RELATIONSHIP AMONG HOME BACKGROUND, SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT IN BIOLOGY OF SECONDARY SCHOOL STUDENTS IN NIGER STATE, NIGERIA

BY

Fatima Larai ALKALI
P14EDPC8078

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

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BY

Fatima Larai ALKALI
B.Sc. (Biology Educ, A.B.U, Zaria, 1986)
P14EDPC8078

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SUPERVISORS:

DR. A.I. MUHAMMED

PROF. M. BALARABE

FEBRUARY, 2016

DECLARATION

I declare that this dissertation entitled: **relationship among home background, social adjustment and academic achievement in biology test of secondary school students in Niger state, Nigeria**has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and list of reference provided. To the best of my knowledge no part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____

ALKALI, Fatima Larai Date

CERTIFICATION

This dissertation entitled:**Relationship Among Home Background, Social Adjustment and Academic Achievement in Biology of Secondary School Students in Niger State, Nigeria by Fatima Larai ALKALI** P14EDPC8078 meets the requirements governing the award of degree of Masters of Educational psychology (M.Ed.) of Ahmadu Bello University, is approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. A. I. Muhammed Date
Chairman, Supervisory Committee

_____ _____

Prof. M. Balarabe Date
Member, Supervisory Committee

_____ _____

Dr. A.I. Mohammed Date
Head of Department

_____ _____

Prof. K. Bala Date
Dean, Postgraduate School

DEDICATION

This dissertation is dedicated to my beloved parents: late Alh. Ahmed Tijjani and late Aishatu Adamu.

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ABSTRACT

This study employed descriptive survey research design in investigating the relationship among home background, social adjustment and Academic Achievement in biology of Senior Secondary School Students in Niger State, Nigeria. Five research questions and five hypotheses were formulated to guide this study. Three hundred and thirty-one (331) male and female students made up the sample of this study. Home background(parents educational level),Social Adjustment Scale (SAS) and Biology Achievement Test (BAT) were the instrument used for data collation. The data collected were analysed using t-test, ANOVA and PPMC (r). The findings of this study revealed that Significant relationship exists between Home background(parents educational level) and academic achievement of senior secondary school students.(r=.878,p=0.000), significant relationship existsbetween Social adjustment and Academic Achievement of senior secondary school students in Niger State (f = .544, p = 0.000), significant difference does not exist in the academic achievement level of male and female senior secondary school students in Niger State (t=0.244,p=0.002)significant differences exist in the Social adjustment level of male and female senior secondary school students in Niger state. (t=0.306,p=0.759), Significant relationship does not exist in the Social adjustment of students on the account of their Home background(parents educational level) (f = 0.685, p = 0.685).among senior secondary school students in Niger State. Based on the findings of this study, it was recommended that parents should create an environment that thechildren can express their opinion without hesitation andthat both male and female students should be given equal opportunity to explore.

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OPERATIONAL DEFINITION OF TERMS

HOME BACKGROUND – In this study**,** HomeBackground is theeducational Level of the parents.

SOCIAL ADJUSTMENT- Social Adjustment is the way the student fit to the schools' new standards and values. While

ACADEMIC ACHIEVEMENT –The performance in a given Biology Achievement Test (BAT).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the current era of globalization and technological revolution, education is considered as a crucial step for every human activity (Farooq, Chaudhry, Shafiq, and Berhanu, 2011) and it is considered as the lifeline for efficient and suitable stable development of human society. Education helps to develop individual personality by making knowledgeable, competent, capable ad skillful. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Memon et al., 2010; Farooq et al.,2011; Ababa et al., 2012 ; Oginni et al., 2013; Gouda et al. 2013). This means, education is considered as a first step for every human activity and development of nation at large. As a result, educators and researchers have long been interested in investigating variables contributing effectively for quality of performance of learners (Farooq et al., 2011). Hosts of inside and outside factors, like individual and household characteristics, socioeconomic situation, school related factors and government policies, would have impact on the academic performance of students (Dayioglu and Turut – Asik, 2004; Farooq et.al, 2011). Ahmad and Khan (2012) underlines that parental socio-economic status (SES) has a deeper impact upon children's academic achievements. Most research outputs identified parents' education level and occupational status as principal determinant factors in students' academic performance (Saifi and Mehmood, 2011; Al-Matalka, 2014). Desforges and Abouchaar (2003) and Singh and Singh (2004) stressed that, what parents do with their children at home through the age range, is much more significant that any other factor open to educational influence. Parents are one of the most important and influential elements on the lives of their children. Parental involvement takes

many forms including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship (AlMatalka, 2014). A different finding on the impact of parents' occupation was disclosed by Farooq et al. (2011) where fathers' and mothers' education had a significant effect on students' overall academic achievement as well as on Mathematics and English scores in 9th grade but parental occupation had no significant effect on academic achievement. Another study by Singh and Singh (2014) revealed that the SES of parents does not make significant effect on the educational achievement of students but the parental educational level and health status of children has a significant role in determining the educational achievement and social adjustment of the children. Students belonging from the families which differ in relation to the SES do not differ significantly at the end of the experiment. Akhtar (2012) disclosed that higher grade achievers were not from the upper and lower classes rather students from middle class parents have scored better than others. A study by Hijazi and Naqvi (2006) found that family income had no significant impact in determining students' achievement. It means students belonging to more affluent family do not give proper weight to studies. Ogunshola and Adewale (2012) on their part disclosed that parental SES did not have significance effect on the academic performance of the students rather health statuses of the students were identified to have statistical significant effect on the academic performance of the students.

Besides other factors, SES is one of the most researched but debated factor among educational professionals that contribute towards the academic performance of students (Farooq et al., 2011) and results are not conclusive. Furthermore, little empirical evidences are found in Ethiopia regarding the association between parental SES and academic achievement of their as

tudents. As a result, conducting research on such issues would have a paramount significance in providing insights on the association between SES of parents and academic performance of students so as to suggest possible recommendations. The intent of this study is, therefore to critically examine the effect of parental educational level and occupational status on the academic performance of their children in regional examination. The findings might add inputs in terms of knowledge on the ongoing debate on the relationship between parents SES and students' academic achievement.

Social adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and need. Where needs arise, especially in difference which they impel interpersonal activity meant to satisfy those needs. In this way, individuals increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural adjustment may be accompanied by anxiety or depression. Social Adjustment plays a pivotal role in the development of an individual.

Senior secondary schools students are expected to adjust socially to academic environment, adjust to different living arrangement and develop new relationship. In making these adjustments, it is important to maintain personal as well as social peace, social adjustment and harmony. This adjustment maintains peace and harmony at homes, schools, communities, states and nation .Adjustment was defined as a psychological process, it frequently involves coping with standards and values. In the technical language of psychology getting along with the members of a community with ease can be called adjustment. Many college students also struggle with body image, our culture plays a great deal on attention to the appearance of our bodies, particularly during early adulthood. Media representations of the ideal body, messages

from peers and other cultural factors shape what we perceive as “normal” or “good”. It can be difficult to have a clear, healthy perspective on ourselves and our bodies when our culture sends so many confusing, conflicting and sometimes unhealthy messages. This can be stressful at a time when many are trying to “fit in” with others and make new, exciting relationships, if you find yourself preoccupied.

Academic achievement is defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behavior, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Frow (1956) defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance”. Good (1959) refers to academic achievement as, “the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Mehta (1969) defined academic achievement as “academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In classrooms students performs their potentials efficiently, as a result of it, learning takes place”. The learning outcome changes the behavior pattern of the student through different subjects.

The family is obviously a major socializing agent and therefore important in determining the child’s motivation to achieve success. The motive to excel in academic work is an activating force, a drive or an urge to achieve good results and recognition which accounts to good academic performance.

Educated parents give early independence training and achievement training. Atkinson and Feather (1966) argued that successful parents tend to provide early independence training

which is necessary in the development of achievement motivation. In independence training, parents insist on the child's self-reliance and autonomy in decision making situations. While in achievement training, they insist on high achievement through imposing high standards of excellence in tasks, setting high goals for the child and expecting the child to show competence in doing tasks well. Illiteracy of parents could have a negative effect on the academic performance of their children. Children whose parents are illiterates have been seen to lack home encouragement. This implies that as some illiterate parents refuse to provide their children with needed textbooks, they are discouraging them from learning. David (2007) stated that textbooks aid studies after normal school teaching. Students from illiterate parents lack assistance because of parents' illiteracy and ignorance such parents fail to motivate, reinforce, give reward or punish their children on their academic performance which might have forced them to be serious in learning.

1.2 Statement of the Problem.

Several factors have often been pointed out as contributory to students' academic achievement. Some of these include individual difference in terms of intelligence and personality, home background (parent's educational level), parents' socio-economic standard, social environment and societal norms. Teachers and stakeholders at various levels of education in Niger State are known to strive hard in providing enabling school climate to stimulate good academic performance and or achievement by the students.

Often a time performance output of these students do not point to any influence of the various intervention opportunities provided by the school climate, teachers' effort and possible enablement provided by other stakeholders to enhance better academic achievement. Could this be as a result of inability of the students to effectively adjust to their social environment as

provided by the school? Or could it be as a result of other extraneous factors? These questions and many more constitute the problem of this study.

1.3 Objectives

The following are the objectives of the study:

1. Find out the relationship between home background (parent's educational level) and academic achievement among senior secondary school students in Niger State.
2. Find out the relationship between social adjustment and academic achievement among senior secondary school students in Niger State.
3. Find out the differences between male and female on their academic achievement among senior secondary school students in Niger State.
4. Find out the differences between male and female on social adjustment among senior secondary school students in Niger State.
5. Find out the relationship between social adjustment and home background (parents educational level) of senior secondary school students.

1.4 Research Questions

On the basis of the objectives of this study, the following research questions were raised:

1. What is the relationship of home background (parent's educational level) on the academic achievement among secondary school students in Niger state?
2. What is the relationship between social adjustment and academic achievement among senior secondary school students in Niger State?
3. What is the difference on academic achievement of male and female secondary school students in Niger State?

4. What is the difference of social adjustment level of male and female secondary school students in Niger State?

5. To what extent does home background (parent's educational level) relates to social adjustment.

1.5 Hypotheses

The following hypotheses are postulated for this study:-

1. There is no significant relationship between students' home background (parents' educational level) on the academic achievement of senior secondary school students in Niger State.

2. There is no significant relationship between social adjustment and academic achievements of senior secondary school students in Niger State.

3. There is no significant difference between male and female on the academic achievement of senior secondary school students in Niger State.

4. There is no significant difference between male and female social adjustment of senior secondary school students in Niger State.

5. There is significant relationship in the social adjustment and home background (parents' educational level) of senior secondary school students in Niger State.

1.6 Basic Assumptions

For the purpose of this study the following assumptions were made:-

1) Home background (parents' educational level) could be related to students' academic achievement.

2) Social adjustment may relate to academic achievement difficulty.

3) Gender may influence academic achievement of senior secondary school students.

4) Gender could enhance social adjustment of senior secondary school students

5) Social adjustment may be influenced by home background(parents educational level).

1.7 Significance of the Study

The study is envisaged to be used by scholars for further investigation in related field of study.

Apart from contributing to parental awareness on the need for their children to be socially adjusted to the dictate of the school in order to benefit maximally from the school system, it will assist teachers in mapping out appropriate strategies in dealing with adjustment issues among students and the society at large.

It will help the counselor to have an understanding of the intricacies involved in dealing with issues of social adjustment among secondary school students. It will also contribute to the growing literature in the area of social adjustment as well as generate further investigation into the working out some theories in the area of social adjustment to the benefit of the students.

The significance of the study to the student is inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. The acquisition of appropriate skills, abilities and competences, both mental and physical as equipment for individual to live in and contribute to the development of his society.

In the classroom, teachers consciously seek to establish harmonious setting for effective teaching and learning through operation of rules that reinforce acceptable behavior. Teachers abhor socially responsible behaviors and consider them as most detrimental to classroom order and the achievement of both school and related social goals. As well as the outcome of the study will therefore enable the teachers to pay more attention to students' individual differences as they

carry out their pedagogical activities in the classroom. This will go a long way to encourage the weak ones to begin to improve.

1.8 Scope and Delimitation of the Study

This study is to cover only students of senior secondary schools in Niger State because the issue of social adjustment is more pronounced among senior secondary school students than their junior counterparts because they are in the adolescents' stage. The study was further delimited to only the relationship that may exist between home background (parents' educational level), social adjustment and academic achievement of senior secondary schools students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

There always need for very critical review of related literatures in order to have a thorough knowledge of the subject matter from the past and present view of psychologist and researchers as regard to the greater understanding of the topic under discussion.

2.2 Conceptual framework of the Study

Conceptual Framework is the basis of explanation upon which any research is based. It is considered as the explanation of the relationships of the variables that are involved in a study. Conceptual framework therefore is the explanation of the relationships of the variables that are involved in a study based on literature or researches on these variables. The main variables for this study are concept of home background (parents' educational level), concept of social adjustment and academic achievement.

2.2.1 Concepts of Home Background (Parents Educational Level)

The European Union Monitoring Report (2013) observed that those students whose parents have a tertiary level of education perform, on average significantly better in tests of sciences, reading and mathematical ability than do those whose parents have only basic schooling. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities. Such parents know the importance of getting educational materials for their children in school. They may go through their children's exercise books after school, or even employ a private teacher to teach them after school. By so doing, their academic performance will be improved. Whereas in the case of illiterate family, the need

to supervise the children's exercise books is not there, hence their children's low academic performance in school. Educated parents may also have library at home, stocked with novels, encyclopedia and other educational books and educational audio visual tapes. When children make use of these materials, it will enhance their intellect.

