INFLUENCE OF FAMILY SIZE AND PARENTAL SUPPORT ON PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN FINANCIAL ACCOUNTING IN KADUNA STATE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS EDUCATION DEGREE

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JUNE, 2018

DECLARATION

I declare that the work in this dissertation titled "Influence of family size and parental support on performance of secondary school students in Financial Accounting in Kaduna State, Nigeria" has been carried out by me in the Department of vocational and technical education, Ahmadu Bello University, Zaria. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____

Habila JOHN Date

CERTIFICATION

This dissertation titled INFLUENCE OF FAMILY SIZE AND PARENTAL SUPPORT ON PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN FINANCIAL ACCOUNTING IN KADUNA STATE, NIGERIA by Habila JOHN meets the regulations governing the award of the degree of Master of Business Education of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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Dr. S. Ibrahim Head, Department of Vocational and Technical Education	Date
Prof. S. Z. Abubakar Dean, School of Postgraduate Studies	Date

DEDICATION

This dissertation is dedicated to my beloved wife, Victoria, and daughter, Dyep.

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OPERATIONAL DEFINITION OF TERMS

The following terms were operationally defined as used in this study.

Family size: number of children in a student's family including the student himself with the parent at the time of the research.

Small family size: family comprising of father, mother(s) with 1 to 4 children (both born and adopted).

Large family size: family comprising of father, mother(s) with 5 children and above (including adopted children and relations).

Parental Support: parents who give extra lessons or employ lesson teachers for their children, provide study materials such as reading table, calculators, textbooks, computers for their children, monitor their children's academic activities at home, check notebooks, report cards, and homework given to their children, ensuring that students do their homework correctly, assisting in doing the homework. Parents who do 50% of the above mentioned to their children support the children while those who do not do up to 50% do not support the children.

Performance in Financial Accounting: grades or marks obtained by SS2 students in Financial Accounting during their 2013/2014 promotion examination.

ABSTRACT

This study was conducted to examine the influence of family size and parental support on performance of secondary school students in financial accounting in Kaduna State, Nigeria. The study had four objectives, four research questions and four null hypotheses. The population of the study comprised of 3,128 and a sample size of 486 SS 2 students. Ex-post facto design was used for the study. Data was collected using a structured questionnaire and students' results were obtained from the school's examination offices. Percentages, mean and standard deviation were used to answer the research questions. Regression analysis was used to test null hypotheses 1 and 2 while t-test statistic was used to test null hypotheses 3 and 4 all at 0.05 level of significance. The study findings showed that family size and parental support significantly influenced the performance of secondary school students in Financial accounting in Kaduna state, Nigeria (0.05>0.000). On the basis of the findings, the researcher concluded that small family size and provision of learning materials by parents improved secondary school students' performance in Financial accounting in Kaduna state, Nigeria. It was recommended that students from large families should supported by teachers, private individuals and members of the community in order to improve their performance in Financial accounting. Parents should also support and give special attention to their children through organizing extra lessons and provision of learning materials.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is acknowledged that many factors influence the performance of students in schools, some of which include societal factors, peer groups, government, teachers, the school and the students' attitude to studies. The family is not left out because it is the unit through which every individual student comes from. But one of the striking issues about the family is the size of the family. The family size may contribute positively or negatively to influence the behavior of its members. Chudi (2012) reported that one of the contributing factors that determine the academic performance of students is family size.

Family size is the total number of people in a family, consisting of parents and their children. Tenibiaje (2009) saw family size as the total number of children in the child's family in addition to the child himself. He stated that the family type that a child comes from either monogamous or polygamous family determine the size of the family and usually has impact on the child academic performance.

Information from literature on family size revealed that children from large families are found to do worse than children from small families (Iacovou, 2001). Studies have also shown that Parental attention to children declines as the number of sibling's increases. Children's attainment depends on inputs of time, attention, resource and money from their parents: therefore the more children there are in the family the less of these inputs. This tend to put children from larger families to have lower levels of education (Booth and Kee 2009).

Parents' behavior in the family could also have a great impact on the child's performance in school. Parental support is one of such behavior pattern in which a parent invests time and energy in feeding and protecting the children. Adequate parental support means to provide the child with basic needs like food, clothing and shelter. It also ensures the child's health and physical safety as well as the child's mental, emotional and moral values is adequately taken care. Ogunshola and Adewale (2012) stated that other support of the parents lies in the responsibility of training a child. Ogunshola and Adewale (2012) further indicated that families, who were involved in their children's education through homework, monitor their performance in school and ask questions have their children achieve success in school.

Durojaiye, in Adejumo (2011) and Ayodele (2017), opined that many African homes do not emphasize the value and language of the school. Also, parents see the need to send their children to school, but do not often see the need to encourage them to do well in neither school nor do they often see the need to provide facilities for the child to support what he/she has learnt at school. While some parents are too busy to get involved in what their children are doing in school.

Gbadebo, Ike, and Adamu (2009) posit that academic performance is a learning outcome which includes the knowledge, skills and ideas acquired and retained within and outside the classroom influenced by several factors. Performance of secondary school students in financial accounting can therefore be attributed to several factors.

Financial accounting is part of the business studies curriculum in the group of vocational subjects. The aim of including it in the senior secondary school curriculum is to

build on the work that has been done in book-keeping at the junior secondary school, provide specialized instructions to prepare students for careers in financial accounting field, fundamental instructions to help students assume their economic roles as consumers, workers and citizens, background instructions to assist students in preparing for other professional careers requiring advanced studies in financial accounting and financial accounting skills for personal use in the future. These objectives are geared towards making the students appreciate the rules and functions of accounting. Students at the senior secondary school level still find it difficult to comprehend the rules of accounting, thereby, performing poorly in financial accounting. The size of the family from which the student comes and the support accorded to the student by the parent could result to the poor performance of the student. Therefore this study was set forth to determine the influence of family size and parental support on secondary school students' performance in Financial Accounting in Kaduna state.

Kaduna State is located in the North-west geo-political zone of Nigeria. The state was created in 1976 out of which in 1987, Katsina province was carved out to become the present day Katsina state, giving birth to the present Kaduna state. The state shares boundaries with Niger state to the west, Zamfara, Katsina and Kano states to the north, Bauchi and Plateau states to the east and FCT Abuja and Nasarawa state to the south. Kaduna state occupies 46,053 square kilometers and it has an estimated population of 6,066,562 (2006 Census). The state has a total of 23 local governments. The education sector of the state is organized under the ministry of education, science and technology with twelve educational zones and five hundred and twenty two public senior secondary schools.

1.2 Statement of the Problem

The primary objective of financial accounting in the secondary school curriculum is to prepare students for senior secondary certificate examination (SSCE) which will enable the holders pursue further education or to go into lower clerical work in the office. It is as a result of this that efforts are being made to ensure that students' performance in financial accounting examinations improve. Despite efforts to improve teaching and learning of financial accounting in Kaduna state secondary schools, WAEC (2010) analysis of percentages performance of candidates in 10 popular subjects WASSCE 2008, 2009 and 2010 revealed 52.48%, 58.21% and 51.85% failed in financial accounting respectively. The Educational Resource Centre (ERC) (2011) report shows that in 2011 there was a mass failure in Financial Accounting examinations of the senior secondary schools in the state. WAEC also reported that 70% of students failed the 2014 May/June West African Senior School Examinations. The report indicated that there was a marginal and consistent decline in the performance of candidates when compared to 2012 and 2013 May/June WASSCE diets which recorded 38.81% and 36.57% passes respectively.

The researcher's interaction with students in some secondary schools in Kaduna state revealed that, students find it difficult to comprehend the simple principles/rules in financial accounting. It was also observed that, parents of these students show lukewarm attitudes in the provision of learning materials to their children, visiting schools or attending Parent Teachers' Associations (PTA) meetings, asking questions about their children's performance, checking their children's books, scripts and report cards. Some delay in paying school fees until children are send home while some simply pay school fees and have

nothing to do again to encourage their children to perform well in school. Many students attend classes without the required textbooks, calculators and other writing materials.

It is on the basis of the aforementioned that is unlikely factors other than family influence academic performance of students in financial accounting in secondary schools in Kaduna State without considering family size and parental factors as it affects their performance. The researcher hence conducted the study on the influence of family size and parental support on the performance of secondary school students in financial accounting in Kaduna state, Nigeria.

1.3 Objectives of the Study

The main objective of this study was to determine the influence of family size and parental support on the performance of secondary school students in financial accounting in Kaduna State, Nigeria. The specific objectives were to:

1. determine the influence of family size on performance of secondary school students in financial accounting in Kaduna State, Nigeria.
2. ascertain the influence of parental support on performance of secondary school students in financial accounting in Kaduna State, Nigeria.
3. find out whether any difference exists between the performances in financial accounting of secondary school students from large families who enjoyed parental support and those who did not in Kaduna State, Nigeria.
4. establish whether any difference existed between the performances in financial accounting of secondary school students from small families who enjoyed parental support and those who did not in Kaduna State, Nigeria.

1.4. Research Questions

In line with the specific objectives, the following research questions were raised.

1. What is the influence of family size on performance of secondary school students in financial accounting in Kaduna State, Nigeria?
2. What is the influence of parental support on performance of secondary school students in financial accounting in Kaduna State, Nigeria?
3. What is the difference between the performance in financial accounting of secondary school students from large families who enjoy parental support and those who do not in Kaduna State, Nigeria?
4. What is the difference between the performance in financial accounting of secondary school students from small families who enjoy parental support and those who do not in Kaduna State, Nigeria?

1.5 Research Hypotheses

In line with the specific objectives and the research questions, the following null hypotheses were formulated.

1. Family size has no significant influence on performance of secondary school students in financial accounting in Kaduna State, Nigeria.
2. Parental support has no significant influence on performance of secondary school students in financial accounting in Kaduna State, Nigeria.
3. There is no significant difference between the performances in financial accounting of secondary school students from large families who enjoy parental support and that of those who do not in Kaduna State, Nigeria.

4. There is no significant difference between the performances in financial accounting of secondary school students from small families who enjoy parental support and that of those who do not in Kaduna State, Nigeria.

1.6 Significance of the Study

When the findings of this study is published in journal and other media, the result of this study would be of benefit to students, parents, teachers, government/school administrators and researchers in the following ways: The study will enable students to be aware of the family factors that can influence their performance in school. They can then take measures on their own to improve their performance. Also when young people can identify and analyze factors which influence family size, they would be able to make rational decisions about family size and its effect on standards of living. This information could be disseminated to students through the guidance and counseling units of schools.

The result of the study would also help parents to be aware that they have a greater role to play. Such knowledge might inform parenting practices that will support and encourage high academic performance of their children and to decide on the ideal family size. It may help the parents to be aware of the effect the family has on children and how such affect the child positively or negatively in relation to their academic performance. They would be able to adopt measures of bringing up their children in such a way that will improve good performance academically. Parents can be intimated on this important information during Parents teachers' Association (PTA) meeting.

The result of the study would help to educate teachers especially teachers of financial accounting on how to handle students from different family size background in order to

improve their performance. It will also help teachers to adjust their methods for effective teaching and to accommodate every student. They may also educate and motivate the students for better performance.

Result of the study would also enable government and school administrators to see the need for providing learning materials like books, computers etc in the school library knowing full well that the same students may not have the opportunity in their homes to have access to such materials due to either the size of the family or inability of the parents to provide for them. Lastly, it may serve as reference materials to researchers and may be of use for them to investigate new concepts, strategies and methodologies for use in further studies.

1.7 Basic Assumptions of the Study.

In this study, the following assumptions were made:

1. The influence of factors such as peers, teachers and school environment was constant.
2. The students were intelligent enough to study financial accounting.
3. The students' family size and the parental support they enjoyed were likely to influence their performance in financial accounting.

1.8 Delimitation of the Study

The study covered only government senior secondary schools who offered financial accounting in the 2013/2014 session in Kaduna state. This was because the schools were mostly faced with challenges in financial accounting. The study was also delimited to SS2 students because they had offered financial accounting right from SS1 and had taken several

examinations. Again, they were not facing any serious examination, unlike the SS3 students. The study was also delimited to family size (large and small), parental support (extra lesson and provision of learning materials). Finally, the work was delimited SS1 promotion examination in 2013/2014 session. This is because it is more of standard, more organized and the students are more serious about it than other terminal examinations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to the study under the following sub-headings:-

2.1 Theoretical Framework.

2.2 Conceptual Framework

2.2.1 Concept of the family and family size

2.2.2 Concept of parental support

2.2.3 Concept of financial accounting

2.2.4 Concept of academic performance

2.3 Family Size and Students' Performance.

2.4 Performance of Secondary Students in Financial Accounting.

2.5 Parental Support and Students' Performance.

2.6 Review of Empirical Studies.

2.7 Summary of Literature reviewed

2.1 Theoretical Framework

This study was premised on family system theory propounded by Bertalanffy (1968) in the "general systems theory". The family system theory was picked among others because of its relevance to the present study where the family behavior is perceived to have great influence on the performance of students. The family systems theory suggests that individuals cannot be understood in isolation from one another, but as a part of their family, as the family is an emotional unit. Families are systems of interconnected and interdependent individuals, none of whom can be understood in isolation from the system.

According to Bowen in Kerr (2000) a family is a system in which each member has a role to play and rules to respect. Members of the system are expected to respond to each other in a certain way according to their role, which is determined by relationship agreements. Within the boundaries of the system, patterns developed as certain family member's behavior is caused by other family member's behaviors in predictable ways. Maintaining the same pattern of behaviors within a system may lead to balance in the family system, but also to dysfunction. For example, if a husband is depressive and cannot pull himself together, the wife may need to take up more responsibilities to pick up the slack. The change in roles may maintain the stability in the relationship, but it may also push the family towards a different equilibrium. This new equilibrium may lead to dysfunction as the wife may not be able to maintain this overachieving role over a long period of time.

There were eight interlocking concepts in Bowen's theory:

i. Triangles: The smallest stable relationship system. Triangles usually have one side in conflict and two sides in harmony, contributing to the development of clinical problems.
ii. Differentiation of self: The variance in individuals in their susceptibility to depend on others for acceptance and approval.
iii. Nuclear family emotional system: The four relationship patterns that define where problems may develop in a family.
    a. Marital conflict
    b. Dysfunction in one spouse
    c. Impairment of one or more children

d. Emotional distance

iv. Family projection process: The transmission of emotional problems from a parent to a child.

v. Multigenerational transmission process: The transmission of small differences in the levels of differentiation between parents and their children.

vi. Emotional cutoff: The act of reducing or cutting off emotional contact with family as a way of managing unresolved emotional issues.

vii. Sibling position: The impact of sibling position on development and behavior.

viii. Societal emotional process: The emotional system governs behavior on a societal level, promoting both progressive and regressive periods in a society.

According to Anderson and Sabatelli (2007), the application of the systems perspective has particular relevance to the study of the family as families comprised of individual members who share a history, have some degree of emotional bonding, and develop strategies for meeting the needs of individual members and the family as a group. In the context of this study, the individual student cannot grow in isolation from the family because the family serves as the unit through which he/she comes from. Also the individual members of the family, particularly the parents, have a role to play in enhancing the performance of the child in school. Therefore, the family size, parents' activities, attitudes, perceptions and support as regard their children's academics can be said to influence the academic performance of students. If there is a controllable size of children who are provided with necessary school requirements such as books, good study environment at home and extra lessons and whose parents are involved in their academic activities, such as assisting them in homework, prompt payment of school fees etc, students will be motivated

to study hard and perform well in school. This is in addition to teachers' professional practices.

2.2 Conceptual Framework

The following basic concepts discussed under the conceptual framework of this study were concept of family size, concept of parental support, concept of financial accounting and concept of academic performance.

There are many conceptual models of evaluation in education, among them is that of Bloom (1982), which had three components; predictor variables, Mediating variables and Performance (MDP). According to Bloom, predictor variables and mediating variables influence academic performance greatly. This study adopted and modified Blooms model. The model was selected because of its suitability in the process of students learning and their performance.

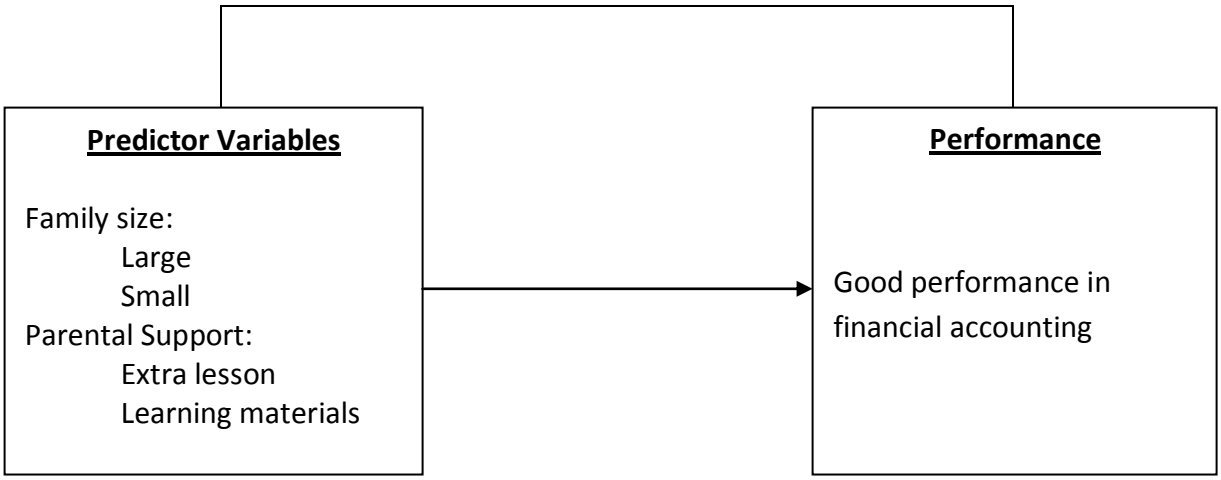


Fig. 1: Conceptual model showing influence of family size and parental support on students' academic performance.
Source: Adopted from Bloom (1982)

From figure 1, the predictor variable served as the independent variables (family size, parental support), while performance serves as the dependent variable. The idea contained in this model is that if the predictor variables are of positive attitudes towards students' learning, then the process will produce good performance in academic subjects (financial accounting) among students.

In this study, it was anticipated that if the family size, parents attitudes, expectations, and practices (teaching, guiding, providing, counseling, coaching, supervising their children) at home are positive towards the education process of their children, the students will be highly motivated and become ready to learn which can result to high academic performance (Betram, 2012). That is to say, if the home environment including sleeping houses, study rooms (with study materials such as books, tables, chairs, electricity/lamps etc), support from parents, brothers and sisters in attempting homework and guiding a student in attempting out of school activities etc, in addition to conducive school environment, are set and organized, students can be motivated to study even after school hours which may influence performance. It is hoped that students can be motivated to perform better in examinations if parents will provide essential materials to them, which are sometimes affected by large number of children in a family. Making rules of study, assisting in homework, attending school programmes etc. will motivate the children to perform better in school. Also, students' self-motivation and readiness in the learning process is said to count in good academic performance. (Betram, (2012). It was also anticipated that if students are self-motivated and are ready to learn they can perform better.

Performance in the model referred to the outcome as a result of an examination that students get at the end of a term or after an external examination (SSCE). It was assumed

that when predictor variables (family size and parental support) are favourable, then performance will be good but when they are unfavourable, performance will be poor.

2.2.1 Concept of Family and Family Size

The family is a basic unit of a society. This is the most important component of a country. It is an essential factor for humans' whole-being, everything about man, his background, attitude, all of his achievements, his honour and dignity, relies on the structure of the family a man lives within.

In human context, a family, which is derived from the Latin word "familia", is a group of people affiliated either by recognized birth, by marriage or by co-incidence. it is composed of a father, a mother and their offspring bonded by love for each other. It is this immeasurable love and care that keeps together the mother, father and children. The family can also be defined as a set of people related by blood, marriage or adoption who share the primary responsibility for reproduction and caring for members of the society. Collins (2012) saw the family as a basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not. In other words, Collins (2012) saw the family, in the English sense, as a collective body of persons who form one household under one head and one domestic government including parents, children and servants. He added that the family sometimes includes lodgers or boarders, whether they dwell together or not. In a more general sense, Collins saw it as persons closely related by blood, including aunts, uncles, cousins etc. On their part, Igbo, Okafor and Eze (2014) saw the family as the smallest unit in the society consisting of a man, his wife children and other immediate relations. Adeoye, Olaore, Aliu and Adeoye (2012) added that it is the unit through which the individual comes from. Chika (2013) cited the U.S. Census Bureau describing the family

to include the householder and one or more people living in the same household who are related to the householder by birth, marriage or adoption.

In their view, Wai and Ajio (2010) described the family as a primary social institution established by the society for the purpose of maintaining and perpetuating itself through the education of its offspring and also to serve as a basic interpersonal group. They maintained that the family climate has to do with the type and quality of relationships, the provision for and encouragement of personal growth or lack of it, family organization and control system. These indeed, the researcher saw as influencing child's behavior including his performance.

From the above submissions on the family, there was a general agreement that the family is a basic unit of the social structure. It followed that in order to understand the culture of any particular society; an important first step is to study its family structure. We could also see that the family can be a bio-social group which comprises the biological aspect and social group. It is indeed a primary group of the society concerned with face to face relationship. Our stereotyped image of the family consists of a husband, wife and their children is very typical when one considers the structure of the family throughout human history. As we move from culture to culture, there are many variations in the family structure and size which may be found in several forms.

There are three forms of families which are common in Nigeria: the nuclear or monogamy family is the basic family unit of husband, wife and their children; the polygamy family is where the husband has more than one wife and the extended family is based upon the blood relationship of a large number of people including parents, children, grandparents,

uncles, aunts, cousins etc. The family, whether nuclear or extended, is still the primary unit where most Nigerians live.

The family remains an institution which provides for the children's initial education. It is the originator of personality and intellectual skills of the child. The homes play important roles during the school years this is because the social and emotional atmosphere established by parents remains very important in the homes and each home has a peculiarity that leaves a unique impression on the child.

