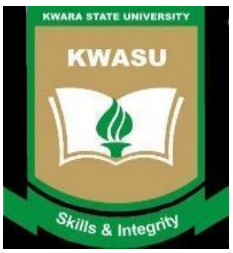


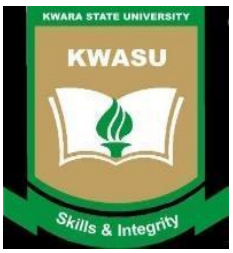
KWARA STATE UNIVERSITY MALETE, NIGERIA

SCHOOL OF POSTGRADUATE STUDIES (SPGS)

PARENTAL SOCIO-ECONOMIC STATUS AND LEARNING ENVIRONMENT AS PREDICTORS OF STUDENTS ACADEMIC PERFORMANCE IN KWARA STATE SECONDARY SCHOOLS NIGERIA

Elizabeth Omolara ADEYEMI
18/27/MEM001

August, 2022



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PARENTAL SOCIO-ECONOMIC STATUS AND LEARNING ENVIRONMENT AS PREDICTORS OF STUDENTS ACADEMIC PERFORMANCE IN KWARA STATE SECONDARY SCHOOLS, NIGERIA

A RESEARCH WORK SUBMITTED

BY
Elizabeth Omolara ADEYEMI
18/27/MEM001

In Partial Fulfillment of the Requirements for the Award of Master Degree in Educational Management and Leadership

DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION,
KWARA STATE UNIVERSITY, MALETE NIGERIA

August 2022

DECLARATION

I hereby declare that this thesis Titled Parental Socio-Economic Status and Learning Environment as Predictors of Students' Academic Performance in Kwara State Secondary Schools, Nigeria is a record of my research. It has neither been presented nor accepted in my previous application for a higher degree.

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ELIZABETH OMOLARA ADEYEMI **Signature/Date**

APPROVAL

This is to certify that this thesis by Elizabeth Omolara Adeyemi has been read and approved as meeting the requirement of the Faculty of Education for the award of the degree Masters in Educational Management and Leadership in the Educational Management Department

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DEDICATION

This research work is dedicated to the Almighty God, the creator of men.

ACKNOWLEDGEMENTS

Researcher's sincere appreciation goes to the Almighty God, creator of all things, who granted me strength, wisdom, and grace to attain this goal in my educational career, despite all odds. I sincerely appreciate my supervisors, Prof Titi Oladunjoye and Dr. S.O Afolabi for their untiring assitance towards the completion of this study. I appreciate them for their willingness and valuable contributions rendered without which this study would not have been completed. My profound gratitude goes to the Dean of the Faculty of Education, Prof T. A Umoru for his fatherly role in the completion of this project.

The researcher is also indebted to my lecturers who have spared their time to go through this research work Dr. J.S Mamman, and Dr. U.T Saadu. Special thanks go to my fathers and mothers in the Department, Dr. O.G Olorisade, PG coordinator Mrs Alao Olubisayo, Dr Mrs Susaade Ahmed , Dr. L.F Ademiluyi, and other lecturers and staff in the Faculty of Education, Kwara State University Malete, for their invaluable contributions and direction at various levels of this work and entire academic program. My appreciation goes to the Dean of School of Postgraduate Studies, Prof Hamzat Ishola Abdulraheem. I am grateful to you all.

The researcher is also most grateful to the entire University for giving the researcher an enabling environment to study and for the value-added to her career. Her appreciation also goes to Prof and Mrs Olawale Moshood Aliyu for their kind gesture toward my study. This appreciation will be incomplete without recognizing the support of her loving husband Mr. Banjo Akure, her sister Mrs. Korede Bashorun and her parents, Pastor and Pastor Mrs. Mike Adeyemi for their supports and understanding shown throughout the period of this study. The researcher cannot but appreciate her colleagues in the Department. Lastly, the researcher appreciates the assistance of research assistants used in all the sample schools, teachers, and parents who took the time to respond to her questionnaire, as well as the authors and publishers referenced in this study. Thank you all, God bless you.

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Abstract

Poor performance in Kwara state secondary schools might be as a result of inappropriate learning environment and factors contributing to financial level of the parents. This study examined the parental socio-economic status and learning environment as predictors of students' academic performance in Kwara state secondary schools. Four specific purposes, research questions and hypotheses were formulated to guide the study. Conflict theory and experimental learning theory were used in the study. Descriptive design of correlational type was adopted for the study. The population of the study comprised of 40,161 SS 11 students. A sample of 401 students and 278 parents respectively made up the 679 respondents selected using stratified random sampling techniques. Parental socio-economic status and learning environment questionnaire (PSSLEQ) and students' academic performance proforma (SAPP) were used to collect data for the study. Questionnaire was validated with reliability coefficient of 0.92. Mean and standard deviation were used to analyze the data collected to answer the research questions while Regression Analysis was used to test the hypotheses at 0.05 level of significance. The findings revealed that parental educational qualification does not significantly predict academic performance of students in secondary schools (Majority of the parents qualification is National Diploma), Parental income does not significantly predict academic performance of students in secondary schools, (majority 68.8% parent's income range between 20,000 to 50,000) physical facilities predict students' academic performance in Kwara state secondary schools.(Mean =3.23, SD= 1.00), Instructional materials predict students academic performance in Kwara State secondary schools (Mean = 3.19, SD = 0.98). Based on the findings, it was concluded that parental socio-economic status does not significantly predict students' academic performance while learning environment significantly predicted students' academic performance in secondary schools. The implication of the study is *geared at helping educational managers to make more appropriate and data-driven decisions to achieve set goals by sensitizing parents, teachers, government and policy makers. It was recommended that irrespective of parental socio- economic status parents should be responsible for their child's education.Government in collaboration with ministry of education should work together in providing facilities and equipment needed in classrooms to enable students perform excellently in their examinations.*

CHAPTER ONE

INTRODUCTION

Background to the Study

Education in any nation is believed to be genuine machinery for growing a country. This is apparent because of the responsibilities of literate people in the growth of science, social-economic and political structure to improve the person, and families and make the society an conducive place to live. In the approach of these values , education today must equip the children as a matured person to perform effectively in the later future which cannot be achieved except adequate school facilities are provided. According to Osokoya (2009), education helps to improve security, health, prosperity and ecological balance in the world.

Education, either formal or conventional, exists in every community. The autobiography of parental status, learning environment, learning facilities, and socio-economic status could be traced to the period of the formal system of education. It also transforms with the system of education, although, some other resources such as capital and human resources are required. Over time, enrollment in secondary education has improved, after a series of educational programs being introduced, one of which is the Universal Basic Education (UBE) scheme.

Socio-economic status (SES) is often determined as a combination of education, income, and occupation. It is frequently conceptualized as the social status or class of an individual or group. Low socioeconomic status and its coordinates, such as lower education, poverty, and poor health, eventually affect our entire societies. Research reveals that children from low social-economic status (SES) families and communities achieve academic skills more slowly compared to children from the higher socio-economic status group. Aiken and

Barbarin (2008) noted that the school system in low social-economic status communities is usually under resources and has negatively affected students' academic progress. Families from low social-economic status communities are less prone to have the financial resource or time available to equip their children with academic support.

However, the issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers, and students. The standard of education not only depends on the teachers as reflected in the performance of their duties but also on the effective coordination of the learning environment. A learning environment that includes instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, accessories planning, the teachers as well as the students themselves , are essential in the teaching-learning process.

The scope to which students learning could be improved depends on their location within the school compound, the structure of their classroom, accessibility of infrastructural facilities and equipment. It is regarded that a well-planned school will gear up accepted outcomes of education that will accelerate good social, political, and economic emancipation, effective teaching and learning process, and academic performance of the students. Williams, Persaud, and Turner (2008). Affirmed that a secure and orderly classroom environment (an aspect of instructional space), and school facilities (accessories) were significantly related to students' academic performance in schools. Also, a comfortable and caring environment among other treatments helped to contribute to students` academic performance. The physical characteristics of the school have a mixture of effects on teachers, students, and the learning process. Inadequate power supply, noise, high levels of carbon dioxide in classrooms, and unpredictable temperatures make teaching and learning problematic. Poor maintenance and inadequate ventilation systems lead to poor health among students as well as teachers, and this results in poor performance and higher absentee rates.

Parental educational qualification shows a prevailing role in student‘s academic performance. This was the view of Musgrave (2013) that a child that comes from an educated home would like to pursue the steps of his or her family and by this, works actively in his/her studies. He added that parents who had more than a minimum level of education are expected to have a favored approach to the child‘s education and to support and help their children in school work. He furthermore said that educated parents support their children by providing some reading materials such as newspapers, magazines, and journals to boost the reading habit of their children. They are likely to have a broad vocabulary by which the children can succeed and cultivate language fluency.

Parents are the first teachers of their children. In light of this, parental education influences students’ academic performance. Ahmad (2013) suggested that children from families where parents have less education tend to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children which in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

The kind of mental difficulty to which a child is exposed at various periods is likely to determine the kind of mental abilities which he/she displays. Mullis (2002) noted that educated parents stake many supportive steps to assist their children, including the following: they can encourage students to pursue advanced course work, invest a significant amount of time in their children's homework, and devote more time to reading their work than to watch television. An interest in reading and learning can be encouraged by reading aloud to children; holding family conversation about reading materials, school work, and current events, and encouraging regular trips to the library to gather more

knowledge about inspiring topics. Parents' level of education has been regarded as a predictor of children's academic achievement. Research proposed that, rather than having a direct association with children's academic achievement, parents' level of education is part of a greater constellation of psychological and sociological variables affecting children's school development.

Sentamu (2013) argued that rural and urban families where parents were uneducated or had insufficient education do consider home study for their children a priority. He stressed that uneducated families do not foster a study culture in their children since the parents themselves do not attend a school or the education they received was insufficient to create experience. These imbalance in home literacy activities are likely to be in the performance of their wards.

Kainuwa (2013) stated that the level of education impacts parents' knowledge, beliefs, values, and goals about children so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher socio-economic status and high levels of education may improve parents' facility at participating in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies beneficial to children's school success. According to Saifi and Mehmood (2011),educational attainment corresponds to the SES because it is a cross-cutting phenomenon for all personality. An individual's educational attainment is believed to be the benchmark for his overall accomplishment in life, reflected through his grades or degree. Education is one of the factors that can influence parental socioeconomic status. Goni and Bello (2016) stated that parents with a high level of education are most likely to participate in activities that would improve the intellectual potentials of their children and pave the way for the children to perform satisfactorily in school. From the

statement above, educated parents are most likely to give their children the necessary academic foundations at home. Where it will help them behave well in school, also highly educated parents, have knowledge of the necessity of high-quality reading materials and nutrition to provide for their children to facilitate them to perform well in school. Kapinga (2014) said that parents who has gotten to a certain level of education had the capability to support children in doing school-given homework. The findings also specify that parents who reached secondary education or higher education level knew the need of buying books, models, and maps for their children. So educated parents tend to encourage their children in matters related to schooling and support them academically.

According to Farombi, (2009), instructional materials include books, audio-visual, software, and hardware of educational technology. He further opines that the availability, adequacy, and relevance of instructional materials in classrooms can influence quality teaching, which can have a positive effect on students' learning and academic performance. The insight from Farombi on linking instructional resources to students' academic performance is critical in the provision of quality education.

Physical facilities in the school setting go a long way to inspire students to learn. Physical facilities in any school system include school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, and learning materials to other infrastructures that would likely motivate students towards learning. Experience has revealed that most of the physical facilities that are relevant to effective learning and academic performance of students appear not to be sufficient in our public secondary schools today. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions.

The learning environment is composed of some components that impact the student's learning curve. These components according to Balog (2018) include; people; teaching materials, technical tools, and learning resources; curriculum, training, and instruction, and physical environment/learning space. The people are the individuals that affect the student directly or indirectly through connections or relationships which can contribute to students' growth and success in their careers aspect. The teaching materials, technical tools, and learning resources are the teaching materials, highly advanced tools or other instructional resources that are aligned with the curriculum as a part of student learning support. The curriculum, training, and instruction are the core foundations of the learning process; they influence one another and play vital roles to facilitate the flow of knowledge and delivery of instructional content/curriculum. The physical environment/learning space refers to the physical setting of the learner's environment which should evoke positive responses and hold the interests of those who inhabit it.

It is on this ground that this study examines the connection between parental socioeconomic status, learning environment, and academic performance of secondary school students in external examinations in Kwara State, Nigeria.

Statement of the Problem

The poor performance of students in examination bodies like the West Africa Examination Council (WAEC), is definitely of great concern to the parents, teachers, Government, and the society at large. It is noted that students' performance at the public secondary schools may not be guaranteed where instructional spaces such as classrooms, libraries, technical workshops, and laboratories are structurally defective. Also, it is widely recognized that if students are to maximize their academic performance at school, they would need the full support of their parents.

It has been observed that there is a persistent poor performance of students in internal and external examinations going by the bodies such as West Africa Examination Council (WAEC), National Examination Council (NECO), and Joint Admission Matriculation Board (JAMB) which has resulted in schools getting involved in examination malpractices, with indiscipline becoming rampant in the society. This poor performance is likely to be caused by the social-economic background of the family. Also, these problems seem associated with the nature of the learning environment of schools, such as physical infrastructure, library, laboratory instructional materials, and classrooms. Thus, the degree of parental participation is a significant indicator of the quality of schooling . However, little is known about parental involvement and the extent to which it has influenced the academic achievement of the students in Kwara State.

Also, a clear observation shows that there has been persistent failure rate in West African Examination Council (WAEC) from 2014- 2018. (Ministry of Education Kwara state. In the year 2014 total number of 33,428 students enrolled for WAEC and in the year 2018 total number of 35,380 students enrolled. The percentage failure between the years ranged from 35.96 to 49.24 respectively. At this percentage of failure there is urgent need to address such problem before it becomes a central issue to all and sundry. Hence, it becomes imperative to investigate the parental socio-economic status and learning environment as predictors of student's academic performance in Kwara state secondary schools.

Purpose of the Study

The main purpose of the study is to investigate the parental socio-economic status and learning environment as predictors of students' academic performance student in Kwara State secondary schools. Specifically, the study examined:

1.Parental educational qualification as a predictor of students 'academic performance in secondary school.

2. Parental income as a predictor of students' academic performance of secondary school.

3. Physical facilities as predictors of students' academic performance in secondary school.

4. Instructional materials as predictors of the students' academic performance.

Research Questions

The following research questions were raised for the study:

1.What is the level of educational qualification of parents of secondary school students in Kwara State secondary schools?

