SIGNIFICANCE OF DEMOGRAPHIC AND PSYCHOLOGICAL FACTORS ON INTERP ERSONAL ATTRACTION AMONG SECONDARY SCHOOLS STUDENTS IN KADUNA METROPOLIS.

BY

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DECLARATION

I hereby declare that this thesis is a handwork of my own research and has been produced by me. It has not been presented either partially or wholly in any previous application for a higher degree. Quotations are indicated and sources of information are acknowledged by means of references.

LANTANA M. GARBA.

CERTIFICATION

This thesis report entitled "Significance of Demographic and Psychological Factors on Interpersonal Attraction Among Students of State Secondary Schools within Kaduna Town" by Garba M. Lantana (Mrs) meets the regulations governing the award of the degree of Master of Education M.Ed Guidance and Counselling of Ahmadu Bello University, and is approved for the its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my Father and Mother who laid the foundation for my entire educational background.

ACKNOWLEDGEMENTS

I would like to express my gratitude and appreciation to my supervisor, Dr. F.D. Kolo whose immense assistance and directives made possible the completion of this work. I also, want to express my profound gratitude to Mrs. Raliya Bello who did a lot of work on the manuscript. I like to express my appreciation to Prof. S.E. Okon, Dr. L. Atoyebi, Prof. M. Afolabi and Dr. M. Balarabe for their offer of relevant advice and help to see this work through.

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ABSTRACT

Interpersonal attraction factors are the conditions or characteristics inherent in the other person that makes another to get close to him or her. These characteristics (demographic and psychological) are what the research aimed at establishing among the secondary school students in Kaduna Metropolis.

From literature it is evédent that many factors play differential roles in attracting people to each other. To determine these factors (i.e. psychological or demographic) and their role in attracting people to each other, the researcher asked five research questions and tested five hypotheses in the study.

To test these hypotheses, four hundred and thirty (430) subjects were randomly drawn from (4) secondary in Kaduna Metropolis. An instrument named Attraction Factors Rating Inventory (A.F.R.I.) developed by the researcher and the supervisor was administered to collect data. The instrument had an internal consistency reliability coefficient of 0.52 using Kuder-Richardson Fomular 20. A t-test statistics was mainly used to analyse the data.

The result of the analysis revealed that hypotheses 1 and 3 were rejected because a significant difference was found between the means of the groups compared.

On the other hand, hypotheses 2,4 and 5 were retained for no significant difference was found between the groups.

Based on these results the following recommendations were made.

1. Counselling services be intensified and adequately financed in all setting more especially in secondary schools to enhance the youths understanding of attraction factors.

2. Counsellor educators should organize seminars and workshops on issues of interpersonal attraction as they do with other aspects like careers.

3. Further research should be conducted with rural schools using the same instrument to have more baseline data on interpersonal attraction factors of the youth.

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DEFINITION OF TERMS

INTER PERSONAL RELATIONSHIP

This is a relationship whereby the participants have real existance in whom each individual has prior knowledge of the other. It is a tendency of an individual to evaluate another person in a positive or negative way.

SOCIAL INTERACTION

This is a way or ways in which the students relate socially among themselves. It is also a way of mutual stimulation, response and influence among students in relation with each other.

DEMOGRAPHIC FACTORS.

These are present in the social interaction among students. They are sex, age, religion, ethnicity, socio-economic position of parents and proximity to each others.

PSYCHOLOGICAL FACTORS:

These are also variables that determine to some extent the choice of friends among students. They are intelligence, attitude personality and physical characteristics.

ABBREVIATIONS

AFRI: Attraction Factors Rating Inventory.

JSS: Junior Secondary School.

SSS: Senior Secondary School.

Chapter 1

THE PROBLEM

1.1 Introduction

Ethnic, religious, culture and regional deversities in the country have been the major obstacle to peace national unity and harmony in Nigeria. This has been a great concern to the government of Nigeria since independence. From this period onwards there has been a quest by the Nigerian Government to find a lasting solution to this. Abu (1988) states that the concern of Nigerian founding fathers was to achieve unity in a nation of desperate peoples who often worked at cross purpose. This is to say that lack of understanding and appreciation of each other's culture is the bane of national unity and stability. For this the government has sought to achieve unity by integrating its people through education realising that the educational system can enhance peoples attraction to each other despite their cultural ethnic and religious differences.

It is a fact that a country's future depends on its youths. If Nigerians were caught young before they acquire their prejudicial attitude towards their fellow, which made them dislike each other, and made to stay and learn

under the same roof, they would acquire and produce better understanding of each other and generate interest in each other. This can subsiquently help develop a sense of national unity. In recognition of this the Nigerian government saw the need to bring children together at their tender ages from different cultural, religious, regional and ethnic background and from every part of the country and educate them at the same place. Similar things are done at state level where certern schools admits various groups of people to learn under the same school. Olusanya (1976) asserted that the tender age of children is the best time to begin to inculcate the nationalistic spirit that will allow our people to expand the sentimental attachment to the ethnic group so as to embrace the larger group, the nation. Also, according to Ejenavi (1988: 1-2).

> ***bringing people at such tender age together, to eat, sleep, play and learn together, lays a strong foundation for a society where ethnic projudice have no place. They grow to learn so much about one another, understand so much about one another, and hence become so understanding and tolerant of one another.

It was probably against this background the Federal Government saw the need to set up Federal Government Colleges in each of the then three regions. The aim of establishing these schools is to imbibe a sense of

patriiotism and unity in the youth and also attract them to each other so as to be persons with fuller sense of belonging devoid of tribal, religious and ethnic tendencies. The unity schools were also to serve as model schools and as machinary for fostering unity and interpersonal attraction (Ejenavi, 1988).

However, it is not only in Federal or Unity Schools that children of different ethnic, cultural, regional and religious background are brought together to learn. In State Schools children are also brought together from various ethnic, religious, cultural and regional setting to learn together as parents are either brought together to work or undertake business. These schools in general serve as agents of national unity. For according to Ejenavi (1988) the schools serve as machinery for fostering unity and interpersonal attraction among various ethnic groups. Also, the schools will foster national cohesion in a nation of different ethnic groups by inculcating in the students an awareness and acceptance of each other's culture.

However, it is not bringing students together to read that would enhance unity. This is because the differences in the ethnic, cultural regional and

relagious background of students as well as differences in attitudes, intelligence and personality make-up do affect the pattern of their interpersonal relationship and attraction to each others. This should be well taken care of. Generally, students in secondary schools tend to make use of both psychological and demographic factors for their social interaction with one another. This is to say that students are selective when it comes to choosing whom to relate with and with whom they interact. Cahagan (1984) opined that for an individual to be attracted to the other and vice-versa for human interaction the individual will to a certain extent exercise a moderate amount of control over his own pattern of behaviour in order to get others to interact with him or her. Scholars like Smith (1944), Evans and Wilson (1949), Berscheid and Walster (1978) shared the view that demographic factors also played very influential role in determining how people determine whom to associate with.

The above studies indicated how influential both demographic and psychological factors are on peoples' interpersonal relationship. Determining the extent of psychological and demographic factors on interpersonal attraction among students in some selected state government owned secondary schools is the focus of this study.

1.2 Statement of Problem

The need for an indepth study of the demographic and psychological factors that influence interpersonal attraction among secondary school students is of great importance. This is because in such institutions the social interaction which is started as casual could lead to a sustained relationship and possibly to marriage. The interaction and attraction also explains the level of unity among the students.

In recognition of the nature of social interaction among secondary school students, studies were carried out by Onaji (1991), Anene (1991), Terwase (1992), Onwubuariri (1992) and Ikeh (1993). However, these studies centred only on demographic factors (such as age, sex, ethnicity, economic position of parents, religion and proximity) to the neglect of psychological factors. The studies were also conducted only in Federal Government Colleges neglecting state Government owned secondary schools. It is also against this background that it is justifiable to carry out this study.

It is important to note that the psychological factors are equally important and relevant in determining interpersonal attraction among secondary school students. Akinboye (1985) asserts that people make use of psychological knowledge in everyday living. It is either use consciously or unconsciously. Cahagan (1984) noted that a person is attracted to the other or vice-versa after-observing some traits in the other person which could predict some of his/her true behaviour. When these traits are observed and they appeal to the other person interpersonal attraction could occur.