The family occupies an important position in the life of a child. It is in the family that a child is born and nurtured until when he becomes an adult to take care of himself/herself. The first type of training a child receives in life starts with the family. It is through this institution that the cultural, social and moral behavior as well as proper integration into the society is transmitted. Everyone starts life in the family irrespective of the kind of the family. In Nigeria, for example, the family remains the most significant group to which one is attached throughout life (Yusuf, 2012).

As a social institution, the family has traditionally performed many functions. The nature of these functions and the level of performance vary according to families. Specifically, the family performs the functions of educating the young ones, providing economic security and socializing their children among other things thereby providing the means of shaping the attitude, values and beliefs of the child and influencing the kind of relationship that the child will develop with other social agencies and institutions. Egunsola (2014) observed that the family, being a powerful influence on the child and its importance as a primary agent of socialization, could no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family.

Today, the family is being attacked and defended, it is blamed for oppressing women, abusing children, spreading neurosis and preventing community from progress. It is praised for upholding morality, preventing crime, maintaining order and perpetuating civilization. The family is therefore a place from which one desperately seeks escape and the place to which one longingly seeks refuge. To some, the family is boring, stifling and intrusive; to others, it is loving, compassionate and intimate. This, no doubt, accounts for the different behaviours exhibited by students in their various subjects. When there is secure attachment and affection between family members, membership of a family is more likely to enhance each individual's emotional, social and physical wellbeing which may lead to a high performance in school.

Alika and Edosa (2012) stated that the family is the child's first place of contact with the world. The child as a result acquires initial education and socialization from parents and other significant persons in the family. They further pointed out that the family lays the psychological, moral and spiritual foundation in the overall development of the child. This is to say that the environment or family in which the students come from can greatly influence their performance in school (Ajila and Olutola, 2007).

Talking about the role of the family, Okorodudu (2010) and Mezieobi and Opara (2007) stated that the family has, among other roles, the responsibilities of socializing and providing the basic needs of the child. After being brought to life, psychologists make us to know that there are three agencies responsible for the education of the child, namely the home, school and the society. At home, the family is as fundamental to the child as the natural environment for his/her initial growth so whatever experience the child acquire at this level of development becomes permanent than those that would be acquired in school

and the society at large (Mahmud, 2007) The parents' role in educating the child include: - sending the child to the right school, paying school fees, providing their school needs, teaching them good morals, helping with their homework etc.

Different families create environment that influences children's intellectual growth and educational motivation in different ways. The family is also the most personal, it is expected to perform its functions of rearing, protecting and educating its children, and it could be regarded as an essential agent of education. Before the coming of western education, it was responsible for playing the role of teaching knowledge, skills and attitudes. Today the family is still playing such role of educating children. The social upbringing of the child begins with the family. It is the family that makes the child to identify him with the social, cultural, religious or social class. It continues to exercise a strong influence over the child's life and academic performance in school.

Akhiboh (2009) echoed that the family in the current situation in Nigeria is becoming increasingly obsolete with some of its essential and traditional functions under attack because it is characterized by the stability of unlimited extra marital activities and downgrading of parental roles. In recent times, families have shown different attitudes towards the education of their children and both the favourable and unfavourable attitudes of the parents have effects on the performance of their children in school. This is because the parents are the first socializing agents in the individual's life. It is evident in the behavior of children and their attitudes towards their education which is reflected in their performance thus the need to find out the influence of family size and parental care on the students' performance.

Family size has long been of interest to researchers especially in the western world. This is because of the strong empirical regularity that children from large families tend to have poorer outcomes (Black, Devereux and Salvanes, 2008). According to them, there is an extensive theoretical literature on the tradeoff between child quantity and quality within a family that dates back to Becker (1960). A key element of the model is an interaction between quantity and quality in the budget constraint that leads to rising marginal costs of quality with respect to family size; this generates a tradeoff between quantity and quality. Family size is endogenously chosen by parents hence, may be related to other unobservable parental characteristics that affect child outcomes.

Chudi (2012) defined family size as the total number of people consisting of parents and their children. While Okogu (2011) regarded family size in the context of his study, as a family above five siblings (large size) and a family with an average of three siblings (small size). He stated that the large size family comes with its implications of poor health, inability to provide adequately for the education of the siblings, low standard of learning and inability to fulfill one's dreams in life; while the small sized family was considered on the grounds of the ability to cater adequately for the needs and be able to meet up with the three necessities of life with a touch of some luxury. The implication of small family size is the ability for one to enjoy adequately the basic necessities of life with little or no stress. He saw family size as having accumulative effect. In his study, Olayemi (2012) saw the ideal family size in the light of the National Population Policy as a family of six including parents and children. Any number less or equal to six is regarded as small family, while any number greater than six constituted larger family size in his study. The present study agreed with Olayemi as it

also saw a small sized family as a family with one to four children while a large sized family was considered a family with five children and above.

Chika (2013) stated that the family size, be it small or large is the quantitative or numeric value of a group of people who are closely related by blood in one household. This is not just determined by mere co-residence but by the total number of people in a given family bound by birth, marriage or adoption. In Africa, large family size is of great advantage to some extent as it is a sign of affluence, strength and source of social security at old age but its disadvantages are more disastrous than the so-called benefits (Chika, 2013). He recommended a small family size stating that it make a better and happy house. To some couples, small family size is too unnecessary to be taken seriously while those who are willing to regulate their fertility do so incorrectly without good result. This has brought in a lot of children into this world without adequate provisions for their welfare which has a devastating effect on the children in their educational pursuit.

2.2.2 Concept of Parental Support

Generally schools are considered as places that provide appropriate learning environment for a child, but the importance of parents cannot be ignored. Parents, adult family members, and siblings contribute significantly to various components of the child personality, particularly in improving his/her academic performance. Chohan and Khan (2010) acknowledged that without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful content. Ireland (2014) defined parental support as the amount of participation parents have when it comes to schooling and children's life. Parental support also refers to a broad range of activities at home such as good parenting, helping with homework, talking to teachers, attending school functions, and

taking part in school governance. It is widely recognized that if students are to maximize their potentials from schooling they will need the full support of their parents. Desforges and Abouchaar (2003) pointed out that parental activities that enhanced their children's development and educational progress include good parenting in the home pre-school (which provides a good foundation of skills, values, attitudes and self concept); visits to school to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child's progress or to discuss emergent problems; and assisting more broadly in the practical activities and governance of the school. These have been seen as a valuable contribution to children's educational progress and attempts to enhance the involvement of all parents are now widespread. It is relatively easy to describe what parents do in the name of support but much more difficult to establish whether their activities make a difference to school outcomes or not since school outcomes are influenced by so many factors. These supports are also common among the lower level of education but are neglected at the higher levels. Desforges and Abouchaar (2003) concluded that parental support in children's education has a powerful impact on their attainment and adjustment.

Research has indicated that the nature of the parental support change at different age levels of children. For instance, Gonzalez-pienda, Nunez, Gonzalez-pumariega, Alavarez, Roces and Garcia (2002) found that parental support is likely to decrease as children move from primary to middle and then to high school grades. Sensible parents always continue to encourage their children and give proper guidance and support in school related matters. Fan (2001) demonstrated that parents' educational aspirations for their children proved to be strongly related to students' academic growth. Home learning activities in which parents involve their children is linked to the success of the students. Generally, parents are not

directly involved in the teaching-learning activities in school. They are only expected to provide the financial support and other material support for the children's schooling which may have visible effects on the students.

Researchers have reported that some dimensions of parental support may have more visible effects on students' academic achievement than others. Gonzalez-pienda et al. (2002) stated that parental support criteria were developed according to six dimensions that are strongly associated with students' behavior at school and the attitude towards learning. The six dimensions are Parents' expectations about their children's achievement, Parents' expectations about their children's capacity to achieve important goals, Parents' behaviours that reveal interest in their children's school work, Parents' degree of satisfaction or dissatisfaction with their children's level of school achievement, Parents' level and type of help provided when their children do homework and Parents' reinforcement behaviours of their children's achievements.

Academic achievement of students may not only depend on the quality of schools and teachers, rather the extent of parental involvement and support has vital role to play in academic achievement of their kids. Parental support may be different from culture to culture and society to society. It may also be of different types, which might have differential influence on academic performance of their children. It include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside and outside the house, and providing coaching services for improving their learning.

2.2.3 Concept of Financial Accounting

Accounting in general is the study of how businesses track their income and assets overtime. Accountants engage in a wide range of activities besides preparing financial statements and recording business transactions including computing costs and efficiency gains from new technologies, participating in strategies for mergers and acquisitions, quality management, developing and using information system to track financial performance, tax strategy and health care benefits management. In view of the above, accounting has been variously defined by scholars in the profession.

Accounting is a discipline concerned with the recording, analyzing and forecasting of incomes and wealth of business and other entities. It is seen as the art of controlling business by keeping accurate book keeping records, preparing accounting ratios from records and using the ratios to detect financial difficulties. Guest (2009) defined accounting as a practice of recording classifying, summarizing, analyzing and interpreting the financial transactions and communicating the result thereof to the persons interested in such information. He saw that accounting deals with recording financial transactions of business in the first book called journals, classifying the recorded data in a book called ledger, summarizing the classified data to know the result of accuracy in business operations and its financial position in a book called the trial balance, income statements and balance sheet, analyses and interprets the summarized data in such a way to get meaningful judgment about operational result and financial position of the business, communicate the interpreted result to the various users, maintaining record of the business, calculation of profit or loss assessing the financial position of business and providing financial information to users.

In his view, Jubril (2009) defined it as the study of how business organizations track their income and assets over time. Here, accounting engages in a wide variety of activities besides preparing financial statements and recording business transactions which include computing costs and efficiency, gains from new technologies, participating in strategies for mergers and acquisitions, quality management, developing and using information system to track financial performance, tax strategy and health care benefit management. According to Idra (2008), accounting is a systematic recording of financial transactions which involves the transfer of money worth to or from business. He stressed that accounting is concerned not only with recording but also with analyzing and interpreting financial transactions. Amber (2008) also viewed accounting as a system of recording and reporting the transactions of a company into the books of accounts. He categorized transactions into assets, liabilities, revenues, expenses and share holders' equity in the books of accounts. Accounting data are processed into accounting information through the use of accounting principles and conventions known as Generally Accepted Accounting Principles (GAAP). Emmanuel and Onogu (2012) defined accounting as the systematic recording reporting and analyzing of financial transactions of a business. It is the art of recording, classifying and summarizing in a significant manner and in terms of money transactions and events which are, in part, at least, of financial character and interpreting the result there of.

Sunday (2011) explained accounting as the art of accurate book-keeping or records of transaction. From such records, certain accounting data are prepared with the view of controlling such business through prompt detection of impeding financial hazards. Frank (2010), while quoting the Committee of American Accounting Association (CAAA), defined accounting as the process of identifying, measuring and communicating economic

information to permit informed judgments and decision by users of the information. While Igben (2009) also saw it as the process of collecting, recording, presenting, analyzing and interpreting financial information for the users of financial statements. Revathi (2008) defined it as a systematic practice of identifying recording, measuring, classifying, summarizing, interpreting and communicating the financial transactions of a business firm or an individual following a set of rules and regulation. He stressed that the function is basically carried out to maintain record of the business, evaluate the performance of business, and know the financial position of the business firm, and control business activities effectively and to provide business information to the stakeholders of the entity.

From the various academic definitions above, it can be concluded that accounting deals with the systematic collection; recording, analyzing, communicating and interpreting of financial transactions of a business in such a way that informed decisions are taken by the users of the financial information. These definitions did not differentiate between general and financial accounting nor do they include accounting education.

Sunday (2011) gave the following as types of accounting: Financial accounting – this is a major branch of accounting involving the collection, recording and extraction of financial information and the summary of it in the form of periodic profit and loss account, a balance sheet and a cash flow statement in accordance with legal profit, and capital market requirement. Management accounting – is a branch of accounting which performs within an organization to provide information only accessible by its decision makers (management). Open book accounting – is an accounting principle that aims at improving accounting transparency of organizations. Tax accounting – accounting needed to comply with

jurisdictional tax regulations. Accounting scholarship – is the academic discipline which studies the theory of accountancy.

As a field of study, financial accounting is a discipline that all people, regardless of job or position, should have knowledge of. Its concepts can be applied to all job specialties. Its importance has been promoted in recent years and it is useful in people's everyday life. That is why Umar (2007) highlighted that financial accounting requires students to have knowledge of accurate keeping of financial records, understand ways of recording business transactions and improving arithmetical skills.

The fundamental accounting objectives could be based on the basic concepts underlying the measurement and disclosure of business transactions and events. Stating the objectives of accounting would be easier when considering the general purpose of financial statement where all users have some needs and interests (Sunday, 2011).

The aim of including financial accounting subject in senior secondary school curriculum is to build on the work that has been done in the junior secondary school business studies. Generally, financial accounting aims at providing specialized instructions to prepare students for career in financial accounting field, fundamental instructions to help them assume their economic roles as consumers, workers and citizens and background instruction to assists students in preparing for the other professional careers and personal use.

Aliyu (2006) stated the objectives of financial accounting in general to include the following: - to aid in the development of desirable character trait, to develop the ability to correlate arithmetic, spelling, business law, economic and commercial correspondence with each other and with their practical usage in everybody's business, to develop an appreciation

of the need for giving careful attention to details in business transaction and in recording the necessary data, to develop the ability to understand, prepare and control personal budget and to develop an understanding of the need for record keeping in modern business

Nolan in Sunday (2011) identified four reasons for offering financial accounting in senior secondary school level as follows: - to enable students obtain a background in book keeping and accounting, to enable the students to obtain marketable skills by which they can earn a living in an appropriate business or government jobs, to enable the students to understand that systematic and accurately kept records are the basis for financial decision that has to be made by business men, government officials, to enable students to manage wisely his/her own personal business affairs with particular emphasis on the wise planning of his/her income and expenditure.

On their part, the National Examination Council (NECO) (2004) identified three objectives of studying financial accounting at secondary schools which include:-

a. To enable senior secondary school students appreciate the basic rules, functions and principles of accounting.
b. To lay proper foundation for further study of accountancy and allied courses at the higher level.
c. To enable the students understand basic accounting principles, practice and applications to modern business activities.

Accounting is important to the economic and business financial world. It plays an important role in enhancing the transparency of the information and it provides a standardized way of recording transactions; hence, the need to study it at the senior secondary school level where students are taught all the principles required to function well

as accountants in the economy of a country. Idowu (2009) stated that the importance of accounting education can be applied in all fields of job specialties. Thus, secretaries, managers, principals of schools, etc. must use accounting skills to manage the organization and their finances. Auditors have to study financial statement to evaluate the accuracy and integrity of the business. Internal auditors also have to study the financial position of every business in order to deduct taxes. Executives need to judge the success of their business using accounting statistics from the past, and present. Marketers require some basic knowledge of accounting to record their financial statements. Farmers inclusive, they need the knowledge of accounting to keep farm records of stocks.

Abiola (2008) also observed that accounting helps to provide accurate reports on financial stands of a business. It records tax information and assesses the true financial position of a business and makes financial records and information available for planning. Financial accounting helps an individual to record both tangible and intangible assets and help in protecting company's assets among others. In his view Cathy (2009) observed that financial accounting as the life blood of any business, helps individuals to determine the value of a company, help to maintain records of all revenue and expenditure of business daily, help to keep track of progress of one's business and help assess management effectiveness. In view of its importance, the federal ministry of education has recognized it as one of the trade subjects to be offered in all secondary schools in the federation (ERC, 2011).

Johnson (2009) observed that students are trained in the field of accounting in the junior secondary school, senior secondary school, polytechnics, colleges of educations and the universities. He postulated the following as importance of accounting in today's world.

a. It can be applied in all jobs.
b. It helps to avoid the occurrence of misstatements.
c. It helps people to make investment decisions, assess interest rates on mortgages and car payment.

Accounting is the most basic framework of business. Without the accounting education students would be unprepared to face the business world.

Seleme (2013) stated that accounting is one of the subjects in business education that has the function of developing in individual's skills, knowledge, attitudes and values towards solving problems and towards satisfaction of real needs in life. She saw it as a very important branch of business education in which much of our daily life is governed and attached, by the result of application of business.

Accounting education at all levels of education incorporates a package of instructional programmes designed to educate "would be" accountants to make them versatile and adaptable to any of the numerous roles they may be called upon to play (Anao, 2009). Such education among other things need to develop concepts, rules, skills, procedures, theories and general knowledge for solving accounting problems and emphasizes the ability to differentiate and integrate alternative problem solving perspective, the ability to structure solutions to problems and develop communication skills as well as the ability to analyze and interpret problems situation and figure out solutions (Okafor, 2012).

2.2.4 Concept of Academic Performance

Academic performance can be defined as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviours and philosophy that students achieve.

This achievement is evaluated by the mark or grade that students attain in tests, or examinations done at the end of the topic, term, year or education cycle. It is what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers (Ibrahim, 2012). Nnadi, Dimnwobi, Nwokoye, Osigwe and Ekesiobi (2016) defined academic performance as participants' examination grades. It refers to the score attained by an examinee in an administered standardized test. It could also be seen as the level of performance in a particular field of study.

The quality of grades and the number of students that pass in various grades determine the level of academic performance in schools. Students' performance is a concern of people who have vested interests in schools such as parents, students, staff, proprietors and the entire people that form a school system or a community

Gbadebo, Ike and Adamu (2009) defined academic performance as the learning outcomes of the child which includes the knowledge, skills and ideas acquired and retained through their course of study within and outside the classroom situation. Tenibiaje in Kayode and Ayodele (2015) and reported that poor academic performances were recorded at both secondary and tertiary levels in Nigeria. This persistent poor performance of secondary school students in public examinations such as the senior school certificate examination in Nigeria in recent years has made the development of secondary school education a difficult task. Parents, guardians and other stakeholders in education industry have variously commented on the performance of secondary school students. Also, students' educational and psychological development has been the subject of many studies for a long period of time, because these areas of development are important areas of educational development for students themselves, their families and educational authorities. In other words, both

academic and personality development of students have been a concern especially of educated individuals in the society.

Many variables account for academic performance such as demographic factors (age, sex) and environmental factors (family background and school environment). Osonwa, Adejobi, Iyan and Osonwa (2013) observed that academic performance of senior secondary school students has been largely associated with many factors. Most students in senior secondary school in Nigeria are confronted daily with challenges of coping with academic work under serious stress, emotional strains occasioned by long walk to school, poor environment and being taught by unmotivated teachers coupled with this is an uncooperative-to-study attitude of parents who more often fail to provide for the needs of the family.

According to a study carried out among Latino students in Chicago, Marschall (2006) observed that although there are many causes of low academic performance; lack of cooperation among schools, parents and their communities plays a big role. This suggests that both the determinants and effects of parents' participation in school management should be considered in order to ensure quality education and quality performance. Adesehinwa, (2013) reported family type and poor funding, Ogbemudia and Adisa (2013) lack of good home foundation; Acheing (2012) home, school, students, Adesehinwa and Aremu (2010) the child, family, society and school as factors responsible for the poor performance of secondary school students.

Though many researchers have examined various factors that are responsible for students' poor academic performance, yet little have been done in the area of family size and parental support in this part of the world hence the justification for this study.

2.3 Family Size and Students' Performance

There has been a long standing fascination with exploring associations between sibling variables, such as the number of children in a family, and children's academic performance. These sibling variables may have associations with academic outcomes. Yusuf (2012) specifically confirmed that family size had effects on the academic achievement of students in school. She stressed that children from small families perform better academically and intelligently in school than children from large families. Tenibiaje (2009) reported that children's attainment depends on inputs of time and money from their parents. The more children there are in the family, the less input of time and money from their parents. These inputs are not money alone but other essential things like time, attention, resource dilution etc. This was confirmed by Booth and Kee (2009) who reported that children from larger families have lower levels of education. Udida, Ukwayi, and Ogodo in Nnadi etal (2016) added that the size of the family in which a child grows affects his intellectual development. This is because in a large-sized family, a child may not be given the required attention especially in his/her academics as the family will have more persons to cater for. They further stated the issue of home work, payment of school fees, attending Parent Teachers' Association meetings and many more which may not be convenient for the parents as they have to cater for many children, while children are well catered for and perform better in small-sized families. Large family size creates in the upbringing of their children and identifies problems of feeding, insufficient food, poor clothing, insufficient fund, disciplinary problem and malnutrition (Chudi, 2012). Students need nutritious food and good medical care because if a student is hungry in school, he/she is less likely to concentrate.

The effect of family size on children's education has been an ongoing concern. Studies have shown that schooling is negatively correlated with sibling size (Maralani, 2006). That is, children with fewer brothers and sisters obtain better schooling than those with more siblings. This finding is not generalized to many countries especially the developing ones. Studies in developing countries show that the relationship between family size and children's schooling can range from positive to neutral to negative depending on the context. Maralani (2006) gave example that there is a negative association between family size and educational attainment in Thailand, Brazil, Vietnam and Israeli Jews (for families with 6 or more children) and positive in Botswana, Kenya and Israeli Muslims.

Base on this, it could be understood that family researchers argue that parents who have few children are in position to offer more adult-to-child contact, assuming that such adult contact promotes higher performance in children while others argue that a child who has more siblings will have more interactions with other children, leading to some assistance with school problems and in turn have higher grades. This is not totally true as some studies have shown otherwise.

The size of the family is a matter of great concern to all stakeholders in education but the researcher discovered that little has been done in this area in Nigeria especially with regard to students' performance. Thus, the justification for this study.

2.4 Performance of Secondary School Students in Financial Accounting

Financial accounting is one of those subjects that cannot be mastered merely by memorization of the basic principles. It requires determination, sound theoretical knowledge and intensive practice. Educational Resource Centre ERC (2011) reported mass failure in financial accounting in both internal and external examinations of the senior secondary

schools in recent years. This agreed with WAEC (2007) chief examiner's report which also reported mass failure in financial accounting due to poor knowledge in theory of financial accounting, inability of students to interpret the requirement of the practical aspect and inability to calculate percentages and ratios.

The introduction of financial accounting into secondary school curriculum grew rapidly because students of the first few schools that sat for the subject in the West African Senior Secondary Certificate Examination (WASSCE) had unexpectedly good results. The primary objective of introducing financial accounting into the curriculum was to prepare the students for Senior Secondary School Certificate Examination (SSCE) which will enable the holders pursue further education or go into lower clerical work in the office. It is as a result of this that government, teachers, and parents have been giving support to ensure that students' performance in both internal and external examinations improved. Despite the effort, there is a fall in the performance of students in Nigerian secondary school in general and in the financial accounting subject in particular.