2. What is the level of parents' income of secondary school students in Kwara State secondary schools?

3. What is the level of utilization of physical facilities in Kwara State secondary schools?

4. What is the level of utilization of Instructional materials in Kwara State secondary schools?

5. What is the level of student's academic performance in Kwara State secondary schools?

Research Hypotheses

The following hypotheses are formulated and tested at 0.05 level of significance

Main Ho: Socio-economic status and learning environment do not significantly predict students' academic performance in secondary schools.

Ho_1: Educational qualification of parents does not significantly predict the academic performance of students in Secondary Schools.

Ho_2: Parental income level does not significantly predict the academic performance of students in Secondary Schools.

Ho_3: Physical facilities utilization do not significantly predict the academic performance of students in Secondary Schools.

Ho_4: Instructional materials utilization do not significantly predict the academic performance of students in Secondary Schools.

Significance of the Study

Findings of this study when published in reputable journals are expected to be of benefit to parents, teachers, school administrators, government, educational planners, educational managers, and researchers to reflect upon various factors that help students in achieving their academic goals.

The finding would help the government, parents, and teachers to understand the importance of the learning environment and parents' involvement in order to make necessary provisions towards improving the academic performance of students on how buildings, infrastructure, instructional materials, and school location affect students' performance in schools and how to effectively and efficiently work towards improving the academic performance of students.

In addition, findings of this study are expected to be of use to curriculum planners and counselors in guiding students accordingly. It also hopes to provide an additional

stock of secondary school data to stakeholders in the educational system who might find it relevant and useful in their research. The result of this study will be useful to the Ministry of Education by providing a relevant database to the government in funding and provision of sufficient materials, tools, and equipment for effective implementation to enhance the academic performance of the students.

Finally, the result of this finding hopes to fill the gap in knowledge and provide possible solutions to some of the practical and theoretical problems in students' academic performance in secondary schools.

Delimitation of The Study

The study mainly focused on the parental socio-economic status and learning environment as predictors of students' academic performance in Kwara State public secondary schools. The content area covers instructional material, physical facilities, educational qualifications of parents, and parental income. The study was delimited to parents and students of public senior secondary schools in the study area. The study focused on SS11 students. Also, the study focused on 2016-2021 West Africa Examination Council (WAEC) results. The choice of the content is to know their contribution to the learning and academic performance of secondary school students in external examinations in Kwara State.

Operational Definition of Terms

The following terms are operationally defined:

Parent: A father or mother who caters to the necessities of the students at home.

Academic Performance: It is measured by the scores or grades the students get in West African School Certificate Examination (WAEC).

Learning Environment: This refers to a space in which students feel safe and supported in their pursuits of knowledge, measured by physical locations and instructional materials used in class.

Learning Facilities: These are the facilities provided for students to develop their full potential including buildings, fixtures, and equipment necessary for the effective and efficient operation programs of education, classrooms, libraries, and laboratories.

Socio-Economic Status: Is considered as the level of income, educational level, of students' parents.

Physical Facilities: Facilities that are available to facilitate student performance include classroom desks, chairs, staff room, chairs, laboratory equipment, workshop, instructional materials, sports equipment, and pitch.

Instructional Materials: These are the devices**,** and collection of materials including animate and inanimate objects that a teacher uses in teaching and learning situations to help achieve desired learning objectives. This includes textbooks, chalkboards, computers and calculators.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is devoted to the review of related literature with regard to the study.To this end, the review of literature is carried out under the following subheadings:

Theoretical Framework

Conflict Theory by Karl Marx(1983)

Experimental Theory by Kolb (1984)

Conceptual Review

Parental Socio - Economic Status and Its Classification

Parental Level of Income

Parents Educational Qualification

Students' Academic Performance

learning Environment

Instructional Materials and Student's Academic Performance

Physical Facilities and Students' Academic Performance

Students Academic Performance

Review of Related Empirical Studies

Appraisal of Literature Reviewed

Conflict Theory by Karl Marx(1983)

This theory was purported by Karl Marx, is a theory that society is in a state of perpetual conflict because of competition for limited resources. Conflict theory holds that social order is maintained by domination and power, rather than by consensus and conformity. According to conflict theory, those with wealth and power try to hold on to it by any means possible, chiefly by suppressing the poor and powerless. A basic premise of conflict theory is that individuals and groups within society will work to try to increase their own wealth and power.

Conflict theory has been used to describe a wide range of social phenomena, including wars, revolutions, poverty, discrimination, and domestic violence. It attributes most of the vital developments in human history, such as democracy and civil rights, to capitalistic attempts to control the masses (as opposed to a desire for social order). Central tenets of conflict theory are the concepts of social inequality, the division of resources, and the conflicts that exist between diverse socioeconomic classes. Many types of societal conflicts during history can be described using the central tenets of conflict theory. Some theorists, including Marx, believe that societal conflict is the force that eventually drives change and development in society. Marx's version of conflict theory focused on the conflict between two primary classes which comprises of a group of people bound by mutual interests and a certain degree of property ownership. Marx theorized about the bourgeoisie, a group of people that are regarded members of society who hold the majority of the wealth and means. The proletariat is the other group: it includes those considered working-class or poor.

The conflict theory is correlated to this study because it focuses on views of social and economic institutions as tools of the struggle between classes used to sustain inequality and dominance of the ruling class, it also distinguishes the difference between the working class and the poor. The theory explains that in the society there are different groups and classes. Conflict theory admits that income and individuals are not equal giving room for high class and low class in the society. It is on this note that the study makes use of conflict theory.

Experimental learning theory by Kolb (1984)

The experiential learning classroom environment described by Kolb (1984) may provide an opportunity for consciously reflecting on the thoughts, emotions and behavioral actions and transforming them. Accordingly, can be designed for group learning to provide social learning and stimulate the social brain; turning break spaces into social area for conversation. Classroom design may have flexible properties and allow for multiple choices of instruction and learning. Experiential learning can take place inside in the classrooms and outdoors (Beard and Wilson, 2006). The experimental learning theory is relevant to this study, because the importance of instructional materials in the classroom and the relevance to the students is very important and it determine the outcome in and out of the school thereby affecting the performance.

Conceptual Review

Parental Socio-Economic Status and its classification

Socio-economic status is the level or grade to which a man or a family can tolerate and maintain the members of his family economically and the level of his suitability in society. A family's socioeconomic status is based on family income, parental education

level, parental occupation, and social standing in the community (such as contacts within the community, group associations, and the community's perception of the family). Demarest, Reiser, Anderson, Humphrey, Farquhar, and Stein (1993) stated that those families who sustained high socio-economic status often had more success in founding their young children for school as they typically had access to a wide range of resources to encourage and support young children's development. Also, such families have easy approach to information regarding their children's health, as well as social, emotional, and cognitive development.

Socio-economic status is the mixture of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational level, and occupational status. Furthermore, Considine and Zappala (2002) described Social Economic Status (SES) as a person‘s overall social position to which attainments in both the social and economic domains contribute. They intensified that socio-economic status is bound by an individual ‘s achievements in education, employment, occupational status, and income. In this study socio-economic status (SES) is categorized by parental social standing, parental education, and parental occupation. School location is the area or environment where schools are located. Researchers and stakeholders in the education activity have in the recent past acknowledged several factors such as the causes of poor performance of students in public examinations. Among such factors acknowledged are the poor location of the school, home-school distance, and non-conducive environment among others (Adepoju, Adeboyeje, Olaniyi & Adepoju, 2003). In an attempt to guarantee that their children perform well in the SSCE and consequently, gain admission to universities of their choice, some parents and guardians made a particular choice of the type of secondary school they want for their children not minding the location and the cost effect of the school chosen.

However, the allocation of secondary schools in both urban and rural areas (urban-rural dichotomy) may have serious effect for the private cost and academic performance of the students. For example, secondary schools should be organized in such a way that students living in all parts of a state can have inexpensive means of transportation and easy accessibility. In order to reduce the private cost, school size has to be connected to students 'potential population within different societies or regions. The establishment of nearby schools will undoubtedly help to expand the enrolment rate and bridge the gap of educational differences within the State.

It is widely believed that the socio-economic status of parents can contribute significantly to student success at the social and economic status of parents can contribute significantly to student success at educational institutes. Families from the low socio-economic status group are less likely to have economic resources or time available to provide due academic support to their children. Existing literature in this field suggests that the children's initial reading capability is largely associated with the home literacy surroundings, and the number of books owned and aren't suffering (Barbarin & Aikens, 2015). Parents with higher socio-economic status are in a better position to improve the academic activities of their children as compared to parents with low socioeconomic status (Cowen, 2011).

Despite disagreement over the theory of class, there is general understanding on the features of the classes in modern capitalist societies. In many cases the upper class has been prominent by the possession of largely inherited wealth, while the working class has consisted mostly of manual laborers and semi-skilled or unskilled workers, often from in-service industries, which earn moderate or low wages and have little access to inherited wealth. The middle class includes the middle and upper levels of clerical workers, those

engaged in technical and professional occupations, supervisors and managers, and such self-employed workers as small-scale shopkeepers, business people, and farmers. There is also often an urban substratum of permanently jobless and underemployed workers termed the underclass. Crnic and Lamberty (1994) said that the segregating nature of the social class, ethnicity, and race may well reduce the variety of enriching experiences thought to be a prerequisite for creating readiness to learn among children. Social class, ethnicity, and race entail a set of 'contextual givens' that dictate neighborhood, housing, and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems.

Low socio-economic group parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Occasionally, when basic needs are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may give the impression to be luxuries, and parents may not have the time, energy, or experience to find innovative and less-expensive ways to foster young children's development. Ramey et al (2009) discoursed that families with above-average incomes often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a partial array of options for high-quality child care--both before their children start school and during the early school years. Families with low socio-economic status often lack the financial, social, and educational supports that characterize families with high socio-economic status. Poor families also may have insufficient or restricted access to community resources that promote and encourage children's development and school readiness.

Parents may have insufficient skills for such activities to support their children, and they may lack information about childhood immunizations and nutrition. Zill, Collins, West, and Hausken (2000) specified that low maternal education and minority-language status are most constantly associated with fewer signs of emerging literacy and a larger number of problems in preschoolers. Having insufficient resources and limited access to available resources may negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socio-economic status may be at risk of entering kindergarten unprepared than their peers from families with medium or high socioeconomic status.

A study was carried out in the United State of America by Parson, Hinson, and Sardo-Brown (2013). The study revealed families with an income in excess of $100,000 who enjoyed broad political power, who possessed college and professional degrees, and who had large family businesses were categorized at the top of the hierarchy or upper class. Families who earned between $40,000- 100,000 per annum and held power in state and local politics, had at least a high/higher school education, and white-collar or skilled labour jobs were categorized as—upper-middle class. The —middle-class families earned between $25,000- 40,000 per annum. Parson (2001) further described some families as working-class or —lower middle class. The lower middle class had income between $12,000-25,000 per annum, had limited local power, lack a high school degree, and engaged in blue-collar jobs. The last was “lower class its members lived below the poverty line. They earned below $12,000 per annum and had no political voice.

Parental socio-economic status is a collective measure of an individual or family’s economic and social position relative to others, based on income, education, and occupation (Saifi & Mehmood, 2011). Based on the Tariq’s theory we know that, if

parental socio-economic status determined with the income of parents, level education and kind of occupation. Goni and Bello (2016) stated that the socio-economic status of parents refers to the conditions in the family that are concerned with or correlated to the interaction of social and economic factors. Parental socio-economic status is determined by an individual's achievement in education, employment and occupational status, and income and wealth. Based on Goni's theory also have similarities to Tariq's theory, if the socio-economic status of someone can be determined by some factor, they are education level of the individual, employment, and income or wealth. Therefore, according to Kapinga (2014), there are four indicators to determine parental socio-economic status. They are parents 'education level, parental occupation, parental income and home environment. Based on Kapinga's theory we know that if home environment is one of the factors that can determined socioeconomic status of individual except education level, and occupation. In addition, According to Suleman et al. (2012) parental socio-economic status is the merging of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in relation to others based on income, education level, and occupational status. Therefore, Suleman and his friends also have the same theory if the socioeconomic status is a combination of two elements, they are economic and sociological and his element can measure by income, education, and occupation of the individual.

Socio-economic status highlights the position of individuals, families, or other units on one or more dimensions of stratification (Fergusson, Horwood, and Boden, 2008). Pettigrew (2009) viewed socio-economic status as a combination of social and economic factors that are used as an indicator of household income and opportunity.Parental education and Socio-Economic factors are of vital importance in affecting students' educational achievements also. They are like the backbone in providing financial and

mental confidence to students. The explicit difference can be observed between those students who belong to different financial statuses and different parental educational levels.

However, Lareau (2003) observed that socio-economic status is typically broken into three categories, high, middle, and low to describe the three areas of an individual. In addition, Considine and Zappala (2002) emphasized that socio-economic status reflects a person's overall social position to which attainments in both the social and economic domain contribute. They add that socio-economic status is determined by an individual's achievements in, education, employment, occupational status, and income and pointed out that families where the parents are advantaged socially, educationally, and economically tend to foster a high level of achievement in their children to maintain their attained status. In a related study at the high school level, Hill et al. (2004) had also argued that the socio-economic status of parents not only affects the academic performance of children, but also makes it possible for children from low backgrounds to compete well with their counterparts from high socio-economic background under the same academic environment. Akhtar and Niazi (2011) pointed out that students belonging to families with higher socio-economic status have better opportunities and a conducive learning environment which led to enhanced achievement as opposed to students who are from lower socio-economic status with fewer opportunities and fewer resources that make them lag behind academically. Musarat et al (2013) posited that the children of well-to-do parents have better sources and facilities to avail. They have the opportunity to get admission in good schools, which offer a sound base for their future career. It is thus reported that students with high level of socio-economic status perform better than the middle-class students and middle-class students perform better than the students with the low levels of socio-economic status. Pettigrew (2009) observed that students whose parents have higher socio-economic status and higher levels of education may have enhanced regard for

learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower socio-economic status and lower levels of education. However, Delaney, Harmon & Redmond (2010), lamented that students with a low socio-economic status underestimate themselves because of the socio-economic status they inherit from their parents and the same is reflected in their performance at school. Adedeji (2008) conducted a study titled "The Influence of Parent Socio-Economic Status on Students' Academic Performance in Economics using student in Economics Department of University of Ibadan as a case. He found out from the study that parents that are rich show more concern over their children's academic achievements and recommended that parents should give more support to students' education.

There are many levels of societies. Rich societies, middle and poor category societies. It's not different with education level, there is high-level education. Their level education until university but not a few. In difference, there are so many people who only have low education level. Their level education only graduates to high school level or below. This case illustrates if in a society there are always any social strata because of differences in economic level, education, social status, power and others. According to Suleman et al., (2012) parent's socio-economic status was classified into three categories. They are High socio -economic status, Middle Socio- economic status and Low socio -economic status.

