

Title page

**INFLUENCE OF PERSONAL SOCIAL PROBLEMS ON ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KADUNA STATE,  
NIGERIA**

**BY**

**Timothy CHINDO**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING  
FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA**

**NOVEMBER, 2015**

Approval page

**INFLUENCE OF PERSONAL SOCIAL PROBLEMS ON ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KADUNA STATE,  
NIGERIA**

**BY**

**Timothy CHINDO**

**B.ED. LANGUAGE ARTS (English) ABU ZARIA**

**P14EDPC8014**

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN GUIDANCE AND  
COUNSELLING,**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,  
FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA**

**NOVEMBER, 2015**

## DECLARATION

I declare that this thesis entitled “*influence of Personal Social problems on academic performance of secondary school students in Kaduna state, Nigeria*” is the result of my research effort and to the best of my knowledge has not been produced and presented for the award of a degree or diploma at this or any other Institution. All quotations and citations made in this work have been fully acknowledged in the reference pages.

Sign \_\_\_\_\_

Timothy CHINDO

\_\_\_\_\_

Date

## CERTIFICATION

This thesis entitled “*influence of Personal Social problems on academic performance of secondary school students in Kaduna state, Nigeria*” meets the requirements governing the award of degree of Masters of Guidance and Counselling (M.Ed. Guidance and Counselling) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

---

Dr. I.A. Mustapha

Chairman, Supervisory Committee

---

Date

---

Dr. J.O. Bawa

Member, Supervisory Committee

---

Date

---

Dr. A. I. Mohammed

Head of Department (HOD)

---

Date

---

Prof. K. Bala

Dean, Post Graduate School

---

Date

## **DEDICATION**

This work is dedicated to my late grandfather and my family.

## **ACKNOWLEDGEMENTS**

I wish to acknowledge and express deep appreciation to Dr. A.I. Mustapha and Dr. Mrs. J. Bawa for their outstanding supervisory role, despite tight schedules, they still devoted part of their quality time to ensure the success of this study. Their encouragement, advice and prompt response are cherished.

Some of the academic staff of the department also made some value inputs to shape the focus of this research. Some of these lecturers include: Prof. M. Balarabe, Prof. R. Bello, Dr. Y. Umaru, Prof. F. Kolo, late Dr. A. Ogbe, Rev. Fr. (Dr) D. A. Oliagba, Prof. S. Sambo, Prof. K. Mamoud, Dr. H. Tukur, Dr. M.I. Aisha, and Dr. S.A. Adisa are highly appreciated and God bless them.

Also, the fatherly advice of district head of Makupana, Mal. D. Ciroma, the contributions of Justice G. Kurada, Dr. I. Haruna, Mr. M. Tanko, Mr. J. I. Uttim, and Mr. P. Ibrahim are highly acknowledged and appreciated.

The effort of my lovely parents, wife, and children must be appreciated. They played a vital role of encouraging, motivating, praying and supporting me throughout the duration of this study. The researcher also thanks friends and colleagues whose useful contribution in one way or the other led to the successful completion of this study. You are all highly appreciated. May God bless all of you.

## TABLE OF CONTENTS

|                                                  |          |
|--------------------------------------------------|----------|
| Title page                                       | i        |
| Approval page                                    | ii       |
| Declaration                                      | iii      |
| Certification                                    | iv       |
| Dedication                                       | v        |
| Acknowledgements                                 | vi       |
| Table of Contents                                | vii      |
| List of Tables                                   | ix       |
| Abstract                                         | x        |
| Definition of Operational Terms                  | xi       |
| <b>CHAPTER ONE: INTRODUCTION</b>                 | <b>1</b> |
| 1.1 Background to the Study                      | 1        |
| 1.2 Statement of the Problem                     | 2        |
| 1.3 Objectives of the Study                      | 4        |
| 1.4 Research Questions                           | 4        |
| 1.5 Hypotheses                                   | 4        |
| 1.6 Basic Assumptions                            | 5        |
| 1.7 Significance of the Study                    | 5        |
| 1.8 Scope and Delimitation of the Study          | 7        |
| <b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b> | <b>8</b> |
| 2.1 Introduction                                 | 8        |
| 2.2 Concept of Social Problems                   | 8        |
| 2.3 Concept of Personal Problem                  | 9        |
| 2.4 Concept of Academic Performance              | 13       |
| 2.5 Causes of Personal Social Problems           | 13       |
| 2.6 Personal Social Guidance                     | 19       |
| 2.7 Theoretical Frame Work                       | 20       |
| 2.7.1 Psychosocial Theory                        | 20       |
| 2.7.2 Psychosexual Theory                        | 23       |
| 2.7.3 Social Learning Theory                     | 26       |

|                                                              |    |
|--------------------------------------------------------------|----|
| 2.8 Review of Related Studies                                | 29 |
| 2.8 Summary                                                  | 42 |
| <b>CHAPTER THREE: METHODOLOGY</b>                            | 43 |
| 3.1 Introduction                                             | 43 |
| 3.2 Research Design                                          | 44 |
| 3.3 Population of the Study                                  | 44 |
| 3.4 Sample and Sampling Technique                            | 45 |
| 3.5 Instrumentation                                          | 46 |
| 3.6 Validity                                                 | 47 |
| 3.6.1 Pilot Testing                                          | 47 |
| 3.6.2 Reliability of the Instrument                          | 47 |
| 3.7 Procedure for Data Collection                            | 48 |
| 3.8 Procedure for Data Analysis                              | 48 |
| <b>CHAPTER FOUR: RESULT AND DISCUSSION</b>                   | 48 |
| 4.1 Introduction                                             | 48 |
| 4.2 Demographic Data                                         | 49 |
| 4.3 Answers to Research Question                             | 50 |
| 4.4 Hypotheses Testing                                       | 52 |
| 4.5 Summary of Findings                                      | 55 |
| 4.6 Discussion                                               | 55 |
| <b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b> | 57 |
| 5.1 Summary                                                  | 58 |
| 5.2 Conclusion                                               | 59 |
| 5.3 Recommendations                                          | 60 |
| 5.4 Suggestions for Further Studies                          | 61 |
| REFERENCES                                                   | 61 |
| APPENDICES                                                   | 64 |

## LIST OF TABLES

|                                                                                                               |    |
|---------------------------------------------------------------------------------------------------------------|----|
| Table 3.1: Population of the Study                                                                            | 44 |
| Table 3.2: Sample Distribution                                                                                | 45 |
| Table 4.2.1 Distribution of Respondents by Gender                                                             | 48 |
| Table 4.2.2 Distribution of Respondents Age                                                                   | 49 |
| Table 4.3.1 Mean Score on the Influence of Personal Problems on<br>Academic Performance                       | 49 |
| Table 4.3.2 Mean Score on the Influence of Social Problems on Academic<br>Performance                         | 50 |
| Table 4.3.3 Mean Influence of Personal Problems On Male and Female<br>Secondary School Students.              | 50 |
| Table 4.3.4 Mean Influence of Social Problems on Male and Female Secondary<br>School Students.                | 51 |
| Table 4.4.1 Pearson Correlation Between Personal Problems and<br>Academic Performance                         | 51 |
| Table 4.4.2 Pearson Correlation Between Social Problems and Academic<br>Performance                           | 52 |
| Table 4.4.3 t Test Analysis of Influence of Personal Problems on Male and<br>Female Secondary School Students | 53 |
| Table 4.4.4 t Test Analysis of Influence of Social Problems on Male and<br>Female Secondary School Students   | 53 |

## **ABSTRACT**

This study analysed the influence of Personal Social problems on academic performance of secondary school students in Kaduna state, Nigeria. Four objectives with four corresponding research questions and hypotheses were stated and survey design was used. Data for the study were collected from 500 respondents (male= 245 and female = 255) using personal social problem questionnaire structured on a four points fixed response format and objective type academic performance test. The data collected were sorted and analyzed to test the stated null hypotheses using Pearson correlation and independent sample t - test at  $\alpha = .05$ . The result of the analyses reveals that personal problems significantly influence academic performance, and social problems was also found to have significant influence on students' academic performance. Significant difference was also found in the influence of personal social problems on female students when compared to male students. Based on the findings of this study, it was recommended that counsellors, principals, parents and teachers should be sensitized on the influence of personal social problems to redress students' academic performances in school.

## **OPERATIONAL DEFINITION OF TERMS**

The following are the operational definition of terms as used in this study:

*Personal problem:* This refers to conditions that arise as a result of personal lifestyle of a student which affect his/her performance in school

*Social problem:* This refers to conditions that arise as a result of social lifestyle of a student which affect his/her performance in school

*Academic performance:* this is the outcome of an academic exercise as measured by English language and Mathematics.

*Problem:* this is when a student is faced with a difficulty to deal with his/her academic exercise.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Globally, education is considered as a human right that should be accorded to all human beings. In fact, it is the reason why a lot of international human rights bodies considered education as a fundamental human right, and it is in pursuance of this that young people are sent to school to learn. But in the course of this process, some problems which are personal or social in nature are encountered thereby making it a tasking endeavour. Duis (2012) agrees that some students that have academic inability, financial inadequacy and family problems may resort to dropping out of school, others may remain in school and become nuisance to themselves, the school and the entire community. Some of the students become opened to truancy, bullying, quarrels and other related social vices that will make the society polluted.

Students admitted into secondary schools undergo a number of training which will widen their horizon and hence be able to learn and perform well in the task ahead. Such students need support and guidance to enable them perform creditably well in their studies. For such students to excel and graduate without hindrance, they must be free from problems. The present trend is that students are faced with an array of problems emanating from homes, peers, or even the social media which could constitute a stumbling block to their performance in school. Some of these problems are personal social in nature.

According to Barnes (2007), personal problems are those problems that are personal in nature – those which have direct effect on the individual alone at a time. They arise due to a person's own choices and the effects those choices have on that individual. Personal problems can sometimes be encompassed by a large social issue, but are not social issues themselves;

while social problems are problems that affect the entire society. They are much larger than individual problems because they affect a much larger portion of the society. Therefore, personal-social problems are problems that affect the individual persons and the society at large. Individuals make up the society, so, whatever affects the individual, affects the society in turn. The transition from primary to secondary school is not always an easy one. The problem of students leaving homes for the first time and have to live in secondary schools with children from diverse backgrounds is obvious. These are students who have to cope with the different system of secondary school vis-à-vis the primary school. The students may then need assistance in solving the problems which they face in the school environment. Many secondary school students have problems in making friends or fitting into social life. Friends play an important role in the life of the young persons, therefore, they should be taught the skills required in making and keeping friends. Social relationship of the adolescent that is defective may lead to withdrawal and other anti-social behaviours. Among the personality of the individual, physical attractiveness and good personal hygiene are some factors involved in making friends.

## **1.2 Statement of the Problem**

Secondary school students are bedeviled with a lot of personal and social problems that need to be addressed in order to make them adjust and perform better in their academic pursuit. These problems range from truancy, poor school attendance, absenteeism, poor interpersonal relationship, drug addiction, cultism, social unrest. Of interest to note in this study is the fact that, some of these problems come into play because of the students need for status, need for independence, need for achievement and need for satisfying the philosophy of life. Most students fail examination not because they are not intelligent but because they have problems surrounding their cooperate existence.

Some of the social problems have led partially to some social ills affecting the country these days. Religious intolerance, family problems due to the parents' inability to take care of their children effectively, marital breakdown are all social ills affecting secondary schools' students. Also, the pattern and rate of crime in the society now is alarming. It is more disturbing when youths and adolescents are prominently featuring in organized theft and criminal acts. This indicates that the society is decaying because the values of being a brothers' keeper is fading away. Among other social ills that are prevalent in the schools include lack of respect for seniors, elders and teachers by the young generation. Though Nigeria is tilting towards development, the values, norms such as respect for elders should be revived.

Could these personal social problems influence the academic performance of secondary school students? Can students disappointed in the cause of academic pursuit excel or fail in academic work? Many secondary school students may face problems of relating well with fellow students and teachers while others may encounter problems or that of difficulty in making friends or coping with academic work. There may be other social problems of drug and substance abuse as well as social unrest that are knocking at the door of many secondary school students which may influence how they perform in their studies. Certainly, the presence of many problems may influence how a secondary school student perform. The influence may be negative or positive. Hence, this study is set out to investigate the influence of personal social problems on the academic performance of secondary school students. Which of the two (social or personal problem) has the most influence, and which area influence the male or female the more?

### **1.3 Objectives of the Study**

This study was set out to:

- i. find out the influence of personal problems on academic performance of secondary school students in Kaduna state;
- ii. analyse out the influence of social problems on academic performance of secondary school students in Kaduna state;
- iii. determinethe influence of personal problems on academic performance of male and female secondary school students in Kaduna state; and
- iv. assessthe influence of social problems on academic performance of male and female secondary school students in Kaduna state.

### **1.4 Research Questions**

The following research questions guided the study:

- i. What is the influence of personal problems on academic performance of secondary school students in Kaduna state?
- ii. What is the influence of social problems on academic performance of secondary school students in Kaduna state?
- v. What is the influence of personal problems on academic performance of male and female secondary school students in Kaduna state?
- vi. What is the influence of social problems on academic performance of male and female secondary school students in Kaduna state?

### **1.5 Hypotheses**

The following hypotheses guided the study:

- i. There is no significant influence of personal problems on academic performance of secondary school students in Kaduna state.
- ii. There is no significant influence of social problems on academic performance of secondary school students in Kaduna state.
- iii. There is no significant influence of personal problems on academic performance of male and female secondary school students in Kaduna state.
- iv. There is no significant influence of social problems on academic performance of male and female secondary school students in Kaduna state.

## **1.6 Basic Assumptions**

The study was based on the following assumptions that;

- i. Personal problems may influence academic performance of secondary school students in Kaduna state.
- ii. Social problems may influence academic performance of secondary school students in Kaduna state.
- iii. Personal problems may influence the academic performance of male and female secondary school students.
- iv. Social problems may influence the academic performance of male and female secondary school students.