WAEC (2010) analysis of percentage performance of candidates in ten popular subjects in WASSCE 2008, 2009, 2010 revealed that 52.48%, 58.21% and 51.85% failure was recorded in financial accounting respectively. So many factors have been attributed to this fall in performance by researchers as reviewed but the specific aspects of family size and parental support was neglected therefore the researcher carried out this research in order to find out the role these two variables play in poor performance of students in financial accounting in Kaduna state.

Cronbach, (2003) stated that accounting is not a cheap subject but it is certainly not a mystery and is easy to learn. The researcher agrees with this statement and observed that

something is wrong somewhere. Cronbach, (2003) therefore advised that what students need to keep in mind in learning accounting is that it is cumulative study subject, each learning objective builds on previously learned materials. But students easily forget the basic concepts earlier learned thereby performing poorly in the subject (Ibrahim, 2012).

A lot of arguments have been put forward as to the difficulty of accounting as a subject. Akin, (2004) argued that the issue as to whether or not accounting is difficult depends on the person in question; his position toward the subject and his level of motivation. This motivation could come from home environment, parents e. t. c. Akin (2004) further observed that differences in performance in financial accounting by students could be as a result of a number of factors. Seleme (2013) affirmed that the performance of students in accounting in both secondary and tertiary institution is poor. She also stated that a lot of factors can be responsible for the poor academic performance ranging from negative attitudes of students towards the subject, home related and school related factors. She further stated that family background is an important determinant of accounting education students' performance at all levels of education. Caiado and Madeira, (2002) added that home and school environment have a strong influence on students performance in accounting. To meet the demand and expectations of the society on enhancing students' performance in accounting, students require a range of generic and problem solving skills (Guest, 2009).

2.5 Parental Support and Students' Performance

Ezekiel-hart (2013) defined a parent as someone who begets or gives birth to offspring. In Africa this word has a wider meaning as it includes significant others in the life of a child. An important issue in identifying points of leverage in improving students' academic achievement is determining how and to what degree parental support affects

students' performance. Such knowledge might inform parenting practices as well as school-based policies, practices, and interventions that involve working with parents.

Ushie, Emeka, Ononga, and Owolabi (2012) indicated that there is an awareness of the importance of the home environment or family on siblings' performance. The home has a great influence on the child's psychological, emotional, social and economic state. Ajila and Olutola, (2007) stated that the state of the home affects the individual since parents are the first socializing agents in an individual's life. Providing a supportive learning environment at home requires parents' time as much as financial resources.

According to Spera (2005), parental support is all activities that are directed by parents towards the protection and maintenance of their children or those of a near relative. It is any behavior pattern in which a parent invests time, money or energy in feeding, protecting, providing for their offspring which increases the offspring's chances of survival. These activities could be supplying physical sustenance, emotional support, instilling moral values etc. that will help to promote and support the physical, emotional, social and intellectual development of the child. Spera (2005) gave examples of common parental practices that can help to promote academic success such as reading books to the children, storytelling etc. Day (2013) added that these practices reflect cultural understanding of children and differ from country to country e. g. in Germany, parents spend more time with their children engaging in face-to-face interaction talking to the baby about the baby; while in more communal cultures, such as West Africa, parents spend more time talking to the baby about other people and facing outward so that the baby sees what the parent sees. It is important then for the parents to build up self-esteem of their children during their adolescence: praise their strengths instead of focusing on their weaknesses, acknowledge

their efforts, do not simply focus on the final result, and disapprove the behavior of the child. These will help to grow the child's sense of self worth, confidence etc thereby boosting his performance in school. Owano, (2010) observed that parents who make mature demands, play supervisory roles, apply disciplinary efforts and willingness to confront the child who disobeys, actually care for the child.

Mckay (2006), Santrock, (2007) and Owano (2010) identified four parenting styles that affect students' performance in school as follows:-

a. Authoritative parenting – this is described as "just right" parenting style. It combines a medium level demand on the child and a medium level responsiveness from the parents. It provide children with warmth, attention and autonomy yet set limits or boundaries for the child. For example, parents who adopt this style talk to their children about their emotions.
b. Authoritarian parenting – this focus on controlling behaviours to meet the expectations of the parents. Parents who adopt this style are very rigid and place high demand on the child but are not responsive to the child.
c. Permissive parenting - this is the direct opposite of authoritarian style. Here the child's freedom and autonomy are highly valued and parents tend to rely mostly on reasoning, explanation of the child and are undemanding but very responsive to the child.
d. Uninvolved parenting – this is when parents are often emotionally absent and sometimes even physically absent. Parents have little or no expectation of the child and regularly have no communication with the child, so they are neither demanding from the child nor responsive to the child. Some simply provide what

the child wants with no engagement. No wonder students behave differently in school. Students whose parents adopt the last three parenting style seem to be the majority in school. They pause a problem to the school when the school goes contrary to their parents' behaviours at home. Some of them refuse punishment, and do whatever they wish while some find it difficult with the school environment. They also suffer social incompetence, academic performance, psychological development and problem behavior. This is seen by the researcher as lack of parental support.

Communication between children and parents about school activities and plan, parental high expectations for their children schooling and parents employing an authoritative parenting style have strong relationship with students' performance in school. This is in line with Chudi, (2012) who observed that some parents and sponsors do not make enquiry about the performance of their children such parents do not ask for the results of their children at the end of any term or session. Students from such homes are usually carefree to be monitored.

Parental support is the participation of parents in regular meaningful communication that involves students' learning and other school activities. These include assisting their children learning at home and at school. Also input of parents on individual student is very important because students benefit a great deal if school and home complement each other in their education and socialization. But parents seem to be carefree on matters concerning education. This is considered negligence by Oundo, Poipoi and Were (2014).

According to Hountenvilli and Conway (2008) families whose children were doing well in school had daily family routine, monitor out of school activities of their children,

model the value of learning, self discipline and hard work This is in agreement with the current study because the researcher has observed that these activities were lacking in most families. Most of them simply pay school fees and don't mind about the academic performance of their children.

Research in the relationship between families and schools tend to focus on how and to what extend the family actively creates an effective in-home learning environment for the child that will subsequently develop better school performance. In order to assist their children in their efforts to meet the demands of school, parents need to have knowledge about children's schooling and access to resources to help their children. They suggested parental involvement in school activities. Chudi (2012) affirmed that parent's engagement had a positive impact on student's academic performance, behavior in school and attitude about school work. He observed that the partnership between school and patents or family has failed with parents leaving their responsibilities to the schools. This was confirmed by Eguridu (2014) when he attributed the decline in candidates' performance to the parents who do not monitor their children but left everything to the teachers while they fail in their own responsibilities but work from morning to night.

Owano (2010) maintained that the behavioral aspect in students involve actual participation in school activities such as parent Teachers' Association, visiting days, inter house sports day, speech and prize giving day etc. and home based activities such as helping with assignments, involving and exposing the child to intellectually stimulating things such as books and current events. These will help to improve the students' performance in school, because students who observe their parents engaging in activities supportive to the educational process, value education. Owano (2010) further added that communication with

teachers, enforcing the completion of homework and being strict on television viewing are parental practices that are positive for secondary school students' performance. Parents provide environments such as types of homes, necessities of life, cultural objects like books, and pictures. They also provide opportunities to engage the outside world; personal attention, intervention and teaching either directly or by example. By this parents are considered with the sole responsibility of rearing and training children (Ogunshola and Adewale, 2012). Schools (teachers) only help, so their children's performance relies greatly on their care and practices.

Education is essential for the development of a society. The more educated the people of a society are, the more civilized and well disciplined the society might be. The family has the responsibility to socialize children for making them productive members of the society and the more parents are involved in the process of imparting education to their children, the more the children might excel in their academic career and to become productive and responsible members of the society (Hafiz, Tehsin, Malik, Muhammad and Muhammad, 2013). It has been assumed, therefore, that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental support have a vital role to play. Children are likely to have higher academic performance levels and improved behavior when families are involved. Hafiz, et al (2013) itemized parental involvement to include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside and outside the house and providing couching services for improving their learning in different subjects. These are in line with the parental care variables of this study. Others are direct contact with teachers, checking of attendance register, monitoring their children's activities in school, checking

their periodical academic progress reports etc. Hafiz et al, (2013) also enumerated six types of parental support to include good parenting skills, communicating with the school, volunteering their time in the school, help their children, take active part in school related decision making and collaborating with the school community regularly.

Adekola (2008) and Tella and Tella (2010) reported that the performance of students depends on three basic factors – teachers' efforts, students' efforts and parents' efforts. Parents are responsible for the performance of their children. They are the ones who spend much time with the students during evenings, nights as well as during holidays. From the literature reviewed, parents who support their children's education – who organize extra lessons for their children, provide learning materials etc – achieve success in schools. Marschall (2006) discovered that parental support increases parents' skills and information that will help to assist the child in school related activities at home. This is also in agreement with many researchers who reported a positive relationship between parental practices and students' performance as reviewed.

Parental support is an excellent example of behavior that would seem to benefit the children. It promotes the survival and well being of the children. That is why it has become a central issue in educational policy and research. Most of the research reviewed concentrated more on parental support of children in the primary schools, only a few were on adolescents and most were done in other countries. This study intends to expand the knowledge of the different parental practices as they affect secondary school students' performance in financial accounting in Kaduna state, Nigeria.

2.6 Review of Empirical Studies

Among the empirical studies reviewed by this study include:-

Nuttall (2000) studied on family size and academic achievement of students in Boston area, U.S.A, the population was all students in the area; no specific number was given, but the sample was 306 girls and 247 boys making a total of 553 students. A family with two kids was considered small size family for the study while a family with five kids and above was taken to be a large sized family. Academic achievement was examined using school records and a ten item tests. The researcher found out and concluded that boys from small families tend to have academic achievement than boys from large families because boys in the larger families are probably more influenced by peer groups who tend to have anti-academic values. Though details of the population, design, instrument, objectives, statistics used was not provided, but the present research was similar to Nuttall's study in terms of the topic, family size and the use of records to extract academic performance. The sample used was also relevant but the researcher left a gap in terms of family size of two for small without a range. He left out the family of one, three and four. The past studies also differ in location with the current study.

Tenibiaje (2009) conducted a research on the Influence of family size and family birth order on academic performance of adolescents in higher education, in University of Ado-ekiti, Nigeria. Descriptive survey method was used and the instrument used for the study was a questionnaire. The main objective of the study was to investigate the influence of family size and family birth order on students' academic performance in certain courses in the university. Two research questions and two null hypotheses were formulated. The population for the study was all the students admitted for pre-degree education in the

university of Ado-ekiti in the 2004/2005 academic session totaling 1000. Out of the population, 102 students were selected for the study using a simple random sampling technique. Data were analyzed using statistical tools and the type of statistics used to test the hypothesis was Analysis of Variance (ANOVA). The null hypothesis was tested at 0.05 level of significance. Result of the study showed that family size and family birth order have no influence on academic performance of pre degree students of university of Ado-ekiti, Nigeria. Therefore the researcher concluded that family size and family birth order have no influence on academic performance of pre-degree students of the university. He therefore recommended that parents should maintain high commitment for optimal academic success of their children.

The present study is similar to the study reviewed in many ways therefore the present researcher found it necessary to review the work. The similarities are in the independent and dependent variables except the second independent variable. The instrument for data collection, sampling techniques was also similar. It differed in the research design, location, number of research questions, hypothesis, population, sample, and education level of the students studied. The research reviewed had no specific objectives.

Owano (2010) researched on the topic: perception of secondary school students on effects of parenting styles on their academic performance. The location for the study was Rongo division, Rongo district, Kenya. A descriptive survey design was employed by the researcher. Questionnaires were used to collect data from the respondents. The main objective of the study was to investigate the perception of secondary school students on effects of parenting styles on their academic performance in Rongo district, Kenya. Three specific objectives and three research questions were raised. The population for the study

was three thousand (3000) form 3 and 4 students in twenty two secondary schools. Out of this number, the researcher selected three hundred and forty one (341) students as sample from ten secondary schools using simple and stratified random sampling techniques respectively. Inferential statistics, Pearson Product Moment Correlation (PPMC) was used to establish the association between parenting styles and academic performance at 0.05 level of significance. The result showed that authoritative and authoritarian parenting styles as perceived by secondary school students had significant influence on their academic performance. The study therefore recommended that guidance and counseling on effects of parenting styles on students' academic performance should be a matter of concern for parents, teachers and students.

The present study equally found the reviewed study relevant because it dealt with parents who were at the center of the family. Their parenting style determined their level of support for their children's academic activities which either boost or mare their performance in school. The subject used by the present study were secondary school students which was similar to the one used by the past researcher. Other similarities include the instrument for data collection, and analysis and the sampling techniques. This study considered the sample size adequate too. The two studies differed in location objective, population and sample. The past researcher did not report the number of hypothesis used for the study.

Adetayo and Kiadese (2010) studied emotional intelligence and parental involvement as predictors of academic achievement in financial accounting. The study was conducted in Ifo Local Government Area (LGA) of Ogun State, Nigeria. The main purpose of the study was to investigate the emotional intelligence and parental involvement as predictors of students' achievement in senior secondary financial accounting. Correlation survey research

design was adopted for the study. The population was all the students offering financial accounting in the local government. A total of two hundred (200) SS2 financial accounting students were selected through simple random sampling technique to participate in the study. Three research questions were raised and answered at 0.05 level of significance. Two instruments were used for data collection – Emotional Intelligence and Parental Involvement Rating Scale (EIPRS) and Financial Accounting Achievement Test (FAAT). Data collected were analyzed using PPMC and multi regression analysis as the statistical tools. Findings of the study showed that both emotional intelligence and parental involvement predict students' achievement in financial accounting. They therefore recommended, among other things, that counselors and teachers should work on the emotional well being of the students in the school, while the parents should be positively disposed to the academic pursuit of their children.

The present researcher commended the effort of the past researchers in providing details of their work, but the population figure, the research hypothesis and number of specific objectives was not provided. The present research differed in so many ways with the past researchers in terms of location, population, instruments for data collection, data analysis and so on. Despite that the study is interesting to the present researcher especially as it dealt with similar subject and one of the independent variable.

Ushie, Emeka, Ononga and Owolabi (2012) studied on the influence of family structure on students' academic performance. The study was carried out in Agege Local Government area of Lagos state, Nigeria. Survey design was used and data were obtained from respondents using a well structured questionnaire while academic performance was obtained from the respondents scores in four subjects selected for the study. The main

objective for this study was to examine the influence of family structure on the academic performance of students in public secondary schools in Agege local government area of Lagos state.

The population for the study was all the public secondary schools in the area out of which five were selected. One hundred and fourteen (114) students were also selected for the study using a stratified random sampling technique. Data obtained from the respondents and performance record were analyzed using cross tabulation, tables, simple percentages, independent samples test and Multinomial Logistic Regression (MLR). t-test was equally applied to test the significant difference in the academic performance of students from single and two parent families at 0.05 significant levels.

Result from the analysis revealed that there is no significant difference between the performance of students from two parent families and single parent families. Therefore the researchers concluded that family structure does not determine students' academic performance but parental socio-economic background. The researchers recommended that government and counselors should provide the necessary psychological support for students from different family structure so as to overcome their emotional problems and improve academic performance.

The present study reviewed this literature because it similarly dealt with issues concerning the family, home, parental characteristics and secondary school students' performance. However, the present study differs in the family variables and location used. More so, the researchers did not report the research questions, specific objectives, and hypothesis used. The sample was also considered small for this study.

Li, Roslan, Abdullah, and Abdullah (2014) conducted a study in Malaysia on the topic parental readiness, parental care and adolescent school performance among commuter families: a mediation model. In their study, Quantitative test was employed which included correlation study design and path analysis. Questionnaires were used as instrument for data gathering from both adolescents and parents. All public secondary schools in the state of Selangor in Malaysia formed the population of the study out of which ten schools were randomly selected. From the ten schools, the researchers identified and picked two hundred and seventeen (217) commuter parents and their children for the study. The main objective for the study was to investigate the role of parental care as mediator in the relationship between parental readiness and adolescent school performance among commuter families in Malaysia. Two specific objectives and two hypotheses were provided for the study.

Data collected were analyzed using Pearson correlation test and structural equation modeling. Also, three statistical analyses were conducted in the study by using SPSS and Analysis of Moment Structure (AMOS). The statistical analysis included the test of model fit, Pearson correlation test and test of mediation effect. Findings of the study revealed that parental readiness, parental care and school performance were significantly related. This implies that parental involvement; parental supervision will increase adolescent school performance. The researchers therefore concluded that parental care plays an important role as a mediator in adolescents' school performance especially in the commuters' lifestyle where they are having a spate living life between parents and children. Parents should therefore ensure their involvement in child-rearing among commuter families.

Both parental readiness and parental supervision are all indices of parental support which was one of the independent variable of the current study. This makes the two studies

related. Same level of education was used by the present study except that the present study concentrated on the senior secondary level in Kaduna state, Nigeria while the past research was in Malaysia. Also the present study did not consider commuter parents only but all parents of students offering financial accounting in Kaduna state.

The empirical studies have shown that none of the study was carried out in Kaduna state, Nigeria. None was on influence of family size and parental support on secondary school students, though there are some on adolescents. This study therefore intends to cover the gap that has not been covered by previous researchers thus the study on the influence of family size and parental support on performance of secondary school students in financial accounting in Kaduna state.

2.7 Summary of Reviewed Literature

Financial accounting has been identified as the most popular subject that students offer among the vocational elective subjects. Because of its importance the federal ministry of education also included it among the thirty four trade subjects. The primary objective of financial accounting in the senior secondary school curriculum is to prepare the students for senior secondary school certificate examinations (SSCE) which will enable the holders pursue further education or go into lower clerical work in the office. It is as a result of this that government; teachers and parents have been giving support to ensure that students' performance in both internal and external examinations improves. Despite the efforts being made by the stakeholders towards ensuring that students' performance in both examinations improves, literature reviewed has shown that all is not well with the system as a result of the poor performance of students recorded in public examination in general and in the financial accounting subject in particular. From the various studies carried out by different

professionals, the poor academic performance has been associated with many factors but the home climate remains the major factor that has crippled the academic performance of students. Intellectuals had further identified various areas in the home that affects students' academic performance such as the family size, family birth order, parental practices and characteristics, parenting styles, family structure, parental involvement in child education, family type, parental socio economic status, parental care etc.

Six empirical studies were also reviewed. From the review made, the researcher noted that none researched into the influence of family size and parental support on performance of secondary school students in financial accounting in Kaduna state, Nigeria. It is this gap that the result of this study wishes to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology used in the study. The chapter is treated under the following sub-headings:

1.1. Research Design

1.2. Population for the Study

1.3. Sample Size and Sampling Procedure

1.4. Instrument for Data Collection

1.4.1 Validity of the Instrument

1.4.2 Pilot Study

1.4.3 Reliability of the Instrument

1.5 Procedure for Data Collection

1.6 Procedure for Data Analysis

3.1 Research Design

This study adopted ex-post facto design. Silva (2011) stated that ex-post facto is a type of research design in which the investigation starts after the fact has occurred without interference from the researcher. The researcher used an existing result of the respondents' performance. A mixed design using cross-sectional survey was however combined to collect data from the respondents concerning the family characteristics and parental support.

3.2 Population for the Study

The population of this study was 3,128 SS2 students. There were seventy public senior secondary schools that offered financial accounting out of five hundred and twenty

two (522) public schools in the **state**. These schools were spread over ten out of twelve educational zones in Kaduna state. The detail of the population are shown in Table 1

Table 1: Population for the Study

S/N	Educational Zone	No. of Schools	No. of students
1	Anchau	1	152
2	Giwa	1	3
3	Godogodo	6	383
4	Kachia	12	614
5	Kaduna	13	325
6	Kafanchan	3	58
7	Lere	1	10
8	Sabon Tasha	22	865
9	Zaria	7	486
10	Zonkwa	4	232
Total	**10**	**70**	**3,128**

Source: Educational Resource Center (ERC) Kaduna (2015)

3.3 Sample size and Sampling Procedure

The sample size was 495 secondary school students. This was the number of SS2 students that offered financial accounting in 14 sampled schools out of 70 secondary schools that offered financial accounting in 2014/2015 session in Kaduna state. The 14 secondary schools were selected using proportional random sampling. This represented 20% of the total schools that offered financial accounting in the state. The selection of 20% was in line with the opinion of Roscoe, (1969) who recommended that 20% could be used for a large population of schools. For equal chance of every school being selected, the researcher wrote all the names of the schools in each of the zones on a piece of paper and assigned numbers to all the schools in the list. The numbers were rolled into small balls, shuffled properly and later put in a small box before selection was done by independent persons to avoid being bias. This is in line with Abiola (2007) who upheld that sample selection must be carried out in a way that will give equal chance to every member of the population. All SS 2 students

(495) that offered financial accounting in the sampled schools were used for the study. The sampled schools and the distribution of financial accounting students for the study are as shown in Table 2

Table 2: Sample Size for the Study

S/N	Educational Zone	Schools	No. of Students
1.	Godogodo	GSS Godogodo	66
2.	Kachia	GSS Gumel	40
		GSS Kachia	60
3.	Kaduna	GSS Kabala costain	31
		GGSS Kawo	48
		SMC Kaduna	05
4.	Kafanchan	GSS Nok	19
5.	Sabon Tasha	GBSS Barnawa	04
		GSS Kakuri	16
		GSS Rido	19
		QAC Kakuri	84
6.	Zaria	GGSS Dogon Bauchi	78
7.	Zonkwa	GSS Fadan Kaje	25
Total	**07**	**14**	**495**

3.4 Instrument for Data Collection

Two instruments were used for data collection. A self constructed questionnaire and performance records of the sampled students in financial accounting in the 2013/2014 SS1 promotion examination. The self-constructed questionnaire was designed by the researcher while the performance records were obtained from various schools' examination offices.