As a contribution towards a better understanding of the nature of interpersonal relationship among state government owned secondary schools students the study is therefore addressing the problem of the extent to which these students consider both demographic and psychological factors in their interpersonal interactions. The research also addresses the problem of whether these students place more emphasis on demographic factors or psychological factors as determinants of whom to interact with. Could it also be that both components of the factors do determine inter-personal relationships equally among the students is part of the problem investigated in this study.

1.3 Objectives of the Study

The objectives of this study are as follows;-

1. To investigate the most and the least important psychological factors that determine interpersonal attraction among secondary school students.

2. To investigate the most and the least demographic factors that determine interpersonal attraction of secondary school students.

3. To profer counselling programmes that will be of benefit to the school system in sensitizing students to the importance of both factors.

4. To investigate how factors of attractiveness contribute to interpersonal attraction among students.

1.4 Hypotheses

The following hypotheses were tested in this study.

1. There is no significant difference among the respondents scores on demographic and psychological factors of attraction.

2. There is no significant difference between the Male and Female respondents scores on psychological factors of attraction.

3. There is no significant defference between Males and Females scores on demographic factors of attraction.

4. There is no significant difference in the score between the junior and senior secondary school students on the psychological factors of attraction.

5. There is no significant difference between the junior and senior secondary school students mean scores on demographic factor of attraction.

1.5 Delimitation of the Study

This study is delimited to interpersonal attraction among students in State Government owned secondary schools within Kaduna Metropolis. Those schools within Kaduna town that constituted the sample include Rimi College Kaduna, Queen Amina College Kaduna, Government College Kaduna and Government Girls Secondary School, Tafawa Balewa Way, Kaduna. The sample for the study comprised both male and female students of the secondary schools that are involved.

The researcher investigated those factors that promote or affect interpersonal attraction and relationship among students of secondary schools. These are the demographic (sex age, religion, ethnicity, economic status of parents and proximity) as well as psychological (attitudes, intelligence, physical characteristics and personality make up) factors.

1.6 Significance of the Study

The role played by state Government owned schools in fostering unity and integration is greatly receiving attention among the different communities within the state. The State Government is highly committed in its aim of fostering unity through these schools. This explains why the state government, through the State Ministry of Education, has made provision for funds and facilities for its schools than what transpaired in these schools some years back.

As there is much hope and confidence from state Government owned Schools as a means and agent of fostering unity among individuals and group, it is hoped that the findings of this research will to a greater extent help the state government to know the

extent to which these state schools so established are achieving their aims and objectives of unity among the students from various culture.

It is hoped that the knowledge acquired from the result of the study will help to enhance interpersonal relationship and to improve social attraction of students of various backgrounds. Guidance Counsellors have an important role to play in helping the students to understand themselves and their world. To do this, individual and group counselling can be given to students on issues that concern interaction with other students, mutual understanding and respect of others and acceptance of their different culture and beliefs. This study is of significance because it has contributed in the development of an instrument that can be used in pre-marital counselling. In such counselling, issues of attraction are very essential and from the instrument, the counsellor can determine what better is attracting the would be couples to each other for further discussion.

The significance of this research is that it will provide a pool of information that would help counsellors in their effort to maintain good interpersonal relationship among secondary school students. When this is successfully done it is hoped that national unity will be enhanced.

1.7 Basic Assumptions

This research work was conducted based on the following assumptions:-

1. That some demographic factors such as religion and ethnicity are more important factors, than sex, age and proximity in influencing interpersonal attraction among secondary school students.
2. That traits and attitudes are more important psychological factors to interpersonal attraction than intelligence.
3. Psychological factors are more influential than demographic factors in social interaction.

1.8 Summary

The problem facing Nigerian Government is how to achieve unity among its people who are of diverse ethnic, cultural and social background. The government has taken steps to achieve this intergration through education.

The broad objectives of this research is to examine the influence of psychological and demographic factors to interpersonal attraction among secondary

school students within Kaduna town. The result of this investigation is expected to enhance unity.

It is hope that other areas within and outside the state will embark on similar studies in their own areas.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

Research on interpersonal relationship have been carried out but with special reference to Federal Government Collages. This include those written by Onaji (1991). Anene (1991) and Ikeh (1995).

In this chapter attention is focused on the relevant views expressed in published works, research projects and journals, available to the researcher, on interpersonal attraction among individuals. Also a presentation of the summary of theories of interpersonal attraction and views expressed by various writters on different factors affecting interpersonal relationship was made. An attempt on the definition of interpersonal attraction is also made.

2.2 Definition of Interpersonal Attraction

Man, both as animal and as dreamer, is highly dependent upon interaction with his fellows. In order to interact successfully with others there is the need to understand each other. Social interaction is said to take place wherever two or more persons are behaving

in orientation to each other. The basic defining criterion is simply that the presence of one person affects the behaviour of the other. Attraction sometimes depends on the level at which the actor can convince the perciever.

The words interpersonal attraction and relation are used interchangingly. In interpersonal attraction each perticipant is involved as a personal entity. There are various ways by which the word interpersonal attraction has been defined by some writters.

Berscheid and Walsters (1978) pointed out that interpersonal attraction is often agreed to be a kind of positive or negative attitude toward another person. Thus it is a person's readiness to respond toward an object or class of objects in a favourable or unfavourable manner. They further stated that interpersonal attraction is a tendency or predisposition of an individual to evaluate another person or the symbol of the person in a positive or negative way.

Attraction is the subject's scores on the interpersonal judgement scale of liking. Baron and Byrne (1977) observed attraction as the evaluation of another person in a positive or negative way.

In interaction there are certainly goals or purposes that one person wants and expects to achieve by interaction with another which are highly complex in the concrete instance, and difficult to disentangle. In general, it is fair to assume that the party to any interaction has a persitant interest in the gratification of his personal needs.

2.3 Theories of Interpersonal Attraction

Role Theory

In role theory roles are the basic data within this theoritical system (show and Costanzo) 1970). Role is expectation held by particularized or generalized other for the appropriate behaviour that ought to be exhibited by the person or persons holding given role. Thus, the society at large and individuals have expectations concerning how a person should function in the role.

Roles are a set of social expectations which members of a group have attached to a given position within that group. These expectations portray for the individual what members of the group feel he should do by virtue of the position he occupies.

Role performance are the behaviours displayed by an actor which are relevant to the particular role which one is currently playing. Thus, it is the actual behaviour exhibited by an actor in a role. There may be considerable variations in the manner in which different actors enact the same role or in the manner in which the same actor enacts the same role at different occasions. Any number of different role behaviours may fulfil the expectations of the same role.

Exchange Theory

In social exchange theory it is assumed that each party to a transaction attempts to maximize his gains and minimize his cost. This means actual exchanges tend to become equalized particularly in view of the operation of the principle of mutual exchange of previlage. All social behaviour is seen as a kind of exchange. More explicitly, human actions are seen as goal oriented rather than random.

Another basic explanatory idea derived from the social exchange theory, is that individuals with similar attitudes are likely to find themselves "relatively predictable". On the bases of attitudes shared each person can predict how the other will react in relevant situation. When this happens the

cost of interaction will be reduced since misunderstanding, disagreements and disappointments can be easily avoided resulting in profit maximization. The tendency here is that individuals would respond with liking towards those who make interaction with them pleasurable.

Reinforcement/Equity/Reward Theory

Byrne, Clore and Lott in Bercheid and Walster (1978), proposed that an individual's interpersonal likes and dislikes are based on the feelings he/she associates with another individual. The theorists based their concept of interpersonal attraction on reward. The theory is summarized under four basic principles by Baron and Byrne (1977). The four principles are:-

1. Most stimuli to which we are exposed can be identified as rewording or punishing.
2. Rewarding stimuli arouse positive feelings while punishing stimuli arouse negative feelings.
3. The evaluation of any given stimuli as good or bad, enjoyable or unenjoyable, depends on whether it arouses positive or negative feelings.

One general theme the theorists have in common is the idea that people like not only those who reward them but even those who merely happen to be associated with reward; we dislike not only those who punish us, but also those who merely happen to be associated with punishment or with negative stimulus.