## **1.7 Significance of the Study**

The finding of the study is significant as it will benefit the following: students, teachers and parents. To the students, this study will help them to have knowledge of the types of personal-social problems they have. This knowledge will go a long way assisting them to adjust

their life styles as a way of getting out of academic difficulties and perform creditably well in academic pursuits. Apart from personal adjustment, it will also help them to share their situations with their parents, mates, teachers, friends and the like. By so doing, solutions or advice will be given to them on how to manage the problem and overcome their hitherto poor academic performance.

Parents are the first people the students come in contact with before going to school for any form of formal training. As they go to formal school, so many behaviours that the parents are not aware of are being learnt. Therefore, this study will expose probably parents or readers to the personal-social problems of the students learnt outside the home as a result of other influences. This exposure will help the parents or society to know the current personal- problems of the students that constitute stumbling block to their academic performance and make effort to help them manage.

Similarly, the findings of this study will also go a long way in educating the teachers on the types of personal social problems students have. This will help them to improve on interpersonal relationship with students as well as fashion out ways of assisting them to come out of such difficulties associated with their academic performance thereby upgrading their academic performance in school. In areas where the teachers cannot help, they can refer such matters to the school administrators/counselor who will attend to the students. Since this study will provide adequate information about the students' personal social problems in relation to their academic performance, the counselor could use or make inference from this information to counsel the client(s) in the right way. Since the problems are personal and social in nature, the students will be more opened to the counselor more than the teacher or principal.

### **1.8 Scope and Delimitation of the Study**

The scope of the study is personal and social problems of secondary school students in public secondary schools as well as their academic performance in Kaduna state, Nigeria. Only SS II students from twelve public secondary school out of one hundred and fifty-one in Kaduna state were used for the study and this include co-educational and non-co-educational schools. The study delimits JSS classes, SS1 and III classes and also private secondary schools.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents review of related literature under the following headings; concept of social problems, concept of personal social problem, causes of personal social problems, personal-social guidance, concept of academic performance, theoretical framework, review of empirical studies and summary.

#### **2.2 Concept of Social Problems**

The Nigerian Educational system which produced world renowned scholars in the past has now become a shadow of itself. The role in the nation's education system has reached such a deplorable proportion that if not properly addressed now, subsequent generations of Nigerians will continue to suffer its consequences. At present, Nigeria houses 37% of the out-of-school children which equals nine million in the world (Abiodun, 2013). As a result of this, more Nigerian children who should be in school are not. In the Eastern (especially Igbo speaking) part of the country, one prevalent problem is the boy-child dropout syndrome. The boys for economic reasons refuse to go to school and those who enter primary schools drop out prematurely. They refuse to complete primary and secondary education because even the educated in the society struggle to get employed. Many children are therefore, found in mechanic villages as apprentices to craft masters in various types of businesses or in other engagements outside the school. In the north, the problem is that of the girl-child dropout from school for reasons ranging from cultural values opposed to female education to ignorance as well as poverty.

As unsolvable as the problems may seem, if proper measures are put in place, implemented and well monitored, more children will be enrolled in schools, hence bringing the drop-out syndrome to a reasonable minimal percentage if not totally eliminated.

In each developmental level, individuals have certain specific needs which must be satisfied in some form before adequate development could be achieved. The needs of the primary school pupils, secondary school, colleges and university students are different and they also vary according to their developmental levels. Various studies done in the country have shown that the needs of the contemporary young people in our society are numerous. These needs are related to the rapid changes in their development and the increasing changes in our society within which young people have grown. Education must be planned adequately to cater for the needs/problems of children, young adults and adults.

In the view of Kolo (1992), secondary school students encounter problems because the curriculum does not suit their activities, interest, aspirations or goals. Lack of adequate and efficient study habits and practices can enable students not to achieve desirable levels of academic success. Similarly, students do not have adequate awareness to the relevance of subject combination to future life as well as lack of a happy and rewarding interpersonal relationship with teachers.

### **2.3 Concept of Personal Problem**

Rust (1985), sees a problem as a doubtful or difficult matter. Something which is hard to understand and which changes people to think of suitable solutions. Hilgard and Atkinson, (1967) opine that whenever a goal oriented activity is blocked, whenever a need remains unfulfilled, that when something intended to be done but not met because of some obstacles on the way, those things remain uncompleted. Moreover, according to Miorse and Wingo, (1969);

problems occur when an activity is blocked by an obstacle that cannot be removed by the use of ready-made habits. Such obstacles can be the presence of something that must be changed or something absent that must be found. Therefore, personal social problems are problems that are personal to the individuals but have negative effect to the social setting. They are problems that cut across academic performance of students provide a basis for the students and also provide a basis for failure in occupational pursuits. When people in the society are beset with many worries and concerns which constantly agitate their minds, they cannot function effectively.

The psychological problems of children according to Espelaye, (1999) develop through the desire for revenge. Human existence is not devoid of quarrels, conflicts, fights and the like. Therefore, if such happens and one finds that he has been cheated, effort is made to find a way of paying back immediately or thereafter. This tendency of paying back goes a long way in developing psychological problems among adults. Another tendency could be that of the need for superiority among peers. When one feels that he should be the superior and that does not seem achievable, psychological disturbance occurs.

Sexual problem is the problems that emanate from the students' quest for sexual satisfaction. The need for it, early introduction to it or its consequences bring about sexual problems. In this regard, there is sexual harassment/assault, early contamination of sexually transmitted diseases (S.T.Ds). All these culminate to form sexual problems. Similarly, social relationship problems are another aspect of consideration. This of course come into play when student have differences in opinions in given matters. Differences in personalities, beliefs, values and goals. Also, when there is change in family circumstances e.g. new baby, divorce/separation, stress, financial difficulties, natural disaster, bullying/harassment, lack of trust/respect in relationship, alcoholism and drug abuse.

In the same vein, family problem is another category of problems that students have. All relationships and families go through difficult times and experiences occasional problems and conflict in personal relationship. This is obtainable within the family because of frequent arguing, disagreements, breakdown in communication angry outburst, avoidance and physical conflict. When this happens, the member of the family goes through negative emotions, anger, sadness, anxiety, stress, exhaustion, confusion, feeling isolated, lack of concentration, difficulty in eating sleeping and to crown it all, take to alcoholism or drugs to “cope or escape”.

Financial problem/pressure is another segment which cannot be ignored. This is a situation where money worries are causing one stress. Many people are facing hard financial times and the impact on mental health can be very significant. These problems can be seen to be impossible to overcome but one can get help and take steps to improve the situation through hard-work and commitment, prudence, accountability and openness (Rock, 2005).

Hence, social problems/issues may include: drug abuse, alcoholism, malnutrition, bullying, teenage pregnancy, abortion, rudeness, truancy, gender discrimination etc. The use of alcohol, tobacco and other substances constitute the most important risk-taking behaviour among adolescents and young adults in secondary schools. Despite worldwide concern and education about psychoactive substances, many adolescents have limited awareness of their adverse consequences. Curiosity, social pressure and peer group influence are reported to be primary reasons on substance misuse (Anna, 2010).

In Nigeria, a report by NAFDAC (2008) identifies alcohol as the most commonly abused drug with about 61% of the population engaging in its use. Drugs when taken unduly are at times the causes of social problems. This occurs when drug addicts begin to be violent thereby causing social un-rest in the society.

In the same vein, most secondary school students in public schools are malnourished due to socio-economic conditions of their parents or guardians. The scenario becomes worrisome in boarding schools where students are grossly under fed with some nutritional requirements almost lacking in their intake despite exorbitant boarding fees paid by their parents. Malnutrition in school children remains a major public health and social problem in Nigeria. Most children from low socio-economic backgrounds who cannot afford the expensive boarding fees get engaged in hawking and other “after school hours’ jobs” before they can be fed (Akinyemi, 2013). This to a large extent could affect their psychological build up and could also affect their character development.

Furthermore, bullying, a subcategory of aggressive behaviour is encountered regularly by children and adolescents in the context of schools worldwide. Although bullying is a common experience for students around the world, it is a complex social problem that can have severe negative consequences on both bullies and victims (Beran, 2005). The line between a personal problem and a social/public one may be subjective. However, when a large sector of society is affected by an issue, it becomes a social issue. Although, one person sacked from office is not a social issue, the repercussion of thirteen million people being sacked is going to generate a social problem. Therefore, personal social problems are problems/issues that affect the individual and the society at large. Since individuals live in a society, whatever one does definitely affects the society.

According to Ikorok, (2002) delinquency is the forerunner of adult crime which is common at this stage of secondary education. Such include: dropout from school and the likelihood of unemployment in later life, truancy, cultism, sexual assaults, examination malpractice, stealing and armed robbery, prostitution, rioting and wanton destruction of property-

violence. Other indices of delinquency that are found in adolescents are: murder, aggression, fighting, lying, insubordination, forgery, fraud and other anti – social and non-conforming behaviours. Many behavioural patterns begin in childhood, others in adolescence and adult life. Recently, young people are susceptible to developing deleterious behaviours such as drug abuse. For most people, experimentation with drug assumes its peak in adolescence and this account for most motor vehicle accidents and violence in this cohort.

## **2.4 Concept of Academic Performance**

Ward, Stoker and Murray-Ward (1996) describe academic performance as the outcome of education or an instruction— the extent to which a student, teacher or institution has achieved their educational goals. It 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. Of recent, students' academic performance has been on a steady decline particularly among students of senior secondary school. Several factors may be responsible for this decline but chiefly among them is personal social problems of students. Personal social problems are teething troubles that are personal to the individuals but have negative effects to the social setting. These problems affect academic performance of students and also provide a basis for failure in occupational quests. When people in the society are overwhelmed with many worries and concerns which continuously disturb their minds, they cannot function effectively.

## **2.5 Causes of Personal Social Problems**

Kolo, (1992) observes that problems of various types are emerging in the society, for example marital problems, family problems, vocational problems, relationship problems, and retirement problems. Furthermore, Denga (1993), states that some workers have become

addicted to smoking and drinking alcohol which they see as ways of escaping from psychological and personal problems, but had unfortunately found themselves going into more dangerous psychological problems. However, this is also applicable to students. It may have the same characteristics and problems; some societies have provided some facilities to aid such individuals cope with them. The Nigerian adolescents are still living in a more difficult era because their developmental problems have been compounded by lack of necessary facilities to help them cope successfully (Kolo, 1987).

### *2.5.1 Asynchronous Development*

The characteristics of gifted children often lead to social and emotional problems that can affect their emotional and social development. To understand a gifted child adequately, it is important to know how the child's giftedness can influence his/her behaviour positively. Granbaum (2001), is of the opinion that gifted children can intellectually understand abstract concepts but may be unable to deal with those concepts emotionally, leading to intense concerns about death, the future, sex and other such issues. Gifted children's physical development may lead to an inability to complete a task they are capable of intellectually envisioning. Perfectionism may play a role in this frustration as well.

According to Johnston (2002), gifted children can be argumentative and / or manipulative. Parents and other adults need to remember that although credit should be given for logical and convincing arguments, a child is a child and requires appropriate discipline no matter how clever or cute the behaviour may look. Children who see that they can manipulate adults can feel very insecure. Gifted children may try to outsmart parents and teachers. Therefore, sophisticated vocabulary and advanced sense of humor can cause gifted children to be

misunderstood, which can make them feel inferior and rejected. This could be another reason gifted children prefer to be around older children and adults.

### *2.5.2 Perfectionism and Emotional Sensitivities*

In the words of Backman (1998); Perfectionism can lead to fear of failure in turn causing a child to avoid failure by refusing to even try something (including doing a homework or assignment). Similarly, keen observation, imagination and ability to see beyond the obvious can cause a child to appear shy, hold back in new situations in order to consider all the implication. A child may require full details before he/she appear socially shy and intense sensibility can cause children to take criticism, or even general anger. Sensibility and well –developed sense of right and wrong can lead to concern over wars, starring children, pollution and other injustice and violence. If they are loaded with images and discussion of these issues, they can become introverted and withdraw or even suffer from existential depression.

### *2.5.3 Underage Drinking*

Apart from being illegal, underage drinking poses a high risk to both the individual and the society (O' Malley, 1998). For example, the rate of alcohol related traffic crashes is greater for drivers ages 16 to 20 than for drivers age 21 and older (Zador, 2000). Adolescents also are vulnerable to alcohol induced brain damage; which could contribute to poor performance at school or work. In addition, youthful drinking is associated with an increased likelihood of developing alcohol abuse or prevent the development of serious alcohol problems among youth between the ages of 12 and 20 (Krawchuck, 1996);

The immediate and long –term risk associated with adolescents' alcohol use underscore the need for effective prevention and treatment programmes. Research towards those ends is a

top priority at the National Institute on Alcohol genetic, biologic developmental influences on underage drinking.

#### *2.5.4 Stress and Depression*

Stress and depression are serious elements associated with many teenagers as the 1989 study of Minnesota high school reveals. Although 61% of the students are not depressed and seem to handle their problems in constructive ways, 39% suffer from mild to severe depression. These young people often rely on passive or negative behaviours in their attempts to deal with problems. Stress is characterized by feeling of tension, frustration, worry, sadness and withdrawal that commonly last for a few hours to a few days. Depression is both more severe and long lasting. Depression is characterized by more extreme feelings of hopelessness, sadness, isolation, worry, withdrawal and worthlessness that last for two weeks or more. The finding that 9% of high school students are severely depressed is important since depression is the most important risk factor for suicide. The case of Minnesota study proves that 88% of the youths who were reported to have made suicide attempts were depressed (Garfinkel, 1986).

Young people secure stress for many reasons. The Minnesota study presents students with a list of 47 common life events and asked them to identify those they experienced in the last six months that they considered to be “bad”. The responses indicated that they had experienced an average of the negative life even in the last six months. The most common of these as Garfinkel (1986) stated were;

1. breaking with boy/girlfriend;
2. increased arguments with parents;

3. trouble with brother and sister;
4. increased arguments between parents;
5. change in parent's financial status;
6. serious illness or injury of family members;
7. problem with classmates; and
8. problem with parents.