The questionnaire was used to gather information on the students' family size and parental support; it was divided into two sections (A and B). Section A sought information on the bio-data/family sizes of the respondents, which was used to answer research questions one. Families of 1-4 were considered small size while families of 5 and above were considered large size. Section B of the Questionnaire contained 20 items and was structured using a four-point scale with weight of 4=Strongly Agree (SA), 3=Agree (A), 2=

Disagree (D) and 1= Strongly Disagree (SD). (Appendix C). Items 1-20 were used in answering research questions 2 to 4 items.

3.4.1 Validity of the Instrument

The questionnaire was subjected to face validity by the researcher's two supervisors and two experts who were senior lecturers in psychology, test and measurement, all in the Faculty of Education, Ahmadu Bello University, Zaria. Both of them went through the items in the questionnaire and made changes, observations and corrections where necessary. Their observations and corrections were effected to ensure that the instrument measured what it intended to measure (Emmanuel, 2013). The performance record was not validated because it was an existing record of performance in an examination approved by the ministry of education and conducted by government secondary schools.

3.4.2 Pilot Study

A pilot study was conducted at Tafawa Balewa Memorial Commercial College, Samaru Kataf using the validated instrument. The school was used because it was not part of the sampled schools but share similar characteristics with the sampled schools which gave a conducive atmosphere for data collection from the schools under study. The instrument was administered on 50 financial accounting students while their record of performance in promotion examination of the previous session was obtained from the examination officer. The result was subjected to statistical analysis.

3.4.3 Reliability of the Instrument

The data collected from the pilot study was analyzed to determine the reliability coefficient of the instrument using Cronbach's Alpha (α) reliability. This was used to measure internal consistency of the items in the instrument. According to Emmanuel (2013)

Cronbach's Alpha (α) reliability is a measure of internal consistency between items of the same construct. It proceeds by associating each measuring item with every other measuring item and obtaining the average inter-correlation for all the paired associations. The computation gave a standardized reliability co-efficient of 0.80. According to Uzosike (2008) and Isyaku (2010), an instrument is reliable if the value of correlation is 0.50 and above, the instrument was therefore considered reliable.

3.5 Procedure for Data Collection

A letter of introduction was obtained from the Head, Department of vocational and technical education, Ahmadu Bello University, Zaria. This was submitted to the principals of the schools used for the study. The financial accounting teachers and the examination officers of the selected schools served as research assistants. Four hundred and ninety five (495) copies of the questionnaire were distributed to the respondents. The researcher solicited for the cooperation of the examination officers and that of the principals of the selected schools, then distributed the questionnaire personally, explained in details what was required of the financial accounting teachers, examination officers and the students. The researcher ensured instant retrieval to avoid lost or misplacement of the questionnaire.

Before administering the instrument, the students were grouped into two and coded according to those who pass and those who failed (unknown to the students) based on the marks obtained in their SS1 promotion examination (financial accounting) results. This was done by the examination officers and financial accounting teachers of each school, who identified the students, had them sit in a class and gave them the coded instruments accordingly. The researcher then helped read the statements loudly for them while they tick appropriately. Four weeks were used to go round the schools.

Four hundred and ninety five (495) copies of the questionnaire were distributed and all were retrieved. However, only four hundred and eight six (486) copies of the questionnaire were correctly filled while the remaining nine (9) were either filled wrongly or not filled at all by the students who pretended they were filling them during administration and the analysis was based on the 486 questionnaires correctly filled.

3.6 Procedure for Data Analysis

Data collected were analyzed using frequencies and percentages, mean and standard deviation to answer all the research questions. Regression statistics was used to test null hypotheses 1 and 2 while t-test statistics was used to test Null hypotheses 3 and 4 all at 0.05 levels of significance. For easy statistical analysis, all the Strongly Agree and Agree responses were taken as Agree, while all the Disagree and Strongly Disagree responses were taken as Disagree.

Decision Rule: For the research questions, performance mean score of 40 and above were considered as pass, while performance mean score below 40 were considered as fail. According to the standard of the ministry of education Kaduna state, 40 and above is considered as pass mark at the secondary school level while marks below 40 (0-39) are considered as fail. In testing the null hypotheses, where the *p*-value was less than 0.05 level of significant the null hypotheses was rejected, on the other hand where *p*-value was greater than 0.05 level of significant the null hypothesis was retained. This is in line with Emmanuel (2013) who stated that you reject the null hypothesis in favour of alternative hypothesis at level of significance alpha (α) if and only if the *p*-value is less than alpha (α) value.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

In this chapter the analysis and results of the data collected for the study were presented. The data analyses were based on the personal-data of the respondents, the research questions and the null hypotheses. A total number of four hundred and ninety five (495) copies of questionnaires were distributed, but only 486 were successfully and correctly completed and returned. The chapter was organized under the following sub-headings

4.1 Analysis of Bio-data of Respondents

4.2 Analysis to Research Questions

4.3 Test of Null Hypotheses

4.4 Summary of Major Findings

4.5 Discussion of Major Findings

4.1 Bio-data of the Respondents

This section analyzed the bio-data of the respondents. Frequency and percentages were used to analyze the bio-data of the respondents.

Table 3: Percentage distribution of respondents by family size

Family size	**Frequency (F)**	**Percentage (%)**
Large size (1-4)	298	61
Small size (5 & above)	188	39
Total	**486**	**100**

Source: Field Survey, 2016

The data in Table 3 revealed that 61% of the respondents were from large families while 39% were from small families. This means that majority of the respondents were from large families.

Table 4: Percentage distribution of respondents by parental support

Parental Support	Frequency (F)	Percentage (%)
Students who enjoyed parental support	192	39.5
Students who did not enjoy parental support	294	60.5
Total	**486**	**100**

Source: Field Survey, 2016

The data in Table 4 revealed that 192 students i.e. 39.5% of the respondents in both small and large families enjoyed parental support while 294 i.e. 60.5% did not enjoy parental support. This means that most of the respondents were not supported by their parents.

Table 5: Percentage analysis of respondents by performance in Financial accounting

Students' performance	Frequency (F)	Percentage (%)
Pass (40 & above)	393	80.9
Fail (0-39)	93	19.1
Total	**486**	**100**

Source: Field Survey, 2016

The data in Table 5 revealed that 393 students i.e. 80.9% of the respondents in both small and large families had pass marks in financial accounting promotion examination with 40 marks and above, while 93 i.e. 19.1% failed the examination with marks below 40. This means that most of the respondents passed the promotion examination.

4.2 Answers to Research Questions

This section analyzed data used to answer the research questions. Mean and standard deviations were used to answer the research questions, and the results are as shown in Tables 6 to 9

Research Question One: What is the influence of family size on performance of secondary school students in financial accounting in Kaduna state, Nigeria?

To answer this research question, students' performances from large and small families were compared. The result is as shown in Table 6.

Table 6: Mean distribution of respondents' performance in Financial accounting according to family size

Variable	N	$\bar{x}$	Std. Deviation
Large Family	298	47.9734	16.52787
Small Family	188	52.4096	12.42377

Source: Field Survey, 2016

The analysis in Table 6 revealed that students from large families had a mean performance of 47.9734, while those from small families had a mean performance of 52.4096. This means that students from small families performed better than students from large families.

Research Question Two: What is the influence of parental support on performance of secondary school students in financial accounting in Kaduna state, Nigeria?

To answer this research question, performances of students whose parents supported them and that of those whose parents did not support them were compared. The result is as shown in Table 7

Table 7: Mean distribution of respondents' performance in Financial accounting according to parental support

Variable	N	$\bar{x}$	Std. Dev.
Students who enjoyed parental support	192	55.1587	11.87014
Students who did not enjoy parental support	294	49.2328	17.45873

Source: Field Survey, 2016

The analysis in Table 7 indicated that the calculated mean for students who enjoyed parental support was 55.1587, while the mean of those who did not enjoy parental support

was 49.2328. This implied that students who enjoyed parental support performed better than those who did not enjoy parental support.

Research Question Three: What is the difference between the performance in financial accounting of secondary school students from large families who enjoy parental support and those who do not in Kaduna state, Nigeria?

To answer this question, performances of students from large families whose parents supported them and those whose parents did not support them were compared. The result is as shown in Table 8.

Table 8: Mean performance in Financial accounting of secondary school students from large families who enjoyed parental support and that of those who did not

Variable	N	$\bar{x}$	Std. Dev.
Students who enjoyed parental support	106	56.9266	12.48162
Students who did not enjoy parental support	192	46.8716	10.36353

Source: Field Survey, 2016

The analysis in Table 8 indicated the calculated mean of students from large families who enjoyed parental support to be 56.9266 and that of those who did not enjoy parental support was 46.8716. This implied that students from large families who enjoyed parental support performed better than those who did not enjoy parental support.

Research Question Four: What is the difference between the performance in financial accounting of secondary school students from small families who enjoy parental support and those who do not in Kaduna state, Nigeria?

To answer this question, students' performances from small families whose parents support and whose parents do not support were compared. The result is as shown in Table 9.

Table 9: Mean performance in Financial accounting of secondary school students from small families who enjoyed parental support and that of those who did not

Variable	N	$\bar{x}$	Std. Dev.
Students who enjoyed parental support	86	58.8193	14.19906
Students who did not enjoy parental support	102	53.1205	10.60188

Source: Field Survey, 2016

The analysis of data in Table 9 show the difference between performances in financial accounting of secondary school students from small families whose parents supported them and those whose parents did not support them. The analysis revealed that the financial accounting students from small families whose parents supported them had a mean of 58.5053, while those whose parents did not support them had a mean of 53.1205. Since the average score of students from small families whose parents supported was more than those whose parents did not support them, it means that students from small families whose parents supported were better in academic performances when compared with the students from small families whose parents did not support.

4.3 Test of Null Hypotheses

This section analyzed data used to test the null hypothesis. In the test of null hypotheses, regression statistic was used to test null hypotheses 1 and 2 while t-test statistic was used to test null hypotheses 3 and 4 all at 0.05 level of significance. The results are contained in Tables 10 to 13

Null Hypothesis One: Family size has no significant influence on performance of secondary school students in financial accounting in Kaduna state, Nigeria.

The result of the test of Null Hypothesis of the data is as shown in Table 10

Table 10: Regression analysis showing Influence of family size on performance of secondary school students in Financial accounting

Variable	N	Df	$\bar{x}$	Std. Dev.	r-crit.	r-cal.	Sig.
Large Families	298	297	47.9734	16.52787	0.088	0.37	0.000
Small Families	188	187	52.4096	12.42377			

Source: Field Survey, 2016

Table 10 revealed a calculated r-value of 0.37 while the critical r-value was 0.088 at 0.05 levels of significance. Since the calculated alpha value of 0.05 was greater than the p-value of 0.000 the null hypothesis was rejected. This implied that family size had significant influence on performance of secondary school students in financial accounting in Kaduna state, Nigeria. This is in favour of the small family size.

Null Hypothesis Two: Parental support has no significant influence on performance of secondary school students in financial accounting in Kaduna state, Nigeria.

The result of the test of Null Hypothesis of the data is as shown in Table 11

Table 11: Regression analysis showing Influence of parental support on performance of secondary school students in Financial accounting

Variable	N	Df	$\bar{x}$	Std. Dev.	r-crit.	r-cal.	Sig.
Students whose parents supported	192	191	55.1587	11.87014	0.088	0.51	0.000
Students whose parents did not support	294	293	49.2328	17.45873			

Source: Field Survey, 2016

Table 11 shows an r-calculated value of 0.51 while the r-critical value was 0.088 at 0.05 level of significance. Since the alpha value of .05 was greater than the calculated p-value of 0.000, the null hypothesis was rejected. This means that parental support had a significant influence on performance of secondary school students in financial accounting in Kaduna state, Nigeria. The result favoured students who enjoyed parental support.

Null Hypothesis Three: There is no significant difference between the performances in financial accounting of secondary school students from large families who enjoy parental support and that of those who do not in Kaduna state, Nigeria.

The result of the test of null hypothesis of the data is as shown in Table 12.

Table 12: t-test analysis showing differences between performance in Financial accounting of secondary school students from large families who parental support and those who did not in Financial accounting

Variable	N	Df	$\bar{x}$	Std. Dev.	t-crit.	t-cal.	Sig.
Students who enjoyed parental support	106	105	56.9266	12.48162			
					1.96	4.642	0.007
Students who did not enjoy parental support	192	191	46.8716	10.36353			

Source: Field Survey, 2016

Result of the analysed data as shown in Table 12 revealed a calculated t-value of 4.642 which was greater than the t-critical value of 1.96. The alpha value of 0.05 level of significance was also higher than the calculated p-value of 0.007. Therefore, the null hypothesis was rejected. This implied that there was significant difference between the performances in financial accounting of secondary school students from large families whose parents supported them and whose parents did not support them in Kaduna state, Nigeria. Those supported from large families performed better.

Null Hypothesis Four: There is no significant difference between the performances in financial accounting of secondary school students from small families who enjoy parental support and that of those who do not in Kaduna state, Nigeria.

The result of the test of Null Hypothesis of the data is as shown in Table 13

Table 13: t-test analysis showing differences between the performance of secondary school students from small families who enjoyed parental support and those who did not in Financial accounting

Variable	N	Df.	$\bar{x}$	Std. Dev.	t-crit	t-cal.	Sig.
Students who enjoy parental support	83	82	58.8193	14.19906			
					1.96	3.664	0.021
Students who do not enjoy parental support	105	104	53.1205	10.60188			

Source: Field Survey, 2016

The results of analysis of data in Table 13 revealed t-calculated of 3.664 and a p-value of 0.021. Since the alpha value of 0.05 was greater than the calculated p-value of 0.021, the null hypothesis was rejected. This implied that there was a significant difference between the performances in financial accounting of secondary school students from small families whose parents supported them and whose parents did not support them in Kaduna state, Nigeria. Those supported from small families performed better.

4.4 Summary of Major Findings

The summary of the study shows that:

(1) Family size significantly influenced the performance of secondary school students in financial accounting in Kaduna state, Nigeria. (p = 0.000)

(2) Parental support significantly influenced performance of secondary school students in financial accounting in Kaduna state. (p = 0.000)

(3) Students from large families who enjoyed parental support performed significantly better than those who did not in financial accounting in secondary schools in Kaduna state, Nigeria. (p = 0.007)

(4) Students from small families who enjoyed parental support performed significantly better than those who did not in financial accounting in secondary schools in Kaduna state, Nigeria. ($p = 0.021$)

4.5 Discussion of Major Findings

The study determined the influence of family size and parental support on performance of secondary school students in financial accounting in Kaduna State, Nigeria. Base on the analyses of data of the four research questions using mean and standard deviation and null hypotheses using regression and t-test statistics, the following findings are discussed.

The findings of research question one in Table 3 revealed that students from small families performed better than those from large families in financial accounting in secondary schools in Kaduna State, Nigeria. This is because the average score of students' performance from small families was 52.4096 while those from large families scored 47.9734. The result of the null hypothesis one tested showed that family size significantly influenced the performances of secondary school students in financial accounting in Kaduna State. The r-cal was .37 with *p*-value of 0.000 and the r-crit. was 0.088. The null hypothesis was rejected because 0.05 level of significance was greater than the p-value of 0.000. This implied that there was significant difference between the performances of students from large and small families in financial accounting in secondary schools in Kaduna State.

This finding concurred with the report of Black, Devereux and Salvanes (2008) who said that children from large families tend to have poorer educational outcomes. Yusuf (2012) also reported that family size has effects on the academic achievement of students in school. Children from small families performed better academically and intelligently in

school than children from large families. Students in the larger families are probably more influenced by peer groups who tend to have anti-academic values. Tenibiaje (2009) reported that children's attainment depends on inputs of time and money from their parents.

The more children there are in the family, the less input of time and money from their parents. These inputs are not money alone but other essential things like time, attention, resource dilution etc. Udida, Ukwayi, and Ogodo (2012) added that the size of the family in which a child grows affects his intellectual development. This is because in a large-sized family, a child may not be given the required attention especially in his/her academics as the family will have more persons to cater for. They further stated the issue of home work, payment of school fees, attending Parent Teachers' Association and many more which may not be convenient for the parents as they have to cater for many children, while children are well catered for and perform better in small-sized families. Large family size creates in the upbringing of their children and identifies problems of feeding, insufficient food, poor clothing insufficient fund, disciplinary problem and malnutrition (Chudi, (2012).

The findings of research question two in Table 4 revealed that students whose parents supported them in terms of provision of learning materials and extra lessons performed better than those whose parents did not support in financial accounting in secondary schools in Kaduna State. This is because the mean score of students' performance whose parents supported was 55.1587 while those whose parents did not support scored 49.2328. The result of the null hypothesis two tested showed that parental support significantly influenced the performances of students in financial accounting in secondary schools in Kaduna State, Nigeria. The result showed r-cal. of .51 with a *p*-value of 0.000 while the *r*-crit. was 0.088. The null hypothesis was rejected because 0.05 level of

significance was more than the *p*-value of 0.000. This implied that there was significant difference between the performances of students whose parents supported and those whose parents did not support in financial accounting in secondary schools in Kaduna state, Nigeria. This is in line with report of Hountenvilli and Conway (2008) who stated that families whose children were doing well in school had daily family routine, monitor out of school activities of their children, model the value of learning, self discipline and hard work. Parents who help their children at home to solve their home work, assignments, extra lessons, provide learning materials and other academic tasks perform excellently in schools.

The findings of research question three in Table 5 revealed that students from large families whose parents supported performed better than those whose parents did not support in financial accounting in secondary schools in Kaduna State, Nigeria. This is because the mean score of students' performance from large families whose parents supported was 56.9266 while those whose parents did not support scored 46.8193. The result of the null hypothesis tested showed that significant difference exist between the performances of students from large families whose parents supported and those whose parents did not support in financial accounting in secondary schools in Kaduna State, Nigeria. The null hypothesis was rejected because the p-value of 0.007 was less than the alpha value of .05. *t*-calculated was 4.642 greater than the *t*-critical of 1.96. This implied that there is significant difference between the performances of students from large families whose parents support and those whose parents do not support in financial accounting in secondary schools in Kaduna State. This is in line with report of Li, Roslan, Abdullah, and Abdullah (2014) who reported that parental readiness, parental care (support) and school performance were significantly related.

The findings of research question four in Table 6 revealed that students from small families who enjoyed parental support performed better than those who did not enjoy parental support in financial accounting in secondary schools in Kaduna State. This is because the mean score of students' performance from small families whose parents supported was 58.8193 while those whose parents did not support them scored 53.1205. The result of the null hypothesis three tested showed that significant difference existed between the performances of students from small families whose parents supported and those whose parents did not support in financial accounting in secondary schools. The null hypothesis was rejected because the 0.05 level of significance was greater than the p-value of 0.021. The t-cal. was 3.664 this was also greater than the t-crit. of 1.96. The implication of this result is that there was significant difference between the performances of students from small families whose parents support and those from small families who did not enjoy parental support in financial accounting in secondary schools in Kaduna State, Nigeria. Owano, (2010) found that families who were involved in their children's education – who help in homework, monitor performance, asking questions or communicate with the school – achieve success in schools. He also observed that parents, who make mature demands, play supervisory roles, apply disciplinary efforts and willingness to confront the child who disobeys, actually supports the child. There is no doubt that the performance of students depends on three basic factors – teachers' efforts, students' efforts and parents' efforts (Adekola, 2008 and Tella and Tella, 2010). Irrespective of the size of the family a student comes from, parental support influences academic performance of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the work. It also contained conclusions drawn and recommendations made. The chapter was organized under the following sub-headings:

5.1 Summary

5.2 Contribution to Knowledge

5.3 Conclusions

5.4 Recommendations

5.5 Suggestions of Further Study

5.1 Summary

The study was conducted on the influence of family size and parental support on performance of secondary school students in financial accounting in Kaduna state, Nigeria. The main objective of this study was to determine the influence of family size and parental support on the performance of secondary schools students in financial accounting in Kaduna state, Nigeria. To achieve this objective, four specific objectives were stated, four research questions were raised and four null hypotheses were formulated.

Related literature were reviewed on the relevant variables, theoretical and conceptual frameworks were drawn and empirical studies was carried out on family size and parental support as they influence the performance of secondary school students in financial accounting in Kaduna state.

Ex-post facto research design adopting cross-sectional survey was used to carry out the research which enables the researcher to use existing examination records of the respondents. The population of the study was 3,128 senior secondary two students that

offered financial accounting in seventy senior secondary schools offering the subject in the 12 educational zones in Kaduna state. A sample of 495 students in 14 schools, which were randomly selected, was used for the study. Data were collected using a questionnaire and results of promotion examination. Out of the 495 questionnaires distributed by the researcher using research assistants, 486 were correctly completed and returned.

The data collected were presented on tables and analyzed using percentages, averages, and mean scores. The null hypotheses were tested using regression analysis and t-test statistics at 0.05 level of significance. All the null hypotheses were rejected. The summary of the major findings are presented below.

1. Family size significantly influenced performance of secondary school students in financial accounting in Kaduna state, Nigeria.
2. Parental support significantly influenced performance of secondary school students in financial accounting in Kaduna state.
3. Students from large families who enjoyed parental support performed significantly better than those who did not in financial accounting in secondary schools in Kaduna state, Nigeria.
4. Students from small families who enjoyed parental support performed significantly better than those who did not in financial accounting in secondary schools in Kaduna state, Nigeria.

5.2 Contribution to Knowledge

The study established that:

1. Family size significantly influenced performance of secondary school students in financial accounting in Kaduna state, Nigeria. ($p = 0.000$).

2. Parental support significantly influenced performance of secondary school students in financial accounting in Kaduna state, Nigeria. (p = 0.000).
3. Students from large families who enjoyed parental support performed significantly better than those who did not in financial accounting in secondary schools in Kaduna state, Nigeria. (p = 0.007).
4. Students from small families who enjoyed parental support performed significantly better than those who did not in financial accounting in secondary schools in Kaduna state, Nigeria. (p = 0.021).

5.3 Conclusion

Based on the findings of the study, it was concluded that how a student performs in financial accounting has a link with the size of the family he/she comes from. This implies that the larger the family sizes the more responsibilities on the side of the parents which consequently results to inability of the parents to give the needed attention to their children which affects the children's self-esteem leading to poor performance; which also affects the children's future performance in the field of accounting. Also, how well parents support their children influenced performance of secondary school students in financial accounting in Kaduna state, Nigeria. This implies that as long as parents do not provide support to their children, the children's performance in financial accounting may be poor which can affect their progress in the subject.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made.