Looking at the reinforcement model it is apparent that people tend to like those who reward them and dislike those who punish them.

Newcomb's Theory of Balance

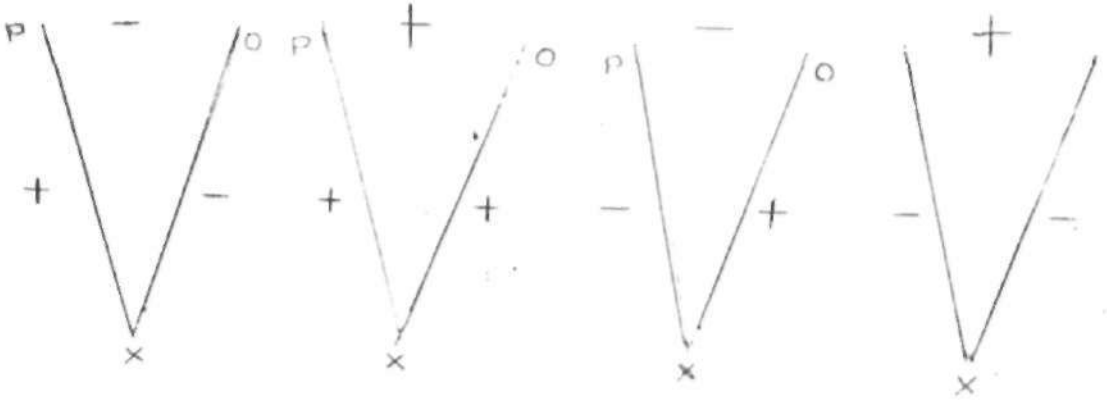
Newcomb's (1961) theory of balance system has shown that various aspects of interpersonal attraction can be understood. According to the theorist the basic unit in interpersonal relationship is the cognition. That is the knowledge, opinions, or belief about one's behaviour that a person may hold.

Balance theory describes a kind of cognitive homeostasis, that is a tendency for attitudes to develop or orient themselves so that one experiences cognitive consistency or balance. This balance involves the relationship between two elements and a third one. The three elements are linked together, they are in the form of a triangle with positive and negative signs to show the nature of the relationships between the elements.

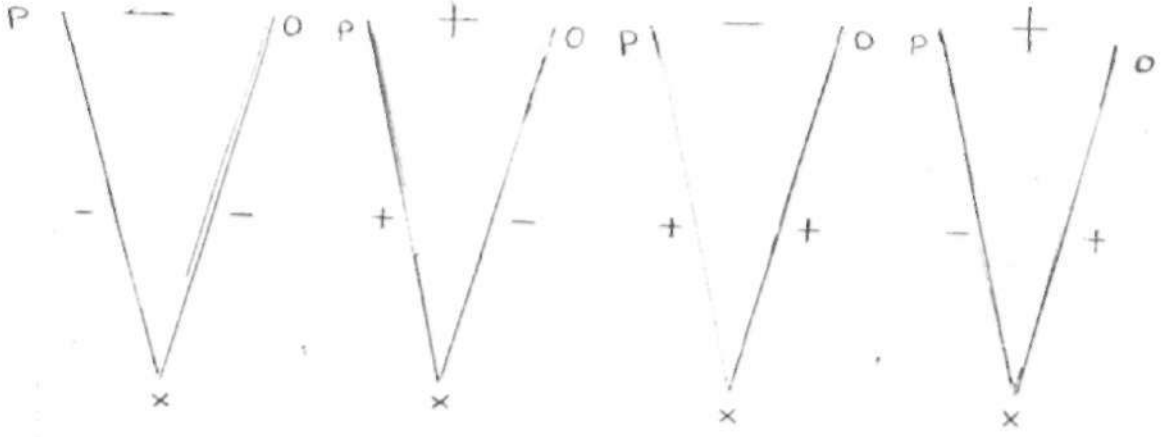
There are two types of triangles-Balanced and Unbalanced. A state of positive balance occurs when P likes O and they agree in evaluating X. If P likes O and if O likes X, a consistent and balanced relationship follows if P also likes X. In this case balanced, then refers to a satisfying interpersonal relationship between two individuals who hold similar views (Baron and Byrne 1977).

When a state of unsatisfying relationship occurs the kind of relationship experienced will be an unbalanced one. Inbalance relationship occurs when P likes O, but they disagree about X. This unbalanced nature occurs when there is likely to be some strain among two friends who like one another but who disagree in their attributes to an object. Balance can be restored if P can persuade O to change his mind about X. When this is achieved the imbalance nature no longer exists.

Balanced State.



Umbalanced State



There are two types of triangles. Balance and Unbalance. In a relationship where there are two negative and one positive (--+) or three positive links (+++) the relationships are balanced. But in the case where all signs are (---) or one negative and two positive (-++) the relationship is unbalanced. The signs P and O represent two school girls and X stands for the School. The positive and negative signs are signs representing likes and dislikes, of the two individuals, respectively. In the second of the balance triangles, P likes O and both P and O likes school. In this there is a balance in their attitude toward school in the sense that there is no strain among the elements. In the second of the unbalance triangles P likes O and P likes school but O attitude toward school is negative. This clearly shows unbalance nature since there is likely to be strain among two friends who like one another but do not agree in their attributes to school. To restore balance here the nature of one of the links has to be changed. Balance is restored if O will like school, if P will dislike school or if P will dislike O (Baron and Byrne 1977).

In order to achieve Unity it will be ideal if children are taught and encouraged to appreciate each other's culture, and learn to tolerate each other's likes and dislikes.

These theories have postulated explanations of how people get into interacting with each other. Some of the theories emphasised demographic factors more than psychological factors while other theories take a different approach. However it is evident in all the theories reviewed that both demographic and psychological factors are essential in every interaction. This is why this researcher wants to investigate which one plays more influencing role among secondary school students in determining their attraction to each other.

2.4 Ethnicity and Interpersonal Attraction

Ethnic affiliation plays an important role in the socialization process of young individuals. As children grow older, their ethnic ties and other attitudes become fixed. The various beliefs, action tendencies and affect established in them make each attitude to be more congruent with each other. Selsor (1943) saw four important factors as controllers of human behaviour-these are values, norms, mobilization in organised roles and situation facilities. According to him, values are the fundamental answers and the deepest convictions of the community which forms the norms, laws and the ethnics upon which the community hinges. That is to say these factors exert decisive influence on the action and conduct of the members of the community. For this, the character and the personality

of the community's young ones are constructed through the educational process by way of transforming of culture and influence to its young ones especially in the intimate and emotional social relations.

Barau (1974) in a study on social relationship among students of Ahmadu Bello University observed that people of the same ethnic group move together. Therefore, the aim of bringing together children of different socio-cultural and diverse composition is to promote social interaction among these students thereby leading to unity.

Muoneme (1975) conducted a research on students of diverse ethnic background in some Federal Government Colleges and the result shows there is often the tendency of students who understand each other's mother tongue to move together. There is then the question of whether thesame could apply to students from state secondary schools whith particular reference to state government owned schools within Kaduna town.

It may therefore not be faulty if it is suggested that the basic differences and similarities of various groups, within the Nigerian area, should be understood and respected for the purpose of fostering unity among the different communities and ethnic groups.

Race like ethnicity seem to be a barrier in inter-personal attraction between individuals. In United States of America, for example, intergration has not been the quickest way to social harmony between the blacks and white (Berkowitz 1976). It is believed that race is indeed an important determinant of interpersonal attraction. This has been demonstrated in several studies.

A study by Allen (1976) suggests that race is predominant in determining subjects' choices.

In the study male and female subjects (white College Students) were asked to rate a number of different persons in terms of their desirability, as a date. The overall result of his research showed that even in the supposedly enlightened 1970's restrictions against intimate contacts between the races were so strong that skin colour outweigh even physical attractiveness as a determinant of liking and dating choice.

The Government Policy on admission into schools should be geared towards giving an equal percentage of admission to students irrespective of their religion, culture and regional background.

