LEARNING RESOURCES, STUDENTS BACKGROUND AND ACADEMIC PERFORMANCE IN DAY AND BOARDING SECONDARY SCHOOLS IN ZARIA METROPOLIS

BY

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DECLARATION

I declare that the work in this thesis entitled **"Learning Resources, Student Background and Academic Performance in Day and Boarding Secondary Schools in Zaria Metropolis"**, has been performed by me in the Department of Educational under the supervision of Professor Musa Balarabe. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis has previously presented for the application of higher degree.

_____ _____

Musa I. Fudak Date

CERTIFICATION

This thesis entitled **"Learning Resources, Students Background and Academic Performance in Day and Boarding Secondary Schools in Zaria Metropolis"** by Musa I. Fudak, meets the regulations governing the award of the degree of Masters in Educational Psychology (M.Ed) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation

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DEDICATION

This study is dedicated to my late father Mr. Lalungs Kyom without whom it would not have started and my mother Mrs. Nduwo Lalungs, without whom it would not have finished. And to my late son Mr. Barak Musa who went to meet the Lord before the completion of this study.

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ABSTRACT

This study is on Learning Resources, Student Background and Academic Performance in Day and Boarding Secondary Schools in Zaria Metropolis. The study covers seven secondary schools in Zaria. Four hundred (400) respondents took part in the study. Three hundred and forty (340) students and sixty (60) teachers took part in the study. The research designed for the study was the survey method, whereby two tail t-test statistical analysis was used for hypotheses 2,3,4 and Pearson Product Moment Correlation was used to test hypothesis one and six. The result of hypothesis one revealed that there is no significant relationship between the availability of learning resources and academic performance. Hypothesis two showed significant difference between students from low and high socio-economic background, with the high socio-economic background performed more significantly better. Hypothesis three shows significant difference between students from rural and urban schools, with rural students performed significantly better, while hypothesis four showed significant difference between students attending day schools and those attending boarding schools with boarding students with high performance. And hypothesis five showed significant relationship on teachers-students ratio and academic performance. On the basis of this result it was recommended that (1) the state government should develop more useful and reliable policies for provision and distribution of educational facilities and resources in the state. Also government should provide free textbooks for the students or the cost of essential textbooks should be subsidized (2) Government should ensure that rural schools are provided with necessary facilities to increase enrolment rate and thus bridge the gap of rural-urban educational disparities within the states (3) More qualified teachers in all subjects should be employ by the state government to reduce teachers workload.

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OPERATIONAL DEFINITION OF TERMS

Academic Performance: Refers to students scores obtained from state qualifying examination. A placement examination for students in Senior Secondary Two before placement into Senior Secondary Three.

Learning Resources: These include human e.g. personnel and non human components e.g. equipment and material that aids effective teaching and learning.

Socio-Economic Status: These include students who parent academic qualification is below N.C.E. or Diploma

NECO (National Examination Council): An independent Examination body in Nigeria.

WAEC (West African Examination Council): An independent examination body in West Africa.

LIST OF ABBREVIATIONS

SSEC	Senior School Certificate Examination
SQE	State Qualifying Examination
WAEC	West African Examination Council
NECO	Nation Examination Council
SES	Socio Economic Status
NCE	National Certificate in Education
FRN	Federal Republic of Nigeria
FME	Federal Ministry of Education
UPE	Universal Primary Education
UBE	Universal Basic Education
ESSR	Education Sector Status Report
STM	Science, Technology and Mathematics
NPC	National Policy on Education
NERDC	Nigerian Education Research and Development Council
NPEC	National Commission for Primary Education
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Emergency Fund

CHAPTER ONE

INTRODUCTION

1.2 Background to the Study

Every nation that is committed to progress and advancement strives to have a system of education that reflects the changing needs of the nation. Such changes are usually not born out of coercion but out of the desire by both the government and the people to evolve a system that meets their goals, aspirations; immediate and long term needs (Ayodele, 2001). In the light of this, Iwok & Samson (2006), observed that education stimulates the advancement of its social, economic, democratic and technological standards. Thus it is a vital and crucial tool needed for the formation minds from adulthood in a designed environment called school, where learning and acquisition of skills can take places for total development of each individual in the society and the nation as a whole (Ogunsanya, 2004).

Educational institutions become more and more important to the day-to-day live of a nation inhabitants as these institutions assist succeeding generations to become aware of who they are, to come to understand their functions, their limitations and most of all, their potentials, capabilities, frustrations and fulfillment (Bans & Juffkins, 1995).

Since the late 1980s Nigeria has been grappling with the problem of falling standards of education, with the state and federal government adopting different policies and strategies to deal with it. The survey conducted by the Federal Ministry of Education in 2001 indicates that there are wide gaps in the performance of the education sector in different geopolitical zones and states, with the North West Zone recording in the least performance (FMOE, 2001). The 2004 education survey by the National Population Commission does not only confirm this trend, it also shows that the gaps between the northern and southern states in education are widening, Kaduna State is one of the states of the North West Zone, and its performance is even worse than those of Kano, Jigawa, Katsina and other states within the zone. Clearly, therefore, there is something fundamentally wrong with the education sector in the state. it is not that the people who manage the education system in the state do not know what is wrong with the system; or that they do not know what to do to address the situation. My submission in this project is that most of the policies made are either not implemented, or they are poorly implemented, due to a multiplicity of factors.

Recent research leaves us no doubt that the education sector in Kaduna State is in deep crisis. A 2002 World Bank report (quoted in FME; 2003:S1), shows that 25% of primary school leavers fail their first school-leaving certificate Examination, while another 25% fail the State Common Entrance Examinations. A survey of learning achievement in 2001 showed that only 40%

of primary school pupils had achieved literacy in the English language, and 34% in numeracy or mathematics (FME 2003:60). In Kaduna State, data colleted from information supplied by the Education Resource Centre show that "between 1996 and 2002 only an average of 2% of public secondary school students passed their SSCE". The actual figure ranged from 0.81% in 1996 to 1.08% in 2001 and 5.28% in 2002.

The Kaduna State government has not been happy with this performance of students in the Senior School Certificate Examination (SSCE) over the years. This led to the introduction of the State Qualifying Examination (SQE) for students in senior secondary two (SSII) for placement into senior secondary three (SSIII) who will eventually write the SSCE. With this action many teachers, parents stakeholders and government expected an improvement in the performance of students at SSCE level.

Bonat (2003), states that in a 2000 survey of leaning facilities in the secondary schools in Kaduna State, it was determined that 777 additional classroom were required to accommodate the 8900 classrooms in the schools. A total of1,620 classrooms was available in the secondary schools, out of which 983 (60.68%) where in good condition, 669 (41.29%) were in bad condition; and 406 (25.06%) were operating without classrooms.

1.2 Statement of the Problem

There has been lot of controversy over the question of academic performance of Nigeria secondary school students. The low performance of students especially in SSCE has clearly led credence to this study. The question of academic performance and students' performance in SSCE is therefore a recurring issue, usually discussed both in and outside the academic circles. Everybody in interested in the question of the quality of education in Nigeria today in general and in Kaduna State in particular. This study examines the concept of academic performance and it relates to students background, learning resources and academic performance. In the last few years, it has been observed in most secondary schools that a high percentage of our students are performing very poorly in National Examinations i.e. WAEC and NECO due to ill motivated behaviour of the students towards the education, lack of professional teachers existing of lazy teachers and lack of teaching and learning facilities and equipment.

Everyday newspapers, media published reports on the deteriorating state of education in secondary school levels especially in Kaduna State. Some of these reports have shown that there are poor academic activities in secondary schools which obviously tend to rampant failure in external examinations among secondary schools students. This alarming at which students fail the SSCE in Kaduna State called for attention. It is observed that students performance in the Senior School Certificate Examination (SSCE) has continue

to be low over the years (WACE, 2003, 2005). It is common knowledge that the performance in the SSCE has been low for the quite a long time (Omotoso, 1981, Faloye, 1987, WAEC, 1994/95).

Recent research leaves us no doubt that the education sector in Kaduna State is in deep crisis. A 2002 World Bank report shows that 25% of primary school leavers fail their first school-leaving certificate Examinations (FME; 2003). A survey of learning achievement in 2001 showed that only 40% of primary school pupils had achieved literacy in the English language, and 34% in numeracy or mathematics (FME 2003:60). In Kaduna State, data collected from information supplied by the Education Resource Centre show that "between 1996 and 2002 only an average of 2% of public secondary school students passed their SSCE". The actual figure ranged from 0.81% in 1996 to 1.08% in 2001 and 5.28% in 2002 (Bonat, 2003:27). In the year 2003, about 26,000 candidates sat the examination and only 2,078 or 8.0% candidates passed. In the year 2004, about 25,000 sat the examination with only 557 or 2.2% candidates being qualified for university entirely.

Mohammed (2003) in Otanyemi (2000), states that there has been general outcry about poor student's performance in the Senior Secondary School Examination especially in the science.

