INFLUENCE OF PARENTAL SOCIAL CLASS AND PARENTAL INTERVENTION ON SCHOOL ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN GIWA EDUCATTIONAL ZONE KADUNA STATE, NIGERIA

BY

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DECLARATION

I hereby declare that this thesis entitled "Influence of parental social class and parental intervention on school adjustment of senior secondary school students in Giwa educational zone Kaduna State" was written by me in the department of educational psychology and counselling under the thorough supervision of Dr.HadizaTukur and Prof. Khadija Mahmoud. All information reviewed in the literature has been acknowledged accordingly in the text and in the reference list. No part of this work has been presented for any other degree at any institution.

_____ _____

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CERTIFICATION

This thesis entitled "Influence of parental social class and parental intervention on school adjustment of senior secondary school students in Giwa educational zone Kaduna State" submitted by Umar Hamisu meets the regulations governing the award of master degree of Ahmadu Bello Univeisty Zaria and it is approved for its contribution to knowledge.

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DEDICATION

This research work is dedicated to the memoryof my beloved father late Alh. Umar AliyuSulaiman (SarkinNasarawanFatika). It is my hope and whole hearted prayers that Allah. In his omnipotent Marcy makes Jannatul Firdausi his final abode. And to my mother Haj.DaibatuSalahu who is always praying for my successes.

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ABSTRACT

The study investigated the influence of parental social class and parental intervention on school adjustment of Senior Secondary School Students in Giwa educational zone, Kaduna state. The study was guided by four research questions and four hypotheses. survey design was employed in the study.310 secondary students were used as the sample of the study from a population of 5,508. Randomsampling technique was adopted.Adjustment College Scale (ATCS), Parental Involvement Project (P.I.P) questionnaire and Parental Social Class Scale (PSCS) were the instruments used for data collection. Pearson Product Moment Correlation (PPMC) was used to test hypotheses one and four and hypotheses two and three were tested using ANOVA. The findings revealed significant relationship between parental income and students' school adjustment with r=.514 and p=.000; significant differencewas found amongparents of different occupational status with regards to students school adjustment with f=219.142 and p=0.000; significant difference was fund among parentsofdifferent educational level on students' school adjustment with f= 134.158 and p=.000and finally, significant relationship between parental intervention and students' school adjustment was found with r=.871 and p=.000. It was recommended among othersthat parents should be sensitized on the impact of their social class on school adjustment of their children, they also need to effectively intervene in the life of their children for better school adjustment.

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OPERATIONAL DEFINITION OF TERMS

The fallowing terms are hereby defined as they are used in the study.

- **Parental Social Class:**Thisrefers to socio-economic status of the parents (social position)It is characterized by family income, parental educational background, and parental occupational status.
- **Parental Intervention:**This refers to the level of parental involvement in a child's education, how parents sport and provide learning materials to their children.
- **School Adjustment:** Is the process by which a student maintains a balance between him and his school norms, values and aspirations in order to achieve the set up goals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the best legacy a nation can give to her citizens especially the youth. This isbecause the development of any nation or community depends largely on the quality of itseducation. It is generally believed that the basis for any true developmentmust commence with the development of human resources. Much then is said that formaleducation remains the vehicle for socio-economic development and Social mobilization inany society.

One of the significant processes occurring in human development is the transformation of the infant into a mature adult, undergoing long process of growth which enables him to acquire among others the use oflanguage, knowledge of his environment and many skills neededfor interpersonalbehaviour (Mukherjee, 2007). Family is the first agent of socialization in the society, it roles in managing children education at home and school as the first educators has long been considered important for children success in school. Every child has the capacity to succeed in school and in life generally. Yet, the life of some children are put at risk by their families for not giving them, the kind of care they need.

It is widely believed that if students are to maximise their potentialities from schooling they need full support of their patents. It is expected that parents should play a role not only in the promotion of their own children's achievement and adjustments but more broadly in school improvement and democratisation of school governance.The Nigeria government for example holds that parents need to fully participate in day to day school administration.

Bloom (as cited in Mdanda, 1997) demonstrates that, it is what parents do in the home that counts for learning development of their children. It therefore goes without saying that lack of encouragement, low quality of parents' language and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment.

The parents or guardians of students are responsible for providing the right home environment for them that will facilitate effective learning. Some factors within the home environment have been identified to influence school adjustment of the children. These factors include; parents educational background, parent economic status (at least an average financial status), parents' marital status, parental home location and parental level of intervention in education. The child's home environment influences his attainment in school. The home environmental variables can be manipulated to enhance students' school adjustment (obeta,2014).

Gordon (as cited in Mdanda, 1997) examines child upbringing based on the occupational level of the father, discovered that social class relates to values in child upbringing. The higher the person's social class position, the greater is the likelihood that he will value good direction for his children and himself. Children from formally better educated families are more likely to be good academically and fully relate well with others and maintain school rules and regulations.

The influence of home on students' adjustment can be characterized by the child's relationship with other members in the household and other people that are successful in the society. In most cases, the way parents spent their resource on their children's education is the same way those children may adjust in the school.

It is widely said that if students are to maximize their potentialities from schooling, they will need full support of their parents.It is the home that makes a child to identify himself with the society, culture, religion, or social class. Thus the home continues to exercise a strong influence over the child's life and his school adjustment. It has been noted that homes differ in terms of significances in the social order. For instance, some home have more prestige, money, while some have wider experience and knowledge of how to operate within the society or school environment (Obeta, 2014).

The National Policy on Education (2004) states that the success of any system of education is hinged on proper planning, efficient administration, adequate financing and community participation.

It mentions that school systems and consequently their management and day-to-day administration shall grow out of the life and social ethos of the community. Therefore, the administrative machinery for the National education system shall be based on the same basic cardinal principles. It mentioned shared responsibility in funding and management (parental involvement inclusive). This is to say the National Policy favours the parental intervention and full participation of the parents and the community in general for guidance and school administration.

For proper parental intervention in the schools, Nigerian government put up a strategy for securing parental intervention in 1960s when Parent-Teachers Association (P.T.A) was introduced. This is a strategy for encouraging parents' intervention and full partnership with schools. In another vein, the Nigerian government introduced School Based Management Committee (S.B.M.C) in 2009 to encourage parental and community intervention and support.

The home has a great influence on students' psychosocial, emotional, social and economic state since it has so many variables in the view of Ajila and Olutola (2007), the issue of home affects the individual since the parents are the first agents of socialization in the individual's life this is because the family background and context of a female child affects her reactions to life situation and the level of performance.

1.2 Statement of the Problem

Generally behaviour problem in relation to schooladjustment has been a continuous process between the needs of the individual and the external forces since time immemorial. School is a place where people from different home environments, socio-economic status, social class, religious and cultural background come together to learn. Every one found in school needs to adjust to meet the needs, values, rules and regulations of the school. However, some factors that make it either easier or more difficult for students to adjust in school and thus learn in a better way.

Owing to students behaviours problems, school authorities and teachers are blamed for not performing their roles either through teacher-students or students-students' relationship.Better

education does not just happen by chance. It is a product of various elements such as effective teaching and learning plus the effort ofteachers, schools, parents, students and their various home environment variables.In most cases the blames of poor performance of students in schools and their mal-adjusted behaviour is shifted to the teachers and school authorities. The problem of poor adjustment should be seen far beyond the teachers and the school authorities,negligent attitudes to their learners. Families and societies are other important factors that will never be left out as far as the poor adjustmentof children is concern. The kind of support and encouragement families give their children and the kind of influence the society gives to children plays very significant role in shaping them to become good or otherwise in school.

The families that provide to their children all that required in their learning and supervise them constantly make the children to perform better, than those that are left to their own fate. Similarly, the society that pave way to its children to acquire sound education irrespective of gender, religion or other things produces more intelligent and literate students than those ones that pay less attention to the education of their children.

In most cases the social class of a family determines the adjustment of its children in school. Those children from the rich family found to be more vibrant and intelligent in terms of academic performance than those from the poor family. This is so because those children from the rich family can afford all what it requires for their education such as learning materials, good food, and so forth. Without which effective learning will not take place.

The problem of this research therefore is to investigate the influenceSocial Class and Parental Intervention on School Adjustmentof Senior Secondary School Students in Giwa educational zone Kaduna State Nigeria.

1.3 Objectives of the Study

This study was designed to achieve the following objectives.

1- To findout the relationship between parental income and students' school adjustment.

2- To examine the differencesin the influence of parental occupational status on school adjustment among senior secondary students.

3- To determine the differences in the influence of parental levels of education on school adjustment amongsenior secondary students.

4- To find out relationship of parental intervention and students' school adjustment..

1.4 Research Questions

Based on the above objectives, the following research questions were raised.

1. How does parental income influence students' school adjustment?
2. How does parental occupational status influencestudents' school adjustment?
3. How doesparentallevel of education influence students' school adjustment?
4. How does parental intervention influence students' school adjustment?

1.5 Hypotheses

The following null hypotheses guidedthe study;

$H0_1$: There is no significant relationship between parentalincomes' andstudents' school adjustment.

$H0_2$: There is no significant differencein the influenceofparentaloccupational statuson school adjustmentamongsenior secondary students.

$H0_3$: There is no significant differencein the influence of parentallevelsof education on school adjustmentamongsenior secondary students.

$H0_4$: There is no significant relationship betweenparental interventions' and students' school adjustment

1.6 Basic Assumptions

For the purpose of this study, the following assumptions were made.

- Significant relationship may exist between parental income and students' school adjustment
- Significant difference may exist between parental occupational status and students' school adjustment
- Significant difference may exist between parental level of education and student school adjustment
- Significant relationship may exist between parental intervention and students' school adjustment

1.7 Significance of the Study

The prevalence of moral decadence, poor academic achievement recorded by the schools in the last decade, educators have the belief that, this is as a result of poor handling of academic matters by the parents and students. It is in view of the above facts that researchers have over the years have been trying to investigate the ways of managing and improving the school system and the educational standard in general.The findings of this research titled influence of social class and parental intervention on school adjustment among senior secondary school students in Kaduna state aim to benefit the following.

- Parents**:** The study of this nature can be useful to parents as they send their children to school. They will under-stand thattheir level of intervention has values to their children school adjustment as the students may feel confident in handling their academic matters and this work will provide ways on how parents can take care of their children and how they can provide the basic needs for their children.
- Students: Parental intervention and social class of the parent will motivate and encourage students to adjust well and take their academic matters serious. It will also enable the children

of higher middle and low social class to understand their family socio-economics differences and adjust in school.

- School Authorities: The research will provide schools with the knowledge backed with facts and figures about the importance of parental intervention and their social class in the society on students' school adjustment and involve parents in day to day activities of the school.
- SchoolPsychologists and Counsellors: This study will be of significant to school psychologists and counsellors, because they are key actors of finding out mal-adjusted behaviour and proper solution to mal-adjusted behaviour.
- Curriculum Planners**:** In evaluating the roles parents play in the education of their children as well as how students' feel about their ability on academic task can influence their school adjustment.
- Education Policy Makers and Community Leaders: During policy planning and developmental programmes they should put different parental social-economic status into consideration.
- In another vein, this research work will serve as a reference material to those who may wish to carryout research on a similar topic as this research may not be exhaustive due to limited time and lack of financial strength and the large population of the study, indeed, it is the prayer of the researcher that other prospective researchers will develop an interest in the research and expand to cover other educational zones.
- It is the hope of the researcher that the outcome of this work will add value to the existing body of knowledge by providing additional information.

1.8 Scope and Delimitation of the study

The study isdesign tocover the entire senior secondary schools of Kaduna state but it will not be feasible to cover all the schools in the state due to the size and time limitation. Against this background the research delimited to SS IIstudents both male and female and the scope is limited to Giwa Educational Zone which is made up of Giwa, Kudan and part of Sabon-gari local government areas of Kaduna state. The purpose is to examine the influence of parental social class and parental intervention on school adjustment senior secondary students in Giwa educational zone Kaduna state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study is designed to investigate influence of parental social class and parental intervention on students' school adjustment of senior secondary school students in Kaduna State. It is imperative to review literature related to this study. In this chapter, knowledge of recent ideas, researches and theories related to this work were reviewed under the following sub-headings.

- Concept of social class
- Significance of social class
- Class and school adjustment
- Types of social class in the society
- Concept of parental intervention
- School level parental intervention
- Types of parental intervention
- Significance of parental intervention on student's school adjustment
- Concept of school adjustment
- Peer and social adjustment
- School as a socialization process of adjustment
- School adjustment and academics achievement
- Theoretical frameworks
- Maslow's hierarchy of needs theory
- McClelland's theory of achievement motivation
- F REUD'S psychoanalytic theory

- Bandura's social learning theory
- Adler personality theory
- Review of related studies
- Summary

2.2 Concept of Social Class

The concept social class (or simply "class"), as in a class society; is a set of concepts in the social sciences and political theory centred on models of social stratification in which people are grouped into a set of hierarchical social categories, the most common being the upper, middle and lower classes (Andrew, 2001). The term "class" is etymologically derived from the Latin classis, which was used by census takers to categorize citizens by wealth, in order to determine military service obligation (Adam, 2004). When sociologists talk of **social class**, they refer to a group of individuals who occupy a similar position in the economic system of production. Within that system occupation is very important because it provides financial rewards, stability and benefits like healthcare. Are people in similar positions, aware of each other? In broad terms, yes. Get information (cues) by type of job, neighbour-hood, clothing, cars, etc. Also get information by conversation – topics, style, grammar etc. Can people mislead or be misled? of course. Is there a point of view specific to social class? Middle class values? Working class values?