2.5 Proximity and Attraction

Proximity is nearness in place. Observation made by social scientist indicate that friendship can develop with increased acquaintance. The more often people meet, the greater the chance that they will come to like each other, (Berkowitz 1965). Several studies are made on the effects of physical proximity and specifically where people live in relation to others on the development of friendships. An investigation of this nature was carried out by Festinger, Schachter, and Back (1950) in a housing project at the Massachusettes Institute of Technology (MIT).

The housing project consisted of apartment buildings very similar which was occupied by the students. The result of this was the respondents listed their next door neighbours (on the same floor) among their best friends 41 percent of the time. Those residing two doors away were listed 22 percent of the time, while those who resided farthest away from them on their floor were listed 10 percent of the time, among their best friends. There is probability that friendship between apartment tenants will increase when they live nearer to each other (Berkowitz 1976). It was also observed that in one building after another, the couples who had centrally located appartments tended to have the most friends.

Time is viewed as a relevant object in individual relationship. A person who spends a good deal of time with someone else comes to see himself as a unit belonging together, and because of his need for balance this will lead to liking.

Newcomb (1961) is of the opinion that propinguity produces liking indirectly. Physical closeness provides the opportunity for people to talk to one another, and if the conversation is found rewarding the people will come to like each other. Segal (1974). Lends credence to Newcomb when he demonstrated that propinguity has powerful effect on the formation of friendship.

Segal (1974) carried out a study on Maryland Statepolice trainees friendship choices to find out the most important determining factors on who makes friends with whom. He found proximity to have a strong effect on attraction than other characteristics. He discovered that the closer together in the alphabets the first letters of the surnames of any two trainees were, the more likely it was that they will name each other as being one of their closest friends. Segal (1974) further found that proximity was a better predictor of friendship among the trainees than their similarity of religion, age, marital status, ethnic background, parents education, organizational memberships, and even leisure activity preferences.

2.6 Age and Attraction

Different people have explored varied opinions as to whether age has any influence on interpersonal attraction of students.

Observation made by Fauce and Beegle (1948) was on young people of both sexes, ages between fourteen and twenty six. In three campuses work groups were chosen on a sociometric basis and age was noticed to be important in the choices. These individuals were divided into three groups. The groups comprised those under eighteen, between eighteen and twenty-one and above. The result showed that the oldest group strongly rejected both young groups. The middle group tended to reject the youngest group but prefer to associate itself with the oldest group or in accordance with expectations. The youngest group rejected the oldest group and made most of its choices within itself.

may compound to quite marked differences in social skills and these skills make for acceptability. He further stated that children tended to choose friends within a year of their own group. In his review of

People may be attracted to those who are similar to them in some ways rather than in other respects. To this Berkovits (1976) stated that age is associated with all kinds of experiences and activities, so that one tend to think a person his/her age is more apt to share his/her interests and outlook than someone who is much older or younger.

The implication of the expressed opinion is that admission policy into state Government owned secondary Schools should reflect on ages of students being admitted. Ages of children on admission should be averagely the same.

2.7 Economic Position of Parents and Interpersonal Relation

The extent to which socio-economic status influences a child's popularity among his fellow has been a subject of various investigation. Gustard (1952) discovered a general tendency for home factors such as socio-economic level affect any social part participation of students. It was noted that among older adolescents, those taking part in extra-curricular activities tended to be of higher socio-economic status, but no direct evidence that they were popular than the average (Smith 1944).

Despite these research work there has however been views contrary to the above. Loomis and Pepinsky (1948) noted that in a school drawing on both rural and urban population, Split between students coming from farms and those from the town did not exist. Values, moral standard and personal qualities displayed by pupils in their relationship with one another, rather than whether they come from the same town or the country, decided their friendship choices and accounted for rejections. Loomis and Popinsky (1948) further opined that when children are given the opportunity to mix and choose friends without differentiation between social classes they tend to ignore class levels in forming their friendship.

Evans (1962) discovered that children choose friends not necessarily of the same socio-economic status. He saw no significant relationship between the occupations of the fathers of the 'choosers' and the 'chosen'. In his example of urban community he stated that among seventh to ninth-grade pupils, parents occupation had no significant influence on the children's friendship choice. He believed that the friendship choices children take is based on personal qualities rather than on the basis of socio-economic or extreneous factors. Where rejection

occurs between students reasons are likely to be found in their personalities and their opportunities for meeting one another and sharing their interest and activities. It is likely that children of different social standing appeal to one another and stick to friends of their level, but this is based on the fact that families tend to be friendly with others of their own level thus the children know one another better than they do children of other levels.

The extent to which socio-economic position of parents influences a child's popularity among his fellows has been a subject of scries of research. My knowledge of government owned state schools is enough a bases to state that the atmosphere in these schools is congenial for mixing without projudice to status. For example, the laws and regulations binding the schools are made for the common good of all and everybody is treated equally irrespective of own social class background. A situation of this nature ought to promote interpersonal relationship among the students without regard to socio-economic status.

2.8 Interpersonal Attraction and Religion

Religion is also another factor or an important force that can influence interpersonal relation among children.

Religion which is seen as an action or conduct indicating a belief in reverence for a desire to please a devine ruiing power intiuences greatly the behaviour patterns of a people or group. Also, religion is seen as a particular system of faith and worship. The development of the individual's value system is shaped and influenced by the system of faith and worship. In this way the individual's desire for association with other people of the same value system is developed.

It is evident that religious attitudes and loyalties exist in every sector of culture, human experience in general, human life, consensus and views, as well as in record of social and personal behaviours. This has been proved by various researches. Jennings (1950) opined that research on population confirmed that individuals tend to restrain from his full participation and to "drop" others who are unlike him in religion and race when the community in which he lives undergoes rapid population.

Furthermore, Lewis (1965), pointed out that some religions do not encourage their adherents to mix or interact with people who do not believe in the same faith as theirs whereas some religions do not forbid such interactions. For to the former, this interactions

may lead to the conversion of these people being interacted with. Smith (1944) also took note of religious affiliation as a factor of friendship choices.

However, some researchers do not support religion as a factor affecting interpersonal relation among people. Evans and Wilson (1949) conducted a study on a group of 148 female students. In their observation, students belonging to the group of Roman Catholics gave the greater number of their choices outside their own religions groups. Their choices of friends were more from students whose rooms were on the same floor of the hall of residence as their own. In this case common religious convictions were outweighed by proximity and intellectual interest.

It may be patinent to say that religion has a social demension-that is it brings together people as children of one family having one father, despite the diversities existing in the faith.

State Government owned schools in general and those in Kaduna in particular, have no affinity to a particular religion. Students admitted in these schools are of different religious denominations and background. This is therefore a relevant ground to test this particular hypothesis.

2.9 Attitudes Similarity and Interpersonal Attraction

The beginning of a beautiful friendship can be experienced when the two persons involved have a similar attitude towards something. Psychological research, in the first half of the twentieth century through correlational field studies of acquaintances, friends and married couples confirmed that those who like each other were found to have similar attitudes about most topics (Byrne and Baron 1974).

Studies try to answer such questions as to whether or not one is likely to respond to the absolute number of agreements and disagreements. Byrne and Nelson (1965) in Byrne and Baron (1974) conducted an experiment designed to answer t.at question by systematically varying both the number of similar attitudes expressed by a stranger and also the propotion of topics on which there was similarity. The result revealed that subjects respond only to the propotion of similar attitudes and that they are unaffected by the number of such attitudes.

In another development, a further step in specifying this relationship was taken by plotting the attraction responses of hundreds of subjects who had been exposed to what were described as the

attitude of a stranger. Each subject read the attitude scale of someone they did not know then indicated how much they liked or disliked the individual and how much they would enjoy or not enjoy working with such a person. The result was thus; the lowest score is two which indicates an extremely negative reaction, and the highest score fourteen which indicates an extremely positive reaction. These attraction responses are influenced by the propotion of similar attitudes in a very consisten way that is as the propotion of similar attitudes increases, attraction toward the person who expressed the attitudes increases in a linear fashion.