According to Suleman et al. (2012) high socio-economic status parents of the students have occupation like Bureaucrats, doctors, professors, Engineers, Businessman, Professionals and Gazetted officers, in short, all those officials who work in BPS-16 to BPS-20. In this class, they are a rich group like conglomerates, executive groups, and so on. In this class, all the necessities of life can fulfill easily. The children's education is

becoming first priority, because the children who live in this class have good facilities and infrastructure in their study. Their chance to get extra education is very big. Therefore, this condition can come up spirit of children to learn because their parents can fulfill their facilities in learning. According to Suleman et al. (2012) parental socio-economic status can include in middle if parents occupational are Non Gazetted Officials, School Teacher blow BPS-16, Clerks, Office assistants, Steno Graphers, in short, all those officials who work in BPS-7 to BPS-15, Class IV Officials, Airman, Constables, army Constables. In the middle class were typically the societies that have occupation like professionals, shopkeepers, and smaller businesses. Usually, their occupation was in middle stage. In this class Even though their income was not too high like high class but they were having good position in society, their attention to children education is fulfilled and they are not worry about the economic. They were also having good learning facilities and a lot of time to learn. According to Suleman et al., (2012) parental socio- economic status can include in low socio- economic status if the parents occupational are Jobless, Laborers, Transport workers and related workers. Lower class is a group that has income or a receipt from their occupation is much less, than their basic needs. The occupation which included in this category is a poor society and lose their ambition to achieve higher success. These groups include domestic servants, garbage transporters and other. Their appreciation for the life and education their children are very low and often does not care because their life is busy to fulfill basic need. Their attention to the family is very small, because they do not have the spare time to gather and relate among family members less familiar. In this class, the desires of the upper class are less because of economic and social reasons.

Parental Level of Income

According to Simiyu (2001) family income refers to wage's salaries, profit, rents and any flow of earnings received. He disputed that income can also come in the form of unemployment or workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. He further specified that income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist Keyenes, is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is normally used measure of social economic status because it is relatively easy to figure for most individuals. The parity in the socio - economic status is as a result of income inequality. Income inequality is most commonly measured around the world by the Gini Coefficient, where 0 corresponds to perfect equality and means perfect inequality. Low income focuses on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting important needs while being able to consume and enjoy luxuries and weather crises Okioga (2013). This class of families can comfortably provide the basic needs for their children in the university.

On the other hand, the students from low-income families face financial problems which compel them to face various hurdles. Their financial problems distract them from their studies and they fail to get high grades and consequently have to suffer for finding a job (Musarat et al; 2013). The research reports of Akinsola and Tijani, (2014) and Broody and Dowker (2016) also recommend that students who come from economically poor families due to poor parental income level are more likely to be less equip with relevant

materials and are more exposed to poor performance in school than those from more economically stable families.

Occupation refers to the work that a person's does or it was a person jobs or profession. Occupation here was one of the factors that influenced parents' socio -economic status, because occupation that having by parents fulfill necessary of their family. If someone has high sense level of occupation, so it could increase socio - economic status of person. Saifi and Mehmood (2011) state that, occupational prestige as one of the components of socioeconomic status comprises income and educational attainment. Occupational status corresponds to the educational attainment of an individual's through which, obtaining better jobs, exploring and retaining better positions becomes unavoidable and thus improvement in the SES. Occupational status therefore becomes an indicator for our social position/ status in the society, hence, relating job characteristics, decision-making ability and emotional control, and psychological demands on the job (termed as emotional genius). According to Kapinga (2014), the occupation included nurses, teachers, medical doctors, carpenters, electricians, masonry, businesspersons and women, and peasants. Education support to their children varied over the occupations of the parents. Parents from formal occupations had a better position and assurance of helping students at home than those from the informal occupation. Formal occupation has monthly salaries which can be used to buy books and stationery for their children. Informal occupations such as the peasantry, masonry, and carpentry were the main self-employment occupations, which have no guarantee of getting basic requirements. Low social economic status level strongly affects the achievement of students, dragging them down to a lower level. It is observed that economically disadvantaged parents are less able to afford the cost of education of their children at higher levels, and consequently, they do not work at their fullest potential. While Gabriel et al. (2016) said parents occupation can deburr them from

getting enough time to be with their children to assist in homework and guide them as well as visits their school. The occupation also determined how best they are able to pay school fees on time to avoid disruption of students learning. Occupation on that basis therefore can affect performance in school. Parental occupation, low ability to finance education, coupled with the poor status of physical and instructional resources were constraining factors to the students academic achievement. Based on the explanation from the expert above, the researcher concluded if the students that have good kinds parents' occupation so parents' income is also higher and automatic the parents more easily to pay school fees on time.

Money is the main resource of family income and determines the volume of expenditure per time. As part of home financial management, efficient and effective management of money resources goes a long way to achieve diverse family goals. A family periodic budget is a key to prudent home financial management. According to Businessdictionary.com (2016), family income is the "total compensation received by all family members age 15 or older living in the same household. Compensation may include wages, social security, child support, pensions, capital gains, and dividends".

According to Shuani (2016), Family income is classified into three types: Money Income, Real Income and Psychic Income. Details of Shuani's 2016 classification of family income are stated below. Money Income is the purchasing power in rupees during a given period of time. Money income is one of the important material resources of the family. It is said, "Money is a matter of function four, a medium, a measure, a standard and store". Some people say that "We cannot eat money, but we cannot eat without money." According to Robertson, "Money is anything which is widely accepted in payment for goods or in the discharge of other kinds of business obligations." Money

income of the family includes all the earnings which come to the family in terms of rupees, coins or notes in a specific period of time, daily, weekly, or monthly. Money income may include salaries, wages, rent, interest, profits, sick benefits, pensions, gifts, dividends, securities, royalties etc. Money income may be converted into goods and services, whenever required by the family. Some parts of money income may be diverted into savings for future use. Money management includes the management of family income. As money is a limited resource it must be managed properly in order to achieve family goals. Money income is affected by factors such as the abilities and skill of the wage earner, personal attitude towards the work, and good relationships with management and co-workers.

Assessment of Family Income on Academic Performance of Tertiary Students: The Case of Ghana Polytechnic of. Hijazi and others' 2006 study explored factors affecting college students' performance, focusing on private colleges in Pakistan. Questionnaires were used to collect data from 300 students randomly selected. Simple linear regression analysis was used to test the hypothesis. Their findings show mixed results. They believed that the relationship between students' performance and student family income is positive because money can buy you all the comforts that you need to concentrate on your studies but interestingly the result also shows that students belonging to more prosperous families do not give proper attention to studies, thus affluence cannot make a student necessarily serious about his/her studies. They recommended more research to explain this phenomenon (Hijazi and Raza Naqvi, 2006).

Memon and others' 2010 study examined the impact of parental socio-economic status on students' educational achievements at Secondary Schools of District Malir, Karachi. Questionnaires were used to collect data from 240 students using the purposive

sampling technique. Statistical tables were used for data analysis. A significant relationship was found between family income and the academic performance of students in matriculation examinations. They also found a significant relationship between parents' occupational status and the academic performance of the students at matriculation examinations. They concluded that students whose family income was higher performed well in matriculation examination as compared to those students who belonged to low-income families (Memon, et al., 2010).

Raychaudhuri et al. (2010) examined factors affecting students' academic performance: a case study in Agartala Municipal Council area. Family income was one of the basic objectives of their study. Primary data was collected through a random sample survey from students in the government and government-aided schools and their households. Using regression analysis, they found that factors like students' attendance, mother's education and the presence of a trained teacher in the school have a positive effect of students' academic performance. They also found that the academic performance of students depends on a number of socio-economic factors. They concluded that students' economic status affects their performance and the risk of becoming a dropout.

Yousefi et al. (2010) examined the effect of family income on test anxiety and academic achievement. Their paper focused on 400 Iranian high school students. Statistical analysis of ANOVA was employed. The findings showed that family income significantly affected the academic achievement of students. It was suggested that in improving academic achievement in school setting, support strategies such as increasing family income among families by the government must be focused on. To decrease the rate of effect of family income on depression and academic achievement among students, the

government should arrange practical programs to help families and also students in the areas of food, money and the other supports.

Lacour and Tissington (2011) examined the effects of poverty on academic achievement in the USA. They concluded their study that poverty directly affects academic achievement due to the lack of resources available for students' success; thus, low academic achievement is closely related to lack of resources, with an emphasis on financial resources. They recommended that instructional techniques and strategies instigated at the classroom, school, district, and government levels can help close the achievement gap by providing students with necessary support in order to achieve high performance in academics. Interestingly, Nyakunga's 2011 study explored the effects of cost-sharing on students' academic performance in Mzumbe University, Morogoro Main Campus, Tanzania. In his analytical framework of six concepts were academic performance and financial factors. This study used a qualitative case study. A semi-structured interview was used to collect data from six second-year students and two teachers who were selected using the purposive sampling technique. The results showed that the effects of cost-sharing on academic performance seem to be complex and they may depend on the particular circumstance an individual is facing. The study concluded that cost-sharing is likely to motivate some students to study hard and improve performance by reflecting on the amount of funds they invest in education. However, it can also lead to poor performance due to a lack of funds to cover educational expenses and other personal needs. The results implied that students from low-income families were more likely to perform lower because of financial hardship and poor schools they attended. Thus, there is a need for the government to ensure that all students receive a better education. This result also indicated that some of the factors affecting academic performance in higher education also resulted from poor education background Nyakunga, (2011).

Ali and others' 2013 study investigated factors affecting academic performance of graduate students of Islamia University of Bahawalpur Rahim Yar Khan Campus. Among variables examined against students' academic performance was father/guardian social economic status. Questionnaires were used to collect data from 100 students randomly selected. Linear regression model, correlation analysis, and descriptive analysis were used for data analysis. Findings revealed that father/guardian higher social-economic (income) status significantly contribute to the higher academic performance of graduate students. They proposed a linear model to improve the academic performance of graduate students at University level (Ali et al., 2013). Nevertheless, Achievement gaps in USA among financially advantaged and disadvantaged students are significant (Rowan et al., 2004). According to Lacour and Tissington (2011), multiple studies in the USA revealed interesting empirical results on third through fifth-grade students from 71 high-poverty schools. They found that students who lived in poverty scored significantly worse than other students; schools with the highest percentages of poor students scored significantly worse initially but closed the gap slightly as time progressed (U.S. Department of Education, 2001).

Hill et al. (2004) asserted that socio–economic position of parents directly affects students' academic performance, and increases low background students to firmly compete with those from high-income families. Smith et al in Ogunshola and Adewale (2012) disputed that parental socio-economic status is a significant predictor of intellectual performance of children right from 8 years of age. Parental socio – economic status affects the health and vitality status of children, which is a direct reflection on their academic performance. Adewale (2002 as in Ogunshola and Adewale, 2012) upheld that in rural communities where nutritional status is relatively low and health problems are common

due to low-income brackets of parents, children's academic performance is comparatively lesser.

Parents Educational Qualification

Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance. A study conducted by Suresh, (2012) focused on the impact of parents' socioeconomic status on parental involvement at home for high achievement Indian students of Tamil school in Malaysia, indicated that students from parents with high educational qualification scores high test in this school. High educated parents deducted a lot of time, energy, and money to help their children to perform well in academic activities. From the research finding, educated parents assist their children to do homework given to them by the school and even to prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilize the time available at home. In fact, by virtue of their educational background, they involve fully in their children' learning development. They also keep in touch with the school authority about the progress or otherwise of their children's education. These advantages mentioned made it possible for these children to perform academically well than their counterparts from uneducated parents. The more supportive and conducive environment a child gets the more academic achievement would be attained.

Muruwei (2011) examined the influence of parents' level of education on their children's performance in English language at the senior secondary level of education. The research design was a descriptive survey. The sample of the study was 250 students randomly selected from forty secondary schools in Bayelsa State, Nigeria. The instrument used for the study was A 20 item-questionnaire. Oral interview and practical observations were complementary tools. The result of the findings showed that parents' level of education was not a significant predictor of children's academic performance.

Bakar, Mamat and Ibrahim's (2017) aimed o examine how parental education influence students' academic performance. The main objective of the study is to analyze how parental education and parental educational qualification significantly affect secondary school students' academic performance in Kuala Terengganu, Malaysia. A descriptive Survey Research design was used in which data from 200 respondents was collected using a self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. A stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms; demographic information, descriptive analysis and inferential analysis. The result of the analysis specified that students from parents with high educational qualifications perform well than those from parents with lower educational qualifications. Finally, recommendations were given to parents, teachers, policymakers and educational administrators. Keywords: Parental Education, Academic Performance

Musarat (2013) conducted on 250 students from University of Sargodha, Pakistan, found out that there is a relationship between parental education and students' G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has a significant influence in students'

GPAs. Students whose mothers are highly educated have scored high GPAs. Also, Femi (2012) came up with the result that the mean scores of students from educated parents were high than the scores of students from uneducated parents. Therefore, parental qualification has significant effects on students' academic performance. Another study by Ahmad et al. (2013), stated that a parent with an educational background would be in good position to be second teacher to their child. And even to guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child. This motive also supported by Musgrave, (2000), he said that children from educated parents always like to follow the footsteps of their families and by this, work actively in their studies. It is also supported by Ekber (2013) in his research conducted on the 691 undergraduate senior students being trained at the University of Suleyman Damirel. He found out that a parent with high education provide the utmost conducive environment for their children to study. Students from parents with higher education perform academically wealthy and their peers from uneducated parents.

Ayodele, Aremo and Abogan (2010) examined family characteristics, students reading habits, environment and students' academic performance in Nigeria, using a structured questionnaire. Data were collected from 110 first-degree final year students, using random sampling analyzed using the multiple linear regression techniques. The result revealed that students' academic performance was positively influenced by students' parents' level of education, maternal income level, age, income of the students and number of hours assigned for reading on daily basis. Those students, who spent more hours reading their books daily, were found to perform better than those who spent lesser hours. The hypothesis that parents' educational level positively affects students' academic performance was confirmed valid for the country, while the effects of parents' occupation and income are mixed and not related. The result also revealed that higher educational achievement

and income status of parents were necessary factors contributing to high academic record of students of tertiary institutions. Owoeye (2008) examined the influence of parents' level of education on children's academic pursuits. A sample of 680 out-of-school children in Osun State were used in the study. Data collected was analyzed using percentages and chi-square statistics. Results showed that parents' level of education has a significant effect on children's academic pursuit.