Class is an essential object of analysis for sociologist, political scientists, anthropologists and social historians. However, there is noconsensus on the best definition of the term "class", and the term has different contextual meanings. In common parlance, the term "social class" is usually synonymous with "socio-economic class," defined as; "people having the same social, economic, or educational status," e.g. "the working class"; an emerging professional class." (Brown,2009). The other sociologist was Max Weber. He argued that class referred to economic interests. It was a quantifiable economic position – groups that share a common set of life-chances and circumstances. But Weber

also talked about status, prestige – important part was awareness of its value. Weber also talked about party – essentially putting the class interests into action.

Social class or socio-economic is the combination of economic and sociological measures of economic status is an individual work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational leveland occupational status. For the analysis of a family socio-economic status, the household income, education of earner and occupation are checked as well as combined income compared with an individual, when their own attributes are assessed. Socioeconomic status, is generally divided into three categories i.e., high socioeconomic status, middle socioeconomic status and low socioeconomic status to explain the three field a family or an individual may fall into. When putting a family or individual into one of these categories, any or all of the three variables i.e., income, education, and occupation can be reviewed and assessed (Suleman, Hussain, Khan, &Nisa 2012). Different scholars have defined socioeconomic status in different ways. Some scholars consider that socioeconomic status is the total household income while other scholars include other variables i.e., parental educational level. In addition to the widely used income variable, some other variables are also considered i.e., family and parental educational attainment; total family income; living in poverty; living in single-parent household; motivation for learning, alcohol or drug use, crime, community/environment, etc. many scholars consider that socioeconomic status is the most important and fundamental factors which is responsible for the academic success (Coleman 1966; Duncan, as cited in (Sulemanet al 2012).

In 18th century, the term "class" began to replace such as estates, rank and orders as the primary means of organizing society into hierarchical divisions. This corresponded to a general decrease in significance ascribed to hereditary characteristics and increase in significance of wealth and income as indicators of position in the social hierarchy. Definitions of social classes reflect a number of sociological perspectives, informed by anthropology, economics, psychology and sociology. The major perspectives historically have been Marxism and structural functionalism. The

common stratum model of class divides society into a simple hierarchy of working class, middle class and upper class. Within academics, two broad schools of definitions emerge: those aligned with 20th century sociological stratum models of class society, and those aligned with the 19th century historical materialist economic models of the Marxists and anarchists. Another distinction can be drawn between analytical concepts of social class such as the Marxist andWeberian traditions, and more empirical traditions such as socio-economic status approach, which notes the correlation of income, education and wealth with social outcomes without necessary implying a particular theory of social structure (Dennis, as citedin Oyetade, 2013).

Socio-economic status (SES) social class according to Considineand Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribution. They add that socio- economic status determine by an individual's achievement in education, employment, occupational status and income. Social economic status (SES) is characterized by family income, parental education and parental occupation. Graetzin (1995) argues that children from high social economic status families perform muchbetter at school compared to children from low SES families.

Obviously, not everybody has the same amount of prestige, money or social influence as everybody else. Each of these scarce variables is unequally distributed throughout any population. It is possible to rank persons in terms of their income, the prestige of their occupations, the extent of their education or the amount of power involved in the various roles they play within the community. A person's rank based on these criteria is referred to as his or her socio-economic status.

However, we classify persons much more loosely on the basis of only one or two of the criteria-only a few categories such as "upper class" ""middle class" and "lower class". We may define social class as a stratum (or "layer") of persons who share a similar socio-economic status. Actually different sociologists use the term social class for classifying people as similar or different in a "socio-economic status". The most influential classification scheme was that the first proposed

by Marx. His system was based only on one criterion: ownership of the means of production. Marx recognized that many different social classes had existed at different historical periods. For example, the aristocracy, who had owned the land and the peasants, who had titled it.

However, he regarded two classes alone as the forces shaping history during the industrial period: (i) the bourgeoisie, or capitalists who had to sell their labour to earn a living.

How many social classes are there? There is no single correct answer to the question. Sociologists usually employ between three and six categories. For years many surveys referred only to "upper", "middle", and "lower classes" and the majority of the North America population would regularly claim to be "middle class". Even though actually the majority did manual labour and therefore should be called "lower class". However, it finally became apparent that people knew perfectly well what stratum they occupied. It was just that they did not like to call themselves "lower class". When the term working class was added to the list of choices, most respondent chose that term to describe their status.

When six categories are used to describe a stratification system, the upper, middle and lower classes are subdivided into upper and lower sub groupings. Thus, the upper class consists of "old money"- people whose families have been rich for generations. The lower upper class may be just as rich, but their money is more recently acquired. The upper middle class consists mostly of business and professional people who live comfortably in attractive environments. The lower middle class is not quite so affluent; they work as shopkeepers in clerical jobs, and the like. An upper lower class man may earn as much as any middle class worker but he does so through manual work. Finally, the lower- lower class consists of welfare recipients, the unemployable or occasionally employed workers who do unskilled work. (Spencer,1986). Olatunde, (1985) argues that social class originates from the division of labour. In simple or rural societies, a person may occupy or perform many roles. For example, the man who is the barber in the town may also be the tailor as well as the king's bell ringer. As society becomes more complex and the population increases, people come to take fewer

and fewer roles. In order words, roles become more specialized and skills needed to occupy roles become more important.

2.3 Significance of social Class

(i) Coloration of attitude- social class colours our attitudes in several ways. Studies on political behaviour have noted in the western world that attitudes of conservatism, liberalism or authoritarianism evolve from the kind of class in which we find ourselves. Hence, social class affects our voting behaviour. However, we cannot confidently give the extent to which social class influences voting behaviour in Africa. We say with some measure of confidence, however, that ethnicity is far more important than social class in influencing voting behaviour in the African context.

(ii) Health- social class has effects on our health. For example, it influences the pattern of diseases, due to the less healthy conditions in which poor people live, they suffer certain types of diseases which rich people who live in cleaner and healthier environments do not suffer from.

Epidemiology in Africa shows that the lower intestinal diseases are far more common among the rural and lower class people than among the upper classes. This is because treated and clean water is available to the upper classes while the lower classes have to go to rivers and dirty streams to collect water for use. However, on the other hand, it is discovered that many children of the upper classes today use heroin and other kinds of drugs which tends to create a disease pattern which is common to them. Similarly, because of the poor nourishment, children of the lower class and rural people tend to suffer from kwashiorkor, a nutritional disease, which does not affect upper class children.

At the same time, the social class in which we find ourselves tends to influence what kind of treatment we go for when we are ill. Our social class tends to influence the attitude of doctors and hospital personnel to us when we go for treatment. Many doctors in Africa today do not want to go and serve in rural areas because of the lack of modern residential facilities and so on. Our social class also tends to affect our mental health and mental stability.

(iii) Social life- the class in which we find ourselves affects the kind of social life that we lead. For example, it affects the kind of clubs that we join and so on. The upper class people in the cities have their own sport clubs and recreation which are not open to poor people. The kind of friends that we have are also determines by our social class. Our manners, our behaviour, our language and the dress that we wear may also be affected by our class. Upper class parents also seek to increase the opportunities for their offspring by looking for the best schools in the community for their children to attend. It is not by accident that it is only children of the upper class that attend the highest and best schools in the community.

(iv) Opportunity- first, our class position reinforce the advantages or disadvantages that we have at birth. If we are well fed then we are likely to be healthy from childhood and consequently to develop more rapidly than children of poorer families. Our diet can affect our learning ability and our lifespan. The better the source of nutrition and our surroundings in which we live the more likely it is to live longer and since we are healthy and well nourished we are likely to be more attentive in a learning situation than children from poor environments. Class also affects the kind of job opportunities that we have. The place that we come from, whom we know and so on affects what kind of jobs we get (Rothstein, 2002).

2.4 Social Class and school adjustment

Family background of students plays major role in their life within and outside the school set up. The influence of the environmental variables such as location of the family, parents educational level , socio-economic status, family aspirations and expectation and the level of parental intervention on the children learning and in some cases the parenting style such as two parents home, single parent home, divorce as well as parenting practices

Studies have revealed that socio-economic status of parents affect students academic achievement as well as their level of adjustment in schools. Students from rich family background have been found to perform better in internal and external examinations than their

colleagues from poor family background (Bali &AAlvarez 2003). It is believed that low socio-economic status of parents negatively affects academic performance of their children because it prevents students access to vital resources and creates additional stress at home (Eamon, Majoribanks&Jeynesas cited in Olufemi: 2013).

Children from families with low socio-economic status are at a greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. Students from low socio-economic background that encounter these environmental factors are four times more likely to have learning disabilities than students from high socio-economic background while a combination of these environmental factors accelerate academic success. A student, who has not eaten for days and has clothes that do not fit, cannot maintain focus in a classroomAnene(2005).Mario, (2006) argues that students from high socio-economic status compared to students from low social economic status families that students coming from low socio economic background are not provided the same tools as the students from wealthy families, they are entering schools already behind those not living in similar conditions. Similarly, it is believed that factors such as malnutrition lack of motivation in homes, spousal violence and single parents as well as impoverished home environment affects the development of intellectual ability negatively This means that students from low socio-economic backgrounds tend to be below or just an average in their intellectual development particularly when this phenomenon is accessed in terms of scores or tests (Obeta, 2014).

Education being one other major means of providing an opportunity in life and belonging to a suitable social class, modern Nigeria family now plays crucial roles in the performance of children in school. It is widely recognised that many factors are involved in child's academic performance such factors as parental education level, occupation, income, social class and type of parenthood for instance the socio-economic characteristics of the family in school. They have bearing also on duration of his stay and achievement at school. The type of family and level of

parents education and their socio-economic status influence the choice of school they place their children. (Hill, cited in (Obeta, 2014) pointed out that socio economic status of parent has some influence on the academic performance of children.

On the aspect of parental economic status as it relates to pupils academic performance in English Language, much emphasis was laid no the ability of the parents to provide necessary facilities or materials that can help in making the learning of English Language easy for the pupils. This involves the provision of mini library for children which include English textbooks, story books and picture books and spelling charts which will help the pupils to learn words identification, correct spellings, correct sentences, master the use of correct tenses in line with pictures, (United State Department of Labour, 2006). Azikwe (2008) maintained that the implementation of the reform/innovation cannot do so much if the basic instructional materials are in short supply. This aspect helped the researcher to compare the academic performance of pupils from low, average as well as high income parental background. Pupils from average/high income home environment that have some educative media in their homes such as Computer, television set, radio, tape recorder will be at an advantage in their performance in English Language because these media will help them listen to good speeches in English Language, watch educative programmes on television such as junior debate, cartoons, tales by moonlight, all these exposures will certainly reflect on the pupils performance in English Language at school (Ogbemudia, 2013).

Baharudinand Luster; Robins, Tracy, Trzesniewski, Potter and Gosling (2002) have reported significant findings regarding the effects of socio-economic status (SES) on self-esteem. A family's socio-economic status is usually based on the family's income, parental educational level, parental occupation and social status in the community (such as contacts within community, group associations and the community's perception of the family). Socio-economic status particularly in Nigeria is typically broken into two categories, high SES and low SES.

Families with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development, Generally, research suggests that individuals with a high socio-economic status have higher levels of self-esteem than individuals who have a lower socio-economic status (Baharudin&Luster 1998; Hare, 1997; Robins, Tracy, Trzesniewski, Potter &Gosling, 2002). One common explanation is simply that higher socio-economic status youths have greater resources.

According to Overholser, Adams, Lehnertand Brinkman (1995) Amazue (2013) higher socio-economic status adolescents generally attend higher quality schools. Also, if higher socio-economic status adolescents have individual difficulties or special needs in school, their parents more often have the resources to assist. So resources can both augment individual skills and alleviate difficulties that would otherwise reduce self-esteem.

Filsinger and Anderson (1982) tested the effects of social class and self-esteem in late adolescence. The study found that if individuals see themselves interacting in a higher status situation, they may feel good about themselves and perform even more efficiently. Rosenberg and Pearlin (1978) however, suggested that self-esteem is related to the dissonance of the individual's social context such that children attending lower class schools have significantly lower self-esteem than middle or upper class children attending higher class schools. (Amazue 2013).

"A child's capability to succeed in school depends on how successfully the child is managed by his/her parents in the home environment. It is an environment where the child learns the skills, attitudes and behaviour which could mould them into a productive and successful student. However, not every child comes from a home that could provide them with the requisite educational resources necessary for their academic success. In accordance with that, a parent's socio-economic status plays an important role in providing these educational resources and it

appears to impose the greatest impact on the child's educational outcomes"(Vellymalay, 2012) in (AL-matalka 2014).

Socio-economic status has a relatively strong impact on parental involvement compared to other factors. However, there is a question as to how far the strength of the parent's socioeconomic status could inspire a child to achieve academic success. Parental involvement has a positive impact on student achievement at all socioeconomic level, though involvement is probably more important for low socioeconomic schools, as they are more likely to have lower test scorers and graduation rates.

According to Gartstein [2011] a central concern of social stratification research has been the intergenerational transmission of social inequality and the mechanism that leads to this transmission. In particular, there have been a large number of studies that have examined the linkages between families socio-economic conditions and educational outcomes of their offspring. Fergusson et al.(as cited inGertse 2010) assume four different explanations for the transmission of social inequality. They argue that this could be explained firstly by the economic situation of the family, secondly by socialisation processes, thirdly by biological reasons, and fourthly through educational institutions. Gaps in cognitive skills arise before children go to school, so the fourth explanation is not suitable for explaining very early developmental outcomes. To explain these outcomes I will focus on the explanations number one and two, since I cannot control for biological aspects with the data. First, families' economic situation is determined by their educational background, so parental education seems to be the most important factor to explain developmental outcomes. Second, the type of socialisation seems to be very important, and I assume this can be measured through the interaction within the families and their home environment.