Researches have shown that there is a good deal of evidence that when we share similar attitude with another it generates attraction (Berscheid and Walster 1978). Newcomb (1961) studied the casual relationship between attitudinal similarity and attraction where he examined the development of friendship among a group of men attending the University of Michigan. When the men became use to each other, Newcomb measured their attitudes periodically, on a wide variety of dimensions and assessed their attraction for one another. Newcomb found that the more a man liked another resident of his house the more he tended to assume that the other shared his attitudes on important

and relevant matters. Newcomb also found out that given an adequate opportunity for the men to become familiar with each other's attitudes, actual attitudinal agreement did produce attraction. He stated that the better men got to know one another, the higher the correlation between their actual agreement with each other's opinions concerning the "likability" of the other residents, and their attraction for one another. In the final period of his study the positive relationship between attitudinal similarity and attraction became statistically significant.

The study of attitude in relation to interpersonal interaction has become important for attitude plays an important role in virtually every aspect of social life. Attitude exert a powerful influence upon the nature of our relationship with others. For example, positive attitudes towards particular persons lead us to seek them out, to do things for them, and to imitate their actions, while negative ones lead us to avoid, reject, and possibly even harm them. In a sense, then, many of our reactions to others may be viewed as largely attitudinal in nature. Also, attitude influence many of our most important decisions, and also determine our position on many crucial social issues, and in this manner indirectly shape the nature of society in which we live (Baron and Byrne 1977).

An attitude expressed by an individual towards a stimulus appears to be a function of the psychological reaction produced by that stimulus. The emotional response inside the person evidently governs the intensity of the attitude that is revealed (Berkowitz 1980).

When grading or weighing the attitude a person display towards an object it is important to ask how good or bad the object or issue is judged to be, or how pleased or unpleasant the individual is with it. Howard and Smitt (1969) and Bonfield (1975) in Berkewitz (1980) who worked in the area of politics and commerce have shown that suitably devised attitude measures are successful in predicting how people will act.

However, in the overall discoveries by researchers it was finalized that attitude can affect behaviour. Attitude measures can predict future conduct at least moderately well, especially when the attitudes and behaviours are important, Schuman and Johnson (1976) (in Barkowitz 1980).

The question is not whether attitude measures predict behaviour but what should be measured, how this should be done, and under what conditions the measurements are most successful in forecasting behaviour. Attitudes are more likely to be aroused

when people are in important situations than when they are not particularly concerned about what is happening at the time (Berkowitz 1980). Looking at the above discussion, one could say that there are various factors that affect the extent to which attitude measures can predict behaviour successfully.

There is an adage that birds of the same feather flock together. Byrne (1969) in Berkowitz (1980:Pg.36) quoted Aristotle as saying "And they are friends who have come to regard the same things as evil..... We like those who resemble us, and are engaged in the same pursuits.... We like those who desire the same things as we if the case is such that we and they can share the things together". Here Aristotles identifies attitudes and values as a source of friendship between people.

Many evidence collected by psychologist are in support of Aristotles view, and the notion of similarity. For example Byrne (1969) in Berkowitz, (1980) in his report in a review of patinent research stated that investigators have found that people who like each other, frequently have similar opinions and values and even tend to have similar personality traits. For example, husbands and wives typically hold many of the same, attitudes towards social, economic and political

issues, while friends are more apt to have same views than are a random collection of strangers. In a related view, Byrne (1969 ; Pg. 40), in Berkowitz (1980) cited Richardson study on inventory of values, administered to pairs of women who did not know each other. The correlation in the result of each pair showed that there was a small but still significant resamblance between friends and only a zero order correlation for the paired strangers. As in most other studies, this study showed how value similarity was associated, with friendship.

Berkowitz (1980), opined that attitude not only brings people together but seems to keep them happy with each other. For example marrital happiness tend to be correlated with the degree to which husbands and wives have similar interests and values. Terman and Buttenwieser (1935) in Berkowitz, (1980) computed a measure of the extent to which married, unhappily married and divorce couple had common interests. The result showed that the more husbands and wives had the same likes and dislikes regarding a variety of activities, such as playing bridge and going to concerts, the better was the relationship between them.

From the above discussion one may say that the extent of the individual's interpersonal relationship with his collegue is to a certain percentage determined by the amount of attitude they hold for each other.

In this respect children in schools should be encouraged to understand more and to appreciate other people's culture, ethnic composition and values. This would make them flock together as one. In a way it will help in bringing about harmony leading to national unity.

2.10 Personality and Interpersonal Attraction

It is assumed that individuals become like their associates in personal traits and characteristics. Beier et al in Bercheid and Walster (1978) are of the opinion that people are of the believe that their personalities are more similar to those they count as friends than to those people who they do not.

In order to find out whether friends actually do posses similar personality characteristics, Reader and English (1949) compared individuals responses on a personality test with the responses of their friends versus nonfriends. This they did by administering five personality tests to pairs of friends and computed correlations between the two pairs. In this investigations a higher correlation between friends personality traits than between non-friends was discovered. Much of the research work on the relationship between personality and attraction have

hypothesized that people like those who possess personality characteristics similar to their own because of strong "narcissistic tendencies" (that is excessive interest in one's own perfection). It is presumed that these tendencies lead the individual to love in another person that which is most like one's self is loved (Reader and English, 1949) Jennings (1950) in Berkowitz (1980) made a study on 400 adolescent girls living in a state school for deliquents where he tried to determine what made some of the students extremely popular while others had few, if any friends. His findings revealed a universally accepted principle. Also, Foxe and Sears (1977) in Berkowitz (1980; Pg. 226) in an experimental findings came out with a result that their subjects generally liked people who expressed possitive attitudes towards others. They stated thus; "We appriciate and value persons who are warm and friendly, who have good things to say about others, and who aren't usually cynical or nasty".

2.11 Intelligence and Interpersonal Attraction

Series of investigations documented that people tend to like and love those who are similar to them in intelligence. Jones, (1929) Reed and Reed, (1965) in Berscheid and Walster (1978) conducted a study on

the intelligence of husbands and wives. The result of the study showed that the correlations obtained between intelligence of husbands and wives is approximately of the magnitude +0.40. Richardson (1939) in Berscheid and Walster, (1978) found out that the relationship between the intellegence levels of friends, though low is positive.

It is observed that uniformly higher correlations have been obtained between husbands and wives on the variable of educational attainment, Aderson and Reed (1968) in Berscheid and Walster (1978). According to Berscheid and Walster, (1978) people of like educational level interact with each other more often than do those who are dissimilar.

However, similarity of educational attainment subsumes many cultural, attitudinal similarities which individual may find attractive in each other.

From the foregoing it may be far from being faulty if one concludes that persons of low intelligence find the company of other unintelligent people most rewarding.

2.12 Physical Characteristics and Interpersonal Attraction

Though investigations have been made on the degree to which physical similarities are related to attraction but most studies are correlational and the interpretation of the cause and effect relationship involved are difficult. In addition, the existance of attraction has been assumed from evidence that a couple is either married or has shown an intention to marry, (Berscheid and Walster, (1978).

Through folklore it is explained that people are attracted to others who are similar in physical appearance. Harrie, (1912) stated some common beliefs as regard physical characteristics and attraction, thus:-

> Weak or little men have a decided inclination for strong or big women, and strong or big women for weak or little men. Blondes prefer dark persons or brunettes; snub-nozed, hook-nosed persons with excessively thin, long bodies and limbs, those who are stumpy and short and so on, Haris (1912) in Berscheid and Walster (1978).

However, it is evident that at least as far as marrital selection is concerned, little men do not have an affinity for large women and vice versa. Positive correlation between the stature of husbands and wives

has been proved, that is short men tend to marry short women, (Berscheid and Walster, 1978). Loomis and Pepinsky (1948) are in support of personal characteristics as a factor of interpersonal attraction.

Those with physical defects are no exception in being attracted to their like. This is especially true with respect to deafness. Harris (1912) in Berscheid and Walster (1978) in support of the above stated that assortative mating for desfness is more nearly perfect than for any other known character.

There are many reasons why people that are afflicted with a physical defect might marry a person who is similarly afflicted. The explanation of this relationship, perhaps, is that those who possess a defect often spend an unusual amount of time in proximity with others who share their handicaps. Evidence have also shown that dating, engaged, and married men and women are similar to one another in the degree to which they are physically attractive, (Berscheid and Walster, 1978).