The main thrust of the present study is to examine the relationship among learning resources, secondary school students socio-economic background and their academic performance in Zaria Metropolis.

1.3 Objectives of the Study

The study aims to:

1. Investigate whether availability of learning resources has any relationship on academic performance of students.
2. Investigate whether or not students' socio-economic home background influences their academic performance.
3. Investigate if there is a difference in academic performance between students from urban and rural schools.
4. Investigate whether there is a difference in academic performance between students attending day and those attending boarding schools.
5. Investigate whether there is relationship between teacher-students ratio and students' academic performance.

1.4 Research Questions

This research work sought to answer the following questions:

1. Does availability of learning resources have any relationship on academic performance?
2. Does socio-economic home background influence students' academic performance?
3. Does school location (urban/rural) has any relationship on academic performance?
4. Does school type in terms of day and boarding influence academic performance?
5. Does teacher-students ratio affect academic performance?

1.6 Hypotheses

1. The availability of learning resources has no significant relationship with academic performance.
2. There is no significant difference between students from high and low socio-economic home background and their academic performance
3. There is no significant difference between students from urban and rural schools and their academic performance.
4. There is no significant difference between students attending day and those attending boarding schools and their academic performance.
5. There is no significant relationship between teacher – student ratio and students academic performance.

1.6 Basic Assumptions

This study is based on the following assumption:

1. It is assumed that non availability of learning resources affects student academic performance.
2. It is assumed that students from high socio-economic home background perform significantly better than those from low socio-economic background.
3. It is assumed that school location (rural/urban) affects students academic performance.
4. It is assumed that school type (boarding/day) affects students' academic performance.
5. It is assumed that there is relationship between teacher-students ratio and academic performance.

1.7 Significance of the Study

The study is very significant because it will provide useful suggestions that will enable parents, guardians, well to do individuals in the society, practice organization and government in providing learning resources in secondary schools for effective teaching and learning.

The study will assist the government (Ministry of Education) in training her teachers to improve in their primary assignment.

The study will provide useful suggestions to the government on the need to recruit more teachers to arrest the problems of overcrowding in the classrooms.

The study will suggest to teacher to be creative in providing improvised instructional materials and stop complaining and blaming government for not providing all the materials needed for teaching and learning.

The study will also suggest to the government to build more classes to decongest the students population in our classrooms, this will go along with N.P.E, which states that for effective teaching and learning teacher-students ratio shall be 1:40 and effective participation of students in practical work, the teacher-students ratio shall be kept at 1:20. The study will be of benefit to parents because it will suggest to them to provide learning facilities to their children.

1.8 Scope and Delimitation

This study is designed to examine students' background, learning resources and academic performance. The study aims at finding whether variable like; learning resources, socio-economic home background, school location, school type and teacher-students ratio are related to students academic performance. The study is limited in assessment of some randomly selected Senior Secondary School two (SSII) in Zaria Metropolis. The schools include; three day secondary schools and four boarding secondary schools (two coeducational day secondary schools, one purely girls' day secondary school, two purely girls' boarding school, two purely boys boarding secondary schools. The schools are: Alhuda-huda College, GGSS (former WTC) Zaria, DLGGS Giwa, Barewa College Zaria, GSS Tudun Saibu, GGSS Samaru and GSS Bomo.

The researcher limited the study to these schools because of the time factor, for proximity and due to financial problem.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This research work is designed to investigate learning resources and student's background and academic performance. The purpose of this chapter was to present some relevant studies in relation to student's background, learning resources and academic performance.

The review of related literature presented in this chapter under the following sub-title:

2.2 Schools inputs and their influence on students academic performance

2.2.1 Learning resources and students academic performance

2.2.2 Socio-economic background and student Academic performance

2.2.3 School background/environment and academic performance

2.2.4 Class size and students academic performance

2.2 Schools Inputs and their Influence on Students Academic Performance

School facilities are regarded as the important aspect of students learning resources in the school system. Provision of learning facilities fall within the realm of authority and power of the National, State, Local Government and the agencies that provided education in the society. These facilities themselves

cannot up-lift the status of the students but only when the human being that has been trained apply these facilities, then the effects of internalization of the facilities, would be shown on the attitude and behaviours of the students. The effects of these facilities either affect the students negatively or positively depending on the conditions created by the environment of learning.

Effects of school facilities and students academic performance has not been seriously researched into in Nigeria. However in the Western World especially America, researchers are now focusing attention on the serious effects the provision and maintenance of school facilities can have on academic performance (Olubadewo, 2005). Some of these facilities may not be regarded in our schools as deterrents to learning among children but in the real sense of it, they do affect teaching and learning processes either negatively or positively. The negative effects of such facilities mostly are the concern of educational policy makers and planner and psychologist.

2.2.1 Learning Resources and Student's Academic Performance

Facilities according to Storm (1979), have been identified as very important variables in the teaching and learning of vocation programme through the world. Facilities according to the American Association for Vocational Instruction Materials (1979) are the classroom, laboratories, workshop and equipment. Faisal and Annutte (2001), Patrick et al (2001), in their studies observed that decline in the performance of students is due to inadequate

facilities. Maitarfsir (2003) states that lack of instructional materials to serve as teaching aids that facilitate quick understand of the subject matter in the classroom is a great impediment to conducive learning environment for STM education. He went further to put it that for effective STM learning relevant materials such as equipment in the laboratories, charts, diagrams, chemical, models, specimen, and for technology, technological device like computer, tape recorder and video cassette recorder must be made available in the classroom so as to assist students to have a design of what is taught in their mind. Various studies have shown that a proper use of teaching materials/aid will positively enhance the teaching and learning process in science (Dale, 1983, Okebukola 1989 and Johnson 1991). In all, various reasons have been adduced as major factors among which is lack of necessary teaching materials/aids in our schools as responsible for the observed poor trend on students performances for the SSCE for the period 1993 – 1997. (Ajewole 1991 and Ivowi 1991). Futunbi (1996), put it that laboratory facilities and instructional performance materials to which students have been exposed have contributing factors to the student's academic achievement. Jimoh (1992) observed that poor laboratory facilities and lack of relevant textbooks are among factors that are responsible for low performance of students in physics, chemistry and Biology.

Studies by NPEC (1998), FUN/UNICEF/UNESCO UNDP (2000) and UBE (2001), showed that over the years, there had been massive deterioration and inadequacy in school inputs and processes. Corroborating this, FME

(2003), in its Education Sector Status Report (ESSR) noted with dismay the poor quality of inputs in public schools. According to the report, such poor quality inputs have negative impact on teaching and learning (school processes) and ultimately on achievement (output). Asuru (2000), put that on the negative slope of availability of school facilities on numeracy, it indicates that facilities in themselves may not make any positive impact on achievement unless they are effectively utilized. Anene (1997), examined the influence of laboratory experiment on the performance of the Nigeria secondary school students in WASC chemistry examination. He found that insufficient laboratory work is accountable for student's poor performance in chemistry. The availability of well equipped chemistry laboratory is a sure pointer that adequate provision for student's practical work has been made. He went further to recommend that chemistry teacher should make effective use of the laboratory so as to enhance student's performance in chemistry. While Ezeirouma (1985), assert that schools with well equipped laboratories have significantly better school certificate results.

Bassey (2004), observed that most schools lacked textbooks and other types of instructional media for achievement of curriculum delivery. Odukwe (1999), regretted that many schools in Nigeria apart from the model school and Federal Government Colleges hardly have adequate material resources Gidado (2005), states that in some rural schools, teachers and pupils read under trees. He went further argued that in some secondary schools, staff rooms are not

enough to accommodate teachers. And in some teacher education institutions, it has been observed that lecture halls, classrooms, laboratories, hostels, staff quarters, offices and office equipment, generating plants etc are in most cases inadequate compared to the number of staff and students that make use to them. In some federal and state owned institutions, the ratio of student/staff to the available infrastructure is greatly inadequate. In the researcher's, school there are students' populations of over 1500, with 9 classes, which means each class will have no less than 166 students.

Onyejiemezi (1981), Adedayo (2000) Ibrahim (2005) and Atadoga (2007), ascertained that the use of teaching materials, be it visual, audio or audio visual materials, enhance effective learning of physics and contribute to the full potential of the learners. Effective learning cannot take place without availability of basic relevant learning materials. In addition to private studies, where teachers give the students tutorial, exercises and home work, the need for learning materials is imperative.

Ogunshege (1990) and Ekpenyong (1990), called books veritable vehicles of communication and transmission of education, learning and culture in any society. Akujuo (1991), emphasis that books have been the basics tools for any educational development. Many studies and reports have confirmed the crisis of books and other learning materials. According to Adesina (1990) and Iyila (1995), most of the higher institution of learning in Nigeria are facing the problem of acute shortage (and non availability for some disciple) of essential

books. While Gojeh (1993), noted that most college libraries have outdated and insufficient collections, while some programmes in the colleges do not have books, journal and other reference materials to meet the needs of their patrons. According to Ayodele (2008:13), "a situation in which machine tools are lacking in technical colleges, where tractors and harvesters are not available in schools of agriculture, where computers are not known in commercial school. Shuaibu (2005), observe that for effective and meaningful learning to take place three factors are indispensable, namely: the teacher, the pupils and the instructional materials alongside the conductive environment.