1. Students from large families should be supported by teachers, peers, private individuals, and members of the community in order to improve their performance in financial accounting.
2. Families should support their children in their study of financial accounting for example by organizing extra lessons and providing learning materials to them.
3. In particular, parents of students from large families should give special attention to their children to enable them improve their performance in financial accounting.
4. Schools should be stocked with adequate learning materials to enable students who lack them to have access to them. This can help to improve the students' performance in financial accounting in Kaduna state, Nigeria.

5.5 Suggestion for Further Study

A study of this nature cannot cover every area, hence there is the need for further studies, it was on this basis that the researcher suggested for further research to be conducted on effects of students' migration, examination malpractice and admission requirement on the performance of secondary school students in financial accounting in Kaduna State, Nigeria.

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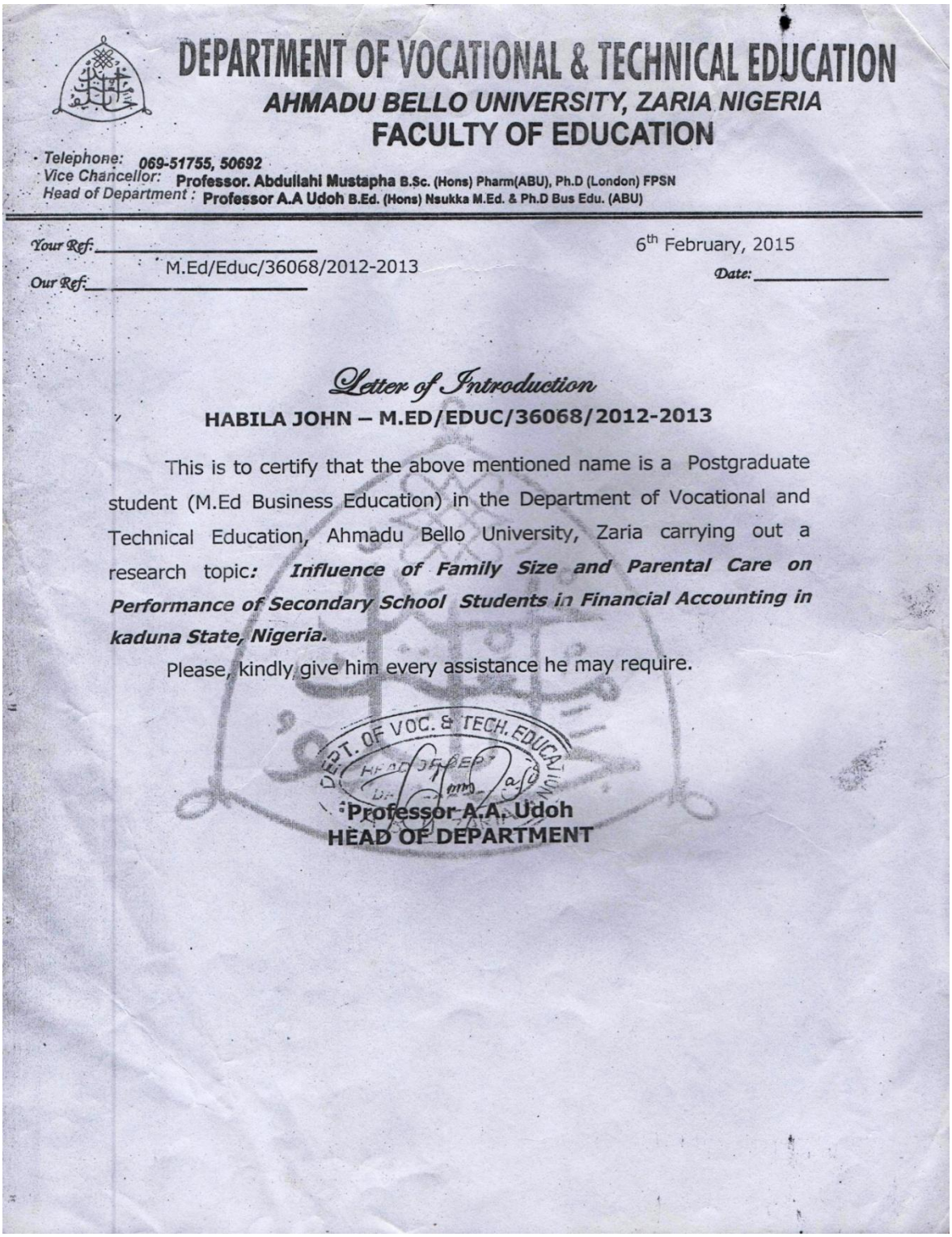
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Appendix I

Letter of Introduction



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department: Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Your Ref: _____ 6th February, 2015
Our Ref: M.Ed/Educ/36068/2012-2013 Date: _____

Letter of Introduction

HABILA JOHN – M.ED/EDUC/36068/2012-2013

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: ***Influence of Family Size and Parental Care on Performance of Secondary School Students in Financial Accounting in kaduna State, Nigeria.***

Please, kindly give him every assistance he may require.

DEPT. OF VOC. & TECH. EDUCATION

Professor A.A. Udoh
HEAD OF DEPARTMENT

Appendix II

Questionnaire on the Influence of Family Size and Parental Support on Performance of Secondary School Students in Financial Accounting in Kaduna State

Department of vocational and technical education
Faculty of education
Ahmadu Bello University
Zaria

Dear Respondent,

Request to Complete Questionnaire

The researcher is a Business education student of the above mentioned institution currently undergoing a research on the topic: INFLUENCE OF FAMILY SIZE AND PARENTAL SUPPORT ON THE PERFORMANCE OF SENIOR SECONDARY STUDENTS IN FINANCIAL ACCOUNTING IN KADUNA STATE, NIGRIA. This is in partial fulfillment of the requirement for the award of Masters Degree in Business Education (M.Ed. Business Education)

You are to please answer the questions below objectively. Be assured that your response shall be treated as confidential and for the purpose of this study only.

Thanks

Yours faithfully

Habila John

Section A: Bio-Data

Please tick as appropriate in the space provided below:

1. How many children does your parent have? (a) 1-4 [ ] (b) 5 & above [ ]

Section B: Questionnaire

Please kindly read the following questions carefully and indicate your opinion about the

Statements by ticking [√] the appropriate box that fits your opinion as it applies to you.

Keys:

4. SA = Strongly Agree 3. A = Agree 2. D = Disagree 1. SD = Strongly Disagree

Questionnaire Items on Parental Support:

S/NO	I T E M S	S A	A	D	S D
	INFLUENCE OF EXTRA LESSONS ON PERFORMANCE OF STUDENTS:				
1	Your parents have employed a lesson teacher for you at home				
2.	Your parents teach you at home				
3.	Your parents help you to do your home work at home				
4.	Your parents check your notebooks when you come back from school				
5.	Your parents check your report cards at the end of the term				
6.	Your parents prepare reading timetable for you at home				
7.	Your parents allow and encourage you to study at home				
8.	your parents give strict rules about television viewing at home				
9.	Your parents set rules for you about when and how to do homework				
10.	Your parents ask questions about your school				
	INFLUENCE OF PROVISION OF LEARNING MATERIALS ON PERFORMANCE OF STUDENTS:				
11.	Your parents provide textbooks for you				
12.	Your parents provide writing materials such as notebooks for you				

13.	Your parents provide reading chair and table for you at home				
14.	Your parents pay your school fees promptly each term				
15.	Your parents have provided computer for you at home				
16.	Your parents take you to hospital when you are sick				
17.	Your parents have provided Calculator for you				
18.	There is stable source of light/electricity in my house				
19.	School uniforms are provided by my parents				
20.	Your parents motivates you to study hard in school				

Source: Self Constructed Questionnaire.