Students'Academic Performance

According to Akinyele (2015), academic performance is the outcome of evaluation through standardized test or examination. Students 'academic performance in Nigeria secondary schools especially in public secondary schools has been a source of concern. There has been a general concern about the reduced standard of education in the Nigerian educational system. This unfavorable trend has become a source of concern considering the significance of education to national development. Aremu (2000) remarked that academic failure is not only discouraging to the students and the parents; its impact is equally grave on the society in term of the dearth of manpower in all spheres of the economic and politics. Poor academic performance is announced by the examiner as falling below an expected standard. Research has ascribed low academic performance at the secondary school level to many factors.

For instance, Morakinyo (2003) stated that many secondary school products in Nigeria performed below expected standards due to teachers 'nonuse of verbal reinforcement strategy. Aremu and Sokan (2003) continued to blame the student for the poor performance in secondary schools. They indicated that low retention, parental factors, association with wrong peers, low achievement motivation and the likes have

contributed greatly to the low academic performance being observed in the nation‘s secondary education.

The Federal Government of Nigeria (2004) specified that secondary school education is an instrument for national development. It fosters the worth and development of the individuals for further education and development of the society. Achieving the lofty objective of the secondary school education is now becoming a dream too challenging to achieve. Adebule (2004) stated that all over the country, there is a great consensus of opinion about the fallen standard of education at this level of education. Adesemowo (2005) observed that fallen in educational standard in secondary school education is mostly noticed in subjects like Mathematics and English Language.

Asikhia (2010) said that the performance level at secondary level of education has become so low that it is now unsatisfactory to all stakeholders. Low academic performance is a direct function of the approach of some teachers to their jobs, poor attendance to lessons, lateness to school, and poor methods of teaching and unpalatable comments about students ‘performance. These barriers identified in the educational system have reduced the performance to an unfortunate low state.

Learning Environment

The term safe school has been defined by Donmez and Guven (2002) as places where students, teachers and staff feel physically, psychologically and emotionally free, and where enriched school programs improve students’ skills. Ogel, Tan and Eke (2005) have defined the term as places where positive relations exist between managers and teachers; teachers and students; students themselves; and school staff with each other and students. The physical environment of a school or learning space, including its surrounding neighborhood, is crucial to children’s safety and security. To increase school safety, fences

should be built to protect children from harmful outside influences, such as drug peddling, sexual harassment or physical violence. Constant supervision of the school and schoolyard is usually necessary. Expansive schoolyards with many large buildings or unprotected areas may need additional staff or other security measures, such as emergency notification or alarm systems that can alert students and teachers to an ongoing emergency. (UNICEF, 2009).

According to Orpinas, Horne and Staniszewski (2003), safe schools implement effective instructional approaches, are aware of genuine student problems, and have a culture of respect and adequate physical equipment. A good study of climate, safety and enjoyment are assumed to be necessary conditions for a good learning environment. In several studies, it has also been found that the climate in a school co-varies with achievement (Hattie, 2009; Johnson & Stevens, 2006; Papanastasiou, 2008; Uline & Tschannen- Moran, 2008). However, factors that have been found to correlate with student achievement are 'a calm classroom climate', teachers' management of disruptive behavior, and students' feelings of safety in school (Ma &Willms, 2004).

Some conceptualizations of school safety or safe learning environments are very broad, but from the standpoint of this literature review, Prinsloo's (2006) definition is more suitable because of its sharp focus on the problems of school violence. In that publication, Prinsloo stated, "A safe school may be defined as one that is free of danger and where there is an absence of possible harm; a place in which non-educators, educators, and all learners may work, teach, and learn without fear of ridicule, intimidation, humiliation, or violence. "This definition was developed in the context of South Africa, which has very high rates of violence in many of its schools. Pinheiro, an independent expert appointed by the United Nations' Secretary-General Kofi Annan, defined the term "school violence" in a

report for the United Nations study on violence against children (Pinheiro, 2006). In this publication, Pinheiro's definition of "school violence" encompasses corporal punishment, cruel and humiliating forms of psychological punishment, sexual and gender-based violence, bullying, fighting, and gang-related violence (Pinheiro, 2006). One aspect of school violence that is not explicitly mentioned in this definition is students' fear of violence. School safety tends to be defined by students' and teachers' perceptions; therefore, this is an important omission. School safety not only focuses on factors within the school but also involves social factors which are in constant interaction with one another, school safety can be regarded as having four main dimensions: student safety, family safety, school building safety and social safety (Schneider, 2000).

According to Ajewole and Okebukola (2000), a number of factors are said to have contributed to the students' poor academic achievement in school. The authors stress that a host of these factors may surround students' poor achievement in school which may include: poor study habits and lack of available resource materials, poor school climate, indiscipline, inadequate facilities, teachers' ineffectiveness, the teaching method and the type of learning environment available for both the students and the teachers. From the author's view, the poor performance of students in primary school may be a reflection of the type of learning environment.

Students' achievement is lesser in schools with substandard buildings and in upgraded ones, the results were better, the need for safe environment is not in isolation from other factors. A good learning environment must be intertwined with high quality standard, qualified teachers, good management to achieve better academic performances of students in examinations.

Duruji, Azuh and Oviasogie (2014) argue from a psychological is of the view that there is a psychological relationship between the nature of the school facility and those that are within the environment that is both teachers and students. However, they then explain that for effective learning to occur there should be a joint relationship between high morale, commitment, willingness and high learning there will be effective learning. Concern for the educational climate is widespread and for good reason. If children are afraid of violence, they can't learn, and if teachers are afraid of violence, they can't teach, says Curwin (2002), co-author of the ASCD book ‘As Tough As Necessary’. He emphasizes that school should be a stable environment in which all students feel welcome. According to him, create a school violence action plan. An action plan is paramount to establishing a sense of security for students and staff alike. The knowledge that in the case of a violent incident there will be adults in charge who know what to do is reassuring for everybody. Action plans should include a signal to everyone that a crisis is occurring, the selection of a central command post, and instructions on where to seek shelter. Action plans also provide information on mediums of disciplining violators. Punishing every violation stops the gradual acceptance of unacceptable behavior. And when children know what teachers will and will not tolerate, predictability is established, resulting in a secure classroom environment.

Instructional Materials and Students’ Academic Performance

Instructional materials have been perceived as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable. Instructional material theories

adopt that there is a direct link between the materials that the teachers use and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities, and a positive attitude towards learning. Further, these theories accept that instructional materials have the capacity to develop in students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have a positive impact on solving new problems by analyzing the situation and formulating a plan (Gagné et al. 2005). According to Gagne et al, instructional material can be used to develop higher learning abilities in the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and "providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning. Many of Gagné's 9 ideas have broad implications for secondary teachers in community secondary schools in Rombo district. Many of these ideas have capacity-building undertones with themes of students' acquisition of critical thinking and problem-solving skills. However, the theory does not relate to whether or not students can think critically about what aspects or how they can solve a particular problem by themselves.

In his study, Adeogun (2001) revealed a strong positive link between instructional resources and academic performance. According to Adeogun, schools that possess more instructional resources performed better than schools that have less instructional resources. This finding supported the study by Babayomi (2008) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2001) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and

learning cannot occur in the classroom environment if essential instructional resources are not available. Fuller and Clark (1994) suggested that the quality of instructional processes experienced by a learner determines the quality of education. In their view, they suggest that quality instructional materials create into the learner's quality learning experience. Mwiria (2007) also supports that students' performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, and real objects for students to see, hear and experiment with, stand a better chance of performing well in examinations than poorly equipped ones.

There have been several studies on instructional materials and academic achievement. For instance, Momoh (2010), conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated material resources with the academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on students' achievement in each of the subjects.

Oladejo (2011) carried out research on the effect of using standardized and improvised instructional materials on Academic Achievement of Secondary School Physics Students in Oyo State, Nigeria. The research design adopted was quasi-experimental of the pretest – post-test non-randomized control group. Purposive sampling was used to obtain a sample of three co-educational secondary schools. Each school provided one S.S. III class for the study. Two instruments were used in the study, the Physics Achievement Test (PAT)

to measure students' achievement and Teachers Instructional Guide (TIG) to train the teachers in the experimental groups. The instrument was pilot tested to ascertain reliability. The reliability coefficient was 0.76. Three hypotheses were formulated and tested at a 0.05 level of significance. Data were analyzed using ANOVA and ANCOVA. Findings revealed that there is a significant difference in the achievement of students taught using standard instructional materials, those taught with improvised instructional material and those in the conventional instruction. Thus, the students taught with improvised instructional materials obtained the highest achievement score at post-test (F=74.94), followed by those with standard instructional materials (F=63.07), while the control group scored the lowest (F=39.89). he concluded that the utilization of improvised instructional materials promotes and enhance the effective teaching-learning process, thus, Physics teachers should be encouraged to use them in the secondary education program.

Physical Facilities and Students' Academic Performance

Physical facilities particularly in our public secondary schools today appear to be of great concern to educators. It seems that the provision of these school facilities has decreased over the years, possibly due to an increase in school enrollment rate which had led to a population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programs. Teachers need them in an ideal working environment. Experience illustrates that if physical facilities are available, students tend to have an interest in learning; this will consistently lead to high performance. A close observation of the performance of secondary school students perhaps could be traced to a lack of physical facilities and a motivating learning environment. Most schools seem to lack the necessary facilities that could enhance effective teaching and learning as a result little is expected from students in terms of academic performance.

Experience shows that insufficient physical facilities have some adverse effects on students' interest to learn. Henceforth, this may invariably affect their academic performance. In a situation where students are not having access to standard facilities like library equipment and insufficient seats in the classroom, it is observed that these could contribute to low performance of students. Apart from protecting students from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of other physical facilities that could improve the level of motivation and academic performance of students. In "The Nation" Nigeria daily newspaper of October 2009, students were reported to have demonstrated over the condition of infrastructures in public schools in Nigeria. It was, therefore, assumed that where facilities are adequately provided, there seems to be an increase in students' performance.

Akomolafe and Adesua (2016) The paper analyze the relevance of physical facilities in developing the level of motivation and the academic performance of senior secondary school students in southwest Nigeria. The study adopted an ex-post facto design. The population consists of all senior secondary students in southwest Nigeria. The sample for the study includes one thousand and fifty senior secondary school students from three states out of the six states in the South West Geo-political zone. The researcher made use of a questionnaire and an inventory to collect data. A self-designed questionnaire tagged "Motivation and Academic Performance of Senior Secondary School Students" (MAPSSS) was used to elicit information from the respondent. The result showed that there was a significant relationship between physical facilities and students' level of motivation and academic performance. Based on the findings of the study, more physical, human and material resources that are of high quality should be made available in public schools to motivate students toward learning. More priority should be given to the allocation of funds

to make the public school conducive for teaching and learning to take place; this will improve the academic standard of public schools.

Recent studies have highlighted the importance of the availability of physical facilities. Summarizing Ajayi and Ayodele (2001), they emphasized that the availability of these resources is quite important to achieving effectiveness in instructional delivery and supervision in the school system. They further buttressed the fact that the non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories and library which is being experienced in secondary schools is a perfect reflection of what obtains in the university system.

Similarly, in recent studies carried out by Okunamiri (2003), on the provision and use of school facilities in some selected secondary schools in Nigeria, his findings revealed that although facilities were sufficiently provided in some schools, they were not efficiently utilized. He emphasized on the need to ensure the effective and efficient realization of the goals and objectives of the educational system. This indicates that the availability of physical facilities alone does not improve learning; rather it is the sufficient utilization of these facilities that can only encourage students to learn and enhance their academic performance.

Schools are established for the purpose of teaching and learning. It is also more important that the teachers and learners are properly accommodated to facilitate the teaching and learning that go on there. This is the essence of the school plant and facilities (Alimi 2004). Therefore, school facilities are the space for interpretation and physical expression of the school curriculum. To this end, students are expected to perform brilliantly in the final examination as this determines the quality of output of secondary schools. This is one of the parameters used to measure the effectiveness of a school

system. The better the performance of the students, the more effective the system is assumed to be (Philias & Wanjobi 2011). In another related study, Cynthia & Megan (2008) confirmed a strong and positive relationship between the quality of school facilities and student achievement in English and Mathematics. In Nigeria, it is the general opinion of people that private schools are better in terms of the availability of human and physical facilities and consequently students' performance than public schools. This situation has made many parents to enroll their children in private secondary schools. Experience has also shown that most students who secured admission into a tertiary institution such as Colleges of Education, Polytechnics and Universities are from private secondary schools.

The consequence of mass failure in a public examination is the inability of learners to proceed to a higher educational institutions. As a result of this poor performance, stakeholders in education are curious to know the causal factors associated with the problem. Causes of the poor academic performance could include ownership of the school and inadequate facilities. Facilities are of everything used directly or indirectly for the benefit of education. Facilities could also be explained as the entire school plant such as blocks of classrooms, staff rooms, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationeries, play ground, storage spaces and others which school has. It has always been realized that facilities are very important in the development and improvement of education in Nigeria. A school without facilities, either private or public, may not be able to achieve the stated goals and objectives of the system. When facilities are available and skillfully utilized, they influence learning and making it more meaningful. Facilities in education are very vital because they aid teaching and learning. Bandele (2003) noted that the importance of physical facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all our schools. Adesola (2005) found out that the level of available

resources is indeed a plus to the teachers and goes to show the level of ingenuity and commitment of the teachers toward effective delivery of lesson. There is the need for renovation of old buildings, chairs, desks, cabinets and the acquisition of modern classrooms as earlier recommended by Alimi (2007).

Akinfolarin (2008) identified facilities as a major factor contributing to academic performance in the school's system. These include classroom furniture, and recreational equipment among others. Different studies conducted by Ayodele (2000) and Vandiver (2011), showed that a positive relationship exists between the availability of facilities and student academic performances. Research findings on the influences of facilities in private and public secondary schools on students' academic performance are controversial. Keeves (1978) found out that the type of school, classified as public or private did not make any difference on students' academic performance. However, Ajayi (2006), found out that school type makes a difference in student academic performance. In addition, Philias and Wanjobi (2011) reiterated that the type of schools, (single-sex or mixed, private or public) has an effect on the academic performance of students in Mathematics.

. The extent to which student learning could be improved depends on their location within the school compound, the structure of their classroom, and availability of instructional facilities and accessories. It is said that a well-planned school will gear up estimated effects of education that will facilitate good social, political and economic liberation, effective teaching and learning process and academic performance of the students. The physical characteristics of the school have a diverse effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and unpredictable temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates.

There is no misgiving that students' high-quality academic performance and outcomes is connected to the nature of the learning environment and the available useful facilities. Various experiential studies have established that the learning environment is a critical necessity for students' academic achievement in Nigeria. The educational process of development occurs in a physical, social, cultural and psychological environments which implies that a proper and adequate environment is very much necessary for fruitful learning (Mudassir and Norsuhaily, 2015). High academic achieving learners are likely to have been exposed to curriculum content under an ideal learning environment. Hence the affirmation of the opinion of Shamaki, (2015) that "educational attainment/achievement is likely to be determined by the idealness of the learning environment".