2.2.2 Socio-economic Background and Student Academic Performance

One sociological explanation for differences in academic performance is parent's socio-economic status (education, occupational status and income). Coleman and Associates (1966), contended that schools bring little influence to bear on child's academic achievement and parents' socio-economic status is the key to that outcome. Many studies have confirmed this. For instance, White (1992), found that in homes where educated parents monitor and help their children's school work, the children tend to do well in school. Addae-Mendah et al (1973), made similar finding. Studies done in different part of the world, particularly in the United States of America support to the positive relationship between parent's socio-economic status and children academic performance (Downey 1995, Honda 1996 and Gothic 1994).

Ezenmou et al (1985), from their work indicate that there is a positive relationship between socio-economic status and student's success in the school and students' success in the school activities. They point out that students from higher socio-economic background leave school earlier than those of low status. Those families of high status prepare their children well ahead and more adequately equip them with materials needed for studies than the low income ones. Coleman (1940) Shaw (1943) and Collins (1957) in James, Adu & Opare (2002), carried out researches to determine the relationship between the socio-economic background and students' achievement. They concluded that there is a close relationship.

On the other hand, Douglas (1964), agrees that although there is a relationship between parents' status and students' achievement in school, the relationship is not strong. He then stressed that there is evidence that extreme poverty of the environment leads to a determination in academic performance. He maintained that the values which families attach to school education determine the degree of motivation with which the students pursue such education and which have bearing on their performance.

Dubey et al (1979), hold similar view with Douglas, that parents from higher class may have facilities such as radio, television, video, reading corner with writing materials provided. Sometime such parents provide their children with a mini library. They claim that these things help to prepare children for the learning process in schools. But a child from a lower class is handicapped in

that, he may not have even one single textbook at home. This could be true because looking at the economies situation in our country today the lower class families do not have these social amenities in their homes. Some parents do not have good food and shelter for their families not to talk of equipping their children with educational materials. In fact, in our secondary schools either day or boarding some students do graduate without having access to a single textbook of their owns how then do we expect such students to perform well in their academic work.

Obanya (1985), asserted that it is known that parents from high status in Nigeria provide books and in various ways encourage their children to read, whereas. The children of the lower class are not giving adequate motivation by their poor parents. They have little or no access to books, educational materials and other supplements to reading readiness.

The researcher is of the opinion that high socio-economic class in Nigeria do not only provide their children with learning facilities and equipment but, in addition sent them to the best school which are either private or public schools with well equipment for learning. In fact, even the very few boarding school we have in the state the majority of the students there are of the high socio-economic class.

Prewitt (1980), in his study carried out in Kenya, revealed that whether parents who utilize private schools and who deploy resources in a manner creating pre-school condition which are conducive to a successful school

achievement provide initial advantages which are difficult to match among their poor uneducated and rural Keyans. This is applicable to Nigerian society today, that parents of a high socio-economic class are no longer sending their children to good schools in the country but, are now sending their children to schools in overseas living only the children of poor parents in public schools, especially the newly established day schools that have no equipment; facilities and qualified teachers, and today such students are been blame of poor performance.

Prewitt went further to states that families with a high social status prepare their children more adequately than those of the lower class. As a result children coming from the former background are often more ready to learn and consequently stand a better chance of succeeding in their studies.

Rossi and Stringfield (1995), arrived at a similar conclusion; they found out that the higher the occupation of the bread-winner, the greater the level of achievement of the children. They gave reason that parents do not allow their children to receive less education than they themselves received. They further stressed that parents will do every thing possible to equip their home and make sure that their children attend private school.

On the other hand, the research work conducted by Isah (1976), Fika (1978), on "relationship between socio-economic status and students achievement" came out in a negative form. Isah. In his finding in Jalingo concluded that children of unskilled labourers and petty craftsmen performed

better. Fika, also concluded that there was no correlation between parents status and students achievement. Lake (1979), confirmed that children from middle income homes do worse in school performance than children form richer homes. Uba (1989), also explained that the socio-economic background of the child is judged by the status and financial state of the children and ability of such parents to provide a better intellectual and stimulating learning environment.

Research findings have also shown that differential family backgrounds are sources of inequalities in school achievement (Floced and Holsey 1961), Banus & Findlay (1973), Flude (1974), Abosey (2002), all asserted that student who parents have attained high socio-economic status levels also tend to shown a high level of education performance. That the major reason for a strong political opinion in favour of a more equitable distribution of educational opportunity is that even though opportunity for selective secondary schools was dependent on individual merit and achievement, these later have been found to be associated with socio-economic status background of students.

The poor performance of the children of lower status parent has been attributed to cognitive and linguistic inadequacies, value orientation and self-images that are seen to constitute major handicaps, to educational achievement (Flude, 1974). Others researchers have, however directed attention to elements of interpersonal relationship between parents and their children. Banks, and Findlay, (1973), have found that conformity to adult expectation is part of the

characteristics of successful students. They also found that parents' aspiration for their children's educational achievement and students' actual performance are mutually reinforcing.

The main thrust of the findings of the research on family background (or home) effects on school achievement is that the variation in the latter is a function of the nature and quality of the interaction between parents and their children in some family environments, children are better prepared for academic performance than the others. The characteristics of more educationally advantaged family environments are those that are more easily reinforced by schools. The studies on equality and educational opportunity in Britain and the America have produced mounting evidence to show that home factor contributed much more to the variation in student academic achievement than the school (Coleman et al 1966); (Plowden Report 1967), states that parental attitudes and home circumstances together accounted for 48% of the variation in performance compared with 17% from the school. Lloyd, (1966); Rutter and her associate (1979), also emphasized the importance of home and school (Parents and Teachers). In constructing children's learning behaviour. Rutter et al (1979), in their study confirmed that the immediate and direct feedback in term of praise or approval are strongly associated with construction of pupil behaviours. They further explained that the home and school are important places for the child to start building up a realistic and constructive learning behaviour. In a study of Lloyd, (1966), it was found that the attitudes

of parents towards the child's early experience in the home can affect the child's school performance. He further explained that the parents should place major emphasis on their interaction with their children in the areas that bear on school performance.

Gerda & Dennis (1980), explained that child's good or poor performance does not depend on any attributes he happens to be born with but is a complex response to his family home environment, his community and its values, his peer group, his social contact, his teachers and the overall climate of his school and its assessment procedures.

Enoh et al (1992), has reported that parental encouragement and guidance serve as the reinforcement to children since most of them are always willing to win approval from parents, and there is the likelihood that they will all strive to excel in these aspects. That this applies well to educational achievement thereby forcing children to learn at school. He went further to states that many studies have discovered that the most important contributor to the child academic performance is infact parental attitude towards the child's educational experience.

Reid (1964), cited in Lovell (1973), found that the best predictor of academic achievement in school is parental interest in a child's education. There are many factors in the home that have been known to influence the students learning process. Enoh (1992), cited some of these factors to include parents pressure toward child's achievement. Environmental stimulation at

home, language models, academic guidance, facilities desirable for working habits and values and meaningful families suitable for child's education. Another study conducted by Sharp (1975), has confirmed that a good home does not mean where parents are clever and bookish, parents who have difficulty in reading can still provide their children with helpful stimulating backgrounds. That what is important is the interest parents take in the child's educational development. She went further to explained that by doing this the parents are all helping to lay the foundation on which all future learning depends.

Parents should always use wise techniques in dealing with their children at home. They should use motivational statement in describing and answering children's questions. Rutter et al (1979), has supported this idea by explaining that an immediate and direct feedback in term of praise encouragements approval are strongly associated with constructive pupils behaviour. Lloyd (1966), Mbiling (1979) Ogunlade (1978), Prewitt (1974), Weiss (1979) Gerda & Dennis (1980), Durajaye (1984) cited in Adamu (2004), have observed that children from home that are termed elite not only enter school at an advantage, but are likely to retain that advantage right through their academic careers. A study of Gerda & Dennis (1980), has explained that elite families are well place to provide the few advantages that is good and stimulating physical environment for learning. Lloyd (1966) made a research on children rearing practices in Nigeria and found that the elite class places a major emphasis on

their interaction with their children in the areas that bear on school performances. Mbiling (1979), asserted that there are subtle ways in which home can affect school performance. He explained that the attitude of parents at age sixteen (16) showed significantly because the latter lacked finances and sufficient parental support.

Using Blakes (1989), Resource Dilution Model to explain the phenomenon of differential academic performance, Haveman Wolfe & Spaulding (1991); Powell & Steelman (1993), studied the relationship between sibling size and academic performance and education success. All the studies had confirmed Blakes earlier finding that as sibling size increases, parental resources get diluted, and that as a consequence children's academic performance also declines.

