INFLUENCE OF SOCIAL CLASS AND PARENTAL SUPPORT ON ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN SABON GARI LOCAL GOVERNMENT AREA OF KADUNA STATE

BY

Idowu Funmilayo OYETADE B.Ed Social Studies (JOS) 2006
M.ED/EDUC/01666/08-09

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION
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NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES
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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
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JUNE, 2014

DECLARATION

I declare that the work in this thesis entitled "INFLUENCE OF SOCIAL CLASS AND PARENTAL SUPPORT ON ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN SABON GARI LOCAL GOVERNMENT AREA OF KADUNA STATE" has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Idowu funmilayo OYETADE	_____	_____
Name of Student	Signature	Date

CERTIFICATION

This thesis entitled "THE INFLUENCE OF SOCIAL CLASS AND PARENTAL SUPPORT ON ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN SABON GARI LOCAL GOVERNMENT AREA OF KADUNA STATE" submitted by Idowu Funmilayo OYETADE meets the regulations governing the award of the degree of Master degree in Educational Psychology of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____	_____
Dr. A.I Mohammed Chairman, Supervisory Committee	Date
_____	_____
Prof. M. Balarabe Member, Supervisory Committee	Date
_____	_____
Prof. M. Balarabe Head, Department of Educational Psychology and Counselling	Date
_____	_____
Prof.A.A Joshua Dean, School of postgraduate Studies	Date

DEDICATION

This work is dedicated to my beloved parents, late Elder W.A. Onikeku and Deaconess C.A. Onikeku who were the architects of my educational career. To my beloved husband Engineer Bode Oyetade and my lovely children, Jessica, Joel and Victor.

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ABSTRACT

The study examined the influence of social class and parental support on student's academic achievement. An Export-factor design approach was used for the study. The main instruments consisted of a structured questionnaire and an academic achievement test which was administered to the students who responded to the instrument. A total of 291 students from selected Junior Secondary Schools within Sabon Gari local government area of Kaduna State were selected through a random sampling for the study. Data collected were subject Version 17(SPSS). Variables investigated were parental support, gender and academic achievement of the Junior Secondary School students. Apart from the use of frequencies and percentages, five hypotheses were tested using the Spearman rho correlation procedure. This was to find out if there was any significant relationship between social class, parental support, and academic achievement of students. The results showed that social class did not have significant influence on the students' academic achievement but parental support was found to have a significant influence on the academic achievement of students. In the observed influence of the parental support, male students were found to be more positively influenced in their academic achievement than the female students. On a separate test, the two investigated variables did not significantly influence the performance of the female students in the test. Based on the findings of the study, the researcher recommended among others that parents should generally be interested in their children's academic achievement by asking about their progress, and the routines in the schools. That as much as possible parents should assist in the provision of conducive atmosphere for the academic achievement of their children especially after school hours where such children reside in the home and that where possible, parents should assist in their children's home work as this will provide such children with enhance positive incentives. Parents should not allow their social status be a barrier for an opportunity to be with their children.

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OPERATIONAL DEFINITION OF TERMS

Academic Achievement– Academic achievement as related to this work is defined as the output or outcome either positive or negative as a result of a test conducted by the researcher in four subjects (English, Maths, Social Studies and Basic Science) on the students.

Parental support– Parental support in relation to this study considers a series of roles played by the parents to boost the academic achievement of the students.

Social class –Social class in this work is based on the educational status of the parents, type of house, type of family, mode of transport to school, payment of school fees, availability of food.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of education in the development of both individual and community cannot be downplayed. Perhaps it is against the backdrop of this understanding that the aphorism is "no nation can develop beyond its educational system" came to be seen as the bedrock of every society. The U.S.A. is seen as developed because its educational system is one of the best in the world while Nigeria as a nation is wallowing in underdevelopment because our educational system is in shamble. While the government should be blamed for the sorry state of the country's education, a critical appraisal of the problem would reveal that several other factors are responsible. One of these factors is the influence of social class and parental involvement. Fundamentally, the incidence of school failure or under achievement in Nigeria and other countries in the developing world is an issue of serious concern. This should be understood against the backdrop of the fact that the rate of development in these countries has been adversely affected by this sorry situation (Sule, 2001).

To liberate the country (Nigeria) from the stifling embrace of underdevelopment, Nigeria has been in striving assiduously to develop its educational system in order to harness its vast human and material resources. During the colonial period for instance, education was largely skewed and tailored to stability and sustain the machinery of colonial administration. Seeing the palpable inadequacy inherent in this system, the National Curriculum conference was held to identify new national goals for education in Nigeria at all levels and to provide as it were, guidelines on what system should accomplish the needs of the young and adult in one society and the socio-economic needs, values, aspirations and development of our society (Fafunwa, 1999).

Unfortunately, this noble aim has not been met or attained due essentially to some factors of the learner/students.

A critical appraisal of Nigerian society would reveal that it is indeed a class society. In other words, the society differs in social order. Like a ladder, some are on top in the pecking order while some sit on the lower rang in the pecking order.

To put it differently, some families are at the highest hierarchy in the pecking order in the area of income, power and prestige, while others, and are at the bottom of the social ladder. In this kind of society, it is natural for a child from a high economic back ground to have an edge over a child from lower economic class. This is essentially so because the child would be exposed to good and comfortable life which no doubt would reflect on the child's educational achievement in life. In a technological and digital world of today, a child from a comfortable home has access to internet, cable satellite, reading and writing material while his counterpart from a penurious background had no access to these facilities. The child from a comfortable home will have an edge over the penurious child in their academic quest speaking further on this, (Dubey, 1988) pointed out that the most important predictor of achievement in school is associated with families socio-economic status.

Haplessly parents seldom realise how much teaching and learning can go on at home around the daily activities. This is further essentialised by Okeke, (1983) that the home offers profitable opportunities for learning and such knowledge, skills and attitudes generated and nurtured in the home around activities children are familiar with, "can easily be transferred to school.

Studies have equally revealed that pupil's background has strong relationship to their academic aspiration. It is indeed against the backdrop of the above that it is assumed that poorly educated parents/penurious parents in terms of financial position would have a poor educational

relatedness with their children. However, this is just an assumption and therefore not sacrosanct as we have seen students from penurious background both financially and educationally, doing very well in school.

Essentially, parents exert much influence on the Childs educational development. This study is therefore an attempt to further enquire on the proceeding discussion with a view to developing a model for reinforcing students learning environment for academic growth.

An attribute which is given to the child at birth, which is visible and permanent and which is related to the way an individual perceives and plays the student role, is sex. At the same time, sex constitutes an important role in all known societies it must be learned like any other role, and there is extensive literature, in clinical as well as experimental and survey research, on what is expected of males and females in different cultures and how they are socialized to their sex roles (NaomiWeistein as cited in Boocock,1982)

In our county, sex contributes to a unique educational phenomenon. A switch in the relative academic performance of boys and girls during the course of educational career of an age group, starting ahead of boys in almost all academic areas, girls begin to fall behind in certain areas during the latter high school years. Beyond high school academic productivity and accomplishment of women drop off even more sharply.

Another explanation for differential academic performance is that some types of individual personality trait which are related to achievement are differentially distributed among boys and girls. Three of such traits are anxiety dependency and aggressiveness or activity and impulsiveness as oppose by passivity. Social psychological research has indicated that the first two trait are stronger in girls than boys, the third stronger in boys than girls. We have already seen that parent's social status has an impact upon children's sex-role training (for instance, in

the Kolin studies in 1968 at the national institute of mental health on relationship between social class and parents values of their children). It was found out that working-class and middle-class parents differed not only in their primary expectations, but also in the degree to which they treated boys and girls differently (National manpower council,as cited in Boocock, 1982)

A similar pattern has been shown with respect to the probability of entering college, although at this older age level, social economic status effects seem to reflect mainly difference in economic resources in a comparison of 76,015 boys and 51,110 girls, controlling for fathers occupation and students high school grade average. It was found that the college entrance rates of boys and girls whose fathers had high status jobs were similar, but that among low-social economic status students, boys were much more likely than the girls to go to college. A similar pattern was found with respect to previous academic achievement, high ability boys and girls were equally likely to enter college, but among students with low high school grade averages boys were more likely to go than girls. The independent variables were, moreover, inter actively related (Werts,as cited in Boocock, 1982)

There were more girls than the boys in the A-, A, A+ grade category for all four groups of fathers occupations (ratio < 1.0) and the ratios were not much different in the four groups since previously citied studies show that among able, upper social economic status students, girls attend college as often as boys, the similarity of the ratio across the father's occupation groups at this highest grade level suggests that very bright, lower social economic status girls are as likely to attend college as their brothers. Low SES boys with low grades outnumber low-SES low grade girls to a greater extent than high-SES boys with low grades outnumber high SES low grade girls. This suggests deterrent to college attendance for low-SES girl than high-SES girls what the data indicates is that when the resources needed for high education-whether they be the student

own academic capacity or his parents ability to pay are freely available, sex does not make much difference to determine college attendance, but when such resources are in short supply, boys get first choice at higher education.

Throughout the world, females are the victims of educational inequalities. This is not an isolated phenomenon but directly reflects the monopoly or semi-monopoly which men enjoy in the higher levels of the economy and the polity. Up to a point, the under enrolment of girls reflects previously mentioned determinants of school access. For example, it is in the rural areas that the largest gaps between male and female enrolment levels are to be found. This sometimes reflects the sexual division of labour in the village. Overall, young girls labour is more essential than young boys both in domestic chores (cooking baby-minding, water-carrying) and sometimes in agriculture (Boocock, 1982).

An objective appraisal of the widespread impression among the people of the world that success greatly depends on child's home background and the belief that the quality of a child's education essentially depends on the family status inform the topic of this thesis on the whole, this thesis examines critically the extent that social class background and parental involvement on students either enhances or impedes the child's academic success.

1.2 Statement of Problem

One cannot indeed gainsay the fact that social class and parental support play fundamental roles on the academic achievement of students. It has equally been observed and established that the success or otherwise of a student is largely determined by the students social class and parental support. Against the backdrop of the above understanding, one can therefore, submit here that barring exceptional cases, students from well-to-do background tend to do well in schools

compared to their counterparts from penurious background This indeed has an influence on the performance of and achievement of the students from the opposing/divergent backgrounds.

Zaria is an historical town where there are several institutions of learning. The presence of these institutions attracts many prospective students from different parts of the country to come and seek for knowledge in Zaria. A peculiar identity of parents in the lower social class background is that they can barely provide all the basic needs for their children education. In other words, the motivation (both intrinsic and extrinsic) that will bring about academic success is lacking. The government or public schools lack adequate facilities such as textbooks, good classroom building and furniture. Also, such schools lack access to the internet. They have poor library, inadequate human resources in the form of teachers. Therefore, most of them have to struggle to learn on their own unlike their contemporaries from the elite background. For a few of them who see the need to study hard to succeed in life, getting admission into the tertiary institution becomes very difficult. Besides, they either seek for a scholarship or struggle very hard through sheer labour to meet up with the financial demands.

In the same vein, the highly educated or parents in the higher social class send their children to private schools where everything is provided for the children to learn. Relevant academic materials such as internet services, textbooks and the like are made available. This category of students have good learning environment and are often motivated to learn. A growing speculation holds that some of these children from the highly placed homes do not perform well at schools. Some of the reasons that may be advanced include: they are spoon-fed, over pampered, lazy and often not disciplined to study or work hard. They come to school and refuse to learn. They just want to fulfil the desires of their parents. Some of them are of the view that they just need to learn how to read and write so that they can sign cheques or take over the

businesses or chains of companies that are owned by their parents. Their parents because they are highly placed have promised those schools abroad or even going to the extent of paying people to write exams for them. They bribe their way into the tertiary institutions. Some of these children also end up as dropouts, others become drugs addicting or gang stars thereby becoming nuisances to their families and the society. This research is therefore geared towards examining and unravelling the fundamental influence of social class and parental support on academic achievement of junior secondary school students in Sabon Gari Local government of Kaduna State.

1.3 Objectives of the Study

The study was designed to achieve the following objectives:

(1) To find out whether social class has significant influence on students' academic achievement in the junior secondary schools.

(2) To find out the influence of parental support on the academic achievement of students in junior secondary schools.

(3) To find out if there is any relationship between social class and parental support on students in the junior secondary schools.

(4) To find out the influence of social class and parental support on the academic achievement of male students in the junior secondary schools.

(5) To find out the influence of social class and parental support on the academic achievement of female students in the junior secondary schools.

1.4 Research Questions

The research questions to guide the study are stated as follows:

(1) What is the influence of social class on the academic achievement of students in the junior secondary schools?

(2) What is the relationship between parental support and the academic achievement of students in the junior secondary schools?

(3) What is the relationship between social class and parental support among the junior secondary school?

(4) Does social class and parental support significantly influence the academic achievement of male students in the junior secondary schools?

(5) Does social class and parental support significantly influence the academic achievement of female students in the junior secondary schools?

1.5 Hypotheses

The hypotheses formulated to establish the statistical validity of the solutions proffered for the research questions are stated as follows:

(1) There is no significant relationship between social class and academic achievement of junior secondary school students.

(2) There is no significant relationship between parental support and academic achievement of students in the junior secondary schools.

(3) There is no significant relationship between social class and parental support among students in the junior secondary schools.

(4) There is no significant relationship between social class and parental support on the academic achievement of male students in the junior secondary schools.

(5) There is no significant relationship between social class and parental support on the academic achievement of female students in the junior secondary school.

1.6 Basic Assumption

In this study, it is assumed that

(1) Social class may influence student's academic achievement.

(2) Parental involvement may influence student's academic achievement positively or negatively.

