is a need for parents to improve on their payment of school fees and levies as a way of encouraging the girl-child's academic performance.
2. Parents should continue to invest in their children's education since it positively contributes to their academic performance
3. There is a need for parents to always improve on their educational attainment to act as example to their children.
4. Parents should proportionally reduce the household chores performed by students such that it will not negatively influence their academic performance.
5. There is a need for effective counselling in the Junior Secondary school for the girl-child; girls from broken homes as a way of improving their academic performance in the subject.

5.5 Suggestions for Further Studies

This investigation was carried out in Kaduna State, the study could be replicated in other states of the Federation of Nigeria for improved performance in Social Studies at the Junior Secondary School level in the country.

REFERENCES

- Ada, N.A (2007). *Gender Power and Politics in Nigeria*. Aboki Publishers, Markurdi:
- Aja-okorie U. (2013) *Women Education in Nigeria: Problems and Implications for Family Role and Stability*. European scientific journal october 2013 edition vol.9, no.28 issn: 1857 – 7881 (print) e - issn 1857-
- Adewale, A.M. (2002). *Implication of Parasitic Infections on School Performance among School-age Children*. Ilorin *Journal of science education*. Vol.2pp. 78-81.
- Atayi, J. B. (2008). *Disabling Barriers to Girls' Primary Education in Aura District (Uganda) – An Intersectional Analysis*. A Research Paper presented in partial fulfillment of the requirements for obtaining the degree of Masters of Arts in Development studies.
- Amato, P. R. and Keith, B. (1991): *Parental Divorce and the Well-Being of Children: A Meta Analysis*. Psychological Bulletin, 110, 26-46.
- Audi Y. H. (2014). *An Evaluation of the Contributions of Governmental and Non-Government Organization to Girl-Child Education in Nigeria*. Unpublished Ph.d Dissertation. Ahmadu Bello Zaria.
- BELLO M J (2013) *Academic performance* by google.
- Baumeister R. F., Vohs K. D. & Tice D. M. (2007). *The Strength Model of Self-Control: Current Directions In Psychological Sciences* . 16 (6): 351–355.
- Chepcheng, M.C. and Kiboss, J.K. (2004). *Influence of family socio-economic status and Gender Students' Academic performance: A study of Baringo District Secondary Schools*, Egerton University.
- Covay E. & Carbonaro W. (2010). *After the bell: Participation in extracurricular activities, classroom behaviour, and academic achievement*. *Sociology of Education*, 83(1), 20-45. JSTOR 25677180
- Clerk G. M. & Cooke G. (2007) *A basic course in statistics*. Edward Arnold press, London
- Dauda A. D. (2014) *Effect of activity based and simulation games techniques on academic performance of junior secondary school students in Kaduna State, Nigeria*. An unpublished M.ed thesis submitted to post-graduate school, Ahmadu Bello University, Zaria

- Department for International Development (2005) Girls' education: towards a better future for all retrieved on June 13, 2017,
- Donahoo, S. (2003): Single Parenting and Children's Academic Achievement. <http://npin.org/pnews/2003/pnew303/int303a.html>.
- Donahoo, S. (2003): Single Parenting and Children's Academic Achievement. <http://npin.org/pnews/2003/pnew303/int303a.html>.
- Education, Department of Educational Foundations Department of Psychology of Education, University of South Africa (UNISA), College of Education
- Eccles, K. (2005). *Influence of Parents' Education on their children's educational attainments: The role of parents and child perception*. London Review of Education Vol.3, No.3, pp.191-204.
- Eccles J. S. & Templeton J. (2002). *Extracurricular and Other After-School Activities for Youth*. Review of Research in Education . 26 : 113–180.
- Emaikwu S. O. (2012) *fundamentals of research and statistics*. Selfers Academic press limited makurdi, benue state-nigeria
- Ebong S. T. (2005) The influence of parental background on students' academic performance in physics in WASSCE 2000 – 2005 *European Journal of Science and Mathematics Education Vol. 3, No. 1, 2015, 33-44* Department of Physics, Akwa Ibom State University, Ikot Akpaden, Mkpatt Enin, Akwa Ibom State.
- Elijah O. A. & Okoruwa V. (ND) Analysis of Child Labour and School attendance in Nigeria: The present and future implications Being a conference paper. Department of Agricultural Economics, Faculty of Agriculture and Forestry, University of Ibadan, Ibadan .Oyo State, Nigeria
- Fadeyiye, J. D. (1985): A Text of Social Studies; Socialization and Political Culture International Organization for NCE- and Undergraduates. Ibadan.
- FAWE (2001). *Gender responsive school management systems*. Nairobi: Forum for African Women Educationalists. http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf
- FAWE (2009). *Closing the Gender Gap in Education: Curbing Dropout*. Nairobi FAWE
- Federal Ministry of Education (2004, revised). National policy on education.
- Femi O. F. & Adewale A. M. (2012) The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edu Lga of Kwara State Nigeria