Student's academic performance in Nigeria today could be below expectation because of large families kept by some parents. One may suggest that the social environment in which the child is embedded can also have strong influence in his academic performance. Opare (1999), attest to this. His explanation is that in communities where parents attach great importance to educational success, academic effort on the part of children and reinforcement on the part of parents are a characteristic, hence good academic performance is common. On the other hand, children who find themselves in environments where education is not valued very much are likely towards the utility of what has learnt at school must colour the way children approach school. Ogunlede

(1978), found that children from illiterate parents did worst and performed poorer than children from literate parents attending the same school. Prewitt (1974) also observed that educational level of parents is very important in the child's academic development. He states that parental attitude to school clearly influenced school performance. He gave an example that if parents think that school is important they make arrangement for their children to have an extract-coaching for an importance examination as parents do in large cities and towns. He went further to states that such parents make sure their children go to the best schools available in their areas. Weiss (1979), proved this in his study in Nigeria, Ghana and Kenya were he found that most students in the universities and secondary schools are more likely coming from urban well educated homes. Another factor has been the structure of the house.

Krein & Belier *(1995);* Astone and Maclanala (1991); Zimles and Lee (1991) and Reed & Dubow (1997), all indicated that household structure has a strong influence on academic performance. The explanation is that both men and women who lived in intact families do less in academic effort; hence they invariably become academic losers. These finding thus tend to support Coleman (1988) social capital theory who posits that children who receive social support from both the home and the neighborhood tend to work hard on their studies and eventually become academic success.

Kegan (1976), put it that achievement oriented children from homes which intellectual activity was praised would probably be more likely to master

intellectual tasks than children from less achievement oriented homes in which such accomplishments are not regarded. Mukhcrjce & Umar (1977), shows that children of middle class families and professionals manifest positive attitudes towards school education. It can thus be assumed that parents who have been to school and who place high value on school work will encourage their children. Though the parental attitude may increase a child's desire to improve his cognitive skills; and the child's dispositions should influence his motivation to strive for intellectual accomplishment. It may however, be interesting that there are other types of homes, where parents are illiterates, broken home due to divorce or separation etc. All these have their respective impacts on a child's school achievements. Mhya & Gamba (1977), found that there is a marked difference in the educational achievement between the children who came from parents with an educational background and those who parents were not educated at all. They also found that parents without formal education have a negative attitude towards their children's education that this influences their children's academic performance negatively. But parents who have high education exhibit positive attitudes because they have realized the importance of giving their children opportunities to attend school and at the same time encourage them to do well. Onyabe (1977), findings reveal that the higher the parent's western educational attainment, the higher also their children's academic achievement.

Ninyio (1977), pointed out in his study that parental attitudes increases in the children as they grow older and especially during their adolescent years. Also Sewell & Shah (1968), pointed out that where parental encouragement is low; relatively few students regardless of their intelligence would plan to go further in education. in the other hand where parental encouragement is high, the proportion of student planning to go further in education will also be high even if their intelligence is relatively low. The higher the parents' aspirations therefore, in education will also be high even if their intelligence is relatively low. The higher the parents' aspirations therefore, the higher their children's academic achievement (Onyabe, 1977).

In a study of the effect of socio-economic status of the parents on the academic achievement of a child Ezewa (1987), found a positive correlation between academic achievement and parent's economic status. Bello (1987), found that children from high economic background have a better chance of succeeding in school than low economic counterparts, having that provides physical environment appropriate for the academic tasks at school. Odukwe (1999), confirmed that children from high economic background are able to be enrolled in lesson, able to buy necessary textbooks and stationary.

Balagun & Ukwiye (1998), postulated that the value which each family attached to formal education rather than income, determined the motivation with his children pursue such education. Fafuwa (1988), explained that children of literate parents did better at school than those of illiterate parents. He added

that academic progress is constantly monitored and rewarded when performed well and received punishment when their performance is poor.

This implies that parental interest and attitude as well as support given at home may be a major factor influencing child academic achievement in school.

Another important difference between middle class and lower class families is in the kinds of activities parents tend to do with their children. Middle-class parents are likely to express high expectations for their children and to reward them for intellectual development. They are likely to provides good models for language use, to talk and read to their children frequently and to encourage reading and other learning activities. They have particularly apt to provide all sorts of learning materials for children at home, such as books, encyclopedia, records, puzzles, and increasingly computer. These parents are likely to expose their children to learning experiences outside the home, such as museums, concerts, and zoos. Middle class parents are likely to expect and demand high achievement from their children, working class and lower-class parents are more likely to demand good behavior and obedience (Knapp & Woolverton, 1995, Metz, 1990). Heyne (1978), in his study found that students from families of different social class backgrounds achieved quite similarly during the school year. He went further to state that, over the summer, students from low income families lost much of the achievement they had gained, while those in wealthier families gained in achievement.

Home environment influence not only academic reading for school but also the level of achievement through the students' career in school. Lower-class children may be receiving less academically relevant stimulation at home and are more likely to be forgetting what they learned in school (Thompson et al 1992).

Awoyemi (1986), in his study found that family background had significant influence on student's classroom performance. He point out that a house within a given income is likely to spend more on food, the more mouths it has to feed. He quoted Boocook (1972), as the most important predictor of achievement in school associated with the family is socio-economic status (SES) and that the higher the SES of the pupil's family, the higher his school achievement is expected to be. Awoyemi (1986), concluded that students from high socio-economic background and who are few in the family, perform better than those students from low socio-economic background and who are many in the family. Riedesel & Suydan (1969), reported that sociological and psychological researches have shown that socio-economic level of the family affects academic background and achievement. Lawton (1968) showed that there is significant relationship between the school achievement and socio-economic status of the family.

2.2.3 School Background/Environment and Academic Performance

Apart from the purely sociological explanation of different academic performance, school quality has also been found to be potent factor to academic performance. School quality research suggests that when there are sufficient textbooks in a school and when other supplementary teaching and learning takes places, and pupils do well in their school work (Altbach, 1978, Heyneman & Loxley, 1983). The school authorities manage instructional resources in the school also have effects on learning outcomes. Regarding to academic performance among pupils so the research findings indicate management makes the different (Opare, 1999).

Stone (1967) & Dayle (1976), point out that when the environment is grossly deficient in stimulation, the development of the child is correspondingly retarded. That children from slums are likely to suffer from effects of neglect to a greater degree than other children. Lovell (1962) reveal that concept formation is likely to be aided by memories and images of events and object within the environment. As an example, he states that as the child in building up his concept of transport, he is helped by memories of car and train journeys and images from ship seen at seaside and aeroplanes flyover his own home town.

Burt (1979), suggests that an environment should be conducive for learning so that fresh concept could be formed continually. He also holds the view that young and adolescent people from a stimulating background could easily form concept superior to those that are taught in less favorable

background. He added that poor social environment in closely relate to poor school attainment. He then concluded that backward children are greater in number in poor and overcrowded areas. This clearly shows that for our children to attain greater highs academically and since concepts function is aided our environment (school) should be made conducive for teaching both in and out.

Stephen (1964), states that good school building are clearly associated with superior attainment. He believes that it is expected of authorities to be keeping the children's environment conducive for teaching and learning since good buildings that are decorated and attractive correlate with high attainment. This clearly means that it is a disadvantage to keep our learning environment undecorated because it will never aid learning. The more conducive, the school environment, the greater the academic performance Jegede et al (1989), cited Okeye (1989) and Fraser (1989), cited in Akele (1989), all variously agree that learning could be more effective when the right kind of environment is created. These authors further states that the strongest predicting student behaviour in a classroom environment which is conducive for learning experience.

In very impoverished neighborhoods, crime, a lack of positive role models, inadequate social health services, and other factors can create an environment that undermines children's motivation, achievement and mental health (Bechman, 1987, Black et al 1998). These factors according to Garbarino (1997), do not doom children to failure, that many children succeed despite the odds.

Ojo (1997), stated that learning environment is very crucial to the academic performance of a student. It could make a mar learners school achievement. Yoloye (1978) and Bakare (1982), have stressed the importance of a rich and stimulating environment in the development of intellectual ability. The more a child sees, hears, touches, the more that child acquires intellectual growth. Abdullahi (1986) has revealed in his study that urban children are at greater advantage in intellectual development over and above the low economic status, home and moral children of all races. He went further to argued that poor environment does not enhance good perception. Obiona (1988), found that state of origin, sex and school location were significant predictor of mathematics deficiencies.

Hanushek (1986, 1989), show that there is little of no evidence of the relationship between school factors and students achievement, whereas Greenward, et al (1996) reported that the impact of school factors on test scores may be substantial, while Coleman et al (1966), were of the view that variation in school characteristics were not associated with, and had effect on variation in students achievement and that school factors and academic achievement of students is a correlational one and not casual effect.

The effect of school structure had been stressed, such as school location and school sector have been found to be significantly related to student achievement. The social composition of students in school according to Bryk and Reudenbuch (1988), has also been to influence achievement.

2.2.4 Class Size and Students Academic Performance

The expansion in enrolment in educational institution in Nigeria and in Kaduna State in particular is on increase daily with limited resource and teachers. The phenomenon of large classes is fast becoming one to contended with in secondary schools in Nigeria.