2.2.2 Concepts of Social Adjustment

As social beings we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy task as the personality of each individual is a unique organization. This organization has to make special efforts to adjust with others unique organizations, which we call society. Actually adjustment is a wider term used in various spheres of life. For example, if an individual is well-adjusted in his family environment, his family adjustment will be good. So before defining social adjustment it is necessary for us to restrict the area of social adjustment. In other words we can say that social adjustment is the direction we, the teachers, try to instill adjustment skill in our students. As teachers we should emphasize on the adjustment of the student in the school. It is the teacher's responsibility to help the student cope with the existing situations of the school. For this we should contribute to improving the social environment of the school. Psychologists use the term adjustment of varying conditions of social and interpersonal relations in the society. Thus we see that adjustment means reaction to the demands and pressures of the social environment imposed upon the individual. Whenever two types of demands come into conflict with each other and resultant in an adjustment being made, a complicated process for the individual, then some special problems of adjustment arise.

2.2.3 Concept of Academic Achievement

According to Wikipedia (2014) academic achievement or (academic) performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important -procedural knowledge such as skills or declarative knowledge such as facts. (Annie Ward, Stoker, and Murray-Ward , 1996).

Achievement is setting a goal either financial or the accomplishment of learning a difficult skill, or improving your health and through hard work accomplishing the desired goal. This could be as simple as losing weight, learning a foreign language, learning to play an instrument, getting a college degree, getting certified some area. etc. Achievement is something successfully attained. It is based on persistence and dexterity. It has to be carried out, but cannot be constrained. Any fault has to be recast with sincerity. Achievement could also be something important that you succeed in doing by working hard. From the foregoing, Academic achievement has to do with success relating to education. Both theoretical and practical

2.2.4 Relationship among Home Background (Parents Educational Level), Social Adjustment and Academic Achievement

The process of socialization refers to the manner by which a child, through education, training, observation, and experience, acquires skills, motives, attitudes, and behaviors that are required for successful adaptation to a family and a culture (Parke and Buriel, 1998; Ladd and Pettit, 2002). The socialization process is bidirectional in that parents convey socialization messages to their children, but their children vary in their level of acceptance, receptivity, and internalization of these messages (Grusec et al., 2000). Within the socialization literature, recent attention has been given to examining linkages between the child’s home environment (i.e.,

family) and the child's school environment (see Ryan and Adams, 1995; Scaringello, 2002). Within these two developmental contexts, adolescents interact with and are influenced by multiple socialization agents, including their parents, teachers, and peers (Maccoby and Martin, 1983; Parke and Buriel, 1998; Wentzel, 1999). Adolescence is a particular period of human development in which the interface of the school and home contexts gain critical importance (Paulson, 1994; Steinberg and Silk, 2002). During this period, adolescents transition from the highly dependent and controlled period of childhood into a period marked by an increasing sense of self-exploration and autonomy (WentzelandBattle, 2001). Specifically, adolescents begin to develop their self-concept (Harter, 1983) and explore their relationship and connection to family, friends, and the larger society (Simmons et al., 1987).

2.3 Theoretical Framework

Human beings are seen as social creatures who are manipulated by physical instincts and experiences .The problem of psychological adjustment involves problems of happiness and cognitive development.

2.3.1 Piaget's Theory of Cognitive Development

Piaget (1964) described development as a spontaneous process which involves the differentiation of the body, the nervous system, the mental and the psychological structures or functions. Development perceived this way is the process of refinement in functioning which encompasses the process of growth, maturation and learning.

Piaget had worked extensively on the development of intellectual abilities. He started with some assumptions which may be summarized as follows: The intellect is part and parcel of the animate nature. The animate nature is characterized by organization that is some pattern of doing things. This organization involves actions and images (Schemata). The structure of the

organization is genetically determined. There is an idealized adult stage toward which intelligence is developing. The levels and stages of this development depend on the interaction between the genetic factors and the environment.

Piaget viewed the child as trying to make sense of his world by dealing actively with objects and people. From encounters with events the child moves steadily toward the ideal goal of abstract reasoning. The essence of intellectual maturity is to reason abstractly, to think about hypothetical situations in a logical way, and to organize rules into complex, higher order structures.

How does the child ascend from his initial naïve level to the idealized adult level? Piaget believed that the child passes through stages acquiring different classes of operations until he gradually arrives at the most mature stage during adolescence. The two major mechanisms that allow the child to move from one stage to the next are assimilation and accommodation.

Assimilation is the incorporation of a new object or idea or experience into an ideal scheme the child already has. It is the process of applying old ideas and old habits to new objects and viewing new events as part of existing schemata. For example, a three-month old child on trying to grasp a new toy kicks the toy farther away. The child's subsequent efforts to grasp the toy resulted in moving the toy still farther. The kicking response is in the child's existing set of actions. He uses this to respond to a new set of conditions- that is to grasp the new toy. Response to an unfamiliar condition with an old existing set of actions or schemata is assimilation.

An assimilative response may be adequate or inadequate. In the example above, the kicking response cannot bring the toy to the child, no matter how long the child kicked. It is inadequate. The child must re-appraise' the situation and adjust or change his schemata or

system of actions in order to reach the goal. The child uses accommodation when he adjusts the kicking response to a grasping response such that he successfully gets hold of the new toy. Once the child discovers the efficacy of this grasping response he begins to apply it in situations that demand drawing near and holding.

Each time the child accommodates to a new event or problem his intellectual growth is pushed closer to maturity. He has changed his ideas about the world and has generated a more adaptive scheme. Initially the child attempts to understand a new experience by using old ideas and solutions. When they do not work he is forced to change his understanding of the world so that eventually the new event fits into his prior beliefs. The process of making an unfamiliar object, event, or experience familiar and harmoniously fitted into one's repertoire of knowledge is the process of intellectual development. This process involves the continuous operation of the mechanisms of assimilation, accommodation, adaptation and self- regulation or equilibration. Equilibration operates to maintain a balance between what one knows timelessly and what one can know.

Piaget identified four major stages through which intellectual development phases. They are the sensorimotor, pre-verbal stage (0-18months), preoperational stage (18 months to 7 years), the concrete operational stage (age 7 to 11+ years) and finally the formal operations stage (age 12 years onward) the stages are continuous and each is built upon and is a derivative of the earlier one. Piaget believed that no child can skip any stage since each new stage borrows from the accomplishments of the earlier ones. Every new experience is grafted onto what exists and there is always a relation between the child's present ability and beliefs and all of his past. Each of these stages is examined in more details below.

1. The sensorimotor, preverbal stage (0-18 months):

During the first year and half of life the child's intelligence manifests in his action. He can suck, hit bang, and shake objects. Holding a bottle, shaking a rattle in order to produce a noise, sucking more efficiently, or seeking out a ball that rolled out of sight are examples of the coordinated motor behaviors Piaget called sensorimotor schemes. Among the important intellectual developmental tasks during the sensorimotor stage are:

(a) **The Development of practical knowledge of construction off object permanence**:

During the first three months of life, the child's visual universe is made up of a series of fleeting images without permanence. It is as if the child is in a moving vehicle watching the world pass before him. He follows a stimulus until it passes out of his line of vision. He then abandons any search for it as if he believed that once the object was out of sight it ceased to exist. If the child's toy is hidden under the pillow, the child does not search for it. It is as if out of sight objects are out of existence. However, from nine months onwards the child actively reaches or searched for an object that is hidden from view, if he had watched it knowledge that out of sight objects are still in existence. In final stage of acquiring the concept of object permanence, the child will even search for objects that he has not actually seen being hidden – he will, for example, search for his toy which, last week, was forgotten in the village.

(b) **The Development of Practical Knowledge of Sensorimotor Space and the Construction of Temporal succession**:

One notices for example that during the first half of the second year of life that when a child's mother dresses to go out, the child would make frantic efforts to fetch the mother's other paraphernalia ; her make –up kit. Her shoes, her hand-bag, and thereafter request to escort the mother to her destination. The truth is that the mother had not announced her intention to go out. The child has, however, come to associate that manner of dressing with mummy going out '. One

will notice again that when plates and cups are set on the table, the child would motion to the daddy to come and eat. What these indicate is that the child has become sensuously sensitized to the sequence of routine events in relation to time-space arrangement this is the beginning of rudimentary knowledge of space and temporal succession.

(c) **The Development of Practical Knowledge of Elementary Sensorimotor Causality**:

Towards the end of the sensorimotor stage, the child starts to relate some actions performed on objects to specific prevailing condition. This development is analogous to and understanding of cause –effect' relationship. For example, the child understands such simple relationship like: if the napkin is soiled one washes it; one spreads wet clothes under the sun to dry them; if one touches fire it burns ; one gets wounded if one jumped from the bed; and so on. These are evidence of the development of practical knowledge of rudimentary cause- effect relationship.

2. Preoperational Stage (18 months to age 7)

Preoperational means that the child has not yet started operating. Operation is central to Piaget's theory of intellectual development. It is a special kind of mental routine whose main characteristics is that it is reversible. Every operation has a logical opposite. For example the rule that one squares the number 2 in order to get 4 is an operation. One can perform the reverse operation and extract the square root of 4 to obtain 2. Appreciation of the fact that the amount of soft drink in a bottle does not change when one transfers the contents into a glass is an operation. One can annul the effect of this transfer by pouring the soft drink back into the bottle.

The preoperational stage is the beginning of language, of symbolic function and therefore of thought. The child in the preoperational stage has language. He has labels or names for common objects in the environment. He can manipulate objects and events as well as overt

actions. The child's scheme is now symbolic. For exam ample, one will notice that the two –year old child plays daddy/ mummy for his/ her doll. Children in this stage will imitate mummy and daddy in their absence and cook or build houses in a pool of sand. The two –year old will treat a stick as if it were a lighted candle and blow it out. He will treat the chair as if it were a car and move it around, mimicking engine sound as he travels. This ability to treat objects as symbolic of things other than themselves is an essential characteristic of the preoperational child.

Another characteristic of the preoperational child is that he is egocentric in his perspective. For example he will regard any play object he comes across as his own. He will hit his friend for calling his daddy 'daddy'. Daddy is his personal possession. He would want the mother to pull off his pant from that person' in the picture, which indeed is his own picture. The ta-ta in the picture is wearing his pants! The preoperational child has difficulty taking the point of view of another child or adult. Many parents may regard this this as a sign that the child has started to become unnecessarily stubborn. The fact is, the child has not sufficiently differentiated himself from the rest of the world to think that the world exists independent of him.

3. Concrete operational stage (Age 7 to 11+ years)

The concrete operational child has started operations. However, his operation is on concrete objects and events and not on verbally expressed hypotheses. This means that the child's mental operations are limited to experiential physical reality or the perceptual present. Nevertheless, in practical terms the concrete operational child has achieved an intellectual feat in the sense that he can mentally represent a series of events or actions. For example. The child can take a walk to the community school, come back and mentally represent this path. He can put down such a mental plan of his path on paper. The major characteristics of the concrete operational stage are the appearance of the following:

(a) **The Operation of Classification**:

This manifests for example in such behavior as sorting objects by color, shape, size function or any other perceptible of quantifiable defining criterion. This is the beginning of concept development. The concept of class signifies an abstraction of some defining characteristics common to all members of the class.

(b) **The Operation of Ordering**:

This manifests for example in such action as arranging objects in definite sequence of increasing or decreasing length, height, size, weight or magnitude of an attribute.

(c) **The Operation of Construction of the Idea of Number**:

This is observed for example in the understanding the child show of the fact that symbols in the number system, say 1,2,4,5,… have no absolute meaning in themselves. Two is 2 only because it is 1+1,2is 2 only as it relates to 1 and so on for every other number in the system. A seven –year old child one came back from school with a grade of B+ in his report card. Puzzled by the unexplained grade, the child asked the mother: 'B Plus

What?' That question was an evidence of the construction of the idea of number system, which was subtler than the teacher's unexplained grading system.

(d) **Spatial and Temporal Operations**:

This manifests in the understanding of distance - time or distance- speed relationship. An example is the development of depth perception – children achieve this though practicing jumping from different heights. An understanding of speed- distance relationship may be achieved through practicing crossing busy expressways.

(e) **Fundamental Operations of Elementary logic of Classes and Relations**:

This manifests in the understanding for example of relational concepts or expressions such as sister, father, darker, smaller, some of, part of, left of, taller than, and so on. The child

could now understand that these relational expressions are not names or absolute attributes of objects or persons rather they are relations holding between objects, persons or between objects and persons.

(f) **The operation of conservation**:

This is seen for example, in the child's understanding that some qualities of objects such as quantity, mass, or volume remain invariant. Such qualities do not depend on the object. The child can understand compensatory functions. For example, length and width are compensatory – if a quantity, of Plasticize is made shorter, it becomes wider – so length and width compensate each other. Understanding of such compensatory qualities demands that the child thinks of the two variables simultaneously. Another example may be cited. Ten pebbles spread all over a table remain ten when they are clustered together. The number ten is invariant irrespective of the perceptual arrangement. Development of conservation is an important hallmark in intellectual development because it aids the decent ration process which not only unties the child's thought from self and perceptual qualities of objects but also opens the mental gateway to possibilities and probabilities.