- Ganga, E., & Chinyoka, K. (2010). Psychological Disorders caused by Poverty among Orphans and Vulnerable Children in Child Headed Households in Zimbabwe, *Journal of Sustainable Development in Africa*, 12(4), 186-198.
- Garba J. A. (2014) Factors militating against the enrollment and retention of girl-child students in junior secondary schools in Kaduna State. Unpublished master thesis department of educational foundations and curriculum, Ahmadu Bello University, Zaria
- Grant, M., Cynthia B. L. & Barbara M. (2013). Menstruation and school absenteeism: Evidence from rural Malawi, *Comparative Education Review* 57(2): 260–284.
- Hamzat B. L., Ojonwa D, M. Chambers U. & Unico Udoka K. (2017) An Examination of Girls' Education Policies in Nigeria with focus on the Northeast. Published by CONNECTED DEVELOPMENT [CODE]
- Holcamp, G. (2009). *Researching the girls' dropout rate in Malawi. Why girls dropout of primary schools and in what way this rate can be reduced*. Master Thesis Special Education.
- Ibrahim, M.O. (2012). African Youths Fulfilling their Potentials. <http://www.moibrahimfoundation.org>. Accessed on December 13th, 2012.
- Ibekwe P. M., Alice U. & Okoro C.O. (2014) Social-Cultural Impact on Women Education and Employment in Emouha Local Government Area of Rivers State, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 5(2): 179-183
- Ishaq A. & Ali M. (2014) Non-Formal Education and the Girl-Child in Northern Nigeria: Issues and Strategies *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.5, No.37, 2014 retrieved from www.iiste.org on 13 June, 2017
- Jafaru Y.S (2015) Impact of teacher quality on the academic performance of junior secondary school students in Social Studies in katsina state Nigeria unpublished master dissertation ABU zaria Nigeria
- Jen G. (2006) The Impact of Parents' Background on their Children's Education *Educational Studies* 268: Saving Our Nation, Saving Our Schools: Public Education for Public Good. *International Journal of Academic Research in Business and Social Sciences* July 2012, Vol. 2, No. 7 ISSN: 2222-6990 published by HRMARS
- Juma S. O. (2016) Influence of parental socio-economic status on students' academic performance in public secondary schools in Tana River county, Kenya. Unpublished master thesis department of sociology of education, University of Nairobi