Appendix III

Test of Reliability

```
RELIABILITY
  /VARIABLES=LARGE SMALL FAMILIES, SUPPORT, NOT SUPPORT
  /SCALE('ALL VARIABLES') ALL
  /MODEL=SPLIT.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

Reliability Statistics

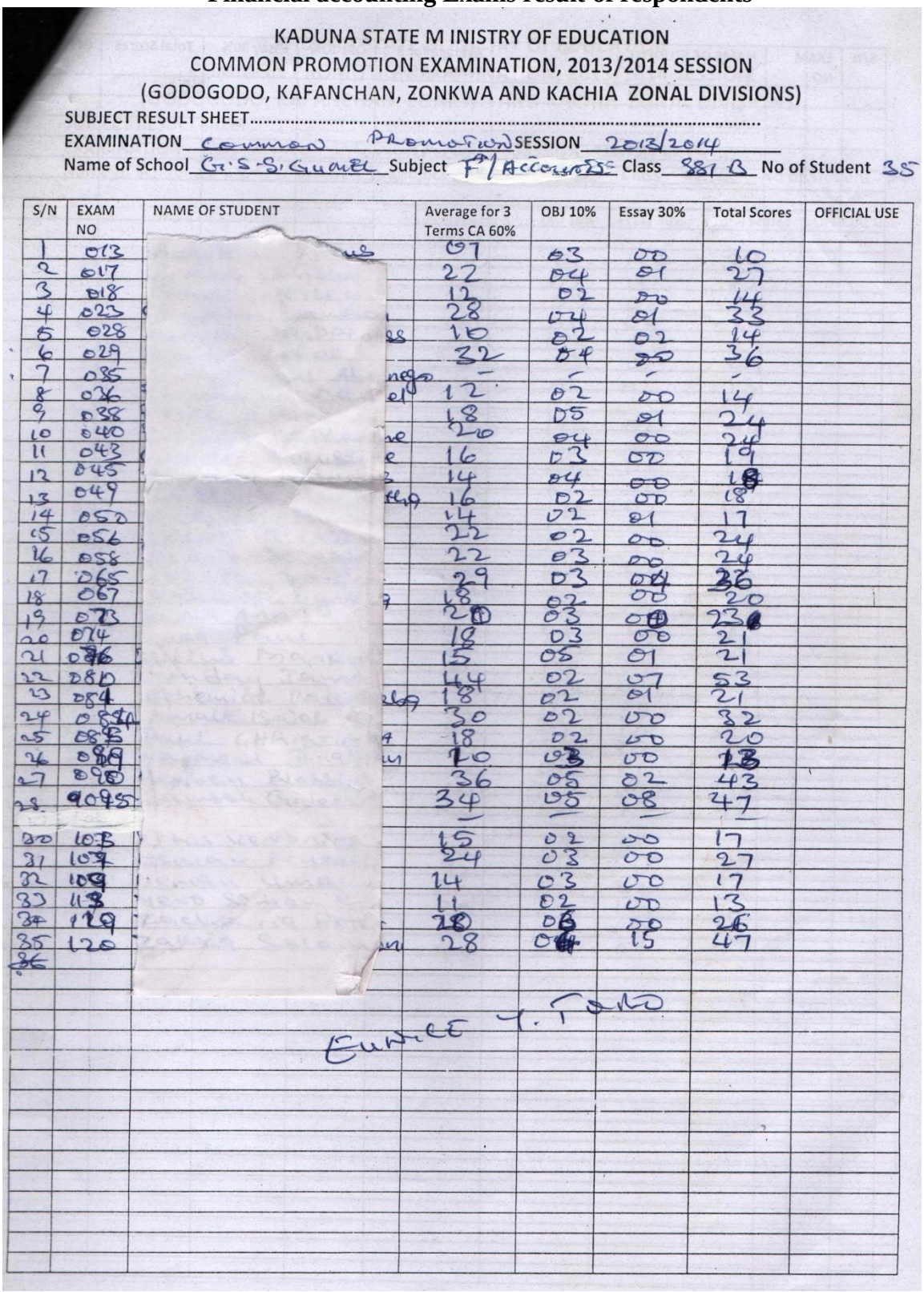
Cronbach's Alpha	Part 1	Value	1.000
		N of Items	2[a]
	Part 2	Value	1.000
		N of Items	2[b]
	Total N of Items		4
Correlation Between Forms			.424
Spearman-Brown Coefficient	Equal Length		.585
	Unequal Length		.565
Cronbach's Alpha			.80

a. The items are: LARGE, SMALL

b. The items are: SUPPORT, NOT SUPPORT

Appendix IV

Financial accounting Exams result of respondents

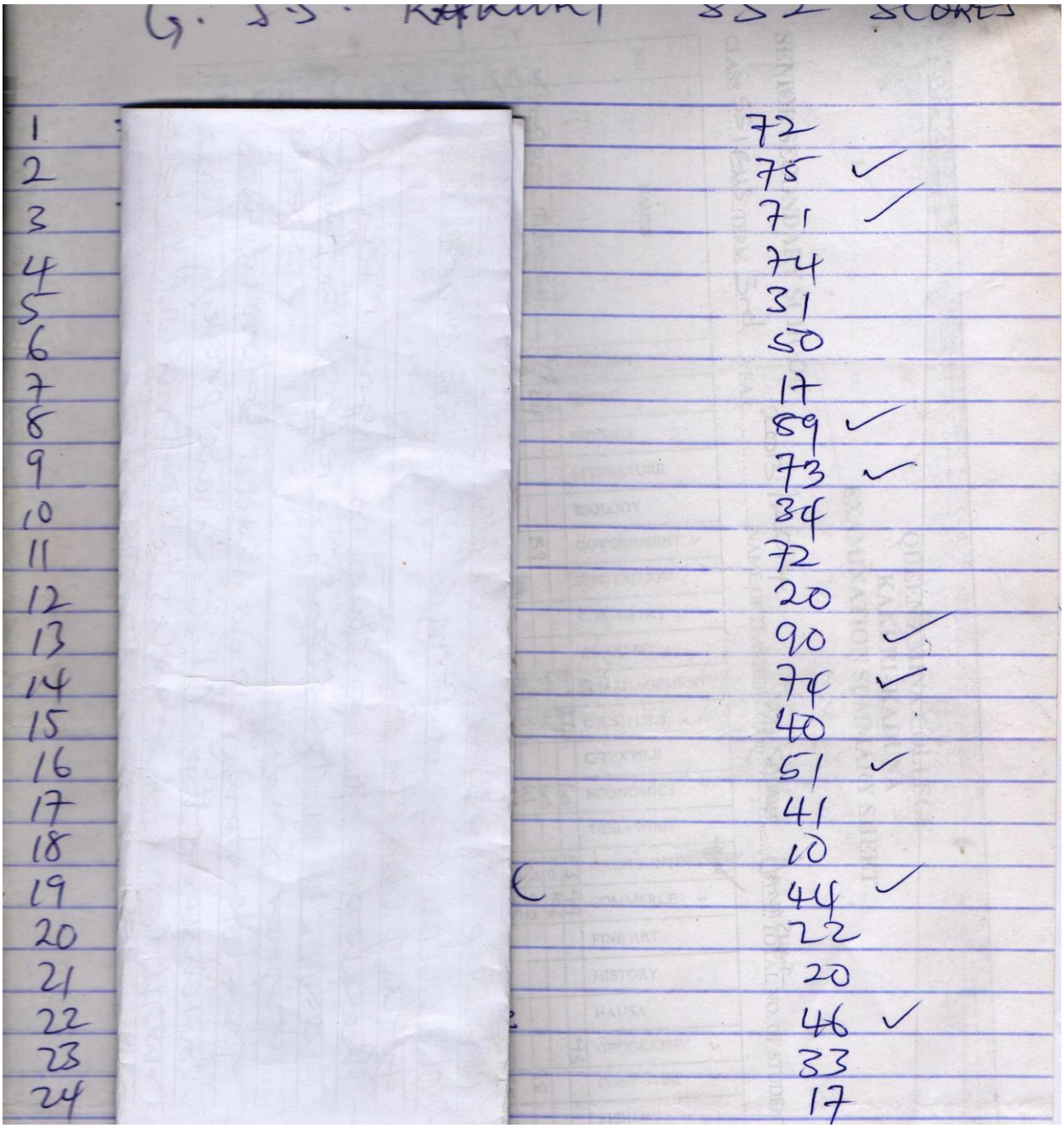


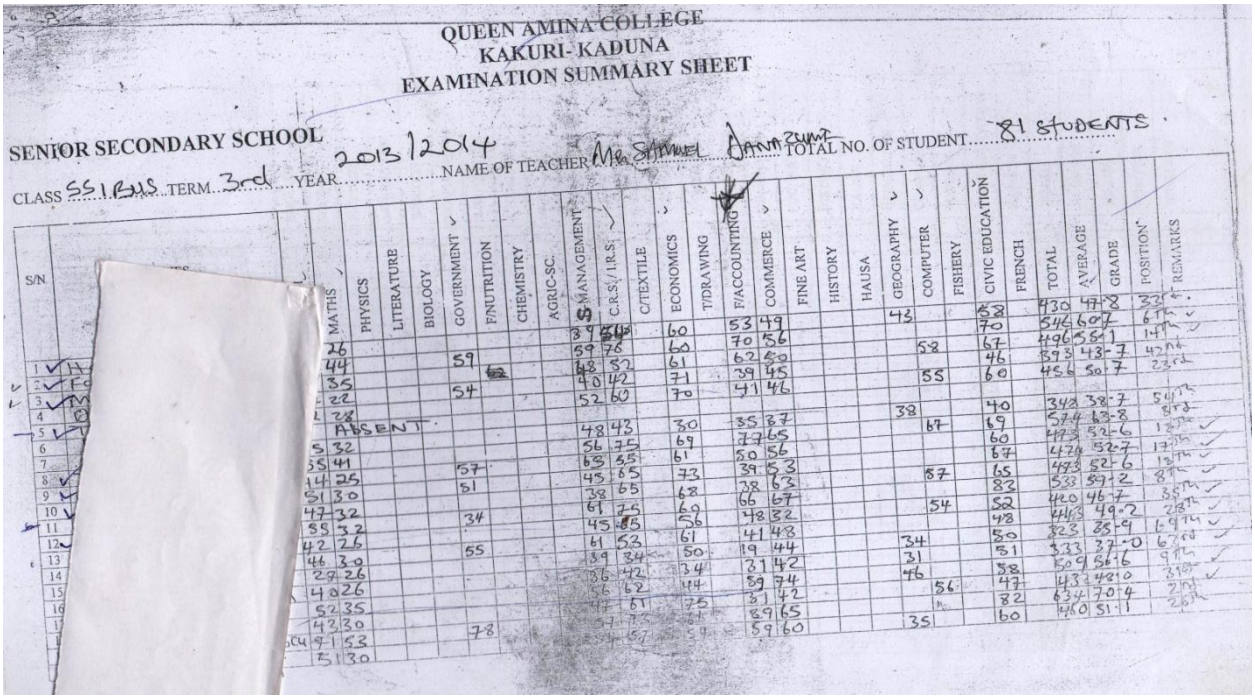
KADUNA STATE M INISTRY OF EDUCATION
COMMON PROMOTION EXAMINATION, 2013/2014 SESSION
(GODOGODO, KAFANCHAN, ZONKWA AND KACHIA ZONAL DIVISIONS)

SUBJECT RESULT SHEET.....
EXAMINATION Common PROMOTION SESSION 2013/2014
Name of School G.S.S. GUMEL Subject F/ACCOUNTS Class SS1 B No of Student 35

S/N	EXAM NO	NAME OF STUDENT	Average for 3 Terms CA 60%	OBJ 10%	Essay 30%	Total Scores	OFFICIAL USE
1	013	[illegible]	07	03	00	10	
2	017		22	04	01	27	
3	018		12	02	00	14	
4	023		28	04	01	33	
5	028		10	02	02	14	
6	029		32	04	00	36	
7	035		-	-	-	-	
8	036		12	02	00	14	
9	038		18	05	01	24	
10	040		20	04	00	24	
11	043		16	03	00	19	
12	045		14	04	00	18	
13	049		16	02	00	18	
14	050		14	02	01	17	
15	056		22	02	00	24	
16	058		22	03	00	25	
17	065		29	03	04	36	
18	067		18	02	00	20	
19	073		20	03	00	23	
20	074		18	03	00	21	
21	076		15	05	01	21	
22	080		44	02	07	53	
23	084		18	02	01	21	
24	088		30	02	00	32	
25	089		18	02	00	20	
26	089		10	03	00	13	
27	090		36	05	02	43	
28	0095		34	05	08	47	
30	103		15	02	00	17	
31	107		24	03	00	27	
32	109		14	03	00	17	
33	113		11	02	00	13	
34	119		20	06	00	26	
35	120		28	04	15	47	
36							

Eunice T. Tomo


G. 55 · Kafanchan SS2 SCORES
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
72
75 ✓
71 ✓
74
31
50
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44 ✓
22
20
46 ✓
33
17

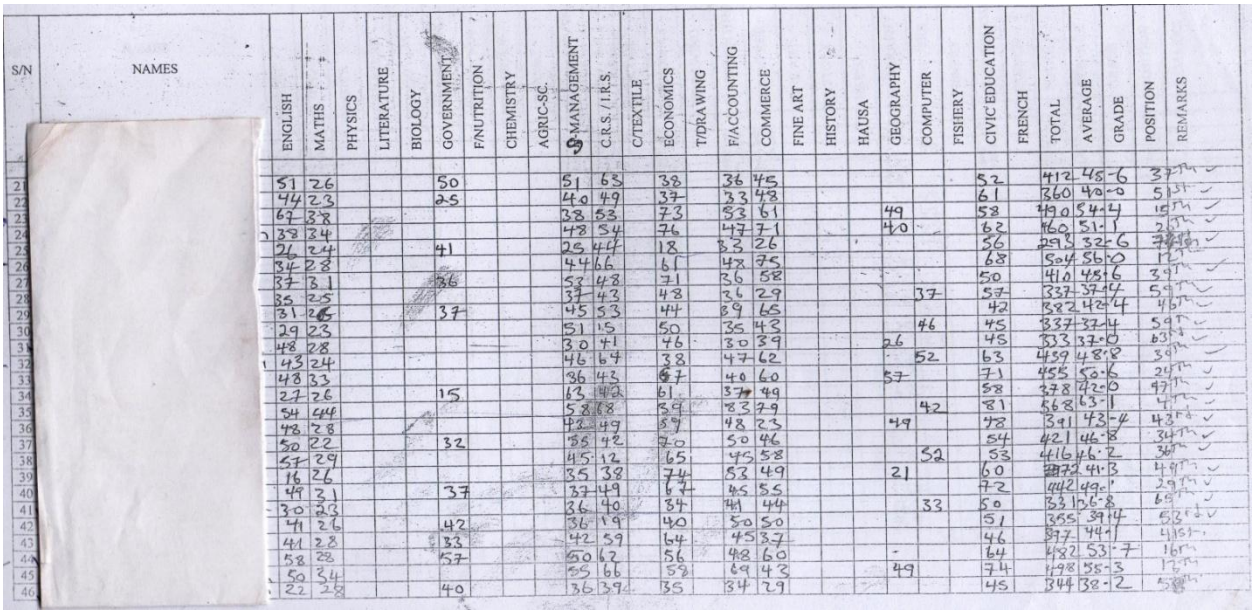


QUEEN AMINA COLLEGE
KAKURI- KADUNA
EXAMINATION SUMMARY SHEET

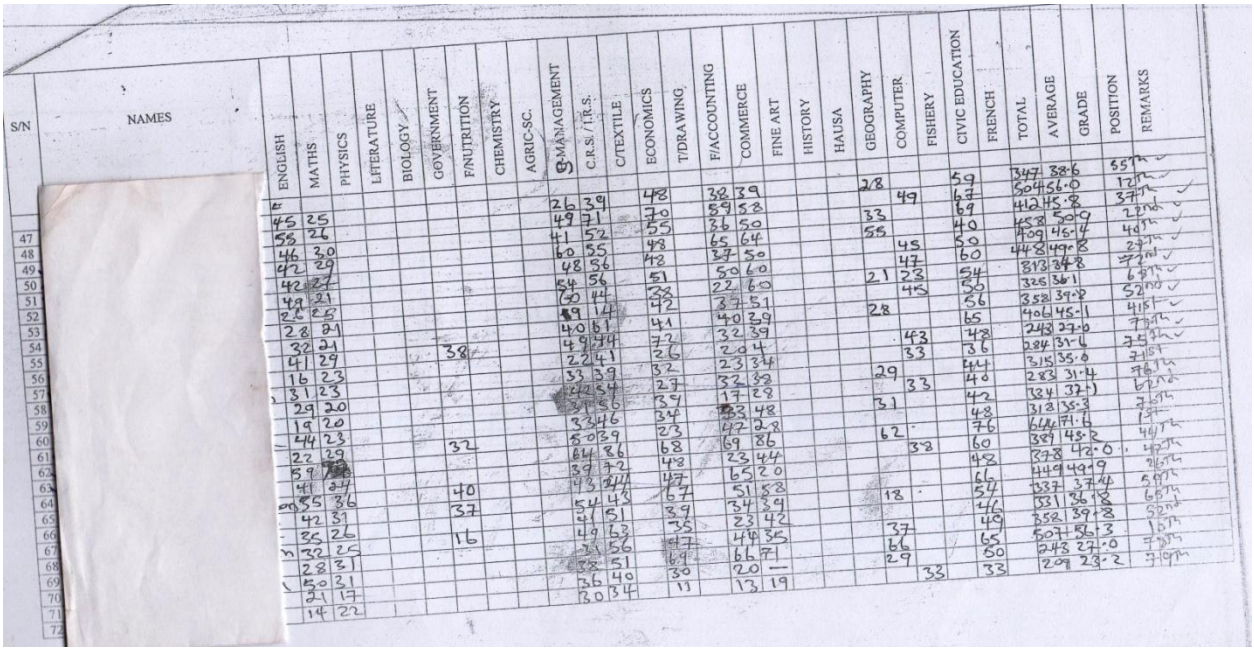
SENIOR SECONDARY SCHOOL 2013/2014 NAME OF TEACHER Mr. SAMUEL JAMES TOTAL NO. OF STUDENT 81 STUDENTS

CLASS SS1 BUS TERM 3rd YEAR

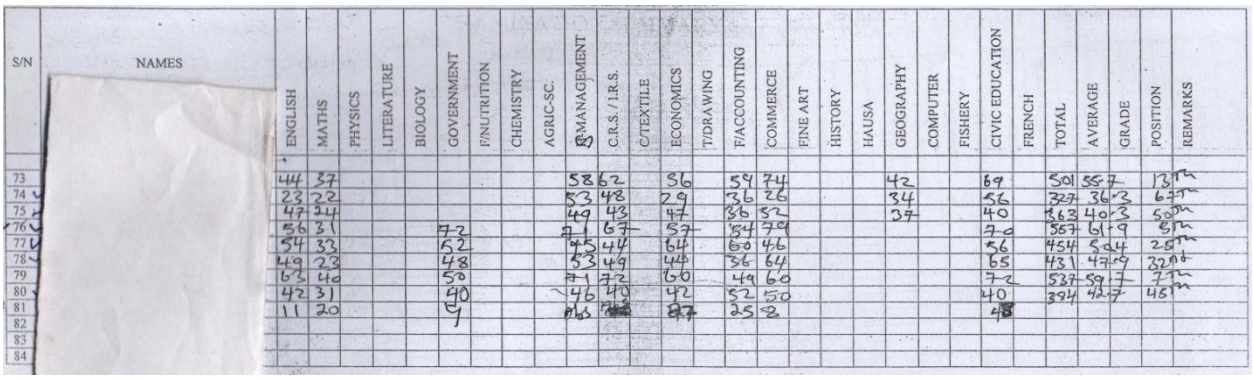
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1	26				59				89	84		60		53	49				43			58		430	47·8		33rd	
2	44								59	78		60		70	56							70		545	60·7		6th	
3	35				54	62			48	52		61		62	50					58		67		496	55·1		14th	
4	22								40	42		71		39	45							46		393	43·7		42nd	
5	38	ABSENT							52	60		70		41	46					55		60		456	50·7		23rd	
6	32								48	43		30		35	37				38			40		343	38·7		54th	
7	41				57				56	75		69		77	65					67		69		574	63·8		8th	
8	25				51				63	55		61		50	56							60		493	54·6		18th	
9	30								45	65		73		39	53							67		474	52·7		17th	
10	32								38	65		68		28	63					87		65		493	54·6		13th	
11	32				34				61	75		69		66	67							82		533	59·2		8th	
12	26								45	65		56		48	82					54		52		440	48·7		35th	
13	30				55				61	53		61		41	48				34			48		443	49·2		28th	
14	26								39	34		50		19	44				31			50		323	35·9		69th	
15	26								36	42		34		31	42				46			51		333	37·0		67th	
16	26								6	62		44		59	74						56	58		509	56·6		9th	
17	35								47	61		75		31	42							47		432	48·0		31st	
18	30				78				57	77		57		89	65							82		634	70·4		2nd	
19	53								54	57		59		59	60						35	60		460	51·1		26th	
	30																											



S/N	NAMES	ENGLISH	MATHS	PHYSICS	LITERATURE	BIOLOGY	GOVERNMENT	F/NUTRITION	CHEMISTRY	AGRIC-SC.	MANAGEMENT	C.R.S. / I.R.S.	C/TEXTILE	ECONOMICS	T/DRAWING	F/ACCOUNTING	COMMERCE	FINE ART	HISTORY	HAUSA	GEOGRAPHY	COMPUTER	FISHERY	CIVIC EDUCATION	FRENCH	TOTAL	AVERAGE	GRADE	POSITION	REMARKS
21		51	26				50				51	63		38		36	45							52		412	45·6		37th	
22		44	23				25				40	49		37		33	48							61		360	40·0		51st	
23		67	38								38	53		73		53	61				49			58		390	54·4		15th	
24		38	34								48	54		76		47	71				40			62		460	51·1		21st	
25		26	24				41				25	44		18		33	26							56		298	32·6		74th	
26		34	28								44	66		61		48	75							68		504	56·0		12th	
27		37	31				36				53	48		71		36	58							50		410	45·6		39th	
28		35	25								37	43		48		36	29					37		57		337	37·4		57th	
29		31	26				37				45	53		44		89	65							42		382	42·4		46th	
30		29	23								51	15		50		35	43					46		45		337	37·4		59th	
31		48	28								30	41		46		30	39				26			45		333	37·0		63rd	
32		43	24								46	64		38		47	62					52		63		459	48·8		34th	
33		48	33								36	43		67		40	60				57			71		455	50·6		24th	
34		27	26				15				63	42		61		37	49							58		378	42·0		47th	
35		54	44								58	68		59		83	79					42		81		568	63·1		4th	
36		48	28								43	49		59		48	23				49			48		341	43·4		43rd	
37		50	22				32				55	42		70		50	46							54		421	46·8		34th	
38		57	29								45	12		65		45	58					52		53		416	46·2		36th	
39		16	26								35	38		74		53	49				21			60		372	41·3		49th	
40		49	31				37				37	49		67		45	55							72		442	49·1		29th	
41		30	23								36	40		34		41	44					33		50		331	36·8		65th	
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44		58	28				57				50	62		56		48	60							64		482	53·7		16th	
45		50	34								55	66		58		69	43				49			74		498	55·3		12th	
46		22	28				40				36	39		35		34	29							45		344	38·2		58th	



S/N	NAMES	ENGLISH	MATHS	PHYSICS	LITERATURE	BIOLOGY	GOVERNMENT	F/NUTRITION	CHEMISTRY	AGRIC-SC.	B/MANAGEMENT	C.R.S. / I.R.S.	C/TEXTILE	ECONOMICS	T/DRAWING	F/ACCOUNTING	COMMERCE	FINE ART	HISTORY	HAUSA	GEOGRAPHY	COMPUTER	FISHERY	CIVIC EDUCATION	FRENCH	TOTAL	AVERAGE	GRADE	POSITION	REMARKS
47		45	25								26	39		48		38	39				28			59		347	38·6		55th	
48		58	26								49	71		70		59	58					49		67		504	56·0		12th	
49		46	30								41	52		55		36	50				33			69		412	45·8		37th	
50		42	29								60	55		43		65	64				55			40		458	50·9		22nd	
51		42	27								48	56		48		37	50					45		50		409	45·4		40th	
52		49	21								54	56		51		50	60					47		60		448	49·8		27th	
53		25	25								60	44		58		22	60				21	23		54		313	34·8		57th	
54		28	21								59	14		42		37	51					45		80		325	36·1		68th	
55		32	21								40	61		41		40	39				28			56		358	39·8		52nd	
56		41	29				38				49	44		72		32	39							65		406	45·1		41st	
57		16	23								22	41		26		20	4					43		48		248	27·6		77th	
58		31	23								33	39		32		23	34					33		36		284	31·6		75th	
59		29	20								22	34		27		32	32				29			44		315	35·0		71st	
60		19	20								31	56		39		17	28					33		40		283	31·4		78th	
61		44	23								33	46		34		23	48				31			42		324	37·1		67th	
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63		59	28								64	86		68		69	86				62			76		644	71·6		14th	
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65		55	36								43	24		47		65	20							48		378	42·0		49th	
66		42	39								54	43		67		51	58				18			61		449	49·9		26th	
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69		28	31								21	56		47		44	35				37			49		352	39·1		52nd	
70		50	31								38	51		69		66	71				66			65		507	56·3		15th	
71		21	17								36	40		30		20	—				29			50		243	27·0		79th	
72		14	22								30	34		17		13	19						33	33		209	23·2		81st	



S/N	NAMES	ENGLISH	MATHS	PHYSICS	LITERATURE	BIOLOGY	GOVERNMENT	F/NUTRITION	CHEMISTRY	AGRIC-SC.	B/MANAGEMENT	C.R.S. / I.R.S.	C/TEXTILE	ECONOMICS	T/DRAWING	F/ACCOUNTING	COMMERCE	FINE ART	HISTORY	HAUSA	GEOGRAPHY	COMPUTER	FISHERY	CIVIC EDUCATION	FRENCH	TOTAL	AVERAGE	GRADE	POSITION	REMARKS
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74		23	22								53	48		29		36	26				34			56		327	36·3		67th	
75		47	34								49	43		47		36	52				37			40		363	40·3		58th	
76		56	31				73				71	67		57		54	79							70		567	61·9		8th	
77		54	33				52				45	44		64		60	46							56		454	50·4		28th	
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81		11	20				4				46	36		37		25	52							48						
82																														
83																														
84																														

VICE PRINCIPAL ACAD
TBMCC
SAMARU-KATAF KAD. STATE.
SIGN. DATE 11/8/2014

KADUNA STATE AND TECHNICAL SCHOOLS MANAGEMENT BOARD

PROMOTION EXAMINATION ENTRY SCHEDULE /COLLATION OF RESULTS FORM YEAR: 2013/2014

SCHOOL: TBMCC SAMARU KATAF CODE NO: SK/CS/1 YEAR GROUP: CSI

(COMMERCIAL)

S/N	EXAM NO	NAME	L.G.A	1 % OF CLASS ATTEND.	2 MATHEMATICS	3 ENGLLISH LANG.	4 BIOLOGY	5 ECONS	6 B/KEEPING	7 COMMERCE	8 T/WRITING	9 O/PRACTICAL	10 S/HAND	11 C/EDUCATION	12 COMPUTER SCI./ICT	13 TOTAL	14 REMARKS
1	SK/CSI/001		JEMAA	87	51	40	68	52	36	57	79	49	51		55	538	
2	SK/CSI/002			78	16	35	46	39	27	40	40	30	44		40	357	ABS
3	SK/CSI/003		2/KATAF	80	48	32	63	48	31	56	66	56	63		65	528	
4	SK/CSI/004		11	78	44	29	55	48	32	46	42	35	58		40	429	
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6	SK/CSI/006		KACHIA	89	37	48	63	52	29	80	73	58	55		55	528	
7	SK/CSI/007		11	89	47	41	67	58	32	80	71	56	63		51	526	
8	SK/CSI/008		11	79	37	38	60	48	29	49	40	55	54		48	458	X
9	SK/CSI/009		SANGA	65	46	48	65	50	35	55	69	58	65		58	549	
10	SK/CSI/010		2/KATAF	89	62	61	65	64	41	61	77	66	72		68	637	
11	SK/CSI/011		11	98	38	48	62	42	18	53	47	49	48		51	456	
12	SK/CSI/012		JABA	78	40	30	52	36	16	47	20	44	41		37	363	
13	SK/CSI/013		2/KATAF	90	30	21	58	24	23	48	21	29	54		34	342	X
14	SK/CSI/014			89	04	15	44	12	16	42	20	18	23		16	233	ABS
15	SK/CSI/015		2/KATAF	78	29	18	50	22	19	45	20	33	45		35	316	X
16	SK/CSI/016		11	67	57	52	52	63	44	54	74	61	68		54	609	
17	SK/CSI/017		KASURU	88	33	29	69	36	35	55	60	49	71		38	478	X
18	SK/CSI/018		KACHIA	89	38	35	60	26	38	61	65	48	60		55	476	X
19	SK/CSI/019		2/KATAF	78	45	33	57	37	30	52	54	43	59		50	460	
20	SK/CSI/020	ANDREW ZIDAN		90	22	18	48	16	11	21	29	19	30		33	252	ABS

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SCHOOL: TBMCC SAMARU KATAF CODE NO: SAS/CS/1 YEAR GROUP: CSI

(COMMERCIAL)

S/N	EXAM NO	NAME	L.G.A	1 % OF CLASS ATTEND.	2 MATHEMATICS	3 ENGLLISH LANG.	4 BIOLOGY	5 ECONS	6 B/KEEPING	7 COMMERCE	8 T/WRITING	9 O/PRACTICAL	10 S/HAND	11 C/EDUCATION	12 COMPUTER SCI./ICT	13 TOTAL	14 REMARKS
21	SK/CSI/021		2/KATAF	98	51	38	63	42	43	72	74	50	53		60	546	
22	SK/CSI/022		JEMAA	90	55	59	57	50	38	61	77	71	66		70	604	
23	SK/CSI/023		2/KATAF	76	38	43	61	55	34	45	66	57	60		56	515	
24	SK/CSI/024		11	67	42	37	61	43	32	48	45	48	48		46	450	
25	SK/CSI/025		11	77	69	67	66	85	47	63	90	69	85		83	724	
26	SK/CSI/026		KASURU	88	46	34	44	35	27	40	43	36	52		34	391	
27	SK/CSI/027		11	88	27	26	62	35	31	44	42	45	56		36	404	X
28	SK/CSI/028		LERE	87	29	21	51	30	17	47	23	36	58		35	349	X
29	SK/CSI/029		ISAGARKO	87	34	35	66	37	25	53	60	36	53		47	448	X
30	SK/CSI/030			76	20	04	37	16	16	32	31	22	27		16	226	ABS
31	SK/CSI/031		2/KATAF	78	42	54	54	65	35	53	74	56	73		60	566	
32	SK/CSI/032		11	88	53	48	62	64	43	58	81	67	72		59	607	
33	SK/CSI/033		11	99	35	36	55	34	22	44	50	37	47		48	408	X
34	SK/CSI/034		11	98	61	52	72	28	38	44	69	56	55		51	522	
35	SK/CSI/035		11	96	41	49	61	50	21	44	72	64	54		54	520	
36	SK/CSI/036		JEMAA	78	34	48	53	37	29	44	58	62	67		68	500	
37	SK/CSI/037		KACHIA	89	58	56	60	54	34	51	79	63	66		73	594	
38	SK/CSI/038		2/KATAF	90	25	22	50	20	15	48	21	24	36		32	295	X
39	SK/CSI/039		11	98	40	50	62	43	32	55	72	59	67		54	534	
40	SK/CSI/040		11	87	42	65	71	61	45	50	80	47	82		79		

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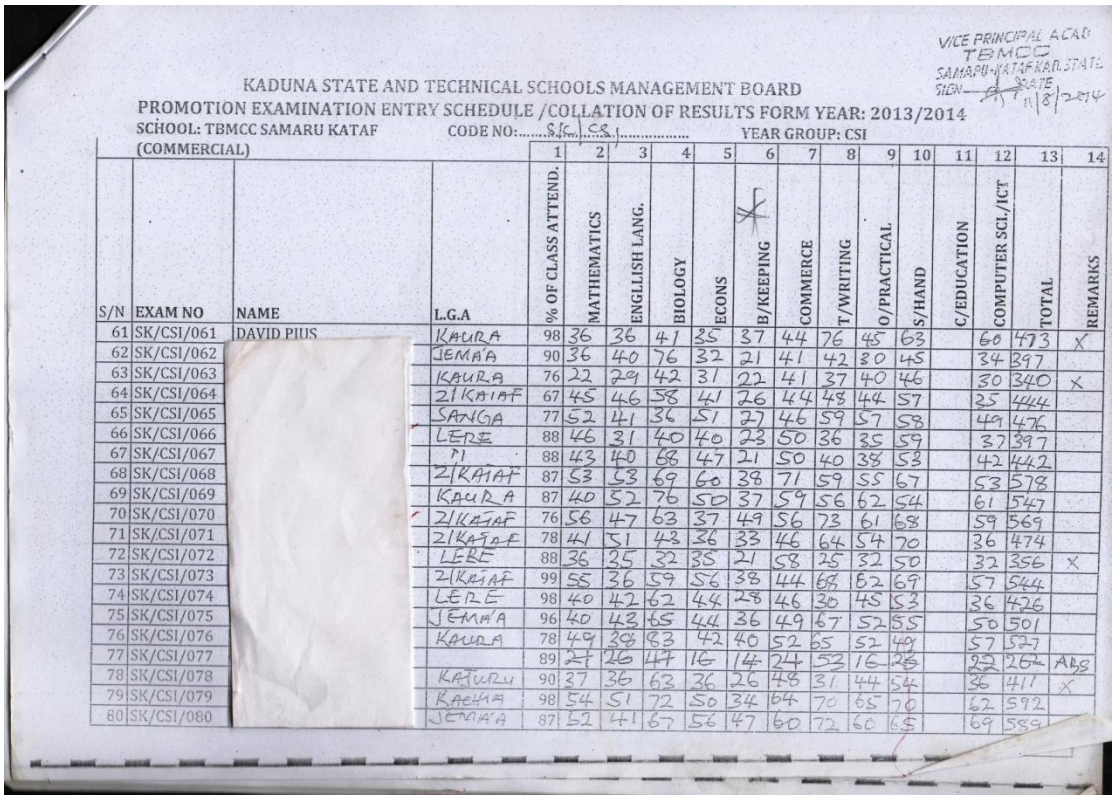
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PROMOTION EXAMINATION ENTRY SCHEDULE /COLLATION OF RESULTS FORM YEAR: 2013/2014

SCHOOL: TBMCC SAMARU KATAF CODE NO: SK/CSI/..... YEAR GROUP: CSI

(COMMERCIAL)

				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
41	SK/CSI/041		2/KATAF	87	37	43	69	41	28	53	74	47	52		56	500	
42	SK/CSI/042		KACHIA	78	36	30	40	31	18	49	30	27	42		34	337	X
43	SK/CSI/043		2/KATAF	80	50	30	61	47	21	49	40	46	51		38	433	
44	SK/CSI/044		KASURU	78	46	20	56	41	27	50	60	32	53		41	426	
45	SK/CSI/045		KAURU	76	41	43	63	42	26	54	64	52	62		56	508	
46	SK/CSI/046		2/KATAF	89	38	35	33	33	23	44	35	34	50		46	371	X
47	SK/CSI/047			89	14	34	21	16	10	23	14	17	27		14	190	ABS
48	SK/CSI/048		GOKOS	79	40	41	73	41	26	46	57	37	52		54	467	
49	SK/CSI/049		2/KATAF	65	47	44	42	48	30	53	75	38	72		46	495	
50	SK/CSI/050		KACHIA	89	40	41	58	40	29	49	46	44	54		41	442	
51	SK/CSI/051		KAGARKO	98	59	64	73	74	45	45	82	63	66		80	651	
52	SK/CSI/052		KASURU	78	56	52	54	51	35	50	55	37	61		56	507	
53	SK/CSI/053		"	90	40	29	50	31	30	38	51	39	46		37	391	X
54	SK/CSI/054		KACHIA	89	41	35	40	27	33	43	41	41	53		35	392	
55	SK/CSI/055		"	78	43	29	43	40	22	41	30	37	50		39	374	
56	SK/CSI/056		JEMA'A	67	44	39	48	28	23	41	28	41	50		34	375	
57	SK/CSI/057		2/KATAF	88	44	56	44	47	53	47	63	48	59		52	513	
58	SK/CSI/058		"	89	45	40	46	37	26	52	36	51	55		41	429	
59	SK/CSI/059		"	78	36	35	58	37	40	48	74	46	57		51	492	X
60	SK/CSI/060		KAURA	90	45	40	66	34	23	44	75	49	63		54	493	



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SCHOOL: TBMCC SAMARU KATAF CODE NO: SK/CSI/..... YEAR GROUP: CSI

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				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
61	SK/CSI/061	DAVID PIUS	KAURA	98	36	36	41	35	37	44	76	45	63		60	473	X
62	SK/CSI/062		JEMA'A	90	36	40	76	32	21	41	42	30	45		34	397	
63	SK/CSI/063		KAURA	76	22	29	42	31	22	41	37	40	46		30	340	X
64	SK/CSI/064		2/KATAF	67	45	46	58	41	26	44	48	44	57		35	444	
65	SK/CSI/065		SANGA	77	52	41	36	51	27	46	59	57	58		49	476	
66	SK/CSI/066		LERE	88	46	31	40	40	23	50	36	35	50		37	397	
67	SK/CSI/067		"	88	43	40	68	47	21	50	40	38	53		42	442	
68	SK/CSI/068		2/KATAF	87	53	53	69	60	38	71	59	55	67		53	578	
69	SK/CSI/069		KAURA	87	40	52	76	50	37	59	56	62	54		61	547	
70	SK/CSI/070		2/KATAF	76	56	47	63	37	49	56	73	61	68		59	569	
71	SK/CSI/071		2/KATAF	78	41	51	43	36	33	46	64	54	70		36	474	
72	SK/CSI/072		LERE	88	36	25	32	35	21	58	25	32	50		32	356	X
73	SK/CSI/073		2/KATAF	99	55	36	59	56	38	44	68	62	69		57	544	
74	SK/CSI/074		LERE	98	40	42	62	44	28	46	30	45	53		36	426	
75	SK/CSI/075		JEMA'A	96	40	43	65	44	36	49	67	52	55		50	501	
76	SK/CSI/076		KAURA	78	49	38	63	42	40	52	65	52	49		57	527	
77	SK/CSI/077			89	27	26	47	16	14	24	53	16	28		22	262	ABS
78	SK/CSI/078		KATURU	90	37	36	63	36	26	48	31	44	54		36	411	X
79	SK/CSI/079		KACHIA	98	54	51	72	50	34	64	70	65	70		62	592	
80	SK/CSI/080		JEMA'A	87	52	41	67	56	47	60	72	60	65		69	589	

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SCHOOL: TBMCC SAMARU KATAF (COMMERCIAL) CODE NO: SIC/C21 YEAR GROUP: CSI

				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
81	SK/CSI/081	[redacted]	SANGA	87	56	48	63	66	36	54	60	54	62		56	555	
82	SK/CSI/082		LERE	78	36	41	56	40	25	46	38	49	50		46	427	
83	SK/CSI/083		〃	80	49	31	66	40	21	46	22	42	40		45	402	
84	SK/CSI/084		2/KATAF	78	33	37	72	41	34	48	68	54	73		63	523	X
85	SK/CSI/085			76	17	29	31	16	19	34	44	19	28		20	257	ABS
86	SK/CSI/086			89	12	28	59	08	12	26	04	21	24		17	211	ABS
87	SK/CSI/087		2/KATAF	89	58	42	73	46	37	47	58	56	67		57	541	
88	SK/CSI/088		〃	79	26	31	58	40	27	46	42	34	40		29	373	X
89	SK/CSI/089			65	16	28	47	19	21	32	17	21	27		16	244	ABS
90	SK/CSI/090			89	06	24	36	08	13	30	11	13	20		16	177	ABS
91	SK/CSI/091		2/KATAF	98	37	33	64	40	29	50	34	45	59		40	431	X
92	SK/CSI/092		LERE	78	35	40	65	33	26	47	50	43	46		50	435	
93	SK/CSI/093		2/KATAF	90	38	43	60	35	35	52	59	46	51		58	477	
94	SK/CSI/094		〃	89	40	37	50	47	29	61	61	59	55		33	472	
95	SK/CSI/095		〃	78	35	35	53	42	31	48	41	36	54		41	416	X
96	SK/CSI/096		KAURA	67	52	41	62	52	38	52	81	63	76		62	579	
97	SK/CSI/097		〃	88	48	40	61	61	40	45	86	63	60		72	576	
98	SK/CSI/098		LERE	89	43	31	58	25	17	56	24	38	54		37	383	
99	SK/CSI/099		JEMA'A	78	55	58	70	43	35	63	57	59	63		59	557	
100	SK/CSI/100		〃	90	40	46	68	38	23	55	46	36	55		44	445	

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SCHOOL: TBMCC SAMARU KATAF (COMMERCIAL) CODE NO: SIC/C21 YEAR GROUP: CSI

				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
101	SK/CSI/101	[redacted]	2/KATAF	98	55	40	67	56	40	54	62	58	62		53	442	
102	SK/CSI/102		〃	90	08	30	59	40	21	64	45	41	54		53	415	X
103	SK/CSI/103		〃	76	28	30	58	43	30	46	50	49	55		43	432	X
104	SK/CSI/104		KACHIA	67	24	36	54	32	24	55	29	34	43		37	368	X
105	SK/CSI/105		2/KATAF	77	40	43	62	43	39	59	67	48	62		66	529	
106	SK/CSI/106		KAURA	88	42	40	58	37	35	52	50	60	55		68	497	
107	SK/CSI/107		〃	88	44	42	51	54	49	59	80	58	65		64	566	
108	SK/CSI/108			87	19	22	34	14	15	26	22	17	25		24	218	ABS
109	SK/CSI/109		2/KATAF	87	36	34	46	30	18	47	56	37	45		35	384	X
110	SK/CSI/110		JEMA'A	76	40	26	55	26	20	52	27	38	53		35	372	X
111	SK/CSI/111		KAURA	78	40	37	51	31	24	44	38	31	49		39	394	X
112	SK/CSI/112			88	20	29	44	26	26	37	36	26	30		17	288	ABS
113	SK/CSI/113		KACHIA	99	41	56	72	57	40	64	85	47	86		69	577	
114	SK/CSI/114		2/KATAF	98	28	32	33	26	17	26	16	17	24		16	238	ABS
115	SK/CSI/115		KACHIA	96	25	44	54	46	25	56	40	50	48		50	438	
116	SK/CSI/116		KAGA	78	40	40	58	60	35	32	66	45	55		66	497	
117	SK/CSI/117		LERE	89	40	44	63	46	18	53	53	34	53		51	455	
118	SK/CSI/118		KACHIA	90	51	46	60	47	35	61	52	52	53		47	504	
119	SK/CSI/119		KAURA	98	42	48	55	22	28	37	60	45	53		59	444	
120	SK/CSI/120	MATHIAS SOLOMON	〃	87	58	47	62	68	40	47	72	48	70		61	573	

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SCHOOL: TBMCC SAMARU KATAF (COMMERCIAL) CODE NO: SK/CS/1 YEAR GROUP: CSI

				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
121	SK/CSI/121		JABA	87	45	40	66	44	23	63	37	26	53		36	433	
122	SK/CSI/122		KAURA	78	49	59	72	70	52	56	77	66	72		70	643	
123	SK/CSI/123		KAURU	80	49	50	63	43	30	54	56	56	62		50	513	
124	SK/CSI/124		KACHIA	78	53	42	76	46	30	57	50	56	58		52	520	
125	SK/CSI/125		2/KAIAF	76	36	40	74	36	25	49	49	42	56		44	451	
126	SK/CSI/126		JABA	89	62	55	70	57	49	55	67	61	68		66	610	
127	SK/CSI/127		KAURA	89	40	28	58	35	29	51	37	32	47		80	437	
128	SK/CSI/128		KAURU	79	43	33	59	35	37	54	73	53	63		46	496	
129	SK/CSI/129		KACHIA	65	71	78	70	80	54	76	86	72	86		87	760	
130	SK/CSI/130		2/KAIAF	89	38	52	76	45	33	47	63	57	52		64	527	
131	SK/CSI/131			98	12	24	38	10	16	35	19	11	25		37	224	ABS
132	SK/CSI/132		KAURU	78	20	31	60	31	28	55	40	34	51		45	395	X
133	SK/CSI/133		2/KAIAF	90	35	42	74	61	41	54	80	63	72		56	578	
134	SK/CSI/134		KACHIA	89	40	33	66	43	31	36	58	58	56		50	473	
135	SK/CSI/135			78	12	26	40	29	20	32	40	24	33		38	296	ABS
136	SK/CSI/136		SANGA	67	43	45	68	36	20	49	40	27	54		35	417	
137	SK/CSI/137		2/KAIAF	88	51	33	66	54	52	63	80	57	64		62	582	
138	SK/CSI/138		"	89	44	40	60	36	29	44	47	44	51		40	435	
139	SK/CSI/139		"	78	35	25	65	19	20	39	19	30	41		34	327	X
140	SK/CSI/140	PATRICIA D. ANTHONY	CHUKUM	90	44	55	57	54	49	55	60	56	58		53	541	

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SCHOOL: TBMCC SAMARU KATAF (COMMERCIAL) CODE NO: SK/CS/1 YEAR GROUP: CSI

				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
141	SK/CSI/141		KACHIA	98	38	33	60	37	21	54	64	35	48		36	426	X
142	SK/CSI/142		JABA	90	58	54	66	67	53	72	81	66	79		81	677	
143	SK/CSI/143		2/KAIAF	76	30	38	61	40	52	54	67	57	48		57	504	X
144	SK/CSI/144		"	67	40	47	57	41	34	55	47	50	54		55	480	
145	SK/CSI/145		"	77	51	37	62	32	24	53	48	48	54		44	453	
146	SK/CSI/146		"	88	41	30	59	68	31	48	41	44	52		39	453	
147	SK/CSI/147		SANGA	88	40	66	54	41	64	69	83	69	66		79	631	
148	SK/CSI/148		KACHIA	87	42	44	60	37	56	52	43	50	58		46	488	
149	SK/CSI/149		2/KAIAF	87	45	47	60	50	56	56	84	57	63		59	577	
150	SK/CSI/150		LERE	76	40	41	62	32	21	46	25	25	43		40	375	
151	SK/CSI/151		2/KAIAF	78	43	64	69	54	35	55	74	61	55		66	576	
152	SK/CSI/152		JEMAA	88	26	30	72	36	38	49	57	45	55		38	446	X
153	SK/CSI/153		KAGARKO	99	28	34	66	27	38	47	28	29	48		36	381	X
154	SK/CSI/154		LERE	98	48	42	73	56	51	65	68	59	67		55	584	
155	SK/CSI/155		KAURA	96	42	24	61	41	23	49	37	30	41		31	379	
156	SK/CSI/156		2/KAIAF	78	29	36	61	25	28	45	48	48	48		42	410	X
157	SK/CSI/157		"	89	52	47	68	45	35	52	72	52	59		66	548	
158	SK/CSI/158		"	90	36	24	69	35	26	49	54	31	55		39	418	X
159	SK/CSI/159		KAURA	98	40	63	66	40	35	59	64	50	70		67	554	
160	SK/CSI/160		2/KAIAF	87	57	43	61	42	29	56	64	43	59		63	517	

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SCHOOL: TBMCC SAMARU KATAF (COMMERCIAL) CODE NO:..... YEAR GROUP: CSI

				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
161	SK/CSI/161		2/KAAF	87	44	40	58	50	30	50	57	42	49		36	456	
162	SK/CSI/162		1KACHIA	78	41	43	64	50	33	57	64	36	42		60	490	