In another studies conducted on gender and school types as factors responsible for stress in Nigeria by Adeoye and Okonkwo Elizabeth of Babcock university, it was observed that the state of schools in Nigeria with no infrastructure, no recreational facilities, the internal wrangling, inadequate wage, inadequate classrooms could facilitate stress and depression. One would have expected no less other than a significant difference between the public and private school as factors responsible for job stress (Oparah & Falode, 2007). This is expected in Nigerian schools as there is a wide difference between public and private schools in the sense that, public schools lack infrastructure, classrooms and others, while private schools are well funded with less stressful conducive offices. This is due to the fact that private schools are well funded from the money raised from students whereas public schools' money are mismanaged and siphoned (Grandz & Muvvay, 1980, Jones & Bright, 2001).

In a more informal survey of 60 young people by walker(1985), the primary sources of tension and trouble for teens and their friends were; relationship with friends and family, the pressures of expectations from self and others, pressure at school from teachers, coaches, grade

and homework, financial pressures, and tragedy in the lives of family and friends (described as death, divorce, cancer,). Most teenagers respond to stressed events in their lives by doing something relaxing, trying positive and self – reliant problems – solving or seeking friendship and support from others. Common examples include: retraining in music, trying to make their own decisions, day dreaming, trying to figure out solutions, keeping up friendships watching television and being close to people they care about. These behaviours are appropriate for adolescents who are trying to become independent, take responsibility for themselves, and draw on friends and family for support.

#### *2.5.5. Absence of basic needs*

In each developmental level, individuals have certain specific needs which must be identified in some form before adequate development could be achieved. The need of the primary school pupils, secondary day school, college and university students are different and they also vary according to their developmental levels. Various studies done in this country in our society are numerous (Okon, 1984). These needs are related to the rapid changes in their development and the increasing changes in our society within which young people have grown. When an individual cannot satisfy him/her developmental needs; he/she might do several things to cope with the situations which face him/her.

#### *2.5.6. Poor counseling habit in secondary schools*

In the same vein, lack of constant and effective counseling to secondary school students has contributed to a large extent in developing personal social problems. Yet another factor that may make students to develop personal social problems is their inability to stand firm on issues

bothering on constant manifestation of students' best interest (lack of assertive social skills) (Jonas, 1982).

Another is distorted thinking process, not being realistic on issues and hence incapable of making concrete and useful decisions in life. Worth noting is the fact that, most of the academic deficiencies in the educational domain facilitates the development of personal social problems among individuals.

## **2.6 Personal Social Guidance**

The success of educational and vocational services directly or indirectly determines the effectiveness of personal social services of guidance in the personal spheres of human beings. For instance, left unguided, the students are prone to choose subjects without directly relating them to their interest, aptitude and without thinking of their future career. Such students may end up being frustrated individuals as they may not be able to cope with their academic pursuits, or they may not secure jobs or careers in line with their interest and abilities.

Unlike vocational and educational guidance which focus respectively on vocational and educational achievement, personal – social guidance is concerned with the whole person, personal – social guidance gains significance from the fact that a student's success in whatever course and/or vocational training he engages in will depend on a number of factors such as; his level of personal development and maturity, the degree of his emotional and mental balance and the extent to which he is socially adjusted. It is a common knowledge that most students occasionally feel unhappy, unable to meet their needs, perhaps disappointed, confused and frustrated especially when they experience failure in their studies. The students' psychological needs may arise as a result of lack of information or skills as well as negative errors. This segment of guidance function therefore, to assist each student not only to understand himself,

generally but also specifically in terms of potential abilities and limitations to the extent that he becomes consciously aware of the possible implications of his parent's decisions and actions for his future life (Emeruwa, 1981).

## **2.7 Theoretical Frame Work**

For the purpose of this study, three theories were reviewed namely: Psychosocial and psychosexual and social learning theories.

### **2.7.1 Psychosocial Theory (Erick Erickson 1902 – 1994)**

Erick Erikson's theory of psychosocial development is one of the best – known theories of personality. Much like Sigmund Freud, Erickson believes that personality develops in a series of stages. Unlike Freud's theory of psychosexual stages, Erickson's theory describes the impact of social experience across the whole lifespan. One of the main elements of Erikson's psychosocial stage theory is the development of "ego" identity. Ego identity is the conscious sense of self that we develop through social interaction. According to Erickson (1950) our ego identity is constantly changing due to new experience and information we acquire in our daily interaction with others. In addition to ego identity, Erickson also believed that a sense of competence also motivates behaviours and actions. Each stage in Erickson's theory is concerned with becoming competent in an area. The stages are: -

#### **1. Trust Vs Mistrust**

The first stage of Erickson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life. Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers. If a child successfully develops trust he/she will feel safe and secure in the world.

Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust results in fear and a belief that the world is consistent and unpredictable.

## 2. Autonomy Vs Shame and Doubt

The second stage of Erickson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control. Like Freud's Erickson believes that toilet training was a vital part of this process. However, Erickson's reasoning was quite different than that Freud's. Erickson believes that learning to control one's body functions leads to a feeling of control, and a sense of independence. Other important events include gaining more control over food choices, to preference and clothing selection. Children who successfully complete this stage feel secured and confident, while those who do not are left with a sense of inadequacy and self-doubt.

## 3. Initiative Vs Guilt

Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose, children who try to exert too much power experience disapproval, resulting in a sense of guilt, initiative adds to autonomy for the sake of being active and on the move. The child is learning to master the world around him, learning basic skills and principles of physics. Things fall down and not up. Round things roll, they learn how to zip and tie, count and speak with ease. At this stage, the child wants to begin and complete his own actions for a purpose. Guilt is a confusing new emotion; they may feel quite over things that logically should not cause quite. They may feel quite when this initiative does not produce desired results.

#### 4. Industry Vs Inferiority

Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority. The aim to bring a productive situation to completion gradually supersedes the whims and wishes of play. The fundamentals of technology are developed to lose the hope of such in “industrious” association may pull the child back to the more isolated, less conscious familiar rivalry of the oedipal time.

#### 5. Identity Vs Role Confusion

A teenager needs to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and weak sense of self. The adolescent is newly concerned with how he/she appear to other. Superego identity is the accrued confidence that the outer sameness and continuity prepared in the future are matched by the sameness and continuity of oneself, as evidenced in the promise of a career. In later stages of adolescence, the child develops a sense of sexual identity.

#### 6. Intimacy Vs Isolation

Young adults need to form intimate, loving relationship with other people. Success leads to strong relationship, while failure results in loneliness and isolation. At the start of this stage, identity vs. role confusion is coming to an end, and it still lingers at the foundation of the stage (Erickson, 1950). Erickson also argues that intimacy has a counterpart: Isolation- The readiness to isolate and if necessary, to destroy those forces and people whose essence seems

dangerous to our own, and whose territory seems to encroach on the extent of one's intimate relations.

## 7. Generality Vs Stagnation

Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, socially – valued work and discipline are expressions of generality. Simply having or wanting children does not in itself achieve generality

## 8. Ego Integrity Vs Despair

As we grow older and become senior citizens, we tend to slow down our productivity and explore life as a retrieved person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness. They develop feelings of contentment and integrity if they believe that they have lived a happy, productive life. They may instead develop a sense of despair if they look back on a life of disappointment and unachieved goals (Erickson, 1994)

### 2.7.2 Psychosexual Theory (Sigmund Freud 1956 – 1939)

Freud's theory focuses on sex and aggression. During the time Freud lived, sex and sexual ideas did not make for social acceptable topic for dinners conversations, or for any other sort of conversation. Thus, those ideas were unspoken, because they were socially unacceptable.

Freud's Structure for the Personality

The structure of personality involves three parts: the id, the ego, and the super ego.

The *Id* contains the drives that people have. These are the drives for pleasure. All humans have instincts and this is where they are. The id wants its wishes immediately and directly fulfilled. The id is governed by the pleasure principle which suggests that all processes operate to achieve the maximum amount of pleasure. Also, the id is almost completely unconscious.

The *ego* is the mediator between the id and the superego. The ego tries to reconcile the wishes of the id, and the moral attitudes of the superego. That reconciliation may entail that the ego postpones the immediate gratification demanded by the id for later, and greater gratification. The ego is in touch with reality, and may do reality testing, which is thinking about what the best course of action is to attain goals of the id and superego. The ego is governed by the reality principle which suggests that the person gets as much satisfaction from the world as possible. Finally; the ego is the conscious mind.

The *Superego* contains all of the moral lessons the person has learnt in his life. This is the internalized voice of authority. Freud suggested that usually, the moral lessons a person has in their superego were learned from his parents, although as the person gets older, the lessons may be learned from others as well. Our conscience is in the superego. This is also where we have a notion of what our ideal person is. The superego is also partially unconscious.

### Stages of Development

*Oral Stage*: - This occurs from birth to about a year, and the libido is focused on the mouth. The individual may be frustrated by having to wait on another person, or depends on another person, being fixated at this stage may mean an excessive use of oral stimulation, such as cigarettes, drinking or eating.

*Anal Stage:* - This period occurs about age 2 and 3 years. Here individuals have their first encounter with rules and regulations, as they have to learn to be toilet trained. This encounter with rules and regulations will dictate the later behaviours with rules regulations. The libido is focused anally, and frustration may arise from having to learn a somewhat complex cognitive and motor response. Being fixation at this stage can result in stinginess, stubbornness, or orderliness, as well as messiness. Essentially, behaviour related retention and expulsion may be related to experiences at this stage.

*Phallic Stage:* - This period starts about age 4-5 years some critical episodes for development occur during this stage. Oedipus conflict and castration anxiety are important elements in this stage. The story for girls is slightly different. The oral and anal stages are the same for both girls and boys, so the focus of affection and attention is not the mother for both. But this focus changes for girls, from the mother to the father, when the girls realize that they don't have penises, they develop penis envy. This realization coupled with the knowledge that her mother doesn't have a penis leads to her thinking her mother unworthy, and becoming attracted to her father, as he does have a penis. Just as with boys, girls begin to suspect the same sex parent knows about their attraction to the opposite sex parent, and they hate them for it. These feelings go around and round for a while until the point when the girls renounce their feelings for their fathers and identify with their mothers.

*Latency Stage:* - This period occurs after the libido conflict has been resolved and the feelings that were a round during that time have subsided. This lasts from about age of initial puberty, and this is a period of rest where there are un-developmental events.

*Genital Stage:* - Begins at puberty which involves the general development of the genitals, and libido to be used in its sexual role. However, those feelings for the opposite sex are a source of anxiety, because they are reminders of the feelings for the parents and the training that resulted from all that.

Since this study concerns secondary school students who are mostly adolescents, the most appropriate theory for this research is psychosocial theory of Erick Erikson. In Freud's view, development is largely complete by adolescent. In contrast, one of Freud's students, Erick Erikson (1902-1994) believes that development continues throughout life. Erickson took the foundation laid by Freud and extended it through adulthood and into late life. More so, the first four stages of Erickson correspond to Freud's oral, anal, phallic and latency phases, respectively. Also, the fifth stage of adolescence is said to parallel the genital stage in psychoanalytic theory.

### 2.7.3 Social Learning Theory (Albert Bandura 1977)

The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believes that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behaviours by watching other people known as observational learning (or modeling). This type of learning can be used to explain a wide variety of behaviours.

#### Basic Social Learning Concepts

There are three core concepts at the heart of the social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an

essential part of this process. Finally, this theory recognizes that just because something has been learnt, it does not mean that, it will result in a change in behaviour.

### 1. *Observational Learning*

In his famous Bobo doll experiment, Bandura demonstrated that children learn and imitate behaviours they have observed in other people. The children in Bandura's studies observed an adult acting violently toward Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed. Bandura identified three basic models of observational learning:

- i. A live model, which involves an actual individual demonstrating or acting out a behaviour.
- ii. A verbal instructional model, which involves descriptions and explanations of a behaviour.
- iii. A symbolic model, which involves real or fictional characters displaying behaviours in books, films, television programme, or online media.

### 2. *Mental States: Intrinsic Reinforcement*

Bandura notes that external environmental reinforcement was not the only factor to influence learning and behaviour. He describes intrinsic reinforcement as a form of internal reward such as pride, satisfaction and a sense of accomplishment. This emphasizes on internal

thoughts and cognitions that helps correct learning theories to cognitive developmental theories. While many textbooks place social learning theory with behavioural theories, Bandura himself describes his approach as a “social cognitive theory”.

### *3. Learning does not necessarily lead to a change in behaviour*

While behaviorists believed that learning leads to a permanent change in behaviour, observational learning demonstrates that people can learn new ideas without demonstrating new behaviours.

#### *The Modeling Process*

Not all observed behaviours are effectively learnt. Factors involving both the model and the learners can play a role in whether social learning is successful or not. Certain requirements and steps must also be followed. The following steps are involved in the observational learning and modeling process;

*1. Attention:* In order to learn, you need to be paying attention. Anything that detracts your attention is going to have a negative effect on observational learning. If the model is interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning.

*2. Retention:* The ability to store an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

3. *Reproduction:* Once you have paid attention to the model and retained the information, it is time to actually perform the behaviour you observed. Further practice of the learnt behaviour leads to improvement and skill advancement.

4. *Motivation:* Finally, in order for observational learning to be successful, you have to be motivated to imitate the behaviour that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing this motivation can be very effective, observing others experiences brings about some kind of reinforcement and punishment. For example, if you see another student rewarded with extra credit for being to class in time, you might start to show up a few minutes early each day. In addition to influencing other psychologists, Bandura's social learning theory had had important implication to the field of education. Today, both teachers and parents recognize the importance of modeling appropriate behaviours. Other classroom strategies such as encouraging children and building selfefficacy are also noted in social learning theory.

## **2.8 Review of Related Studies**

Denga, (1982) expressed that the menace of secret cult activities in Nigerian schools could be attributed to a number of factors originating from social, economic, psychological and physical strata. For instance:

- a. large scale of moral and social decadence in the entire society;
- b. disintegration of the school system;
- c. indiscipline among students;
- d. negative parental influence; and

e. problems emanating from school authorities.