- Kapinga O. S. (2014) The Impact of Parental Socioeconomic Status on Students' Academic Achievement in Secondary Schools in Tanzania. *International Journal of Education* ISSN 1948-5476 2014, Vol. 6, No. 4. published by Macrothink Institute.
- Kudzai C. & Narainsamy N. (2014) Influence of Home Based Factors on the Academic Performance of Girl Learners from Poverty Stricken Families: A Case of Zimbabwe *Mediterranean Journal of Social Science* Great Zimbabwe University, Faculty of Education
- Kiki (2010). Girl-child Education in Nigeria: Why not? retrieved on 23/7/2017 at [http://www.amplifvourvoice.org/lu/kiki/2010/3/10/girl/education in Nigeria why-not](http://www.amplifvourvoice.org/lu/kiki/2010/3/10/girl/education%20in%20Nigeria%20why-not).
- Lisa Barrow and Cecilis Rouse (2006). How family background affects educational attainment. *Journal of opportunities in America*. Vol 116 no 2 pp120-130
- Muthoni k. L. (2013) Relationship between family background and academic performance of secondary schools students: a case of Siakago division, Mbeere North district, Kenya unpublished master thesis department of planning and management, University of Nairobi
- Mahoney C. R., Taylor H. A., Kanarek R. B. & Samuel P. (2005). *Effect of breakfast composition on cognitive processes in elementary school children*". *Physiology & Behaviour* . 85 (5): 635–645. doi : 10.1016/j.physbeh.2005.06.023
- Megan D. S. (2002) The Effects of Family, Social and Background Factors on Children's Educational Attainment. Unpublished Research Honors Project, Department of Economics. Illinois Wesleyan University
- Mordi, (2008). Founding Education in Nigeria: Surviving on a shoestring Budget. *TELL Magazine*, No. 44, November 3, p. 32-34.
- Manacorda, M. (2012). The cost of grade retention. *Review of Economics and Statistics*, 94 (2), 596–606.
- Mansory, A. (2007), *Drop out Study in Basic Education Level of Schools in Afghanistan, Kabul*: Swedish committee for Afghanistan. www.nzdl.org/gsd/mod
- Nigeria UNICEF Country Office 2007. Girls Education. Available at [www.unicef.org/.../WCARO-Nigeria-Factsheets-Girls Education. pdf](http://www.unicef.org/.../WCARO-Nigeria-Factsheets-Girls%20Education.pdf)
- National School Census (2006). Federal Ministry of Education Statistics and Planning Unit, National Policy on Education (NPE, 2004).
- National Population Commission Nigeria. Nigeria DHS EdData Survey 2004: Education Data for Decision-Making

- Nmadu G., Solomon A., Olugbenga O., Vehcit D., Binta A., & Mairo M. (2010) Girl Child Education: Rising to the Challenge *African Journal of Reproductive Health Sept. (Special Issue); 14(3): 107) e-ISSN: 2320-7388, p-ISSN: 2320-737X Volume 4, Issue 4 Ver. IV (Jul-Aug. 2014), PP 01-05 www.iosrjournals.org www.iosrjournals.org 1 | Page*
- Obanya O. (2003). Education of Women and Girls; Selected Readings; EDS Publication
- Obinaju, Q.I. (2014). Gender Issues in teaching as profession, University Trust Publishers Enugu
- Ocho, L.O. (2005). Issues and Concerns in Education and Life. Enugu: Institute of Development Studies, University of Nigeria, Nsukka P.24.
- Offorma, G.C. (2009). Girl-child Education in Africa. Keynote Address presented at the Conference of University WOMWNE of Africa Held in Lagos, Nigeria.
- Okeke, E.A., Nzewi, U.M. and Ujoku, z (2008). Tracking School Age Children's Education Status in UNICEF A-Field States. Enugu UNICEF
- Okemwa K. H. (2014) Influence of parental socio-economic status on pupil's academic performance at Kenya certificate of primary education in Kiamokama division of Kisii county. Unpublished master thesis department of education, University of Nairobi
- Omede A. A. & Agahiu G. E. (2016) The Implications of Girl-Child Education to Nation Building in the 21st Century in Nigeria *Global Journal of Human-Social Science: Linguistics & Education* Volume 16 Issue 3 Version 1.0 Year 2016. Publisher: Global Journals Inc. (USA)
- Oguta O. G. (2013) factors affecting participation of the girl-child in secondary school education in Migori district, Migori County, Kenya. Unpublished master thesis from department of educational administration, University of Nairobi
- Ogunsola O. K., Osulale K. A. & Ojo A. O. (2014) Parental and Related Factors Affecting Students' Academic Achievement in Oyo State, Nigeria. *International Journal of Social, Behavioural, Educational, Economic, Business and Industrial Engineering* Vol:8, No:9, 2014 published by World Academy of Science, Engineering and Technology
- Offorma, G. C. (2009). *Girl-child education in Africa*. Keynote address presented at the Conference of the Federation of the University Women of Africa held in Lagos-Nigeria. July, 2009.
- Ololobou Y.P.S [2004] concepts for Social Studies education