163	SK/CSI/163		2/KAAF	80	28	37	55	50	43	51	76	54	58		62	514	X
164	SK/CSI/164		JEMA'A	78	52	69	65	66	44	70	88	73	74		69	670	
165	SK/CSI/165		KACHIA	76	40	42	68	52	34	53	57	48	54		47	495	
166	SK/CSI/166		KAGARKO	89	44	41	65	61	27	52	54	52	64		57	517	
167	SK/CSI/167		11	89	32	35	56	21	47	49	28	22	43		40	373	X
168	SK/CSI/168		JEMA'A	79	34	48	63	44	31	57	65	60	70		57	529	
169	SK/CSI/169		2/KAAF	65	34	36	64	33	22	49	36	40	49		32	395	X
170	SK/CSI/170		JEMA'A	89	38	41	53	42	25	50	35	49	47		43	423	
171	SK/CSI/171		KAGARKO	98	47	43	67	43	34	57	57	64	63		73	548	
172	SK/CSI/172		2/KAAF	78	59	58	63	67	45	51	64	56	69		58	590	
173	SK/CSI/173		LERE	90	40	36	54	40	26	49	45	31	49		40	410	
174	SK/CSI/174		2/KAAF	89	52	52	67	50	24	51	58	48	57		54	513	
175	SK/CSI/175		11	78	40	45	64	67	40	74	69	58	67		72	596	
176	SK/CSI/176		11	67	53	43	65	54	30	58	66	45	55		44	513	
177	SK/CSI/177			88	27	27	45	14	20	26	23	15	34		27	290	ABS
178	SK/CSI/178		LERE	89	44	37	55	42	21	45	64	51	52		51	466	
179	SK/CSI/179			78	16	28	52	14	15	27	07	16	22		16	270	ABS
180	SK/CSI/180		KAURU	90	30	35	66	13	22	59	33	31	44		35	368	X

VICE PRINCIPAL ACAD
TBMCC
SAMARU-KATAF KAD. STAT
SIGN ____ DATE 11/8/2014

KADUNA STATE AND TECHNICAL SCHOOLS MANAGEMENT BOARD

PROMOTION EXAMINATION ENTRY SCHEDULE /COLLATION OF RESULTS FORM YEAR: 2013/2014

SCHOOL: TBMCC SAMARU KATAF (COMMERCIAL) CODE NO: SK/CSI YEAR GROUP: CSI

				1	2	3	4	5	6	7	8	9	10	11	12	13	14
S/N	EXAM NO	NAME	L.G.A	% OF CLASS ATTEND.	MATHEMATICS	ENGLLISH LANG.	BIOLOGY	ECONS	B/KEEPING	COMMERCE	T/WRITING	O/PRACTICAL	S/HAND	C/EDUCATION	COMPUTER SCI./ICT	TOTAL	REMARKS
181	SK/CSI/181			87	11	34	40	14	16	31	17	15	20		16	214	ABS
182	SK/CSI/182			76	29	40	62	44	33	51	54	47	52		69	481	
183	SK/CSI/183			78	34	46	75	23	36	63	65	47	60		54	503	
184	SK/CSI/184			88	26	26	47	23	17	31	27	24	29		31	283	ABS
185	SK/CSI/185			99	29	41	59	35	26	49	39	35	51		40	404	
186	SK/CSI/186			98	14	29	51	07	14	35	16	20	24		11	223	ABS
187	SK/CSI/187			96	73	51	69	58	44	56	75	65	73		57	621	
188	SK/CSI/188			78	40	53	65	55	34	64	73	53	53		71	561	
189	SK/CSI/189				52	33	66	44	30	49	53	49	60		37	473	

Appendix V
Performances Scores of Students in Financial Accounting
PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTING FROM LARGE FAMILY SIZE

s/n	Score	S/n	Score	S/n	Score	S/n	Score	s/n	Score	S/n	Score	S/n	Score
1	**47**	44	**56**	87	**56**	130	**59**	173	**42**	216	**37**	259	**45**
2	**80**	45	**50**	88	**51**	131	**57**	174	**44**	217	**18**	260	**40**
3	**79**	46	**44**	89	**43**	132	**65**	175	**45**	218	**18**	261	**49**
4	**54**	47	**42**	90	**59**	133	**49**	176	**42**	219	**24**	262	**40**
5	**58**	48	**50**	91	**51**	134	**49**	177	**44**	220	**24**	263	**47**
6	**48**	49	**42**	92	**46**	135	**55**	178	**41**	221	**31**	264	**52**
7	**43**	50	**44**	93	**42**	136	**54**	179	**73**	222	**24**	265	**49**
8	**53**	51	**45**	94	**56**	137	**57**	180	**81**	223	**02**	266	**54**
9	**40**	52	**42**	95	**44**	138	**58**	181	**64**	224	**14**	267	**41**
10	**40**	53	**44**	96	**44**	139	**60**	182	**46**	225	**08**	268	**40**
11	**49**	54	**41**	97	**40**	140	**60**	183	**50**	226	**19**	269	**45**
12	**40**	55	**73**	98	**21**	141	**65**	184	**51**	227	**34**	270	**34**
13	**49**	56	**81**	99	**12**	142	**57**	185	**45**	228	**10**	271	**39**
14	**53**	57	**64**	100	**20**	143	**69**	186	**41**	229	**12**	272	**24**
15	**64**	58	**46**	101	**06**	144	**60**	187	**51**	230	**27**	273	**28**
16	**56**	59	**50**	102	**27**	145	**60**	188	**40**	231	**12**	274	**36**
17	**51**	60	**51**	103	**37**	146	**41**	189	**75**	232	**22**	275	**28**
18	**43**	61	**45**	104	**18**	147	**65**	190	**50**	233	**39**	276	**14**
19	**45**	62	**41**	105	**18**	148	**59**	191	**63**	234	**11**	277	**28**
20	**40**	63	**51**	106	**24**	149	**66**	192	**78**	235	**34**	278	**12**
21	**49**	64	**40**	107	**24**	150	**50**	193	**51**	236	**39**	279	**34**
22	**46**	65	**75**	108	**31**	151	**40**	194	**63**	237	**24**	280	**39**
23	**52**	66	**50**	109	**24**	152	**53**	195	**84**	238	**28**	281	**53**
24	**10**	67	**63**	110	**02**	153	**69**	196	**84**	239	**36**	282	**59**
25	**12**	68	**78**	111	**14**	154	**77**	197	**44**	240	**28**	283	**55**
26	**27**	69	**51**	112	**08**	155	**83**	198	**47**	241	**14**	284	**60**
27	**12**	70	**63**	113	**55**	156	**45**	199	**47**	242	**28**	285	**73**
28	**22**	71	**84**	114	**48**	157	**62**	200	**54**	243	**12**	286	**41**
29	**39**	72	**84**	115	**54**	158	**58**	201	**40**	244	**20**	287	**44**
30	**11**	73	**44**	116	**50**	159	**44**	202	**48**	245	**21**	288	**43**
31	**34**	74	**47**	117	**48**	160	**50**	203	**44**	246	**36**	289	**53**
32	**39**	75	**47**	118	**45**	161	**59**	204	**78**	247	**21**	290	**41**
33	**24**	76	**54**	119	**58**	162	**59**	205	**42**	248	**10**	291	**53**
34	**28**	77	**40**	120	**58**	163	**63**	206	**43**	249	**27**	292	**61**
35	**36**	78	**48**	121	**65**	164	**80**	207	**56**	250	**33**	293	**43**
36	**28**	79	**44**	122	**50**	165	**51**	208	**12**	251	**17**	294	**44**
37	**14**	80	**78**	123	**49**	166	**45**	209	**49**	252	**24**	295	**48**
38	**10**	81	**42**	124	**57**	167	**75**	210	**51**	253	**20**	296	**44**
39	**12**	82	**43**	125	**47**	168	**56**	211	**21**	254	**67**	297	**48**
40	**27**	83	**48**	126	**63**	169	**50**	212	**12**	255	**43**	298	**35**
41	**50**	84	**81**	127	**58**	170	**44**	213	**20**	256	**62**		
42	**61**	85	**43**	128	**54**	171	**42**	214	**06**	257	**54**		
43	**41**	86	**45**	129	**62**	172	**50**	215	**27**	258	**56**		

PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTING FROM SMALL FAMILY SIZE

S/n	Score	S/n	Score	S/n	Score	S/n	Score	S/n	Score
1	**67**	44	**55**	87	**65**	130	**56**	173	**50**
2	**43**	45	**55**	88	**45**	131	**50**	174	**41**
3	**62**	46	**41**	89	**52**	132	**44**	175	**48**
4	**54**	47	**58**	90	**48**	133	**42**	176	**53**
5	**56**	48	**47**	91	**48**	134	**50**	177	**70**
6	**45**	49	**44**	92	**89**	135	**42**	178	**59**
7	**40**	50	**56**	93	**47**	136	**44**	179	**41**
8	**49**	51	**46**	94	**50**	137	**45**	180	**48**
9	**40**	52	**52**	95	**59**	138	**42**	181	**69**
10	**47**	53	**80**	96	**49**	139	**44**	182	**50**
11	**52**	54	**75**	97	**74**	140	**41**	183	**45**
12	**49**	55	**74**	98	**72**	141	**73**	184	**54**
13	**54**	56	**53**	99	**71**	142	**81**	185	**47**
14	**41**	57	**63**	100	**44**	143	**64**	186	**66**
15	**40**	58	**80**	101	**40**	144	**46**	187	**50**
16	**45**	59	**67**	102	**47**	145	**50**	188	**38**
17	**40**	60	**67**	103	**80**	146	**51**		
18	**43**	61	**44**	104	**79**	147	**45**		
19	**58**	62	**50**	105	**54**	148	**41**		
20	**51**	63	**55**	106	**58**	149	**51**		
21	**55**	64	**65**	107	**48**	150	**40**		
22	**61**	65	**68**	108	**43**	151	**75**		
23	**52**	66	**65**	109	**53**	152	**50**		
24	**60**	67	**40**	110	**40**	153	**63**		
25	**46**	68	**59**	111	**40**	154	**78**		
26	**47**	69	**82**	112	**49**	155	**51**		
27	**44**	70	**51**	113	**40**	156	**63**		
28	**53**	71	**40**	114	**49**	157	**84**		
29	**59**	72	**47**	115	**53**	158	**84**		
30	**55**	73	**50**	116	**64**	159	**44**		
31	**60**	74	**41**	117	**56**	160	**47**		
32	**73**	75	**48**	118	**51**	161	**47**		
33	**41**	76	**53**	119	**43**	162	**54**		
34	**44**	77	**70**	120	**45**	163	**40**		
35	**43**	78	**59**	121	**40**	164	**48**		
36	**53**	79	**41**	122	**49**	165	**44**		
37	**41**	80	**48**	123	**46**	166	**78**		
38	**53**	81	**69**	124	**52**	167	**42**		
39	**61**	82	**50**	125	**36**	168	**43**		
40	**43**	83	**45**	126	**21**	169	**48**		
41	**44**	84	**54**	127	**24**	170	**81**		
42	**48**	85	**47**	128	**24**	171	**43**		
43	**44**	86	**66**	129	**17**	172	**45**		

PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTING WHOSE PARENT SUPPORT

S/N	Score	S/n	Score	S/n	Score	S/n	Score
1	**59**	52	**64**	103	**65**	154	**47**
2	**57**	53	**46**	104	**59**	155	**44**
3	**65**	54	**50**	105	**66**	156	**56**
4	**49**	55	**51**	106	**50**	157	**46**
5	**49**	56	**45**	107	**67**	158	**52**
6	**55**	57	**41**	108	**43**	159	**80**
7	**54**	58	**51**	109	**62**	160	**75**
8	**57**	59	**40**	110	**54**	161	**74**
9	**58**	60	**75**	111	**56**	162	**53**
10	**60**	61	**50**	112	**45**	163	**63**
11	**60**	62	**63**	113	**40**	164	**80**
12	**65**	63	**51**	114	**49**	165	**67**
13	**57**	64	**40**	115	**40**	166	**67**
14	**69**	65	**75**	116	**47**	167	**44**
15	**60**	66	**50**	117	**52**	168	**50**
16	**60**	67	**63**	118	**49**	169	**55**
17	**41**	68	**78**	119	**54**	170	**65**
18	**65**	69	**51**	120	**41**	171	**68**
19	**59**	70	**63**	121	**40**	172	**65**
20	**66**	71	**84**	122	**45**	173	**40**
21	**50**	72	**84**	123	**40**	174	**59**
22	**40**	73	**44**	124	**43**	175	**82**
23	**53**	74	**47**	125	**58**	176	**51**
24	**69**	75	**47**	126	**51**	177	**40**
25	**77**	76	**54**	127	**55**	178	**47**
26	**83**	77	**40**	128	**61**	179	**50**
27	**45**	78	**48**	129	**52**	180	**41**
28	**62**	79	**44**	130	**60**	181	**48**
29	**58**	80	**78**	131	**46**	182	**53**
30	**44**	81	**42**	132	**47**	183	**70**
31	**48**	82	**43**	133	**44**	184	**59**
32	**45**	83	**48**	134	**53**	185	**41**
33	**58**	84	**81**	135	**59**	186	**48**
34	**58**	85	**43**	136	**55**	187	**69**
35	**65**	86	**45**	137	**60**	188	**50**
36	**50**	87	**63**	138	**73**	189	**45**
37	**49**	88	**51**	139	**41**	190	**45**
38	**57**	89	**40**	140	**44**	191	**63**
39	**47**	90	**75**	141	**43**	192	**25**
40	**63**	91	**50**	142	**53**		
41	**58**	92	**63**	143	**41**		
42	**54**	93	**78**	145	**53**		
43	**62**	94	**51**	146	**61**		
44	**56**	95	**63**	147	**43**		
45	**50**	96	**84**	148	**44**		
46	**44**	97	**84**	149	**48**		
47	**42**	98	**21**	150	**44**		
48	**50**	99	**69**	151	**55**		
49	**42**	100	**60**	152	**55**		
50	**77**	101	**60**	153	**41**		
51	**83**	102	**41**	154	**58**		

PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTINNG FROM WHOSE PARENTDO NOT SUPPORT

s/n	Score	s/n	score	s/n	score	s/n	score	s/n	score	s/n	score
1	**75**	51	**50**	101	**06**	151	**50**	201	**44**	251	**67**
2	**50**	52	**40**	102	**27**	152	**40**	202	**40**	252	**67**
3	**63**	53	**53**	103	**37**	153	**53**	203	**47**	253	**44**
4	**78**	54	**69**	104	**18**	154	**69**	204	**80**	254	**50**
5	**51**	55	**77**	105	**18**	155	**77**	205	**79**	255	**55**
6	**63**	56	**83**	106	**24**	156	**83**	206	**54**	256	**65**
7	**84**	57	**64**	107	**24**	157	**45**	207	**58**	257	**68**
8	**84**	58	**46**	108	**31**	158	**62**	208	**48**	258	**65**
9	**44**	59	**50**	109	**24**	159	**58**	209	**43**	259	**40**
10	**44**	60	**51**	110	**02**	160	**44**	210	**53**	260	**59**
11	**40**	61	**45**	111	**14**	161	**50**	211	**40**	261	**82**
12	**21**	62	**41**	112	**08**	162	**59**	212	**75**	262	**51**
13	**12**	63	**51**	113	**55**	163	**59**	213	**50**	263	**40**
14	**20**	64	**40**	114	**48**	164	**63**	214	**63**	264	**47**
15	**06**	65	**75**	115	**54**	165	**80**	215	**78**	265	**50**
16	**27**	66	**50**	116	**50**	166	**51**	216	**51**	266	**41**
17	**37**	67	**63**	117	**48**	167	**45**	217	**63**	267	**48**
18	**18**	68	**78**	118	**45**	168	**75**	218	**84**	268	**53**
19	**18**	69	**51**	119	**58**	169	**56**	219	**84**	269	**70**
20	**24**	70	**63**	120	**58**	170	**48**	220	**44**	270	**59**
21	**24**	71	**84**	121	**65**	171	**43**	221	**47**	271	**41**
22	**31**	72	**84**	122	**50**	172	**68**	222	**47**	272	**48**
23	**24**	73	**44**	123	**49**	173	**63**	223	**54**	273	**69**
24	**02**	74	**47**	124	**57**	174	**67**	224	**40**	274	**50**
25	**14**	75	**47**	125	**47**	175	**43**	225	**52**	275	**45**
26	**08**	76	**54**	126	**63**	176	**62**	226	**89**	276	**54**
27	**55**	77	**40**	127	**58**	177	**54**	227	**47**	277	**47**
28	**48**	78	**48**	128	**54**	178	**56**	228	**50**	278	**66**
29	**54**	79	**44**	129	**62**	179	**45**	229	**59**	279	**65**
30	**50**	80	**78**	130	**47**	180	**40**	230	**49**	280	**68**
31	**48**	81	**42**	131	**47**	181	**49**	231	**74**	281	**65**
32	**45**	82	**43**	132	**54**	182	**40**	232	**72**	292	**40**
33	**58**	83	**48**	133	**40**	183	**47**	233	**71**	283	**59**
34	**58**	84	**81**	134	**48**	184	**52**	234	**44**	284	**82**
35	**65**	85	**43**	135	**44**	185	**49**	235	**40**	285	**51**
36	**50**	86	**45**	136	**78**	186	**54**	236	**72**	286	**40**
37	**49**	87	**56**	137	**42**	187	**41**	237	**71**	287	**47**
38	**57**	88	**51**	138	**43**	188	**40**	238	**44**	288	**50**
39	**47**	89	**43**	139	**48**	189	**45**	239	**40**	289	**41**
40	**63**	90	**59**	140	**81**	190	**34**	240	**47**	290	**48**
41	**58**	91	**51**	141	**43**	191	**39**	241	**80**	291	**53**
42	**54**	92	**46**	142	**57**	192	**24**	242	**79**	292	**70**
43	**62**	93	**42**	143	**69**	193	**89**	243	**54**	293	**59**
44	**69**	94	**56**	144	**39**	194	**47**	244	**72**	294	**65**
45	**60**	95	**44**	145	**60**	195	**50**	245	**80**		
46	**60**	96	**44**	146	**60**	196	**59**	246	**75**		
47	**41**	97	**40**	147	**41**	197	**49**	247	**74**		
48	**65**	98	**21**	148	**65**	198	**74**	248	**53**		
49	**59**	99	**12**	149	**59**	199	**72**	249	**63**		
50	**66**	100	**20**	150	**66**	200	**71**	250	**80**		

PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTING FROM LARGE FAMILY SIZE WHO'S PARENTS SUPPORT

S/N	Score	S/n	Score	S/n	Score
1	**59**	44	**56**	87	**63**
2	**57**	45	**50**	88	**51**
3	**65**	46	**44**	89	**40**
4	**49**	47	**42**	90	**75**
5	**49**	48	**50**	91	**50**
6	**55**	49	**42**	92	**63**
7	**54**	50	**77**	93	**78**
8	**57**	51	**83**	94	**51**
9	**58**	52	**64**	95	**63**
10	**60**	53	**46**	96	**84**
11	**60**	54	**50**	97	**84**
12	**65**	55	**51**	98	**21**
13	**57**	56	**45**	99	**69**
14	**69**	57	**41**	100	**60**
15	**60**	58	**51**	101	**60**
16	**60**	59	**40**	102	**41**
17	**41**	60	**75**	103	**65**
18	**65**	61	**50**	104	**59**
19	**59**	62	**63**	105	**66**
20	**66**	63	**51**	106	**50**
21	**50**	64	**40**		
22	**40**	65	**75**		
23	**53**	66	**50**		
24	**69**	67	**63**		
25	**77**	68	**78**		
26	**83**	69	**51**		
27	**45**	70	**63**		
28	**62**	71	**84**		
29	**58**	72	**84**		
30	**44**	73	**44**		
31	**48**	74	**47**		
32	**45**	75	**47**		
33	**58**	76	**54**		
34	**58**	77	**40**		
35	**65**	78	**48**		
36	**50**	79	**44**		
37	**49**	80	**78**		
38	**57**	81	**42**		
39	**47**	82	**43**		
40	**63**	83	**48**		
41	**58**	84	**81**		
42	**54**	85	**43**		
43	**62**	86	**45**		

PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTINNG FROM LARGE FAMILY SIZE WHO'S PARENT DO NOT SUPPORT

S/N	Score	S/n	Score	S/n	Score	S/N	Score	S/N	Score
1	**75**	44	**69**	87	**56**	130	**47**	174	**67**
2	**50**	45	**60**	88	**51**	131	**47**	175	**43**
3	**63**	46	**60**	89	**43**	132	**54**	176	**62**
4	**78**	47	**41**	90	**59**	133	**40**	177	**54**
5	**51**	48	**65**	91	**51**	134	**48**	178	**56**
6	**63**	49	**59**	92	**46**	135	**44**	179	**45**
7	**84**	50	**66**	93	**42**	136	**78**	180	**40**
8	**84**	51	**50**	94	**56**	137	**42**	181	**49**
9	**44**	52	**40**	95	**44**	138	**43**	182	**40**
10	**44**	53	**53**	96	**44**	139	**48**	183	**47**
11	**40**	54	**69**	97	**40**	140	**81**	184	**52**
12	**21**	55	**77**	98	**21**	141	**43**	185	**49**
13	**12**	56	**83**	99	**12**	142	**57**	186	**54**
14	**20**	57	**64**	100	**20**	143	**69**	187	**41**
15	**06**	58	**46**	101	**06**	145	**60**	188	**40**
16	**27**	59	**50**	102	**27**	146	**60**	189	**45**
17	**37**	60	**51**	103	**37**	147	**41**	190	**34**
18	**18**	61	**45**	104	**18**	148	**65**	191	**39**
19	**18**	62	**41**	105	**18**	149	**59**	192	**24**
20	**24**	63	**51**	106	**24**	150	**66**		
21	**24**	64	**40**	107	**24**	151	**50**		
22	**31**	65	**75**	108	**31**	152	**40**		
23	**24**	66	**50**	109	**24**	153	**53**		
24	**02**	67	**63**	110	**02**	154	**69**		
25	**14**	68	**78**	111	**14**	155	**77**		
26	**08**	69	**51**	112	**08**	156	**83**		
27	**55**	70	**63**	113	**55**	157	**45**		
28	**48**	71	**84**	114	**48**	158	**62**		
29	**54**	72	**84**	115	**54**	159	**58**		
30	**50**	73	**44**	116	**50**	160	**44**		
31	**48**	74	**47**	117	**48**	161	**50**		
32	**45**	75	**47**	118	**45**	162	**59**		
33	**58**	76	**54**	119	**58**	163	**59**		
34	**58**	77	**40**	120	**58**	164	**63**		
35	**65**	78	**48**	121	**65**	165	**80**		
36	**50**	79	**44**	122	**50**	166	**51**		
37	**49**	80	**78**	123	**49**	167	**45**		
38	**57**	81	**42**	124	**57**	168	**75**		
39	**47**	82	**43**	125	**47**	169	**56**		
40	**63**	83	**48**	126	**63**	170	**48**		
41	**58**	84	**81**	127	**58**	171	**43**		
42	**54**	85	**43**	128	**54**	172	**68**		
43	**62**	86	**45**	129	**62**	173	**63**		

PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTING FROM SMALL FAMILY SIZE WHOSE PARENT SUPPORT

S/n	Score	S/n	Score
1	**67**	44	**55**
2	**43**	45	**55**
3	**62**	46	**41**
4	**54**	47	**58**
5	**56**	48	**47**
6	**45**	49	**44**
7	**40**	50	**56**
8	**49**	51	**46**
9	**40**	52	**52**
10	**47**	53	**80**
11	**52**	54	**75**
12	**49**	55	**74**
13	**54**	56	**53**
14	**41**	57	**63**
15	**40**	58	**80**
16	**45**	59	**67**
17	**40**	60	**67**
18	**43**	61	**44**
19	**58**	62	**50**
20	**51**	63	**55**
21	**55**	64	**65**
22	**61**	65	**68**
23	**52**	66	**65**
24	**60**	67	**40**
25	**46**	68	**59**
26	**47**	69	**82**
27	**44**	70	**51**
28	**53**	71	**40**
29	**59**	72	**47**
30	**55**	73	**50**
31	**60**	74	**41**
32	**73**	75	**48**
33	**41**	76	**53**
34	**44**	77	**70**
35	**43**	78	**59**
36	**53**	79	**41**
37	**41**	80	**48**
38	**53**	81	**69**
39	**61**	82	**50**
40	**43**	83	**45**
41	**44**	84	
42	**48**	85	
43	**44**	86	

PERFORMANCE OF STUDENTS IN FINANCIAL ACCOUNTING FROM LARGE FAMILY SIZE WHOSE PARENTS DO NOT SUPPORT

S/n	Score	S/n	Score	S/n	Score
1	**89**	44	**72**	87	**65**
2	**47**	45	**71**	88	**68**
3	**50**	46	**44**	89	**65**
4	**59**	47	**40**	90	**40**
5	**49**	48	**47**	91	**59**
6	**74**	49	**80**	92	**82**
7	**72**	50	**79**	93	**51**
8	**71**	51	**54**	94	**40**
9	**44**	52	**72**	95	**47**
10	**40**	53	**80**	96	**50**
11	**47**	54	**75**	97	**41**
12	**80**	55	**74**	98	**48**
13	**79**	56	**53**	99	**53**
14	**54**	57	**63**	100	**70**
15	**58**	58	**80**	101	**59**
16	**48**	59	**67**	102	**65**
17	**43**	60	**67**		
18	**53**	61	**44**		
19	**40**	62	**50**		
20	**75**	63	**55**		
21	**50**	64	**65**		
22	**63**	65	**68**		
23	**78**	66	**65**		
24	**51**	67	**40**		
25	**63**	68	**59**		
26	**84**	69	**82**		
27	**84**	70	**51**		
28	**44**	71	**40**		
29	**47**	72	**47**		
30	**47**	73	**50**		
31	**54**	74	**41**		
32	**40**	75	**48**		
33	**52**	76	**53**		
34	**89**	77	**70**		
35	**47**	78	**59**		
36	**50**	79	**41**		
37	**59**	80	**48**		
38	**49**	81	**69**		
39	**74**	82	**50**		
40	**72**	83	**45**		
41	**71**	84	**54**		
42	**44**	85	**47**		
43	**40**	86	**66**		

Appendix VI

Regression Analysis of Null Hypotheses 1 and 2

Regression

[DataSet4]

Descriptive Statistics

	Mean	Std. Deviation	N
LARGE.FAMILY	47.9734	16.52787	188
SMALL.FAMILY	52.4096	12.42377	188

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.37[a]	.001	-.004	16.56101

a. Predictors: (Constant), SMALL.FAMILY

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.168	1	69.168	.252	.616[b]
	Residual	51013.699	186	274.267		
	Total	51082.867	187			

a. Dependent Variable: LARGE.FAMILY

b. Predictors: (Constant), SMALL.FAMILY

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.539	5.250		9.627	.000
	SMALL.FAMILY	-.049	.097	-.37	-.502	.000

a. Dependent Variable: LARGE.FAMILY

Regression

[DataSet5]

Descriptive Statistics

	Mean	Std. Deviation	N
WHOSE.PARENT.SUPPORT	55.1587	11.87014	189
WHOSE.PARENT.DONOT.SUPPORT	49.2328	17.45873	189

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.51[a]	.000	-.005	11.90183

a. Predictors: (Constant), WHOSE.PARENT.DONOT.SUPPORT

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.008	1	.008	.000	.000[b]
	Residual	26489.230	187	141.654		
	Total	26489.238	188			

a. Dependent Variable: WHOSE.PARENT.SUPPORT

b. Predictors: (Constant), WHOSE.PARENT.DONOT.SUPPORT

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.141	2.596		21.237	.000
	WHOSE.PARENT.DONOT.SUPPORT	.000	.50	.001	.007	.000

a. Dependent Variable: WHOSE.PARENT.SUPPORT

Appendix VII

t-test Analysis of Null Hypotheses 3 and 4