In summary, it is assumed that educational success depends on children's abilities in preschool age. The acquisition of these abilities is determined thereby particularly by the family.

The family's influence is measured as the effect of education of the care taker and by their home environment. The home environment is determined by the availability of stimulating materials (e.g., books, toys, helping teacher), but also through joint time (attending the library or the museum). However the inner-family interaction is not a direct consequence of the economic and educational resources of the family. Home-interaction is also influenced by noneconomic and non-educational aspects of these families (e.g., cultural background, aspirations, etc.).

Previous research has shown that there exist developmental differences of children from different social classes. Feinstein finds with data of the British Cohort Study that children are already stratified by social class in a standard test of intellectual and personal development at 22 months and this stratification even becomes more extreme in later years. He also finds that having a low rank at an early age does not matter greatly for a child's future position in the distribution unless the child is low SES as well. As a result he argues that controlling for SES, the preschool score, still matters. Nonetheless, as well as influencing early ability, family background plays a tremendously important role in determining the continued ability development of UK children. These differences even rise through the years. He concludes that this leads to a strong advantage of early intervention programs. However, these programs are supposed to be very expensive. Also within newer datasets like the Millennium Cohort Study (MCS) George et al. state that children with the most educated parents (who had degree-level or above qualifications) are on average about 12 months ahead of those with the least educated parents (who had no qualifications): children in higher income families achieved better scores. The limited access of families of lower SES to economic resources sets up conditions and creates barriers that limit the educational achievements of children born in such families. Overall, the results show a marked difference in children from advantaged versus disadvantaged backgrounds and that inequalities in cognitive achievements are already established in early years.

Besides these, the environment within the family offers special learning conditions for the child and can thus positively improve the development. Especially for young children the home environment is very important, and concrete activities, as, for example, reading aloud are very stimulating. So far it could be shown that a stimulating environment can affect the development even stronger than the socioeconomic origin. Since disadvantaged children often suffer of worse home environments, a lot of federal programs try to compensate for disadvantages in home environments, for example, Head Start in the United States or Sure Start in the United Kingdom. These are designed to level the playing field at or shortly before school entry, for children from less privileged backgrounds. However, there are still some unexplained mechanisms, especially for very young children in Europe.

Huge amounts of research explaining early cognitive outcomes do not consider the cognitive development of the child prior to the dependent outcome.

However, a lot of studies have shown that early abilities or behaviour is important for later outcomes (see results of a meta-analysis of cross-time relations of academic/cognitive and social/behavioural assessments from preschool to second grade. The missing research considering prior abilities in Germany might be due to data restriction or because the measurement of early abilities is very difficult. Fortunately, there exists some international research, which controls for prior achievements. Reynolds and Temple find that even after controlling for prior achievements special programs like the Chicago Child-Parent Centre and Expansion Program can influence the reading and math achievement of 7th graders. They also control for some social background variables, and they find that the education of the parent has a significant influence on the achievement, while the family income has not. Using a quite small Swedish dataset, Brobergetet al.(as citedin Gertse2010) also find that earlier measures of cognitive abilities are the best predictor of cognitive performance at 8 years of age. Moreover

they find that the measure of home environment, which predicts verbal abilities in earlier phases, is no predictor for children who are in second grade any longer. They assume that this unexpected finding might be explained by niche-picking, where the growing child chooses her or his own environment by itself. Yeung and Pfeiffer also recently showed that it is important to control for earlier abilities when analysing the black-white gap.

2.5 Types of Social Class

Base on the study conducted by Asikhia (2010) on the effect of socio-economic status of parents on academic achievement, it was revealed that the Nigerian society is divided into two major strata

1. High socio-economic status (HSES) –consists of upper and middle classes-the rich.
2. Low socio-economic status (LSES)-consists of lower class the poor.

In terms of rearing children, middle class parents are probably more permissive, that is democratic, while the lower class parents are more rigid i.e autocratic

According to America class system and structure: (2015) they classify social class into three

Upper Class

First, we'll start at the top of the hierarchy. Individuals who are considered to be members of the **upper class** are the owners of the means of production and most of the country's private wealth. Many are important government officials, large business owners, or top executives that have a great deal of income and/or wealth.

It is important to know the difference between income and wealth, as they are two distinct concepts. They are also a big part of determining social status. **Income** is salary and/or other money that is regularly received, where **wealth** is the total value of all assets, minus outstanding debts. In other words, income is what you make, and wealth is what you have. Someone can bring in a high income without being wealthy, and can also be wealthy without bringing in any

income. For example, some people earn a large salary but spend it all on a large house, fancy cars, travel, etc. These individuals basically live from pay check to pay check, and if they were to stop working, they would quickly become destitute. On the other hand, some people earn a modest salary but are very frugal in how they spend it - they live below their means and carefully invest anything that's left over. For some of these individuals, they could stop working and still have enough money to live on for years.

Another example of how someone can be wealthy without an income can be seen in the most elite of the upper class. The upper class actually has two layers: the upper-upper class and the lower-upper class. The upper-upper class makes up less than one percent of the U.S. population, and membership is almost always the result of birth. These individuals are the 'blue bloods' or 'old money' who inherits massive wealth from their family. The Queen of England is an example, as are the Kennedys and the Rockefellers. These individuals have inherited enough that they don't need to work.

On the other hand, the majority of upper class members actually fall into the lower-upper class. These are mostly the 'working rich' or 'new money' - individuals who earn their lifestyle instead of inheriting it. Professional athletes, actors, and successful entrepreneurs are all examples. These individuals are still wealthy - some even more so than the individuals in the upper-upper class - but also have a high income.

Middle Class

The next step down in the social hierarchy of the U.S. class system is the **middle class**, which includes about half of the U.S. population. Most advertisements are directed towards this audience, and fictional characters in popular culture - TV shows, movies, and books - are

typically middle-class members. The greatest amount of social mobility occurs at this level, whether it's upward, downward, or horizontal.

Like the upper class, the middle class has several layers: upper-middle, average-middle, and lower-middle. Upper-middles are those who earn above-average salaries, and typically live in fairly expensive houses in nice neighbourhoods. Almost all of them are college graduates, and many go on to highly prestigious white-collar jobs - doctors, lawyers, businessmen, local politicians, and so on.

The centre layer of the middle class is the average-middle, and the family income at this level is roughly the national average. Members typically work at less prestigious white-collar jobs - managers, teachers, office workers, and so on. Most are college graduates. The lower-middle class is also called the working class, and it's the bottom layer at this level. They typically have blue-collar jobs, such as police officers, electricians, truck drivers, plumbers, factory workers, and more. They earn slightly less than the national average.

Lower Class

The remainder of the population makes up the **lower class**, which includes those who lack money and/or the means to meet basic needs. They have low-prestige jobs and extremely low income, if they have any at all. For the most part, society tends to look down on and segregate the lower class, especially those who are also part of minority groups.

The lower class is divided into two layers: the upper-lower and the lower-lower class. The upper-lower class is also known as the working poor. Members of this class typically have a low educational level, are not highly skilled, and work minimum-wage jobs. They have very little to no job security, and are either right at or below the poverty line.

2.6 Concept of Parental Intervention

Parents' intervention is generally referred to as parents' participation in their children's education with the purpose of promoting their academic and social success (Fishel&Ramirez 2005).It could also be seen in the way parents and other educated people in the home get involve in encouraging students to learn. Considering the definitions of parental intervention, represent a wade variety of parental behaviour and practices, researchers have supported the use of multidimensional definitions. Epstein (1995), provided a multidimensional definition by describing six types of parental intervention activities: parenting, communicating, learning at home, volunteering, decision making and community connections. Parents are one of the most important and influential elements on the lives of their children. They have the power, ability to shape, sustain and develop their children's who will be interested, creative and tolerant, though their positive intervention in the leaning process and educational activities. On the other hand parents who do not intervene in their children's educational process are also considered to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their achievement (Al-matalka 2014).

There are several reasons forbelieving that good parent-teacher relationships are conducive to children's school performance. Izzo, Weisberg, Kasprow, and Fend rich(1990) explain: "When parents communicate constructively with teachers and participate in school activities, they gain a clearer understanding of what is expected of their children at school and they may learn from teachers how to work at home to enhance their children's education" When parents attend parent/teacher conferences, for example, it creates continuity between the two dominant spheres of influence in the child's life, home and school, and likely signals to children the parents' value for education. In addition, some have argued that children learn more when they receive consistent messages from home and school. Epstein writes that the "main

reason...for better communications and exchanges among schools, families, and community groups is to assist students at all grade levels to succeed in school and in life."

But what is the evidence that children's school performance is enhanced by a strong parent-teacher relationship? Stevenson and Baker report that children performed better in school (as measured by teacher ratings of how well the child performed in school and whether the child performed up to his or her ability) when teachers rated the parents as actively involved in school activities such as PTO and parent-teacher conferences in their sample of 179 children drawn from the Time Use Longitudinal Panel Study. Similarly,Grolnick and Slowiaczek studied 300 11-14 year-olds and found a strong association between teachers' reports of parental involvement (measured as frequency of attendance at parent-teacher conferences, open school night, and school activities and events, such as the PTO) and teacher reported grades, controlling for parents' education.

But several studies report the opposite pattern: an inverse relationship between parent/school contact and children's school success. an analyses of the National Education Longitudinal Study (NELS), a nationally representative sample of nearly 25,000 eighth graders collected in 1988, and found negative associations between parents' contact with the school regarding academic matters and students' math and reading test scores and grades.Rigsby, Stull and Morse-Kelly suggest that one reason for this puzzling patterns that parents may become involved with adolescents' schooling when the youths experience either behavioral problems or poor grades. Unfortunately, cross-sectional data do not allow us to assess that possibility.

Some study designs avoid the limitations of correlation research by comparing children involved in an intervention program with those who did not experience the intervention. Moseset et al. report the results of an intervention in which parents were involved in children's schooling in several ways: as project leaders, through informational meetings, through participation in

workshops, and by acting as voluntary classroom helpers. In this study, students demonstrated a marked increase inmate performance compared to the achievement of students from previous year slacking this parental involvement intervention. Although it is impossible to know if the intervention program was the only major difference in the children's experiences across the different school years, the results of this study are consistent with the claim that nurturing parental involvement in the classroom can improve school performance.

2.7 School-Level Parental Intervention.

Children may experience some benefits from their parents' involvement at school, but do they also fare better merely by attending a school where many other parents are highly involved? One argument is that children benefit from school-level parental involvement because it promotes information sharing and greater normative control over children's behavior. Coleman described how "social closure," i.e., environments in which parents know each other, facilitates children's identification with school. PodolnyandBaron explain that "a cohesive network conveys a clear normative order within which the individual can optimize performance, whereas a diverse, disconnected network exposes the individual to conflicting preferences and allegiances within which it is much harder to optimize." As an illustration, if most parents strictly enforced homework rules then it becomes more difficult for any single child to resist because they are exposed to an environment where doing homework is normative. In this way, children benefit from their own parents' school involvement but also by attending a school where many parents are involved.

While this argument has face validity, to date it receives only modest empirical support. Carbonaro found mixed support for Coleman's claims. He reported that social closure was related to better performance on mathematics test scores and a decrease in the probability of dropping out, but had no effect on reading test scores or grades. Importantly, other researchers

analyzing the same data concluded that social closure was associated with *lower* math test scores, and so the debate regarding the benefits of social closure in school persists

Adawiahand Yashin [1999], social support is very much important for individuals in their life. Deficits in social support have been shown to be related to many psychological problems such as depression, loneliness, and anxiety (Eskin, 2003). Elliot and Gramling (1990) found that social support helps the college students to lessen depression, anxiety, and stress. They also found that social support could help the students manage and lessen their psychological problems. Thus, Social support has also been recognized to have significant impact on the achievement of the students. Since family and friends are the individuals' first source of reference, supports from these two sources have been found to give a significant influence on academic achievement (Steinberg and Darling, 1994; Cutrona, 1994). The support received by the students could help to decrease their psychological problems since they feel that someone is there to help them, thus helping them to perform well in academic life. By having knowledge on how social support could help students to excel in study and cope with any psychological disturbances, much information could be derived to enhance the amount of support provided.

2.8 Types of Parental Intervention

Epstein {1990, 1992 and 1995}, viewed parental intervention to represents a wade variety of parental activities and practice research have conceptualized on a theory of overlapping spheres of influence which focuses on the complex interrelationship of family, community, school and peer group as they affect student's well being and academic performance. He provided a multidimensional definition by describing six types of parental intervention activities.

A. **Parenting**: Refers to basic parenting obligations for the child's health, safety, and preparedness for school and for providing positive home conditions that support educational progress.

B. **Communicating**: Refers to the basic obligations of schools to communicate with families regarding school programs and student's progress {such communications through memos, notices, report card and conferences with parents}.

C. **Volunteering**: Refers to parents' participation in volunteering at school {such as assisting teachers, administrators, or students in classrooms} and in participating in school activities and events {such as students performances, sports and others}.

D. **Teaching at home**: Refers to parental intervention in student's learning at home, to parent-child-initiated requests for help, and to teacher's ideas about parents' involvement in home learning activities.

E. **Decision making**: Refers to parental involvements in decision- making activities at school (such as participation in Advisory councils, parent-teacher organization e.g. P.T.A.,).

F. **Community connections**: Refers to school and parents collaborations with communities and other community agencies that enhance the learning opportunities of children (such as programs for after-school care or health care, cultural events, and community services).

Other researchers have the view that parental intervention take many forms Desforgesand Alberto (2003), view parental intervention to include good parenting in the home, provision of secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship, contact with school to share information, participation in school events, participation in the work of the school, and participation in the school governance. they also added that the extent form of parental intervention are strongly

influence by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status.