- Okenmor, G.A, Ndit, J.N. and Filshok, M.A (2012).The role of women education in conflict resolution and peace building in the present political dispensation in Nigeria *Journal of Women in Colleges of Education* 16 (2) p 71-77.
- Shahidu S. M. & Zehadul karim A. H. M. (2015) Factors Contributing to School Dropout Among the Girls: a Review of Literature *European Journal of Research and Reflection in Educational Sciences* Vol. 3 No. 2, 2015 ISSN 2056-5852 Progressive Academic Publishing, UK Page 25 www.idpublications.org
- Simbin A. T. & Aluko Y. A. (ND) Implications of Early Marriage on girl's education in Northern Nigeria: Options for policy making
- Stephen J. (2002) *Applied multivariate statistics for social science*. N. J: Erinburn, Hillsdale
- Tanko A. A. (2014) Effect of enquiry teaching method on the academic performance of junior secondary school students in Social Studies in Kaduna central zone. Unpublished master thesis department of Art and social science education, Ahmadu Bello
- Tyoakaa L., Mvendaga A., John I. & Nor A. (2014) Problems and Challenges of Girl-Child Education in Nigeria: The Situation of Kalgo Local Government Area (L.G.A) Of Kebbi State. *IOSR Journal of Research & Method in Education (IOSR-JRME)* Government Science & Technical College Bunza, Kebbi State-Nigeria.
- The PROBE Team (1999). *Public Report on Basic Education in India*. The PROBE Team. New Delhi: Oxford University Press.
www.manushiindia.org/pdfs_issues/...03/9.%20Book%20Review.pdf
- UNESCO (2002). Gender Equality in Basic Education, Paris, UNESCO
- UNESCO (2005) education and training of women and the girl-child Online discussion for the review of beijing+10 (unesco/unicef)
- Ugwu, A.B.C (2001). Education for Special Target Groups Emene, Enugu: Fred-Ogah Publishers.
- United Nations Children Education Fund (UNICEF) Factors Sheet (2007). Accessed on 1/1/2018 at <http://www.unicef.org/wcaro/wcaro> Nigeria Fact Sheets Girl Education pdf.
- Wilson, William Julius (1987) *The Truly Disadvantaged*. Chicago: The University of Chicago Press,
- Yusuf M. R. (2016) Evaluation of the Role Performance of Governmental and Non-Governmental Organizations on Enrollment and Retention of Girl-Child Education In Secondary Schools In Kaduna State, Nigeria. Unpublished Master thesis. Department of foundations and curriculum, Ahmadu Bello University, Zaria.

APPENDIX I
INTRODUCTION LETTER

Curriculum and instruction section
Department of education foundation
Faculty of education
Ahmadu Bello University, Zaria

Dear respondents/students,

REQUEST TO ANSWER RESEARCH QUESTIONS

I am a postgraduate student of the above school and department carrying out research thesis titled “Influence of Home Background on junior secondary school Girl-Child Social Studies academic performance in Kaduna State, Nigeria”.

Please I need your support in answering the questions appropriately. The data collected through this research instrument shall be treated confidently and applied only for the purpose of this research work.

Thanks for your cooperation

Yours sincerely

Rahane Dankani Sani
P15EDFC8079
08036423133

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

SECTION A

Instruction: please tick (☐) in the appropriate box for each of the item below

1. **Gender of the respondents:** Male (☐), Female (☐)
2. **Age bracket of the respondents:** 25-35 (☐), 36-45 (☐), 46-50 (☐) 51 and above (☐)
3. **Educational Qualification:** Teachers' Grade II (☐); SSCE (☐); NCE (☐); Diploma (☐); B.Sc. Ed (☐); B.Ed (☐); M.Ed (☐); Others (☐)
4. **Years of teaching experience:** 2-5 (☐), 6-15 (☐), 16-25 (☐), 26 and above (☐)
5. **Marital status:** Single (☐), Married (☐), Widow (☐), Divorced (☐)
Separated (☐)

Keys:

SA = Strongly Agreed

A = Agreed

D = Disagreed

AD = Strongly Disagreed

**SECTION B: How family incomes influence junior secondary schools girl-child
social studies academic performance in Kaduna State, Nigeria?**

S/N	ITEMS	SA	A	D	SD
1	Family incomes influence girl-child's academic performance in Social Studies positively in my school				
2	Girl-child with high family incomes would be able to meet adequately the requirement for better academic performance in Social Studies				
3	Girl-child from wealthy family generally have higher interest in teaching and learning of Social Studies in my school				
4	Academic performance of girl-child in Social Studies have no relevance to the income level of the family				
5	Social Studies lessons have enhancing interest for girls in my school				
6	Girls are generally more interested in Social Studies than boys in my school				