There have been numerous studies examining the relationship between class size and academic performance in secondary schools. Generally, studies that have been conducted support the view that small classes are preferable to large ones because they result in higher level of students' academic performance (Gary & Rosevear, 1986; Franklin et al 1991); Hou 1994). Gibbs (1996), investigated the effect of the class size on the performance of students in a university within a period of ten years. It was observed that students' performance was inversely proportional to class size. He went further to state that, this is one of the problems faced by the colleges of medicine in Nigeria where class size has multiplied many fold in the recent years. Recent studies have broadened the positive effects on small class size beyond academics to such important areas as students' retention (Lopus & Maxwell, 1995; Ashar & Skenes, 1993). Efe (2005), in his study on the effects of class size and gender on academic performance in chemistry at post secondary levels, found that increasing class size has negative effect on student performance in chemistry, that the result of his study shows a significant different exists between class size and academic performance. This study agrees with those of earlier

researcher who posit that small class result in higher level of academic performance due to high degree of student-teachers interaction and flexibility in teaching and learning activities (Gary & Rosevear, 1981; Franklin et al 1991); Hou 1994). Significant reduction in class size have been found to be particularly beneficial to children in high poverty school (Achilles, Finn and Bain 1997/98). Collins et al (1995), Ten Cate and Small (2005), posit that class size are the major factors affecting student academic achievement in the pre-clinical examination.

From the NERDC (2003), research report on teacher-pupils ratio in primary schools. It was discovered that there are classes with pupils population of 45 and some as high as 82. At the secondary school, some classes in the rural setting have 20 students as against 90 to 220 in some urban schools. That is, in the universities, we have seen very large classes of several hundreds of students. NERDC (2002), posit that the situation is as even as 1:20 in some rural school and uneven as 1:80; 1:220 in some urban schools. Fugbamiye (1982), observed with dismay that how could teachers be blamed for poor performance in a situation where there were four graduates with 2500 students in one school in the same egalitarian country. The situation of large class size is against the National Policy on Education which state that in primary and secondary schools, there shall not be more than 35 and 40 pupils respectively to a class and the teacher-pupils ratio at the secondary level of education shall be 1:40 (N.P.E 2004). The West Africa Examination science result in Adam

(2003) have not been encouraging due to shortage of science teaching facilities and existence of high teacher students ratio (1:100). Nsikak et al (2006), opines that FRN (2004) recommended the ratio of 35:1 for effective teaching and learning, yet in reality the ratio is as 105:1, 97:1.

There is the nationally allowed limit of 40 pupils per class for a maximum of 6 classes per stream. This allow for a maximum of 1440 students for a full fledge secondary school. At present only a few of our schools qualify to be called schools put together (Yahaya, 2002) Halsall (1973), report of a survey on the attainment classes states that the prospects of pupils realizing their inherent potentials was better in small classes than in large ones. He goes further to state that active participation is more stimulating than passive participation. Harty & Al-Faleh (1983), revealed that small group laboratory students exhibited significantly greater chemistry achievement than students in large class. Otugburuagu & Enusike (1998), in their study observed that performance in English is poor as a result of large classes. Agbaje (1995), opines that in some schools, there are as many as one qualified teacher of English to students population of 500, that is to say that the number of qualified English teachers in our secondary schools is grossly inadequate. Most of the few in the field are not well acquainted with the curricular demand in English language so as to be able to determine which model of English teaching will help the students attain the level of proficiency the SSCE requires of them (King, 1990). In the pre-1970s that is, before the Universal Primary Education

(UPE), the outcome of educational efforts was in the main moderately satisfactory. The modest success was achievable because of the small and manageable class size.

Ale (2000), opined that increase in enrolment has not been associated with high performance but has led to a serious decline in the standard and level of student achievement.

2.3 Review of Related Studies

Bolorunduro (1988), in his studies on facilities and students performance in chemistry found that students in schools with adequate facilities performed better than those in schools with less or without laboratory facilities. He went further to state that when facilities are available and used appropriately the students would acquire skills that are vital to them. He concluded that students would normally performed better in chemistry with more practical periods laboratory facilities. Patrick (2004), in his study of effect of instructional materials on the performance of Senior Secondary School Biology students found a significant difference in the performance of Biology students taught with instructional materials and those who were taught without instructional materials in favour of those taught with instructional materials.

Balarabe and Mannir (2003), submits that children from high socio-economic background performed significantly better than those from low socio-economic background. Yusuf (2003), found in his study on effect of students

socio-economic in Agricultural Science that of all socio-economic factors such as occupation, age, level of education or economic status of the parents or guardians only home environment has a significant effect on the academic performance of students in Agricultural Science.

Adepoju and Akinwiem (2002), established by their study that there was a significant relationship between location of Secondary Schools and academic performance of students, in favour of urban secondary schools. Walter and Thomas (1972), submitted that students academic performance in English and Mathematics was significantly related to geographical location of schools. Ojoawo (1989), focused that location of schools has significant effect on their performance and that there was a significant difference in performance between rural and urban schools. Fatima (1996), found that there is statistically significant difference between the achievement scores of students in urban and rural areas with urban students performing better than rural students.

Foin (2001), in his study on the effect of class size on students' academic achievement in secondary schools Mathematics showed that there is a significant difference in the mean achievement scores of students in small and large classes. Efe (2005), found that students in the small class performed significantly better than their counterpart in large class. Ayodele (2008), note that pupils–teacher ration and class-size were seen to be the most important predictor of academic achievement of students in Integrated Science.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The purpose of this study is to investigate learning resources, student's background and academic performance in some selected boarding and day secondary schools in Zaria metropolis.

In this chapter, methodology of the study is presented including the research design, population of the study, sample and sampling procedure, instrumentation, data collection, data analysis and summary.

3.1 Research Design

The research design adopted for this study is the descriptive correlation survey method. Survey method is a method characterized by the selection of random sample from a large and small population in order to obtain empirical knowledge of contemporary nature. The survey method was adopted because the research involved collecting data from many students. Babbie (1989), justifies that survey research is the most frequently used mode of observation in social science today. Kerlinger (1973), describes survey method as the study of large and small population by selecting and studying population to discover the relative incidence, distribution and interrelation of sociological and psychological variables.

3.2 Population of the Study

There are twenty-five (25) senior secondary schools in the area under study which have been randomly selected. It is important to note that some of these schools are single sex while, some are co-educational. Some are purely boarding schools, while some are purely day schools. Also some are partial day and partial boarding schools.

The target population for this study was the students of SSII and teachers in Zaria metropolis. The SII students are eleven thousand four hundred and ninety nine (11,499). While teachers population is seven hundred and forty nine (749). The students and teachers will be drawn from seven secondary schools which include Alhuda-huda, College Zaria Barewa College Zaria, Dr SLGGSS Giwa, GSS Bomo, GSS Tudun Saibu, GGSS Zaria and GGSS Samaru. See Appendix 1.

3.3 Sample and Sampling Procedure

A total number of seven (7) schools out of 25 senior secondary schools in Zaria were used for the study. For the purpose of proper representation of the population seven schools from the area under study were sampled in order to obtain a representative sample size for the study. The results were generalized for the whole population under study. The names of the schools were written on pieces of papers and folder. All the papers were mixed together in a container according to the number of senior secondary school in Zaria.

The hat and draw method was adopted in the selection of schools sampled. The assistance of JSI students was sought to pick seven papers from the container. The selected schools are; Barewa College, Zaria; Alhuda-huda College, Zaria; Dr. Lawal Shehu Giwa Government Girls Secondary School, Giwa; Government Secondary School, Tudun Saibu; Government Girls' Secondary School, Samaru, Government Secondary School, Bomo, and Government Girl's Secondary School, Zaria. The table below is the distribution of sample size of the students and teachers.

Table 3:3.1: Students and Teachers Distribution of Sample Size

S/No	Schools	Teacher Population	Sample size	Students Population	Sample size
1.	Barewa college	76	12	440	60
2	Alhu-huda College, Zaria	60	10	543	60
3	DR. SLGGSS, Giwa	40	10	170	60
4	G.S.S Tudun Saibu	18	05	527	60
5	G.G.S.S Samaru	30	06	193	60
6	G.S.S Bomo	27	05	411	60
7	G.S.S. Zaria	70	12	520	60
	Total	**321**	**60**	**2804**	**420**

3.4 Instrumentation

The instrumentation for this study was questionnaire constructed by the researcher which was subjected to validity. The researcher used two sets of questionnaire; one set for students, and one for teachers.

The student's questionnaire was divided into two sections, A and B. Section A contains the bio-data of the student soliciting responses on name, age, sex, school, school type, course of study, number of students per class, school location, father's occupation and mother's occupation. Also considered were father's educational qualification. Section B of the questionnaire solicits responses on school practices and facilities.