(3) Social class and parental support may influence student's academic achievement.

(4) Social class and parental support may influence male student's academic achievement.

(5) Social class and parental support may influence female student's academic achievement.

1.7 Significance of the Study

This study would provide adequate information on the influence of social class and parental support on student's academic achievement. The work will provide ways on how parents can take care of their children and how they can provide the basic needs for their children. It will help parent's to be supportive in their children's education and also offer educators, communities, organizations and policy makers a source for understanding the meaning of the partnership between the school, family and communities. It will also help the educators to have a better understanding as they move from one social setting to another. They will be able to draw implications for learning as teachers and provide a better approach for establishing the influence of social class and parental support on the academic achievement of students. Educational administrators and policy makers would have a better insight with respect to educational inequalities that exist between children of low, middle and high social

class status. So as to provide materials and motivation for both children from rich homes and especially poor homes in their academic performance they will also be aware of the facilities and materials that will be of great importance to the students for improvement of performance in the school.

1.8 Scope and Delimitation of the Study

The scope of the study is all students in Sabon Gari Local Government Area. It will be delimited to Junior Secondary (3) in both private and public schools in some selected schools in Sabon Gari Local Government Area. The purpose of which is to examine the influence of social class and parental involvement on academic achievement of Junior Secondary (3) Students in Sabon Gari Local Government Area of Kaduna state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, a brief introduction of the concept of social class is given, its definition, its origin is traced. The effects, significance and its impact on learning are reviewed. Also discussed in this chapter is the concept of parental involvement, its definition, its impact on education. Academic achievement and factors that affects academic achievement. Theories of social class, parental support and learning.

Social class and parental support; and review of related studies were also discussed.

2.2 Conceptual Framework

2.2.1 The Concept of Social Class

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).

Class is an essential object of analysis for sociologists, political scientists, anthropologists and social historians. However, there is not a consensus 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 term "class" is etymologically derived from the Latin class, which was used by census takers to categorize citizens by wealth, in order to determine military service obligation (Adams, 2004.)

In the late 18th century, the term "class" began to replace classifications 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 the 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 academia, 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 and Weberian traditions, and the more empirical traditions such as socio-economic status approach, which notes the correlation of income, education and wealth with social outcomes without necessarily implying a particular theory of social structure (Dennis, 1998).

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.

More often, 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 sociologist use the term social class in somewhat different ways depending upon what criterion they use for classifying people as similar or different in a "socio economic status". The most influential classification scheme was that first proposed by Marx. His system was based only on one criterion: ownership of the means of production. Marx recognised 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 tilled 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 American 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 respondents 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 the occasionally employed workers who do unskilled work, (Spencer, 1986).

(A) Origin of Class

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 other words, roles become more specialised and skills needed to occupy roles become more important. Here, class emerges from the division of labour.

(B) Effects and Significance of 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 can 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 from 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 also 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 reinforces 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 from poorer families. Our diet can affect our learning ability and our lifespan. The better the source of nutrition and the surroundings in which we live the more likely it is for us 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.

(v) Social class defines conventional morality: - There are differences in the moral judgement of the different social classes just as there are differences in the ideologies that they believe in. it is argued that the middle class tends to delay gratification. That is, they tend to delay what they will gain now into the future. On the order hand, it is argued that the lower class people tend to take what they have for now and do not delay gratification. In most modern societies of the western world and in Africa, schools and so on are institutions that express middle class values, in other words, most of the institutions of society are geared towards a particular social class.

2.2.2 Social class and its impact on learning:

Social class differences are likely to affect the academic performance of children. For example, parents of different social classes often have different styles of childrearing, different ways of communicating expectations and even different ways of reading to their children. These differences do not express themselves consistently or in the case of every family; rather they

influence the average tendencies of families from different social classes. If upper-middle-class parents have jobs where they are expected to collaborate with fellow employees, create new solutions to problems, or wonder how to improve their contributions, they are more likely to talk to their children in ways that differ from the ways of lower-class parents whose own jobs simply require them to follow instructions without question. Children who are raised by parents who are professionals will, on average, have more inquisitive attitudes towards the material presented by their teachers than will children who are raised by working-class parents. As a result, no matter how competent the teacher is, the academic achievement of lower class children will on average, almost inevitably be less than that of middle-class children. The probability of this reduced achievement increases as the characteristics of lower-social class families accumulate.

Many social and economic manifestations of social class also have important implications for learning. Health differences are among them, lower-class children, on average, have poorer vision than middle-class children, partly because of how their eyes are trained as infants. They have poorer oral hygiene, more lead poisoning, more asthma, poorer nutrition, less adequate paediatric care, more exposure to smoke, and a host of other problems. Each of these well-documented social class differences is likely to have a palpable effect on academic achievement and combined, the influence of all of these differences is probably huge.

The growing unaffordability of adequate housing for low-income families is another social class characteristic that has a demonstrable effect on average achievement. Children whose families have difficulty finding stable housing are more likely to be mobile, and student mobility is an important cause of low student achievement. It is hard to imagine how teachers, no matter how "well trained", could be as effective for children who move in an out of their classrooms as teachers can be for children whose attendance is regular. Differences in wealth between parents

of different social classes are also likely to be important determinants of student's achievement, but these differences are usually overlooked because most analysts focus only on annual income to indicate disadvantage. This practice makes it hard to understand, for example, why black students, on average, score lower than white students whose family incomes are the same. It is easier to understand this pattern when we recognise that children can have similar family incomes but be ranked differently in the social class structure, even in economic terms, black families with low income in any year are likely to have been poor for longer than white families with similar income in that year. White families are likely to own far more assets that support their children's achievement than are black families at the same current income level (Rothstein, 2002)

2.2.3 The Concept Parental Support

An exact definition of "parent support" depends on the group addressing the issue. The National Human Services Assembly notes, "There is no universal definition of what parental support entails." Schools focus on the parent and child roles related to the education process, while child service organizations link parental support to family building. The assembly links parent support of children as related to community development. All definitions include parent actions that promote the well-being of the child. Parental support is defined as the active engagement of a parent with their child outside of the school day in an activity which centres on enhancing academic performance. This review is intended to provide evidence to policy maker that can guide the their decisions about the level of investment in parent support, to educators that can guide the development of parents support programs for their school improvement plans and to researchers in designing studies to rigorously investigate the effectiveness of parent support for

improving elementary school children’s academic performance in school(Epstein,et al as cited in Desforges &Aboouchaar,2003)

Parents "are the most important influence in a child's success in school and in life," according to the PTA. Studies reported by the San Diego Department of Education state that parent controls over a child's home television viewing and arrangement of supervised care or encouragement of after-school activities improved grades and academic achievement. Children encouraged “mastering their own destiny,” rather than relying on fate and simple luck, showing significantly higher achievement levels in school.

Parents' support in the lives of their children takes many forms. Home support, according to the Michigan Department of Education, involves establishing a family schedule to eat meals as a family. Other recommended routines, according to the department, involve setting firm rules for bedtime and setting up child chores that must be done each day. Involvement in schools includes, attending parent functions, reinforcing high expectations, working with children to complete homework and school projects and taking time to help children become involved in school activities. The PTA encourages full-time caregivers to meet the parents of their children's friends and take an interest in the child's interests. This places parents as an active participant in their child's life.

Parent is a term used by many schools and government agencies to describe any primary care giver, and parental involvement should begin when the child is born or adopted. Children, according to the Michigan Department of Education, "need one or two respectful, supportive people in their lives." The supportive though needs to provide the child with a role model or hero to set standards and provide a positive influence from birth. Small accomplishments must be recognized with reinforcement. Parents should encourage a sense of adventure in their charges

and encourage and help in establishing a sense of confidence by assigning age-appropriate duties around the house. Children should also be allowed input regarding important decisions that impact their lives, according to the Michigan Department of Education.

Some parents confuse time together with children as quality parent support. Simply driving a child to an activity is not active involvement in the child's life. Driving children to an event and actively participating by viewing their practice or participation, talking about the event on the way home and discussing the activity with other family members defines active involvement. The PTA states that parents must make the commitment to their children, and each day offers "a fresh opportunity" to be involved with the challenges and celebrations of life. The organization maintains that kids perform better in school with parent support and also "navigate more easily some of the challenges of growing up, such as bullying (Ryan, 2010).

Parental support takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspiration relating to personal fulfilment and good citizenship, contact with schools to share information, participation in school events, participation in the work of the school, and participation in school governance. The extent and form is strongly influenced by the family social class, maternal level of education, maternal deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity. The extent of parental support diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role. Parental support is strongly positively influenced by the child's level of attainment: the higher the level of attainment, the more parents support (Desforges & Abouchaar, 2003).

Considerable research evidence suggests that parent's behaviour with their children stimulation; consistency, moderation, and responsiveness influence the children's cognitive and social development (Steward,as cited in Desforges &Abouchaar, 2003)

2.2.4 Parental Support and Academic Achievement

a. Socialization practices that foster academic achievement: Large scale study of the factors that influence academic achievement showed a stronger correlation between achievement and family background and environment than between achievement and the quality of the school. Researchers have since devoted much attention to the ways that parents can foster their children's school achievement. The literature distinguishes between cognitive socialization – how parents influence the development of attitude and motives that are essential for school learning. In some families, the socialization of achievement operates in ways that produce a relative match between the child's learning skills, attitudes and motives and the demands of the school .In other families, the socialization of achievement operates in such a way that children have difficulty realizing their full potential, so that they fall behind in their school work and develop poor attitudes, low expectancies, and maladaptive achievement behaviours e.g. learned helplessness (Baker & Stevenson,as cited in Bempechat,1992).

1. Cognitive socialization: In a related vein, Mc Devit & Hess, (1985) found that parent's direct control techniques hampered children's cognitive development by influencing their self-appraisals. Mothers who made appeals based on their authority had children who tended to attribute failure to lack of ability and did not attribute success to ability. It could be that in not allowing more self exploration, these controlling mothers foster a lack of confidence in their children.

Siegel, (1982) has proposed that differences in parental distancing strategies may account for differences in cognitive development. Distancing refers to the psychological separation of an individual from the immediate present, and is critical in the development of representational thinking. Distancing strategies have been shown to be related to measures of cognitive skills.

2. Academic socialization: - How do parents influence the development of attitudes and beliefs that are helpful in dealing with instruction in school? A considerable amount of research evidence is converging to show that parent's attitudes, expectancies, and beliefs about schooling and learning guide their behaviour with their children and have a causal influence on the children's development of achievement attitudes and behaviours. Parents beliefs do not necessarily have to be explicit often subtle aspects of beliefs and behaviour of which parents may be unaware can be very influential (Bempechat, 1992).

For example, research on mathematics achievement has shown that, despite equivalent levels of performance, mothers attribution for success and failure differ on the basis of children sex. Mothers of boys attribute success to ability and failure to lack of effort. Mothers of girls attribute success to effort and failure of lack ability. Such differential beliefs have a profound influence on children's self appraisals of ability, attributions for performance and attitude towards math. Researchers have found that, relative to boys, girls have lowers self concept of math ability and believe that math is harder and of less general value. It appears that children's self –perceptions of math ability appear to be influenced more by their parent's appraisal than by their own record of achievement (Hess & Holloway 1985).

Epstein,as cited in Bempechat, (1992) has examined home factor that contribute to academic achievement. She argue that differences in children's motivation and learning can be partly accounted for by the degree to which the environment of the school and the home overlap. Her

model of educational socialization (TARGET Structures) identifies six interrelated aspects of the home environment that are conducive to academic achievement.

i. **Task Structure** or the variety of activities, including intellectual activities that children participate in at home. The literature suggest that preschoolers who are actively prepared for school are more ready for its formal onset, have more initially positive attitudes, and experience less grade retention.

ii. **Authority structure,** or the degree to which children have responsibilities and participate in family decision –making. Authoritative, rather than permissive or authoritarian, parenting is associated with independent and exploratory behaviour in young and older children.

iii. **Reward structure,** or the ways in which parents recognize advances in learning. Epstein suggests that, particularly when children begin formal schooling, parents are unsure of how best to reward children for intellectual progress.

iv. **Grouping structure,** or the ways in which parents' influence the child's Interactions with family members and peers. Epstein proposes that school can do more to help parent make use of the peer group in socializing academic achievement.

v. **Evaluation structure,** or parental standard for and means of judging performance. Clear and realistic standards that are communicated warmly and constructively can foster motivation.

vi. **Time structure,** or the ways in which parents manage children's time for schoolwork and other activities. Parents that manage children's time effectively support the completion of both school and non-school related tasks. In sum, the literature supports the view that parental cognitive and in academic socialization practices can foster children's academic

achievement. Given that middle-class parents appear to have both the material and social resources to implement such practice, researchers have examined the degree to which we can enhance the achievement of educationally disadvantaged children through parent education programs. This issue is explored below.

b. Parent education

The accumulated evidence suggests that child's cognitive development benefits from programs that disseminate child development Information to their parents and helps parents further their own education and enhance their job skills (Becher,as cited in Henderson, 1987)

Clarke as cited in Bempechat, (1992). For example, parent support was a major focus of the nationwide Follow through (FT) program, established in 1967 for low income Kindergarten and first graders to sustain the gains made in preschool compensatory education programs. Evaluations of the various FT models showed that participating parents learned both how to help their children with school-work and also improve their own job skills (Olmsted& Rubin, as cited in Bempechat, 1992). They tended to become more involved in their children's academic progress, and their children showed gains in cognitive skills. James Comer,as cited in Bempechat, (1992) reported that many low income parents participating in a parent involvement program became role model for their children by virtue of continuing their own education, taking new job, and actually leaving the welfare rolls.

c. Parent support programs: structure and effectiveness

A variety of techniques exist for involving parents in their children's education. These range from parent-school contacts (parent-teacher Conferences, notes home) to parents training to parent support in School policy. In a Survey of 3700 first, third, and fifth grade teachers, Becker

& Epstein,as cited in Bempechat, (1992), found that teacher's techniques for involving parents in their children's schooling fell into five broad categories:

(1) Reading activities

(2) Learning through discussion

(3) Suggestion for home activities (i.e., supervision and review of home work)

(4) Contract between parents and teachers (i.e. concerning rewards and punishments)

(5) Techniques to foster parents' tutoring skills

Epstein,as cited in Bempechat, (1992) suggests that a comprehensive program of parent support should include:

(1) Techniques to help parents create home environments conducive to learning

(2) Frequent and clear communication from teachers to parents about pupil progress.