Owuamanam, (1991) found out in his study made up of 240 sampled female undergraduates in Obafemi Awolowo university Ile – Ife that close to one and a half of the students had been victims of sexual harassment and 67.9 percent of the students were of the view that harassment on campus was a serious problem occurring at a high rate.

Ogbodo, (2004) investigates how students join secret cults. According to him, some students in Nigerian schools join secret cult when they were fed up with prevailing situations on the campuses.

Ranjita, (2000) describes that, significant gender differences existed between males and female students were faced with academic stress. Males prefer to employ avoidance strategies such as smoking, alcohol, visit to club houses, use of tranquilizers and drugs to cope with stress. These strategies may eventually lead to the manifestation of behaviour problems. The female students usually prefer relaxation, crying, talking out their emotions, praying and watching films which may not necessarily lead to behaviour problems. Although on the average, women appear to be more emotionally distressed when exposed to the same stressors with men and they experience more of sleep problem than men (Fullerton, Ursano, Dougal & Baun, 2001)

Abdullahi, and Bello (2009) view any circumstance that causes worry to an individual as inimical to good mental health and as such labelled mental health problem. Kolo, (1991) observes that, marital problem, vocational problem, family problem, relationship problem and retirement problem emerged from within the society. This means that, the Nigerian society is bedeviled with various problems.

Furthermore, Denga (1993), states that same workers have become addicted to smoking and drinking alcohol which, they see as ways of escaping from psychological and personal problem, but had unfortunately found themselves going into more dangerous psychological problems. Similarly, Lawal, (2005) found out that, problems relating to courtship, marriage and family life were some of the personal social problems experienced by university students. In addition to not knowing how to plan for the future, non – availability of adequate information about their prospective careers was seen as another serious problem. These observations are in line with Kolo, (1992), where it was opined that students with such problems may be adequately prepared to know how to handle their problems or where to go for assistance. Other personal – social problem experienced by the students and as identified in the study were anxiety, aggressiveness, depression and stress. These problems were seen as serious by the students and they claimed they require counseling. The issue of inadequate financial resources was another area of great concern. In the same vein, embezzlement of money by students’ union government, examination malpractice was also discovered as personal social problems.

Among other findings in the study is the uniqueness of the personal social problem of students in the university which do not seem to be influenced by the test of the hypotheses, it was observed that differences in the personal – social problem experienced by students of different marital status were not significant. In the same light, no significant difference was observed in the personal social experiences of the students with respect to age, sex and faculty in the university. This means that, the differences in the personal – social problems experienced by the students could not be attributed to socio – demographic factors peculiar to the individual students in the university.

Ludden, (2002) in his study of social goals, social status and problems behaviour among Low achieving and High-achieving adolescents from Rural schools is of the opinion that social goals and the students' perception of what is needed for social status at school do relate to whether or not they engage in problem behaviour even after accounting for friends' behaviours. The pattern of results suggests that social goals and perception of social status have differential links to problem behaviour depending upon the aspects of the social factors (i.e. intimacy Vs status goals, social status of grades, college plans Vs. sports), the achievements levels of the students and the type of problem behaviour considered. Status social goals where adolescents think it is important to be popular are generally associated with more problem behaviour and intimacy social goals. These findings overall are consistent with Xie and Colleagues (2006) research that suggests that being popular is increasingly associated with deviant behaviour as youth mature. Nevertheless, when adolescents perceive that grades are important for being popular and having status in their school, they are less likely to be involved in problem behaviour. In contrast, this research indicates that when adolescents perceive that planning to go to college is what is needed to be socially successful, they are more likely to be involved with substance use – it may be that these environments are more competitive and stressful for all youth, regardless of achievement. Perceptions of the social status of sports offered in their corrections with problem behaviours depending upon adolescent's level of achievements. When Low-achievers perceive that it is the athletes who have high status in school, they are more likely to be involved with problem behaviour, whereas, high achievers with the same perceptions are less likely to be involved with problem behaviour. As in previous research on national samples (Videon, 2002), high achievers in the current rural sample are more likely to participate in sports, this research also indicates that they are more likely to think that sports are important.

Sandhyarami, (2011) in his work on understanding education problems in public schools discovered that, the first and foremost education problem of public schools is the larger school size and students' population. On an average, most public school are twice the size of private schools. According to the survey, they have an average of 16 students per teacher, whereas private schools have an average of 8 students per teacher. This may be due to free education offered in public schools. Whatever may be the reasons, students of public schools receive less individual attention, as compared to private school students. Since public school education is free, the academic curricular and programme may not be as refined as those of private schools. Usually, they offer the same programme and standardized tests for all the students. In short, what the students learn in public schools is decided by the state. On the other hand, private schools offer alternative curricula and have their own assessment system. In public schools, all the students get admission, irrespective of the student's talent. They cannot deny any student who has applied for admission.

Sometimes, this may result in a slow learning pace for the talented students. On the other side, private schools have full authority to reject a student who is not up to the mark. Hence, many times, private schools perform better in standardized achievement tests, Educational problems in public schools include higher rate of violence and student dropout. It is due to the fact that, these schools accept all students, irrespective of their behaviour and talent.

Whereas, in the case of private schools, they select students on the basis of their assessment, thus resulting in a safer environment. However, in order to clear your doubt, you can always check for previous records and school rankings before sending your child to any public school. You can also meet the principal for a better perspective regarding the safety, and the rules and regulations of the schools. Though public schools have some educational problems,

there are various advantages of this schooling system. Since the students' populace is more in public schools, exposure to various kinds of people from different socio-economic background is quite obvious. Which in turn teaches students to get close to people, irrespective of their social class. In spite of the general educational problems in public schools, the study has revealed that students of the public schools get poor grades in college while those in private schools get better grades. You can opt for a school which will best meet your child's interest and suit his/her abilities.

Idowu (1987), found out in his study of the prevalence of smoking and drug use among students in Ilorin metropolis that; students smoke and use drugs at the instance of friends/peers, parents and television/radio advertisement confirm results of previous students. For instance, Cowlegy (1980), reveals that many youngsters smoke for the purpose of what their friends did in order to achieve social acceptance or approval. Modungwo, (1985) found out that smoking habits of parents increased the opportunity for youngsters to experiment with cigarettes.

Eiser, Sulton and Wober, (1977) found that, drug use and smoking habits of youngsters were as a results of television and radio programming. It should be noted here that there are a lot of advertisements of cigarettes on the Nigerian Television Authority (N.T.A) and hard drugs like cocaine, barbiturate, heroin and LSD, common in the western world were found to be used by secondary school students in Ilorin. This finding agrees with Esen's, (1979) study result which found that the use of cocaine, heroin and the like among Nigerian students was yet unknown. Alcohol was found to be the most commonly used drug and this is probably due to its common nature. Alcohol is readily available in bear parlours, shops and homes. Drugs like proplus, Librium, valium and reactivon seem to assume a place of prominence in student's use because of their popularity as study aids. Thus, students are more apt to state that these drugs help them to

stay awake, to let them concentrate during examination periods and to impose on themselves confidence and boldness. Results of the study reveals that, students were willing to have information concerning the inhibitory effects of smoking and drug use. Student's preference for parents and teachers in the handling of smoking and drug problems may be due to their unawareness of who a counselor is and what role he/she performs. That the study found that, only few schools had counselors who seem to confirm this position. It is thus appropriate as the majority of the students indicated that more counselors would be needed in the schools to make an impact.

Similarly, it was discovered that, there were more abstainers than smokers and drug users. This result seems to be a bit comforting although it points to the fact that, more users of drugs and smokers may be inducted if a deliberate strategy is not employed in schools. The results have also shown that, more male students smoke or use drugs than the female ones. Also, more students in coeducational than single sex schools smoke or use drugs. This seems an expected result because the Nigerian culture is more favourable to male smokers than female smokers. It is also expected that more males are likely to engage in risk-taking behaviours (as in the use of drugs) than females. In a mixed school (co-education), it is expected that, students would tend to misbehave more than in single sex schools because of the urge of adolescents to impress the opposite sex.

According to the collaborative for academic, social and emotional learning (CASEL) (2004) – students who are socially and emotionally healthy are productive members of their families, communities, schools and society. Social and emotional competencies include students' knowledge of self-worth, the abilities to handle daily tasks and to set and achieve goals, and positive relationships with others. In addition to students' wellbeing, CASEL research reveals

that students' social and emotional capacities affect academic performance in a variety of direct and indirect ways. Social and emotional education programs in schools have been shown to enhance students' preparation to learn and ability to succeed. Students who have learnt these emotional and social competencies have grasped how to effectively manage emotions that can interfere with learning. The motivation to persevere after academic failures, the ability to cooperate in peer groups and to set and work towards academic goals. Instruction of social and personal skills has been linked to better attendance and graduation rates, reduced suspension, expulsion and grade retention rates as well as higher achievement in mathematics, language arts and social studies, compared to students who do not demonstrate such skills. CASEL research has also found that the average students enrolled in a social and Emotional Learning (SEL) ranks at least ten points higher on achievement tests than SEL non participants.

The finding goes on to say that, high-risk behaviour related to health contribute to the leading causes of death and physical, emotional and social problems in young people. Poor health as the result of insufficient medical care in early childhood, along with higher risk behaviours in adolescent, set the stage for unhealthy physical, social and emotional development for youth. The Youth Risk Behaviour Surveillance System (YRBSS) monitors the categories of priority health-risk behaviours and the general health status of Nigerian Youth. Data provided by the YRBSS states that, seventy-one percent of all deaths among 10-29years olds in the U.S. result from motor vehicle and other accidents, homicide, and suicide. Results from the 2005 Youth Risk Behaviours Survey (YRBS) indicates that, during the thirty days of preceding the survey, many school students have engaged in behaviours that increased their likelihood of death from these causes: 9.9% had driven a car or other vehicles when they had been drinking alcohol; 18.5% had carried a weapon, 43.3% had drunk alcohol; and 20.2% had used Marijuana. In

addition, during the year preceding the survey, 35.9% of high school students had been in a physical fight and 8.4% had attempted suicide. Substantial social problems among youth also results from unintended pregnancies and sexually transmitted diseases (STDs), including HIV infection. During 2005, a total of 46.8% of high school students had had sexual intercourse, 37.2% of sexually active high school students had not used a condom the last time they had sex and 2.1% had injected an illegal drug. Among adults aged 25years and older, 61% of all deaths results from two causes: Cardiovascular disease and Cancer. Many of the risk behaviours associated with these diseases were initiated during adolescence, YRBS research shows. During 2005, a total of 23.0% of high school students had smoked cigarettes during the 30 days preceding the survey, 79.9% had not eaten more than two times a day of fruits and vegetables during the 7 days preceding the survey, 67.0% did not attend physical education classes daily as children, and 13.1% were overweight.

Over the last decade, the prevalence of many health-risk behaviours among high school students nationwide has increased. However, many school students continue to engage in behaviours that place them at risk for the leading causes of mortality and mobility. While the prevalence of many health risk behaviours varies across the cities and states. The YRBS recommends that more effective school health programs and other policies and programmatic interventions are needed throughout the nation to improve health outcomes for youth.

Some empirical studies suggest that gifted children are better adjusted than their non-gifted peers. Supporters of this view believe that giftedness protects them from maladjustment, that the gifted are capable of greater understanding of self and others due to their cognitive capacities and therefore, cope better with stress, conflicts and developmental desynchronize (Gerland & Zigler, 1999) Studies supporting this view report that gifted children demonstrate

better adjustment than their average peers when measured on a variety of factors (Baker, 1995; Freeman, 1979, 1983; Jacobs; 1971; Kaisers, Berndt & Stanley, 1987; Neihart, 1991, Ramaseshan, 1957; Scholwinski & Reynolds, 1985; Terman, 1925, 1959). For example, in Terman's, (1925, 1935, 1947) longitudinal research, he and his associates found that people of high ability exhibited a low incidence of mental illness and fewer adjustment than average. Freeman (1983), found no differences in rates of emotional deviance when she compared to high ability children with two matched control groups. Beer (1991), in fact, found that gifted children are generally better adjusted than their peers of average and below average intelligence. Beer believes that gifted students overall are characterized by mental flexibility, emotional resilience and an ability to think positively, which may account for the better emotional adjustment.

There are criticisms concerning the validity of the research reporting gifted children as better adjusted than their non-gifted peers. Several researches cite sampling shortcomings in many of these studies(Freeman, 1994; Gallagher, 1990; McCallister, Nash & Meckstoth, 1996; Olszewki Kubilius, Kuheke & Krasney, 1988). Gallagher, (1990) identifies sampling errors in the Terman Study which he believes was heavily biased by educational and economic factors. He suggests that, these factors would more likely create an environment conducive to the superior acceptance and emotional status of gifted individuals. McCallister, Nash and Meckstroth (1996) contend that research studies show a mostly positive picture of gifted children, but reports based on 'experience' are more negative. They suggest that this discrepancy between research and experience is probably due to errors in research design. The rising number of interesting issues relate to sampling procedures in some research studies and state that: in the selection of the gifted group, the question must be asked whether referral of students by students or teachers for gifted programmes may be influenced by the students' social adjustment. Would a child who is

not well adjust and not well adapted to the school setting who is not achieving, not popular with teachers, be in the gifted programme? (McCallister, Nash & Meckstroth, 1996) The point they are trying to make is that, the probability of finding gifted children who are not socially competent in some of these samples is reduced. It could be argued that many samples might be biased and this may influence the perception of educators and parents in believing gifted children are better adjusted.

The second view is that, gifted children are more at risk for adjustment problems than their non-gifted peers, that giftedness increases the child's vulnerability to adjustment difficulties. Supporters of this views believe that gifted children are more sensitive to interpersonal conflicts and experience greater degree of alienation and stress than do their peers, as a result of their cognitive capacities (Neihart, 1999). A significant number of researchers support this view including Hollingworth, (1942), Jonas and Robinson (1985), Grossberg and Cornell, (1988), Roedel, (1986), Silverman, (1983) and Tennenbaun, (1983). Hollingworth, (1982) suggested that highly intelligent children are prone to social and emotional adjustment problems. She originally proposed the concepts of optimum intelligence suggesting that a certain range of intelligence is optimal for a child's personal happiness and adjustment to society.