2.9 Significance of Parental intervention to the students school adjustment

Fan (2009) explained that parents have significant impacts on students' learning and developmental processes, this evidence suggests that parental intervention has a positive impact on children's academic achievement. Henderson (1988) stated that parents who maintain frequent contacts with the schools have higher achieving children than parents who have infrequent contact, and schools that are well connected with the community tend to have higher achieving students than schools with fewer ties. Parents who become involved in their children schooling tend to develop positive attitudes towards their children's teachers. They rate teachers higher in interpersonal and teaching skills and this is perceived as wanting them to help their children (Epstein, 1978).

Although much research attests to the positive effects of parental support on student academic success, the effects of parental support on student academic outcomes have been different depending on which aspects of parental support were mixed findings might be due in part to the lack of a clear operational definition of parental support (Fan &Clen, 2001). Parental support in a child's education has a definite impact on the child's level of academic success. Past researches indicate that active parental involvement in education is important because it is positively related to a child's self-expectations for academic success (Perilla, 2004). Across all ethnicities, studies have demonstrated that parental monitoring leads to higher academic achievement, if only because parental attention helps children to remain focused on school (Plunkett, 2003). The few studies that have looked at parental support as a factor of academic achievement demonstrated that "parent support is related to expectations and importance of schooling" and that by having a positive outlook toward education, a student is more likely to succeed academically. For any student to overcome academic challenges, they need the extra support of their parents (Orji, 2003).

The impact of parental involvement are introduced and examined. Parental involvement is a catch-all term for many different activities including ‘at home’ good parenting, helping with homework, talking to teachers, attending school functions, through to taking part in school governance. It is relatively easy to describe what parents do in the name of involvement. It is much more difficult to establish whether this activity makes a difference to school outcomes particularly since school outcomes are influenced by so many factors. Some of the problems of measurement and analysis are examined and illustrated by reference to state-of-the-art studies in the field. Conclusions from these studies indicate that parental involvement in children’s education has a powerful impact on their attainment and adjustment.

Pupils’ achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighbourhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children’s progress towards their self fulfilment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements.

In the face of this complexity, attempts to ascertain the impact of any singular force in shaping achievement must proceed with some conception of how the many forces and actors might interact with each other. Fig 1 is an attempt to show some of the processes implicated. It should be emphasised that ‘child outcomes’ is broadly conceived. It includes attainment as accredited in public examinations and National tests. It also refers to a wide range of attitudes, values and knowledge which, taken Child outcomes (achievements/adjustment) child’s characteristics peer choices (abilities/temperament) peer groups school heredity, parental effects involvement (domestic), neighbourhood effects school family and quality parental characteristics community choices community characteristics family support services Fig 1. Some forces shaping educational outcomes (achievement and adjustment) Adapted from Nechyba et al (1999)

2.4 The diagram is necessarily simplified. For the sake of clarity, some agencies have been omitted (e.g. clubs and associations) and there are no doubt multiple interactions between the elements which are not shown in the diagram. It might be anticipated, for example, that the quality of a school will influence the type of peer group experience a pupil might meet. At the same time, the individual pupil will influence the peer group as well as the peer group influencing the individual.

Whilst Figure 1 shows key players and potential processes in shaping pupil achievement, it leaves unpacked many of the details. What is parental in term family and parental characteristics'? Family, size, structure, income and employment pattern have all been implicated as bearing on educational achievement and personal adjustment. The attempt to identify the impact of parental involvement and family education on educational outcomes must proceed with the clear recognition that these processes will be influenced by a wide range of other factors and at the same time will work through a range ofintervening processes.

2.10 School Adjustment

Adjustment can be interpreted as both, process and the outcome of the process in the form of some attainment or achievement. When a poor child studies under the street light because he has no lighting arrangement, what he attains in terms of success in his examination or the fulfilment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment thus, adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, as cited in Mangal, 2011).

Adjustment is the intervention between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as also the circumstances of the situation in other words, both personal and environmental factors work side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment (Mangal 2011).

Freud, Erikson, Rogers in Fernald and Fernald (2006) view adjustment as a process, not a fixed or static state. In fact, adjustment is defined as the continuous process of satisfying one's desires and it involves many aspects of behaviour.

Adjustment is continuous and it also exists on the continuum. At one end there is the so-called well-adjusted person, who in many respects is ever-changing and ever adapting. This person is able to adapt as new needs arise. At the other end is the poorly adjusted person, who may show signs of anxiety, aggression or disordered thinking. Usually this person is less adaptive, responding in much the same way regardless of the circumstances, with the result that his or her behaviour is often in appropriate.

School adjustment by Harison and Herrington (1976) is a process in which children take on the characteristics required by the school in which they participate. The condition of school children in Kaduna state is lacking reorientation for proffer school adjustment.

School adjustment of children who are faced with violence hard labour and other difficulties are likely to act on fear, anxiety, frustration, stress, aggression as for that their conduct to school activities may likely be affected poorly. In the same way the health condition of such children is likely to be at risk to all kind of diseases. (Novotney, 2012).

A well-adjusted person is supposed to possess the following characteristics based on. (Fernald and Fernald, 2006).Analysis.

1. Awareness of his own strengths and limitations. A well adjusted person knows his own strengths and weaknesses. He tries to make capitalise out of his assets in some areas by accepting his limitations in others.
2. Respecting himself and others.
3. An adequate level of aspiration. His level of aspiration is neither tone low nor too high in terms of his own strengths and abilities. He does not try to reach for the stars and also does not relent over selecting an easier course for his advancement.

4. Satisfaction of basic needs. He feels reasonably secure and maintains his self-esteem.
5. Absence of a critical or fault-finding attitude. He appreciates the goodness in objects, persons or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical. He likes people, admires their good qualities and wins their affection.
6. Flexibility in behaviour. He is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behaviour.
7. The capacity to deal with adverse circumstances. He is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds.
8. A well-adjusted individual feels satisfied with his surroundings. He fits in well in his home, family, neighbourhood and other maintains his zeal and enthusiasm despite all odds.
9. A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is cantered around the demands of his or her society, culture, and his own self so that he does not clash with his environment or with himself.

2.11 Peer and social adjustment

Peer-led programmes are useful in helping young people adjust to their learning environment. Young students or adolescents admire and respect the opinion of their peers which they can positively influence each other (Steinberg & Morris, 2001). Students influence one another's school adjustment. As a student interacts with his or her peers, he or she is influenced by the behaviours and perceptions of their peers. Such students or adolescents are more effectively enhanced in their personal adjustment as well as in fulfilling interpersonal needs of other students (Disiye, Kodero&Ongeti, 2011). They added that students who are socially

adjusted have been able to deal successfully with their problems and therefore able to focus on their studies. Students who experience a sense of belonging and peer acceptance in school are more likely to be interested in school and engage themselves academically (Pam, 2013).

2.12 School as a socialization process of adjustment

School is the second socialization agent for any student as he or she adjust to learn and the environment it self. The school is an important foundations pillars on which students personality develops. The various activity students get involved in as they learn such as homework, social communications, handling emotions and managing day to day interactions at home and school help them to grow dependently in their different setting. The facilities around him or her can enhance or improve his or her needs (Raju&Rahamtulla, 2007).

2.12.1 Adjustment of School Environment

According to Abdulahi (2008), new students experience adjustment problems during the first 2few weeks in the school. They tend to be nervous, worrying too much and being easily discouraged. It is worth noting that there are differences between life in the universities or other higher institutions of learning and life outside them. Some of the adjustment problems you may encountered as a new comer into the school may be academic in nature such as not knowing how to study effectively, not liking the school situation. You may also experience physical changes in the school environment. The size of the school differ significantly from your former school so also the degree of freedom and the responsibilities expected of you. You may also notice that as a new student you have to learn to make new friends and how to live together for the first time with other students from different part of the country. In short, as a new student, you may experience the psychological, social and emotional changes which if not properly handle can causes maladjustment.

2.12.2 Adjustment as a Psychological Concept

The concept of adjustment is a word lacking precise and unanimous definition. According to Symonds (1934) quoted in Ikeotuonye, Olufeagba and Gambari(as cited in Abdullahi, 2008) defines adjustment by indicating that a person is well adjusted if he can meet the various situations which he faces day by day adequately and efficiently. If a person's habit and skill enable him to satisfy his needs, to fill his wants, and to give him satisfaction, then he is adjusted. If, in meeting a new situation, a person is able to cope with it adequately by his intelligence, in so far he is well adjusted. The unadjusted person or individual is one whose habits and skills are inadequate to meet the demands of the situation, or who lacks the ability to solve the problems which are met in the course of every day living.

Morgan (as cited in Abdullahi, 2008) on the other hand states that when we speak of a child being adjusted, all we can mean is that he has learned certain principles of conduct which will enable him to avoid catastrophe in his interaction. He must know some laws of physical universe so he will not be killed, must learn principles of social intercourse so as to get along with others, and must know how to integrate different experiences so he will have personal harmony.

It is important to note that in order for students in higher institutions of learning and other institutions to develop in a normal manner and hence adjust, they must have achieved satisfaction of physical, social and personality needs. Maladjustment, behaviour problems and personal unhappiness are fundamentally due to prostration of these needs. As you find yourself in any higher institution of the country, you may notice that there are numerous conditions within an outside the four walls of the institution that which create the frustration that lead to maladjustment. Some of these conditions include poverty, broken homes personal inadequacies, rejection or overprotection by parents, and of course numerous school practices. Low socio-economic status especially with current economic melt down breeds conditions unfavourable

with current economic melt downbreeds conditions unfavourable to sound adjustment. Issues of high cost of accommodation for students studying in institutions outside their home state, high cost of textbooks, school fees and typical examples. In a similar vein, students who come from homes that have broken either by death, divorce, dissertation and separation are more often maladjusted than students who came from more stable homes. Students who are physically or mentally inadequate for tasks that are expected of them in schools are certain to experience frustration. Also setting goals that you as a student cannot reach may cause you maladjustment. Just as we noticed that unfavourable home conditions play a large part in the maladjustment students exhibit in the school so also conditions existing in the school.

Un-conducive school environment, influence of bad clubs and societies, are few examples of school conditions that may cause maladjustment. If you are experiencing or exhibiting symptoms that indicate that all is not well with you, better visit the counselling centre in you school or the nearest counsellor. The counsellor will attempt to find out what at the back of the behaviour. How to deal with student's maladjustment problems is a skill mastered by trained counsellors.

2.12.3 Adjustment

Now that you have been admitted into school or university, it is up to you to stay in. Life in campus is not life at home. Your success and happiness on campus will be influenced by how easily ad how well you adjust to it. Adjusting to school or university life can be both academic and social problem. Your abilities, both intellectual and non-intellectual, will be taxed. For some students, it will be the first time they will be living and working with others full time. Dormitory or hostel life is different from living at home. During your stay on campus you will have a new and different kind of responsibility. You will be expected to behave as a self-disciplined young man or woman. You very likely will have a stranger for a room mate who will become a close lifelong friend and with whom you will share some of your happiest experiences, as well as your

money, clothes, and books. The better you adapt to these new situations, the more you will enjoy school or university environment.

To make the transition to university or college life, you must get acquainted with the college/university and your fellow students. You will get to know other students during orientation, and by participating in clubs and other organization. A university or college must have rules to adequately care for students on its campus. Deans of students' affaire and similar officers establish social and academic rules to protect students and to prevent chaos. They want to keep you in university or in the institution by actively working at what might be termed "New intakes orientation". You must learn the rules about dress code, clubs and societies on campus, how to register for courses, how to drop and change courses and how late you may stay out of the hostel without being penalized especially the females.

Many students have problems in planning the use of their money and time. You will probably find their is not either. You will need to adjust you spending habits. Learning to plan ahead must come early if you are to remain in college or university. What you do on campus will become a part of a very important permanent record. You should strive for above average work. In every real sense, university is preparation for life. Four years may seem like a long time, but school records will remain with you much longer. You will want to plan a balanced programme while you are in university or college. A satisfactory academic record without some extracurricular activities to reveal you interests and personality is not too impressive to employers. Make the best of your opportunities while you are on the campus.

You are probably aware that as many as one-half of the students who enter university and other tertiary institutions fail to graduate. A higher percentage of students attending Government Polytechnics, colleges of education and universities drop out of school than the students who attend higher selective or private institutions within or outside the country. Insufficient funds, inability to meet academic standards, lack of motivation, poor study habits, unwillingness to

spend the necessary effort and time studying, lack of purpose, and change in occupational or professional objectives are common reasons why student quit school or university. A principal reason for students not completing school is that they are not prepared to adjust to school life. Experience has shown that incidence of students dropping out are more common at the transition stage of university life. Younger students discontinue their university or college studies more frequently than do older students. Students who have skipped classes in primary and secondary school have more difficulty that those who have not been advanced. The one element in all school dropouts is immaturity. The more mature a persons is, the better his ability to adjust to situation.

2.13 School adjustment and academic achievement

Educationists need to know what they can do to help their students adjust and benefit from school. School adjustment is a broad construct which consists of different aspects such as academic achievement, school satisfaction, school engagement and pro social behaviour. Well-adjusted students usually value what they are learning, they are positively involved in classroom activities and receive high grades. A poorly adjusted person has adjustment problems that lead to low academic achievement, behavioural problems and school dropout (Winga, Agak&Ayere, 2011). They also found out that lower academic achievement result from lower school engagement and adjustment.

2.14 Theoretical Framework

There are many theories that or theoretical perspectives on home environment and school adjustment. “Theories are general principle formulated to explain a group of related phenomena” theories serve as road map or guide on any subject matter. Theories add to the meaning or understanding of issues of interest.