(3) The use of parents as resources in school (i.e., volunteers)

(4) Teacher assistance with educational activities in the home

(5) Support in school governance, through such vehicles as the PTA.

The evidence suggests that parent's support programs have a positive impact on children's achievement (Henderson and Merit, 1998). Parents who maintain frequent contact with the school 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 show support in their children's schooling tend to develop positive attitudes towards their children's teachers. They rate teacher higher in interpersonal and teaching skills, perceive them as wanting them to help their children and as very helpful suggestion ideas for support of others, become activity involved in community issues, and further their education (Becher & Henderson, as cited in Bempechat, 1992).

In addition to the many primary studies on the statistical relationship between parent support and students achievement, several narrative summaries of parent support have been published over the past 20years. Gardon,as cited in Nye, Turner & Schwartz, (2006) for example reviewed parent support programs and proposed a three dimensional model:

(1) Parent impact

(2) School impact and

(3) Community impact

Gordon's summary indicated that all three models produced positive effects; however, the summary was made without a quantitative analysis of the degree or nature of the intervention effect for any model. This narrative summary provided promising framework to further examine the effect of parent support on their children's academic performance.

Christian, Rounds and Gorney,as cited in Nye et al, (2006) examined over 160 studies that descried variations on parent's support. These reports focus on family components of parent's expectation and attribution, structure for learning, home effective environment, discipline, and parent support. Christenson, et al concluded that while there is a positive correlation between student achievement and parent components, there are background variables underlying parent support components and students achievement. That is to say, the influence of other variables such as SES, ethnicity, or gender had not been adequately accounted for while studying the interactive nature of the intervention of parent support and student achievement.

The result of the research carried out on K-12 students by Williams, (2005) indicates the parental support is the parental support associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measure were grades, standardized tests scores, or a variety of other measures, including teacher's ratings. This trend holds not for

parental support overall, but for most components of parental support that were examined in metal analysis. Moreover, the pattern holds not only for the overall student's population but for minority students as well. For the overall population of students, on average, the achievement score of children with highly involved parents was higher than children with less supportive parents. This academic advantage for those parents who were highly supportive in their education averages about. 5 - .6 of a standard deviation for overall educational outcomes, grades, and academic achievement. In other words, the academic achievement score distribution or range of score for children whose parents were highly supportive in their education was substantially high than that of their counterparts whose parents were less supportive.Components of parental support to see which aspects influenced student's achievement. Two of the patterns that emerged from the findings were that the facets of parental support that required a large investment of time, such as reading and communicating with ones child, and the more subtle aspects of parental support, expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental support, such as having household roles and parental attendance and participation at school function.

d. How does parental support work? In a longitudinal study, Dubios et al,as cited in Desforges & Abouchaar, (2003) showed that family support and the quality of parent- child relationships significantly predicted school adjustment in a sample of 159 young US adolescents aged (10-12) followed in a two year longitudinal study. At home parental support clearly and consistently has significant effects on pupil achievement and adjustment which far outweighs other forms of support why is "at-home" involvement so significant. How does it work in promoting achievement and adjustment? The broad answer for younger pupils parenting provides the child with a context in which to acquire school related skills and to develop psychological qualities of

motivation and self worth. For older children the specific skills component seems to be fewer salient and the motivational components assumes increasing importance.

How does parental support in the home compare with parental support in the school? It is broadly held that parental support in schooling might have both a 'private' and a 'public' benefit. The direct beneficiary of parental support might be the parents own child. This benefit might flow from the parents involvement focusing their child on school work or through focusing the teachers on their child .In addition to whatever the parent gets out of school support (pleasure self- fulfilment and so on) this would be a 'private ' benefit directly accruing to the participating parents and their children. But it might also be the case parental investment in the classroom activities, school activities and advice; it could be the case that all the children in the school benefit. Parental supportive at this level could properly be thought of as a 'school input '

The evidence in support of the public effect of parental support is at best unpromising. It has already been shown that whilst the effects of support manifests in the home can be significant, parental support manifest in school is much less strongly associated with private let alone public benefit. Rigorous studies attempting to isolate the public benefit effect are few in number and open to the charge that they do not take into accounts family social class effects. Nechyba et al,as cited in Desforges & Abouchar, (2003) re-iterate how strongly parental support is correlated with SES, SES also strongly influences pupil's school achievement. This emphasis the necessity of factoring out SES as a background variable if the effects of parental support as such are to be understood. Nechyba et al identified 10 studies which can be brought to bear on the question of the public benefit of parental support between schools in contrast to the private benefits within schools. It is concluded that 'the results indicates a large private component to parental support

in schools that is, the effects of each parent's support mainly accrue to their own children, rather than those of others.

e. Differences between parents in levels of support:

Levels of support are positively related to social class and to maternal levels of education. Parental support decrease as the child gets older. Single parent's status and problems with maternal psychosocial health (especially depression) have a negative impact on support. Material poverty also has a powerful negative impact.

Finding in a survey carried out by Williams et al, as cited in the Desforges & Abouchaar, (2003) showed that:

(a) There is a high level of parental support and a desire for more.

(b) There is considerable difference between parents in levels of support. An important issue not reported on is the parental support for education and learning outside of schooling matters.

Why do some parents give support more than more others? A major factor mediating parental support is parental socio-economic status whether indexed by occupational class or parental (specially maternal) level of education SES mediate both parental support and pupil achievement Sacker et al, as cited in Desforsge & Abouchaar, showed that SES had its impact negatively through maternal deprivation and in part positively through parental support and aspiration. Nechyba et al,as cited in Desforges & Abouchaar, (2003) summarized three possible mechanisms through which social class might operate. One suggestion is that there is a culture of poverty in which working class families place fewer values on education than middle class parents and hence are less disposed to participate. A second proposed mechanism is that working class families have less 'social capital' in terms of social network and skills. They do not know

the right ‘sort people’. In consequence, regardless of disposition, working class parents either are, or feel they are less well equipped to negotiate and deliver on the demand of schooling. The third proposal implicates institutional barrier. Schools are, in this view, taken to be middle class institution with their own values schools accepts support only on their own terms which are not negotiable. Those parents not conforming to those values are quickly put in their place. Whilst there is a broadly held desire amongst parents for more involvement in schooling there are clearly maternal (time and money) and psychological barriers which operate differentially (and discriminatingly) across the social classes and individual differences amongst parents that operates within social classes. In exploring these difference kohl et al,as cited in Desforge & Abouchaar (2003) reported a study of family factors which potentially put parental support at risk They studied the effect of parental education level, maternal depression and single parent status on general involvement. It was argued that parents views of their roles as a teacher and their degree of comfort in communicating with teachers might in part be reflection on their own education experience. A poor or limited personal education might leave the parent lacking in vision or confidence or competence in supporting their own child. Single parent’s status might place limits, especially in respect of time, available to support the child educationally. Maternal depression was explored as a risk factor because depression is associated with a general lack of motivation, energy and confidence and depressed people elicit negative responses from others. The participants in the study were parents, teachers and children taking parts in a longitudinal investigation of the development and prevention of conduct disorders in young people. Approximately 350 children were in the same family and social data were collected through parent interviews. Parental support was rated by teachers and parents separately using a purpose designed instrument. Relationship between the 3 risk factors and the 6 forms of parental support

were then explored. The different risk factors interacted differently with the various forms of support. Maternal depression was negatively related to every form of parental support except direct parent –teacher contact. It seems, a depressed mother may be able to master the energy to contact her child's teacher if there is a problem but may lack the energy to be further supportive. Parental education was positively related to parent-teacher contact. The more educated the parent, the greater was their support in the child's education. Single parent status was negatively related to parental support at school, the teacher's perception of the parent and the quality of the parent-teacher relationship. Notably, single parents seem to focus their energies in the home. Given the run of research results this is where these parents can expect their biggest return on effect but, not present in school, they run the risk of teacher's negative perception.

The attempt to explain how it is that working class families hold different values from middle-class families, and have different ways towards their children, depends essentially upon the development of a theory to explain how their different life chances predispose them towards different views of the world around them and of their place in it.

2.2.5 The concept of Academic Achievement

Academic achievement or (academic) performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important - procedural knowledge such as skills or declarative knowledge such as facts (Ward, 1996). Academic achievement can be referred to as the level of attainment or performance obtained by a child from lessons taught which may include experiences, knowledge, skills and the like. Gerda &

Dennis, (1980) explained that the child's good or poor performance does not depend on any attributes we happen to be born with, but is a complex responses to his family, home environment, his communities and its values, his peer groups, his social contacts, his teachers and the overall climate of his school and its assessment procedures.

2.2.6 Factors that affects Academic Achievement

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement (Magnuoson, 2007).

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviours and attitudes towards school. Parent influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educate parents tend to have more stimulating learning environments. Children's' first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neurotic activity in the brain. Exercise

specifically increases executive brain functions such as attention span and working memory. There is a very close relationship between social class and educational performance, this has been the case throughout the 20th century regardless of how the education system has been organised.

Pupils from professional backgrounds are significantly more likely to enter higher education than those from unskilled backgrounds. Pupils from middle class are more likely to study for A levels, where as working class students are more likely to study vocational subjects this is because some working class parents place less emphasis on education as a means to get on in life. The undervaluing of education by adults combined with more limited career aspiration results in working class pupils viewing schooling as merely a prelude to getting a manual job. Moreover, pupils from disadvantage backgrounds are more likely to leave school at 16, some sociologists believe that this is because working class culture is fatalistic- parents passed on the idea that their lower status was relatively fixed. the impact of this was working class children don't see much point in investing time and effort into something which will have no effect on their lives, working class children were also more likely to start school unable to read as working class parents seem to put less emphasis on education and the importance of it this could also be the reason why pupils from unskilled backgrounds on average achieve lower scores in exams and are more likely to be put into lower streams or bands.

A sociologist called Bourdieu stated that: Middle class are at an advantage because they have right kind of cultural capital- the right language, skills, knowledge and attitudes. So basically the more cultural capital you have, the more successful you'll be in education- working class don't have access to cultural capital so they have less chance of becoming successful in education.

Middle class families pass on culture and expectations from parents to children this is called cultural reproduction, and due to this because the parents from a middle class family have high expectations this pushes their children to work hard at school and to carry on onto further education as they emphasise that you need education in order to succeed. There are other factors to do with social class that affect educational attainment such as material deprivation (Naglieri ,2008).

Children are by nature curious to learn. This motivation springs up from their inborn curiosity. This inborn curiosity is needed to enable them master the world around them by becoming competent at things that interest them. Their inborn programming to interact with others makes them respond favourably to learning situation where they can work co-operatively with others. Parents should therefore; construct suitable and standard programmes that would enable children attain a maximum sense of worth.

Abbas,(2004) observed that pressure was an influencing factor in school achievement. He agreed that there is a popular theory among educators and laymen with the contention that the middle class children work harder in school than poor children who were compared with. However, one obvious possibility is that middle class students have higher educational aspirations because they feel under pressure from home to continue their education than students from lower class and the upper class homes.

Teacher's influence has a great role to play in students' academic achievement. The way and manner the teacher observes the students, the teacher's own personal attitude towards the students are of great influence. As a model to them, he can influence positive attitude in his students. According to Macmillan (1980), the causes of failure in the classroom can be attributed to stable effort, consistent pattern of laziness or diligence .The causes of success and failure in

the work of Bar-Tal, Bar Zahard & Zilberman, (1981) in support of Macmillan, (1980) & Merret, (1981) found them to be effort, ability; test difficulty and teachers have the higher frequencies of the response. Besides the teacher-student relationship, the school's organizational system has to be equipped for the teacher's abilities to train the students' potentials.

Blakemore, (1980), observed second and fifth grade classroom and interviewed the teachers and pupils in four city schools, located in different kinds of neighbourhood.

The prominent pupil's backgrounds of the four schools were respectively lower income Negros and middle income white. He discovered that one major difference that did emerge was that teachers seemed to expect less from their pupils if they were from low income group. In the middle income schools, the teachers were likely to work more with a child having difficulty with a problem, whereas those in the low-income schools would more quickly give up and turn to another child making little effort to see that pupils from low income and low status families are more likely to be met by lower levels of expectations for accomplishment from their teachers. The likely outcome of those lower levels of expectations is a reduction in levels of aspiration, levels of accomplishment and probably levels of intelligent.

2.2.7 Social Class and Parental Support

Social class operates to influence cognitive socialization. Empirical studies of middle and working – class mothers have shown that middle class mother's exhibit higher levels of questioning in a problem solving tasks, and that middle class children show higher levels of representational thinking than do working class children. Middle – class mothers are more likely to foster an active and assertive approach to learning, while lower class mother foster a passive and complaint approach. The evidence suggest that middle class mothers may be more likely

than lower class mothers to structure instruction , or ‘scaffold’ their children‘s learning in a more challenging way by integrating explanation and demonstration while emphasizing the child’s active participation and learning.