4. **Formal or Hypothetic – Deductive Operations (Age 12 years onwards)**: the formal operational stage coincides with adolescent period of development. At this stage the individual can reason on hypotheses and not only on objects. The construction of propositional logic and combinational reasoning also appears. Below is a brief description of some important characteristics of this stage.

(a) Reasoning Hypotheses:

The adolescent is capable of considering all possible ways a particular problem might be solved and the possible forms a particular variable might assume. For example, if the adolescent

is thinking about the shortest way to get to the market, he can and will review all the possible routes and he knows when he has exhausted all the possibilities.

Let us consider the following question put to a seven –year old and a 13 –year old: Towards the end of an examination, considered to have been conducted under very strict supervision, a student was caught with a script containing the correct solutions to all the questions asked in the same order the questions were asked. What happened? They younger child thinks up a reason that satisfies him and states it: the student saw the question paper in advance. The older child is more likely to generate all the possible ways such a cheating could have been effected – the cheat could have seen the questions in advance; the script was written outside the examination hall; he could have copied from a text which he later hid away; and so on.

Consider another problem put to the children:" A man was found dead in the back seat of a car, which had hit an electric pole. What happened?" Again typically, the younger child thinks up a reason that satisfies him and states it: the man hit the pole and was thrown to the back seat and was killed. The older child is more likely to generate all the possible ways this event might have happened – the victim could have hit a pole and was thrown into the back seat; he could have been killed, then put in a car that crashed in order to make the scene appear to be an accident; he could have been put in the back seat by his companion after the crash; and so on. This tendency to generate and explore systematically all the possible solution hypotheses and then to check each carefully for its probable validity is one of the hallmarks of the stage of formal operations.

(b) Constructing Operations of Propositional Logic:

Propositional logic is a self - consciously deductive reasoning process reminiscent of the thought of a scientist. The adolescent can think in terms of hypothetical propositions that may be fanciful and not fit any reality. Consider this illustration: Ndubisi is a 15 –year old Junior Secondary III student. The mother sent him to the market with N5.00 coins and a small basket full of sour soup. The instruction was the Ndubisi should buy N2.00 worth of bar soap and N3.00 crayfish, no matter how much he sold the sour soup. Incidentally Ndubisi returned without the crayfish, the soap, the money, and without the sour soup. Ndubisi defended himself thus: One madam prized the sour soup N7.00 and I asked her to pay. She demanded for a balance for the ten Naira note which she had. I gave her the coins in my pocket and forgot to receive the ten naira note from her. Before I recollected myself, the woman had melted into thin air. In the next moment, I saw her several meters away racing on all her four limbs'. Now what is silly about that defense?

The seven –year old may object to the problem above by insisting that the woman cannot run on all four limbs. However, the adolescent can accept the fanciful hypothesis and attempt to reason out an answer.

Propositional reasoning helps the adolescent to understand abstract concepts that have no equivalence in physical reality. It helps thought to transcend beyond the perceptual frame of physical things into the world of probabilities and possibilities. Such concepts like the atom, the electron, the mole, absolute zero temperature, the law of inertia, the theory of relativity, and so on cannot be understood through physical experience. They are inferred through suppositions.

(c) Constructing Operations of Combinational Reasoning:

Combinational reasoning is a way of organizing and combining abstract rules to solve a whole class of.

The relationship between language and thought is like the chicken – egg' question. It is not clear which comes before the other. There is a dynamic simultaneous mutual interaction (SMI) between language and thought.

2.3.2 Erikson's Theory of Psychosocial Development

Erikson (1963) presented the psychosocial theory of social development. The theory attempted to explain how society and culture present challenges that shape the individual as he matures. To Erikson psychosocial development refers to changes in one's interactions with others, and one understands of others, and of one's knowledge and understanding of oneself and others as members of society. Erikson had proposed that developmental changes occurring throughout one's life may be perceived as a series of eight stages, with each stage focusing on a developmental task, a crisis or challenge or turning point in one's life span. The individual necessarily undertakes each stage task in a process, which Erikson has described as a polarity of pathology and health or pairing of the most positive and the most negative aspects of the crisis of each period.

In reality none of the stage crisis is completely resolved but sufficient resolution of a stage crisis to some extent equips the individual to be able to deal with the challenges presented by the next stage of development. Thus each stage is considered to be salient at a particular age period, and optimal development is supposedly characterized by a sequence of successful resolutions of the stage crises.

The crux of Erikson's is that the ability to master one's environment, to perceive oneself and the world realistically, and to show unity of the various aspects of one's personality, is prime in mental health and productive life. The first five stages spanning infancy

to adolescence are considered here. These five stages are perceived to have greater relevance to school – related activities.

Stage One*:* Infancy –Basic Trust Versus Basic Mistrust (Birth 1 ½ years)

During the child's first year of life he accomplishes a great deal in learning to move in space and perform the simplest actions with objects. He learns to hold his head up, to sit down, crawl, stand up on his feet and take one or two hesitant steps; he begins to reach out to objects, seizes and holds on to them, and finally; to manipulate them. These are actions, which lead to the gradual mastery of forms of characteristics of human behavior. Without proper child- care and upbringing the child may develop and establish with these movements such actions that may, rather than facilitate further development, actually retard it. For example, the child may start to thumb-suck, peer endlessly at his hand held up to the face, fumble with the hands, etc.

These are dead –end actions which may not facilitate the acquisition of new impressions and familiarization with new objects and their characteristics. Rather they separate the child from the physical reality or external world. Sucking one's fingers or thumb results in an almost total and long term retardation of other schemes. This is because while sucking, the child does not move, looks at nothing, listens to nothing and it is very difficult to break him off this. Thus the child needs to be constantly attended to by significant adults for proper organization of his behavior at this stage.

According to Erikson, the fundamental social issue which the child must deal with at this stage concerns trust as opposed to mistrust. The child learns to think of the adult as someone on whom he can count as dependable or undependable, treacherous or trustworthy. The child who resolves the crisis of trust learns to rely on providers outside of him trust himself as well and the capacity of his body to respond adequately to life urges. He will feel essentially optimistic about

people and their motives have faith and confidence in self and the world in general. The child who is unsuccessful in resolving the stage crisis learns to distrust people prefers to be alone because friends get one into trouble, dislikes confiding in anyone, distrusts both self and the world.

One infers from Erikson's analysis, that among the defining elements of social pathology are included over-optimism or over- pessimism about what the provider will be or not be willing to provide. Acquisition of basic trust defines the positive aspect of mental health and social adjustment. Significant adults in the family especially the care givers play important part in the development of basic trust at infancy by ministering to the child's needs more or less at the child's beck and call.

Stage Two: **Early Childhood- Autonomy Verse Shame and Doubt (1½ To 3 Years*)***

By the end of infancy the child had developed, through his movement and activities organized by adults, initial conceptions of the world around him as well as elementary forms of perception and thinking. During early childhood he begins to master important forms of activities namely social intercourse and the mechanism of using stable incentives and play. These enable the child to find his bearing in the world and help him to assimilate social experiences.

According to Erikson, during the second stage shame and doubt may possibly become established as pathological trends, as opposed to autonomy. Successful resolution of the stage crisis – leads to acquisition of rules which do not hamper freedom and initiative but enable the child to be more effective. Conscience rather than guilt controls the child. He can employ enterprise and has a sense of industry. Attitudes and ways of doing things is the child's own. He is not afraid of holding his own opinion against the groups or doing what he likes against the

dictate of the social group. Unsuccessful resolution leads the child to be self-conscious about own ideas and ways of doing things. The child prefers to stay within tried and tested ways. He avoids asserting self against the group, and emphasizes how much like others he is.

Stage Three: **Middle childhood – initiative versus guilt (3 to 6 years)**

During middle childhood the child further elaborates on the skills involved in inter-personal discourse, object and play activities acquired earlier. The child's volume of social intercourse expands as the child strives to seek out playmates and to satisfy his own need for positive emotions. He masters, through social intercourse, emotional expression relevant to parents, peer, teachers, authority figures, etc., and to varying situations routinely encountered in the immediate environment. The child begins to learn how to distinguish right and wrong as defined by the social group and to do something for others on his own initiative.

According to Erikson, successful resolution of the stage crisis leads the child to take pleasure in planning and initiating actions, to plan ahead, to design own schedule of activities. Unsuccessful resolution leads the child to letting others initiate actions, to play down on success and accomplishments.

Stage Four: **late childhood- industry versus inferiority (6-12 years)**

After the child had entered school he comes in contact with a greater number of children. His interest in family activities begins to wane. His circle of friends begins to widen. This is the' gang- age' – the age during which children begin to rapidly acquire social consciousness. The child begins to be more clearly aware of the motivating forces and consequences of what he does. The child's self – awareness and understanding of what he is develop as he learns what qualities he possesses, how those around regard him, and what it is that produces their attitudes. The child now is more able to appraise himself, his achievements, his failure and resources. This

is the period the child develops self-acceptance, the period to build positive image of self; the period to develop fundamental skills in reading, writing, and arithmetic. This is the period to begin to develop appropriate scale of values or priorities, and to begin to achieve competence in personal care.

According to Erikson, successful resolution of this stage crisis leads the child to like to make things and carry them to conclusion, to strive for skill mastery, and to have pride in production. Unsuccessful resolution leads the child to self-rejection, to developing of a feeling of inferiority – an attitude of "I am not able". Thus the child may leave things undone; feels inadequate about own ability to do things or to produce work.

Stage Five: Adolescence – Ego identity versus Role Diffusion

Puberty sets in during this stage. There is a remarkable reversal in social attitude-an apparent decline in interest in group activities and tendency to prefer to be alone. The curve of social learning or the socialization process shows a downward trend, indicating a negative phase of social development. During this stage most children intentionally do the opposite of what they know is expected of them by the social group. They will, for example, intentionally harass, tease and bully younger siblings or neighborhood children. They will purposely exhibit non-compliant behaviors now more appropriately described as anti-social. However, this interruption in the socialization processes is only an interlude, and may not leave any permanent scars as the adolescent experiences a psychological shake up leading to a reorganization of his personality.

The crisis of this stage is associated with achievement of personal independence or ego identity, appropriate sex role, appropriate work habit, a definite outlook on life or personal philosophy, appropriate career choice and development, and adequate future time perspective.

Successful resolution of this stage crisis leads the child to have strong defined social roles, a feeling of at home in work, family affiliations, sex role. The child will enjoy carrying out role behavior and will have a sense of belongingness. Unsuccessful resolution leads the child to be ill at ease in roles, to be in-groups and affiliations. The child is reluctant to enter into required role behavior. He may later have radical switches in work and residence without meaning or purpose.

1. Agents of Socialization

The social group is a source of great influence on socialization, especially during infancy, childhood and early adolescence. Among the important sources of this influence are:

The primary social Group: The family is the primary social group. The family is the source of nurturance, feeding, warmth, security, trust, company, and reinforcement. The child's initial attachment to the caregiver has to do with the reward system associated with nurturance. Human beings tend to like not only those who reward them but also those who are associated with reward. Pro social and unsocial patterns of behavior are established during the early formative years at home. Early social experiences largely determine what sort of adults children will become. Relationship with family members affects children's attitude towards outsiders. For example, if children have frictional relationship with grandparents at home, it may affect their attitude towards outsiders who are elderly.

Important family antecedent that influence social development include: the position of the child in the family (that is whether the child is firs born, middle or last born or only child) and the size of the family. The critical issues in these two factors relate to the volume and quality of interaction the child has with the parents or significant others.

Other family antecedents include parental expectation. Do the parents prod or push the child to go out and meet the world or do they seclude and hide the child from the peering eyes of neighbors? Also included here is the child rearing techniques or parenting styles adopted in the family. The child rearing pattern in the family helps to shape the child's social competence. According to Baum rind (1971, 1989), parenting styles fall into three main categories: Authoritarian parents- these parents are rigid and punitive and value unquestioning obedience from children. They have strict standards and discourage expressions of disagreement. Permissive parents- these give their children lax or inconsistent direction and, although warm, require little from their children. There are authoritative parents- these parents are firm, setting limits for their children. They also set clear goals and encourage their children's independence.

In essence the family is the seat of learning for social skills. Satisfactory social relationships with family members encourage children to strive to develop and enjoy fruitful social relationships with people outside their home, to develop healthy attitude toward people, and to learn to function effectively in peer associations.

It is within the family set up that the child develops self –confidence that goes with the feeling of security. The feeling of security comes from being liked and wanted by family members. When family members give the child the chance to realize his own ability and to feel the joy of achievement, it develops self –confidence and self- reliance in dealing with other and the courage in accepting the challenge of life. One the other hand, if a child gets the feeling of being unwanted in the family, he feels isolated and insecure, although there might be no material isolation and no actual physical danger. Most children will wilt under such an environment, precisely because almost everyone finds it upsetting to be isolated or to be facing frightening or stressful situations. At first social isolation is unpleasant, with time it becomes unbearable, if it

continues it can lead to apathy, depression and possibly death. Significant family members, by their sheer physical presence, provide important reward; they stave off loneliness, fear, stress and social isolation.

Indeed the child's relationship to reality is from the very beginning a social, community relation. When the child's communal wellbeing is assured, when the significant adults in the family show the child love and encourage his success in acquisition of social skills, the child develops an optimistic 'I' concept. A positive self – concept unlocks the gateway to good mental and physical health, and healthy social adjustment of the child.