The teachers' questionnaire is divided into two sections A and B. Section A of the questionnaire is on teacher demographic data which includes name, age, sex, marital status, educational qualification, area of specialization, subject taught, years of experience, number of lessons taught per week, lesson duration and number of students taught per class. Section B of the questionnaire solicits responses on learning and teaching facilities. State Qualifying Examination for SSII result was a measure of academic performance.

3.4.1 Students Questionnaire

Student's questionnaire was designed to find out information in relation to parents ability or inability to provide learning material, conducive environment for them. It was designed to find information of whether or not the school authority provides them with learning materials. It was designed to find out whether students have enough teachers in all subject areas.

3.4.2 Teachers Questionnaire

Teacher questionnaire was designed to collect information on teacher's qualification, area of specialization, number of students taught per class. It was designed to find out whether or not teachers use teaching aids in their teaching processes. It was also designed to find out from teachers whether they have teaching and learning materials in their teaching subjects.

3.5 Validity and Reliability of the Instruments

The use of content validity is one method of several methods of validity which deals and evaluates the content measurement. A measuring instrument is considered valid only when it measure truly and accurately what it intends to measure. In this case, the researcher sought the agreement of experts on whether the items are well structured in line with the hypotheses and whether they will elicit the required information.

Experts in this case are a person who possesses high knowledge and degree of competence in the area of educational psychology in the Department of Education, Ahmadu Bello University, Zaria, for assessment and validation. The decision of the researcher to employ experts is based on remarks by Kerlinger (1973) that validation by others is an effective method for content validation of research instrument.

3.7 Pilot Study

A pilot study was carried out with thirty (30) respondents in Zaria and Sabon Gari Local Government Areas. The schools are Government Secondary School Tukur-Tukur and Government Secondary School Basawa. The thirty respondents did not form part of the main investigation. The respondents were requested to indicate their response to each of the item by ticking one of the alternative responses. The researcher distributed the questionnaire after obtaining permission from the principals of the two schools in Zaria and Sabon Gari Local Government Area of the state. The respondents were given two days to fill the questionnaire. This is because students were writing their State Qualifying Examination. Within this period the researchers went round to collect the filled questionnaire.

The responses of the test were scored, computer and the split half reliability was used to determine the result of pilot study whose coefficient was .89. This was found to be considered reliably as the law of reliability adjudge instrument to be reliable if the computed reliability score coefficient is between .5 and .1.

3.8 Procedure for Data Collection

After collecting an introductory letter from the Head of Department of Education in the Faculty of Education of the Ahmadu Bello University, Zaria, sets of questionnaires and introductory letter were taken to the Zonal

Inspectorate Division of Kaduna State Ministry of Education, Zaria and Giwa Inspectorate soliciting their permission to undertake a study in secondary schools in their respective divisions. In each of the zones, the researcher collected introductory as well as permission letters to the Principals of the sampled schools. While in the schools, the researcher solicits the permission of the school Principals to use their students and teachers in collecting data from them for the study.

The researcher asked for assistance of teachers to help in administering questionnaires to the students. The researcher was involved in the administration of the questionnaires to students. Teachers questionnaire were administered to them in the staff rooms. Explanation was done by the researcher on how to respond to the questionnaire before students were asked to respond to the items on the questionnaire.

The researcher collected responses of the students the very day the questionnaires were given to them. That of the teachers, three days were given to teacher to respond to the questionnaires because of their tight schedules. The responses of the students and teachers on students background, learning resources and academic performance was obtained from the average scores of State Qualifying Examinations (for SSII Placement) in Mathematics, English and Biology. Three subjects are used because they are compulsory and are offered by all students. Four hundred and twenty (420) questionnaire were given out but only three hundred and forty 340 (81%) were returned.

3.9 Data Analysis Procedure

The data collected were subjected to statistical analysis using simple frequency distribution table. The following statistical procedure was used to test the hypotheses, two-tail t-test was used to test hypotheses 2,3,4,and 5 while Pearson's Correlation was to test hypotheses one. All hypotheses were tested at 0.05 level of probability. These hypotheses were either rejected or accepted at 0.05 level of significant.

CHAPTERS FOUR

RESULT AND DISCUSSION

4.0 Introduction

This chapter presents the analysis obtained from the study. The essence of the analysis of the data is to test the hypothesis of the study. Various techniques were used to test the hypothesis of the differences between student's background, learning resources, school location, school type, teacher-students ration and academic performance.

4.1 Presentation of Demographic Variable of the Respondents

Three hundred and forty (340) students and sixty (60) teachers were involved in the study. Their common demographic characteristics included in the study were; sex, age, school, school type, course of study, number of students per class, school location. Others demographic characteristics that were peculiar to the students were father's occupation, mother's occupation, father's highest educational qualification and mother's highest educational qualification.

4.3 Demographic Characteristics of the Students

Table 4.1: Distribution of Respondents by Sex

Sex	**Frequency**	**%**
Male	201	59.00
Female	139	41.00
Total	**340**	**100**

From the table above, it shows that 59% of the respondents are male while 41% responding female respondents.

Table 4.2: Distribution of Students by Course of Study

Course of studies	**Frequency**	**%**
Science	179	53.00
Arts	161	47.00
Total	**340**	**100**

From the table above, it shows that 53% of the respondents were science, while 47% were arts. This is an indication that there are more students in Arts than science.

Table 4.3: Distribution of Students by School Location

Course of study	**School Location**		**Total**
	Urban	**Rural**	
Arts	126(37.1%)	35(10.3%)	161(47.4%)
Science	157(46.2%)	22(6.5%)	179(52.6%)
Total	**283(86.2%)**	**57(16.8%)**	**340(100%)**

From the above table, it shows that 37.1% of the urban respondents are science students, 10.3% from the rural schools are science students, 46.2% of

the respondents are from the urban school offered arts, while 52.6% represents arts respondents from the rural schools. This is an indication that there are more science students in urban than rural secondary school.

Table 4.4: Parents level of Education

Level of Education	**Father**		**Mother**	
	Frequency	**%**	**Frequency**	**%**
Non-formal education	29	8.5%	63	18.5%
Primary school/Adult education	44	12.9%	78	22.9%
Secondary school education	95	27.9%	98	28.8%
N. C. E	24	7.1%	40	11.8%
Diploma	37	10.9%	34	10%
University Degree	111	32.7%	27	7.9%
Total	**340**	**100%**	**340**	**100%**

The table above shows that 32.7% respondents fathers had university degree, 27.9% respondents fathers had secondary school certificate, 12.9% respondents fathers had primary school certificate or adult education, 10% respondents fathers had diploma, 8.5% fathers had no formal education, while 7.1% of the respondents father have N.C.E.

Also in the table above respondent's mother's level of education shows that 28.8% mothers had secondary school certificate, 22.9% had primary school or adult education certificate, 18.5% had non formal education, 11.8% had N.C.E, 10% of the mother had Diploma while, 7.9% had university degree.

4.4 Hypothesis Testing

The hypotheses were tested at 0.05 level of significance. Five hypotheses were raised to test the effect of student resources, student's background, school location, school type, teachers-students ratio and academic performance.

Two statistical tests were used for the analysis. The t-test (2 tailed) was used to test hypothesis 2, 3, 4 while, Pearson Product Moment Correlation was used to test hypothesis 1 and 6

Hypothesis 1: The availability of learning resources has no significant relationship with academic performance.

Table 4.5: Correlation between availability of learning resources and academic performance

Variable	N	Mean	SD	r	p
Availability of learning resources	340	41.64	39.82	-.056	.302
Academic performance	340	39.94	8.86		

The computed correlation coefficient shows that r is -.056. The observed probability level of significant is .302. It means that there is no significant relationship between the availability of learning resources and students academic performance. The hypothesis is therefore retained.

Hypothesis 2

There is no significant difference between students from high and low socio-economic home background and their academic performance scores.

Table 4.6: t-test analysis comparing the mean academic performance scores of students from high and low socio-economic background

Socio-Economic Background	N	Mean of Academic Performance scores	t	df	p
High	172	41.29	-2.82	338	.005
Low	168	39.39			

The t-value of 2.82 shows a significant difference at .005, level of significance as shown in the table above. This means that there is a highly significant difference between academic performances of students from high and low socio-economic home background, with students from high socio-economic background achieve significantly more as seen from the mean scores. The hypothesis is therefore rejected.

Hypothesis 3

There is no significant difference between students from urban and rural schools and their academic performance.

Table 4.7: Show t-test analysis comparing the mean academic performance scores of urban and rural students

School Location	N	Mean	t	df	p
Urban	283	39.39	-2.66	336	.008
Rural	57	42.79			

The result in the above shows that the t-value of -2.66 shows a significant difference while the p-value is .008. The mean scores shows that

rural students achieve significantly more in academic performance than the urban students. The hypothesis is therefore rejected.

Hypothesis 4

There is no significant difference between students attending day and those attending boarding schools and their academic performance.

Table 4:8: t-test analysis comparing the mean scores of academic performance of day and boarding school students

School type	N	Mean of Academic Performance scores	t	df	p
Day school	187	36.99	-7.41	337	.0001
Boarding School	153	43.65			

The t-value of -7.41 shows a significant difference at .0001 level of significance as shown in the table above. The mean score shows that students attending boarding schools perform significantly more than those attending day schools. The hypothesis is therefore rejected.