Children with I.Q level between 125 and 155 are likely to have enough interest in common with peers to enable cooperation and mutually fulfilling relationship, however, beyond this range Hollingworth believed there is risk of psychosocial isolation. Dauber and Benbow, (1990) concluded that the verbally gifted in particular might be at greater risk for developing problems in emotional and social adjustment than their less gifted counterparts. Roedell, (1986) maintains that the more profound the giftedness, the more likely the student is to experience adjustment problems. This research suggest that gifted children's social and emotional

adjustment is closely related to their level of giftedness. The debate continues as to whether gifted children are better adjusted or are more maladjusted than the non-gifted. What is more conclusive from the research is that giftedness does influence social and emotional outcomes for children, but whether these outcomes are positive or negative seems to depend on the type of giftedness, educational fitness and personal characteristics. Evidence suggests that the extremely gifted are more vulnerable to social and emotional problems. So too are the gifted that are not achieving academically as a result of poor educational provisions. Ability grouping and acceleration has leads to positive effects on gifted children's self-esteem. Many researchers claim that there are a number of strategies that are beneficial in programming for the social and emotional needs of gifted children, such as providing an effective component in programmes, goal setting and problem solving and using cooperative grouping strategies. More research in the field of social and emotional adjustment of gifted children is required so that educators can provide appropriate interventions which specifically address their relevant emotional and social needs.

A study conducted with Malaysian students found that students in school usually encountered health, financial and academic challenges (Ahmad et al. 2002). The students experienced a delay in parental response on their financial need and that the money did not meet their financial needs at school. In South Africa, Cherian and Cherian (1998), report that 33 to 85% of students drawn from various schools experienced various adjustment problems. A recent study suggested that a significant number of South African school students face financial problems as they live below the poverty line (Lloyd & Turale 2011). Thus, the emotional and financial worries can be an overwhelming experience for students (Smith & Renk 2007). It is

reported that as these persevere, students' academic performance were found to be poor (McCullough & Willoughby 2009).

Other research scholars confirm that the experience in school is a complex one and is full with challenges that impinge on students' academic success. Watton (2001) reports that the social relationship particularly boyfriend and girlfriend is common at high school and adjustment time in high school and university is influenced by high school performance, living arrangements, origin and orientation activities and how successful relationship works among students. Students who stay off school environment with their families and those from urban areas may find life easier to live in school. Furthermore, research suggests that male students adapt to the new learning environment better than their female counterparts (Enochs & Roland 2006). Another study by Doyle and Walker (2002) suggests that students encounter a myriad of challenges. The academic staff who took part in the study reported that students were influenced by inadequate high school preparation, a sense of feeling disconnected and an increase in personal responsibility.

Burgess et al. (2009) reported that failure to meet the wider challenges faced by students during the school time in secondary impacts on learning outcomes. Reis (2002), states that almost from birth, females find themselves in a world of limiting stereotypes and barriers to achievement. Previous research has found that some girls lose, to varying degrees, their enthusiasm for learning and their courage to speak out and display their abilities (Reis, 2002). Some research and reviews of research (Arnold, 1995; Bell, 1989; Cramer, 1989; Hany, 1994) have indicated that some female students begin to lose self-confidence in elementary school and continue this loss through college and graduate school. These girls may grow to increasingly

doubt their intellectual competence, perceive themselves as less capable than they actually are, and believe that boys can rely on innate ability while they must work harder to succeed. Kline and Short (1991) found, in a review of the literature, that the self-confidence and self-perceived abilities of girls steadily decreased from elementary grades through high school and it's affecting the learning outcome. The personal and social emotional issues occur across women's lifespans. Some affect the youngest pupil and some are only apparent to young students who have become involved in serious relationships in their college or graduate school years, or had children later in their lives. Therefore, it is difficult, if not impossible, when discussing social and emotional issues, to discuss girls without discussing girls' frailties, because many female students believe that they cannot achieve academically as compared to the males.

## **2.8 Summary**

This chapter discussed the concepts of educational and personal –social problems, causes of personal-social problems, reasons for personal- social problems, personal-social guidance as well as theoretical frame work. In this regard, psychosocial, psychosexual social learning theories were examined.

In the light of this study, the most appropriate theory of the three theories discussed is the psychosocial theory of Erick Erickson (1902 – 1994). This is because it is one of the best theories of personality. In this theory, personality develops in stages and social experiences are developed across the lifespan of an individual. The ego (one of the most important of this theory) is the conscious sense of self is developed by human through social interaction.

By way of comparison, the literature reviewed has a gap with this current study in some ways. The reviewed work did not take into account the fact that some public secondary school

students in Kaduna state receive their education under hardship condition, therefore, there is bound to be some differences in the learning environment which could influence personal social problems and academic endeavors. Furthermore, the review of related literature centered on other places other than Kaduna state. Therefore, this study is unique from the other review because it has taken into consideration the areas not covered by previous studies like; SSII students sample drawn across all the senatorial districts and zones.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology of the study. The chapter contains the research design, population of the study, sample and sampling procedure. Other areas covered include:

The instrumentation, validity of the instrument, reliability of the instrument, procedure for data collection as well as procedure for data analysis.

### **3.2 Research Design**

Since the study is descriptive in nature, the researcher used survey research design. This is because it describes a given state of affairs at a particular time, it also allows for gathering data from a large population at a period. Olayiwola (2007) opines that in survey research, a carefully selected sample having traits and characteristic of interest is drawn from a given population, inferences are drawn from the study of the sample group using appropriate statistical techniques.

### **3.3 Population of the Study**

The population of the study involved all SS II students of public secondary school of Kaduna State. This include co-educational and non-co-educational schools. The reason for this is to provide avenue so that all students in SSII stand a chance of taking part in the study. Kaduna state has one hundred and fifty-one (151) senior secondary schools with an estimated 30,000 students. Of this number, three thousand, one hundred and sixty-seven (3,167) SSII students from twelve schools formed the population. The following table shows the total number of students from the schools purposively selected from each of the 12 zones;

Table 3.1: Population of the Study

| School Name       | Male | Female | Total |
|-------------------|------|--------|-------|
| GSSS Birnin Gwari | 147  | 20     | 167   |
| GSSS Sabon Tasha  | 161  | 193    | 354   |
| GSSS Shika        | 149  | 45     | 194   |
| GSSS Jaji         | 305  | 117    | 422   |

|                    |      |      |      |
|--------------------|------|------|------|
| GSSS Makarfi       | 81   | 113  | 194  |
| GSSS Bello Fushi   | 51   | 24   | 75   |
| GSSS Jagindi Tasha | 219  | 246  | 465  |
| GSSS Kachia        | 144  | 122  | 266  |
| GSSS Galadima      | 82   | 29   | 111  |
| GSSS Samaru        | 38   | 285  | 323  |
| GSSS Zonkwa        | 173  | 141  | 314  |
| GGSS U/Muazu       | 0    | 282  | 282  |
| Total              | 1550 | 1617 | 3167 |

*Source: Kaduna State School Census Report 20012 -2013*

Only secondary school students identified with personal and social problems from the twelve secondary school constitute the population of the study.

### 3.4 Sample and Sampling Technique

The sample size of this study consisted of twelve selected schools one from each educational zone. The total number of SS II students in the twelve selected schools was 3,167 out of which 816 were found to have personal and social problems from the school records. 500 students purposively selected were used as respondents in the study. This number did not fall short of Krejcie andMorgan (1970) recommended 384 for 1,000,000 and above. The essence of enhancing the number was to give room for more participation and adequate responses. The following table shows the proportionate distribution of the sample according to school;

Table 3.2: Sample Distribution

| School Name       | Male | Female | Total |
|-------------------|------|--------|-------|
| GSSS Birnin Gwari | 23   | 3      | 26    |
| GSSS Sabon Tasha  | 25   | 30     | 56    |
| GSSS Shika        | 24   | 7      | 31    |
| GSSS Jaji         | 48   | 18     | 67    |
| GSSS Makarfi      | 13   | 18     | 31    |

|                    |     |     |     |
|--------------------|-----|-----|-----|
| GSSS Bello Fushi   | 8   | 4   | 12  |
| GSSS Jagindi Tasha | 35  | 39  | 73  |
| GSSS Kachia        | 23  | 19  | 42  |
| GSSS Galadima      | 13  | 5   | 18  |
| GSSS Samaru        | 6   | 45  | 51  |
| GSSS Zonkwa        | 27  | 22  | 50  |
| GGSS U/Muazu       | 0   | 44  | 44  |
| Total              | 245 | 255 | 500 |

### 3.5 Instrumentation

Two instruments were used for data collection in this study.

**3.5.1 Personal and Social Problems Questionnaire (PSPQ):** this instrument was developed by the researcher and was used in collecting data from students on personal and social problems. It consists of three sections; i.e., A – Biodata and section B – 10 item statements soliciting for responses on personal problems of students. While section C has 10 item soliciting information on social problems. The research items were scored on four points scale: Strongly agree, Agree, Disagree, and Strongly disagree in which Strongly agree takes 4 points, Agree 3 points, Disagree takes 2 points while Strongly disagree takes 1 point respectively. Item 1 – 10 measured personal problems while 11 – 20 assessed social problems of students. The highest possible sum response for each of the two independent variable was 40 and the least was 10. Therefore, students whose mean score fall  $\leq 20$  were regarded as less,  $21 - 30 =$  manageable, and  $\geq 30$  as much problems.

**3.5.2 Academic Performance Test (APT):** this comprised of 20 and 10 questions for English and Mathematics. The decision of 20 and 10 questions for English and Mathematics was as a result of the time it was expected to take the respondents to respond to the Mathematics questions most especially. For the same reason also, the questions were structured in objective type of a – c for the English and a – e for mathematics. Correct answer given in English was scored 3marks

totaling 60marks while 4marks was given to correct response in mathematics totaling 40mark. The highest score expected was 100 and least score was 0.

### **3.6 Validity**

In order to make sure that the final copy of the questionnaire was valid for the study, the researcher sought for the helping hands of 4 Senior Lecturers in the Department of Educational Psychology and Counselling during the construction of this questionnaire so as to ascertain the content validity. Copies were given to the four lecturers who in turn vetted and raised some observations which were incorporated hence, through their input, a draft of the questionnaire was produced.

#### **3.6.1 Pilot Testing**

A pilot test was conducted on SSII students of demonstration secondary school, Samaru, Zaria. This school forms part of the study area but not among the twelve (12) schools targeted for the actual study. It was selected because it shares similar characteristics in all respects with the sampled schools. Thirty questionnaires split in two halves were distributed to the students and the two separate scores of each half were correlated and analyzed using Guttman correlation statistics.

#### **3.6.2 Reliability of the Instrument**

The data collected from the pilot testing were statistically analyzed for the purpose of reliability coefficient. The Guttman split-half reliability coefficient formula was used and a reliability coefficient of .885 was obtained which was considered reliable. According to Spiegel and Stevens (1999) an instrument is considered reliable if its reliability coefficient lies between 0

and 1, and the closer it is to zero, the less reliable, and the closer it is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument.

### **3.7 Procedure for Data Collection**

The researcher collected letter of introduction from the department of Psychology and Counselling which was taken to the sampled schools for permission to administer questionnaire. The researcher through the help of research assistants distributed five hundred (500) questionnaires to SS II students from the sampled school. Respondents were required to respond to and return the instrument at the spot, this was to prevent cases of missing questionnaire.

### **3.8 Procedure for Data Analysis**

The data collected were analyzed using frequencies and percentages for the demographic variable of the respondents and mean and standard deviation for the research questions. In the analysis of hypotheses, Pearson's correlation was used for hypothesis one and two while t – test was used for hypothesis three and four. All the hypotheses stated were tested at 0.05 level of significance.

## **CHAPTER FOUR**

### **RESULT AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results and discussion of findings for the investigation conducted to examine the personal and social problems of secondary school students in Kaduna state and how it influences their academic performance. To do this, 500 questionnaires structured

in a four points response format were administered to students for data collection out of which the same 500 were filled and returned thus representing 100% retrieval rate, thanks to the meticulous assistance rendered by research assistants from participating schools. Therefore, the collected four points response data were statistically analyzed with the aid of Statistical Package for Social Sciences (SPSS) using descriptive statistics for demographic characteristics of the respondents and the research questions while Pearson correlation and independents sample t-test analysis were applied for the stated hypotheses at the 5% significance level. The results were presented and discussed in the following sections.

## 4.2 Demographic Data

In the course of this research, several demographic data of the respondents were gathered and the aim was to describe their characteristics. The following are tables which provide and explain the characteristics of the research respondents.

Table 4.2.1 Distribution of Respondents by Gender

| <b>Sex</b> | <b>Frequency</b> | <b>Percent</b> |
|------------|------------------|----------------|
| Male       | 245              | 49.0           |
| Female     | 255              | 51.0           |
| Total      | 500              | 100.0          |

The above shows the characteristics of respondents by Gender. It shows that there were 245 respondents representing 49% who were male students that took part in the study while the remaining 255 representing 51% were females.

Table 4.2.2 Respondents Age

| <b>Age</b> | <b>Frequency</b> | <b>Percent</b> |
|------------|------------------|----------------|
| 14-17      | 350              | 70.0           |
| 18+        | 150              | 30.0           |

|       |     |       |
|-------|-----|-------|
| Total | 500 | 100.0 |
|-------|-----|-------|

The above table shows the respondents age range. It reveals that 350 respondents representing 70% of the total respondents were within the age of 14 – 17 while 150 representing 30% fall within the age 18 and above. This implies that 70% of the data that was used for analysis were obtained from 14 – 17-year-old respondents.

### 4.3 Answers to Research Question

Research Question one: what is the influence of personal problems on academic performance of secondary school students in Kaduna state?