It found no philosophical differences between high and low SES mothers with regard to the strategies they developed for fostering their children’s achievement. However, high SES mother were more likely to implement these strategies than were low SES mothers. That is, they were more likely to monitor closely their children’s school progress and to initiate contact with the school in response to their child’s academic difficulties. In a related vein, it was argued that ‘middle – class culture provides parents with more information about schooling and promotes social ties among parents in the school community.

Middle- class parents also tends to have higher expectations for their children’s academic performance and higher career aspirations. While the literature suggests that academic and cognitive socialization are facilitated by middle –class status, considerable research has shown that lower- class status does not necessarily predict less effective parent practices (Siegel, 1982).

In determining the individual’s success, it may interest one to take a look at how motivation enhances the performance of children from different socio-economic status. And thus, it is apparent to note that many working class and lower middle class parents continually push their children to aspire for more than they themselves had achieved in their lives. This has been evidently manifested as Mukherjee, (2008) has quoted Swift referring this as ‘mobility pessimism’ a belief that the society has placed insurmountable obstacles to the parents own social advancement. Parents of this types of family, compensate for their own frustration by doing all they can do in pushing their children to achieve success in school and education. It is quite common for these parents to seek additional help to give extra lesson to their children.

Swift's findings has shown that among children of same ability level, children coming from middle class homes perform significantly better than those coming from working class homes. Therefore, it is reasonable to expect that:

a) Children of high ability are likely to go for independence rewards preference

b) Middle class children may aspire for competitive rewards and success in competitions including education

c) Children of lower and upper working class may show preference for adult approval especially if their parents display what Swift calls "mobility pessimism and

d) Children coming from poor and disadvantaged class or homes may perhaps seek peer approval and consumable rewards.

Early motivational theorists in psychology attempted to explain motivation in many different settings and for many kinds of behaviours. Motivation is referred to as multidimensional. It measures impulsive and deliberate action, is concerned with the internal and external factors, and observes causes for behaviours (Weiner, 1990). Harter, (1983) proposed a model of mastery or reflectance motivation, describing the effects of both success and failure experiences on mastery motivation. The goals of reflectance motivation are acquiring competence and influencing one's environment (Eccles, Wigfield & Schiefele, 1998). Mastery motivation is defined as a general tendency to interact with and express influence over environment. According to Slavin, cited in Muola, (2010), motivation is what gets one going, keeps one going and determines when one is to go. Motivation is one of the factors that contribute to academic success. It is important for both parents and educators to understand why promoting and encouraging academic motivation from an early age is very important. Students form self concepts, values, and beliefs about their ability at a young age, the development of early academic motivation has significant implication

for later academic careers. A great deal of research has found that students high in academic motivation are more likely to have lower dropout rate (Muola, 2010). Other studies have reported positive relationship between motivation and academic performance and success (Gottfried, 1990).

2.3 Theoretical Framework

2.3.1 Theories of Social Class

Classes are large groups of people differing from each other by the place they occupy in a historically determined system of social production, by their relation (in most cases fixed and formulated in law) to the means of production, by their role in the social organization of labour, and, consequently, by the dimensions of the share of social wealth of which they dispose and the mode of acquiring it.

Objective and subjective factors. Objectively, a class shares a common relationship to the means of production. Subjectively, the members will necessarily have some perception ("class consciousness") of their similarity and common interest. Class consciousness is not simply an awareness of one's own class interest but is also a set of shared views regarding how society should be organized legally, culturally, socially and politically. These class relations are reproduced through time.

In Marxist theory, the class structure of the capitalist mode of production is characterized by the conflict between two main classes: the bourgeoisie, the capitalists who own the means of production, and the much larger proletariat (or 'working class') who must sell their own labour power. This is the fundamental economic structure of work and property, a state of inequality that is normalized and reproduced through cultural ideology.

Marxists explain the history of "civilized" societies in terms of a war of classes between those who control production and those who produce the goods or services in society. In the Marxist view of capitalism, this is a conflict between capitalists (bourgeoisie) and wage-workers (the proletariat). For Marxists, class antagonism is rooted in the situation that control over social production necessarily entails control over the class which produces goods in capitalism this is the exploitation of workers by the bourgeoisie.

Furthermore, "in countries where modern civilisation has become fully developed, a new class of petty bourgeois has been formed"."An industrial army of workmen, under the command of a capitalist, requires, like a real army, officers (managers) and sergeants (foremen, over-lookers) who, while the work is being done, command in the name of the capitalist".

Marx himself argued that it was the goal of the proletariat itself to displace the capitalist system with socialism, changing the social relationships underpinning the class system and then developing into a future communist society in which: ".The free development of each is the condition for the free development of all." (Communist Manifesto) This would mark the beginning of a classless society in which human needs rather than profit would be motive for production. In a society with democratic control and production for use, there would be no class, no state and no need for money.

Max Weber formulated a three-component theory of stratification that saw political power as an interplay between "classes", "status" and "group power". Weber believed that class position was determined by a person's skills and education, rather than by their relationship to the means of production. Both Marx and Weber agreed that social stratification was undesirable; however where Marx believed that stratification would only disappear along with capitalism and private

property, Weber believed that the solution lay in providing "equal opportunity" within a competitive, capitalist system (Brown, 2009).

Weber derived many of his key concepts on social stratification by examining the social structure of Germany. He noted that contrary to Marx's theories, stratification was based on more than simply ownership of capital. Weber examined how many members of the aristocracy lacked economic wealth yet had strong political power. Many wealthy families lacked prestige and power, for example, because they were Jewish. Weber introduced three independent factors that form his theory of stratification hierarchy; class, status, and power.

Class: - A person's economic position in a society. Weber differs from Marx in that he does not see this as the supreme factor in stratification. Weber noted how managers of corporations or industries control firms they do not own.

Status: - A person's prestige, social honour, or popularity in a society. Weber noted that political power was not rooted in capital value solely, but also in one's individual status. Poets or saints, for example, can possess immense influence on society with often little economic worth.

Power: - A person's ability to get their way despite the resistance of others. For example, individuals in state jobs, such as an employee of the Federal Bureau of Investigation, or a member of the United States Congress, may hold little property or status but they still hold immense power.

Today, concepts of social class often assume three general categories: a very wealthy and powerful upper class that owns and controls the means of production; a middle class of professional workers, small business owners, and low-level managers; and a lower class, which rely on low-paying wage jobs for their livelihood and often experience poverty.

The upper class is the social class composed of those who are wealthy, well-born, or both. They usually wield the greatest political power. In some countries, wealth alone is sufficient to allow entry into the upper class. In others, only people born into certain aristocratic bloodlines are considered members of the upper class, and those who gain great wealth through commercial activity are looked down upon as nouveau riche. In the United Kingdom, for example, the Upper Classes are the aristocracy and royalty, with wealth playing a less important role in class status. Many Aristocratic Peerages Titles have 'seats' attached to them, with the holder of the title (e.g. Earl of Bristol) and his family being the custodians of the house, but not the owners. Many of these require high expenditures, so wealth is typically needed. Many Aristocratic Peerages and their homes are parts of estates, owned and run by the title holder with moneys generated by the land, rents, or other sources wealth. In America, however, where there is no aristocracy or royalty, the Upper Class status belongs to the extremely wealthy, the so-called 'super-rich', though there is some tendency even in America for those with old family wealth to look down on those who have earned their money in business, the struggle between New Money and Old Money.

The upper class is generally contained within the wealthiest 1 or 2 percent of the population. Members of the upper class are often born into it, and are distinguished by immense wealth which is passed from generation to generation in the form of estates. Sometimes members of the upper class are called "the one percent".

The middle class is the most contested of the three categorizations, the broad group of people in contemporary society who fall socio-economically between the lower and upper classes. One example of the contestation of this term is that in the United States "middle class" is applied very

broadly and includes people who would elsewhere be considered lower class. Middle class workers are sometimes called "white-collar workers".

Theorists such as Ralf Dahrendorf have noted the tendency toward an enlarged middle class in modern Western societies, particularly in relation to the necessity of an educated work force in technological economies. Perspectives concerning globalization and neo-colonialism, such as dependency theory, suggest this is due to the shift of low-level labour to developing nations and the Third World. In the United States the lowest stratum of the working class, the underclass, and often lives in urban areas with low-quality civil services. Lower class (occasionally described as working class) is those employed in low-paying wage jobs with very little economic security.

The working class is sometimes separated into those who are employed but lacking financial security, and an underclass—those who are long-term unemployed and/or homeless, especially those receiving welfare from the state. The latter is analogous to the Marxist term "lumpenproletariat". Members of the working class are sometimes called blue-collar workers. In the United States, the terms working class and blue-collar may refer to employed and hard-working members of the middle-middle and lower-middle class, while the upper-middle class in the United States often refers to employment positions that require a college or graduate degree (Brain et al, 2005).

A person's socioeconomic class has wide-ranging effects. It may determine the schools they are able to attend, the jobs open to them, who they may marry, and their treatment by police and the courts' person's social class has a significant impact on their educational opportunities. Not only are upper-class parents able to send their children to exclusive schools that are perceived to be better, but in many places state-supported schools for children of the upper class are of a much

higher quality than those the state provides for children of the lower classes. This lack of good schools is one factor that perpetuates the class divide across generations.

In 1977, British cultural theorist Paul Willis published a study titled "Learning to Labour", in which he investigated the connection between social class and education. In his study, he found that a group of working class schoolchildren had developed an antipathy towards the acquisition of knowledge as being outside their class, and therefore undesirable, perpetuating their presence in the working class. Members of the working class, and particularly peasantries, starve to death at a much higher rate than petit-bourgeois professionals or capitalists.

A person's social class has a significant impact on their physical health, their ability to receive adequate medical care and nutrition, and their life expectancy. Lower-class people experience a wide array of health problems as a result of their economic status. They are unable to use health care as often, and when they do it is of lower quality, even though they generally tend to experience a much higher rate of health issues. Lower-class families have higher rates of infant mortality, cancer, cardiovascular disease, and disabling physical injuries. Additionally, poor people tend to work in much more hazardous conditions, yet generally have much less (if any) health insurance provided for them, as compared to middle and upper class workers.

The conditions at a person's job vary greatly depending on class. Those in the upper-middle class and middle class enjoy greater freedoms in their occupations. They are usually more respected, enjoy more diversity, and are able to exhibit some authority. Those in lower classes tend to feel more alienated and have lower work satisfaction overall. The physical conditions of the workplace differ greatly between classes. While middle-class workers may "suffer alienating conditions" or "lack of job satisfaction", blue-collar workers are more apt to suffer alienating, often routine, work with obvious physical health hazards, injury, and even death.

Class conflict, frequently referred to as "class warfare" or "class struggle," is the tension or antagonism which exists in society due to competing socioeconomic interests and desires between people of different classes. For Marx, the history of class society was a history of class conflict. He pointed to the successful rise of the bourgeoisie, and the necessity of revolutionary violence—a heightened form of class conflict – in securing the bourgeoisie rights that supported the capitalist economy. Marx believed that the exploitation and poverty inherent in capitalism were a pre-existing form of class conflict. Marx believed that wage labourers would need to revolt to bring about a more equitable distribution of wealth and political power Bornschier, (1996).

A class has always been recognized in the United States. However, it has become more evident throughout time, and especially into the recession beginning in 2007. The view now, because of many different aspects of social inequality, appears to be that social class is permanent. According to an article in The New York Times, frustrations about social class and conflict within them still exist. It includes many factors including race, gender, and political ideology. When looking at race, the minorities are more likely to find conflict and issues between the upper class and lower class. According to an article by Rich Morin, conflict between rich and poor ranks ahead of conflicts of immigration, race, and age.

"Classless society" refers to a society in which no one is born into a social class. Distinctions of wealth, income, education, culture, or social network might arise and would only be determined by individual experience and achievement in such a society Since these distinctions are difficult to avoid, advocates, such as Anarchists, communists, etc. of a classless society propose various means to achieve and maintain it and attach varying degrees of importance to it as an end in their overall programs/philosophy.

Race and other large-scale groupings can also influence class standing. The association of particular ethnic groups with class statuses is common in many societies. As a result of conquest or internal ethnic differentiation, a ruling class is often ethnically homogenous and particular races or ethnic groups in some societies are legally or customarily restricted to occupying particular class positions. Which ethnicities are considered as belonging to high or low classes varies from society to society. In modern societies strict legal links between ethnicity and class have been drawn, such as in apartheid, the caste system in Africa, and in the position of the Burakumin in Japanese society.

Assertion that there were two great classes – the owners of the means of production (capitalists) and the workers – the only thing that the workers owned was their ability to work, what Marx called "labour power." Because owners (capitalists) paid wages to workers and could for the most part determine that wage, owners had power over workers.

Marx felt that the lack of power of workers was the source of exploitation and the basis of class conflict. Marx argued that owners and workers developed ideas, understandings about their positions and this Marx called class consciousness. When owners convinced workers that their situations were compatible – Marx called this false consciousness.

Although Marx talked mainly about the two great classes – owners and workers – he was aware as well of a third category which he called petit bourgeoisie – literally little middleclass and these were owners of own small businesses. Finding a location for this group was difficult because they lacked the power if the owners and at the same time had control over their work and wages unlike the workers. Moreover, according to Marx, sometimes they identified with the owners and sometimes with the workers.

Another 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.

Erik Wright: Sees much crossover in their positions. In two areas finds difference, the discussion of exploitation (for Marx – labour of worker appropriated, and eventually facing off against each other - for Weber labour and class relations an exchange – voluntary, a compromise) and the view of capitalism. Marx sees capitalism as destructive, (source of class conflict) Weber views it as natural and permanent – over time best means for a given ends – rational) (Savage, 2000).