Hypothesis 5

There is no significant relationship between teachers-students ratio and academic performance.

Table 4:9: Pearson Product Moment Correlation of Teachers-Students ratio

Ratio	N	Mean	S.D	r	p
Teachers-students ratio	60	130.50	50.52	-.794	.000
Students performance	60	45.27	9.57		

The Pearson Product Moment Correlation Statistics above showed that there is significant relationship between teachers-students ratio and academic performance. Reasons have been that the calculated p-value of .000 is less than the 0.05 level of tolerance. Hence the Null Hypothesis which stated that there is no significant relationship between teachers-students ratio and students' academic performance is hereby rejected.

4.5 Summary of Findings

1. The finding of hypothesis one revealed no significant relationship of availability of learning resources with academic performance, therefore, the null hypothesis was retained.
2. Hypothesis two shows significant difference between students from low and high socio-economic background, with the high socio-economic background performed more significantly better.
3. The finding of hypothesis three shows significant difference between student from urban and rural schools, with rural students performed significantly better.
4. The result of hypothesis four shows significant difference between students attending day schools and those attending boarding schools with boarding students with high performance.

5. The finding of hypothesis five revealed highly significant relationship between teacher-students ratio and academic performance.

4.6 Discussion

This research findings support some of the researches made in some part of the country and in other countries of the world as presented below.

The first hypothesis states that, the availability of learning resources has no significant effect on students' academic performance. The result showed no significant relationship in all the variables tested. It was found that learning resource had no significant effect on students academic performance (r-.056; p .302). This means that there is no significant relationship between the availability of learning resources and students academic performance. This result is not in support of Rutter and her associates (1977), who stated that provision of adequate learning materials in the house and school, are strongly associated with the student's performance. This study is also contrary with Greenwald, Hedges and Laine (1996) in Report (2001), which states that lack of resources can significantly affect student's achievement. While Dubey (1979), opines that parents from high class may have facilities such as radio, television set, video, reading corner with writing materials provided, they went further to states that these things helped to prepare children for the learning process in school. Bolorunduro (1988) in Efe (2005), states that number of factors have

been identified to influence academic performance in Chemistry, one of these factors is inadequacy of instructional materials. And Faisal et al (2001) claim that inadequate facilities contributes to student's failure. While Ajewole (1991) and Ivow (1991), in all various reasons have been adduce that major factors among which is lack of necessary teaching materials or aids in our schools as responsible for the observed poor trend on students performance for the SSCE for the period 1993 to 1997. Balundoru (1988), put it that inadequacy of instructional materials influence academic performance. According to Sexton (1961), the quality of money spent in school and with enough learning facilitates provided for the learners enhance academic achievement.

The contrary result of this study to other earlier studies could be so, because of the present state of the learning resource in our secondary schools. Of all the seven school which the research collect data non, have a well functional laboratory and library which students will use for practical teaching and reading respectively. On the part of the students the majority of them do not have their personal reading materials. This could be the reason why this study in contrary to the other studies.

Hypothesis 2 states that there is no significant difference between student from high and low socio-economic home background and their academic performance, the result showed significant difference in the variable tested. The study has confirmed that students from high socio-economic home background perform significantly better than those from low socio-economic

home background. t -2.82; p .005). The study has proved that socio-economic background has enhancing performance. This study has agreed with the study of Lake (1979), which explained that children from poor income lower home background do worse initially in school performance than children from rich home. Balarabe *et al* (2008), in their study found that children from educational background performed significantly better than children from illiterate parents. They went further to states that literates parents regard Western education important and beneficial so they enroll their children into nursing school for pre-school experiences and home motivation education and provide learning accessories to enhance home and pre-school motivation while illiterate home tend to deny such provision because of ignorance and poor socio-economic status. They proved that children who obtain adequate home and pre-school experiences are stimulated to work harder and that leads to excel in academic achievement. While Bloom (1964), Brownson (1972), claim that the middles class parents urge their children more to do better in their studies. They are more greatly rewarded with family approval and tangible items. That in most cases they set educational goal for children to achieve. While children from low status parents, on the other hand are preoccupied with parents life constraints and have little time to think of tomorrow. Their concern is how they can survive the day and not so much on how glorious tomorrow may be. That this leads to diminishing aspiration in almost all aspects of their life including education. Other studies like Hinderson & Merit (1968), Miller (1971) and Brofundrebe

(1974) in Atiku (2008) show that a larger proportion of children who fail in school are from disadvantage families. According to Thompson (1992), who environment influence not only academic readiness for school but also level of achievement throughout students career in school. The went further to states that middle class children are more likely to be engaged in school-like activities during school-like materials, while lower class children may be receiving less academically relevant stimulation at home and are more likely to be forgetting what they learned in school. Halle et al (1971), states that many low income families are unable to provide their chidden with the stimulation and academic preparation that are typical of middle class upbringing.

Hypothesis three states that there is no significant difference between students from urban and rural schools and their academic performance. There is significant difference in the variable tested of this hypothesis. The result showed that school location has significant difference in student's academic performance (t -2.66; p .008). This study is contrary to the expectation that students from urban school, who mostly are from enlightened home and likely to have greater attainment, it is the rural school students that have greater attainment as revealed by this study. This study is in support with the study of Emmanuel (2005), which confirmed that rural physic students has greater cognitive attainment than the urban students. Another important disadvantage that many minority-group students face is academically inferior, over crowded urban schools (Gay, 1997, Kozal, 1991, Miller-Lachman and Taylor, 1995).

The significant result may not be far from the general observation that urban students spend most of their time playing example, playing generally, computer games, films, etc.

Hypothesis four states that there is no significant difference between students attending day and those attending boarding schools and their academic performance. The t-value of -7.41 shows a significant difference at .0001 level of significant. This study confirmed with other studies. Ibeakanma (1977), found significant difference between the academic performance of boarders and day students in classes, 1,2, and 3 with boarding has a higher performance, but found no significant difference in class 4. Anyasi et al (1987), in their own study found no significant difference between the performance of the boarders and that of the day students both in academics and social behaviour. Obiora (1972), who made a comparative study of the academic attainment of day and boarding students found that boarders scored slightly higher than the students in all classes studies, but noted that it may have been to change effect. Solarin (1968), in support of the boarding school system states that though in Europe and America, boarding schools are disappearing, Nigeria needs it. It must be admitted that as of now, there is not enough conclusive evidence to show that the academic performance of boarders is superior to that of day students.

Hypothesis five states that there is no significant relationship between teacher-students ratio and student's academic performance. The result of this hypothesis shows significant relationship on teacher-students ratio. The finding

agree with those of the earlier researchers, who posit that small class-size result in higher level in academic performance to high degree of students-teacher interaction and flexibility in teaching and learning activities. For instance, there have been numerous studies examining the relationship between class size and academic performance. Gay et al (1986), view that small classes preferable to large ones. Recent studies have broadened the positive effects of small class size beyond academics to such important areas as student's retention (Lopus & Maxwell, 1995; Ashar & Skenes 1993). Gibbs (1996), investigated the effect of the class size on performance of the students in a university within ten years. It was observed that student's performance was inversely proportional to class size. This is one of the problems faced by the Colleges of Medicine in Nigeria where class size has multiplied many fold in the recent years. This makes the admission process an important of factor in student performance (Bamgboye et al 2001, Ayeni, 1972, Grey et al 2001), Achilles, Finn & Bain (1997/1998), states that reduction in class size have been found to be particularly beneficial to children in high poverty schools. Agbaje (1995), states that in some schools, there are as one qualified teacher of English to 500 students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The research work has attempted to investigate students' background, learning resources and academic performance in secondary schools in Zaria.

This chapter gives a general summary of the major findings conclusion and makes recommendations on how to enhance the academic performance in secondary schools.

5.2 Summary

The main thrust of the present study is to examine the relationship among learning resources, socio-economic background and their academic performance. The study began with a general introduction where the background to the study and statement of the problem were highlighted. It was followed by the purpose of the study, research questions, significant of the study. A review of related literature was carried out to provide basis for data interpretation, result finding and recommendation on the study. The review centred on the following themes: School inputs and their influence on students academic performance, socio-economic background, class size and students academic performance.

The research instrument used in this work was questionnaire for students and teacher, population of the study, sample and sampling procedure, instrumentation, validity and reliability, pilot study, procedure for data administration and statistical instrument were discussed in chapter three. It was from this instrument that the data for the study were obtained, analysed and interpreted in chapter four.

The finding revealed that on the first hypothesis on the availability of learning resources and academic performance was retained because it has .056 as a r-value and .302 as it p-value. The second hypothesis was rejected because it has -2.82 as t-value and .005 as its p-value. The hypothesis looked for the significant difference in academic performance between students from high and low socio-economic home background.