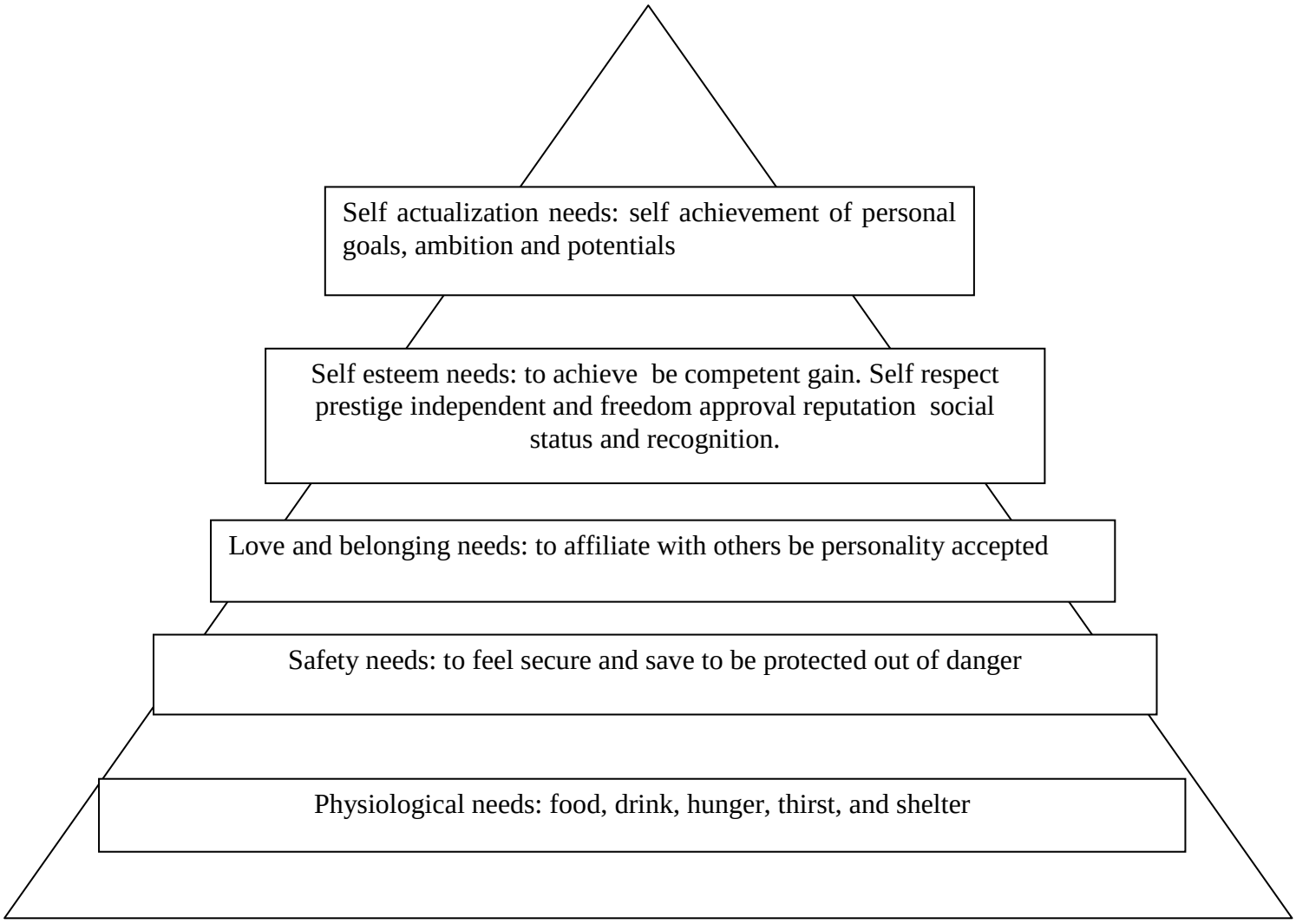
According to Marx (as cited in Aggarwal, 2007) theory is “a provisional explanatory proposition or set of propositions, concerning some natural phenomena and consisting of symbolic

representation of (1) the observed relationships among independent and dependent variables (2) the mechanisms or structures presumed to underlie such relationships (3) inferred relationships and underlying mechanisms intended to account for observed data in the absence of any direct empirical manifestation of the relationships". A theory provides detailed systematized information of an area of knowledge. It serves as guide

2.14.1 Abraham Maslow Hierarchyof Needs

Maslow's ideas are captured in his hierarchy or pyramid of human needs. In essence, Maslow propose that all people shared the same basic needs and that it should be psychology broad aim to help people ascend further up the pyramid in order to satisfy their highest aspiration and potentials for development and learning. Moreover, the order of such needs is not universally fixed, people have starved themselves to make a political statement. Nevertheless, the simple idea that some motives are more compelling than others does provide a framework for thinking about motivation [myers 2000]. Maslow believes that human being have certain inborn needs which they strive to fulfil. He describes human needs in biological term. To Maslow, every need arises from an in balance or disequilibrium between hat human nature deems necessary for the health of a person, and what a person's environment provides. When environment provides people with what they need homeostasis or equilibrium occurs. Maslow proposes five types of human needs in a hierarchy which reflects the sequence in which needs must be fulfilled.

Maslow's hierarchy of needs summarized and has been utilized as the basic motivational framework for a number of generalised considerations of human functioning such as mental health, general adjustment, classroom dynamics and mental behaviour.



Maslow's Hierarchy of Needs [Source Oladele 2005]

Maslow believes that lower order needs must be satisfied [fulfilled] before the higher order needs can be met. For example physiological needs must be satisfied before safety needs, safety needs before love needs. By the same token, a person cannot begin to approach satisfaction of self-esteem and self-actualization needs until he feels personality well-fed, safe and loved.The lower level needs are more typically met through the responsibility of the family. Families are the source of

physiological need fulfilment. Safety needs are also met largely through the security offered at home as are belonging needs.

2.14.2 Adler'sPersonality Theory

Adler's work[s]

Adler's work stressed the importanceof nurturing feelings of belonging and striving for superiority. He held equality, civil rights, mutual respect, andthe advancement of democracy as core values. He was one of the first practitioners toprovide family andgroup counselling and to use public education as away to address community health. Was among the first to write about the social determinants of health and of mental health. Adler developed a theory of personality based upon; [Durbin, 2008].

Inferiority feelings and inferioritycomplex

Style of life

Social interest

Familyconstellation

Fictional finalism

The creative self

Masculine protest

The interpretation of dreams

Concept of personality

Aggrawal [2007] stresses that, Adler's psychology is known as individualpsychology as he emphasizes individual differences. So, according to Adler, 'personality depends on a parson's behaviours to overcome his feelings of inferiority toachieve feeling of superiority through his life-the style of life is the principle by which the personality of an individual function' , and this style is shaped by two factors;

Inner self, and

The forces within the environment

Adler's theory, thus, layemphasis on the uniqueness of individuals and for an individual to achieve self actualization these four aspect must be realized [Durbin, 2008] .

The development of personality

Striving towards superiority

Psychological health

The unity of personality

Instudying personality, Alfred Adler can up with the following two terms; inferiority complex and superiority complex. He described the inferiority complex as feelings of lack of worth, while the superiority complex was developed when persons tried to conquer their inferiority complex by suppressing their existing feelings.

Along with the idea of trying to overcome inferiority, Adler claimed that every parson had an idea about what their perfect self would be like. He named this image thefictional finalism. Fictional finalism applies clearer direction to decisions that are to be made concerning oneself. Although individual may have an idea about their image, but they hardly, ever understand it.

Development of Personality

Adler must be credited as the first theorist to include not only a child's mother and father and other adults as early influence on the child's brother and sister as well. His consideration of the effects of sibling and the order in which they were born and he asserted that personality is developed from the following consideration

Inferiority

Parenting styles

Birth order

The ruling type

The learning type

The avoiding type

The socially useful type

The concern of this research is parenting style, birth order and the learning type

Parenting style

Parenting style: Adler did agree with Freud on some major issues relating to the parenting of children and the long effects of improper inefficient child rearing. He identified two parenting style that he argued will cause almost certain problems in adulthood. The first was pampering, referring to a parent over protecting a child, given him too much attention and sheltering him from the negative realities of life.As this child grows older, he will be ill equipped to deal with these realities, may doubt his own abilities or decision making skills and may seek out others to replace the safety he once enjoyed as a child.

On the other extreme is what Adler called neglect. A neglect child is one who is not protected at all from the world and is forced to face life's struggle along. This child may grow up to fear the world, have a strong sense of mistrust for others and he may have a difficult time forming intimate relationships.

The best approach, according to this theory, is to protect children from evils of the world but not shelter them from it. In more practical terms it means allowing them to hear or see the negative aspects of the world while still feeling the safety of parental influence.

Birth Order

Simply put, Adler believed that the order in which you are born to a family inherently affects your personality. First born children who later have younger siblings may have it worst. These children are given excessive attention and pampering by their parents until that fateful day when the little brother or sister arrives. Suddenly they are no longer the centre of attention and fall into the shadows wondering why everything changed. According to Adler, they are left feeling inferior, questioning their importance in the family, and trying desperately to gain back the attention they

suddenly lost. The birth order theory holds the first born children have the greatest number of problems as they get older.

The learning type

They are sensitive people who have developed a shell around themselves which protects them, but they must rely on others to carry them through life's difficulties. They have low energy level and so become dependent. When over whelmed, they develop what we typically think of as neurotic symptoms: phobias, obsessions and compulsions, general anxiety, hysteria, amnesias and so on, depending on individual details of their lifestyle.

2.14.3 Bandura's Social Learning Theory [1977]

The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development while rooted in many of the basic concepts of traditional learning theory Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behaviour by watching others people know as observational learning (or modelling). This type of learning can be use to explain a wide variety of behaviours (Cherry, 2013).

Bandura postulated three basic concepts in social learning theory. First, is the idea that people can learn through observation the second is the idea that internal mental state are essential parts of these process (learning). Finally, this theory recognizes that it will result to change in behaviour.

To relate these three basic concept of Bandura's social learning theory to the concept of home environment and school adjustment, students learning through observing others and also produce desired responses after watching others which means learning by observation (modelling) which can be seen as good performance.

The idea of internal mental state are essential parts of learning, is said to be one's ability can leads him/her to success and achieve high performance while his/her inability can course him/her to engage in other form of socialization process

Finally learning does not necessarily lead to change in behaviour, observational learning demonstrates that people can learn new information, ideas, and concepts without demonstrating such new behaviour.

2.14.4David McClelland Achievement Motivation Theory (1961)

Achievement motive is a secondary drive which refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards [Wikipedia].

In general, motivation is defined as a force that generates energy to drive a person to do or accomplish something. There are three aspects of motivation.

They are:

- Stimulation of behaviour [what triggers a person].
- The course of behaviour [what directs a person towards a goal].
- Determination of behaviour [how behaviour is being continued].

  Achievement motivation is something that causes a person to make an effort to become successful and be goal oriented. Obviously it is what people need to achieve 'good life' (McClelland, 1961).

David McClelland is most noted for describing tree types of motivational needs which he identified in his book. The Achieving Society:

- Achievement motivation [n-anch]
- Authority or power motivation [n-pow]
- Affiliation motivation [n-affil]

David Mcclelland's Needs-Based Motivational Models

These needs are found to various degrees in all workers and managers, and this mix of motivational characterizes a person's or manager's style and behaviour both in terms of being motivated, and management and motivation of others.

The Need for Achievement [n-ach].

The n-ach person is 'achievement motivated' and therefore seeks achievement, attainment of realistic but challenging goals and advancement in the job. There is strong need for feedback as to achievement and progress and a need for a sense of accomplishment.

The Need for Authority and Power (N-Pow)

The n-pow person is 'authority motivated'. This driver produces need to be influential, effective and to make an impact. There is a strong need to leads and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige.

The Need for Affiliation (n-affil)

The n-affil person is 'affiliation motivated' and has a need for friendly relationship and motivated towards interaction with other people. The affiliation driver produces motivation and need to be liked and held in popular regards. These people are team players.

McClelland said most people possess and exhibit a combination of these characteristic. Some people exhibit a strong bias to a particular motivational need and this motivation or need 'mix' consequently affect their behaviour and working/managing style, McClelland suggested that a strong n-affil 'affiliation-motivation undermines a managers objectivity because of their need to be liked and that this affect a manager's decision-making capability. A strong n-pow 'authority motivation' will produce a determined work ethic and commitment to the organization and while n-pow people are attracted to the leadership role, they may not possess the required flexibility and people-centered skills. McClelland argues that n-ach people with strong achievement motivation make the best leaders although there can be a tendency to demand too

much of their staff in the belief that they are all similarly and highly achievement focused and result driven which of course most people are not.

McClelland's particular was for achievement motivation and this laboratory experiment illustrates one aspect of his theory about the effect of achievement on people's motivation. McClelland asserted via this experiment that while most people do not possess strong achievement based motivation those who do display a consisted behaviour in setting goals. Volunteer were asked to throw rings over peg rather like the fairground game, no distance was stipulated and most people seemed to throw from arbitrary, random distance sometimes close sometimes far away, however a small group of volunteer whom McClelland suggested were strongly achievement motivated took some care to measure and test distance to produce and ideal challenge no too easy and not impossible. Interestingly a parallel exist in biology known as over loaded principle which is commonly applied to fitness and exercising I.e. in order to develop fitness and or strength the exercise must be sufficiently demanding to increase existing level but nt so demanding as as to cause damage or strain. McClelland identified the same need for a 'balanced challenge' in the approach of achievement-motivated people. McClelland contrasted achievement motivation gamblers, and dispelled a commonly pre conception that n-ach 'achievement motivated people are big risk takers on the contrary-typically, achievement motivated individual set goals which they can influence with their effort and ability and as such the goal is considered to be achievable. This determines result driven approach is most invariably present in the character make up of all successful business people and entrepreneurs (Mukherjee 2002).