Shamaki, (2015) conducted a study to determine the influence of the learning environment on students' academic achievement at the senior secondary school level in Yobe state, Nigeria and found a significant difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment. Adamu (2015) examined the impact of the learning environment on the Performance of Students in public secondary schools in Taraba State, Nigeria and the findings revealed a significant difference in the performances of the two groups (Experimental and Control) implying that a classroom building; class with adequate furniture; class with small class population and the use of instructional materials has a positive impact on the performance of students in junior Secondary schools.

Furthermore, Ezike, (2018) investigated classroom environment and students' academic interest as correlates of achievement in Senior Secondary Chemistry students in selected Public Secondary Schools in Ibadan, Oyo State, Nigeria. The result showed significant relationships between classroom environment and academic achievement, while

combined contribution of classroom environment and academic interest was equally significant. Gilavand (2016) in a study whose aim is to investigate the impact of environmental factors (schools' open space, noise, lighting and paintings in educational institutions) on learning and academic achievement of elementary students, found that environmental factors (appropriate coloring, lighting of educational environment and schools' open space) have impact on learning and academic achievement of elementary school students.

Factors that influence students learning achievement

According to Aliyu (2016), some factors can influence students learning achievement. They are divided into four groups; visual situational factors include attitude, interest and beliefs of the community, government policies, the type of school, its history, the curriculum and the resources available, learner factors here include the maturational and readiness of the learner, his interest, intelligence and value, his hope and aspirations, his physical health condition and his self-concept, teacher factors are the teacher education, training and experience her/his attitude to the subject and his students, his interest, values and his personality, and family Factors such as unsatisfactory housing condition, it may have a serious effect in educational achievement of a child. Families that are large in number, and insufficient amenities, due to poor economic conditions could distract the interest and attention of the learner, which may affect the whole process. Children from satisfactory families on the other hand, that as sufficient amenities like the internet that provide intellectual simulations. Education is welcome addition whereas on other hand, children from satisfactory families or those lacking those materials or amenities goes to school hoping to find the essential qualities lacking in their home. Naturally, the expectation of these two categories of learner differs. The socio-economic status of the

family has its own consequences to educational achievement. Inability to pay regular school fees due to unfavorable economic situation force some parents to send their children to substandard schools or even withdraw them the school.

Review of Empirical Studies

Some studies related to this study would be evaluated under this section. Dim (2015) conducted a study on the effects of Teachers ‘ variables on students ‘academic performance in Federal Government Girls ‘College (FGGC), Gusau and Government Day Secondary School also in Gusau, Zamfara State. The study focused on Junior Secondary School (JSS) 3 students. It was a descriptive survey. The questionnaire was used to gather the required data for the study. One hundred and twenty students were randomly selected from both schools for the purpose of the study. The findings of the study disclosed that teachers ‘ qualifications, years of experience were significantly related to the students’ academic performance in English Language in both schools. The present study is related to this past study because both researched on academic performance of students in secondary schools. The present researcher viewed that the population of students was not disclosed to know how fair the sample was. The present researcher is taking a larger samples from 10 schools to have a wider coverage and this constituted the gap the present researcher bridged.

Rohana, Nor and Zaid (2009) conducted research on the relationship between the quality of the learning environment and academic performance from a student’s ‘perception in Bumiputera, Malaysia. The objective of the study is to assess the various components of

learning environment as they affect learning outcomes. A sample of 370 randomly selected students was taken from the population of students. Data were analyzed using descriptive survey statistics and Pearson Product Moment Correlation. Findings revealed that students could assess the five components that contributed to their academic performance (facilities provided at home, housing environment, parents 'motivation and teacher factors). The housing environment and parents' motivation had the highest influence, while facilities provided at home had the least influence. The result also showed that the only two components of the learning environment that were positively correlated with students 'academic performance were the home environment and school/teacher involvement. The present research study is related to previous research studies because of both assessed students 'performance. However, the study was limited to only one institution, while the present study covered some selected secondary schools. The previous study may not have general applicability to other institutions because it was conducted in one institution. Also, the actual population for the study was not stated to know whether the sample was a fair representation of the population.

Owoeye and Olatunde (2010) conducted research on the relationship between school location and students' academic achievement in secondary schools in Ekiti State, Nigeria. The study looked at the location of schools as it relates to the academic performance of students in Ekiti State between 1990 and 1997. The population was fifty (50) secondary schools that sat for West African School Certificate Examinations (WASCE) between 1990 and 1997 in both rural and urban areas of the state. One validated instrument, Student Location Questionnaire (SLQ), was used for data collection. One null hypothesis was formulated and tested. Data were analyzed using mean and t-test. The results showed that there was a significant difference between the academic achievement of students in rural schools and urban schools. The study discovered that students in urban areas had better

academic achievement than their rural counterparts in rural schools. The study is related because of the school location formed part of the variables on the topic and descriptive survey designs were employed. The gap noticed was that the total population and sampling techniques were not stated and this constitutes the gaps filled by present researcher.

Akinsolu (2010) conducted research work on the teachers' and students ‘academic performance in secondary school in Osun State: Implication for Planning. The study examined the number of qualified teachers and its relationship to students’ academic performance in public secondary schools. The study used a post-hoc dataset. An instrument titled ―Quality and Quantity of Teachers and Students ‘Academic Performance (QQTSAP) was used to gather data for the study. Twenty-one public secondary schools, one in each Local Government Area in thirty (30) LGA in the state were sampled. Senior School Certificate Examination results from 2001 to 2005 were used to assess students ‘academic performance. The data was analyzed using ANOVA and Spearman Rank-Order. Correlation Coefficient to test the three hypotheses of the study. The findings revealed that teachers ‘qualifications, experience and teacher-student ratio were significantly related to students ‘academic performance. The present study is related to the past study because both studied the academic performance of students in public secondary schools. However, the researcher noticed that the previous study had not narrowed down the academic performance to a particular subject which made the interpretation of result cumbersome but the present researcher narrowed down to financial accounting and this constituted the gap filled.

Yusuf and Adigun (2010) conducted a research on the influence of school type, sex and location on students ‘academic performance in public secondary schools in Ekiti State, Nigeria. The sample of the study consisted of forty (40) secondary schools. Four (4)

Government Colleges (State Unity Colleges) were purposively selected for the study while thirty-six (36) public secondary schools were randomly selected. The schools sampled had presented candidates for both West Africa Examination Council (WAEC) and National Examination Council (NECO). Data collected were analyzed using percentage scores and t-test statistics. Three null hypotheses were generated and tested at a 0.05 level of significance. Findings from the study showed that the level of students 'academic performance was low. It was also revealed that school type, sex and location had no significant influence on students 'academic performance. This study is related past study because both considered the influence of school location on the academic performance of students in public secondary schools. The present researcher noticed that the reason for purposive sampling was not stated but the current researcher used random sampling and the reason was stated and this constitutes the gap filled by the present researcher.

Akinsanya and Ajayi (2011) carried out a research on the Effects of Parents 'Occupation, Qualification and Academic Motivation of Wards on Students 'Achievement in Mathematics in Secondary Schools in Ogun State, Nigeria. The study employed an ex-post factor research design, and samples were selected from sixty schools in nine LGA in Ogun State. Two research instruments Students Questionnaire and Mathematics Achievement Test were used. Data were analyzed using multiple regressions at 0.05 level of significance. The result revealed that parents 'education had the highest influence on the academic achievement of students in Mathematics, while academic motivation had the least effect. The similarity of the present study and the previous was that both assessed academic achievement of students and occupation and education are sub-set of socio-economic status and both were carried out in secondary schools.

Mahmood, Atta, Muhammed and Shah (2012) conducted a research on impact of socio-economic status of families on academic achievement of students. The research took place in Dikhan District, Pakistan. Eight colleges and two higher secondary schools were used, and a sample of twenty students was selected from each college and school. Spearman‘s Rank Correlation and Chi-square test were used to test the null hypothesis. The findings showed a positive and strong correlation between socio-economic status and academic achievement. The similarity of the present and the previous study was that both considered the effects of socio-economic status on students' academic performance. The present researcher noticed that the population and the sampling procedure were not disclosed and it may be difficult to establish the fair sample representation of the total population.

Norsuhaily, Ibrahim and Mudassir (2017) conducted a research on influence of parental education on students' academic performance the research took place in Malaysia. Descriptive Survey Research design was used in which data from 200 respondents was collected using a self-administered questionnaire from 4 selected secondary schools was selected randomly the data were analyzed using regression analysis. The result of the analysis indicated that students from parents with high educational qualifications perform well than those from parents with lower educational qualifications. However, the current study differs with the previous study in that it has four objectives and four hypotheses that will guide the research study effectively.

Qaiser, Hassan, Ishtiaq and Zaib (2012) carried out an investigation on the effects of parental socio-economic on students' academic performance in Pakistan. One thousand five hundred students were (1500) secondary school students were selected randomly at the rate of 25 students from each school. The study was a survey type the researchers decided to

develop a self-developed questionnaire for the collection of data. After the conduction of pilot testing, final version of the questionnaire was developed and prepared. After the collection of data, Chi-square and percentage were used for the statistical analysis of the data. The area of difference is that the former study chi-square was used to analyze the data while the current study will use the t-test reliability technique.

Farooq, Chaudhry, Shafique and Berhan (2011), conducted research to examine the different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. A sample of 600 adolescents comprising 300 boys and 300 girls were taken for the study. The academic performance was gauged by the result of their 9th grade annual examination. For the analysis of data t-test and ANOVA were applied to examine the effect of different factors on students 'achievement. The results of the study showed that socio-economic status and parents' education had significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. Also, it was found that girls performed better than the boys. However, the current study differs with the previous study in that it has four specific objectives and four hypotheses that will guide the research study.

Musarat, Faqiha and Sameen (2014) carried out a research study on students' academic achievements are affected by parental education and their socio-economic status. Participants were 250 students taken randomly, Students were selected from M.A 3rd level with the demographic information of gender, roll no and department. Data is collected from participants through a questionnaire which contains three basic variables. Parental education and Socio-economic status are independent variables and student achievement is the dependent variable. Analysis of data indicates that students belonging to strong

financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children's performance. However, the current study differs with the previous study in that it has four specific objectives and four hypotheses that will guide the research study.

Chukwudi, Boniface and Chukwuani, (2017) carried out a research on parental economic status and academic performance of accounting students in Nigerian universities. The scope of the study was narrowed to students in the Department of Accountancy, University of Nigeria, Nsukka. A descriptive survey design was adopted for the study. The population of the study is 150 final year students in the Department of Accountancy at the University of Nigeria. The sample size of 60 was selected using the non-probability purposive sampling technique. Data analysis was done with inferential statistics (Chi-square, X2). Results obtained indicate that parental socio-economic status was significantly related to the academic performance of students in accounting studies in Nigeria; and that parental income level is positively and significantly related to students' academic performance in accounting studies in Nigeria. This study is related to current study in that parental economic status affects students' academic performance. However, the area of difference is that former study chi-square was used to analyze the data while the current study will use t -test reliability technique.

Appraisal of Related Literature Reviewed

The review of literature has shown essential areas that are related to the study. The literature was reviewed under the following headings: theoretical framework, socio - economic status and its classification, parental socio-economic status and students' academic performance, parental level of income, instructional materials, physical facilities and students' academic performance, parental educational qualification, and students' academic

performance and empirical studies. In light of the proceeding literature reviewed with its positive and negative revelation concerning the relationship between parental socio-economic status, learning environment and academic performance in secondary school students.

Review of literature has shown that positive learning environment can significantly improve the academic performance of students in secondary schools. The review has also shown that infrastructural facilities such as classrooms, laboratories workshops, libraries and host of others can improve the performance of students in secondary schools.

Review of literature has shown that parents educational level contributes to students' academic performance. Some authors supported that parent educational level is known to influence the performance of students in their examinations.

This study will no doubt add to the knowledge of the readers upon the findings highlighted in the literature review of the related literature. From the discussion presented in this chapter, it is clear that a conducive Learning environment can have a positive effect on the academic performance of students. Also, parental socio-economic status can have a negative and positive effects on the academic performance of students in the school.Twelve empirical studies were reviewed, while they all stressed on the relationship that exists between parental socio-economic status, learning environment and students academic performance.

CHAPTER THREE

METHODOLOGY

This chapter focuses on research design, the population of the study, sample and sampling techniques, research instruments, the validity of the instrument, pilot study, reliability of the instruments, the procedure for data collection, and method of data analysis.

Research Design

Descriptive design of correlational type was used for this study. This design was adopted because it enabled the researcher to measure the variables involved and interrelationships between them. This method provided opportunity for the researcher to study and provide information concerning the degree of relationship between the independent variables (parental socio-economic status, learning environment) and dependent variable (students' academic performance) without the manipulation of the variables. Investigating if and how changes in one or more variables predicted changes in one or more variables (Sousa, Driessnack, & Mendes, 2007). It allowed the researcher to collect personal and general information for the purpose of explaining the parental

socio-economics status and learning environment as predictors of students' academic performance in Kwara State Secondary schools.

Population of the Study

The population of this study comprised SS II students for 2021/2022 academic session. . There were 40,161 SS II students in public senior secondary schools for 2021/2022 academic section in secondary schools in Kwara Central.The Breakdown of the population of the study is given in appendix H

Sample and Sampling Techniques

In selecting the sample, the stratified random sampling method was adopted. The sample for the study comprised of 278 parents and 401 students who were randomly selected from three local government that includes Ilorin west, Ilorin East and Ilorin south in Kwara State. Eight senior secondary schools were randomly selected from each of the local government area. While proportionate random sampling technique was used to select the 278 parents of eight secondary schools students.

Research Instruments

Three research instruments were used to collect data for this study. They are Parental Socio-economic Status questionnaire (PSSQ), learning Environment Questionnaire(LEQ) and students proforma.The PSSQ and LEQ was designed to elicit information about the learning environment and parental Socio -economic status. The questionnaire was subdivided into four parts, with the first part administered on students and sub divided into instructional materials, and physical facilities, while the second part of the questionnaire was administered on parents and sub divided into parents' educational level and parents' income level. The third instrument was Student Academic Performance

Proforma (SAPP) used to collect West African Examination Council results from 2016 to 2021. The items of PSSQ and LEQ were responded to on a four-point rating scale. High extent (HE) 4 Points, Moderate Extent(ME) 3 Points,,low Extent(SE) 2 Points and very low Extent (NE) 1 Point.