Table 4.3.1 Mean Score on the Influence of Personal Problems on Academic Performance

| Variable             | Mean   | Std. Deviation | N   |
|----------------------|--------|----------------|-----|
| Personal problems    | 22.578 | 6.278          | 500 |
| Academic performance | 48.868 | 16.931         | 500 |

The table above shows the mean influence of students' personal problems on their academic performance. It shows that students mean personal problem was 22.578 with a standard deviation of 6.278, while mean performance was 48.868 with a standard deviation of 16.931. This denotes that when mean personal problems stood at 22.578 (highest = 40.00), mean academic performance will be at 48.868 (highest = 100). Therefore, to some extent, personal problems influence academic performance.

Research Question two: what is the influence of social problems on academic performance of secondary school students in Kaduna state?

Table 4.3.2 Mean Score on the Influence of Social Problems on Academic Performance

| Variable        | Mean   | Std. Deviation | N   |
|-----------------|--------|----------------|-----|
| Social problems | 23.126 | 5.994          | 500 |

|                      |        |        |     |
|----------------------|--------|--------|-----|
| Academic performance | 48.868 | 16.931 | 500 |
|----------------------|--------|--------|-----|

The table above also shows the mean influence of students' social problems on their academic performance. It demonstrates that students mean social problem was 23.126 with a standard deviation of 5.994, while average performance was 48.868 with a standard deviation of 16.931. These scores signify that when mean social problems is at 23.126 (highest mean score = 40.00), average academic performance will be at 48.868 (highest possible score = 100). Consequently, to some extent, social problems influence academic performance.

Research Question three: what is the influence of personal problems on academic performance of male and female secondary school students in Kaduna state?

Table 4.3.3 Mean Influence of Personal Problems on Male and Female Students' Academic Performance.

| Variable          | Sex    | N   | Mean   | Std. Dev. |
|-------------------|--------|-----|--------|-----------|
| Personal problems | Male   | 245 | 20.551 | 5.431     |
|                   | Female | 255 | 24.525 | 6.428     |

The above table shows the mean influence of personal problem on academic performance of male and female secondary school students. It indicates that male students had a mean score of 20.551 and a standard deviation of 5.431 while female students had a mean personal problem of 24.525 with a standard deviation of 6.428. This means that the female reported more personal problems than the male students.

Research Question four: what is the influence of social problems on male and female students' academic performance?

Table 4.3.4 Mean Influence of Social Problems on Male and Female Students

| Variable | Sex | N | Mean | Std. Dev. |
|----------|-----|---|------|-----------|
|----------|-----|---|------|-----------|

|                |        |     |        |       |
|----------------|--------|-----|--------|-------|
| Social problem | Male   | 245 | 21.167 | 5.202 |
|                | Female | 255 | 25.007 | 6.111 |

The table above shows the mean social problems of male and female secondary school students in Kaduna state. It indicates that the mean social problems of the male students was 21.167 and a standard deviation of 5.202, while that of the female was 25.007 with a standard deviation of 6.111. Consequently, the mean for male and female suggest that female students reported having more social problems when compared to the male students.

#### 4.4 Hypotheses Testing

Null hypothesis one: there is no significant influence of personal problems on academic performance of secondary school students in Kaduna state.

Table 4.4.1 Pearson Correlation Between Personal Problems and Academic Performance

| Variable             | N   | Mean   | Std. Deviation | <b>R</b> | <b>p</b> |
|----------------------|-----|--------|----------------|----------|----------|
| Personal problems    | 500 | 22.578 | 6.278          | -.101*   | .024     |
| Academic performance | 500 | 48.868 | 16.931         |          |          |

\*. Correlation is significant at the 0.05 level (2-tailed).

The above Pearson correlation table shows the pattern of influence of personal problems on academic performance of students in secondary school. The statistics reveal a significant negative correlation between students' personal problems and academic performance,  $r = -.101$ ,  $df. = 498$ ,  $p = < .05$ . The implication of the result is that performance may improve if students' personal problems reduce. Therefore, the null hypothesis that there is no significant relationship between personal problems and academic performance of secondary school students in Kaduna state is rejected.

Null hypothesis two: there is no significant influence of social problems on academic performance of secondary school students in Kaduna state.

Table 4.4.2 Pearson Correlation Between Social Problems and Academic Performance

| Variable             | N   | Mean   | Std. Deviation | <b>R</b> | <b>P</b> |
|----------------------|-----|--------|----------------|----------|----------|
| Social problems      | 500 | 23.126 | 5.994          | -.097*   | .030     |
| Academic performance | 500 | 48.868 | 16.931         |          |          |

\*. Correlation is significant at the 0.05 level (2-tailed).

The above Pearson correlation table shows the form of influence of social problems on academic performance of students in secondary school. The statistics disclose a significant negative correlation between students' personal problems and academic performance,  $r = -.097$ ,  $df. = 498$ ,  $p = < .05$ . The consequence of the result is that performance may improve if students' social problems ease. Consequently, the null hypothesis that there is no significant relationship between social problems and academic performance of secondary school students in Kaduna state is rejected.

Null hypothesis three: there is no significant influence of personal problems on academic performance of male and female secondary school students in Kaduna state.

Table 4.4.3 Mean Influence of Personal Problems on Male and Female Secondary School Students

| Variable          | Sex    | N   | Mean   | Std. Dev. | df  | t     | P    |
|-------------------|--------|-----|--------|-----------|-----|-------|------|
| Personal problems | Male   | 245 | 20.551 | 5.431     | 498 | 7.454 | .000 |
|                   | Female | 255 | 24.525 | 6.428     |     |       |      |

The above independent sample t test displays the mean personal problems of secondary school male and female students. It shows that male students had a mean score of 20.551 and a standard deviation of 5.431 as against female students whose average response was 24.525 and a standard deviation of 6.428. The mean difference between the male and female was significant,  $t = 7.454$ ;  $df. = 498$ ;  $p < .05$ . This result implies that female students reported significantly more personal problems than the male. Consequently, the null hypothesis that there is no significant difference in personal problems of male and female secondary school students in Kaduna state was rejected.

Null hypothesis four: there is no significant influence of social problems on male and female secondary school students in Kaduna state.

Table 4.4.4 Mean Influence of Social Problems on Male and Female Secondary School Students

| Variable       | Sex    | N   | Mean   | Std. Dev | df  | t     | P    |
|----------------|--------|-----|--------|----------|-----|-------|------|
| Social problem | Male   | 245 | 21.167 | 5.202    | 498 | 7.577 | .000 |
|                | Female | 255 | 25.007 | 6.111    |     |       |      |

The above independent sample t test shows the mean scores of secondary school male and female students on social problems. It demonstrates that male students had a mean social problem of 21.167 with a standard deviation of 5.202 as against female students' average response of 25.007 with a standard deviation of 6.111. The mean difference between the male and female students was significant,  $t = 7.577$ ;  $df. = 498$ ;  $p < .05$ . This outcome suggests that female students reported significant social problems than the male. Against this backdrop, the null hypothesis that there is no significant difference in the social problems of male and female secondary school students in Kaduna state was rejected.

#### **4.5 Summary of findings**

Based on the result of the analysis of data, the following constitute the summary of findings;

- i. There was a significant negative correlation between personal problems and academic performance of students ( $r = -.101$ ,  $p = 0.024$ ) which means that a decrease in personal problems may enhance students' academic performance.
- ii. There was a significant negative correlation between social problems and academic performance of students ( $r = -0.097$ ,  $p = 0.030$ ) and this suggest that a decrease in social problems may also enhance students' academic performance.
- iii. There was a significant influence of personal problems on male and female students ( $t = 7.454$ ,  $p = 0.000$ ). The implication of this as suggested by the result was that female students have significant personal problems than the male students.
- iv. There was also a significant influence in social problems of male and female students ( $t = 7.577$ ,  $p = 0.000$ ). The inference as suggested by the outcome of the analysis was that female students have significant social problems than the male students.

#### **4.6 Discussion**

It emerged from the study that a significant negative correlation between personal problems and academic performance of students exist which means that a decrease in personal problems may enhance students' academic performance, but when personal problems persist, academic performance will be poor. This is in line with a study conducted with Malaysian students which found that students in school usually encountered health, financial and academic challenges (Ahmad et al. 2002). The students experienced a delay in parental response on their financial need and that the money did not meet their financial needs at school. In South Africa,

Cherian and Cherian (1998) reported that 33 to 85% of students drawn from various schools experienced various social adjustment problems and this has impacted on their learning outcome. A recent study also suggested that a significant number of South African school students face financial problems as they live below the poverty line (Lloyd & Turale 2011). Thus, the emotional and financial worries can be an overwhelming experience for students (Smith & Renk 2007). It is reported that as these persevere, students' academic performance were found to be poor (McCullough & Willoughby 2009).

It was also found that a significant negative correlation exists between social problems and academic performance of students, and this suggest that a decrease in social problems may also enhance students' academic performance, just as when academic performance is highly likely to be poor when social problems increase. Watton (2001) also reports that the social relationship particularly boyfriend and girlfriend is common at high school and adjustment time in high school is influenced by school performance, living arrangements, origin and orientation activities and how successful relationship works among students. Burgess et al. (2009), reported that failure to meet the wider challenges faced by students during the school time in secondary is impacting on learning outcomes. In South Africa, limitation in English was found to be significant among the historically disadvantaged black students and impacted negatively on their learning (Ngwenya 2004).

It was also found that there was a significant difference in personal problems and social problems between male and female students. In fact, the implication of this as suggested by the result was that female students have significant personal problems and social problems than the male students. In line with findings of this study, research also suggests that male students adapt to the new learning environment better than their female counterparts (Enochs & Roland 2006).

Doyle and Walker (2002) suggests that students encounter a myriad of challenges in school. Reis (2002) states that almost from birth, females find themselves in a world of limiting stereotypes and barriers to achievement. Research has also found that some girls lose, to varying degrees, their enthusiasm for learning and their courage to speak out and display their abilities (Reis, 2002). Some research and reviews of research (Arnold, 1995; Bell, 1989; Cramer, 1989; Hany, 1994) have indicated that some female students begin to lose self-confidence in elementary school and continue this loss through college and graduate school. These girls may grow to increasingly doubt their intellectual competence, perceive themselves as less capable than they actually are, and believe that boys can rely on innate ability while they must work harder to succeed. Kline and Short (1991) found, in a review of the literature, that the self-confidence and self-perceived abilities of girls steadily decreased from elementary grades through high school and it's affecting the learning outcome.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary, conclusion and recommendations on how to address personal social problems among SSII students in Kaduna state. It also provides suggestions for further studies

## **5.1 Summary**

This study was designed with the major goal to assess the personal-social problems of secondary school students in Kaduna state and how it influences their academic performance. To achieve this major goal, the study was structured into five different chapters.

The first chapter presents the background to the study where the justification to this study was presented. Specifically, four research objectives were listed, research questions were also raised and basic assumption made. There were also four null hypotheses stated for the study which include the following; (i) there is no significant relationship between personal problems and academic performance of secondary school students in Kaduna state (ii) there is no significant relationship between social problems and academic performance of secondary school students in Kaduna state (iii) there is no significant difference in personal problems of male and female secondary school students in Kaduna state (iv) there is no significant difference in social problems of male and female secondary school students in Kaduna state

The methodology used to achieve the objective of the study survey design which involved 500 sample size and this was done based on the recommendation of Krejcie and Morgan table for determining sample size. Although the sample size was enlarged to enhance adequate representation of the population. Using the face to face method, data were collected in the twelve educational zones, one school from each zone. The data were collected using

questionnaires structure on a four points response format of strongly agree, agree, disagree, and strongly disagree.

The Data collected were analyzed and the results were presented in tables in chapter four. The study used descriptive statistics of frequency and percentages to analyze demographic data and mean response of the respondents while, Pearson correlation and independent sample t-test were used to analyze the four null hypotheses stated for the study at  $\alpha = .05$ . Results revealed a significant negative correlation between personal problems and academic performance of students which means that a decrease in personal problems may likely enhance students' academic performance. There was also a significant negative correlation between social problems and academic performance of students, and this suggest that a decrease in social problems may also enhance students' academic performance. The study also found a significant difference in personal problems between male and female students. The implication of this as suggested by the result was that female students have significant personal problems than the male students. There was also a significant difference in social problems between male and female students. The inference as suggested by the outcome of the analysis was that female students have significant social problems than the male students.

## **5.2 Conclusion**

Based on the findings of this study, it was concluded that to a significant and large extent, personal problems negatively influence students' academic performance. Social problems to a large extent also negatively influence students' academic performance. The strength of the influences was found to be weak so further study may be needed to assess external issues not covered by this study which may have been the contributing factor. Female students when

compared to the male students reported significant personal and social problems and this has negatively affected their academic performance when compared to that of the male students.

### **5.3 Recommendations**

Consequent upon the outcome of this study, the following recommendations were made;

- i. Counsellors, principals, parents and teachers should be sensitized or enlighten on the influence of personal problems such as dating, interpersonal conflict, disappointment and freedom at home to readdress academic performance of students in school.
- ii. Seminar, conferences and workshops should be organized among principals, parents, and counsellors as well as all stakeholders in academia on the influence of social problems such as financial demands, emotional disturbance, absence of basic facilities, and fees charged by school as it affects the academic performance of students in school.
- iii. Students should be made to understand the influence of personal problems such as dating and interpersonal conflict on their academic performance irrespective of sex differences
- iv. There should also be sensitization programmes among students on the influence of social problems on their performance in school irrespective of sex difference. Effort should be made by schools to protect the female students who show vulnerability to emotional, personal and social problems usually occasioned by relationship failure, lack and bullying by the male students.

#### **5.4 Suggestions for Further Studies**

- i. Studies on the influence of personal social problems on academic performance among senior secondary school students should be anchored.
- ii. Studies on the influence of personal social problems on academic self-efficacy and interest among learners should also be given priority.
- iii. Furthermore, similar studies to include variables such as socio-economic factors, race, and ethnicity should be given attention.

#### **REFERENCES**

- Adulraheem, Y., Ayorinde, A.S., Arinlade, J.A., & Ahmed, S. (2011). Effects of citizenship education component of social studies on civic literacy and attachment of upper basic students in Ilorin metropolis, Nigeria. Retrieved from <http://www.academicjournals.org/AJPSIR>.
- Ahmad K, Fauziah N, Azemi Y, Shaari M, & Zailani MY (2002). Adjustment to College Life and Academic Performance among University Utara Malaysia Students. Unpublished Manuscript. University Utara Malaysia, Kedah, Malaysia.