2.13 Findings Related to the Study

There have been findings by various researchers in relation to causes of interpersonal attraction. Northway (1940) and Frankel (1946) dealing with consistency social acceptability had similar results.

They found out considerable consistency of acceptability for different activities. Fran.el (1946) who worked with children of junior school observed that changes in friendship might occur.

Priest and Swyers (1967) made their observation on 25,000 possible pairs of students who were residing in the same college dormatory for a period of about four years. Their prediction was tested by way of Heider's balance theory. The result showed that students' proximity to each other and peership relate to interpersonal attraction. Evidence to support the prediction was found for more proximite persons that increasing time allowed friendships to compete with prosimity and class peership. It was found out that the strength of peership as a force for social attractions among students was greater than individual characteristics, such as abilities, attitudes and interest. This study is therefore indicating that students interpersonal attraction can be affected by chance factors that is, such person one happens to find in physical proximity to him and in his college class.

Sykes, Larntz and Fox (1974) conducted a study on proximity and similarity effect of Frequency of Interaction in a class of Naval Recruits. The bases of the study was on the knowledge in social psychology

that race relations are affected by factors in addition to attitudinal prejudice. The frequently the interaction between a particular partner, the greater the inferred attraction.

The Naval recruits used for this experiment were placed together with many other young men, when they reported to boot camp, who had before then been strangers. These recruits were assigned locations adjacent to particular other recruits for long periods (locations such as in the classroom, marching and sleeping apartments). The result of the hypothesis tested showed that the fewer similar persons a subject perceive in promimity to his location, the more he will seek non-proximic similar persons with whom to interact.

The result of the study by Sykes, Larntz and Fox though out with some interesting findings one can question the validity of their operational definition of attraction which was greater frequency of interaction. Reason for this is that no valid check was made.

Researchers have done a great deal of work on the factors which make people acceptable to one another. The possibility that these factors varies at all ages is clear, but in the previous reports, stated, there

is the likelyhood that people who are acceptable at one age remain so as they get older.

2.14 Summary

It is apparent from the foregoing that researchers involved in the study of interpersonal attraction and relationship have contributed greatly to our knowledge by providing a reasonable understanding of social relation. This research is carried out in an attempt to find out if any or all the variables mentioned in the chapter may affect the pattern of interpersonal relationship among students in Kaduna State owned secondary schools.

Through research several factors which are psychological as well as demographic have been identified as capable of influencing interpersonal relationship. These factors are ethnicity, proximity, age, socio-economic position of parents, and religion. Others are attitudes, personality characteristic intelligence and physical characteristics as discussed in this chapter, and they were supported by various views of quotations by eminent writers. The state government has indeed strived for national unity by providing equal opportunity of learning to all irrespective of tribe, religion or culture.

Chapter 3

RESEARCH PROCEDURE

3.1 Introduction

This research was a survey of the demographic and psychological factors influencing interpersonal attraction among students of state Government owned secondary schools with special reference to selected secondary schools within Kaduna town. This chapter focuses on the procedures of investigation used in the study.

Also, the chapter presents a description of the study population, and the sample and sampling procedure. The instrument, validity and reliability of the instrument used, the administration of the instrument and data analysis are all discussed here.

3.2 The Design

Research design may vary depending on the nature of the problem being studied. For this research the survey research method was employed. Reasons being that the respondance are of diverse, religious, cultural, ethnic and geographical groups. For this reason it is expected that the factors that influence interpersonal attraction among them may equally vary.

The use of a survey method therefore becomes relevant for it will enabled the researcher to use a large sample size to find out these factors.

3.3. Population Under Study

The population for this research comprised all state Governments owned secondary schools in Kaduna. These schools are made up of boys and girls and also are Day and Boarding schools. The secondary school's within Kaduna town that were involved in the research have a total population of 12,600 students between the ages of 11 and 20 years.

The area of Kaduna where the research was conducted are of two Local Government namely Kaduna South and Kaduna North Local Government Areas. All the schools within these two Local Government Areas are urban schools. For the purpose of the study information from Kaduna Zonal Headquarters of the Ministry of Education as well as the schools that were involved in the study revealed the number of state secondary schools within Kaduna metropolis. The information revealed that entire population of schools were then 18.

The sample of students that were involved in the study was drawn from various ethnic composition and languages from the parent population of 12,600.

3.4 Sample and Sampling Procedure

A total number of four schools were selected from the 18 schools for the study. The schools selected are either exclusively males or females. Three of the schools under study are Day Schools while one is a Boarding school. The schools are Queen Amina College Kakuri Kaduna, Government Girls Secondary School Tafawa Balewa Way Kaduna, Rimi College Kaduna and Government College Kaduna.

The large number of students in the schools used for the study suggested the use of random sampling technique. This was to get the number of students that participated in the research.

From the guidelines provided by Krejcie and Morgan (1970) for determining sample size 375 students out of a population of 12,990 students were to participate in the study. However the researcher increased the size to 430 students incase of mortality. Random sampling technique was used to draw the sample size from each school according to the population as shown in table 3.2

Table 3.2: Population and Sample Size from each school.

S/No	Schools	Total Population	Sample Size	Percentage
1.	Queen Amina College, Kaduna	1,100	38	3.45%
2.	Government Girls Secondary School Tafawa Balewa Way, Kaduna	3,000	102	3.4%
3.	Government College Kaduna	4,000	136	3.4%
4.	Rimi College Kaduna	4,500	154	3.4%
Total		12,600	430	3.4%

The table above shows that the study sample composed a total number of 430 students. Of this number 140 were girls while 290 were boys. Also from the sample size 255 were christians while 175 were muslims. Also 214 were drawn from JSS and 216 SSS.

The four schools have a reasonable number of students made up of different tribes, religion and ethnic background. They also form a representative of secondary schools in Kaduna town. A purposive sampling method was employed to get the 4 schools used. These four schools were picked on the bases that they have been one of the oldest established state secondary schools within Kaduna town and have large number of students.

Also the justification for using secondary schools in Kaduna town only for the purpose of the research is that the settlers whose children occupy these schools are people who came from all parts of the country. They are of diverse ethnic, religious and socio-economic background.

3.5 Instrument for Data Collection

The instrument used for this research was the Attraction Factors Rating Inventory. The Instrument was constructed originally by Kolo (1992), and expanded by the present research. The inventory for this research has two sections. Section A concerned the student personal data. It requires each student to supply demographic information about his/her sex, age, state of origin, school, language spoken, father's occupation, father's education as well as religion. Others are mother's education, occupation and class of respondent.

Section B requires each student to provide reasons for one being attracted to another. It also concerns who the student chooses as best friend and the bases on which they choose their friends. This second part of the inventory has twenty nine AFRI Items. For each factor the student was to rate it according to how he/she has choosen his/her friends.

That is for each factor five statements were given from which the student circled the number infront of each statement to show how much such factor attracted him/her to the other person.

3.6 Vality and Reliability of the Instrument

The A.F.R.I. is valid because its construction by the pioneer Kolo was done after a careful review of literature on interpersonal attraction. It can then be said to have content and construct validity.

Kolo's (1992) Attraction Factor Rating Inventory (A.F.R.I.) was made up of section A and B section B has eleven (11) items to be responded to. The present research took into consideration the level of the students that were used and thus subtituted the difficult words used in Kolo's instrument with simpler ones. The researcher also increased the items to 29 instead of the original eleven (11) so as to cover many areas of psychological and demographic factors.

The reliability for the expanded A.F.R.I. was established by the researcher. Firstly 20 secondary school students were individually called to read the instrument item by item. Ten (10) of the students from J.S.S. and S.S.S. each. Difficult words

that were not understood by each of them were marked. Also statements that were not clear were marked. At the end all words and items found to be difficult were changed e.g. interest was recorded, this is what you like doing most of the time.

After this process, the final copy was pilot tested with 100 students. Their responses were subjected to internal consistency reliability using Kunder Richardson Fomular 20. It was found hat the instrument had a reliability coefficient of 0.52. This level of reliability is high enough.