2. **The Secondary Social Group**:

The secondary social group is defined as those groups outside the home with which the child has continuous social contact, sometimes on daily basis. These groups include the peer group, organized playgroups, and clubs in the school, church or community. The child spends more time with these groups, as he progresses above childhood, than the home because of his desire to be acceptable to them. The child's desire to conform to social expectations reflects in his willingness to model his behavior, attitudes, and values along lines that agree to these groups' expectations.

Secondary social group influences the child's desire to gain independence from parents and the home. Through association with peers, for example, the child learns to think independently, to make his own decisions, to accept points of view and values not shared by his own family. This group also influences the development of the child's self-concept. The opinion of group members when favorable helps to build positive self – concept, leading to interpersonal competence. On the other hand, when the opinion of group members is negative, it influences negatively the self- concept of the child, leading to self – rejection.

3. **The Tertiary Social Group**:

The tertiary social group constitutes another major source of socializing influence. It includes groups the child has fleeting contacts with. Such contacts may be on the child's route to and from the school, the church, and the local market, in the cinema or movies; on television or radio, on magazines and newspapers. The strength of influence here may depend on the specific type of presentation, sensual appeal or attraction and the contrasting themes involved, with regard to what the child ordinarily encounters. For example, a showing on television exhibiting extreme wife abuse may have very strong influence on the child if the child's family relationship is characterize by bickering between father and mother.

Implication for the Teacher

The development of citizenship skills, conformity to social rules and norms, co-operation and positive style of social interaction has been a traditional and valued education objective in Nigeria (Federal Republic of Nigeria, 1981, 1998). For example, the school report requires, under social behavior, the form teachers assesses and rates the extent to which the following social competency skills have appeared in the student: punctuality, attentiveness, initiative, perseverance, carrying out assignments, organizational ability, neatness, politeness, honesty self-control, spirit of co-operation, obedience, sense of responsibility and public speaking, (Enugu State Ministry of Education, Senior Secondary Annual Report). These social outcomes are promoted by classroom rules that discourage students from displays of disruptive, aggressive and non-compliant behavior and encourage students to share resources, work well with others and solve problems in positive ways. Thus behaving in socially appropriate and responsible way is valued in its own right as an important educational objective.

There is perhaps another more important angle to the issue. According to Wetzel (1991 social responsible behavior helps create a classroom climate conducive to learning. Although the

precise nature of the relations between classroom conduct and academic achievements is not well understood, there are several reasons why behaving in social appropriate and responsible ways might be related to intellectual outcomes at school.

1. Social conduct is related to other more academically relevant types of behavior, example, perseverance, co-operation, peer interaction, submissiveness, compliance, empathy, etc. These contribute directly to learning and performance. Non-compliant behavior can be highly detrimental to classroom learning and instruction by distracting students from engaging in academic activities.
2. Social conduct influence teachers' preference for students, which in the process impacts on the quality of instructional exchanges. Teachers prefer to have students who are co-operative, conforming, cautious and responsible rather than independent and assertive or argumentative and disruptive ones (Helton & Oakland, 1977). They look upon negative aggressive behavior as highly detrimental to classroom order. This is especially true for learning that takes place within socially interactive settings, such as co-operative project groups, or when adherence to specific rules or guidelines is necessary to complete an assignment. Most learning activities in schools in Nigeria take the form of the latter. This explains why many teachers spend enormous amount of time teaching students how to behave and act responsibly.

   In general responsible students allow teacher to focus their efforts on teaching rather than classroom management in general too, most students learn more under such condition. Thus, student characteristics influence the nature of teacher – student interactions and therefore the quality of individual instruction received. Teachers tend to appreciate and behave more positively towards student who are co-operative than toward students who

are less responsible but nevertheless display high levels of creativity and achievement. Students who are disruptive and irresponsible tend to be treated negatively by teachers and are more likely to receive less one- to –one instruction than other students.

3. Behaving responsibly makes a direct and independent contribution to academic achievement because personal learning is a responsibility. This responsibility has much to do with the development of high levels of interest in school work, need achievement and positive striving for mastery and competence (Zimmerman & SC hunk, 1989).

4. Positive interaction with peers, especially when focused on academic activities can promote cognitive development and intellectual problem-solving (Damon & Phelps, 1989). Within the context of these co-operative interactions, students are also likely to share valuable intellectual resources by clarifying and interpreting their teachers' instruction, volunteering substantive information and answering content questions, sharing various resources such as notes and books and modeling academic skills. Clearly, children who receive such assistance as well as those who give it can benefit academically.

5. Children tend to dislike classmates who start fights and break rules (Wet zed, 1991). Therefore, displays of anti-social behavior have the potential to deprive students of opportunities to learn and acquire additional resources from their peers. It is also likely that these disruptive students are isolated from classroom activities by their teachers because of their behavior. In either case anti-social behavior can place a student at risk for academic failure by depriving him or her of valuable social exchanges with classmates and teachers.

6. Evidence in literature suggests that besides facilitating academic development, classroom behavior may create perceptions that influence teachers' academic judgment directly. For example, Brophy & Good (1974); Zentzel (1993); Williams (1976) have reported findings that suggest that teachers' perceptions of students' conformity to classroom behavior norms adds considerably to the prediction of academic grades over and above prior achievement and background variables. Perceptions of a child's behavior as acceptable or non- acceptable will influence academic judgments. According to Bennett, Gottesman, Rock & Cerullo (1993) after tested academic skill and gender effects were controlled for teachers' perceptions of student's behavior constituted a significant component of scholastic judgment.

7. In other words, students who are perceive to be exhibiting bad behavior will be judged to be poorer academically than those who behave satisfactorily regardless of their scholastic skill. Accordingly, they will receive poorer grades and are more likely to be labeled academically disabled. Thus behavior perceptions constitute a potential distorting influence in judgment of school- related activities such judgments exert indirect influence on the development of skills related to those activities (because they invariably lead to differential prejudiced treatment) giving rise to and unpredictable vicious of poor conduct and academic failure. There is need to alert the teacher on the potential influence students' behavior has on academic appraisals. Thisawareness isespecially critical given the increased weighting of teachers' judgments on academic reporting as reflected on the practice of continuous assessment in Nigerian schools today.

8. Finally, when social behavior falls below social expectations, it endangers children's acceptance by the group. When this happens, it deprives children of the opportunity to

learn to be social. The result is that their socialization falls further and further below that of their age-mates. This leads to unfavorable judgment by peers and subsequently to unfavorable self- judgment and or self-rejection. These may lead to loss of self-confidence and then to a feeling of powerlessness, helplessness, alienation, apathy, isolation and insecurity. These are some of the socio-psychological conditions that presage social maladjustment and mental ill health because they precipitate persistent anxiety states that are detrimental to fruitful social intercourse. The child's inability to derive optimum benefit from social intercourse has far- reaching implication for his success in school- related activities and success in life generally.

Given the above analysis, it is suggested that a stronger emphasis on the development of co-operative, sharing and helping behavior might be warranted in the socializing techniques employed both at home and in schools in Nigeria than is currently the case. There may be need to deemphasize task- oriented, concrete and success- in examination activities in the school system. There may be need to emphasize the development of life skills such as confidence building, creativity, growth, patience, honesty, justice, realistic goal- setting, hard work, perseverance, positive striving, accurate future- time perspective, positive striving, accurate future- time perspective, achievement, self – actualization, adaptation and competence. These are skills, which help in building a positive image of self. A positive self – concept is crucial in one's image of self. A positive self- concept is crucial in one's phenomenal world because, according to Adler et al (1983, and fits (1971), self –concept is the frame of reference through which the individual interacts with the world.

2.3.3 Murray's Theory of Motivation

Murray's theory of motivation comes under need theories of motivation. His theory has been influenced by the dynamic approach of psychoanalysts and field theorists.Before discussing Murray's conception of motivation, it is necessary to present his distinction between two major kinds of activity: process and modal activity and directional activity on the other hand. Different motivational concepts are applicable to each kind of activity.

Both Process and Modal activities are engaged in for their own sake and in this sense they are unmotivated. "Process activities" are the fundamental givens of life itself the manifestations of life seen in random, spontaneous, uncoordinated, effortless, and involuntary perceptions, movements, and vocalizations. These undirected activities are observable primarily in the infant and young child when the high energy level overflows into activity. "Modal activity" is activity in that perfection of activity is required for satisfaction. Developing a modal activity may be extremely tedious, but the goal is for the activity to become eventually effortless. For example long hours of dull practice in learning to play a musical instrument are tolerated by the learner for the sole purpose of perfecting the skill. No rewards extrinsic to the modal activity itself are necessary to maintain the practice. A large part of our mental and creative endeavours are examples of modal activities.

Directional Activity differs from process and modal activity in that it is oriented towards some satisfying end state or goal that is extrinsic to the activity itself, e.g. food-seeking activity. The activity id directed towards the acquisition of a goal (food), the achievement of which brings satisfaction Murray based his conception of motivation on the need for food model. He adopted the view that food seeking behaviour and other such activities "constitute an alluring conceptual trap for the unwary theorist "and he imposed on himself the prohibition against using the hunger

drive and its motor patterns and effects as a paradigm of directional behaviour Murray's conception of need remains the best example of the hunger-based conception of motivation and one that has stimulated most of the research in the area. According to Murray, needs are not discernible facts but are hypothetical constructs that refer to processes existing in the brain. He used two criteria for defining and identifying needs. The first is the kind of situational transformation that the need brings about, that is the kind of effect produced by the need. The second is the kind of activity, effect, or end situation that is associated with satisfaction (Murray as cited Morgan, King, Weisz & Schopler, 2004).

Murray dealt with the optimum number of the needs for a useful theory of motivation. The list modified from his 1938 conception of needs is divided into the viscerogenic and the psychogenic.

The viscerogenic needs have to do with physical satisfactions and they have their source in the psychological make-up of the organism sex, harmavoidance, sentience; air water, food, lactation, urination, defecation noxavoidance, heat-avoidance, and cold-avoidance (Mangal, 2011).

The psychogenic needs have to do with mental or emotional satisfaction. They are presumable dependent upon and derived from the viscerogenic needs, but the process by which the derivation occurs is in doubt.

Adaptation of Murray's list of viscerogenic and psychogenic needs is presented below.

NEED	BRIEFLY DESCRIBED AS NEED TO
Harm avoidance	Avoid pain, physical injury, illness and death. Escape from a dangerous situation
Sentience	Seek and enjoy sensuous impressions
Sex	From and further an erotic relationship. Have sexual intercourse
Abasement	Submit passively to external force; Accept injury, blame, criticism, punishment;
Achievement	Accomplish something difficult; Master, manipulates, or organizes physical objects, human beings, or ideas; Overcome obstacles and attain a high standard
Affiliation	Draw near and enjoyably cooperate or reciprocate with an allied object; please and win affection of a catheter object.
Aggression	Overcome opposition forcefully; Fight; Revenge an injury: attacks injure or kill an object.
Autonomy	Get free, shake off restraint, and break out of confinement; Resist coercion and destruction. Be independent and free to act according to impulse.
Blamavoidance	Avoid blame or rejection (loss of affection) Inhibit narcotic, a social impulses and perform be rebuked by others
Counteraction	Master or make up for a failure by striving; Obliterate a humiliation by resumed action; overcome weakness, repress fear.
Defendance	Defend the self against assault, criticism and blame. Conceal or justify a misdeed, failure, or humiliation
Deference	Admire and support a superior object. Praise, honour, eulogize, and emulate an exemplar. Conform to custom.
Dominance	Control one's human environment to induce a n object to act in accordance with one's sentiments and needs.
Exhibition	Make an impression. Be seen and heard
Infavoidance	Avoid humiliation. Quit embarrassing situations or avoid conditions that may lead to belittlement. Retrain from action because of fear of failure.

Table 2.1 Source: Henry a. Murray, explorations in Personality as cited in (Mangal, (2011) & Nwachukwu (1999).

One method of assessing the strength of need is by the intensity, duration, and frequency of its occurrence. Another way is by the "focal-diffuse dimension" by noting the number of objects or events that serve as goals for the need. If there are only a few goals associated with the need, it is diffuse. We can also assess a need by determining its "prepotency" the urgency with

which the need becomes "regnant" or dominant, e.g. the need for oxygen is pre-potent over the need for food. When two or more needs are satisfied at the same time by the same behaviour, the needs are said to be "fused", "subsidization" refers to the situation in which one or more needs are activated in the service of another need (Santrock, 2010). Conflict between needs occurs when two or more opposed needs of about equal strength are active at the same time. Needs, it should be recalled, arise out of a state of disequilibrium that the subject experiences as unsatisfying and unpleasurable. This state gives rise to activity that, if successful, is instrumental to acquiring a goal that leads to the end situation, for the subject is returned to a state that existed prior to the beginning situation. In this way the tension of the beginning situation is reduced at the time of the end situation. Thus, behaviour tends to reduce a certain kind of dissatisfaction and to increase a certain kind of satisfaction (Morgan etal, 2004).

At the lower end of what Murray termed the "hedonic scale" are expression of depression, crying, and retardation of motor activity. At the high end of the scale, feelings of elation, shouting, and laughter are common. While some directional activities are initiated from without and some from within, processes and modal activities are clearly set into motion by events totally within the subject and there is some doubt as to whether they are motivated at all in the usual sense of that term (Nwachukwu, 1999).