- Arnold, K. D. (1995). *Lives of Promise*. San Francisco: Jossey-Bass Publishers.
- Bell, L. A. (1989). Something's wrong here and it's not me: Challenging the dilemmas that block girls' success. *Journal for the Education of the Gifted*, 12(2), 118-130.
- Burgess T, Crocombe L, Kelly J, & Seet PS (2009). The effect of cultural background on the academic adjustment of first year dental students. *Ergo*, 1(2): 5-24.
- Chauhan, S.S. (2006). *Principles and Techniques of Guidance*. New Delhi: Vikas Publisher.
- Cherian VI, & Cherian L (1998). University students' adjustment problems. *Psychological Report*, 82(3 Part 2): 1135-1138.
- Doyle MS, & Walker LS (2002). *Teaching the First Year Student*. Instructional Development Office, Memorial University of Newfoundland.
- Eke, E. (2004). *Juvenile Delinquency in Nigeria*. Enugu: EL'DEMARK Publishers.
- Enochs WK, & Renk K (2006). Social adjustment of college freshmen: The importance of gender and living environment. *College Student Journal*, 40(1): 63-72.
- Erikson, E.H. (1950). *Childhood and society*. New York: Norton.
- Erikson, E.H. (1956). The problem of Ego identity. *Journal of the American Psychoanalytic Association* 4, pp.56 – 121.
- Erikson, E.H. (1959). *Identity and the life cycle*. New York: International University Press.
- Erikson, E.H. (1968). *Youth and crisis*. New York: Norton.
- Grambaun, J.A. (2001). *Youth risk Behaviour Surveillance*. Washington: MMWR Publishers.
- Gross, F.C. (1987). *Introducing Erickson: An invitation to his thinking*. Lanham: MD Press.
- Hany, E. A. (1994). The development of basic cognitive components of technical creativity: A longitudinal comparison of children and youth with high and average intelligence. In R. F. Subotnik & K. D. Arnold (Eds.), *Beyond Terman: Contemporary longitudinal studies of giftedness and talent* (pp. 115-154). Norwood, NJ: Ablex.
- Ijenkwe, G.E. (2013). Educational development in Nigeria: Challenges and prospects in the 21st century. Retrieved from <http://www.universalresearchjournal.org/ujegs>.
- Ikorok, M.M. (2002). *Juvenile Delinquency in our Society: Problems and Solutions*. A paper presented at the seminar/workshop organised by the Law Reform Commission, Akwa Ibom State, January 20 -22 (2002). Held in Uyo.
- Johnston, L.D. (2002). *Monitoring the future National Results on Adolescents Drug Use. Overview of key findings*. New York: NIH Publisher.

- Kail, R.V. (2004). *Human Development: A life span view*. Belmont: C.A Press.
- Kimmel, D.C. (1988). *Adolescent: A Development transition*. London: Eribaum Publication.
- Kline, B. E., & Short, E. B. (1991). Changes in emotional resilience: Gifted adolescent females. *Roeper Review*, 13, 118-121.
- Kolo, F.D. (1992). *Guidance and counseling in perspective*. Zaria: stevano Printing press.
- Kramer, L. R. (1985). Social interaction and perceptions of ability: A study of gifted adolescent females. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Lewinohn, P. (1982). The selection of Depressed and Non- Depressed Subjects on the basis of self – report data. Extended version of article in *Journal of consulting and clinical psychology*.
- Lloyd D, & Turale S. (2011). New Conceptions of Students Neediness and Directions for Better Responses. From <<http://www.findarticles.com>> (Retrieved January 11, 2015).
- Ludden, A.B. (2012). Social goals social status, and problem behaviour among low achieving and high achieving adolescents from rural retrieved – <http://jrre?plu-edu/articles>.
- Malumfashi, L.B. (2004). *Foundations of Guidance and Counseling*. Zaria: Faith Printers.
- Marcia, J.E. (1966). Development and validation of ego identity status. *Journal of Personality and social psychology* 3 pp. 551 – 558.
- McCullough ME, & Willoughby BL (2009). Religion, self-regulation and selfcontrol: Associations, explanations and implications. *Psychological Bulletin*, 135: 69-93.
- Odia, I.O. & Omofonmwan, S.I. (2007). *Educational System and prospects*. Benin: Kamla-Raj.
- Okon, S.E. (1984). *Guidance for the 6 -3 -3 -4 System of Education*. Zaria: Institute of Education A.B.U.
- Okoye, N, Adejumo,D. & Achebe, C. (2007). *Fundamental of Guidance and Counseling*. Ibadan: Herineman.
- Oladele, J.O. (2007). *Guidance and Counseling – A functional Approach*. Lagos: Johns – lad Publishers.
- Olayiwola, O.A. (2007). *Procedures in Educational Research*. Kaduna: Hanjam Publishers.
- Olayiwola, O.A. (2010). *Adolescence: Handle with care*. Kaduna: HANJAM Publishers.
- Paul, D. (2007). *Eradication of Cultism and Examination Malpractice in our Society and Institution of Learning*. Retrieved – <http://www.wosem.com>
- Psychoanalytic theory. Clopedia. Retrieved – <http://en.wikipedia.org/wiki/psychoanalysis>.

- Psy 345 Lecture Notes – ego psychologists, Erik Erikson. Retrieved on 3/10/12  
<http://www.psychology.sunysb.edu/ewaters/345/2007>.
- Psychoanalysis. Medical – encyclopedia. Retrieved – <http://www.answers.com/topic/psychoanalysis>.
- Queenland University (1996): sexual Harassment. Retrieved [www.Document.com/access](http://www.Document.com/access).
- Reis, S. (2002). Social and Emotional Issues Faced by Gifted Girls in Elementary and Secondary School. The SENG Newsletter. 2002 2(3) 1-5.
- Smith T, & Renk K (2007). Predictors of academic-related stress in college students. An examination of coping, social support, parenting and anxiety. NASPA Journal, 44(3): 405-431.
- Stevens, J. (1986), Applied Statistics for the social sciences: Disdale. N.I Eriban
- Stevens, R. (1983). Erick Erikson: An introduction. New York: St. Martin's press.
- Teri, L. (1982). The use of Beck Depression Inventory with Adolescent. Journal of Abnormal child psychology pgs 10,227 – 284.
- The theoretical Basis for the life model – Research and Resources on Human Development. Retrieved – <http://www.lifemodel.org>.
- Udoh, C.O (1987). Theories of personality. Ibadan: claverianum press.
- Walker, J. (1984). Identification of Adolescent stressors. Unpublished raw data.
- Ward, A., Stoker, H. W., & Murray-Ward, M. (1996), "Achievement and Ability Tests – Definition of the Domain", Educational Measurement 2, University Press of America, pp. 2–5.
- Watton S (2001). The First Year Experience of New Students at Memorial University. Centre for Instructional Analysis and Planning, Report 2001-04.
- Young, S.E. (2002). Substance use, abuse and dependence in adolescence. Washington: DOT Printers.

## **APPENDICES**

### **PERSONAL-SOCIAL PROBLEM QUESTIONNAIRE**

#### **Section A: Demographic Information**

Sex: Male { }                      Female { }

Age: \_\_\_\_\_

Parent's highest level of education:

Primary { } Secondary { } Tertiary { }

Tick (✓) in the column the respond you deem the most appropriate in relation to the statement written.

| s/n | Statement                                                             | SA | A | D | SD |
|-----|-----------------------------------------------------------------------|----|---|---|----|
| 1   | I need to understand more about myself                                |    |   |   |    |
| 2   | I have difficulty relating well with other students                   |    |   |   |    |
| 3   | I need to know how to solve interpersonal conflicts                   |    |   |   |    |
| 4   | I have a problem making new friends                                   |    |   |   |    |
| 5   | I have a problem dealing with disappointments                         |    |   |   |    |
| 6   | I have a problem with dating                                          |    |   |   |    |
| 7   | I lack freedom at home                                                |    |   |   |    |
| 8   | I have a problem meeting family demands                               |    |   |   |    |
| 9   | I find it difficult to go for an HIV/AIDS test                        |    |   |   |    |
| 10  | I have a problem relating well with my teachers                       |    |   |   |    |
| 11  | I face financial problems in school                                   |    |   |   |    |
| 12  | I get emotionally disturbed when I fail to meet my financial demands  |    |   |   |    |
| 13  | I am worried about the inadequate facilities in this school           |    |   |   |    |
| 14  | I do not have adequate information about this school before enrolling |    |   |   |    |
| 15  | I feel the first aid services offered in the school are poor          |    |   |   |    |
| 16  | I am worried about the poor amenities in the school                   |    |   |   |    |
| 17  | I am worried about the absence of basic facilities in the school      |    |   |   |    |
| 18  | I am disturbed about the extra charges usually imposed on us          |    |   |   |    |
| 19  | I am worried about the fees charged by the school                     |    |   |   |    |
| 20  | I am worried about the inadequate classroom space in the school       |    |   |   |    |

## ACADEMIC PERFORMANCE QUESTIONNAIRE (SS11)

### ENGLISH LANGUAGE

**Choose the option that best completes the gap.** 1. Yesterday, my

Mother asked me-----

- (a) Are you tired?  
(b) Whether I was tired  
(c) If I was tired
2. The first prize was-----tray  
(a) A wooden attractive carved  
(b) An attractive carved wooded  
(c) An attractive wooden carved
3. I was often angry-----Andrew since he differed to me.  
(a) With  
(b) Against  
(c) From
4. As we sat-----the silence, my eyes roamed the room.  
(a) Under  
(b) In  
(c) Along

**Read the passage carefully. Replace the numbered gaps with the best alternatives offered.**

**Passage**

Our school has its own -5- for producing electricity. Last week, it broke down, we thought a -6- had blown when our lights suddenly went off, but then we realized that they were off all over the building. The entrance to the compound is usually lit by a very bright bulb which must be at least 150 -7- and in the 8- no one could find the way in or out until the -9- had come out from the town and mended the fault.

5. (a) generator (b) converter (c) circuit  
6. (a) wire (b) fuse (c) coil  
7. (a) volts (b) power (c) watts  
8. (a) light (b) dark (c) darkest

9. (a) repairer (b) electronic (c) electrician

**In question 10 to 13 choose from the options the one which correctly and most suitably fills the gap in the sentences.**

10. The book is -----not mine.  
(a) yours'  
(b) yours  
(c) your's
11. When it -----the ground is wet.  
(a) rains  
(b) rained  
(c) have rained
12. There is ----- salt in the soup.  
(a) much  
(b) plenty  
(c) many

**Choose from the word lettered A-C the one that has the same meaning to the underlined.**

13. Milk is a scarce commodity in our market.  
(a) common  
(b) rare  
(c) Precious
14. Andrew tries to conceal the book when he saw the teacher.  
(a) open  
(b) hide  
(c) close
15. My mother was pleased to see me after two years.

(a) expecting

(b) happy

(c) waiting

**Choose from the alternative offered the best word or words to complete these sentences.**

16. Mary is a sister of -----.

(a) him

(b) his

(c) us

17. Mr. Cyril used to be a friend of -----.

(a) her

(b) hers

(c) them

18. Johnson thinks ----- will pass the exams.

(a) he and me

(b) he and I

(c) I and him

19. ----- were late.

(a) our friends and us

(b) we and our friends

(c) us and our friends

20. We live in a ----- house.

(a) white big stone (b) big white stone (c) big stone white

## **MATHEMATICS**

1. Find the term that will make the expression a perfect square  $X^2 + 6x$ .

- (a) 9 (b) 8 (c) 7 (d) 6 (e) 5
2. Add  $54_8$  and  $67_{8=}$ , giving the answer in base eight
- (a)  $111_8$  (b)  $121_8$  (c)  $123_8$  (d)  $133_8$  (e)  $143_8$
3. If  $Y = (5, 1, 4, 1, 2, 6, 1)$  then  $n(Y) =$
- (a) 1 (b) 5 (c) 6 (d) 7 (e) 20
4. If the second and fourth terms of a G.P are 8 and 32 respectively, what is the sum of the first four?
- (a) 28 (b) 40 (c) 48 (d) 60 (e) 68
5. What is the smaller value of  $x$  for which  $x^2 - 3x + 2 = 0$ ?
- (a) 1 (b) 2 (c) 3 (d) 4 (e) 5
6. The area and a diagonal of a rhombus are  $60\text{cm}^2$  and  $12\text{cm}$  respectively. Calculate the length of the other diagonal.
- (a) 5 (b) 6 (c) 10 (d) 12 (e) 15
7. If the exterior angle of a quadrilateral are  $y^\circ$ ,  $(y+5)^\circ$ ,  $(y+10)^\circ$ , and  $(y+25)^\circ$ , find  $y$ .
- (a)  $10^\circ$  (b)  $20^\circ$  (c)  $40^\circ$  (d)  $60^\circ$  (e)  $80^\circ$
8. A woman is 3 times as old as her daughter. 6 years ago the sum of their ages was 36. Find the age of the daughter.
- (a) 12 years (b) 13 years (c) 14 years (d) 15 years (e) 16 years
9. Simplify  $\frac{\sqrt{5} \times \sqrt{10}}{\sqrt{10} \sqrt{5}}$  leaving your answer in surd form.
- (a)  $\sqrt[5]{10}$  (b)  $\sqrt{10}$  (c)  $\sqrt[10]{5}$  (d)  $\sqrt{15}$  (e)  $\sqrt[5]{2}$
10. The scores of nine students in a Mathematics test are 60, 75, 66, 84, 59, 74, 48, 56 and 90. Calculate the mean of their score.
- (a) 60 (b) 62 (c) 64 (d) 66 (e) 68

TABLE1  
*Table for Determining Sample Size from a Given Population*

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10       | 10       | 220      | 140      | 1200     | 291      |
| 15       | 14       | 230      | 144      | 1300     | 297      |
| 20       | 19       | 240      | 148      | 1400     | 302      |
| 25       | 24       | 250      | 152      | 1500     | 306      |
| 30       | 28       | 260      | 155      | 1600     | 310      |
| 35       | 32       | 270      | 159      | 1700     | 313      |

|     |     |      |     |         |     |
|-----|-----|------|-----|---------|-----|
| 40  | 36  | 280  | 162 | 1800    | 317 |
| 45  | 40  | 290  | 165 | 1900    | 320 |
| 50  | 44  | 300  | 169 | 2000    | 322 |
| 55  | 48  | 320  | 175 | 2200    | 327 |
| 60  | 52  | 340  | 181 | 2400    | 331 |
| 65  | 56  | 360  | 186 | 2600    | 335 |
| 70  | 59  | 380  | 191 | 2800    | 338 |
| 75  | 63  | 400  | 196 | 3000    | 341 |
| 80  | 66  | 420  | 201 | 3500    | 346 |
| 85  | 70  | 440  | 205 | 4000    | 351 |
| 90  | 73  | 460  | 210 | 4500    | 354 |
| 95  | 76  | 480  | 214 | 5000    | 357 |
| 100 | 80  | 500  | 217 | 6000    | 361 |
| 110 | 86  | 550  | 226 | 7000    | 364 |
| 120 | 92  | 600  | 234 | 8000    | 367 |
| 130 | 97  | 650  | 242 | 9000    | 368 |
| 140 | 103 | 700  | 248 | 10000   | 370 |
| 150 | 108 | 750  | 254 | 15000   | 375 |
| 160 | 113 | 800  | 260 | 20000   | 377 |
| 170 | 118 | 850  | 265 | 30000   | 379 |
| 180 | 123 | 900  | 269 | 40000   | 380 |
| 190 | 127 | 950  | 274 | 50000   | 381 |
| 200 | 132 | 1000 | 278 | 75000   | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

Note.—Nispopulationsize.  
Sissamplesize.