2.3.2 Theories of Parental Support

From academic and extracurricular events, to social and community interactions, children tackle an array of responsibilities which may be challenging. Parental support can help adults stay informed and provide guidance on their children's issues. According to the US Department of Health and Human Services, young people are less likely to have mental health and substance abuse problems when their daily lives include the influence of caring adults.

Parents can help develop a healthy self-esteem in children, enabling them to collaborate with others, pursue individual activities and persevere despite personal challenges, notes Kidshealth.org. Parents can help children feel safe and loved through their support, encouragement and displays of affection.

Involved parents can teach children how to form positive, constructive relationships that do not revolve around harmful behaviours or substances, notes the US Department of Health and

Human Services. Parents also can be proactive by discussing peer pressure and bullying tactics and offering strategies as to how to handle related encounters. By helping children develop strong relationships, parents can ensure their child's social development and personal safety.

Parents give children their first cues as to the excitement and power of learning, according to the Centred for Comprehensive School Reform and Development. Moreover, parents bridge the gap between familial or home environment and school settings. When parents create a climate for learning at home, children can feel motivated to work and persevere. Moreover, parents who give feedback can help schools develop and tailor programs which are more appropriate (Wikipedia free encyclopaedia, 2010).

2.3.3 Theories of Learning

Theories of learning are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed, and knowledge and skills retained.

Behaviourists look at learning as an aspect of conditioning and will advocate a system of rewards and targets in education. Educators who embrace cognitive theory believe that the definition of learning as a change in behaviour is too narrow and prefer to study the learner rather than her environment, and in particular the complexities of human memory. Those who advocate constructivism believe that a learner's ability to learn relies to a large extent on what he already knows and understands, and that the acquisition of knowledge should be an individually tailored process of construction. Transformative learning theory focuses upon the often-necessary change that is required in a learner's preconceptions and world view.

Outside the realm of educational psychology, techniques to directly observe the functioning of the brain during the learning process, such as event-related potential and functional magnetic resonance imaging, are used in educational neuroscience. As of 2012, such studies are beginning to support a theory of multiple intelligences, where learning is seen as the interaction between dozens of different functional areas in the brain, each with their own individual strengths and weaknesses in any particular human learner.

Behaviourism:

John Watson, (1878–1959) coined the term "behaviourism." Watson believed that theorizing thoughts, intentions or other subjective experiences was unscientific and insisted that psychology must focus on measurable behaviours. For behaviourism, learning is the acquisition of a new behaviour through conditioning (Ormrod, 2012)

Conditioning:

There are two types of conditioning:

Classical conditioning, where the behaviour becomes a reflex response to stimulus.

Operant conditioning, where there is reinforcement of the behaviour by a reward or a punishment.

Classical conditioning was noticed by Ivan Pavlov when he saw that if dogs come to associate the delivery of food with a white lab coat or with the ringing of a bell, they will produce saliva, even when there is no sight or smell of food. Classical conditioning regards this form of learning to be the same whether in dogs or in humans. Operant conditioning, or radical behaviourism, reinforces this behaviour with a reward or a punishment. A reward increases the likelihood of the behavior recurring, a punishment decreases its likelihood (Myers, 2008).

Behaviourists view the learning process as a change in behaviour, and will arrange the environment to elicit desired responses through such devices as behavioural objectives, Competency-based learning, and skill development and training. Educational approaches such as applied behaviour analysis, curriculum-based measurement, and direct instruction have emerged from this model (Kim & Axelrod, 2005).

Cognitivism:

Cognitive theories grew out of Gestalt psychology, developed in Germany in the early 1900s and brought to America in the 1920s. The German word gestalt is roughly equivalent to the English configuration or pattern and emphasizes the whole of human experience. Over the years, the Gestalt psychologists provided demonstrations and described principles to explain the way we organize our sensations into perceptions.

Gestalt psychologists criticize behaviourists for being too dependent on overt behaviour to explain learning. They propose looking at the patterns rather than isolated events. Gestalt views of learning have been incorporated into what have come to be labelled cognitive theories. Two key assumptions underlie this cognitive approach: that the memory system is an active organized processor of information and that prior knowledge plays an important role in learning. Cognitive theories look beyond behaviour to consider how human memory works to promote learning, and an understanding of short term memory and long term memory is important to educators influenced by cognitive theory) They view learning as an internal mental process (including insight, information processing, memory and perception) where the educator focuses on building intelligence and cognitive development. The individual learner is more important than the environment (Lilienfield, et al, 2012).

Once memory theories like the Atkinson-Shiffrin memory model and Baddeley's working memory model were established as a theoretical framework in cognitive psychology, new cognitive frameworks of learning began to emerge during the 1970s, 80s, and 90s. Today, researchers are concentrating on topics like cognitive load and information processing theory. These theories of learning play a role in influencing instructional design .Cognitive theory is used to explain such topics as social role acquisition, intelligence and memory as related to age (Myers, 2008).

Constructivism:

Built on the work of Jean Piaget and Jerome Bruner, constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves, and building new ideas or concepts based upon current knowledge and past experience. It asks why students do not learn deeply by listening to a teacher, or reading from a textbook. To design effective teaching environments, it believes, one needs a good understanding of what children already know when they come into the classroom. The curriculum should be designed in a way that builds on what the pupil already knows and is allowed to develop with them. Begin with complex problems and teach basic skills while solving these problems. This requires an understanding of children's cognitive development, and constructivism draws heavily on psychological studies of cognitive development (Smith, 2002).

The learning theories of John Dewey, Marie Montessori, and David Kolb serve as the foundation of constructivist learning theory. Constructivism has many varieties: Active learning, discovery learning, and knowledge building are three, but all versions promote a student's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages students

to discover principles for themselves and to construct knowledge by working to solve realistic problems (Lombardi, 2011).

2.4 Review of Related Studies

The study of Gerda & Dennis, (1980) explained that in the western world the four areas that include physical environment in the home, parental attitude to school child care practices and preparation of embedded thought are often interpreted in terms of socio-economic class. They further explained that researches in Scandinavia, USA and Great Britain had shown that middle class homes tended to prepare their children better, for school. They explained that in Great Britain a far higher proportion of students are likely to have come from middle class homes. In USA, the same trend had always been shown for white students and very recently the same effect had been shown for black students as well. These studies have obviously confirmed the role of socio-economic background on children's motivation and school achievement worldwide.

Makdon, (1992) in his research "is Alice's world middle class"? Examined the effectiveness of school in closing the academic achievement gap between low and middle economic status students in grades K-12. The main argument is that the schools identified as "effective" did not close the gap without simultaneously lowering the average academic achievement of middle economic students. The middle class bias inherent with the traditional organisation of public schools has resulted in the failure of the public schools to educate lower class children.

Conversely, middle class students fail to perform academically in a "reversal of fortune" of environment that is beneficial to low economic students.

Lovie, (2009) examines how social class influences Chinese immigrant parents, expectations, strategies and investment in their children's education. Her findings suggest that, across social class, Chinese immigrant parents have high expectations for their children, reflecting both immigrant optimism and immigrant's pessimism about their children's outcomes. However, Lovie finds significant differences in the resources and educational strategies pursued by working class parents and their middle class counterparts. Lovie concludes that the role of the immigrant family is more multifaceted than suggested by previous theories on Asian American educational performance.

Children's social class is still the most significant factor in determining their exam success in schools, the government's head of teacher training acknowledges in an interview with the independent, Graham Hilley, the Chief Executive of the Training and Development Agency, said: The performance of a school and a child in it, is highly linked to social class. "If you turn the clock back on pupils in school today 15 years and predict their outcomes from where they were born, you can do it' (Richard 2008).

A study by Balarabe & 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 was discovered that from the significant differences between the students on grounds of parental occupation, it is apparent that the social-class background of the 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 a 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 the likely explanation. Such parents are unable to read the school reports of their children and also cannot offer assistance with school work. The manual group, perceived school as irrelevant i.e. schooling is not likely to lead them to realise their life aspirations. On the basis of these results, there is the 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.

According to Hammer, (2003), the home environment is an important factor which includes parental support in their children's education, how much parents read to young children, how much television children are allowed to watch and how often students change schools. Achievement gap is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student's achievements.

Parent support programs have been empirically examined in a variety of studies (Bart et al, as cite in Bempechat, (1992) examined a school- wide program (k-6) in which parents signed a contract, pledging to set high expectations, provide an appropriate study environment, encourage learning by discussion schoolwork daily, and co-operate with teachers in matters related to disciplines. Results showed that program. In classes gained about 1.1 grade level in reading. In classes with less involved parents, the reading gain was 0.5 of grade level.

In an ongoing study of first, third and fifth grade teachers, principals, parents, and students, Epstein, (1987) reported a positive relationship between the frequency with which teachers encourage parent's support and reading gain for all students. In addition, fifth graders developed more positive attitudes towards school and completed more homework's on weekends.

In addition to examining parent's support behaviours, some researcher have explored the effect of children's perception of their parents' involvement on academic outcomes. Keith and his colleagues (Fehrman et al, keith et al,as cited in Bemphect, (1992) defined parent support as actual or perceived expectations for performance, verbal encouragement or interactions regarding homework, direct reinforcement for academic improvement, and general academic

guidance or support. Using the 1980 wave of the High School and Beyond (HSB) data set they found that perceive parent support had a positive effect on students' grades.

Bempechat and her colleagues Bempechat et al, (1989) develop the Educational Socialization Scale (ESS) to tap children perceptions of their parents' academic and cognitive socialization practice, as, well as of parent's control over after-school time. They found that, regardless of social class or ethnicity, math achievement was positively correlated with perceptions of frequent and intense educational socialization and perceptions of high control. Thus the evidence suggests that's close supervision and high support for academic activities are important factors in school achievement.

In a related study Conway & Howtenville, as cited in Nye et al, (2006), stated that "parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental efforts is substantial. We found that school would need to increase per-pupil spending by more than 1,000 in order to achieve the same results that are gained with parental support'',

Parents seemed particularly interested in the academic achievement of their daughters, the researchers found parents spent more time talking to their daughter about their school work during dinner time discussions .There are a number of theories about why girls seems to gain more attention from their parents than boys. One possibility is that girls are more communicative with their parents so these conversations about academics are easier for parents to have with their daughter. The researcher also found that parents may reduce their efforts when school resource increase thus diminishing the effects of improved school resources.

The researchers used national data from more than 10,000 eight grade students in public and private schools, their parents, teachers, and school administrators. The researchers were

particularly interested in how frequently parents discussed activities or events of particular interest to the child, discussed things the child studies in class, discuss selecting course or programs at school, attended a school meeting and volunteered at the child's school.

2.5 Summary

This chapter is essentially concerned with the review of related literature and related studies on the influence of social class and parental support to academic achievement. The concept of social class, its origin, effects and significance, social class and its impact on academic achievement the concept of parental support and its impact on academic achievement, concept of academic achievement and factors that affects academic achievement, social class and parental support. Theories of social class, parental support and learning were discussed. The will to achieve, indeed, the need to achieve has its roots in family circumstances of particular importance are the child's relationships with its parents. Family relationship (interaction patterns) have only quite recently been subjected to direct study and analysis for their bearing on children's development and achievement there has long been a great deal of clinical evidence on family life but this is of an indirect nature drawn from parents recollections of the often quite distant past. Of particular interest have been attempts to individuals need for achievement (N Ach) and to relate it to his family background. These attempts have not yet given a consistent and reliable picture and a great deal more work remains to be done. The influence of family background operates today in more subtle ways than in the past. There is undoubtedly far less flagrant nepotism and patronage, but it is still very pervasive. The problem of social class in education was seen by social investigators and policy makers alike, primarily as a barrier to opportunity. Previous studies

review indicated that there is a positive relationship between social class and academic achievement; parental support and academic achievement of students, although further studies need to be conducted to validate the influence of both social classes, parental support on academic achievement, this is the issue addressed by the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study examines the influence of social class and parental support on academic achievement of students in Sabon Gari Local Government Area of Kaduna State. To this end this chapter describes and discusses the research design, population, sample and sampling technique, instrumentations, data collection procedures and method to be used for analysis of the data.

3.2 Research Design

The research design that was adopted for this study is the expost factor method. This is because it is an efficient way of gathering data to help address a research question. It is critical in determining the quality of research. It is a method that is characterised by the selection of random samples from a large and small population to obtain empirical knowledge of contemporary nature (Spector, 1994). Shabu, (1997) support this approach because survey researches study large and small population, which enables the researcher to discover relative incidence and distribution on the characteristics of the population. Cross sectional survey (hardcopy) was used because the information gathered on the population was at a single point in time. This design is thus adopted because the study has to do with the influence of social class

and parental involvement on student's academic achievement that involves personal data and opinion.

3.3 Population

The target population for the study were all JS 3 students in the selected private and public schools in Sabo Gari Local Government Area of Kaduna State.

The rationale behind selecting JS3 students is because they have all undergone the Junior Secondary School Certificate (JSSC) Examination. The numbers of the schools were six and the population of the JS3 students were (1214).