Validity of the Instrument

In order to determine the validity of the instrument it was given to three experts among whom were the researchers supervisor in the Departments of Educational Management ,one from the Department of Business and Entrepreneurship Education and Test and Measurement . Each expert checked the items for clarity, supplying any missing item and making suggestions to improve the quality of the instrument. Their contributions and suggestions were utilized to produce the final copy of the questionnaire for the study. (Evidence attached as appendix D)

Reliability of Instrument

The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. The questionnaire was administered to 50 students at Government day secondary school, Tanke . Cronbach Alpha reliability was used to determine the reliability. The result gave reliability co-efficient of 0.92 which is above the recommended threshold of 0.7 (Nworgu, 2015)

Procedure for Data Collection

A Letter of introduction was obtained from the office of the Head of Department of Educational Management, Kwara State University, Malete. The letter was presented to the school principals for the administration of questionnaires to both students and teachers and collection of West African Examination Council (WAEC) results from 2016-2021. The instruments were personally administered by the researcher with the help of two research assistants from Kwara State University. The research assistants were instructed on how to administer the questionnaire to the respondents. The respondents were given a day to fill the questionnaire. The data collection lasted for two weeks. A total of 659 copies of the questionnaire was distributed and retrieved. The breakdown of the copies of the questionnaire was 278 and 401 for parents and students respectively,The section A of the questionnaire was distributed to the students to fill while the section B of the questionnaire was given to the students to give their parents at home to fill, thereafter the researcher retrieved the questionnaire from the students.

Method of Data Analysis

Mean and standard deviation were used to analyze the research questions while the hypotheses were tested using linear regression analysis. The hypotheses were tested at 0.05 level of significance.

Decision Rule

The following boundary limits were used for item in taking decision on the research questions: High Extent 3.50-4.00 (HE) Moderate Extent (ME) 2.50-3.49 Low Extent (LE) 1.50-2.49 very low Extent (VLE) 0.00-1.49. For the hypothesis, when the observed probability value is greater than or equal to 0.05 level of significance, the hypothesis was rejected and if it's value is less than the Table valve, the hypothesis was accepted.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This research work was conducted to investigate the parental socio-economic status and learning environment as predictors of students' academic performance in Kwara State secondary schools. Six hundred and seventy nine (679) copies of the questionnaire were distributed and 563 were retrieved making 82.9% return rate. This chapter deals with the presentation and analysis of the research data and discussion of findings. The analyses were carried out under the following sub-headings:

Analyses of Data to answer the Research Questions

Testing of Hypotheses

Summary of Findings

Discussion of Findings

Analyses of Data

Analysis of data to answer the research questions are presented in Table 1 to 5 as follows:

Research Question 1: What is the level of educational qualification of parents of secondary school students in Kwara State secondary schools?

Table 1: Percentage Distribution of Respondents Based on Parental Educational Level

S/N	Qualification	Frequency	Percentage (%)
1	NCE	104	25.9
2	ND	143	35.7
3	HND	71	17.7
4	MSC	43	10.7
5	BSC	5	1.2
6	PHD	4	1.0
7	OTHERS	31	7.7
Total		**401**	**100.0**

Source: Field survey, 2022

Analysis of data in Table 1 shows the frequency and percentage distribution of respondents based on their parental qualification. The Table revealed that there were 104 respondents representing (25.9%) who have NCE as their qualification, 143 respondents representing (35.7%) had ND, 71(17.7 %) respondents had HND, 43(10.7%) respondents had B.Sc., 5 (1.2%) respondents had M.Sc and 4 (1.0%) respondents had Ph.D. while 31 (7.7%) indicated other qualification. This implies that students whose parental qualification was ND had the highest percentage of 35.79%.

Research Question 2: What is the level of income of parents of secondary school students in Kwara State secondary schools?

Table 2: Percentage distribution of respondents' based on income range

Gender	**Frequency**	**Percentage (%)**
20,000 – 50,000	276	68.8
51,000 – 100,000	112	27.9
101,000 – 200,000	9	2.2
201,000 – 300,000	4	1.0
301,000 – 400,000	0	0
401,000 – 500,000	0	0
501,000 and above	0	0
Total	**401**	**100.0**

Source: Field survey, 2022

Analysis of data in Table 2 shows the frequency and percentage distribution of respondents based on their parental income range. The Table revealed that there were 276 respondents representing (68.8%) whose income range is 20,000 to 50,000, 112 respondents representing (27.9%) indicated income range of 51,000 to 100,000, and 9(2.2%) respondents indicated income range of 101,000 to 200,000 while 4(1%) respondents indicated 201,000 to 300,000. This implies that the majority of the students' parental income range was 20,000 to 50,000.

Research Question 3: What is the level of utilization of physical facilities in Kwara State secondary schools?

Table 3: Mean and standard deviation of responses on level of utilization of physical facilities in Kwara State secondary schools

S/N	**Item Statements**		SD	**Remark**
1.	We use the school library for our assignments	3.06	1.22	High extent
2.	We use technical workshop for practical courses	3.16	1.14	High extent
3.	Classrooms are used for learning	3.68	0.75	Very high extent
4.	Toilet facilities are used in our school	2.17	1.18	Low extent
5.	Laboratories are always utilized for practical	3.48	0.89	High extent
6.	School buildings are well built and utilized	3.53	0.85	Very high extent
7.	Sport facilities in our school are adequate and well utilized	3.35	0.98	High extent
8.	Playgrounds are used at the appropriate time	3.40	0.98	High extent
Weighted average		**3.23**	**1.00**	**High extent**

Source: Field Survey, 2022

Analysis of data in Table 3 revealed that the respondents indicated that they used school library for their assignments to high extent and they use the technical workshop for practical courses to high extent (mean = 3.06 and 3.16). Same way the respondents indicated that their classrooms used or learning is to a very high extent (mean = 3.68) while toilet facilities are used in the school (mean = 2.17). The table also showed that the respondents indicated that the laboratories are always utilized for practical to high extent and school building were well built and utilized to a very high extent (mean = 3.48 and 3.53). In addition, the respondents indicated that sport facilities in their school are adequate and well utilized to high extent, same way playgrounds are used at appropriate time to high extent (mean = 3.35 and 3.40). All the eight items have standard deviation ranging from 0.75 to 1.22. This means that the responses of the respondents were not widespread as they are close to the mean.

The Table has a grand calculated average mean and standard deviation of 3.23 and 1.00 (Mean = 3.23, SD = 1.00) which means that the level of utilization of physical facilities in Kwara State secondary schools is to high extent because the average mean calculated is high Extent.

Research Question 4: What is the level of utilization of Instructional materials in Kwara State secondary schools?

Table 4: Mean and standard deviation of responses on level of utilization of instructional materials in Kwara State secondary schools

S/N	Item Statements		SD	Remark
1.	Chalkboards are well utilized in the school	3.58	0.88	Very high extent
2.	Chairs are used in the classroom	3.69	0.66	Very high extent
3.	Textbooks are used for learning	3.58	0.76	Very high extent
4.	We use Calculators in the classroom	3.44	0.91	High extent
5.	We use Computers in the school	3.18	1.07	High extent
6.	Handouts are utilized in the school	2.15	1.17	Low extent
7.	Diagrams are well utilized	3.20	1.05	High extent
8.	We use Projector in the classroom	2.98	1.17	High extent
9.	Maps are put to use in our school	2.90	1.19	High extent
Weighted average		**3.19**	**0.98**	**High extent**

Source: Field Survey, 2022

Analysis of data in Table 4 reveals that the respondents indicated that they used chalkboards, chairs, textbooks, calculators, and computers as instructional materials in secondary schools to a very high extent. These were supported by mean scores of 3.58, 3.69, 3.58, 3.44, and 3.18 respectively. In addition, the respondents indicated that they

make use of diagrams, projector, and maps in secondary schools to high extent with mean ranging from 3.20, 2.98 and 2.90 respectively. Though, the respondents indicated that they made use of handouts to low extent with mean of 2.15. All the nine items have standard deviations ranging from 0.66 to 1.19. This means that the responses of the respondents were not widespread as they are close to the mean. The Table has a grand calculated average mean and standard deviation of 3.19 and 0.98 (Mean = 3.19, SD = 0.98) which means that the level of utilization of instructional materials in Kwara State secondary schools is to a high extent because the average mean calculated is high.

Testing of Hypotheses

Four null hypotheses were formulated for the study. The null hypotheses were tested using regression analysis at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 5 as follows:

Ho: Socio-economic status and learning environment do not significantly predict students' academic performance in secondary schools.

Table 5: Summary of multiple Regression Analysis of Socio-economic status and learning environment and academic performance

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	401	0.053	0.003	0.007	0.283	0.889

Dependent Variable: Academic Performance

Table 6 Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	52.39	6.392		8.196	0.000	39.819	64.951
	Educational Qualification	0.649	0.780	0.076	0.832	0.406	2.183	0.885
	Income Range	1.958	2.071	0.081	0.945	0.345	2.114	6.031
	Physical facilities	0.313	0.108	0.415	4.082	0.000	4.251	7.069
	Instructional materials	0.365	0.114	0.325	3.201	0.003	7.475	4.924

. Dependent Variable: Academic Performance

From Table 6, R Square value is 0.003 indicating that the independent variables explain 0.03% of the variance in the overall students' academic performance with an Adjusted R-Square of 0.007 which indicates 0.07%. The *F*-ratio tests whether the overall regression model is a good fit for the data. The table shows that statistically, the independent variables significantly do not predict the dependent variable, $F = 0.283$, $p > .05$. Since P-Value (p>0.005), the hypothesis was therefore not rejected. Thus, the regression model is a good fit for the data.

From Table 6, Table 'coefficients' show the model coefficient (that is, the intercept and the slope). From the table the results show that "Educational qualification" (t-value = 0.832, p-value = 0.406) is not significant at 0.05 level. This implies that parent educational

qualification whether high or low will not increase the students' academic performance by 64.9%. The result on "Income range" (t-value = 0.945, p - value = 0.345) is not significant at 0.05 level. This implies that an increase in the Income of parent will not increase students' academic performance by 95.8%. The result on "Physical facilities" (t-value = 4.082, p-value = 0.000) is significant at 0.05 level. This implies that an increase in physical facilities will increase academic performance of students by 31.3%. The result on "Instructional materials" (t-value = 3.201, p-value = 0.003) is significant at 0.05 level. This implies that an increase in instructional materials will increase academic performance of students by 36.5%. These analyses signify that, physical facilities and instructional materials have contributed to increase in students' academic performance in secondary schools. Hence, learning environment significantly predict students' academic performance in secondary schools while socio-economic status does not.

Ho_1: Educational qualification of parents does not significantly predict academic performance of students in Secondary Schools.

Table 8: Summary of Regression Analysis of educational qualification of parents as a predictor of students' academic performance

Model	N	R	R Square	Adjusted R Square
1	401	0.010	0.001	0.002

a. Predictor (constant): Educational qualification

b. Dependent Variable: Academic Performance

Table 9 Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	53.95	1.306		41.300	0.000	51.385	56.521
	Educational qualification	0.086	0.425	0.010	0.203	0.839	0.922	0.749

. Dependent Variable: Academic Performance

From the regression analysis result shown in Table 8, it was found that in the model summary table, the R value is (0.010), R square (0.001) and the adjusted R square (0.002). The value of R indicates a strong relationship between the observed and predicted values of the variables. In other words, the R value depicts that educational qualification accounted for (0.10%) increment in students' academic performance. This implies that the proportion of variation in the dependent variable is explained by the regression model. Hence, the value of R-square (0.01%) indicated that the model properly fits the data. More so, the value of adjusted R (0.02%) showed that the value of R square closely reflected the goodness of fit of the model in the population.

Table 'coefficients' as revealed in Table 9, shows the model coefficient (that is, the intercept and the slope). From the table the results show that educational qualification (t-value = 0.203, p-value = 0.839) is not significant at 0.05 level. This implies that educational qualification will bring about 0.10% increment in students' academic performance. The result signifies that parent's educational qualification has not contributed

to students' academic performance. Hence, parents' educational qualification does not significantly predict academic performance of students in secondary schools.

Ho_2: Parental income does not significantly predict academic performance of students in Secondary Schools.

Table 10: Summary of Regression Analysis of Parental income as predictor of students' academic performance

Model	N	R	R Square	Adjusted R Square
1	401	0.022	0.001	0.002

Dependent Variable: Academic Performance

Table 11 Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	53.00	1.784		29.707	0.000	49.496	56.511
	Parental Income	0.535	1.212	0.022	0.442	0.659	1.847	2.918

. Dependent Variable: Academic Performance

From the regression analysis result shown in Table 10, it was found that in the model summary table, the R value is (0.022), R square (0.001) and the adjusted R square (0.002). The value of R indicates a strong relationship between the observed and predicted values of the variables. In other words, the R value depicts that parental income accounted for (0.22%) increment in students' academic performance. This implies that the proportion of variation in the dependent variable is explained by the regression model. Hence, the value of R-square (0.01%) indicated that the model properly fits the data. More so, the

value of adjusted R (0.02%) showed that the value of R square closely reflected the goodness of fit of the model in the population.

Table 'coefficients' as revealed in Table 11, shows the model coefficient (that is, the intercept and the slope). From the table the results show that parental income (t-value = 0.442, p-value = 0.659) is not significant at 0.05 level. This implies that parental income will bring about 0.22% increment in students' academic performance. The result signifies that parental income has not contributed significantly to students' academic performance. Hence, parental income does not significantly predict academic performance of students in secondary schools.

Ho_3: Physical facilities do not significantly predict academic performance of students in secondary schools.

Table 12: Summary of Regression Analysis of physical facilities as predictor of students' academic performance

Model	N	R	R Square	Adjusted R Square
1	401	0.920	0.840	0.840

Dependent Variable: Academic Performance

Table 13 Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	0.546	0.113		4.828	0.000	0.322	0.769
	Physical facilities	0.856	0.032	0.921	26.84	0.000	0.793	0.919

. Dependent Variable: Academic Performance

From the regression analysis result shown in Table 12, it was found that in the model summary table, the R value is (0.920), R square (0.840) and the adjusted R square (0.840). The large value of R indicates a stronger relationship between the observed and

predicted values of the variables. In other words, the R value depicts that, physical facilities accounted for (92%) increment in students' academic performance. This implies that the proportion of variation in the dependent variable is explained by the regression model. Hence, the value of R-square (84%) indicated that the model properly fits the data. More so, the value of adjusted R (84%) showed that the value of R square closely reflected the goodness of fit of the model in the population.

Table 'coefficients' as revealed in Table 13 shows the model coefficient (that is, the intercept and the slope). From the table the results show that physical facilities (t-value = 26.84, p-value = 0.000) is significant at 0.05 level. This implies that physical facilities will bring about 92.1% increment in students' academic performance. Hence, the hypothesis was rejected as physical facilities significantly predict students' academic performance in secondary schools.