McClelland suggested other characteristic and attitude of achievement-motivated people:

- Achievement is more important than material or financial reward.
- Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.

- Financial reward is regard as a measurement of success, not an end in itself.
- Security is not prime motivator nor is status.
- Feedback is essential because it enables measurement of success not for reasons of praise or recognition.
- Achievement-motivated people will logically favour jobs responsibilities that naturally satisfy their need i.e offer flexibility and opportunity to set and achieve goals, e.g; sale and business management and entrepreneur roles.

McClelland believe that achievement motivated people are generally the ones who make things happen and get results, And that this extends to getting result through the organization of other people and resources, although it is sated earlier they often demand too much of their staff because they priorities achieving the Above the man y varied interest and needs of their people.

2.14.5 Psychoanalytic Theory

Freud's (1938), postulated the imaginary concept of 'id', 'ego' and 'superego' for the adjustive and non-adjustive behaviour patterns and formulated that a person's behaviour remains normal or in harmony with his self and his environment to the extent that his 'ego' is able to maintain a balance between the evil desire of his 'id' and the moral ethical standard dictated by his 'superego'.

In the case where ego is not enough to exercise proper casual over one's 'id' and 'superego', malfunction of behaviour would result. The 'ego' serves as a mediator between the 'id' and reality which is largely concerned with personal safety. Two different situations could arise, if the superego dominates the there is no acceptable outlet expression of the repressed wishes and impulses on the individual. Children who are dominated by 'ego' may likely used defence mechanism in their adjustment strategy.

School adjustment is the capability of children to balance between school demands/requirement and their personal interest. This study used psychoanalytic theory of Freud

which viewed man as a pleasure seeking animal by nature. Man wants to seek pleasure and avoids pain. The social restriction imposed by the society and his own moral standards dictated by his super ego come in conflict with the undesignated desires of his basic pleasure seeking nature. An individual drifts towards malfunctioning of behaviour and maladjustment in case, such satisfaction is threatened or denied Brophy, Good &Nedler,1975 as cited in Pam 2013).

Children in conflict home environment are faced with different challenges including school adjustment. The environment plays a role in influencing the individual experiences. However, children as well as parents who aspire for self actualization will be able to acquire the knowledge to do what is appropriate in a given situation and that will enhance their activities in the school and become well adjusted.

2.15 Review of Empirical Studies

Many studies have established the effects of home environment on students' school adjustment as well as the studies of parental intervention and social class of the parents and how much that affects the students' school adjustment Obeta (2014) in a study titled home environment factors affecting students' academic performance in Abia State Nigeria revealed that among others that none provision of adequate educational materials by parents and non-challant attitudes of some parents towards the education of their children as well as the socio-economic status of the students' family, all affect the students' academic performance. Another study conduced by AmazueandUzuegbu (2013) revealed that socio-economic status and locality significantly influenced adolescents' patterns of self-esteem.

Alokan et al (2013) in a study titled The influence of parent educational background and study facilities on academic performance among secondary school students revealed that a significant difference exist between academic performance of students from parents with high educational background and students from low educational background family also a significant

difference exist among students with study facilities at home and those students without study facilities at home.

AL-mataika (2014) the result of a study titled The influence of parental socio-economic status on their involvement at home revealed that regardless of parental socio-economic status the found to be involved in their children education. However, the educational level of the parents has greats impact on parental involvement strategies than parental occupation and income. Caposella (2008) found that there is no significant difference in the self-esteem of high socio-economic status adolescents and that of the low socio-economic status adolescents.

(Nanalee, 1997) pointed out that as children grow beyond babyhood, a positive home learning environment provides social interaction, attention and activities which promote the development of positive attitudes to learning as the acquisition of physical, intellectual, language, social and emotional skills. The amount that parent talk to babies and young children and the way they talk to them have been shown to have a direct positive impact on children's linguistic and intellectual ability. At the age of 3 and 10 parents can provides the building block for literacy and cognitive development by chatting as much as possible during normal daily life, using a wide vocabulary praising rather than criticizing, talking to children about things, using language with a high information content, giving children choices rather than simply directing them, listening and

Twenge and Campbell (2002) conducted a meta-analysis of 446 studies and showed that higher socio-economic status individuals reported higher self-esteem. In the same vein, Robbins, Trzesniewski, Tracy, Gosling and Potter (2002) showed that adolescents from lower socio-economic status families have lower self-esteem than those from higher socio-economic status families. In a more recent study, Veselska, Geckova, Gajdosova, Orosova, Van Dijk and Reijneveld (2009) showed that self-esteem is lower among adolescents of low socio-economic status and is associated with a number of intrapersonal and socio-cultural factors. However,

DuBois, Burk-Braxton, Swenson, Tevendale and Hardesty (2002) posited that environment has shown to play important role in determining trajectories of adolescents' self-esteem. There is a general assumption that there could be some impact of place of residence on self-esteem, growing up in rural or urban place would either increase or decrease self-esteem. It could be presumed that adolescents residing in urban area have higher self-esteem than their rural counterparts. One possible or probable explanation may be that urban areas are characterised by good educational opportunities with good facilities, exposure to self-equipping events and high degree of socialization.

Parental involvement in school activities may have a positive influence on children's learning and cognitive growth. Research found that when families who were not very involved in their children's school became more involved in the school, their children's literacy improved (Dearing, Kreider, Simpkins & Weiss, 2006). Moreover, et al. (2010) found that parental involvement at school positively affected self regulated learning of fifth graders. Moosa, Karabenickand Adams' (2001), research results shoed that Arab parents believe that they can assist their children with school if given guidance, and Arab mothers favoured more personal forms of parental involvement than public forms (Midraj&Midraj, 2011). Singh and Vinod (as cited in AL-matalka, 2014) carried out a study aims to find out the extent of relationship between academic achievement and parental encouragement, the representative sample of 400 higher secondary school students 200 male students and 200 female students were taken by using simple random sampling technique. The results revealed a significant positive relationship between academic achievement and parental encouragement.

Many research's shoes that parents' involvement in their children's education is an important component of student success and achievement (Compton-Lilly, 2003; Lareau, 2000; Shields, Gordon, & Dupree, 1983; Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey, 2005. Greenwood and Hickman (as cited in AL-matalka (2014) study shows that parental

involvement enhances child's educational aspirations, sense of well-being, attitude, improving grades and readiness for school. Several other studies indicate that parent/family involvement has a lasting effect throughout the K-12 educational careers of students (Kellaghan, Sloane, Alvarez & Bloom, 1993; Trusty, 1999). Simon (1999) found that although study habits, attitudes and behaviour patterns may be set by a student's senior year, an adolescent's success is influenced by his or her family even through the last year of high school.

In addition, Anderson (2000) observed that parental involvement decreases the likelihood that students will be placed in special education, repeat a grade, and or drop out. Other studies have found that parental involvement increases student motivation (Gonzales-Haas, Willems& Doan Holbein, 2005) and decreases instances of behavioural problems (Domina), (as cited in AL-matalka, 2014).

Tukur (2000) conducted a research on a topic parental perception of adolescents needs adjustment. The result showed that parents educational level and economic status does not affect the kind of perception (positive or negative) parents have of adolescent needs. However, parents age was shown to affect the kind of perception parents have of adolescent needs. It was dissolve that the type of school the adolescent attended has no effect on kind of perception parents have on adolescent needs.

Hoover-Dempsey and Sandler (1997) and Hoover-Dempsey et al (2001) took a different approach to explaining why some parents got involved in their child's education more than others. They reviewed psychological theory and related educational research on role construction. Theory in this field attempts to explain how and why we conduct ourselves in various facts (roles) in our lives (e.g. as 'parents', as 'employee'). Hoover-Dempsey and sandler suggest that parents likely to get involved in their child's education to the extent that they see it as part of their role or 'job' as it were. In regard to parents in England, Williams et al (2002) found that 2% of parents felt the responsibility for the education belonged wholly to the school

whilst 58% believed that they had at least equal responsibility. Presumably the remaining 40% were distributed somewhere between these values. The attribution of responsibility for education is a key factor in shaping parents' views about what they feel is important or necessary or even permissible for them to do. Role definitions are complexly shaped by family and cultural experience and are subject to potentialinternal conflict (is the parent ahousekeeper/breadwinner/nurse/teacher for example?).

A study by Balarabe and Abdullahi (1996) examined home background influences on pupil's motivation, attitudes and academic achievements in Nigerian secondary schools. Findings indicate that both parental levels of education and occupation have significant influences on the pupils' attainments among this sample of secondary school students. Children of parents with higher levels of education and occupation achieve more than others. In another finding, it is discovered that from the significant differences between the students on grounds of parental occupation. It is apparent that the social-class background of individuals plays a very important part in their academic motivation and attitudes towards the contents of learning at school.

The finding that the clerical and manual home background students are significantly more instrumental in learning over their middle class peers, points to an important problem area. Learning is not likely to be sustained by an instrumental motive for the acquisition of certificates, and being at school only because parents want that. There is the need for active interest and personal commitment on the part of the students. Perhaps a better understanding of the goals of schooling, including the wide range of social benefits that could be derived could help in this respect. Schooling should not only be seen as a means to secure job or certificates but also as a means to self-improvement and independence. The problem of reported lack of competence in academic tasks among the lower socio-economic groups is also linked with the broader problem of achievements and motivation. Perhaps lack of parental control (parental supervision and putting a keen eye over, the child's performances at school) is also associated with the student's lower levels of motivation. In this

respect, it is only reasonable to acknowledge the lower parental levels of education of this group as likely explanation. Such parents are unable to read the school reports of their children and also cannot offer assistance with school work. The manual work group perceived school as irrelevant i.e. schooling is not likely to lead them to realize their life aspirations. On the basis of these results, there is need to involve both parents and teachers in enhancing the attitudes and motivation of students from rural backgrounds. There is need for good communication between the school and the home. Encouragement, enlightenment and persuasion should play important parts in effecting meaningful changes in the student's attitudes.

2.16 Summary

This chapter of the research gave an account of related literatures and relevant studies to the research topic, relationship among parental social class, parental intervention andstudents school adjustment of senior secondary school in Kaduna state, concept of social class, types of social class,i.e upper class, middle class, and low class, significance of social class, social class and school adjustment, concept of parental intervention, types of parental intervention, school level parental intervention, significance parental intervention to students school adjustment, concept of school adjustment were all discussed in the studies. Theories that attempt to explain social class, parental intervention as well as school adjustment were discussed and its variables i.e. Bandura's social learning theory, Abraham Maslow's hierarchy of needs, that explained parental intervention, Alfred Adler's personality theory, that delve into social class, DavidMcClelland achievement motivation theory as well as psychoanalytic theory of SigmundFreud that explains school adjustment were discussed, the chapter also reviewed other studies.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter gives a description of the methodology used in this chapter under the following sub-headings; research design, meant to understand the focus of the research population, sampling and sampling techniques, research instrument, validity, reliability, procedure for data collection and procedure for data analysis.

3.2 Research Design

This study employed survey design to investigate the problem. This involved gathering of data after an event have taken place, the researcher employed this method because it is an efficient way of gathering data to help address aresearch question. It is critical in determining the research, it is amethod that is characterised by the selection of random samples from alarge and small population to obtain empirical knowledge of temporary nature [spector1999].shabu[1997] support this approach because survey research study large and small population which enables the researcher to discover relative incidence and distribution on the characteristics of the population cross sectional was used because the information gathered on the population was at a single point in time. (Abdullahi as cited in Muhammad, 2015) indicated that survey is the form of descriptive research undertaking when dealing with a systematic collection of data or information from a population though the use of personal interview, opinion scale, questionnaire and or observation. This design is thus adopted because the study has to do with the influence of social class and parental intervention on students' school adjustment.that involves personal data and opinion.

3.3 Population of the Study

The population of this study is made up of the entire senior secondary schools in Giwa educational Zone. With total number of five thousand five hundred and eight(5,508) students. The table bellow described the population of the study.

Table 3.3.1: Distribution of the Population.

S/N	School	Population
1.	G.S.S. Basawa	520
2.	G.S.S. Bomo	420
3.	G.S.S. Giwa	530
4.	DR.S.L.G.G.S.S Giwa	530
5.	G.S.S. Fatika	66
6.	G.S.S. Kaya	70
7.	G.S.S Yakawada	130
8.	G.S.S. Gangawa	140
9.	G.S.S. Jama'a	460
10.	G.S.S Kwangila	550
11.	G.S.S. Samaru	764
12.	G.S.S. Kudan	575
13.	G.S.S. Hunkuyi	513
14.	Y.A.G.S.S. Shika	510
15.	G.S.S. Kauran-Wali	60
16.	G.S.S. DokanKudan	70
17	G.S.S. Sakadadi	77
	Total	**5508**

Source: Giwa educational zone data base unit (2015/2016 session).

3.4 Sample and Sampling Techniques

From the population of the study which is drawn from 17 senior secondary schools of Giwa educational zone with total number of 5508 students, a sample of 310 students was used for data collection. The sample schools for this study, made up of six senior secondary schools in Giwa educational zone Kaduna state.Random sampling techniques were employed in the selection of the sample of this study. In selecting the sample, the researcher wrote the names of 17 schools on a small sheet papers, put them in a bag and selected six schools at random. The sample size of the study is in line with Krejcie and Morgan (1970) table of determining sample size of the population

Table 3.4.1: Distribution of the sample school. Multi-stage

S/N	School	Population	Sample
1.	Government Secondary School, Giwa	543	63
2.	Government Secondary School, Bomo	420	58
3.	Government Secondary School, Basawa	520	62
4.	Government Secondary School, Jama'a	460	55
5.	Government Secondary School, Hunkuyi	513	60
6.	Government Secondary School, Yakawada	130	12
Total		**2,586**	**310**

The above recommendation is supported by Gay (as cited in Cohen *et. al.*,2000) that for descriptive research, a sample of 10% of the population is considered minimum. For a smaller population, 20% is required.