Table 3.1 Distribution of population and sample of JS (3) students

S/NO	SECONDARY SCHOOLS	POPULATION	SAMPLES
1	Dagama Legacy MTD Zaria	165	40
2	Premier Secondary School GRA	280	67
3	Comprehensive Secondary School Railway QTRS	100	24
4	Great Hallmark PZ	60	14
5	Aminu Government Secondary School	420	101
6	Government Commercial Secondary School Muchai	189	45
	Total	**1214**	**291**

***Sources*:** (1) Zonal Educational Inspectorate Division Zaria

(2) School Principals

3.4 Sample and Sampling Technique

The schools were selected using random sampling technique from the list of registered schools under the Sabon Gari Local Government Area in the records of the Zonal Educational Inspectorate Division Zaria. In order to give an equal chance of being selected to all the students

of JS 3, the method of random sampling was employed. According to Nwana, (1985) random sampling is the one that gives an equal chance of being selected to every member of the population. Kriejcie & Morgan ,(1970) suggested (291) respondents as a sample size for a population of 1200-1500. Kriejcie recommendation for sampling procedure of Two hundred and ninety one (291) was adapted. Therefore, out of a target population of (1214) in the selected schools in Sabon Gari Local Government, (291) was taken. The sample size was distributed among the schools that were involved in the study. A proportional stratified sampling method was used in allocating the sample size in each school from the initial population

3.5 Instrumentation

The instrument that was used for the student is a structured type questionnaire constructed by the researcher, generated through a review of previous studies. The questionnaire intends to seek information on the basic characteristics that is reflected in the variables being tested. The questionnaire titled Social Class, parental support Questionnaire. The questions were in 3 sections personal data, social class, parental support each of them contains proportional items that answers the questions raised. The questions are rated by ticking the best option that best applies to the respondents.

(1) Personal data of respondents contains (4items)

(2) Social class contains (13items)

(3) Parental support contains (10items)

The researcher chooses the questionnaire because it is relatively effective to administer and score and the questionnaire when carefully constructed can give objective and reliable information. Questionnaire according to Adeyanju, (1980), quoting Van Dalen are widely used by educators

to obtain facts about past, present and anticipated events, conditions and practices and to make enquiries concerning attitudes and opinions. For some studies or certain parts of them, he argues that presenting respondents with carefully selected and ordered questions is the only way to elicit the data required to confirm or disconfirm a hypothesis. The questionnaires were also designed and framed in simple terms in order to make it easy for the respondents to interpret and fill appropriately.

The achievement scores for this research were derived from a test constructed and administered by the researcher with the help of the subject teachers in the core subjects from past questions in the JSS Syllabus. The core subjects are English, Mathematics, Basic Science and Social Studies each comprising of fifteen questions, with a sum total of sixty marks.

3.6 Validity of the Instrument

After constructing the questionnaire, the researcher ensured their content validity.This was achieved by presenting the instrument to some educational experts in the department of educational psychology and counselling Ahmadu Bello University, Zaria requesting their suggestions, comments and possible improvement on them. Corrections were effected on them by the researcher. The decision is based on the remark of Foxcroft; et al (2004), that validation by specialists or experts is an effective method of content validation of research instrument. After the pilot testing, all necessary corrections were made. Some items that were found to be vague or were not properly responded to were removed. For example, items No's 7, 8, 20, 22 and 23 were reframed. In the achievement test, the number of questions was observed to be too lengthy as such the students were getting agitated. The options that were not correct were also removed.

3.7. Reliability of the Instrument

The reliability of the instrument was established by conducting a pilot testing. This is in accordance with Wimmer & Dominick, (1987) who confirmed that a pilot testing before the main study helps to check the problem areas, ambiguity and possible confusion that may be associated with the study.

A pilot testing was conducted on independent respondents using a draft questionnaire and achievement test comprising of 80 objective questions. This was administered to 50 male and female JS3 students of Zaria Academy Students, Zaria. The questionnaires and the test were personally distributed and explained to the students so as to avoid possible ambiguities.

Spearman Brown and Guttmann Split-half Coefficient was used to test the reliability. The correlation coefficient of 0.79 for the achievement test and 0.72 for the questionnaire were obtained. It gave the researcher some level of confidence in the relevance and reliability of the instrument.

3.8 Procedure for Data Collection

An introductory letter was collected from the department to enable the researcher have access to the schools that were used. A letter was prepared and addressed to the authorities of the schools involved in the study, seeking their permission to allow the researcher carry out the study in their schools. Another letter was prepared and attached to the instrument that was addressed to the respondents; this was meant to introduce the researcher to the respondents and to state the purpose and significance of the study to the respondents. In order to acquire more appropriate responses, the students were made to understand that the questionnaire and test were purposely designed for research and they were required to give honest responses. The students were gathered in their respective classroom for the administration of the instrument. The questionnaire

and the test were administered by the researcher and the collection was done immediately with the help of their teachers.

3.9 Procedure for Data Analysis

The data collected were analyzed using Statistical Package for the Social Sciences (SPSS). Among statistical tools adopted for the analysis were frequencies and percentages. This was used to analyse the bio data. The hypotheses were tested with the Spearman Rho correlation procedure. This was necessary because of the measurement of the respondents' opinions on social classes, and support in the students' academic activities. An ordinal scale was used because it helps to express characteristics quantitatively and incorporates relation of equivalence as well as of "greater than" the entire hypothesis were tested at the 95% confidence interval (P = 0.05).

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study under the following headings

(1) Demographic characteristics of the respondents

(2) Assessment of respondent's social class

(3) Assessment of parental support in the academic achievement of students

(4) Hypotheses Testing

(5) Summary of findings

(6) Discussion of findings

4.2 Data Presentation and Analysis

4.2.1 Demographic characteristics of the respondents

Two hundred and ninety one students were involved in the study. Their demographic characteristics collected along with the academic performance in the study were: Gender, type of school, age, highest qualification of father and mother, and the number of children in the home. Others included type of family, type of sponsorship in the school, the type of house they live in, how they go to school and whether they take breakfast before going to school.

Table 4.1: Classifications of the respondents' by gender

Gender	Frequency	Percentage
Male	156	53.6
Female	135	46.4
Total	291	100.0

The male students involved in the study were 156 or 53.6% of the total respondents while the females were 135 or 46.4%. This distribution was purely accidental since no particular effort was made to select more male than female for the study. However, the number would not be of any constraints to findings of the study since decisions will be restricted to test of the study's hypothesis and gender would not be the basis for conclusion since each will be considered individually in the test.

4.2.2 Assessment of the respondents' social class

One of the objectives of this study is to find out any level of possible influence of parents' social class on the academic achievement of their students in the junior secondary schools in Sabon Gari Local Government Area of Kaduna State. The research question is: Does social class significantly influence the academic achievement of students in the junior secondary schools? Though the solution to this question cannot be provided completely without the test of the relevant hypothesis but it would be of importance to assess the related variables. Some of the variables used for the determination of the social class of the student's parents were earlier mentioned in section 2. In providing the solution here, the educational status of the parents and other associated socio-economic variables were assessed in tables 4.2 and 4.3

Table 4.2: Classification of the parents by educational attainment

Highest level of educational attainment	**Father**		**Mother**	
	Frequency	Percent	Frequency	Per cent
No formal education	23	7.9	16	5.5
Primary	10	3.4	15	5.2
Secondary	50	17.2	77	26.5

Post-secondary	31	10.7	38	13.1
University	177	60.8	145	49.8
Total	291	100.0	291	100.0

The classification of the educational status of the parents revealed that 23 or 7.9% of the fathers did not have any form of formal education. Among the mothers, the figure is 16 or 5.5% of the total number of the respondents. But 10 or 3.4% of the fathers had primary school certificate as their highest educational qualification. The equivalent among the mothers was 15 or 5.2% of the respondents. The respondents whose fathers have secondary school certificates 50 or 17.2% while the corresponding value for the mothers was 77 or 26.5%. Those with post-secondary school qualifications among the fathers and mothers were 31 or 10.7% and 38 or 13.1% respectively. For those with university education, 177 or 60.8% were fathers while 145 or 49.8% were mothers. This inclination towards the higher educational attainment is partly attributable to the location where tertiary institutions predominates and thus attract such personnel in the population.

Other social-economic variables selected for the same assessment are classified together in frequencies and percentages in Table 4.3

Table 4.3: Classification of the social class variables in frequencies and percentages

Variables	**Options**	Frequency	Percent
What type of family do you come from?	Monogamous	167	57.4
	Polygamous	124	42.6
	Total	291	100.0
How do you pay your school fees and other expenses	By myself	25	8.6
	My parents	262	90.0
	Government	4	1.4

	Total	291	100.0
Are you able to pay your school fees and other school requirement without difficulties	Yes	163	56.0
	No	128	44.0
	Total	291	100.0
What kind of house do you live?	Flat	143	49.1
	Duplex	40	13.7
	Quarters	35	12.0
	Compound	73	25.1
	Total	291	100.0
How do you go to school?	Trek	91	31.3
	By bus	125	43.0
	Bicycle	30	10.3
	Dropped by parents	45	15.5
	Total 291		100.0
Do you eat your breakfast every day	Yes	242	83.2
	No	49	16.8
	Total	291	100.0

The type of family could be a significant social factor in the consideration of parents' social class. In Table 4.3, 167 or 57.4% of the respondents said they were from monogamous families while 124 or 42.6% were from polygamous families. This distribution could be associated with the exhibited level of education of the parents which in part could account for the high level of monogamous groups. The table revealed that 262 or 90.0% of the respondents' school feels was paid by the parents. Only 25 or 8.6% said they pay their fees by themselves while 4 or 1.4% of the respondents said the government is responsible for their school fees.

Though most respondents were of the opinion that their parents were responsible for the school fees but only 163 or 56.0% of them agreed that they were able to pay such school fees and other school requirement without difficulties while 128 or 44.0% were of the view that they pay such fees with some difficulties.

The type of house in which the family live is expected to be a pointer to the class they belong. In the table, 143 or 49.1% of the respondents were of the opinion that their families were living in flats while 40 or 13.7% said they live in duplex. Only 35 or 12.0% of the respondents said they live in quarters and 73 or 25.1% of the total respondents live in compound houses. This distribution would mean that all categories of students could be said to be involved in the study.

On the mode of transportation they used while going to school, 91 or 31.3% of the respondents said they trek to schools while 125 or 43.0% said they used the public bus to get to commute between the school and their homes. But 45 or 15.5% of the respondents said they were usually dropped in the school by their parents who will come and take them back during closing hours. Only 30 or 10.3% of the students said they use bicycles as their means of transportation to the school. The distribution of this variable is a further attestation of the inclusion of all categories of students in terms of social class status in the study.

The table revealed that 242 or 83.2% of the students were of the view that they take breakfast every morning before going to the schools. But 49 or 16.8% of the students did not agree that breakfast is always available to them before going to the school. This observation further confirmed the assertion that the respondents included students of different levels of social classes.

4.2.3 Assessment of parental support in the academic achievement of students

The second objective of the study is the determination of influence of parental support on the academic achievement of students in the junior secondary schools. The research question raised in this perspective is stated as follows: What is the relationship between parental support and the academic achievement of students in the junior secondary schools? Part of the solution to this research question is the identification of the type of support by the parents. In Table 4.4, the opinions of the students on their parental support in their academic work are presented in frequencies and percentages.

Table 4.4: Opinions of the respondents on parental support in their academic achievement

Support of parents in academic activities of their children	Yes		No		Total	
	Freq	%	Freq	%	Freq	%
1. Do you receive extra teaching at home?	201	69.1	90	30.9	291	100.0
2. Do your parents check your school work?	263	90.4	28	9.6	291	100.0
3. Do your parents help you in your home work?	240	82.5	51	17.5	291	100.0
4. Do you receive gifts from your parents when you perform well at school?	262	90.0	29	10.0	291	100.0
5. Do you have personal reading time at home?	274	94.2	17	5.8	291	100.0
6. Do you have time to do your homework?	276	94.8	15	5.2	291	100.0
7. Do you have novels, television and computers at home?	261	89.7	30	10.3	291	100.0
8. Do you visit children parks or museum?	149	51.2	142	48.8	291	100.0
9. Do you visit such places?	138	47.4	153	52.6	291	100.0
10. Are you placed on special allowances/bank account?	82	28.2	209	71.8	291	100.0

The table revealed that the parents mostly intervene in the educational activities of the students. This is demonstrated in the table by the positive frequencies and percentages for most of the items. For example, in item 1, 201 or 69.1% of the students agreed that they receive extra teaching at home. Only 90 or 29.1% of the total respondents said they do not get such lectures. And in item 2, 263 or 90.4% of the students agreed that their parents usually check their school work but 28 or 9.6% did not agree that their parents sometimes check their school work. A further attestation of the parental involvement is seen in item 3 where 240 or 82.5% of the students agreed that their parents usually help them in their homework. Though 51 or 17.5% of the students did not agree that their parents usually help them in such educational activities but they were in the minority. In what could be said to be motivational strategies, 262 or 90.0%

of the students agreed that their parents usually give them gifts when they perform well at school. This is an indirect support of the parents in the academic achievement. But 29 or 10.0% of the students did not agree that they get such gifts from their parents. The provision of conducive time for reading their books is another incentive which 274 or 94.2% of the students said they have in their respective homes. But 17 or 5.8% of the students did not agree with this provision in their homes. This is further confirmed in item 6 of the table where 276 or 94.8% of the students agreed that they have time to do their homework. Though 15 or 5.2% of the students did not agree with this opinion but theirs was relatively negligible. Other assistance which could aid in the academic activities of the students was listed as items 7 to 10 in the table. In item 7, 261 or 89.7% of the respondents agreed that they have novels, television and computers at home which they use for academic activities as the need arises while 30 or 10.3% of the students said they do not have such resources. And 149 or 51.2% of the students were of the opinion that they visit children parks or museum which helps to promote their knowledge and relaxations. But 142 or 48.8% do not have the opportunity of visiting such places. The provision of special allowances is the only variable where positive response was found to be particularly low in the table. This is seen in item 10 where only 82 or 28.2% of the total respondents agreed that they were placed on special allowances/bank account. Most (209 or 71.8%) of the students did not agree that they were placed on such allowances. This would mean that the parental support in the students' academic activities could be said to be direct and motivational in approach.