FREQUENCIES VARIABLES=Gender Education Age Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10  
Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20  
/ORDER=ANALYSIS.

### Frequencies Frequency Table

|       |        | SEX       |         |               |                    |
|-------|--------|-----------|---------|---------------|--------------------|
|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male   | 245       | 49.0    | 49.0          | 49.0               |
|       | Female | 255       | 51.0    | 51.0          | 100.0              |

|       |     |       |       |
|-------|-----|-------|-------|
| Total | 500 | 100.0 | 100.0 |
|-------|-----|-------|-------|

**Parents highest level of education**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Primary | 183       | 36.6    | 36.6          | 36.6               |
| Secondary     | 169       | 33.8    | 33.8          | 70.4               |
| Tertiary      | 148       | 29.6    | 29.6          | 100.0              |
| Total         | 500       | 100.0   | 100.0         |                    |

**Age**

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid 14-17 | 350       | 70.0    | 70.0          | 70.0               |
| 18+         | 150       | 30.0    | 30.0          | 100.0              |
| Total       | 500       | 100.0   | 100.0         |                    |

**I need to understand more about myself**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 187       | 37.4    | 37.4          | 37.4               |
| Disagree                | 132       | 26.4    | 26.4          | 63.8               |
| Agree                   | 117       | 23.4    | 23.4          | 87.2               |
| Strongly agree          | 64        | 12.8    | 12.8          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I have difficulty relating well with other students**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 150       | 30.0    | 30.0          | 30.0               |
| Disagree                | 142       | 28.4    | 28.4          | 58.4               |
| Agree                   | 138       | 27.6    | 27.6          | 86.0               |
| Strongly agree          | 70        | 14.0    | 14.0          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I need to know how to solve interpersonal conflicts**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 196       | 39.2    | 39.2          | 39.2               |
| Disagree                | 178       | 35.6    | 35.6          | 74.8               |
| Agree                   | 83        | 16.6    | 16.6          | 91.4               |

|                |     |       |       |       |
|----------------|-----|-------|-------|-------|
| Strongly agree | 43  | 8.6   | 8.6   | 100.0 |
| Total          | 500 | 100.0 | 100.0 |       |

**I have problem making new friends**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 146       | 29.2    | 29.2          | 29.2               |
| Disagree                | 142       | 28.4    | 28.4          | 57.6               |
| Agree                   | 135       | 27.0    | 27.0          | 84.6               |
| Strongly agree          | 77        | 15.4    | 15.4          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I have problem dealing with disappointments**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 123       | 24.6    | 24.6          | 24.6               |
| Disagree                | 183       | 36.6    | 36.6          | 61.2               |
| Agree                   | 111       | 22.2    | 22.2          | 83.4               |
| Strongly agree          | 83        | 16.6    | 16.6          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I have problem with dating**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 125       | 25.0    | 25.0          | 25.0               |
| Disagree                | 160       | 32.0    | 32.0          | 57.0               |
| Agree                   | 162       | 32.4    | 32.4          | 89.4               |
| Strongly agree          | 53        | 10.6    | 10.6          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I lack freedom at home**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 124       | 24.8    | 24.8          | 24.8               |
| Disagree                | 155       | 31.0    | 31.0          | 55.8               |
| Agree                   | 137       | 27.4    | 27.4          | 83.2               |
| Strongly agree          | 84        | 16.8    | 16.8          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I have problem meeting family demands**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

|       |                   |     |       |       |       |
|-------|-------------------|-----|-------|-------|-------|
| Valid | Strongly disagree | 75  | 15.0  | 15.0  | 15.0  |
|       | Disagree          | 105 | 21.0  | 21.0  | 36.0  |
|       | Agree             | 176 | 35.2  | 35.2  | 71.2  |
|       | Strongly agree    | 144 | 28.8  | 28.8  | 100.0 |
|       | Total             | 500 | 100.0 | 100.0 |       |

**I find it difficult to go for an HIV/AIDS test**

|       | Frequency         | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly disagree | 90      | 18.0          | 18.0               |
|       | Disagree          | 197     | 39.4          | 57.4               |
|       | Agree             | 109     | 21.8          | 79.2               |
|       | Strongly agree    | 104     | 20.8          | 100.0              |
|       | Total             | 500     | 100.0         |                    |

**I have problem relating well with my teachers**

|       | Frequency         | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly disagree | 269     | 53.8          | 53.8               |
|       | Disagree          | 123     | 24.6          | 78.4               |
|       | Agree             | 54      | 10.8          | 89.2               |
|       | Strongly agree    | 54      | 10.8          | 100.0              |
|       | Total             | 500     | 100.0         |                    |

**I face financial problems in school**

|       | Frequency         | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly disagree | 150     | 30.0          | 30.0               |
|       | Disagree          | 142     | 28.4          | 58.4               |
|       | Agree             | 138     | 27.6          | 86.0               |
|       | Strongly agree    | 70      | 14.0          | 100.0              |
|       | Total             | 500     | 100.0         |                    |

**I get emotionally disturbed when I fail to meet my financial demands**

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

|       |                   |     |       |       |       |
|-------|-------------------|-----|-------|-------|-------|
| Valid | Strongly disagree | 196 | 39.2  | 39.2  | 39.2  |
|       | Disagree          | 178 | 35.6  | 35.6  | 74.8  |
|       | Agree             | 83  | 16.6  | 16.6  | 91.4  |
|       | Strongly agree    | 43  | 8.6   | 8.6   | 100.0 |
|       | Total             | 500 | 100.0 | 100.0 |       |

**I am worried about the inadequate facilities in this school**

|       | Frequency         | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly disagree | 146     | 29.2          | 29.2               |
|       | Disagree          | 142     | 28.4          | 57.6               |
|       | Agree             | 135     | 27.0          | 84.6               |
|       | Strongly agree    | 77      | 15.4          | 100.0              |
|       | Total             | 500     | 100.0         |                    |

**I do not have adequate information about this school before enrolling**

|       | Frequency         | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly disagree | 123     | 24.6          | 24.6               |
|       | Disagree          | 183     | 36.6          | 61.2               |
|       | Agree             | 111     | 22.2          | 83.4               |
|       | Strongly agree    | 83      | 16.6          | 100.0              |
|       | Total             | 500     | 100.0         |                    |

**I feel the first aid services offered in the school are poor**

|       | Frequency         | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly disagree | 125     | 25.0          | 25.0               |
|       | Disagree          | 160     | 32.0          | 57.0               |
|       | Agree             | 162     | 32.4          | 89.4               |
|       | Strongly agree    | 53      | 10.6          | 100.0              |
|       | Total             | 500     | 100.0         |                    |

**I am worried about the poor amenities in the school**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 124       | 24.8    | 24.8          | 24.8               |
| Disagree                | 155       | 31.0    | 31.0          | 55.8               |
| Agree                   | 137       | 27.4    | 27.4          | 83.2               |
| Strongly agree          | 84        | 16.8    | 16.8          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I am worried about the absence of basic facilities in the school**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 75        | 15.0    | 15.0          | 15.0               |
| Disagree                | 105       | 21.0    | 21.0          | 36.0               |
| Agree                   | 176       | 35.2    | 35.2          | 71.2               |
| Strongly agree          | 144       | 28.8    | 28.8          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I am disturbed about the extra charges usually imposed on us**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 90        | 18.0    | 18.0          | 18.0               |
| Disagree                | 197       | 39.4    | 39.4          | 57.4               |
| Agree                   | 109       | 21.8    | 21.8          | 79.2               |
| Strongly agree          | 104       | 20.8    | 20.8          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I am worried about the fees charged by the school**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 269       | 53.8    | 53.8          | 53.8               |
| Disagree                | 123       | 24.6    | 24.6          | 78.4               |
| Agree                   | 54        | 10.8    | 10.8          | 89.2               |
| Strongly agree          | 54        | 10.8    | 10.8          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

**I am worried about the inadequate classroom room space in the school**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly disagree | 90        | 18.0    | 18.0          | 18.0               |
| Disagree                | 124       | 24.8    | 24.8          | 42.8               |
| Agree                   | 150       | 30.0    | 30.0          | 72.8               |
| Strongly agree          | 136       | 27.2    | 27.2          | 100.0              |
| Total                   | 500       | 100.0   | 100.0         |                    |

## CORRELATIONS

/VARIABLES=PERSONAL PERFORMANCE

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

### Correlations

#### Descriptive Statistics

|                      | Mean    | Std. Deviation | N   |
|----------------------|---------|----------------|-----|
| PERSONAL PROBLEMS    | 22.5780 | 6.27780        | 500 |
| ACADEMIC PERFORMANCE | 48.8680 | 16.93068       | 500 |

### Correlations

|                      |                     | PERSONAL PROBLEMS  | ACADEMIC PERFORMANCE |
|----------------------|---------------------|--------------------|----------------------|
| PERSONAL PROBLEMS    | Pearson Correlation | 1                  | -.101 <sup>*</sup>   |
|                      | Sig. (2-tailed)     |                    | .024                 |
|                      | N                   | 500                | 500                  |
| ACADEMIC PERFORMANCE | Pearson Correlation | -.101 <sup>*</sup> | 1                    |
|                      | Sig. (2-tailed)     | .024               |                      |
|                      | N                   | 500                | 500                  |

\*. Correlation is significant at the 0.05 level (2-tailed).

```
CORRELATIONS  
/VARIABLES=SOCIAL PERFORMANCE  
/PRINT=TWOTAIL NOSIG
```

/STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

### Correlation Descriptive Statistics

|                      | Mean    | Std. Deviation | N   |
|----------------------|---------|----------------|-----|
| SOCIAL PROBLEMS      | 23.1260 | 5.99483        | 500 |
| ACADEMIC PERFORMANCE | 48.8680 | 16.93068       | 500 |

### Correlations

|                      |                     | SOCIAL PROBLEMS | ACADEMIC PERFORMANCE |
|----------------------|---------------------|-----------------|----------------------|
| SOCIAL PROBLEMS      | Pearson Correlation | 1               | -.097*               |
|                      | Sig. (2-tailed)     |                 | .030                 |
|                      | N                   | 500             | 500                  |
| ACADEMIC PERFORMANCE | Pearson Correlation | -.097*          | 1                    |
|                      | Sig. (2-tailed)     | .030            |                      |
|                      | N                   | 500             | 500                  |

\*. Correlation is significant at the 0.05 level (2-tailed).

### T-Test

#### Group Statistics

|                   | SEX    | N   | Mean    | Std. Deviation | Std. Error Mean |
|-------------------|--------|-----|---------|----------------|-----------------|
| PERSONAL PROBLEMS | Male   | 245 | 20.5510 | 5.43087        | .34697          |
|                   | Female | 255 | 24.5255 | 6.42816        | .40255          |
| SOCIAL PROBLEMS   | Male   | 245 | 21.1673 | 5.20251        | .33238          |
|                   | Female | 255 | 25.0078 | 6.11117        | .38270          |

#### Independent Samples Test

|  |                                         |                              |
|--|-----------------------------------------|------------------------------|
|  | Levene's Test for Equality of Variances | t-test for Equality of Means |
|--|-----------------------------------------|------------------------------|

|                      |                                | F     | Sig. | t      | df      | Sig.<br>(2tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the<br>Difference |          |
|----------------------|--------------------------------|-------|------|--------|---------|-------------------|--------------------|--------------------------|-------------------------------------------------|----------|
|                      |                                |       |      |        |         |                   |                    |                          | Lower                                           | Upper    |
| PERSONAL<br>PROBLEMS | Equal variances<br>assumed     | 4.739 | .030 | -7.454 | 498     | .000              | -3.97447           | .53322                   | -5.02211                                        | -2.92683 |
|                      | Equal variances<br>not assumed |       |      | -7.479 | 490.040 | .000              | -3.97447           | .53144                   | -5.01865                                        | -2.93029 |
| SOCIAL<br>PROBLEMS   | Equal variances<br>assumed     | 4.329 | .038 | -7.552 | 498     | .000              | -3.84050           | .50851                   | -4.83958                                        | -2.84141 |
|                      | Equal variances<br>not assumed |       |      | -7.577 | 490.932 | .000              | -3.84050           | .50688                   | -4.83642                                        | -2.84457 |