3.7 Administration of the Instrument

Administration of the instrument was done by the researcher after obtaining permission from each principal of the four (4) schools involved in the study. The exercise was carried out during the eighth week of resumption when students have fully settled down for serious normal lessons. The researcher personally administered the A.F.R.I. instrument to each of the group of students involved with the help of some staff members already selected for the purpose of this study.

To have an effective work the researcher laised with each of the schools concern through their Head. Each Head of any school involved for the study

was informed of the purpose of the study. Some staff members were also informed. This was done in order to get them set for the administration of the research instrument.

On the stipulated date and time, the researcher read out the instrument to the group of stude·ts involved. The inventory after collection, was checked and coded by the researcher before the data was analysed.

3.8 Data Analysis

The t-test was the statistical method employed for testing the hypothesis. The means and the standard deviation were also used for analysis to answer the research questions. T-test statistic was used because only the mean scores of two groups were compared in the hypotheses. The t-test statistics is therefore more appropriate than other statistics for this type of analysis.

3.9 Summary

The research was conducted in state government owned secondary schools within Kaduna town. From a total number of 12,600 students from the 4 schools chosen for this research 430 students were randomly selected to participate in the exercise. The researcher employed a random selection method in each

Chapter 4

RESULTS AND DISCUSSIONS

4.1 Introduction

Earlier in Chapter one, research questions were asked and some hypotheses stated for testing. The procedure for conducting the research was described in chapter. Here in chapter the data analysed are presented to answer the research questions and test the hypotheses. The order of presentation then follows the outline below:-

1. Answers to research questions
2. Testing of the hypotheses
3. Discussion on the results
4. Implications of the findings to counselling in secondary school.
5. Summary of the chapter.

4.2 Research Questions

Question 1

This question was asked to find out whether any difference exist between the respondents scores on demographic and psychological factors of attraction. The rotings of the respondents were calculated and the mean score formed the two areas.

The means and the standard deviation scores on Demographic and Psychological veriables were presented in table 4.1.

Table 4.1: Mean Score of Respondents on Demographical Psychological Factors of Attraction N = 430.

Variable	N	$\bar{X}$	SD
Demographic	375	38.16	11.59
Psychological	375	43.34	13.60

From Table 4.1, it is shown that the mean score of the respondents on demographic factors is less than their mean score on Psychological factors. This answers the question to the positive side which means a difference exists. It is therefore safe tc conclude that difference of 5.18 points exist in the mean score on the two variables. This indicated that the respondents rated psychological factors higher than the demographic factors for their being attracted to the other person.

Question 2

Is there any difference in the mean score of males and females as regards the psychological factors of attraction? Also the mean score of both groups were

computed on this item. The results are as shown in Table 4.2.

Table 4.2: Mean Score of Males and Females on Psychological Factors of Attraction. N = 430.

Subject	N	$\bar{X}$	SD
Males	216	43.34	13.60
Females	214	42.59	8.14

Table 4.2 shows that the males had a higher mean score on Psychological factor than the females. A difference of 0.75 exist between the mean scores. Though the difference is small, there still exist a difference in the mean score in this area. It is therefore confirmed that there exist a difference between the means.

Question 3.

Does the gender differences among the respondents show a difference in the mean score of the respondents on demographic factor of attraction? Like the other questions, the mean scores were computed for each group and the result presented in table 4.3.

Table 4.3: Mean Score of Males and Females on Demographic Factor of Attraction. N = 430.

Subject	N	$\bar{X}$	SD
Males	216	38.16	11.59
Females	214	44.10	9.59

This result indicates that the females had a higher mean score on the demographic factor. The mean difference between females and males is 5.94. The question is therefore answered positively. This means a difference exist in the mean score of males and females on the demographic factor. The difference this time shifts to the females unlike on the psychological factor where the males had a higher mean score.

Question 4.

Do the mean scores of Junior and Senior Secondary Schools students differ on the psychological factors of attraction? The answer to this question can be found in Table 4.4.

Table 4.4: Mean Scores of Junior and Senior Secondary School Students on Psychological Factors. N = 430.

Subject	N	$\bar{X}$	SD
J.S.S.	214	42.50	12.08
S.S.S.	216	44.54	10.23

Table 4.4 shows that there is a difference in the mean score of the two groups on psychological factor. In this case, the Senior Secondary Schools students had 6 higher mean score of 44.54 as against the Junior Secondary School Students with 42.50. The difference of 2.04 was found between the two groups means, it can therefore be concluded that there is a difference in the mean score to the advantage of the Senior Secondary School students.

Question 5.

The last research question wants to find out whether the mean scores of Junior Secondary School (JSS) and Senior Secondary School (SSS) differ on demographic factors. The mean scores of the two groups as presented in Table 4.5 answers the questions.

Table 4.5: Mean Score of JSS and SSS on Demographic Factors. N = 430.

Subjects	N	$\bar{X}$	SD
J.S.S.	214	42.11	10.68
S.S.S.	216	43.74	11.02

Table 4.5 answers the Question positively also to the advantage of the Senior Secondary School Students. However the difference between the means of the two groups is just 1.63. It can then still be concluded that the Senior Secondary Schools had a higher rating of demographic factors of attraction than the Junior Secondary School students.

A general conclusion on these questions is that psychological and demographic factors of attraction mean differently to each group compared. It also show a general trend that the students in this research are now being conscious of psychological factors for attraction also.

4.3 Hypotheses Testing

While the last section focused attention on the research questions, this section focuses on testing the five hypotheses state for this research. The results to test the hypotheses are in Table 4.6 - 4.10.

Hypotheses 1

There is no significant difference among the respondents scores on demographic and psychological factors of attraction. This hypothesis was tested using a t-test statistic and the result is presented in Table 4.6.

Table 4.6: Analysis of Respondents Scores on Demographic and Psychological Factors.

Subject	N	$\bar{X}$	SD	df	t-value	P
Demographic	430	38.16	11.59	858	-4.25	0.00**
Psychological	430	43.34	13.60			

** Significant P 0.05

Hypothesis one is hereby rejected because the t-test calculated is higher than the t-table which indicates that a significant difference exist between the demographic and psychological factors scores of the respondents.

Hypothesis 2

The second hypothesis states that there is no significant difference between the male and female respondents scores on psychological attraction factors. A t-test statistics was used to analysed the data of the two groups and the result is as found in Table 4.7.

Table 4.7: Analysis of Significant Difference Between Males and Females on Psychological Factor.

Subject	N	$\bar{X}$	SD	df	t-value	P
Male	216	43.34	13.60	428	0.75	0.09*
Female	214	42.59	8.14			

* Not significant P 0.05

The second hypothesis is hereby retained. That is to say there is no significant difference between Males and Females scores on psychological factor of attraction. The conclusion therefore is that psychological factors of attraction have equal appeal to both males and females.

Hypothesis 3

The researcher wants to establish whether there is a significant difference between Males and Females scores on the demographic factors of attraction. A t-test statistics was also used to analyse the data. The result found is presented in Table 4.8.

Table 4.8: Male and Female Respondents Scores on Demographic Factor.

Subject	N	$\bar{X}$	SD	df	t-value	P
Males	216	38.16	11.59	428	-3.73	0.02**
Females	214	44.10	9.59			

** Significant P 0.05

From the result in Table 4.8, the null hypothesis of no significance difference is hereby rejected. This shows that the difference that exist in the mean score of the two groups is statistically significant.

Hypothesis 4

There is no significant difference in the mean score between the Junior and Senior Secondary School Students on the psychological factors of attraction. This hypothesis was also tested using a t-test statistics for analysis. The result is presented in Table 4.9.

Table 4.9: T-test on Mean Scores of JSS and SSS on psychological Factor.

Subject	N	$\bar{X}$	SD	df	t-value	P
J.S.S.	214	42.50	12.08	428	-1.89	0.06*
S.S.S.	216	44.54	10.23			

* Not significant P 0.05

The fourth hypothesis is hereby confirmed because no significant difference is found statistically between the means of the groups compared. The present hypothesis of no significance difference is then upheld.

Hypothesis 5

The last hypotheses states that there is no significant difference between the J.S.S. and S.S.S. mean scores on demographic factor of attraction. A t-test statistics was also used to analyse the responses. The result is as found in Table 4.10.