2.3.4 Maslow's Theory of Motivation

Professor Abraham Maslow (1908-1970) was a humanist who believed that man can work out a better world for mankind as well as for himself. He described human beings as "wanting" animals, according to Maslow, human needs are insatiable because as quickly as one set of needs is satisfied another set of needs arise. He postulates that human beings have a hierarchy of needs and that needs lower in the hierarchy must be satisfied before needs higher in

the hierarchy become salient. Thus, he categorized his system of needs into two divisions; Deficit needs and Growth needs (Ngwoke, 2004). The needs of the first category include physiological needs such as hunger and thirst safety needs, love, belongingness and esteem needs. Under the second category, growth needs, there is only one general need called self-actualization. The hierarchy arranged from lower to higher order is summarized below (see also fig. 1-1).

Physiological Needs: These consist, essentially, of biological needs such as hunger, thirst, waste elimination. Sexual behaviour courtship, mating, and parenthood is not classified in the physiological needs category because the urges do not arise from homeostatic imbalance in the same way as do food or oxygen deficiency. The behaviour has more to do with social and species survival than personal survival.

Safety Needs: these included securities, protection, avoidance of pain, order, and structure in the environment. Inconsistency in the expectations and demands of parents and teachers can give rise to disturbing and insecure feelings among children.

Affiliation Needs: the human being needs warm and satisfying relationships with other people, affiliation and affection (love needs). Psychotherapy places great faith in the influence of thwarted, love needs on the conscious life.

Esteem Needs: These are needs for recognition, self-respect, and esteem. There are two kinds of esteem needs: (1) needs for achievement, for adequacy, for confidence, and for independence; and (2) needs for reputation, respect, attention and appreciation. Thwarting opportunities for these desires to be realized is said to produce feelings of inferiority, weakness or helplessness.

Self-actualization Needs: the need for self-fulfillment, the need to become relatively independent from environmental demands, and to become what one is capable of becoming are included at this level. Understanding and knowledge needs come at the very end of the long list of human needs.

Maslow argues that human beings have the capacity for a meaningful, self-fulfilling existence, but they are prevented from achieving this potential because of the conditions of their environments.

Characteristics of Self-actualizers:

i. Perceive reality efficiently and are able to tolerate uncertainly.

ii. Accept themselves and others for what are

iii. Spontaneous in though and behaviour

iv. Problem-centred rather than self-centred

v. Have a good sense of humour

vi. Highly creative

vii. Resistant to enculturation, although not purposively unconventional

viii. Concerned for the welfare of mankind

ix. Capable of deep appreciation of the basic experiences of life.

x. Establish deep, satisfying inter-personal relations with a few, rather than many people

xi. Able to look at life from an objective view-point.

xii. Behaviour Leading to Self-actualization:

xiii. Experience life as a child does, with full absorption and concentration.

xiv. Try something new rather than sticking to secure and safe ways.

xv. Listen to your own feelings in evaluating experiences rather than to the voice of tradition or authority or the majority.

xvi. Be honest; avoid pretences or "game playing".

xvii. Be prepared to be unpopular if your views don't coincide with those of most people.

xviii. Assume responsibility

xix. Work hard at whatever you decide to do

Try to identify your defenses and have the courage to give them up. Paraphrased with modifications from Maslow (1954) retrieved at http:www.psychologistasu.edu.

2.3.5 Weiner Attribution Theory for Success or Failure

Attribution theory rests on three basic assumptions (Santrock, 2010). First, people want to know the causes of their own behavior and others, particularly behavior that is important to them. Second, attribution theory assumes that we do not randomly assign causes to our behavior. There is a logical explanation for the causes to which we attribute our behavior. Third, the causes that we assign to our behavior influence subsequent behavior, if we attribute our failure to a particular person, we may come to dislike that person. The student who believes that "no matter what I do, Mr. Smith won't give me a good grade" will come to dislike Mr. Smith.

Attribution theory also relates well to the need for achievement. Bernard Weiner as cited in Santrock (2910) believes that when achievement is aroused, we tend to attribute our performance to one of four elements ability, effort, task difficulty, or luck. Each of these elements is characterized below.

Ability: These attributions of success and failure have important implications for teaching since students' assumptions about their abilities are usually based on past experiences. It is precisely here that we find explanations for math phobia, reading problems, or dislike of science.

When students have a history of failure, they often make the rather devastating assumption that they lack ability. This tendency is particularly true if others do well at the task. Once students question their abilities, this doubt spreads to other subject and other tasks. Soon there is a generalized feeling of incompetence that paralyzes initiative and activates an expectation of failure. Schunk (1989), studying the relationship between self-efficacy (that is, personal judgments of performance capabilities on any task) and learning, reported that students enter a classroom with aptitudes and experiences that affect their self-efficacy for increases, and in turn, enhances motivation.

Students who consistently question their own abilities pose a serious challenge for educators, because the students' history of failure and feelings of incompetence undercut motivation and learning. An initial assumption about these students should be that there must be something that they can do well. Consequently, search for tasks that they can perform with competence and publicly reward them for their success.

Remember: Avoid the danger of attributing their initial failure to a lack of ability before searching for alternate causes.

Effort: Weiner (1990) also made the interesting discovery that students usually have no idea how hard they try to succeed. Students (and all of us) judge their efforts by how well; they did on a particular task. Even in tasks involving pure chance, successful students believed that they tried harder than those who were unsuccessful. An important cycle is thus established: Success increases effort; effort produces more success. The educational implications are real and significant. If a skill is to be mastered and the teaching is consistent for an entire group, then student performance will vary because of motivation. Here again we note the importance of ensuring success as a means of encouraging further effort (Santrock, 2010)

Lock: Finally, if there is no tangible link between behavior and goal attainment, the tendency is to attribute success to luck. Those students who have little faith in their abilities attribute their success on almost any task to luck, thus short-circuiting the motivational network just described. Success in this case will not increase effort; lack of effort does nothing to bolster a belief in one's ability, and tasks remain an overwhelming obstacle (Santrock, 2010)

Task Difficulty: Task difficulty usually is judged by the performance of others on the task. If many succeed, the task is perceived as easy and vice versa. An interesting phenomenon can develop here if a student consistently succeeds on ability. But if individual success is matched by the success of others, then the source of the success is seen in the task. Weiner's findings emphasize once again the importance of matching a task with a student's ability, thus enhancing ability and increasing effort (Santrock, 2010)

Applying the Model

In applying his interpretation of attribution theory to the classroom, Weiner (1990) stated that there is a relationship among a student's attributions (ability, effort, luck, task difficulty), the stability of the attribution, its resistance to extinction, and expectancy of future goal attainment. Consequently, in achievement-related situations, students experience both cognitive and emotional reactions. For example, John must fail his history examination. He is experiencing feelings of frustration and is upset, such as the following:

1. "I failed because I didn't try hard enough," followed by feelings of shame and guilt.
2. "I just don't have the right stuff," followed by feelings of low self-esteem, lack of worth, and hopelessness.

It is a complicated mixture, one to which a teacher should be alert. When attempting to help students, teachers must be aware of their own causal attributions. It is quite easy to be

deceived by a student's apparent high level of effort and assign higher ability to that student than warranted. Students may also deliberately minimize effort to avoid the suggestion they lack ability because teachers first are likely to focus on students' poor effort rather than detect their limited ability:

Examining the subtleties of motivation leads to the conclusion that certain motivational aspects involve learning. Some motivation is learned: we learn to want definite objects; we learn to expect certain outcomes; we learn to fear certain things. But the relationship between learning and motivation is bidirectional-new learning depends on motivation. Motivation is heightened for many students when interesting, new learning opportunities are presented

Motivation is central in all forms of human behavior. To motivate is synonymous with to be moved into a particular action. Provided behavior is genuinely and consciously carried out, there is motivational background. The word motivation is derived from the Latin word, mover meaning to move. In actual sense, motivation refers to the moving force that energizes behavior (Murray, 1938). Motivation is therefore, an internal process. It comes from the inside aspect of the organism. Nwachukwu (1999) consider motivation as an internal state that energizes a person's behavior, maintains it and directs it towards a goal so that a state of equilibrium is attained". One of the special characteristics of motivation is that it is goal directed. Thus Stang and Wrights man as cited in Nwachukwu (1999) see motivation as a hypothetical state of the individual organism that arouses a goal directed form of activity. It is goal directed.

An individual would hardly act if there is no internally directed move towards a particular goal. The individual is directed a pushed into action because there is a goal to achieve. The key point in respect of motivation is that there is a movement towards a goal. The word is derived from where motor is derived. Accordingly, Wittig and William (1984) define motivation as a set

of one or more conditions which activate or turn on behavior, direct behavior towards some goal and maintain the behavior until the goal is reached. Motivation involves forces propelling the organism to act because there is a goad. It directs responding. Motivation is purposeful, i.e., it is caused by motive (purpose) (Ngwoke, 2010)

Motivation, in itself, is a process by which movement is produced. This movement is produced and regulated through the release of energy in the body. Motivation may be viewed as a process of arousing movement in an organism towards a goal even if there had previously been little or no movement towards such a goal. Motivation relates to why behavior occurs.

Functions of Motivation

Nwachukwu (1999) functions of motivation to include the following:

1. Motivation moves the organism into action
2. Through motivation, behavior is sustained
3. Through motivation psychological energy is produced for action. That energy is similar to determination to carry out a task
4. By means behavior is motivated, it is guided and directed towards a goal
5. Motivation sets a goal for the individual. Because a goal is set, behavior is selective.

Motivation is a process by which the learner's internal energies are directed toward various goal objects in his environment. According to Lovell, motivation is the drive, energy or degree of activity an individual displays. This presupposes motivation is intrinsic and is usually manifested by an individual. In Hull's view motivation may be regarded as the tendency of an organism to reduce it or return to its state of bodily equilibrium (homeostasis). That is, the process by which an organism strives to maintain some optimal level of internal biological

functioning by compensating for deviations from its usual balanced internal state Nwachukwu (1999).

Motivation answers why human beings do certain things. This 'why' of human act is called 'motive'. It is psychological or internal process initiated by some need or drive which leads to activity which satisfies that need. Our motives determine the goals we seek. For example, hunger and thirst lead us to seek food and drink.

Instinct, need and drive are three terms used to describe motive conditions. Instinct is a strong specific inborn tendency to behave, often accompanied by emotional excitement. A need is the lack of something or in balance that if present would further the welfare of the organism. The motivation to satisfy needs may be either cognitive (intellectual) or conative (emotional); the motivation may be conscious or unconscious; the motivation may be expressed directly or indirectly (Nwachukwu, 1999).

A drive (force) is an inference made from observed behavior and is assumed to be the tensions induced by these "lack of something" or need. It energizes behavior in order to fulfil some need. Drives are made up of the basic or primitive biological needs such as hunger sex and thirst, and needs such as the need for security and affection. These drives give rise to motivation for the cause lack of balance in the individual and the desire to satisfy these needs.

Primary and Secondary needs; Primary or innate basic physiological needs include; food, appetite, water and oxygen, hunger and thirst, rest, protection, sexual union, regular elimination of excretory products from the body, escape from pain, release from anxiety and other disturbing emotional states. (Santrock, 2010).

Secondary needs are learned, e.g. affection, aggression, autonomy, dominance, etc. Other personality needs include need for status and need for security (Ngwoke, 2004).

2.4 Empirical Studies

2.4.1 Studies on Home Background (Parents Educational Level) and Academic Achievement

According to European Union Monitoring Report (2013), those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities. Such parents know the importance of getting educational materials for their children in school. They may go through their children's exercise books after school, or even employ a private teacher to teach them after school. By so doing, their academic performance will be improved; whereas in the case of illiterate family, the need to supervise the children's exercise books is not there, hence their children's low academic performance in school. Educated parents may also have library at home, stocked with novels, encyclopedia and other educational books and educational audio visual tapes. When children make use of these materials, it will enhance their intellect.

The level of educational attainment of parents could influence the academic achievement of their children.

According to European Union Monitoring Report (2013), those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities. Such parents know the importance of getting educational materials for their children in school. They may go through their children's exercise books after school, or even employ a private teacher to teach them after school. By so doing, their academic

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The family is obviously a major socializing agent and therefore important in determining the child's motivation to achieve success. The motive to excel in academic work is an activating force, a drive or an urge to achieve good results and recognition which accounts to good academic performance.

Educated parents give early independence training and achievement training. Atkinson and Feather (1966) argued that successful parents tend to provide early independence training which is necessary in the development of achievement motivation. In independence training, parents insist on the child's self-reliance and autonomy in decision making situations. While in achievement training, they insist on high achievement through imposing high standards of excellence in tasks, setting high goals for the child and expecting the child to show competence in doing tasks well. Illiteracy of parents could have a negative effect on the academic performance of their children. Children whose parents are illiterates have been seen to lack home encouragement. This implies that as some illiterate parents refuse to provide their children with needed textbooks, they are discouraging them from learning. David (2007) stated that textbooks aid studies after normal school teaching. Students from illiterate parents lack assistance because of parents' illiteracy and ignorance such parents fail to motivate, reinforce, give reward or punish their children on their academic performance which might have forced them to be serious in learning.

On the other hand, literate parents have interest in their children's academic performance. They struggle to provide them with needed materials and give adequate encouragement. Having known the importance of education, they draw a reading time-table for their children and also arrange for part-time teachers to teach their children and check their workbooks from time to time. They provide adequate motivation and reward when the children perform better in class assignments tests and examinations. Taking care of children and making provision for their needs, especially educational needs, are very important in determining the academic performance of children.