3.5 Instrumentation

Three (3) questionnaires were usedto collect data. Thethree adapted questionnaires weremodified to suit the level and environment of the students. The instruments were divided into four (4) sections. Section A – bio-data, Section B – Parental Involvement project (P I P), Section C – Parental Social class Scale and Section D – School Adjustment Scale.

Biographical Data: this section contains 5 items which seek to determine the demographic information of the subjects involved in their home and schools.

Adjustment to College Scale (ATCS): was adapted from centre for promoting ideas U.S.A the instrument is interested in measuring academic, social, emotional and commitment domains of the students. The scale has no right or wrong answer the scale has three alternatives; completely true, somehow true, completely untrue, however, this study used 4 Liker scale of SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly disagree to measure the level of students' school adjustment.

Parents' involvement Project (P.I.P): questionnaire developed by Hoover-Dempsy (1995) was adapted to measure parental intervention. The instrument is a standardized one that seeks to measure various aspect of parental intervention on students. The 15 items questionnaires have 4 liker scale ranging from AS, A SD and D.

Parental Social-class scale: developed by Tukur (2000) was adapted to measure parental social class. The 9 items instrument was used to measure student's parental level of income parental occupational status and parental level of education. The measuring scale is on the individual response of each item of the questionnaire.

3.6 Validity of the Instruments

The three (3) instrumentswas validated by giving copies to some lecturers in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria, necessary suggestions were incorporated in preparing the final draft of the questionnaire. This means that the questionnaireshave both face and content validity.

3.7 Reliability of the Instrument

All the three (3) scales have been pilot tested by the original developers and reliability has been estimated. The scales of parental intervention and school adjustment are up to international standard and have been used by other researchers with the 0.80 standardized alpha and 0.85 reported alpha respectively while the scale of measuring social class has been pilot tested by the developer and reliability of 0.81 was obtained to re-assess the reliability of the instruments.

A pilot testing of the instruments was conducted usingdraft questionnaires,this was administered to 60 male and female SS II students of GSS Shika. Zaria, the questionnaires were personally distributed and explained to the students so as to avoid possible ambiguity.

Split-half Coefficient method was used to test the reliabilityof theinstruments. correlation coefficient of 0.809 for parental intervention project, 0.782 for school adjustment scale and 0.804 for social

class scalerespectably. Was obtained, It gives the researcher some level of confidence in the relevance and reliability of the instrument.

3.8 Procedure for Data Collection

The researcher collected a letter of introduction from the Department of Educational Psychology and Counselling to the schools where the data was collected. The researcher visited the six schools to build a cordial relationship with students, teachers and school administrators before administering the questionnaire to the respondents.

The students were addressed prior to the distribution of questionnaires by the researcher with the help of each school teachers. The distribution was done randomly to the respondents, and the questionnaires werecollected back immediately from the respondents to minimize the rate of questionnaire mortality, after collecting the questionnaire were sorted out for analysis.

3.9 Procedure for Data Analysis

This study used descriptive statistics of frequency and percentage to analyse the bio-data section, bio-data section is used to categorize the respondents based on gender; male and female treating each group differently. Mean and standard deviation wereused to analyse research questions.

Hypotheses were tested with the Pearson product moment correlation [P.P.M.C.] and ANOVA statistics. All hypotheses were tested at 0.05 level of significances.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with analyses of data collected for the study. Descriptive analyses were used to determine the means and standard deviation to answer research questions. Pearson Product Moment Correlation was used to test hypotheses one and four, while hypotheses two and three was tested with ANOVA. Moreover, the bio data of the respondents was analysed using frequency and percentage to determine the number of both sexes in the study. All analyses were based on data collected from the research.

Table 4.1 Bio Data of the Respondents

Table 4.1: Classification of the Parents by Educational Attainment

Higher level of educational attainment	**father**		**mother**	
	Frequency	per cent	Frequency	percent
No formal education	26	7.9	19	5.5
Primary	13	3.4	18	5.2
Secondary	53	17.2	80	26.5
Post-secondary	35	10.7	41	13.1
University	180	60.8	149	49.8
Total	310	100.0	310	100 0

The classification of the education status of the parent revealed that 26 or 7.9% 0f the fathers did not have any form of formal education. Among the mothers the figure is 19 or 5.5% of the total number of the respondents. But 13 or 3.4% of the fathers had primary school certificate as their highest educational qualification. The equivalent among the mothers was 18 or 5.2% of the

respondent. The respondents whose fathers have secondary certificates 53 or 17.2% while the corresponding value for the mothers was 80 or 26.5% those with post-secondary school qualification among the fathers and mothers were 35 or 10.7% and 38 or 13.1% respectively. Forthose with university education 177 or 60.8% were fathers while 149 or 49.8% were mothers this inclination toward the higher education attainment is partly attributable to the location were tertiary institution pre dominates and thus attract such personal in the population .

Table 4.2:Classification of Respondent by School

Schools	population	male	percentage	female	percentage
GSS Giwa	63	32	10.33	31	10
G SS Bomo	58	29	9.36	29	9.36
GSS Basawa	62	31	10	31	10
GSS Jamaa	55	27	8.6	28	9
GSS Hunkuyi	60	30	9.68	30	9.68
GSS yaawada	12	6	1.93	6	1.93
Total	310	155	100	155	100

The classification of the respondents base on schools revealed that 32 or 10.3% male and 31 or 10% female students responds to the questionnaire at GSS Giwa while 29 or 9.36% both male and female students respond to the questionnaire at GSS Bomo, 31 or 10% both male and female students responds to questionnaire at GSS Basawa, also 27 or 8.6% male and 28 or 9% female students respond to questionnaire at GSS Jamaa,30 or 9.68% and 6 or 1.93% for both male and female students responds to questionnaire at GSS Hunkuyi and GSS Yakawada respectively.

Table 4.3 Classification Based on Parental Occupation

Occupation	respondent	percentage
Farming	89	28.70
Trading/business	92	29.68
Civil servants	79	25.49
Others	50	16.13

The classification base on parent occupation revealed that 89 or 28.70% respondents their parents were farmers, 92 or 29.68% respondents were traders and business men and women while 79 or 25.49% were civil servants and 50 or 16.13% were engage in other activities to earn a living4.3

Hypotheses Testing

Four hypotheses were formulated and tested in this study, Pearson Product Moment Correlation was used to analyse hypotheses one and four while hypotheses two and three was tested with the ANOVA at 0.05 level of significances.

Hypothesis 1: There is no significant relationship between parental income on students' school adjustment.This hypothesis was analysedusing Pearson Product Moment Correlation to determine the relationship between the independent variable and the dependent.

Table 4.4: Pearson Correlation on relationship between parental income and students' school adjustment.

Variables	N	Mean	SD	r	P-value
Parental income	310	12.11	2.23	.541	.000
School adjustment	310	101.11	8.83		

The table 4.4 shows that the computed correlation between Parental income and School adjustment is significant with the r- value of .541 and p- value=0.000. This is confirmed because the p- value of 0.000 is less than 0.05 alpha level. Hence, Parental income has significant relationship with School adjustment of secondary school students in Kaduna state. This means that, the null hypothesis that says there is no significant relationship between parental income and students' school adjustment in Giwa educational zone Kaduna State is therefore rejected.

Hypothesis 2: There is no significant difference in the influence ofparental occupational status' onschool adjustment among senior secondary students.

Table 4.5:ANOVA Analysis onDifferential effects ofparental occupational status on students' school adjustment.

Variable	N	Mean	SDdf	f	p=value
			6	219.142	0.000
High150	116	1.00			
Average	1 00	106	1.00		
Low	60	102	0.00		
total	310				

The table 4.5 shows that there is significant difference among parents of high, average and low occupational status on students school adjustment with f=219.142, df= 6, and P= value of 0.000.level of significance. Hence, Parental occupational status has significant difference in the influence on School adjustment of secondary school students in Giwa educational zone Kaduna state. This emplaces that, the null hypothesis that says there is no significant difference in the influence parental occupational status on school adjustment among senior secondary students in Giwa educational zone Kaduna State is therefore rejected. The post Hoc table bellow further explained the differences.

Post Hoc Test comparing different educational levels on adjustment

Multiple Comparisons

Dependent Variable: DEPRESSION

LSD

(I) occupational status	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
High	High	14.00000*	7.44435	.002	7.8364	30.1636
	Low	-14.26923	7.70024	.036	-1.4156	25.9541
Average	High	10.00000*	7.44435	.002	-30.1636	-7.8364
	Average	-10.73077*	4.90179	.036	-13.7154	-.7462
Low	Average	4.26923	7.70024	.005	-25.9541	1.4156
	Low	-4.73077*	4.90179	.005	.7462	13.7154

*. The mean difference is significant at the 0.05 level.

The post hoc table shows that parents with high occupational status are different with the parents of average and low occupational status in influencing their children's school adjustmentwith significant value of .002, .003 and .005respectively.i.e thechildren from high occupational class parents are well adjusted in school then the children from average occupational class parents while the students from low occupational class parents have low school adjustment. Thus the hypothesis that says there is no significant difference in the influence ofparental occupational status on school adjustment among senior secondary students in Giwa educational zone Kaduna state is therefore rejected.

Hypothesis 3 There is no significant difference in the influenceof parental levels of education on school adjustment among senior secondary students.

Table 4.6:ANOVA Analysis on differential effects of parental level of education on school adjustmentsenior secondary students.

Variable	N	Mean	SDdff	p=value
2	134.158	0.000		
Post graduate/				
graduate 130	120.00	6.68		
NCE/OND130	107.00	6.57		
SSCE& below 150	101.00	0.00		
Total	310			

Table 4.9 shows that there is significant different among parental level of education on students school adjustment with f=134.158, df= 2 and P- value of 0.000 level of significance. Hence, Parental level of education has significant influence on School adjustment of senior secondary school students in Giwa educational zone Kaduna state. This means that, the null hypothesis that says there is no significant difference in the influence of parental level of education on school adjustment among senior secondary students in Giwa educational zone Kaduna State is therefore rejected. The post Hoc table below further explain the differences.

Post Hoc Test comparing different educational levels on adjustment

Multiple Comparisons

Dependent Variable: DEPRESSION

LSD

(I) EDU LEVEL	(J) EDU LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Post grad./grad.	Post grad./grad	19.00000*	7.44435	.002	7.8364	30.1636
	SSCE and below	-19.26923	7.70024	.073	-1.4156	25.9541
NCE/OND	Post grad./grad.	13.00000*	7.44435	.003	-30.1636	-7.8364
	NCE/OND	-13.73077*	4.90179	.036	-13.7154	-.7462
SSCE and below	NCE/OND	6.26923	7.70024	.004	-25.9541	1.4156
	SSCE and below	-6.73077*	4.90179	.023	.7462	13.7154

*. The mean difference is significant at the 0.05 level.

The post hoc table shows that parents with post graduate/graduate level of education are different with the parents with NCE/OND and SSCE and below level of education in influencing their children school adjustmentwith significant value of .002, .003 and .004respectively.i.e the children from parentswith post graduate/graduatelevel of education are well adjusted in school then the childrenfrom parentswith NCE/OND level of education while the students from parentswith SSCE and below level of education have low school adjustment. Thus the hypothesis that says there is no significant difference in the influence of parental level of educationon school adjustment among senior secondary students in Giwa educational zone Kaduna state is therefore rejected.

Hypothesis 4: There is no significant relationship between parental intervention and students' school adjustment.This hypothesis was analysed in SPSS Version 22 Pearson Product Moment Correlation to determine the relationship between the independent variable and the dependent.

Table 4.7: Pearson Correlation on relationship between parental intervention and students' school adjustment.

Variables	N	Mean	SD	r	p-value
Parental of intervention	310	45.44	6.86	.871	.000
School adjustment	310	101.1	8.83		

The above table 4.7 shows that the computed correlation between Parental level of intervention and School adjustment is significant with the r- value of .871 and p- value=0.000. This is confirmed because the p- value of 0.000 is less than 0.05 alpha level. Hence, Parental level of intervention has significant relationship with School adjustment of secondary school students in Kaduna state. The null hypothesis that says there is no significant relationship between parental level of intervention and students' school adjustment in Kaduna State is therefore rejected.

4.4 Summary of Major Findings

The following are the summary of the major findings.

1- significant influenceexistedbetween parental income and students' school adjustment with the r=.514 and p=.000
2- Significant differenceexistedamong parental occupational status on students' school adjustment with f=219.142 and p=000.
3- Significantdifferenceexisted among parental level of education and students' school adjustment with f= 134.158 and p= .000.
4- Significant influenceexisted between parental level intervention and students' school adjustment with r=.871 and p= .000.

Discussions of Results

The result of this study shows that there is significant relationship between parental income and students' school adjustment among senior secondary in Giwa educational zone Kaduna State. Because parentsprovide all that required in their learning and supervised them constantly. This finding corroborates with the study conducted by Obeta (2014) Titled home environment factors affecting students' academic performance in Abia State Nigeria, it revealed that among others that none provision of adequate educational materials by parents and non-chalet attitudes of some parents towards the education of their children as well as the socio-economic status of the students' family, all affect the students' academic performance. Whereas, provision of such facilities facilitate students adjustment and performance at school. Another study conducted by Amazueand Uzuegbu (2013) revealed that socio-economic status and locality significantly influences students' performance and self-esteem. The finding also corroborates AL-mataika (2014) whose result found significant influence of parental socio-economic status on their involvement at school activities.