The third hypothesis was on the significant difference in academic performance of students from urban and rural schools. The hypothesis was rejected, because it has -2.66 as it t-value and p-value .008. The fourth hypothesis was also rejected since it finding shows that the t-value .7.41 and p .0001. The hypothesis states that there is no significant difference in academic performance of students attending day school and those attending boarding schools. The fifth hypothesis which states that teacher-students ratio has no significant relationship on students academic performance was rejected because its r-value is -.794 and p-value .0001. Each of the variables was tested

statistically to determine the level of their differences and relationship on student's academic performance.

5.2 Conclusion

1. The results of the study reveal inadequate availability of learning resources has no significant effect on student's academic performance. However, it is observe that learning resources play greater role in the academic performance of students.
2. The study revealed that socio-economic status of student home background have great important in enhancing academic performance.
3. The result of this study revealed that school type play important role on student's academic performance whereby boarding secondary school students perform better than the day secondary school students.
4. In the study, it was revealed that school location has great impact contrary to the expectation that student from urban schools, who mostly are from enlightened home are likely to have greater academic performance, it is the rural school students that have greater performance.
5. The study showed that significant there is relationship between teacher-students ratio and academic performance but situation in

secondary schools today is alarming where teachers-students ratio 1:500 (Agbaje, 2003) contrary to NPE that is for effective teaching learning, the teacher-pupils ratio shall be 1:40 and for effective participation of students in practical work the teacher-students ratio shall be kept at 1:20.

5.3 Recommendations

The following recommendations were made based on the findings of the study.

1. The state government should develop more useful and reliable policies for provision and distribution of educational facilities and resources in the state. Also government should provide free textbooks for the students. Or the cost of essential textbooks should be subsidized.
2. Parents from low socio-economic class should encourage and motivate their children by providing them with basis essential learning materials which will make them improve on their academic performance.
3. Government should ensure that rural schools are provide with necessary facilities to increase enrolment rate and thus bridge the gap of rural-urban educational disparities within the state.

4. Government should establish more boarding secondary schools in the state, especially in the areas that are far away from the existing schools.
5. There should be a conductive teaching and learning environment, hence government should as a matter of urgency build more classes in our secondary schools. Also there is the need to recruit more qualified teachers in all subject areas. I also recommend that teacher-student ratio of 1:40 should not be exceeded.

5.4 Recommendations for Further Studies

In conclusion, this study did not address all variable that may relate to academic performance. It becomes therefore, more challenging for researcher to direct their research effort towards more variables not addressed in this study. The more this research, the more solution to poor academic performance would be proffered.

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APPENDIX I

QUESTIONNAIRE

Department of Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir/Madam,

The researcher is a Postgraduate student of Ahmadu Bello University, Zaria. In partial fulfillment of the requirements for the award of Master degree in Educational Psychology, the student is conducting a research on "Learning Resources, Student Background and Academic Performance in Day and Boarding Secondary Schools in Zaria.

The questionnaire that follows was designed to obtain facts from you. You are therefore requested to go through the questionnaire carefully and respond to all items. All information provided will be used mainly for the purpose of this study and strictly treated as confidential.

Thank your for your cooperation.

Musa I. Fudak

APPENDIX II

LEARNING FACILITIES QUESTIONNAIRE
STUDENTS VERSION

This is a study on learning resources, student background and academic performance in day and boarding secondary schools in Zaria.

Please complete the questionnaire by ticking the relevant box of filling the blank spaces.

If you have any questions, please ask before you start. Provide the details below and then proceed to answer the questions.

Please note that the information you are giving would be used only for research purposes and would be treated with confidentiality.

SECTION A: BIOGRAPHICAL INFORMATION

1. Name ……
2. Age……. Sex: Male ( ) Female ( )
3. School: ……
4. School Type: Day School ( ) Boarding School ( )
5. Course of Study: Arts ( ) Science ( )
6. Number of students in your class……
7. Indicate where your school is situated:
   (a) Urban area ( ) (b) Rural area ( )
8. State your Father's occupation…….
9. State your Father's occupation…….
10. Father/Mother's level of education (tick their highest qualification)

		Father	Mother
(i)	University Degree and above	( )	( )
(ii)	Diploma	( )	( )
(iii)	N.C.E	( )	( )
(iv)	Secondary School Certificate	( )	( )
(v)	Primary School/Adult Literacy	( )	( )
(vi)	Non-formal Education	( )	( )

SECTION B: SCHOOL PRACTICES AND FACILITIES

11. Do you attend extra lessons after school? Yes ( ) No ( )

12. Do you have personal textbooks for the subjects you study?
Yes ( ) No ( )

13. Does your school authority provide textbooks for use after school? Yes ( ) No ( )

14. Who provides you with writing materials?
(a) My parents ( ) (b) My school ( ) (c) By myself ( )

15. With how many other students do you sit in the class?
(a) One ( ) (b) Two ( ) (c) Three ( ) (d) Four ( )

16. Do you have a reading room at home: Yes ( ) No ( )

17. Do you have a library in your school? Yes ( ) No ( )

18. Has your library all the textbooks in the different subject areas of your study? Yes ( ) No ( )

19. Do you have enough teachers in all subjects? Yes ( ) No ( )

20. Do you have laboratories in your schools? Yes ( ) No ( )

21. If Yes, how many?(a) One ( ) (b)Two ( ) (c) Three ( ) (d) four ()

22. Are your laboratories equipped with Science equipment?
Yes ( ) No ( )
23. How many tables do you have in your laboratories?.....
24. How many stools do you have in your laboratories? …….
25. Do you have computer room in your school? Yes ( ) No ( )
26. How many computer sets do you have?.....

27. What is the source of electricity in your schools? (tick)
(i) National Electric Power supply ( )
(ii) Standby generator ( )
(iii) No source of electricity ( )

APPENDIX III

SCHOOL FACILITIES QUESTIONNAIRE (TEACHER VERSION

This is a study on learning resources, student background and academic performance in day and boarding secondary schools in Zaria.

Please complete the questionnaire by ticking the relevant box of filling the blank spaces.

If you have any questions, please ask before you start. Provide the details below and then proceed to answer the questions.

Please note that the information you are giving would be used only for research purposes and would be treated with confidentiality.

SECTION A: BIOGRAPHICAL INFORMATION

1. Name ……
2. Age……. Sex: Male ( ) Female ( )
3. Marital status: Married ( ) Single ( ) Divorce ( ) Widow ( )
4. Educational qualification: (Tick your highest qualification).
   (a) Teachers' Grade II ( ) (b) S.S.C.E ( ) (c) N.C.E ( ) (d) Diploma ( )
   (e) B.Ed ( ) B.Sc.Ed ( ) B.Sc ( ) B.A ( ) M.Ed ( ) M.A. ( ) Ph.D ( )
5. Your area of specialization …….
6. Subject taught …….
7. For how long have you been teaching? ……..
8. Number of lessons taught per week ……
9. What is the duration of your lessons? ……
10. Number of students taught per class ……
11. Which class or classes do you teach? (a) SSI ( ) SS II ( ) SS III ( )

SECTION B

12. Do you have textbooks for the subjects you teach?

13. Do your textbooks have teacher's guides? Yes ( ) No ( )

14. Who provides you with textbooks you use?
(a) School authority ( ) (b) Personal textbooks ( )

15. Do you have charts and models in the subject area you teach?
Yes ( )No ( )

16. Do you have good chalkboards in your classes? Yes ( ) No ( )

17. Do you have library in your school? Yes ( ) No ( )

18. Does your library have textbooks in subject area you teach?
Yes ( )No ( )

19. Do you have a copy of the National Curriculum for the subjects you teach? Yes ( ) No ( )

20. Do you have the Kaduna State harmonized syllabus? Yes ( ) No ( )

21. Do you have record of work? Yes ( ) No ( )

22. If yes from (12) above, which type: (a) Daily ( ) Weekly ( )

23. How often do you mark class attendance register?
(a) Once daily ( ) (b) Twice daily ( ) (c) Once weekly ( )

APPENDIX IV

POPULATION OF THE STUDY

S/No	Schools	Teachers	Students
1	Alhuda-huda	60	543
2	Barewa College, Zaria	76	440
3	GSS Bomo	27	411
4	GGSS Samaru	30	193
5	GGSS Zaria	70	520
6	GSS Tudun Saibu	18	527
7	DLGGSS Giwa	40	170
8	GSS Tukur Tukur	22	652
9	GSS Shika	19	486
10	GSS Kofan Gayan	31	676
11	GSS Basawa	28	669
12	GSS Jama'a	30	358
13	GSS Giwa	25	503
14	GSS Rimi Doko	20	358
15	GSS Dakachi	21	476
16	Govt. Sec. Sch. Kufena	32	339
17	GSS Tudun Jukun	20	559
18	GSS Fada	21	568
19	GSS K/Bana	19	622
20	GSS Dogo Bauchi	24	342
21	GSS Chindit Barracks	25	358
22	GSS Muchiya	21	328
23	Govt. Com. College 2x	30	487
24	GSS Kwangila	20	678
25	GSS Yakasai	19	236
	Total	749	11,499