**SECTION C: To what extent poor parents' investment in education influences
junior secondary schools girl-child social studies academic performance in Kaduna
State, Nigeria?**

S/N	ITEMS	SA	A	D	SD
7	Parental involvement in provision of instructional materials influences academic performance of girl-child in Social Studies positively in my school				
8	Parental prompt payment of school fees and levies influences academic performance of girl-child in Social Studies in my school				
9	Parental involvement in provision of facilities school uniform and sport wears motivates girl-child participation in the class				
10	Parental participation and volunteering for schools' activities enhances girl-child academic performance in the school				
11	Available learning materials provided by parents influence girl-child academic performance in my school				

SECTION D: How parents' level of education influences junior secondary schools girl-child social studies academic performance in Kaduna State, Nigeria?

S/N	ITEMS	S A	A	D	S D
12	Parents' level of education influences girl-child academic performance in Social Studies positively in my school				
13	Parents who have better literacy level put more effort in motivating their girl-child academic performance in Social Studies in my school				
14	The girl-child's parents with high level of education perform better in Social Studies in my school				
15	Educated parents contribute more to their girl child academic performance				
16	Girl-child who is always assisted by parents at home performs better in Social Studies in my school				
17	Girl-child who receives no educational assistance by parents at home performs better in Social Studies in my school				

SECTION E: What is the influence of household work on junior secondary schools girl-child social studies academic performance in Kaduna State, Nigeria?

S/N	ITEMS	SA	A	D	SD
18	Girls who spend most of their time on household work find it difficult to meet academic requirement in my school				
19	Too much household work influences Girl-child's academic performance in Social Studies negatively in my school				
20	Most girls who were heavily involve in household work are not interested very much in their class assignments				
21	Involvement of girls in household chores do not affect their school homework assignment				
22	Girl-child with much household chores do not encouraged teacher with their performance in Social Studies in my school				

SECTION F: How broken home influences junior secondary schools girl-child social studies academic performance in Kaduna State, Nigeria?

S//N	ITEMS	SA	A	D	SD
23	Broken home experience influences the academic performance of girl-child in Social Studies positively in my school				
24	Girls from broken home do not pay attention to class assignment in the class most of the time				
25	Homework given to girl-child from broken home are mostly not done which negatively affects their performance in my school				
26	Girl-child from broken home spend their time in the class moody instead of following progress of lesson in the class				
27	Broken home experience is disadvantageous to girl-child academic performance in Social Studies				

APPENDIX III

QUESTIONNAIRE FOR PARENTS

SECTION A

Instruction: please tick (☒) in the appropriate box for each of the item below

1. **Gender of the respondents:** Male (), Female ()
2. **Age bracket of the respondents:** 25-35 (), 36-45 (), 46-50 () 51 and above ()
3. **Educational Qualification:** None (), Teachers' Grade II (); SSCE (); NCE (); Diploma (); B.Sc. Ed (); B.Ed (); M.Ed (); Others ()
4. **Marital status:** Single (), Married (), Widow (), Divorced ()
Separated ()
5. **Number of siblings:** None (), 1-3 (), 4-8 (), 9-15 (), 16 and above ()
6. **Number of girls among siblings:** _____
7. **How many of the girls are in school:** _____
8. **Number of Wives:** 1 (), 2 (), 3 (), 4 ()
9. **Occupation:** Unemployed (), Civil Servant (), Artisan (), Others ()
10. **Income:** <18000 (), 18000 – 30000 (), >30000 ()
11. **Location:** Urban (), Rural ()

Keys:

SA = Strongly Agreed

A = Agreed

D = Disagreed

AD = Strongly Disagreed

Item one: How Family Incomes Influence Junior Secondary school Girl-Child

Social Studies Academic Performance in Kaduna State, Nigeria?