```
T-TEST PAIRS=LARGE.FAMILY WITH SMALL.FAMILY (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	LFSWPS	56.9266	109	12.48162	1.19552
	LFSWPDS	46.8716	109	19.36353	1.85469

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	LARGE.FAMILY	48.5053	188	15.92680	1.16158
	SMALL.FAMILY	52.4096	188	12.42377	.90610

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	LARGE.FAMILY & SMALL.FAMILY	188	-.099	.178

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	LARGE.FAMILY - SMALL.FAMILY	-3.90426	21.14279	1.54200	-6.94620	-.86231	-2.532	187	.012

```
NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
NEW FILE.
DATASET NAME DataSet2 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.
T-TEST PAIRS=LFSWPS WITH LFSWPDS (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet1]

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	LFSWPS & LFSWPDS	109	.040	.679

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	LFSWPS - LFSWPDS	10.05505	22.61384	2.16601	5.76163	14.34846	4.642	108	.000

T-Test

[DataSet3]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SFSWPS	53.1205	83	10.60188	1.16371
	SFSWPDS	58.8193	83	14.19906	1.55855

Paired Samples Test

	Paired Differences					t	Df	Sig.	
SFSWPS-SFSWPDS	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
	-5.69880	14.17034	1.55540	-8.79297	-2.60462	-3.664	82	.000	

Appendix VIII

MINISTRY OF EDUCATION, KADUNA STATE.

EDUCATIONAL RESOURCE CENTRE

LIST OF SCHOOLS OFFERING FINANCIAL ACCOUNTING IN KADUNA STATE

S/N	ZONE	NAMES OF SCHOOLS	NO OF SS 2 STUDENTS
1.	Anchau	Government Commercial College, Makarfi	150
2.	Giwa	Dr. Lawal Shehu (GGSS) Giwa	03
3.	Godogodo	GSS GidanWaya	30
4.	"	GSS Godogodo	66
5.	"	GSS Wasa Station	08
6.	"	GSS Jagindi Tasha	200
7.	"	GSS GwantuSnr	44
8.	"	GCSS Randa	35
9.	Kachia	GSS Agunu Dutse	17
10.	"	GSS Gumel	40
11.	"	GSS Jaban Kogo	34
12.	"	GSS Kachia	60
13.	"	GSS Kachia urban	70
14.	"	GSS Kagarko	140
15.	"	GSS Katugal	6
16.	"	GSS Kubacha	126
17.	"	GSS Kurmin Dangana	56
18.	"	GSS Kuse	04
19.	"	GSS NASA	19
20.	"	GSS Shadalafiya	42
21.	Kaduna	GGSS Doka	19
22.	"	GGSS Independent way	39
23.	"	GGSS Kabala Costain	31
24.	"	GGSS Kawo	48
25.	"	GGSS Maimuna Gwarzo	50
26.	"	GGSS Tudun Nupawa	18
27.	"	Govt. Coll. Kaduna	18
28.	"	GSS Doka Rd	6
29.	"	GSS Kargi Rd (snr)	6
30.	"	GSS Kurmi Mashi	29
31.	"	GSS Rigasa Snr main	47
32.	"	Rimi College Kaduna	9
33.	"	SMC Kaduna	5
34.	Kafanchan	GSS Gora'a Kwoi	16
35.	"	GSS Ngashang, Kwoi	23

36.	“	GSS Nok	19
37.	Lere	Govt Coll. Saminaka	10
38.	Sabon Tasha	GBSS Barnawa	04
39.	“	GGSS Barnawa Snr	51
40.	“	GSS Bagado	14
41.	“	GSS DullaTafa	04
42.	“	GSS Gonin Gora	23
43.	“	GSS Iddah	15
44.	“	GSS Jere	51
45.	“	GSS Kakau	96
46.	“	GSS Kakuri Snr	15
47.	“	GSS Kasuwan Magani	49
48.	“	GSS Koron Tsohuwa	13
49.	“	GSS kudenda	19
50.	“	GSS Kujama	04
51.	“	GSS Mararaba Rido	19
52.	“	GSS Narayi	98
53.	“	GSS Nasarawa Snr	21
54.	“	GSS Rido	19
55.	“	GSS Romi	50
56.	“	GSS Sabon Tasha	40
57.	“	GSS Television	88
58.		GSS Ung. Boro	86
59.	“	Queen Amina College Kakuri	84
60.	Zaria	Alhudahuda College Zaria	24
61.	“	Aminu GSS Snr	45
62.	“	Barewa College Zaria	150
63.	“	Commercial College Zaria	109
64.	“	GSS Zaria Snr	2
65.	“	GSSS Dogon Bauchi	78
66.	“	GSSS Kaura	78
67.	Zonkwa	GGC Zonkwa	28
68.	“	GSS Bafai Gora	28
69.	“	GSS Fadan Kaje	25
70.	“	TBMCC Samaru Kataf	169