Farooq, Chaudhry, Shafiq, Berhanu (2011) examined different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for this study were 10th grade students (300 male & 300 female). A survey was conducted by using a questionnaire for information gathering about different factors relating to academic performance of students. The academic performance was gauged by the result of their 9th grade annual examination. Standard t-test and ANOVA were applied to investigate the effect of different factors on students' achievement. The results of the study revealed that socioeconomic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students.

2.4.2 Studies on Social Adjustment and Academic Achievement

Osa-Edoh and Iyamu (2012) investigated the effect of social life adjustment on academic achievement of adolescents in senior secondary schools of Edo state. Two hundred and forty (240) samples were randomly drawn from three senior secondary schools in Edo state. Related literatures on social life adjustment on academic performance were reviewed and the research design used for the study was descriptive survey. The instrument used for the study was a self-developed questionnaire on social life adjustment on academic achievement was analyzed by Pearson's product moment correlation statistics and fishers' z for gender. Instrument was content validated by experts in faculty of education, university of Benin and reliability was 0.78. Based on the research questions of the study two null hypotheses were formulated for testing at .05 alpha levels. The findings showed that social life adjustment influences students' academic achievement.

Yengimolki, Kalantarkousheh and Malekitabar (2015) their study aimed at exploring the relationship between self-concept and social adjustment with academic achievement of students. The research population was male and female secondary students in Iran, Islamshahr city. The subjects selected through cluster random sampling method including 234 students (122 male and 112 female students). Rogers Self-concept questionnaire and the student adjustment questionnaire utilized. For academic achievement, the first half-year GPA considered. Using SPSS software for data analyzing, the results of the study are; there is a significant difference between girls and boys academic achievement, there is also a significant difference in the overall adjustment between these two groups, but there is no significant difference between their self-concept. To study the relationship between self-concept and social adjustment with academic achievement of the male and female students and its dimensions the correlation matrix of the

students' scores of research variables calculated. The result indicates a significant relationship between self-concept and adjustment. There is a significant correlation between academic achievement and social adjustment, but there is no significant relationship between self-concept and academic achievement. In General, the results indicated that the better adjustment people have, the more ability they will make progress in their life.

Nicole M. Stephens, MarYam G. Hamedani, and M. Destin (2014) examined a Closing Social-Class Achievement Gap among College students who do not have parents with 4-year degrees (first-generation students) earn lower grades and encounter more obstacles to success than do students who have at least one parent with a 4-year degree (continuing generation students). In the study reported here, we tested a novel intervention designed to reduce this social-class achievement gap with a randomized controlled trial (N = 168). Using senior college students' real-life stories, we conducted a difference-education intervention with incoming students about how their diverse backgrounds can shape what they experience in college. Compared with a standard intervention that provided similar stories of college adjustment without highlighting students' different backgrounds, the difference-education intervention eliminated the social-class achievement gap by increasing first-generation students' tendency to seek out college resources (e.g., meeting with professors) and, in turn, improving their end-of-year grade point averages. The difference-education intervention also improved the college transition for all students on numerous psychosocial outcomes (e.g., mental health and engagement).

2.5 Summary of Literature Review

This chapter is essentially connected with review of related literature. This includes discussion on the conceptual framework on the variable of the study; the meaning of home background (parents' educational level), social adjustment and academic achievement were given. The concept of home background (parents' educational level), social adjustment and academic achievement were explained as they relate to the topic of the research.

The theoretical framework bases from psycho-analytic, behavioral, neurological and psycho-social perspective were used by the researcher in addition views on related studies on impact of home background(parents educational level), social adjustment of the student and academic achievement were discussed in the chapter. The review also showed that aside student's academic performance, their social adjustment in and out-of school environment is also very critical (Edoh and Iyamu, 2012). Adjustment serves as state of equilibrium, a form of balance in the person's own internal system (Hastings, 2003), it refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people, handles his responsibilities, deals with stress and meets his own needs and life satisfaction

The research work is very unique because no researcher has ever worked on the topic, so it is not a copied work and it will be very useful to the parents, counsellors and teachers.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study is about social adjustment and academic achievement of senior secondary school students in Niger State. To achieve the purpose of this study the research design, the population, the sample and sampling techniques, development and validation of the instrument, administration of the instrument and statistical analysis to be used in this study are stated below as follows:

3.2 Research Design

The researcher used descriptive survey design. A survey is a method of gathering data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals. It is concerned with the generalized statistics that results when data are abstracted from a number of individual cases. Out of different types of survey, the researcher used a sample survey technique. A sample survey is a study in which a random sample is taken from a well defined population. In another words sample survey techniques involves large number of persons and described population characteristics by selection of an unbiased sample. Sample survey also is a type of descriptive research in which information is obtained from a sample of respondents for testing hypothesis concerning the status of some educational problems. It involves using questionnaire and sometime interviews, tests and generalizing the result of the sample to the population from which it is drawn.

3.3 Population of the Study

Population is sometimes refers to as the universe, and its defined as the entire group whose characteristics are to be estimated (Ndagi, 1999). The population of the study comprises all of the Senior Secondary Schools in Niger State.

There are two hundred and thirty five (235) public senior secondary school in the seven (7) educational zones of Niger State with students population of sixty one thousand two hundred and twenty (61,220) (MOE, 2014).

For the purpose of this study the researcher chose five (5) schools from each zone. The students (Subject) were chosen using the appropriate method of random sampling.

Table 3.3.1: Population distribution of senior secondary school students in the seven educational zones in Niger State

S/N	Names of Educational Zones	Approximate male Population	Approximate Female Population	Approximate Total Population
1.	Bida	10,011	4,975	14,986
2.	Lavun	6,244	2,259	8503
3.	Minna	7,588	5,002	12,590
4.	Suleja	4764	3198	7962
5.	Kontagora	4267	4006	8273
6.	Rijau	2952	2082	5034
7.	Borgu	2582	1290	3872
	Grand Total			61,220

3.4 Sample and Sampling Technique

The sample consists of a total of 384 students from seven educational zones. A stratified random sampling technique was used to derive sample. To do this the state was stratified along the seven educational zones. These are Bida, Lavun, Minna, Suleja, Kontagora, Rijau and Bargu zones. A total of 384 students from seven educational zones were selected by stratified sampling procedure involving the “hat and drop” method at an average of twenty (20) students in each

school. Thus, a total of 384 boys and girls were selected relying on the suggestion of Krejcie and Morgan (1992 Revised) in their table of sample selection where a minimum sample of 384 is suggested as lower limit for a population above 100,000. Since the sample selected was more than the minimum regarded as lower limit a selection of 384 as was used in this study is considered appropriate representation of secondary school students in Niger State. This is because a sample size of 384 according to Krejcie and Morgan (1970) would have been ideal even, when such is not considered to be representative enough. The seven educational zones selected are shown below:

Table 3.4.1: Showing Sample and Sample Size

S/N	Name of the educational zone	Approximate population	No of instrument Shared
1.	Bida	14,986	85
2.	Lavun	8,503	48
3.	Minna	12,590	84
4.	Suleja	7,962	48
5.	Kontagora	8,273	55
6.	Rijau	5,034	36
7.	Borgu	3,872	28
	Grand Total	61,220	384

3.5 Instrumentation

As the study examined relationship between social adjustment and academic achievement of senior secondary school students in Niger State, it was considered appropriate to use questionnaire as the major instrument. The questionnaire was on Social Adjustment Scale (SAS) and Biological Achievement Test (BAT) The Social adjustment scale was a 43 items scale. Section A of the instrument was on personal information with seven (7) items. Section B of the instrument consists of 36 items focused on eliciting information regarding students' Social adjustment and its various dimension. The instrument was drawn on a 3 point Likert scale format of completely true, somehow true and completely untrue.

3.6 Validation

The instrument was content validated by experts in department of educational psychology and curriculum studies (EPCS) of the faculty of education Ahmadu Bello University Zaria for validation.

3.7 Reliability

The reliability of the instruments was determined by a test-retest for social adjustment scale and a split-half for achievement test. The social adjustment scale was administered to a total of fifty (50) students from a school that was not part of the study but was to be used for pilot test. The data obtained from the test was subjected to the same fifty (50) students after two weeks. The researcher used the students of GGSS Bosso for pilot test.

The following reliability values for the two (2) testing instrument was established as follows; for the Social Adjustment Scale (CAS), the reliability co-efficient of 43 items is 0.7346 or App = 0.74. For the short Biology Achievement Test (BAT), the reliability co-efficient of twenty (20) items is 0.6242 or App = 0.63 using Alpha Scale of reliability analysis.

3.8 Procedure for Data Collection

In order to administer the questionnaire on the subject of this study, a letter was obtained from the department of educational psychology to the Ministry of Education Minna for permission to carry out the study. Further permission was sought from the State Ministry of Education and the relevant government agencies to administer the instrument of the study in the selected schools. With this the researcher with the assistance of the school Principals personally administered the instrument for this study on the subjects. Teachers in the selected schools served as research assistants to facilitate the retrieval of filled questionnaire as the researcher the questionnaire with each respondent to complete at his/her time.

3.9 Procedure for Data Analysis

To achieve the purpose of this study, the following statistical techniques were used. Descriptive statistic of means and standard deviations were computed for all the respondents on bio-data variables. Pearson Product Moment Correlation statistics was used to test for relationship between variables of interest. All hypotheses in this study were tested at the 0.05 level of tolerance

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

The study is titled "relationship among home background, parents educational level social adjustments and academic achievement of secondary school students in Niger state Nigeria". The statistical Package of the Social Sciences (SPSS) IBM 20th Edition was used for the analysis. A total of 384 senior secondary school students were used. The analysis of this study is presented in sections for easy comprehension. The first section presented the data analysis of the bio data variables in frequencies and percentages. The Second part presents the answers to research questions using the descriptive mean statistics. The third part tested the five null research hypotheses using the Independent t tests, Analysis of Variance and the Pearson Product Moment Correlation (PPMC) statistics. All hypotheses were tested at 0.05 alpha level of significance. The summary of all the major findings were also presented as well as discussions on findings

4.2 Analysis of Distribution of Bio data Variables in Frequencies and Percentages

Table 4.1: Distribution of respondents by Gender

Gender	Frequency	Percent
Male	156	47.1
Female	175	52.9
Total	**331**	**100.0**

On respondents gender status, 156 or 47.1% are males and the remaining 175 representing 52.9% are females. This shows that both male and female students are well represented in this study.

Table 4.2: Distribution of respondents by Age

Age	Frequency	Percent
14-16 YRS	188	56.8
17-19 YRS	139	42.0
Over 19 yrs	4	1.2
Total	**331**	**100.0**

On respondents age groups, 188 representing 56.8% re between the ages of 14-16 years while 139 representing 42.0% are between 17-19 years and the rest 4 representing 1.2% are over 19 years.

Table 4.3: Distribution of respondents by Home Background (Parent Educational Level)

Parent Education Level	Frequency	Percent
University Degree And Above	72	21.8
NCE Diploma Cert	76	23.0
Secondary Sch Cert	68	20.5
Prim Sch Cert	52	15.7
No Formal Educ	63	19.0
Total	**331**	**100.0**

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According to the table above on the home background (fathers education), 72 or 21.8% are university degree o above, 76 or 23.0% are NCE Diploma certificate while 68 or 20.5% have secondary school certificate as against 52 or 15.7% that have primary school certificate and the rest 63 or 19.0 % have no formal education.

Table 4.4: Distribution of respondents by Parental Occupation

Parental Occupation	Frequency	Percent
Millionaire businessman	48	14.5
Top executive/top administrative/top politician	24	7.3
Professional with degree e.g medical doctor, lectures	57	17.2
Musicians, traditional rulers, judiciary, politicians	32	9.7
Small business owner with capital less than 1 million naira	51	15.4
Junior civil servants with university degree	44	13.3
Skilled manual worker e,g mechanic, electrician, carpenter ets	32	9.7
Unskilled manual worker e,g. laborer's, farmers, washman etc	43	13.0
Total	331	100.0

The table above showed the distribution of respondents by father's occupation. A total of 48 or 14.5% are parental occupations of millionaire businessman, while 24 or 7.3% are top executive/top administrative/top politician, while 57 or 17.2% are professional with degree e.g. medical doctor, lectures, while 32 or 9.7% are musicians, traditional rulers, junior politicians, as against 51 or 15.4% are small business owner with capital less than 1 million naira, as against 44 or 13.3% that are junior civil servants with university degree, while 32 or 9.7% are skilled manual worker e,g mechanic, electrician, carpenter ets and unskilled manual worker and the rest 43 or 13.0% are laborers, farmers, washman respectively.

4.3 Testing of Research Hypotheses

Research questions were answered with their corresponding hypotheses.

Hypothesisone: there is no significant relationship between Home background(parents educational level) and the Academic Achievement of students.

Table 4.5: Analysis of Variance on Relationship between the Home Background(parents educational level) and Academic Achievement of Students.

	Sum Squares	DF	Mean Square	F	F critical	Sig.
Between Groups	17017.716	4	4254.429	544.514	2.60	.000
Within Groups	2547.124	326	7.813			
Total	19564.840	330				

Results of the Analysis of Variance statistics revealed significant relationship in the Academic Achievement of students on the account of their Home background **(**parental educational level**)**.