S/N	ITEMS	SA	A	D	SD
1	Family incomes influence girl-child's academic performance in Social Studies positively in my school				
2	Girl-child with high family incomes would be able to meet adequately the requirement for better academic performance in Social Studies				
3	Girl-child from wealthy family generally have higher interest in teaching and learning of Social Studies in my school				
4	Academic performance of girl-child in Social Studies have no relevance to the income level of the family				
5	Social Studies lessons have enhancing interest for girls in my school				
6	Girls are generally more interested in Social Studies than boys in my school				

SECTION C: To what extent poor parents' investment in education influences Junior Secondary school Girl-Child Social Studies Academic Performance in Kaduna State, Nigeria?

S/N	ITEMS	SA	A	D	SD
7	Parental involvement in provision of instructional materials influences academic performance of girl-child in Social Studies positively in my school				
8	Parental prompt payment of school fees and levies influences academic performance of girl-child in Social Studies in my school				
9	Parental involvement in provision of facilities school uniform and sport wears motivates girl-child participation in the class				
10	Parental participation and volunteering for schools' activities enhances girl-child academic performance in the school				
11	Available learning materials provided by parents influence girl-child academic performance in my school				

SECTION D: How parents' level of education influences Junior Secondary school Girl-Child Social Studies Academic Performance in Kaduna State, Nigeria?

S/N	ITEMS	S A	A	D	S D
12	Parents' level of education influences girl-child academic performance in Social Studies positively in my school				
13	Parents who have better literacy level put more effort in motivating their girl-child academic performance in Social Studies in my school				
14	The girl-child's parents with high level of education perform better in Social Studies in my school				
15	Educated parents contribute more to their girl child academic performance				
16	Girl-child who is always assisted by parents at home performs better in Social Studies in my school				
17	Girl-child who receives no educational assistance by parents at home performs better in Social Studies in my school				

SECTION E: What is the influence of household work on Junior Secondary school Girl-Child Social Studies Academic Performance in Kaduna State, Nigeria?

S/N	ITEMS	SA	A	D	SD
18	Girls who spend most of their time on household work find it difficult to meet academic requirement in my school				
19	Too much household work influences Girl-child's academic performance in Social Studies negatively in my school				
20	Most girls who were heavily involve in household work are not interested very much in their class assignments				
21	Involvement of girls in household chores do not affect their school homework assignment				
22	Girl-child with much household chores do not encouraged teacher with their performance in Social Studies in my school				

SECTION F: How broken home influences Junior Secondary school Girl-Child

Social Studies Academic Performance in Kaduna State, Nigeria?

S//N	ITEMS	SA	A	D	SD
23	Broken home experience influences the academic performance of girl-child in Social Studies positively in my school				
25	Girls from broken home do not pay attention to class assignment in the class most of the time				
27	Homework given to girl-child from broken home are mostly not done which negatively affects their performance in my school				
	Girl-child from broken home spend their time in the class moody instead of following progress of lesson in the class				
	Broken home experience is disadvantageous to girl-child academic performance in Social Studies				

APPENDIX V

TABLE 3.3.1: Population distribution of male and female Social Studies students of public schools in Giwa zone

S/N	School	male students pop.	Female students pop.	Pop. Of students
1	GJSS Basawa	323	157	480
2	GJSS Sakadadi	296	128	422
3	GJSS Hunkuyi	305	131	439
4	GJSS Kudan	232	122	354
5	GJSS Dokan Kudan	220	105	325
6	GJSS Wazarta	240	55	295
7	GJSS Yan Sarki	90	35	125
8	GJSS Kauran Wali	190	59	249
9	GJSS Kidandan	305	110	415
10	GJSS Taban Sani	160	45	205
11	GJSS Kwangila	392	193	585
12	GGJSS Samaru	----	303	303
13	GJSS Bomo	383	188	571
14	GJSS Jama'a	361	146	507
15	GJSS Shika	294	102	396
16	GJSS Maraban Guga	155	102	257
17	GJSS Danmahawayi	110	76	186
18	GJSS Giwa	394	201	594
19	Dr. Shehu Lawal Giwa	----	363	363
20	GSS Gangara	203	150	353
21	GJSS Yakawada	207	120	327
22	GJSS Kaya	309	161	470
23	GJSS Galadimawa	206	90	296
24	GJSS Fatika	106	56	162
25	GJSS Iyatawa	170	49	219
26	GJSS Kakangi	195	63	258
Total		5846	3292	9156