4.2.4 Hypotheses Testing

The hypotheses formulated to establish the statistical validity of the solutions proffered for the research questions were tested as follows:

Hypothesis I: There is no significant relationship between social class and academic achievement of junior secondary school students.

To test the hypothesis, the aggregate scores of the social class of the respondents as examined in Table 4.2 and 4.3 were correlated with the academic achievement of students in the study. The Spearman rho correlation procedure was used for the test because of the non-quantitative nature of the scores used in the assessment of the social class. The result of the test is presented in Table 4.5.

Table 4.5: Correlation between social class and the academic achievement of students.

Variables	N	SE	r-value	DF	P
Social class	291	0.126	0.050	289	0.365
Academic Achievement	291	0.840			

Results in Table 4.5 indicate that social class is not significantly correlated with the academic achievement of students. The observed correlation coefficient for the test is 0.050 compared with the critical value of 0.113 at 289 degree of freedom. The observed probability level of significance (0.365) for the test is higher than the fixed level of 0.05 ($P > 0.05$). By these observations, the null hypothesis that there is no significant relationship between social class and academic achievement of students in the junior secondary schools cannot be rejected. It is therefore retained. This finding provides the solution to the first research question which sought to determine the influence of social class on the academic achievement of their students in the junior secondary schools. From the result, social class has no significant influence on their students' academic achievement in the junior secondary schools.

Hypothesis II: There is no significant relationship between parental support and academic achievement of students in the junior secondary schools.

To test the hypothesis, parental support in the academic achievement examined in Table 4.4 was correlated with the achievement of the students from the test conducted for them in the study using the Spearman rho procedure. The result of the test is summarized in Table 45.

Table 4.5: Correlation between parental support and academic achievement of students

Variables	**N**	SE	r-value	DF	P
Parental support	291	0.095	0.180	289	0.002
Academic Achievement	291	0.840			

The result revealed that parental support is significantly correlated with students' academic achievement. This indicated in the table with an observed correlation coefficient of 0.180. The critical value at the same degree of freedom (289) is 0.113 and the observed level of significance for the test is 0.002 ($P < 0.05$). Therefore the hypothesis that there is no significant relationship between parental supports on the academic achievement of students in the junior secondary schools is thus rejected. This finding proffers the solution to the second research question which sought to determine the relationship between parental support and academic achievement of the students in the study area.

Hypothesis III: There is no significant relationship between social class and parental support among students in the junior secondary schools.

This hypothesis was tested with the expressed opinions of the respondents on the social class examined in Table 4.2/4.3 and Table 4.4 where the parental support in the academic achievement of the students were examined. The result of the Spearman rho correlation procedure used for the test is summarized in Table 4.7.

Table 4.7: Correlation between parental support and their social class

Variables	**N**	SE	**r-value**	**DF**	P
Social class	291	0.126	0.004	289	0.899
Parental Support	291	0.095			

The result in the table did not reveal that social class could significantly influence parental support on academic achievement. This is indicated in the table by the observed correlation coefficient value of 0.004. This observed value of 0.04 is lower than the critical value of 0.113 for the 289 degree of freedom. The probability level of significance observed in the test is 0.899 ($P > 0.05$). This means that the null hypothesis that there is no significant relationship between social class and parental support academic achievement among the junior secondary schools could therefore be retained. This provides the answer to the third research question of the study which sought to determine whether social class could significantly influence parental support in academic achievement among students of junior secondary schools. The result here revealed that social class is not a significant determinant of parental support in academic achievement.

Hypothesis IV: There is no significant relationship between social class and parental support on the academic achievement of male students in the junior secondary schools.

Only the male students were selected for the test of this hypothesis. The two variables (Social class and parental support on the academic achievement of students) investigated in the study in relation to their influence on the students' academic achievement were tested separately in the hypothesis. The result of the Spearman rho correlation procedure used for the test is summarized in Table 4.8.

Table 4.8: Correlation between social class and parental support on academic achievement of male students in junior secondary schools.

Variables(males only)	N	SE	r-value	DF	P
Social class	156	0.176	-0.026	154	0.750
Parental support	156	0.132	0.218	154	0.006
Academic Achievement	156	1.110			

The table revealed that the academic achievement of the male students was not significantly influenced by the social class ($P > 0.05$). But the parental support in the academic achievement of the students had significant influence on their academic achievement ($P < 0.05$). This result means that the hypothesis could not be rejected on the basis of the social class but could be rejected on the basis of parental support in the students' academic achievement in the junior secondary schools. The finding provides the solution to the fourth research question of the study which was aimed at determining the influence of social class and parental support on students' academic achievement in the junior secondary schools. The result indicated that though the social class was not found to significantly influence the academic achievement of the students but the parental support had significant influence on the achievement.

Hypothesis V: There is no significant relationship between social class and parental support on the academic achievement of female students in the junior secondary schools.

Only the female students were selected for this test. The social class and parental support in the academic achievement of the students along with the academic achievement of the students were subjected to a correlation procedure using the Spearman rho to determine the level of the influence. The result of the test is summarized in Table 4.9.

Table 4.9: Correlation between social class and parental support on academic achievement of female students in the junior secondary schools.

Variables	**N**	SE	**r-value**	**DF**	P
Social class	135	0.180	0.134	133	0.121
Parental support	135	0.138	0.137	133	0.135
Academic Achievement	135	1.282			

The test did not reveal significant influence of social class and parental support on academic achievement in the selected schools. The observed correlation coefficients for achievement for social class and parental support are 0.134 and 0.137 at 133 degree of freedom respectively in the table. The observed levels of significance for each of the test are 0.121 for social class and 0.135 for parental support on the academic achievement of the students respectively. The fixed level of significance is 0.05 thus the observed significant level is higher ($P > 0.05$). Therefore the null hypothesis that there is no significant relationship between social class and parental support on the academic achievement of female students in the junior secondary schools is retained.

This result provides the solution to the last research question of the study which sought to determine the influence of social class and parental support on the academic achievement of the female students in junior secondary schools. From the result social class and parental support do not significantly influence the academic achievement of female students in junior secondary schools in the studied area.

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4.3 Summary of Findings

From the analysis of the data and test of the study's hypotheses, the following major observations were made:

1) Social class does not significantly influence the academic achievement of students in the junior secondary schools. This indicates that parent's social class does not determine high or low academic achievement. The richer or poorer a parent is has no positive influence on the academic achievement of students.
2) Parental support has significant influence on the student's academic achievement in the selected junior secondary schools. This indicates that the more parental support, the higher the academic achievement.
3) The parental support in academic achievement of students in the junior secondary schools is not influenced by social class. This indicates that social class does not play any role on parental support towards student's academic achievement. Whether parents are rich or poor they still give their support in one way or the other.
4) Though social class did not significantly influence the academic achievement of male students, the parental support was found to influence their academic achievement in the study. This indicates that the higher the parental support the higher the academic achievement of male students regardless of their parent's social class.
5) Parental support on female students did not significantly influence the academic achievement in the selected junior secondary school.This indicates that the female students academic achievement is not determined by parental support, nor social class.

4.4 Discussion of Findings.

Among the major objectives of this study is the determination of the influence of social class and parental support on the academic achievement of the junior secondary school students in Sabon Gari Local Government areas of Kaduna State. From the analysis of data collected for this study, it has been established that social class does not significantly influence the academic achievement of students. This was deduced from the test of the first hypothesis of the study where the Spearman rho correlation procedure was used. This finding is contrary to the report of Boocock, (1983) where it was postulated that the most important predictor of achievement in school is associated with families' socio-economic status. In this study, the socio-economic status did not significantly influence the academic achievement of the students. The result contradicted the report of Lovie, (2009) on Chinese immigrant parents, expectations, strategies and investment in their children's education where it was found that social class was the most significant factor in determining their exam success in schools. The result is contradicting to the belief because of the following reasons. In our society today, children from the high social class don't take their studies seriously with all the resources available to them. They are made comfortable and surrounded with luxurious living, that they scarcely have time for their studies. They prefer to go for parties and spend time visiting at the expense of their studies.

On the other hand, students from the middle or lower social class are encouraged by their parents to work hard so that there will be a lifting in their social status. They believe that when their children achieve academically, their status will be raised. They tend to have higher expectation for their children academic performance and higher career aspiration.

The second hypothesis tested the relationship between parental support and academic achievement of the students in the junior secondary schools. The result revealed that the two

variables were significantly correlated. The null hypothesis was therefore rejected. This finding agrees with the report of Gottfried, (1990) where positive relationship was found between motivation and students' academic performance and in line with Bempechat, (1992) where it was postulated that available evidence suggests that parent's support programs have a positive impact on children's achievement. Parents who maintain frequent contact with the school have higher achieving children than parents who have infrequent contact. The finding also reflects the report of Williams, (2005) where it was indicated that parental support is associated with higher student achievement. Moula, (2010) reported the same outcomes from a study where it was pointed out that students' who have been motivated are more likely to have lower dropout. In this study, parents' intervention in form of support in students' academics is found to have significantly influenced their academic achievement. This is so because, motivation and support enhance the performance of children from different socio-economic status and thus, it is apparent to note that many working class and low middle class parents continually push their children to aspire for more than they had achieved in their lives. It is quite common for these parents to seek additional help to give extra lessons to their children.

Hypothesis three tested the relationship between social class and parental support on academic achievement of students in the junior secondary schools. The Spearman rho correlation procedure was used for the test. The result revealed that the two variables were not significantly correlated. The null hypothesis was therefore accepted. The implication, among others was that social class cannot be a major determinant of parental support in academic achievement of students in the junior secondary schools. This indicates that lower class status does not necessarily predict less effective parent practices.

Hypothesis four tested the relationship between social class and parental support on academic achievement of student's in the junior secondary schools. Only the male students were tested for this hypothesis. From the result of the test, it was observed that social class did not significantly influence the male students' academic achievement. This finding agrees with the report of Cownway & Howtenville, as cited in Nye et al (2006) where it was observed that parental efforts is consistently associated with higher levels of achievement. In this study, support is equated with roles played by parent's achievement of the students.

Hypothesis five tested the relationship between social class and parental support on the academic achievement of female students. Only the female students were used for the test that was conducted with the spearman rho correlation procedure. The result did not reveal significant relationship between the social class and parental support on the academic achievement of female students in the selected junior secondary schools. The null hypothesis was therefore accepted. This finding agrees with the report of Schiefele, Krapps & Winteler, (1992) where it was asserted that female students' academic achievement is less associated with their male counterparts.Sex contributes to a unique educational phenomenon. A switch in the relative academic performance of boys and girls during the course of educational career of an age group, starting ahead of boys in almost all academic areas, girls begin to fall behind in certain areas during the latter high school years. Beyond high school academic productivity and accomplishment of women drop off even more sharply.

Another explanation for differential academic performance is that some types of individual personality trait which are related to achievement are differentially distributed among boys and girls. Three of such traits are anxiety dependency and aggressiveness or activity and

impulsiveness as oppose by passivity. Social psychological research has indicated that the first two trait are stronger in girls than boys, the third stronger in boys than girls.

In the society now, regardless of the social class and parental support, parents try to take care of their children either boys or girls. With the girl child equality, parents have recognized the importance of education for economic empowerment especially among the educated mothers. The girl child will get married and this will help her face the difficult and challenging situation in marriage.

CHAPTHER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the investigation of the influence of social class and parental support on the academic achievement of students in the junior secondary schools of Sabon Gari Local Government Area of Kaduna State. Among others, the chapter consisted of the summary, conclusion and recommendations for further studies on the subject.

5.2 Summary

The importance of education in the development of both individual and community cannot be downplayed. In spite of this importance, the standard of education in the country is generally accepted to be declining. All stake holders agreed that the problem cannot be placed on one factor. This then calls for a holistic approach. In some literatures, it has been suggested that social class and parental support plays fundamental role on the academic achievement of students. It has equally been observed and established that the success or otherwise of a student is largely determined by social class and parental support Zaria is an historical town where there are several institutions of learning. The presence of these institutions attracts many prospective students from different parts of the country to come and seek for knowledge.

There is another dimension to the academic downtown, there are some students who could be said to be from well to do families. A growing speculation holds that some of these children from the highly placed homes do not perform well at schools. This research is therefore geared towards examining and unravelling the fundamental influence of social class and parental support on the academic achievement of junior secondary school students in Sabon Gari Local government of Kaduna State.

For the effective investigation of the influence of the social class and parental support on the academic achievement of the junior secondary school students, a structured questionnaire was designed by the researcher for evaluating the social class and parental support, a test was conducted to determine the academic achievement used in the study. A total of 291 students from some randomly selected junior secondary school within Sabon Gari Local Government Area of Kaduna State were involved in the study. The data collected were subjected to statistical analysis using the Statistical Package for the Social Sciences version 17. Variables investigated were social class, parental support, gender and academic achievement of junior secondary school students from the test.

The study was structured into five chapters. Chapter one gave the statement of the problem, the research questions, and the study's hypotheses. The scope and delimitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. Chapter three gave the methodology used in study. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of the description of the demographic variables of the students, their opinions on the social class and parental involvement on their academic achievement. Five null hypotheses were tested in the study.

Out of the five hypotheses, one was completely rejected while one was partially rejected because one half was significant while the other was not. Three of the hypotheses were retained. Among the major findings were that social class did not have significant influence on the students' academic achievement but parental support was found to significantly influence their academic achievement. In the observed influence of the parental support, male students were found to be more positively influenced in their academic achievement than female students. On a separate

test, the two investigated variables did not significantly influence the performance of the female students in the test.

5.3 Conclusion

Based on the findings of the study, the researcher would want to conclude as follows:

That social class does not significantly influence the academic achievement of students in the junior secondary schools. That parental support has significant influence on the academic achievement of student's in the junior secondary schools. Parental support does not depend on social class. Parental support influences the male students more than the female students.