Reasons being that in the ANOVA table, the calculated p value of 0.000 is lower than the 0.05 alpha level while the calculated F value of 544.514 is higher than the 2.60 F critical value.In the descriptive statistics table, their mean academic performances are 53.3056, 54.2763, 53.3676, 54.3462 and 53.7797 for home background of parents educational level(of university or above, NCE diploma cert, secondary school cert, Primary school cert and No formal education respectively. This shows that significant relationship exist between home background and academic Achievement

4.6:Table Scheffe post hoc test on relationship in academic performance on the basis of the type of home backgrounds(parents educational level)

(I) Home _Background	(J) home _Background	Mean Difference (I-J)	Std. Error	Sig.
UNIVERSITY DEGREE AND ABOVE	NCE DIPLOMA CERT	11.31531*	.37903	.000
	SECONDARY SCH CERT	20.63957*	.48371	.000
	PRIM SCH CERT	17.63048*	.66863	.000
	NO FORMAL EDUC	17.10523*	.72525	.000
	UNIVERSITY DEGREE AND ABOVE	-11.31531*	.37903	.000

The Scheffe post hoc test analysis also showed significant relationship among the students in their academic performance on account of their Home background of parents educational status. It shows that the higher the parents educational status, the higher the student's academic performance. Therefore the null hypothesis which state that there is no significant relationship in the Academic Achievement of students on the account of their Home background (parental education), is hereby rejected

Hypothesis two:there is no significant relationship between Social adjustment and Academic Achievement of senior secondary school students in Niger State.

Table 4.7 : Pearson Product Moment Correlation (PPMC) Statistics on the Relationship Existing between Social Adjustment and Academic Achievement of Senior Secondary School Students in Niger State

Variables	N	MEAN	S.D	R	Df	P
SOCIAL ADJUSTMENT	331	94.89	5.371	0. 878**	329	0.001
Academic achievement	331	53.81	7.699			

Significant at the 0.05 level

An understanding of the above Pearson Product Moment Correlation statistics revealed a significant relationship between Social adjustment and Academic Achievement of senior secondary school students in Niger State. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.878 at df of 329. This shows that the higher the students level of social adjustment, the higher their academic performance, Hence the null hypothesis which state that there is no significant relationship between Social adjustment and Academic Achievement of senior secondary school students in Niger State, is hereby rejected.

Hypothesis three: There is no significant difference in the Academic Achievement level of male and female senior secondary school students in Niger state

Table 4.8: Independent t test Statistics on the Difference between male and femaleon the Academic Achievement of Senior Secondary School Students in Niger State

Variable	Gender	N	Mean	Std.dev	Std. Err	Df	t	P
Academic Achievement	Male	156	53.9103	7.55058	.60453	329	0..244	0.907
	Female	175	52.7029	7.85082	.59347			

Calculated p > 0.05, Calculated t < 1.96, at df 329

Results of the independent t-test analysis above showed that there is no significant difference in the Academic Achievement level of male and female students in Niger state. Reasons being that the calculated p value of 0.907 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.244 is lower than the t-critical value of 1.96, at df 329 Their calculated mean Academic Achievement levels are 53.9102 and 52.7029 for Male and female students respectively, indicating that both male and female secondary students in Niger state have the same level of Academic Achievement. Hence the null hypothesis which state that there is no significant difference in the Academic Achievement level of Male and female senior secondary school students in Niger state is hereby accepted and retained

Hypothesis four: There is no significant difference between male and female Social adjustment level of senior secondary school students in Niger state

Table 4.9: Independent t test Statistics on the Difference between male and female Social Adjustment Level of Senior Secondary School Students in Niger state.

Variable	Gender	N	Mean	Std.dev	Std. Err	Df	t	P
Social adjustment	Male	156	94.9872	5.28783	.42337	329	0.306	0.759
	female	175	94.8057	5.45799	.41259			

Calculated p > 0.05, Calculated t < 1.96, at df 329

Results of the independent t-test statistics above showed that there is no significant difference in the Social adjustment level of male and female senior secondary school students in Niger state. Reasons being that the calculated p value of 0.759 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.306 is lower than the t-critical value of 1.96, at df 329 Their calculated mean Social adjustment levels are 94.9872 and 94.8057 for Male and female students respectively, indicating that both male and female secondary students in Niger state have the same level of Social adjustment. Hence the null hypothesis which state that there is no significant difference in the Social adjustment level of Male and female senior secondary school students in Niger state is hereby accepted and retained.

Hypothesis five: there is significant relationship in the Social adjustment of students on the basis of their Home background.

Table 4.10: Analysis of variance on relationship in the Social adjustment of students on the account of their Home background

	Sum of Squares	Df	Mean Square	F	F critical	Sig.
Between Groups	6507.146	4	1626.786	176.018	2.60	.000
Within Groups	3012.939	326	9.242			
Total	9520.085	330				

Results of the Analysis of Variance statistics showed that there is no significant relationship in the Social adjustment of students on the account of their Home background.

Reasons being that in the ANOVA table, the calculated p value of 0.685 is higher than the 0.05 alpha level while the calculated F value of 176.018 is lower than the 2.60 F critical value.

In the descriptive statistics table, Their mean social adjustment levels are 99.8706, 96.0728, 87.1091 89.0909, 92.3333, 94.8912 for parental educational level of university degree and above,NCE Diploma cert, secondary school certificate, primary school certificate, no formal education. This implies that Home background does not have significant influence on student's social adjustment.

The Scheffe post hoc test analysis confirm this position as no significant differences among the students in their Social adjustments on account of their Home background. Therefore the null hypothesis which state that there is significant relationship in the Social adjustment of students on the basis of their Home background, is hereby rejected.

4.4 Summary of the Major Findings

The followings are the major findings

1. Significant relationship exists in the Academic achievement of senior secondary school students on the bases of their home background (parent educational value) ($r = .878$, $p = 0.000$), indicating that the higher the parent educational status, the higher the student's academic performance.
2. Significant relationship exist between Social adjustment and Academic Achievement of senior secondary school students in Niger State ($f = .544$, $p = 0.000$). This shows that the higher the students level of social adjustment, the higher their academic performance
3. Significant difference does not exist in the academic achievement level of male and female senior Secondary School Students in Niger State ($t = 0.244$, $p = 0.002$) indicating that both male and female secondary students in Niger state have the same level of Academic Achievement.
4. Significant differences does not exist in the social adjustment level of male and female students ($t = 0.306$, $p = 0.759$). Indicating that both male and female students in Niger State have the same level of social adjustment hence the null hypothesis is hereby accepted and retained.
5. Significant relationship does not exist in the Social adjustment of students on the account of their Home background ($f = 0.685$, $p = 0.685$). This implies that home background does not have significant relationship in the social adjustment among senior secondary school students in Niger State. Hence the null hypothesis stated is hereby rejected.

4.5 Discussion

The findings of the study revealed that significant relationship exists between academic achievement and home background (parents' educational level).This agrees with the view of the European Union Monitoring Report(2013),those students whose parents have a tertiary level of education perform , on average significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities. Such parents know the importance of getting educational materials for their children in school. They may go through their children's exercise books after school, or even employ a private teacher to teach them after school. By so doing, their academic performance will be improved. Whereas in the case of illiterate family, the need to supervise the children's exercise books is not there, hence their children's low academic performance in school. Educated parents may also have library at home, stocked with novels, encyclopedia and other educational books and educational audio visual tapes. When children make use of these materials, it will enhance their intellect.

The finding on this study also revealed a significant relationship between social adjustment and academic achievement among secondary school students. That is a child who is well adjusted socially will perform better in school than one who is not socially adjusted. This coincide with the early findings of Agubosi(2010),that a child who cannot adapt to his environment is likely to perform poorly in school. Also, the study of Onwuchekwa (1998) suggested that a child who is truant cannot achieve much in school and Stated that academic achievement can be enhanced when parents show more enthusiasm in the education of their children.

Similarly, finding revealed that significant differences does not exist between male and female secondary school students in Biology achievement. This finding buttress the findings of (Aremu,1999:Toh,1993:Okwo and Otunba,2007:Raimi,and Adeoye,2002)that asserted significant difference between male and female students in Biology achievement. The results uphold Olagunju(1998)who reported that there was no significant difference between male and female students in Biology achievement test. However the mean score of female students was higher than that of male students. This shows that the female students perform better than the male students in Biology achievement test. The difference between the two mean scores of male and female students is marginal. The mean achievement scores of both male and female students are very low in Biology. This attributed to the students, parents, and environment or teacher factors. The relatively poor performance has no gender inclination.

Succinctly, the findings also revealed that significant difference does not exist in the social adjustment of male and female secondary school students. This supports Akinboye(1997)who posit that boys and girls are only concern about their bodies and social adjustment. Their concern is to show up and be admired. Idowu(2004)commented that poor academic performance makes the adolescents have problems in satisfying relationship with others.

Finally, findings revealed that significant relationship does not exist between parents' educational level and social adjustment of secondary school students. This finding agrees with the findings of Farooq, Chaudhry, Shafiq, Berhanu (2011) examined different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for this study were 10th grade students (300 male & 300 female). A survey was conducted by using a questionnaire for information gathering about different factors relating to

academic performance of students. The academic performance was gauged by the result of their 9th grade annual examination. Standard t-test and ANOVA were applied to investigate the effect of different factors on students' achievement. The results of the study revealed that socioeconomic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary, conclusion and recommendations on relationship among home background (parents' educational level), social adjustments and academic achievement among secondary school students in Niger state Nigeria

5.2 Summary

This study was structured into five chapters in order to effectively carry out this research. Chapter one presented the background and purpose of the study, the statement of problem, including the hypotheses formulated for the study, scope and limitations. In line with the research objectives, five research questions were stated as well as five null hypotheses. The study is significant as it will provide the teachers and secondary school management board and the general public interested in secondary school education the effect of social adjustment and home background (parent educational level) on the student's academic achievement.

The second chapter enumerated the comprehensive literature reviews that are related to this study. They include the concepts of home background visa _vis parents educational level, parents occupation, academic achievement, theory of cognitive development, theory for success or failure and empirical studies. The third chapter presented the study methodologies which include the design, sample size and populations, the instrumentation, data collection and administration as well as pilot study and reliability study. .A total of 331 students were sampled for this study. They are senior secondary students. The method of data analysis was the Two sample independent t test, Analysis of Variance (ANOVA) and Pearson product moment correlation (PPMC) statistics.

Chapter four was the presentation, interpretation and discussion of results of the data analysis. The IBM 20 version was used for the data analysis. The bio data variables were analyzed by frequencies and percentages while the research questions were answered using the descriptive mean statistics. The third section test the five null hypotheses at 0.05 alpha level of significance It was found out that the higher the students social adjustment level the higher their academic achievement. It was also found out that parents' home background (parents' educational level) has significant influence on students' academic achievement and social adjustment levels. Chapter five presented the study's summary of the five chapters and offer conclusion and recommendations.

5.3 Conclusion

Based on the findings of this study, the following conclusions can be deduced that:

- Parental educational background has significant relationship with students' academic achievement as the higher the parent educational level, the higher the students' academic achievement.
- Student's academic achievement has significant relationship with their level of social adjustment. The higher their social adjustment, the higher their academic achievement.
- Students' academic achievement level does not significantly differ between Male and female students.
- Most students believe that their main aim in school is to pass their exams, and work towards that goal religiously with strong determination.
- Students should be given opportunity to express their own ideas and discuss their problems with school authorities. It develops selfconfidence and mental satisfaction among them.

5.4 Recommendations

The following recommendations are hereby put forwards as a result of the outcome of this study

1. Parents should improve on their own academic achievement as this study showed that the level of their education has significant influence on the student's academic performance and social adjustment level.
2. School has to organize NCC/NSS activities that would develop desirable social qualities that would develop desirable social qualities considerate and cooperation which in turn help them to adjust well.
3. Students should rigorously follow their teacher's instructions so that they will excel in their academic achievement and social adjustment level.
4. There is badly need of a guidance and counselling centre for each school, hence this will assist students in coping and adjusting to school life.
5. Families have to create such an environment so that they can express their opinion without hesitation also parent have to take care of male and female equally.

5.5 Suggestions for Further Studies

The following suggestions are recommended for further studies in the related fields

This study is by no any means exhaustive, as the study concentrate on academic achievement and social adjustment on home background of students. It is suggested that further studies be carried out in the influence of parental nurturing styles on the academic achievement, interest and social adjustment among secondary school students in North Western Zone.

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APPENDIX A

Questionnaireon the Relationship among Home Background, Social Adjustment and Academic Achievement of Senior Secondary School Students in Niger State

Dear Respondent,

The researcher is a M.ED. Psychology student conducting a research on the Relationship among Home Background, Social Adjustment and Academic Achievement of Senior Secondary School Students in Niger State. Kindly help fill this questionnaires as faithfully as possible. Your responses will be used for the purpose of this research only. Any information given by you is treated with utmost confidentiality.

Thank you for your cooperation.

Section A: personal information.

Instruction: indicate your responses by ticking ( ) the appropriate box.

Sex: M ( ) F ( )

Name of school:……...……

Class:……

Age: 14-16 ( ) 17-19 ( )

Socio economic status:

Fathers level of education; please tick ( ) highest level

I. University degree and above ( )

II. NCE, Diploma Certificate ( )

III. Secondary school Certificate ( )

IV. Primary school Certificate ( )

V. No formal education ( )

B

SOCIAL ADJUSTMENT SCALE (S**AS**)

Instruction: this scale is interested in measuring academic, social, emotional and commitment domains for secondary school student to achieve the highest Degree of Adjustment.