This study also found significant difference between parental occupational status and students' school adjustment in Giwa educational zone Kaduna State. This vindicates that high parental occupational status facilitates students' adjustment. The study corroborates Twenge and Campbell (2002) conducted a meta-analysis of 446 studies and showed that higher socio-economic status individuals reported higher self-esteem. In the same vein, Robbins, Trzesniewski, Tracy, Gosling and Potter (2002) showed that adolescents from lower socio-economic status families have lower self-esteem than those from higher socio-economic status families. In a more recent study, Veselska, Geckova, Gajdosova, Orosova, Van Dijk and Reijneveld (2009) showed that adjustment and self-esteem is lower among adolescents of low socio-economic status and is associated with a number of intrapersonal and socio-cultural factors. However, DuBois, Burk-Braxton, Swenson, Tevendale and Hardesty (2002) posited that environment has shown to play important role in determining trajectories of adolescents' self-esteem. There is a general assumption that there could be some

impact of place of residence on self-esteem, growing up in rural or urban place would either increase or decrease self-esteem. It could be presumed that adolescents residing in urban area have higher self-esteem than their rural counterparts. One possible or probable explanation may be that urban areas are characterised by good educational opportunities with good facilities, exposure to self-equipping events and high degree of socialization.

The result of this study found significant difference between parental level of education and students' school adjustment. This shows that when parents acquired high level of education, children of such families become more adjusted at school. This result corroborates with the study conducted by Tukur (2000) on a topic parental perception of adolescents' needs adjustment. The result showed that parents educational level and economic status influence students' adjustment. However, it does not affect the kind of perception (positive or negative) parents have of adolescent needs. However, parents age was shown to affect the kind of perception parents have of adolescent needs. It was dissolve that the type of school the adolescent attended has no effect on kind of perception parents have on adolescent needs. It also corroborates study by Balarabe and Abdullahi (1996) who examined home background influences on pupil's motivation, attitudes and academic achievements in Nigerian secondary schools. Findings indicate that both parental levels of education and occupation have significant influences on the pupils' attainments among this sample of secondary school students.

The result of the research also found significant relationship between parental level intervention and students' school adjustment. The more parents intervene in their children's needs, the better they are adjusted at school. The finding shows parental involvement in school activities may have a positive influence on children's learning and cognitive growth and general adjustment. Research found that when families who were not very involved in their children's school became more involved in the school, their children's literacy improved (Dearing, Kreider, Simpkins & Weiss, 2006). Moreover, (2010) found that parental involvement at school positively affected

self- regulated learning of fifth graders. Moosa, Karabenickand Adams' (2001), research result showed that Arab parents believe that they can assist their children with school if given guidance, and Arab mothers favoured more personal forms of parental involvement than public forms. Singh &Vinod (as cited in AL-matalka 2014) carried out a study aims to find out the extent of relationship between academic achievement and parental encouragement, the representative sample of 400 higher secondary school students 200 male students and 200 female students were taken by using simple random sampling technique. The results revealed a significant positive relationship between academic achievement and parental encouragement.

Many research's shows that parents' involvement in their children's education is an important component of student success and achievement (Compton-Lilly, 2003; Lareau, 2000; Shields, Gordon, and Dupree, 1983; Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey, 2005. Greenwood and Hickman (as cited in AL-matalka, 2014) study shows that parental involvement enhances child's educational aspirations, sense of well-being, attitude, improving grades and readiness for school. Several other studies indicate that parent/family involvement has a lasting effect throughout the K-12 educational careers of students (Kellaghan, Sloane, Alvarez and Bloom, 1993; Trusty, 1999). Simon (1999) found that although study habits, attitudes and behaviour patterns may be set by a student's senior year, an adolescent's success is influenced by his or her family even through the last year of high school.

In addition, Anderson (2000) observed that parental involvement decreases the likelihood that students will be placed in special education, repeat a grade, and or drop out. Other studies have found that parental involvement increases students motivation (Gonzales-Haas, Willems& Doan Holbein, 2005) and decreases instances of behavioural problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into summary, conclusions and Recommendations as well suggestions for further study.

5.2 Summary of the Study

Parental social class is a sociological concept that refers to how strongly socio-economic status will seen as a person's social position in the society it characterized by family income, parental educational level and parental occupational status. Four objectives, hypotheses, research questions, and four basic assumptions were used to guide the study. It has been suggest in some literature that parental social class and parental intervention plays significant role on students school adjustment, it is equally been observed and established that the success or otherwise of students is largely determine by the parental social class.parental intervention is generally referred to as parent's participation in their children's education with the purpose of promoting their academic and social success, in another term is the way parents get involved in encouraging students to learn. School adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristic as also the circumstances of the situation in another word both personal and environmental factors work side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

In chapter two, Literature was reviewed on the major variables of the study such as parental social class, parental intervention, school adjustment, and other relevant concepts in the study. Theoretical framework was reviewed to guide the study, they are Ibraham Maslow Hierarchy of needs theory, Aifred Adler Personality theory, David McClelland Achievement theory, Bandura's Social Learning Theory, Psychoanalytic theory of Sigmund Freud. Relevant empirical studies were reviewed to guide the study, and finally summary of the literature review.

Chapter three of this research work examined the research design employed which wastriangulation. The population of the study stands at five thousand five hundred and eight SS II senior secondary school students. Based on the recommendation of Krecjie and Morgan (1970), a sample of three hundred and ten students were drawn from the population. The researcher adopted random sampling technique by selecting only SS2 students. Three major instruments were used in the study which are social class Scale by Dr.Tukur (2000) school adjustment Scale by centre for promoting ideas USA (2014) and parental intervention project by Hoover-Dempsey (2005) Both the instruments were validated by professionals in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria for the purpose of the study. Coronach alpha was used to determine reliability coefficient of the instrument, thus, social class has the reliability of 0.804, school adjustment scale has reliability of 0.749 while parentalintervention Scale has the reliability coefficient of 0.809 respectively. The coefficient shows that both the instruments are reliable for data collection in this study.

In chapter four, Pearson Product Moment Correlation and ANOVA were used to test hypotheses. In the final analysis, the study has the following results:

1- The findings show that there is significant relationship between parental income and students' school adjustment.
2- The findings also show significant difference between parental occupational status on students' school adjustment.
3- The result revealed significant difference between parental levels of education on students' school adjustment.
4- The result revealed significant relationship between parental level intervention and students' school adjustment.

5.3 Conclusions

Based on the findings of the study, it is concluded that parental income has significant relationship with adjustment of secondary school students in Giwa educational zone, Kaduna State. Parental educational background is confirmed to have significant difference on adjustment of secondary school students in Giwa educational zone, Kaduna State. It is concluded that parental level of education has significant difference on school adjustment of secondary school students in Giwa educational zone, Kaduna State. The study also concluded that parental level of intervention has significant relationship with school adjustment of secondary school students in Giwa educational zone, Kaduna State

5.4 Recommendations

Base on the findings of studies it is recommended that,

1. Parents should be sensitized on the impact of family's income on their children's school adjustment, this is to enable them make use of the family's income properly to provide for their children school needs.
2. Parents should be made understand the need for engaging in legal occupation that enable them support their children on the right path so as to adjust effectively in school and makes their children's proud of their occupation.
3. Parents young and old should strive to further their educational level that would put them in a condition to properly train and guide their children for effective school adjustment.
4. Parents should at all times intervene in the lives of their children for their intervention has strong link with children's school adjustment.

5.5 Suggestions for Further Studies

Based on the experience the researcher gained from this study, the following areas are pertinent to be investigated with the aim of broadening the field of knowledge and understanding of the variables:

1- Relationship among parental social class, intervention and academic performance of senior secondary school student in Kaduna state.
2- Relationship among parental social class, intervention and self-efficacy of senior secondary school student in Kaduna state.
3- Relationship among parental social class, intervention and coping with stress among senior secondary school student in Kaduna state.
4- Relationship among parental social class, intervention and self-esteem of senior secondary school student in Kaduna state.

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APPENDIX I

Students' Questionnaire

Department of Educational Psychology

and Counselling,

Faculty of Education,

Ahmadu Bello University, Zaria

Dear Respondent,

This questionnaire is designed to collect information on "Influence of parental Social Class and Parental Intervention on Students' School Adjustment among Secondary School Students in Kaduna State".

I humbly request the favour of your confidential responses.

SECTION A: PERSONAL DATA

1 NAME OF SCHOOL…….

2 Father's occupation: Farming [ ] Trading/Business [ ] Civil Servant [ ] others [ ]

3. Mother's occupation: house wife[ ]Trading/Business [ ] Civil Servant [ ] others [ ]

4. Father's Qualification: Religious Education[ ] Primary School [ ] Secondary [ ] Tertiary [ ]

5. mother's Qualification: Religious Education [ ] Primary School [ ] Secondary [ ] Tertiary [

Use the following keys to respond to section B.

Keys: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Instrument: Parental Intervention project [PIP]

S/No.	Section B: Parental Intervention Questionnaire (PIQ)	SA	A	D	SD
1.	My parents sponsor my education				
2.	My parents pay my school fees regularly				
3.	My parents keep an eye on my progress in school				
4.	My parents make sure that my homework get done				
5.	My parents encourage me to study for tests and examinations				
6.	My parents talk to me about what I am learning				
7.	My parents encourage me to go to the library				
8.	I take extra lessons at school after closing				
9.	I take extra lessons at home after school				

10.	My parents check my notebooks				
11.	My parents visit me at school				
12.	My parents provide me with learning materials				
13.	My parents get involved in my education because they want me to do well in school				
14.	My parents support me when I have a hard time with school work				
15	My parents attend PTA meetings				

Source: Dempsey [1995]

SECTION C: Use this Key

SA= STRONGLY AGREE A = AGREESD= STRONGLY DISAGREE D= DISAGREE

School Adjustment scale

S/No.		SA	A	SD	D
1.	I feel comfortable while am in the school				
2.	I feel stressed and moody while am in the school				
3.	I attend classes regularly				
4.	I meet many male and female students and I seek their friendship				
5.	I know what I want from my school and why I'm there				
6.	I can't make any relation with other gender				
7.	I'm adjusted with school life				
8.	I feel emotional instability with my relations with other gender				
9.	I depend on myself to solve my problems in the school				
10.	I am convinced with my major				
11.	I try to achieve my goals through high performance in the school				
12.	I am not satisfied with my achievement in the school				
13.	My goals and hopes are clear to me				
14.	I have lost zeal to study in the school				
15.	Obtaining grade is the most important thing to me				
16.	I am satisfied with my school subjects				
17.	I enjoy writing notes in the class				
18.	I depend on school to solve some emotional problems with the other gender.				
19.	I am convinced with practicing sport, culture and entertainment activities in the school				
20.	I am convinced of the need of psychological services centre to guide students				

21.	I visit the school library regularly				
22.	Sometimes I feel unsatisfied with my subject				
23.	Sometimes I face sleep troubles when I think of my future after secondary school				
24.	I face difficulty in pastime inside the school				
25.	I write my own diaries about school life				
26.	I participate in conferences and workshops in the school				
27.	I have difficulty in doing homework at home				
28.	I feel different from colleagues in some ideas and thoughts they do				
29.	I face some problems in some subjects achievement				
30.	I like applied subjects				
31.	I try to qualify myself for my work after graduation				
32.	I follow my teacher's instructions				
33.	I wish to pursue undergraduate studies				
34.	I had friendly relationships with some school members				
35.	I disagree with my colleagues on some scientific issues.				
36.	I face some problems in some courses achievement				

Source: centre for promoting ideas USA [2015].

SECTION D: Instrument: Social Class check list

(a) Parental Education level

1. My parents' education level is

   Degree and above ☐

   Diploma/NCE ☐

   Secondary School ☐

   Primary School ☐

   Non formal Education ☐

(b) Parental income level

2. Parents are very generous with the pocket money they give you

   Never ☐ sometimes ☐ always ☐

3. My parents own

   Two houses or more ☐

One house ☐

Do not own any house ☐

4. My parents own

Two cars or more ☐

One car ☐

Do not own any car ☐

5. My parents' monthly income is

N200, 000 and above ☐

N100, 000 to N199, 000 ☐

N99, 000 to N50, 000 ☐

N49, 000 and below ☐

6. In my house we have the following items

(tick where applicable)

Computer set with internet connection ☐

Refrigerator ☐

Television set ☐

Satellite dish ☐

Washing machine ☐

House help(s)/Nanny ☐

Motorcycle ☐

(c) Parent Occupational Scale

7. Does your parents hold any position in the society?

Never [ ]Sometimes [ ] Always ☐

8 My parent(s) are always away for business trips

Never ☐

Sometimes ☐

Always ☐

8. What type of family do you come from

Monogamous [ ] polygamous [ ]

Source: Tukur H.B., [2000]

APEDIX II

Reliability for Parental Intervention Scale

SReliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.820	15

Item Statistics

	Mean	Std. Deviation	N
P1	3.44	.957	360
P2	3.33	.944	360
P3	3.00	.944	360
P4	3.00	.472	360
P5	3.11	1.101	360
P6	3.33	.668	360
P7	2.67	.944	360
P8	2.89	.876	360
P9	2.56	.957	360
P10	2.67	.818	360
P11	2.67	1.156	360
P12	3.56	.686	360
P13	3.78	.416	360

P14	3.11	.738	360
P15	2.33	1.056	360

Reliability for School adjustment

Reliability Statistics

Cronbach's Alpha	N of Items
.782	36

Reliability for Parental Level of education

Reliability Statistics

Cronbach'sAlpha[a]	N of Items
.653	2

Reliability for Parental income

Reliability Statistics

Cronbach's Alpha	N of Items
.749	5

Reliability for Parental Occupational scale

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.804	.778	5