5.4 Recommendations

Based on the findings of this study, the researcher made the following recommendations, as a way of enhancing students' performance in their academics in the junior secondary schools within the local government area of the state:

(1) Parents should generally be interested in the children's academic achievement by asking about their progress, and the routines in the schools.

(2) As much as possible parents should assist in the provision of conducive atmosphere for their children especially after school hours where such children reside in the home.

(3) Where possible, parents should assist in their children's home work as this will provide such children with enhance positive incentives.

(4) Parents should as much as possible maintain their contact with the child's schools through the PTA such that they will be educated on the development in the school.

(5) Parents should adopt a reward system to encourage their children in the schools work and enhance their academic achievement.

(6) Parents should not allow their social status be a barrier for an opportunity to be with their children.

5.5 Suggestion for Further Research

Study concentrated in some selected schools within the Sabon Gari Local Government of Kaduna State. A further study of this nature is recommended to be replicate in other local government areas of Nigeria and could be extended to state level and higher institutions.

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Appendix I

Social Class and Parental Support Questionnaire

This research is interested in the influence of social class and parental support on students' academic achievement in Sabon Gari Local Government of Kaduna State. Your cooperation will be highly appreciated towards the fulfilment of these objectives.

Please, kindly provide the required information or simply tick (✓) the option that best explains you're answer in the following questions. You will also be expected to attempt the objective questions in the achievement test section. The test comprises of four papers viz; English, Mathematics, Social studies and Integrated Science.

(1) – Personal Data (Please check responses and tick correctly as it applies to you)

1. Gender Male [ ] Female [ ]
2. School: Private [ ] Government [ ]
3. Age: 10-12 [ ] 13-15 [ ] 15 and above [ ]
4. Class: Science [ ] Art [ ] Commercial [ ]
   Social science [ ]

(2) – Social Class (Please check responses and tick correctly as it applies to you)

5. What is the highest level of education attained by your father?
    a. No formal education [ ]
    b. Primary school [ ]
    c. Secondary school [ ]
    d. Post secondary school certificate [ ]
    e. University and above [ ]
6. What is the highest level of education attained by your mother?
    a. No formal education [ ]
    b. Primary school [ ]
    c. Secondary school [ ]
    d. Post secondary school certificate [ ]
    e. University and above [ ]

7) Tick the number of children in your house (including brothers, sisters and relatives)

    a) 0 – 3 [ ] b) 4 – 7 [ ] c) 8 – 11 [ ] d) 15 and above [ ]

8) What type of family do you come from?

    a) Monogamous [ ] b) Polygamous[ ]

9) How do you pay your school fees and other expenses?

    a) By myself [ ] b) By my parents [ ] c) Government

10) Are you able to pay your school fees and other school requirement without difficulty?

    a) Yes [ ] b) No [ ]

11) What kind of house do you live?

    a) Flat [ ] b) Duplex [ ] c) Quarters [ ] d) Compound [ ]

12) How do you go to school?

a) Trek to school [ ] b) By bus [ ] c) By my bicycle [ ]

d) My parent drops me in school [ ]

13) Do you eat your breakfast every day?

a) Yes [ ] b) No [ ]

(3) – Parental Support (Please check responses and tick correctly as it applies to you)

15) Do you receive extra teaching at home?

a) Yes [ ] b) No [ ]

16) Do your parents check your school work?

a) Yes [ ] b) No [ ]

17) Do your parents help you in your home work?

a) Yes [ ] b) No [ ]

18) Do you receive gifts from your parents when you perform well at school?

a) Yes [ ] b) No [ ]

19) Do you have personal reading time at home?

a) Yes [ ] b) No [ ]

20) Do you have time to do your homework?

a) Yes [ ] b) No [ ]

21) Do you have novels, television and computers at home?

a) Yes [ ] b) No [ ]

22) Do you visit children parks or museum?

a) Yes [ ] b) No [ ]

23) Do you visit such places?

a) In your State [ ] (b) Outside the state [ ] (c) Outside the country [ ]

24) Are you placed on special allowances/bank account?

a) Yes [ ] b) No [ ]

Appendix II

Achievement Test

There are (four) papers in this test and you are expected to answer all the questions by ticking the correct answers.

Time -1hour 30 minutes

Paper 1: English Language

Instruction: Answer all the questions below by ticking the correct answers

Section A: Lexis

Complete each of the following statements with the most appropriate of the options lettered A – D (Nos.1 – 9)

1) My mother has employed a new..... who prepares our meal

(a) boss (b) cook (c) cooker (d) nanny

2) The new employee was dismissed promptly when it was discovered that his..... was forged

(a) application (b) signature (c) form (d) certificate

3) Your parent's father is your

(a) grandfather (b) ancestor (c) old father (d) great-grandfather

4) Make sure you see the ..... before taking anybody away from the library

(a) Counsellor (b) secretary (c) teacher (d) librarian.

5) We had hardly sat down at table ..... the phone rang

(a) as (b) before (c) ford) when

6) The boy is so intelligent ..... everybody likes him

(a) and (b) as (c) but (d) for

7) Joke, her sister, got a prize

(a) and (b) as well as (c) plus (d) that

8) Many -------attended the workshop on invitation

(a) delegates (b) invitation (c) Participants (d) person

9) People ..... write letters these days because of the introduction of GSM phone

(a) hardly (b) always (c) often (d) normally

Section C: Structure

Complete each of the following statements with the most appropriate of the options lettered A – D (Nos. 10– 15).

10) The principal said that he was pleased ..... my effort

(a) about (b) of (c) On (d) with

11) I prefer reading newspapers ..... watching television programmes

(a) Instead of (b) more than (c) rather than (d) than

12) Paper is made ..... wood-pulp

(a) from (b) by (c) of (d) on

13) If you went to Also Rock, you ..... the president

(a) ought to see (b)would see (c) will see (d) would have seen

14) He had gone before his mother

(a) arrive (b) arrived (c) had arrived (d) shall arrive

15) We had hardly sat down at table ..... the phone rang

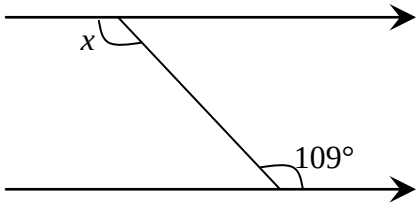
(a) as (b) before (c) for (d) when

Paper 2: Mathematics

Answer all thequestions below by ticking the correct answers

1) Ayo has x kobo. Tunde has 13 kobo less than Ayo. The number of kobo they have altogether is (a) x – 13 (b) 2x (c) 2x – 13 (d) 2x + 13

2) Two boys share 35 notebooks in the ratio 2:3. How many notebooks does each get? (a) 22, 13 (b) 21, 14 (c) 15, 20 (d) 14, 21

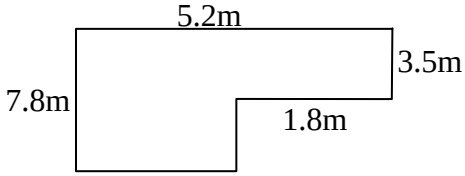
3) 

Find the value of the angle marked x in the above diagram (a) 17° (b) 71° (c) 109° (d) 119°

4) An acute angle x can be expressed as (a) $x < 360°$ (b) $x \leq 270°$ (c) $x \geq 180°$ (d) $x \leq 90°$

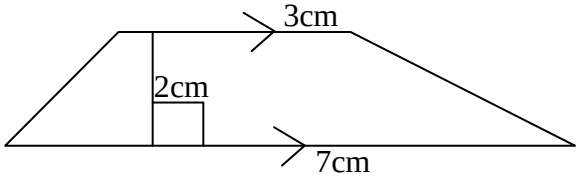
5) How many sides has a hexagonal plane figure? (a) 3 (b) 4 (c) 5 (d) 6

6) Find the perimeter of the figure given below



(a) 32.82m (b) 26.00m (c) 17.09m (d) 15.09m

7) Find the area of the diagram below



(a) $42cm^2$ (b) $21cm^2$ (c) $20cm^2$ (d) $10cm^2$

8) Find the perimeter of a rectangle of sides (a+2) and (a – 2) (a) 4a – 8 (b) 2a – 4 (c) 2a (d) 4a

9) The diagonal of a square is 10cm long. Find the length to the nearest centimetre

(a) 3.00 (b) 5.00 (c) 7.00 (d) 10.00

10) A crate of mineral contains 16 bottles of Fanta and 8 bottles of coke. If one bottle is picked at random, what is the probability that it is a bottle of Fanta? (a) $^2/_3$ (b) $^3/_5$ (c) $^2/_5$ (d) $^1/_3$

11) Given the set of numbers 8, 9, 5, 6, 2, 8, 0, find the mean (a) 4.2 (b)5.0 (c) 5.12 (d) 5.25

12) A die is thrown once. What is the probability that the number that turns up is a multiple of 2? (a) $^5/_6$ (b) $^2/_3$ (c) ½ (d) $^1/_3$

13) Find the value of x in the equation 81 – 9x = 27 (a) 27 (b) 9 (c) 6 *(d) – 6*

14) Factorise xyz + yzp (a) xy(z+p) (b) xz(y+p) (c) xp(y+z) (d) yz(x+p)

15) Expand (a – b)(a + b) (a) $a^2 – b^2$ (b) $a^2 + 2ab – b^2$ (c) $a^2 + 2ab + 2b^2$ (d) $a^2 – 2ab + b$

Paper 3: Social Studies

Instruction – Answer all the questions below by ticking the correct answers

1) Research method of teaching social studies refers to using the students to

(a) investigate facts (b) practical's facts (c) use projects to assess

(d) use teaching aids

2) What differentiates the extended family from the nuclear family is the ..... in the family (a) number of children (b) number of wives (c) presence of other relations (d) type of authority exercised by the father

3) Which of these conditions must be present before marriage becomes valid in Islam? (a) cutting of cake, reception and dowry (b) dowry witness and parents' consent (c) parents' consent witness and reception (d) witness, parents' consent and ceremony

4) As Nigerians, to own property is one of our (a) fundamental duties (b) physical rights (c) human rights (d) obligatory duties

5) Dedication to work means (a) achieving the aims of engaging the work (b) going to work at the appropriate time (c) putting in the required attention needed (d) rendering service to your favourite

6) The "Kakaki" trumpet is associated with..... traditional rulers (a) Edo (b) Hausa (c) Igbo (d) Yoruba

7) The following belong to the "Banza Bakwai" except (a) Kano (b) Kebbi (c) Nupe (d) Yauri

8) The instrument used to measure the speed of wind is called (a) anemometer (b) wind vane (c) hygrometer (d) thermometer

9) Which of the following is not an agent of erosion? (a) wind (b) sunshine (c) rain (d) running water

10) When manufacturers increase the quantity of goods and services then..... development has occurred (a) economic (b) health (c) productive (d) spiritual

11) Which of these means of transport was very important to the Trans-Saharan trade (a) camel (b) car (c) donkey (d) ship

12) The importance of a courier service as a means of communication is that it (a) can carry heavy load (b) conveys parcels to distant places (c) is the fastest means of sending parcels (d) uses people to deliver parcels to destinations .

13) The statement "information-technology has turned the world into a global village" means (a) access to information has become very easy as if the whole world has turned to a village (b) dissemination of information is easier in the villages than anywhere in the world (c) the world is gradually becoming villages (d) villages have now increased in number due to the presence of technology

14) Which of these disciplinary measures can assist to achieve stability in schools? (a) Condoling staff excesses (b) creating communication gap (c) keeping the students gainfully occupied (d) discouraging students from airing their views.

15) Stability in the community can be achieved through encouraging the citizens to be (a) deviant (b) greedy (c) disciplined (d) selfish

Paper 4: Basic Science

Instruction: Answer all thequestions below by ticking the correct answers

1) When an element burns in oxygen it forms a/an (a) acid (b) metal (c) non-metal (d) oxide

2) What is likely to happen if there is no fuse in an electric circuit? There will be (a) damage to appliance (b) damage to wires and cables (c) electric shock (d) low current

3) The substance formed when an acid react with a base is a/an (a) chloride (b) alkali (c) oxide (d) salt

4) An ecologist is a scientist that studies (a) electricity (b) habitats

(c) human behaviours (d) nature matter

5) Animal cells contain the following organelles EXCEPT (a) chloroplast

(b) endoplasmic reticulum (c) nucleus (d) mitochondrion

6) Which of the following is NOT used in measuring weather condition?

(a) anemometer (b) rain gauge (c) wall clock (d) wine vane

7) Oxygen is a bye product of (a) decomposition (b) photosynthesis

(c) transpiration (d) germination

8) The particles that make up the nucleus of an atom are

(a) protons and neutrons (b) electrons and neutrons (c) neutrons

(d) protons

9) The reaction between hydrochloric acid and sodium hydroxide is referred to as ..... reaction (a) neutralisation (b) oxidation (c) acidic (d) basic

10) Asthma is a disease with the..... system (a) digestive (b) respiratory (c) circulatory (d) excretory

11) Which of the following is an air borne disease? (a) cholera (b) dysentery (c) tuberculosis (d) typhoid

12) Oxygen and hydrogen gases combine to form (a) carbon (iv) oxide

(b) common salt (c) water (d) sugar

13) The substance in plant which makes it rigid is the (a) cell membrane

(b) cellulose (c) chlorophyll (d) nucleus

14) Weeding in a vegetable garden can be done using (a) fork (b) shovel (c) spade

(d) hoe

15) Echo is a phenomenon caused by (a) deflection of sound

(b) reflection of light (c) reflection of sound (d) refraction of sound