To achieve this you must answer all questions accurately as there is no right or wrong answers in this scale. You will find the following alternatives: completely true, somehow true, completely untrue. Mark (/) in front of the alternative expresses the opinion. There is no designated time for completing the scale. Try to answer frankly without consulting anyone.

1) **Demographic Variables:**
    - Gender: Male [ ] Female [ ]
    - College:
    - Study Level:

2) Items

No	Items	Completely True	Somehow true	Completely untrue
1.	I feel comfortable while am in the school.			
2.	I feel stress and moody while am in the school.			
3.	I attend lesson regularly.			
4.	I meet many male and female students and I seek their friendship.			
5.	I know what I want from my school and why I'm there.			
6.	I can't make any relation with other gender.			
7.	I'm adjusted with school life.			
8.	I feel emotional instability with my relations with other gender.			
9.	I depend on myself in solving my problems in the school.			
10.	I'm convinced with my major			
11.	I try to achieve my goals through high performance in school.			
12.	I'm not certified with my achievement			
13.	My goals and hope are clear.			
14.	I lost motivations to study in the school.			
15.	Obtaining the grade is the most important thing to me.			
16.	I'm satisfied with school subject.			
17.	I enjoyed written note in the classroom.			
18.	I depend on the school to solve my emotional problems with other gender			
19.	I'm convinced with practicing sport,			

	cultural and entertainment activities in the school.			
20.	I'm convinced of the need of psychological services center to guide the students.			
21.	I visited school library regularly.			
22.	Sometimes I feel uncertified with my major			
23.	Sometime I face sleep troubles when I think of my future after school			
24.	I face difficulty in pastime inside the school.			
25.	I write my won dairies about school life.			
26.	I participate in conferences and workshops in the school			
27.	I face many troubles in doing homework at home.			
28.	I feel different from mate in some ideas and thought they do.			
29.	I face some problems in some subject achievement.			
30.	I like applied subject.			
31.	I tried to qualified myself for my course of study after graduation.			
32.	I followed my teachers' instructions.			
33.	I wish to pursue undergraduate studies after my SSCE.			
34.	I had friendly relationship with my class members.			
35.	I disagree with my mates on some scientific issues			
36.	I face some problems in some of my			

	subject achievement			

Source: American International Journal of Contemporary Research, Vol. 2, No. 11, November, 2012. Student's Adjustment to College Life at Albalqa Applied University.

APPENDIX C

BIOLOGY ACHIEVEMENT TEST (BAT)

1. The excretory product in protozoans is

A. amino acid.

B. uric acid.

C. ammonia.

D. urea.

2. Which of the following is a living organism?

A. Muscle

B. Nucleus

C. Yeast

D. Mitochondrion.

3. Which of the following organisms is the **most** specialized?

A. *Paramecium*

B. *Amoeba*

C. *Spirogyra*

D. *Rhizopus*

4. Active transport can be defined as the movement of

A. substances from a region of high concentration to a region of low concentration.

B. substances from a region of low concentration to a region of high concentration across a living cell membrane.

C. substances across a living cell membrane using energy from the cell.

D. movement of molecules in a medium.

5. Which of the following cell inclusions can destroy other cell organelles?

A. Centriole

B. Ribosome

C. Lysosome

D. Mitochondrion.

6. In which of the following yam tissues will osmosis occur?

A. Boiled and peeled

B. Raw and peeled

C. Boiled and unpeeled

D. Roasted and unpeeled

7. The amount of starch in a germinating seed decreases because the starch is used up

A. for respiration and building up of cells.

B. to build cellulose cell wall.

C. to develop meristematic tissues.

D for the production of enzymes.

8. The purpose of treating poor soil with lime is to increase the quantity of

A. nitrogen

B. phosphorus

C. calcium.

D. sulphur.

9. A meal consisting of yam and a lot of vegetables is **not** balanced because it does **not** contain A. carbohydrates.

B. proteins.

C. vitamins.

D. minerals.

10. In a Biuret test, some protein was mixed with sodium hydroxide solution. Which of the following chemicals should be added to the mixture for a positive result?

A. Mercuroasnitrate

B. Copper sulphate

C. Sodium carbonate

D. silver nitrate.

11. A characteristic feature of plant parasites is the

A. possession of holdfast.

B. possession of rhizoids.

C. development of hanging roots.

D. development of haustoria.

12. The part of a leguminous plant where bacteria like *Azotobacter*can be found is

A. at the nodes of the stemo

B. at the internodes.

C. in the root nodules.

D. in the spongy mesophyll.

13. Which of the following natural resources is non-renewable?

A. Water

B. Coal

C. Forest

D. Air.

14. Which of the following statements is **not** a reason for banning bush burning?

A. allows for quick regrowth of grasses.

B. kills soil microorganisms.

C. leaves the soil bare of vegetation.

D. burns off organic soil nutrients.

15. Which of the following statements below explains why fertilizers are added to soils?

A. Increasing the humus content of the soil

B. Improving the water-retaining property of the soil

C. Increasing the nutrient level of the soil

D. Preventing soil erosion.

16. Characteristics that exhibit continuous variation are generally controlled by

A. a single gene.

B. recessive genes.

C. epistatic interactions.

D. multiple genes.

17. Differences in characteristics that exist among individuals of the same species is referred to as

A. genetics.

B. dominance.

C. hybrid.

D. variation.

18. Which of the following traits is **not** a morphological variation in humans?

A. Ability to taste *PTC*

B. Colour

C. Fingerprints

D. Size.

19. Which of the following statements about chromosomes is **correct**?

A. All the chromosomes of a species are the same in shape

B. The number present in a species is constant

C. They are neatly arranged in the cytoplasm

D. They bear ribosomes on their outer membranes.

20. A small stem from a hibiscus plant was placed in a nutrient medium, and it developed into a new plant. The new plant was reproduced

A. asexually with a different genotype from the parent plant.

B. sexually with a different genotype from the parent plant.

C. asexually with the same genotype as the parent plant.

D. sexually with the same genotype as the parent plant.

ANSWERS

1. C	6. B	11. C	16. D
2. C	7. A	12. C	17. D
3. D	8. C	13. B	18. D
4. B	9. B	14. A	19. B
5. C	10. B	15. A	20. C

APPENDIX C

Oneway

AcademicPerformance

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
UNIVERSITY DEGREE AND ABOVE	72	64.4941	1.52459	.16536	64.1653	64.8230	54.00	67.00
NCE DIPLOMA CERT	76	53.1788	2.74004	.22298	52.7382	53.6194	44.00	62.00
SECONDARY SCH CERT	68	43.8545	1.81983	.24539	43.3626	44.3465	42.00	54.00
PRIM SCH CERT	52	46.8636	4.57004	.97434	44.8374	48.8899	42.00	54.00
NO FORMAL EDUC	63	47.3889	5.98173	1.40991	44.4142	50.3635	34.00	54.00
Total	331	53.8006	7.69983	.42322	52.9681	54.6332	34.00	67.00

ANOVA

AcademicPerformance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17017.716	4	4254.429	544.514	.000
Within Groups	2547.124	326	7.813		
Total	19564.840	330			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Academic Performance

	(I) home_BBackground	(J) home_BBackground	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	UNIVERSITY DEGREE AND ABOVE	NCE DIPLOMA CERT	11.31531*	.37903	.000	10.1411	12.4895
		SECONDARY SCH CERT	20.63957*	.48371	.000	19.1410	22.1381
		PRIM SCH CERT	17.63048*	.66863	.000	15.5591	19.7019
		NO FORMAL EDUC	17.10523*	.72525	.000	14.8584	19.3520
	NCE DIPLOMA CERT	UNIVERSITY DEGREE AND ABOVE	-11.31531*	.37903	.000	-12.4895	-10.1411
		SECONDARY SCH CERT	9.32426*	.44023	.000	7.9604	10.6881
		PRIM SCH CERT	6.31517*	.63788	.000	4.3390	8.2913
		NO FORMAL EDUC	5.78992*	.69700	.000	3.6306	7.9492
	SECONDARY SCH CERT	UNIVERSITY DEGREE AND ABOVE	-20.63957*	.48371	.000	-22.1381	-19.1410
		NCE DIPLOMA CERT	-9.32426*	.44023	.000	-10.6881	-7.9604
		PRIM SCH CERT	-3.00909*	.70513	.001	-5.1936	-.8246
		NO FORMAL EDUC	-3.53434*	.75903	.000	-5.8858	-1.1829
	PRIM SCH CERT	UNIVERSITY DEGREE AND ABOVE	-17.63048*	.66863	.000	-19.7019	-15.5591
		NCE DIPLOMA CERT	-6.31517*	.63788	.000	-8.2913	-4.3390
		SECONDARY SCH CERT	3.00909*	.70513	.001	.8246	5.1936
		NO FORMAL EDUC	-.52525	.88838	.986	-3.2774	2.2269
	NO FORMAL EDUC	UNIVERSITY DEGREE AND ABOVE	-17.10523*	.72525	.000	-19.3520	-14.8584
		NCE DIPLOMA CERT	-5.78992*	.69700	.000	-7.9492	-3.6306
		SECONDARY SCH CERT	3.53434*	.75903	.000	1.1829	5.8858
		PRIM SCH CERT	.52525	.88838	.986	-2.2269	3.2774
LSD	UNIVERSITY DEGREE AND ABOVE	NCE DIPLOMA CERT	11.31531*	.37903	.000	10.5697	12.0610
		SECONDARY SCH CERT	20.63957*	.48371	.000	19.6880	21.5912
		PRIM SCH CERT	17.63048*	.66863	.000	16.3151	18.9459
		NO FORMAL EDUC	17.10523*	.72525	.000	15.6785	18.5320
	NCE DIPLOMA CERT	UNIVERSITY DEGREE AND ABOVE	-11.31531*	.37903	.000	-12.0610	-10.5697
		SECONDARY SCH CERT	9.32426*	.44023	.000	8.4582	10.1903
		PRIM SCH CERT	6.31517*	.63788	.000	5.0603	7.5701
		NO FORMAL EDUC	5.78992*	.69700	.000	4.4187	7.1611
	SECONDARY SCH CERT	UNIVERSITY DEGREE AND ABOVE	-20.63957*	.48371	.000	-21.5912	-19.6880
		NCE DIPLOMA CERT	-9.32426*	.44023	.000	-10.1903	-8.4582
		PRIM SCH CERT	-3.00909*	.70513	.000	-4.3963	-1.6219
		NO FORMAL EDUC	-3.53434*	.75903	.000	-5.0276	-2.0411
	PRIM SCH CERT	UNIVERSITY DEGREE AND ABOVE	-17.63048*	.66863	.000	-18.9459	-16.3151
		NCE DIPLOMA CERT	-6.31517*	.63788	.000	-7.5701	-5.0603
		SECONDARY SCH CERT	3.00909*	.70513	.000	1.6219	4.3963
		NO FORMAL EDUC	-.52525	.88838	.555	-2.2729	1.2224
	NO FORMAL EDUC	UNIVERSITY DEGREE AND ABOVE	-17.10523*	.72525	.000	-18.5320	-15.6785
		NCE DIPLOMA CERT	-5.78992*	.69700	.000	-7.1611	-4.4187
		SECONDARY SCH CERT	3.53434*	.75903	.000	2.0411	5.0276
		PRIM SCH CERT	.52525	.88838	.555	-1.2224	2.2729

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

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
SCHOOL_ADJUSTMENt	94.8912	5.37110	331
AcademicPerformance	53.8006	7.69983	331

Correlations

		SCHOOL_ADJUSTMENt	AcademicPerformance
SCHOOL_ADJUSTMENt	Pearson Correlation	1	.878**
	Sig. (2-tailed)		.000
	N	331	331
AcademicPerformance	Pearson Correlation	.878**	1
	Sig. (2-tailed)	.000	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

T-Test

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
SCHOOL_ADJUSTMENt	Male	156	94.9872	5.28783	.42337
	Female	175	94.8057	5.45799	.41259
AcademicPerformance	Male	156	53.9103	7.55058	.60453
	female	175	52.7029	7.85082	.59347

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCHOOL_ADJUSTMENt	Equal variances assumed	.463	.497	.306	329	.759	.18147	.59223	-.98358	1.34651
	Equal variances not assumed			.307	326.712	.759	.18147	.59116	-.98149	1.34442
AcademicPerformance	Equal variances assumed	.322	.571	.244	329	.807	.20740	.84905	-1.46285	1.87765
	Equal variances not assumed			.245	327.093	.807	.20740	.84715	-1.45915	1.87394

Oneway

Descriptives

AcademicPerformance

	N	Mean	Std. Deviation	Std. Error
UNIVERSITY DEGREE AND ABOVE	72	53.3056	7.86978	.92746
NCE DIPLOMA CERT	76	54.2763	7.78819	.89337
SECONDARY SCH CERT	68	53.3676	8.05375	.97666
PRIM SCH CERT	52	54.3462	7.65912	1.06213
NO FORMAL EDUC	63	53.7797	7.23513	.94193
Total	331	53.8006	7.69983	.42322

ANOVA

AcademicPerformance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63.901	5	12.780	.213	.957
Within Groups	19500.939	325	60.003		
Total	19564.840	330			