Ho_4: Instructional materials do not significantly predict academic performance of students in Secondary Schools.

Table 14: Summary of Regression Analysis of instructional materials as predictor of students' academic performance

Model	N	R	R Square	Adjusted R Square
1	401	0.759	0.575	0.563

Dependent Variable: Academic Performance

Table 15 Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	0.233	0.066		3.555	0.000	23.023	66.00
	Instructional materials	0.585	0.020	0.759	6.702	0.000	5.542	4.024

. Dependent Variable: Academic Performance

From the regression analysis result shown in Table 14, it was found that in the model summary table, the R value is (0.759), R square (0.575) and the adjusted R square (0.563). The large value of R indicates a stronger relationship between the observed and predicted values of the variables. In other words, the R value depicts that, instructional materials accounted for (75.9%) increment in students' academic performance. This implies that the proportion of variation in the dependent variable is explained by the regression model. Hence, the value of R-square (57.5%) indicated that the model properly fits the data. More so, the value of adjusted R (56.3%) showed that the value of R square closely reflected the goodness of fit of the model in the population.

Table 'coefficients' as revealed in Table 15 shows the model coefficient (that is, the intercept and the slope). From the table the results show that instructional materials (t-value = 6.702, p-value = 0.000) is significant at 0.05 level. This implies that instructional materials will bring about 75.9% increment in students' academic performance. Hence, the hypothesis was rejected as instructional materials significantly predict students' academic performance in secondary schools.

Summary of Findings

The following were the summary of findings for the study:

1. Parental qualification of majority of students in secondary schools is National Diploma (ND).

2. Majority (68.8%)of the secondary school students' parental income ranged between 20,000 to 50,000 naira.

3. The utilization level of physical facilities in Kwara State secondary schools is to a high extent (Mean = 3.23, SD = 1.00).

4. The level of utilization of instructional materials in Kwara State secondary schools is to high extent (Mean = 3.19, SD = 0.98).

5. Learning environment significantly predict students' academic performance in secondary schools while socio-economic status does not.

6. Parents' educational qualification does not significantly predict academic performance of students in secondary schools (B = 0.086; $t_{(400)}$ = 0.203, P = 0.839).

7. Parental income does not significantly predict academic performance of students in secondary schools (B = 0.535; $t_{(400)}$ = 0.442, P = 0.659).

8. Physical facilities significantly predict students' academic performance in secondary schools (B = 0.856; $t_{(400)}$ = 26.84, P = 0.000).

9. Instructional materials significantly predict students' academic performance in secondary schools (B = 0.585; $t_{(400)}$ = 6.702, P = 0.000).

Discussion of findings

The study was conducted to investigate parental socio- economic status and learning environment as predictor of students' academic performance in Kwara State Secondary Schools. The discussion was based on four research questions and the four null hypotheses. The result of the analysis in Table 1 shows that the parental qualification of the majority of the students in secondary school is National Diploma (ND). This implies that students whose parental qualification is National Diploma are more than those with other qualifications. hypothesis one sought to know that educational qualification of parents does not significantly predict academic performance of students in secondary schools.

Educational qualification of parents does not significantly predict the academic performance of students in secondary schools. (t-value= 0.203, p- value=0.839) therefore the hypotheses was retained. This implies that educational qualification of parents does not significantly predict academic performance of students in secondary schools. The finding of this study is in line with Muruwei (2011) who carried out a research on educational qualification of parents. The result of the findings showed that parents' level of education does not significantly predict of students academic performance. Irrespective of the parent's educational level students can perform excellently in their examinations. Aremu and Abogou (2011 discussed on various aspects of the relationship between parents level of education and academic performance and found no significant relationship between parents' level of education and academic performance. Also, Ogunshola(2012) supported the study with these findings that parental educational level does not have a significant effect on the students academic performance. Based on this, the hypothesis was retained and it was concluded that parental qualification of parents does significantly predict academic performance of students in secondary schools.

Research question two sought to know, the level of parents income in secondary school students in Kwara State. Table 2 reveal that majority of the secondary school parental income ranged between ₦20,000 to ₦ 50,000. This implies that the majority of the student's parental income range is between ₦ 20,000 and ₦ 50,000. Hypothesis two stated that parental income does not significantly predict the academic performance of students in secondary schools.

Parental income has not contributed to students' academic performance. This implies that parent's level of income has not contributed to students' academic performance.This is the lowest range out of the numerous level of income that was analyzed. Which implies that irrespective of the level of income of parents the students can still perform excellently in their studies. This is in line with Ogweno et all (2014) found that there is no significant influence of family income on students' academic performance. Based on this, the hypothesis was retained and it was concluded that parental income does not significantly pedict the student's academic performance.

Research question three on what is the level of utilization of physical facilities in Kwara State secondary schools. The finding revealed that the level of utilization of physical facilities in Kwara State secondary schools is to high extent (mean= 3.23, SD =1.00). This means that the school environment determines how much learning and teaching will be possible. Hypothesis three was tested that physical facilities do not significantly predict academic performance of students in secondary schools.

Table 12 revealed that physical facilities predict student academic performance in secondary schools (t-value=26.84, p-value=0.000). This implies that when physical facilities are well utilized effectively in teaching students in the classrooms the performance of students in examinations will be improved this will positively improve students performance

in their examinations. This finding of the study is in collaboration with Ekundayo and Osalusi(2010), availability and quality of physical facilities such school buildings ,classrooms, laboratories, and others have positive impacts on the academic performance of students.. Based on this, the null hypothesis was rejected and it was concluded that physical facilities significantly predict students' academic performance in secondary schools.

The analysis research question on what is the level of utilization of instructional materials in Kwara State secondary schools. The finding revealed that the level of utilization of instructional material in Kwara State secondary schools is to high extent (mean=3.19,SD=0.98) Hypothesis four was tested that instructional materials do not significantly predict academic performance of students in secondary schools.

Table 14 revealed that instructional materials significantly predict student academic performance in secondary schools t=value=6.702, p-value=0.000). Instructional materials bring about 75.9% increment in students academic performance. This implies that items like chalkboards, chairs, computers and handout are well utilized it will improve students academic performance adequately. This finding is in collaboration with Adeogun (2001) revealed a strong positive link between instructional resources and academic performance. Schools that possess more instructional resources performed better than schools that have less instructional resources. Based on this, the hypothesis was rejected as it was concluded that instructional materials significantly predict students' academic performance in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the study, and the conclusion drawn from the findings. In addition, it presented recommendations for improvement on parental socio-economic status, learning environment and students' academic performance, and suggestions for further studies.

Summary

The main purpose of this study was on parental socio-economic status and learning environment as predictors of students' academic performance in Kwara State secondary schools. In order to accomplish this, four hypotheses were formulated based on the research questions raised to guide the study. Relevant works of literature based on these variables were reviewed to support the study. Descriptive Design of correlational type was adopted for the study . Six hundred and seventy nine (679) respondents were selected which comprised of 401 students and 278 parents were selected through the use of a proportionate random sampling technique. Three instruments were used to collect the data for the study, Parental Socio-economic Status (PSSQ) and Learning Environment and Questionnaire (LEQ) and Student Academic Performance Proforma (SAPP). Parental socio - economic questionnaire was duly validated with Cronbach Alpha reliability of 0.92. mean standard deviation were used to analyze the data to answer the research questions while the simple linear regression analysis was used to test the hypotheses at 0.05 level of significance finding revealed among others that:

1. Parents' educational qualification does not significantly predict academic performance of students in secondary schools (B = 0.086; $t_{(400)}$ = 0.203, P = 0.839).

2. Parental income does not significantly predict academic performance of students in secondary schools (B = 0.535; $t_{(400)}$ = 0.442, P = 0.659).

3. Physical facilities significantly predict students' academic performance in secondary schools (B = 0.856; $t_{(400)}$ = 26.84, P = 0.000).

4. Instructional materials significantly predict students' academic performance in secondary schools (B = 0.585; $t_{(400)}$ = 6.702, P = 0.000).

Conclusion

Based on the findings of the study that physical facilities and instructional material contribute positively to student academic performance of secondary school students, this implies that a better learning environment will lead to better performance for the students. The findings also revealed that parental educational qualification and parents income has not contributed to students academic performance. This implies that irrespective of the students parental income or educational qualification the students can perform excellently well when the learning environment is fully furnished and conducive for learning.

The implication of the study is majorly geared at helping Educational Managers make more appropriate and data-driven decisions in order to achieve their set goals in sensitizing parents or guardians about their responsibilities and duties towards increasing the academic performance of the children in the society. Further more, this study gave an illustration on strategies and policies required by policy makers, government and parents in organizing, directing and planning better performance among the students in their examinations.

Also, this study gave practical advised to the government on the importance of providing more infrastructural facilities in the classrooms. This study also sensitizes Educational Managers and parents in the PTA meetings on the need to be responsible for their children both financially and non financially by providing for the students in order to bring

up intelligent and successful children in society which on the long run, would enable the progress of the community and the society at large.

Recommendations

Based on the finding of this study the following recommendation were made

1. Teachers and administrators should provide feedbacks to parents concerning the progress or otherwise of their children by their parents will be aware of their responsibilities and duties in order to encourage the students performance.

2. Parents should improve their parenting style by dedicating time and effort to guide and supervise their children efficiently. This way, they can provide adequate parental support to help the children resume school in time thereby increasing the overall performance of students in their examinations.

3. Ministry of Education and all stakeholders in education sector should work towards the provision of adequate infrastructural facilities like classrooms, libraries, labouratories, technical workshops and others, to help student perform excellently in their examinations.

4. School authorities should provide instructional material and teachers should utilize the instructional materials provided in the classroom so as to improve the academic performance of the students.

Suggestions For Further Studies

1. This research work was carried out in Kwara state public secondary schools. Other research can compare the students academic performance of public and private schools in the state.

2. Replicating the research study in all grade levels would allow for a large sample of data to be collected. It will enable researchers to analyze the data among the different grade levels and see the relationship among them.

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Appendix D

` **QUESTIONNAIRE FOR STUDENTS**

Learning Environment Questionnaire.

PART A

Please tick the response options that best expresses your wishes for answering the research questions.

The response options are:

High extent (HE) -4 points

Moderate extent (ME) -3 points

Low extent (LE) - 2 points

No extent (NE) - 1 point

SECTION 1: Instructional Materials

S/NO	Indicate the Level of utilization of the Following Items in Secondary Schools	RESPONSE			
		HE	ME	LE	NE
1	Chalkboards are well utilized in the school				
2	Chairs are used in the classroom				
3	Textbooks are used for learning				
4	We use calculators in the classroom				
5	We use computers in the school				
6	Handouts are utilized in the school				
7	Diagrams are well utilized				
8	We use projector in the classroom				
9	Maps are put to use in our school				

SECTION 2: Physical Facilities

S/NO	Indicate the Level of utilization of the Following Items in Secondary Schools	RESPONSE			
		HE	ME	LE	NE
1	We use school library for our assignments.				
2	We use Technical workshop for practical courses.				
3	Classrooms are used for learning				
4	Toilet facilities are used in the school				
5	Laboratories are always utilized for practical's				
6	School building are well built and utilized				
7	Sport Facilities in our school are adequate and well utilized				
8	Playgrounds are used at the appropriate time				

APPENDIX E

QUESTIONNAIRE FOR PARENTS

Parental Socio- Economic Status Questionnaire

PART A

Please tick the response options that best expresses your wishes for answering the research questions.

SECTION 1: Parental Educational Level

S/N	Indicate the Level of your academic qualification	Response
1	NCE	
2	ND	
3	HND	
4	BSC	
5	MSC	
6	PHD	
7	OTHERS	

PART B

S/NO	ITEMS Indicate the Range of Your Income	Response
1	20,000- 50,000	
2	51,000 -100,000	
3	101,000 -200,000	
4	201,000-300,000	
5	301,000-400,000	
6	401,000 -500,000	
7	501,000 and above	

APPENDIX F

STUDENTS ACADEMIC PERFROMANCE PROFORMA (WAEC)

YEAR	NUMBER OF STUDENTS THAT SAT FOR EXAMINATION	NO OF DISTINCTION A1, B2, B3	NO OF CREDIT C4, C5, C6	NO OF PASS D7, E8	NO OF FAIL F9	PENDING /CANCELED
2016/2017						
2017/2019						
2018/2019						
2019/2020						
2020/2021						

APPENDIX G

LIST OF SAMPLED SECONDARY SCHOOLS

1. Government Day Secondary School, Tanke
2. Taoheed Secondary School, Basin
3. Government Day Secondary School, Sango
4. Ilorin Grammar School, Ilorin
5. Government Secondary School, Gaa Akanbi
6. Bishop Smith Secondary School
7. Cherubim And Seraphim College, Sabo Oke
8. St James CAC Secondary School, Irewolede

APPENDIX H

ENROLMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN ILORIN METROPOLIS KWARA STATE

S/N	LGA	SCHOOL NAME	ADDRESS	TOWN	ENROLMENT		
					MALE	FEMALE	TOTAL
1	ILORIN EAST	APATA-YAKUBA SENIOR SECONDARY SCHOOL	ALONG POLY ROAD ILORIN	APATA-YAKUBA VILLAGE	55	53	108
2	ILORIN EAST	GOVERNMENT DAY SECONDARY SCHOOL, AMULE	AMULE OKELELE, ILORIN	ILORIN	315	355	670
3	ILORIN EAST	OKELELE SECONDARY SCHOOL ILORIN	PMB 1590 ILORIN OKELELE AREA	ILORIN	617	447	1064
4	ILORIN EAST	KWARA STATE POLYTECHNIC SECONDARY SCHOOL, ILORIN	KWARA STATE POLYTECHNIC SECONDARY SCHOOL (SSS) ILORIN	VILLAGE	99	130	229
5	ILORIN EAST	GOVERNMENT SECONDARY SCHOOL LAJIKI	LAJIKI	LAJIKI VILLAGE	47	63	110
6	ILORIN EAST	GDSS, TAPA AIYETORO OJA	TAPA AYETORO OJA	village	49	33	82
7	ILORIN EAST	GDSS, OJAGBORO, ILORIN	ISALE KOKO OJAGBORO	TOWN	223	277	500
8	ILORIN EAST	GOVERNMENT DAY SECONDARY SCHOOL (SSS) FATE ILORIN	ALONG FATE ROAD ILORIN	ILORIN	219	81	300
9	ILORIN EAST	COMMUNITY SECONDARY SCHOOL (SSS) IPONRIN	IPONRIN	IPORIN TOWN	54	34	88

10	ILORIN EAST	GDSS, OKE OGBE	C/O KWARA STATE TEACHING SERVICE COMMISSION ILORIN ;	OKE-OGBE	56	55	111
11	ILORIN EAST	COMMUNITY SECONDARY SCHOOL (SSS) OKE-OYI OJA	COMMUNITY SEC. SCHOOL OKE-OYI OJA		92	82	174
12	ILORIN EAST	COMMUNITY SECONDARY SCHOOL, AGBEYANGI	P .O BOX 1419 ILORIN	AGBEYANGI	74	56	130
13	ILORIN EAST	CHERUBIM AND SERAPHIM COLLEGE (SSS), ILORIN	P.M.B 1332 SABO OKE, ILORIN		500	484	984
14	ILORIN EAST	BUKOLA ANSARUL ISLAM HIGH SCHOOL (SSS) BUDO ARE	P.O. BOX 4915	VILLAGE	27	30	57
15	ILORIN EAST	ARMY DAY SEC. SCH, SOBI	SOBI BAARRACK, ILORIN	ILORIN TOWN	372	288	660
16	ILORIN EAST	GDSS, KARUMA, ILORIN	SOBI BARRACKS ROAD AKEREBIATA AREA	ILORIN	270	377	647
17	ILORIN EAST	COMMUNITY GRAMMAR SCHOOL (SSS) ILE APA	ALONG SENTO VILLAGE ILE APA	village	22	18	40
18	ILORIN EAST	ALALUBOSA SENIOR SECONDARY SCHOOL	ALALUBOSA VILLAGE OKE-OYI	VILLAGE	8	6	14
19	ILORIN EAST	ST. BARNABAS SENIOR SECONDARY SCHOOL, ILORIN	20, LAJORIN STREET, SABO OKE		185	293	478
20	ILORIN EAST	SENOIR SECONDARY SCHOOL, SENTU	ALONG LAJIKI ROAD	village	11	10	21

21	ILORIN EAST	ST. ANTHONY'S SECONDAYR SCHOOL (SSS), ILORIN	OFFA ROAD.	ILORIN	513	801	1314
22	ILORIN EAST	ANSARUL ISLAM SENIOR SECONDARY SCHOOL OKE-OYI OJA	NO 75 ILE BODE STREET , OKE-OYI	OKE-OYI OJA	61	73	134
23	ILORIN EAST	TETEGUN COMPREHENSIVE HIGH SCHOOL (SSS) APADO	P.O. BOX 489 TETEGUN APADO	VILLAGE	16	27	43
24	ILORIN EAST	OLOKUTA SENIOR SECONDARY SCHOOL ANFEYIN-OJA	ALONG KWARA-POLY ROAD ILORIN	ANFEYIN OJA	160	236	396
25	ILORIN EAST	GOVERNMENT SECONDARY SCHOOL, ILORIN	JEBBA ROAD	ILORIN	496	0	496
26	ILORIN EAST	OKE OSE SENIOR SECONDARY SCHOOL	ASA LOCAL GOVERNMENT AREA	OKE OSE	46	67	113
27	ILORIN EAST	KWARA STATE SCHOOL FOR SPECIAL NEEDS (SSS) ILORIN	KLMT- OLD TEBBA ROAD ILORIN	TOWN	51	48	99
28	ILORIN EAST	COMMUNITY SECONDARY COMMERCIAL SCHOOL, AYETORO-ILE	NO 1. AIYETORO ILE VILLAGE	AIYETORO ILE	43	30	73
29	ILORIN EAST	SENIOR SECONDARY SCHOOL PANADA	NO 1 OLD JEBBA ROAD	PANADA OJA	49	40	89
30	ILORIN EAST	ANSARUL ISLAM SECONDARY SCHOOL MARAFA OJA	P.O. BOX, 6510, ILORIN	MORAFA	223	277	500
31	ILORIN SOUTH	GOVERNMENT DAY SENIOR SECONDARY SCH KULENDE	KULENDE AREA		185	224	409

32	ILORIN SOUTH	SHEIKH ABDULSALAM SENIOR SECONDARY SCHOOL ILORIN	TAIWO ROAD ILORIN		445	601	1046
33	ILORIN SOUTH	ANSARUL ISLAM SECONDARY SCHOOL OGIDI	ALONG KAIMA ROAD ILORIN		681	456	1137
34	ILORIN SOUTH	GAA AKANBI GOVERNMENT DAY SECONDARY SCH	PIPE LINE GAA AKANBI AREA, ILORIN		385	374	759
35	ILORIN SOUTH	GOVERNMENT DAY SECONDARY SCHOOL OKE ALUKO ILORIN	OKE ALUKO OFF TAIWO ROAD ILORIN	TOWN	250	272	522
36	ILORIN SOUTH	GOVERNMENT DAY SEC SCHOOL OKEKERE	KAIMA ROAD ILORIN	ILORIN	415	248	663
37	ILORIN SOUTH	GOVERNMENT DAY SECONDARY SCHOOL TANKE	P.M.B. 1403 ILORIN	TANKE	338	310	648
38	ILORIN SOUTH	GOVERNMENT GIRLS DAY SECONDARY SCHOOL OKESUNA	AMILEGBE AREA, ILORIN	TOWN	0	620	620
39	ILORIN SOUTH	GOVERNMENT SECONDARY SCHOOL, OMODE	PO BOX 1086 OMODE VIA ILORIN	VILLAGE	144	100	244
40	ILORIN SOUTH	SANGO SENIOR SECONDARY SCHOOL	OLD JEBBA ROAD KULENDE, ILORIN	TOWN	126	139	265
41	ILORIN SOUTH	MUYIDEEN ARABIC SECONDARY SCHOOL KULENDE	KULENDE ILORIN P O BOX 370	ILORIN	122	138	260
42	ILORIN SOUTH	TAOHEED SECONDARY SCHOOL, ILORIN	TAOHEED ROAD, OFF BASIN ROAD, ILORIN	ILORIN	226	230	456

43	ILORIN SOUTH	UNITED COMMUNITY SECONDARY SCHOOL ILORIN	FOLAWIYO (UNITY) RD ILORIN	TOWN	398	329	727
44	ILORIN SOUTH	GOVERNMENT DAY SECONDARY SCHOOL, AGBABIAKA	AGBABIAKA ILORIN	TOWN	223	264	487
45	ILORIN SOUTH	BISHOP SMITH MEMORAL COLLEGE ILORIN	ADMIRALTY VILLA ROAD	ILORIN	473	387	860
46	ILORIN SOUTH	SENIOR SECONDARY SCHOOL OPOLO	OFF AGBABIAKA ART AND SCIENCE ROAD ILORIN	OPOLO	114	143	257
47	ILORIN SOUTH	SENIOR SECONDARY SCHOOL, ERO OMO	KILANKO AREA OFF OFFA GARAGE	town	158	183	341
48	ILORIN SOUTH	KILANKO SENIOR SECONDARY SCHOOL, KILANKO	KILANKO VILLAGE, KILLANKO, ILORIN, KWARA STATE.	KILANKO	114	82	196
49	ILORIN SOUTH	SENIOR SECONDARY SCHOOL DANIALU	DANIALU	TOWN	218	237	455
50	ILORIN SOUTH	SENIOR SECONDARY SCHOOL FATE BASIN	FATE AREA, ILORIN	FATE	100	105	205
51	ILORIN SOUTH	SENIOR SECONDARY SCHOOL OKE ADINI	OKE ADINI STREET, SANGO, ILORIN	TOWN	120	142	262
52	ILORIN SOUTH	GOVERNMENT TECHNICAL COLLEGE ILORIN	OFF KAIMA ROAD OGIDI ILORIN	ILORIN	237	165	402
53	ILORIN WEST	ECWA SENIOR SECONDARY SCHOOL OJA IYA	78 OJA IYA STREEET BESIDE ECWA CHURCH OJA IYA ILORIN	TOWN	138	199	337

54	ILORIN WEST	GOVERNMENT DAY SECONDARY SCHOOL, ADEWOLE ILORIN	P.O. BOX 13751 ADEWOLE ESTATE ILORIN	ILORIN	538	565	1103
55	ILORIN WEST	WAZIRI SENIOR SECONDARY SCHOOL, BABOKO ILORIN	UNIVERSITY MINI CAMPUS JUNCTION ILORIN	ILORIN	256	175	431
56	ILORIN WEST	AL ADABIYA KAMALIYA SENIOR SECONDARY SCHOOL	ABAYAWO ALONG OKELELE ROAD ILORIN	TOWN	503	313	816
57	ILORIN WEST	COLL. OF ARABIC AND ISLAMIC STD ADEWOLE	NEAR YEBUMOT HOTEL ADEWOLE ILORIN	ILORIN	377	368	745
58	ILORIN WEST	SHEIKH ABDULKADIR COLL., ILORIN	OFF FORMER UNIVERSITY OF ILORIN MINI CAMPUS	ILORIN KWARA STATE	164	186	350
59	ILORIN WEST	QUEEN ELIZABETH SEC. SCH, ILORIN	UMMARU SARO RD P.MB 1357	TOWN	0	450	450
60	ILORIN WEST	MT. CARMEL COLL., ILORIN	ALONG POLICE STATION, OLOJE	TOWN	345	0	345
61	ILORIN WEST	LOCAL GOVERNMENT SECONDARY SCHOOL ODORE	OFF AIRPORT RD	VILLAGE	104	92	196
62	ILORIN WEST	ILORIN GRAMAR SCHOOL, ILORIN	UMORU SARO ROAD PRIVATE MAIL BAG 1368, ILORIN	TOWN	404	604	1008
63	ILORIN WEST	GOVERNMENT GIRLS' DAY SENIOR SECONDARY SCHOOL, PAKATA	ADAM AL ILORI STREET IPATA OLOJE ILORIN	ILORIN	0	1217	1217

64	ILORIN WEST	ST JAMES CAC SSS	NEW YIDI ROAD ILORIN	ILORIN	235	230	465
65	ILORIN WEST	GDSS, AIRPORT ILORIN	AIRPORT	OBANISUNWA VILLEGE	399	361	760
66	ILORIN WEST	GHS, ADETA ILORIN	Adeta round about	TOWN	490	320	810
67	ILORIN WEST	GDSS, ADETA ILORIN	P.M.B 1541 ALFA YAHAYA RD AROMARADU ILORIN	TOWN	486	559	1045
68	ILORIN WEST	G D S S ALORE	OPPOSITE POLICE F DIVISION OLOJE ILORIN	ILORIN	484	353	837
69	ILORIN WEST	COMMUNITY SECONDARY SCHOOL, BANNI	P. O. BOX 4226, ILORIN	TOWN	162	199	361
70	ILORIN WEST	COMMUNITY SECONDARY SCHOOL (SSS) BABOKO ILORIN	ABUL AZEEZ ATTAH	TOWN	380	228	608
71	ILORIN WEST	BARAKAT COMMUNITY SENIOR SECONDARY SCHOOL	ADAM AL ILORY ROAD, YAHAYA AREA, ILORIN	TOWN	267	221	488
72	ILORIN WEST	GDSS, ODO-OKUN	SAW MILL AREA	TOWN	375	380	755
73	ILORIN WEST	IMAN SENIOR SECONDARY SCHOOL, ILORIN	IREWOLEDE AREA, ILORIN	TOWN	86	64	150
74	ILORIN WEST	GOVT. GIRLS DAY SECONDARY SCHOOL, OKO-ERIN	P.M.B 1461 OKE ERIN	TOWN	0	693	693
75	ILORIN WEST	ANSARUL ISLAM SENIOR SECONDARY SCHOOL KUNTU, ILORIN	OFF AGBOOBA STREET ANSARUL ISLAM SECONDARY	KUNTU ILORIN	36	44	80

			SCHOOL STREET				
76	ILORIN WEST	ANSAR-U-DEEN SENIOR SECONDARY SCHOOL ILORIN	ADAMU ROAD OFF TAIWO ROAD, P.O. BOX, 146 ILORIN	TOWN	254	177	431
77	ILORIN WEST	MANDATE SENIOR SECONDARY SCHOOL ILORIN	APALARA AREA ADETA	TOWN	689	532	1221
78	ILORIN WEST	SENIOR SECONDARY SCHOOL ITA-ALAMU	ITA-ALAMU	TOWN	310	405	715
79	ILORIN WEST	LOCAL GOVERNMENT SENIOR SECONDARY SCHOOL OSIN AREMU	OSIN AREMU	VILLAGE	245	303	548
80	ILORIN WEST	BAPTIST SENIOR SECONDARY SCHOOL, SURULERE	NO 171, ABDULAZEEZ ATTAH ROAD SURULERE ILORIN	ILORIN	206	186	392
81	ILORIN WEST	SENIOR SECONDARY SCHOOL ABATA BABA OYO	ANIFOWOSE STREET ILORIN	ILORIN	202	159	361
82	ILORIN WEST	SENIOR SECONDARY SCHOOL, OKE APOMU	OKE APOMU	OKE APOMU	40	60	100
83	ILORIN WEST	SHUBAN SENIOR SECONDARY SCHOOL, ILORIN	SHUBAN STREET OFF ITA KUDIMOH ROAD, ILORIN	ILORIN	76	89	165
84	ILORIN WEST	COMMUNITY SECONDARY SCHOOL WARRAH OJA	VIA ILORIN WEST LOCAL GOVERNMENT AREA	WARRAH OJA	32	18	50
85	ILORIN WEST	ANIFOWOSHE COMMUNITY SENIOR SECONDARY	ITANMOH AREA	ILORIN	284	137	421

		SCHOOL, ITANMOH					
86	ILORIN WEST	MADI COMMUNITY SENIOR SECONDARY SCHOOL	ALONG OGUNDELE EXPRESS WAY ARROHIM STREET MADI, ILORIN	ILORIN	28	17	45
87	ILORIN WEST	COMMUNITY SENIOR SECONDARY SCHOOL, ALIARA AJARA	ALIARA AJARA COMMUNITY	ALIARA AJARA	13	17	30
88	ILORIN WEST	PROGRESSIVE SENIOR SECONDARY SCHOOL, ADETA ILORIN	ADETA ROAD ADETA AREA	ILORIN	36	48	84
89	ILORIN WEST	SENIOR SECONDARY SCHOOL GBAGBA	OFF AIRPORT ROAD NEAR AIRPORT HOTEL GBAGBA, ILORIN	TOWN	282	281	563
90	ILORIN WEST	GAA IMMAM COMMUNITY SENIOR SECONDARY SCHOOL, ILORIN	GAA IMAM AREA ILORIN	ILORIN	17	23	40

Source: Ministry Of Education, Kwara State

APPENDIX I

EVIDENCE OF RELIABILTY ANALYSIS

Output Created		01-Jul-2022 06:43:56
Comments		
Input	Data	C:\Users\\Desktop\LIZY Coding new.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 QP1 QP2 QP3 QP4 QP5 QP6 QP7 QP8 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE.
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.000

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.922	17