Table 4.10: Junior and Senior Secondary School Students Results on Demographic Factors of Atraction.

Subject	N	$\bar{X}$	SD	df	t-value	P
J.S.S.	214	42.11	10.68	428	-1.56	0.06*
S.S.S.	216	43.74	11.02			

* Not significant P 0.05

This hypothesis is also confirmed based on the t-test value which is less than the t-table of 1.96. The conclusion is that no significant difference between the means of the two groups. This means that the level of school do not play a significant role on the students attraction factors.

4.4 Discussion of Results

Five hypotheses were tested in this study. Two of the five were rejected while the remaining three were retained. The possible reasons for these findings are presented in the discussion.

The first hypothesis of no significant difference between the respondents scores on psychological and demographic factors was rejected. From the means scores as presented in the tables 4.1 and 4.6, the

psychological factor had a higher mean score than the demographic factor. The difference was found to be significant statistically. This contradicts the carlier findings of Kolo (in Press) where he found that the demographic factor received higher attention by his respondents than the psychological factor. It also contradicts the findings of Onaji (1991) Anene (1991) whose findings reflected that their respondents choice of friends were mostly influenced by demographic factors.

A possible explanation may be in the type of instrument used for data collection. In the cases of Onaji (1991) and Anene (1991) a sample sociometric questionnaires were used. In the case of Kolo (in Press) the Factors Attraction Rating Scale was used but the scale was just developed for trial test. In the present study, the modified version of the scale was used which included more items, and words not earlier understood in Kolo's (In Press) study were made easier in the present study. Therefore the nature of the instrument used might have cause the differences in the findings. This explanation agrees with the view of Baron and Byrne (1977) which saw attraction as a function of scores from interpersonal judgement scale. The scale used in this study which

is the attraction Factors Rating Inventory gave scores for both the psychological and demographic factors which enabled the t-test analysis that led to the conclusion of rejecting the null hypothesis.

The other hypothesis rejected was on gender differences on demographic factors. From the results in tables 4.2 and 4.8, the mean scores of males and females differ on the demographic factor which was significant as in table 4.8. The females mean score is higher than that of the males. This result is in line with Kolo's (in press) finding where the majority of females (78) as against 42 males scored higher on demographis factor. The rejection of the hypothesis also was in line with Kolo's (in Press) finding where a significant difference was found between the means of the males and females.

One of the possible explanations for this may be that females are easily infatuated by the outward look of a person. Since most of the demographic factors are easily noticeable, the females may be attracted to such more than the males. Additionally since females want in most cases emotional attachment to someone whom they can present in the public and who will also be cherished as a "good" person, their looking for demographic factors more as basis for attraction becomes a relevant explanation here.

4.5 Implications of Findings for Counselling

Interpersonal attraction is an interpersonal relationship. It involves two persons or more in their expression of attitude towards each person. The findings of this study therefore has some complications to counselling in any setting where people interact with each other.

Firstly, it is found from this study that females more than males still tends towards demographic factors for attraction. It therefore implies that such relationship entered into has the tendency of not lasting because these demographic factors could diminish. It is therefore incambent on the counselling programme in any setting to do more counselling to the females to see the danger in much reliance on demographic factors as basis for attraction. This intensive counselling is much more noshed when relationship of a permanent nature like marriage is to be entered into. Also the intensity is made worst with the type of subjects used in this study who were mainly adolescents. This is the age of which they are to be cautioned in not all that glisters that is gold. Therefore where counselling programmes have not been taken seriously in any setting, the findings from this study is implicating all settings to embark on it vigoriously and with more focus on the females.

Another implication is that counsellors themselves need to understand this dimension in interpersonal relationships among their audiance. When people tend to be in close relationship with each other what factors bring them together and which one's tend to separate them when conflict arises. This calls for counsellors participation in seminars, conferences where such issues are discussed. The vicarious implication for the counsellor employer is that money has to be made available to counsellors to go for such seminars and conferences in order to benefit from them.

A further implication of these findings to counselling is that counseller educators began to introduce their students in training to issues of attraction in interpersonal relationship. This can be introduced in courses like family and marital counselling. With such exposure of counsellors-in-training, they will be better equipped to assist their clients with problems that have to do with attraction issues.

4.6 Summary

Chapter 4 is the presentation of the results from the analyses of data collected. The results were presented according to the five (5) research questions and hypotheses. Null-hypotheses were tested using

t-test Hypotheses 1 and 3 were rejected while 2,4 and 5 were retained. Table of results were presented for each question and hypotheses. Explanation for the findings were also advanced and the implications the findings have for counselling practice formed part of this chapter.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The focus in this chapter is to make a summary of the entire study and also to make some conclusions and recommendations. The outline of the chapter is then as follows:

1. Summary of chapters one to four
2. Summary of the findings.
3. Conclusions arrived at from the findings.
4. Recommendation for counselling practices and also for further research.
5. Summary of the chapter.

5.2 Summary of the Study

The research was motivated by recent findings of researches in Federal Government Colleges on what factors influence the choice of friends in school. It was revealed that demographic factors had an important influence. The researcher then wanted to establish in state schools whether demographic or psychological factors are more important. To this the researcher developed five basic questions and also

five hypotheses in chapter one which were answered and tested respectively.

Many theories of interpersonal attraction were reviewed to form the theoretical background knowledge to the research. Among the theories were the role theory which emphasised the idea of expectation held by particularized or generalized other for the appropriate behaviour. Other theories include exchange theory, reinforcement theory and Newcomb's theory of balance. All the theories emphasised one espect or the other in interpersonal attraction.

Apart of the literature review also dealt with factors influencing attraction. Such factors reviewed include ethnicity which emphasised the idea of belonging to the same ethnic group. Proximity is also an important demographic factor in attraction because you may be attracted to the person so close to you thereby giving you the opportunity to intimately know him or her. Other demographic factors include age, socio-economic status of parents and religion.

In the use of psychological factors, attitude similarity, personality type, intelligence were some of the variables reviewed. All these factors are seen from literature to encourage or discourage interpersonal attraction. Also emperical studies on the area were also reviewed.

The methodology chapter focuses on describing the type of design which was basically a survey design. The population which was basically secondary schools students in Kaduna metropolis was described. The sample size of 430 were drawn from four selected schools. The data was collected through the use of Attraction Factors Rating Inventory developed by the researcher with the supervisor. The trial test of the inventory gave an internal consistency estimate of 0.52. The final data was analysed using both descriptive and inferential statistics which was mainly at test.

The main results which was presented in Chapter 4 indicated that:

1. There is a mean score difference between the groups used in the study in both demographic and psychological factors.

2. That females significantly differ from males in demographic factor scores.

The implications arising from the findings were also briefly highlighted in chapter. Such implications were drawn for counselling, the counsellor and the employers of counsellors together with counsellor educators.

5.3 Summary of Findings

The following are the Summary of the main findings in this study.

1. All respondents used in this study had a higher mean score in psychological factors of attraction than in the demographic factors area.

2. Males had a higher mean score on psychological factors than females while females had a higher mean scores in demographic factors than the males.

3. The Senior Secondary School students had a higher mean score on both psychological and demographic factors area of attraction than the Junior Secondary School students.

4. The hypothesis on no significant differences between the mean scores of respondents on demographic and psychological factors was rejected. Also the null hypothesis on no significant difference between males and females on demographic factor was rejected.

5. The hypotheses on non significant differences in the mean scores between:

   (a) Males and Females on psychological factors and

(b) Junior and Senior Secondary School students on both psychological and demographic factors were all retained.

Explanations for these main findings were given in the discussion section in chapter 4.

5.4 Conclusions

Arising from the Summary of findings as presented in 5.3, the researcher makes the following conclusions.

1. That attraction factors between two individuals can be deliberately researched on.
2. That both demographic and psychological factors of attraction are important to interpersonal attraction.
3. That there is still evidence that females are still influenced substantially by the demographic factors than the males.
4. It can be concluded that counsellors need to be sensitive of the issue of factors of attraction among their audience.

5.5 Recommendations

The researcher makes the following recommendations as a results of the findings and the conclusions reached. The recommendations are for specific groups.

5.5.1 Recommendations for Counselling Practices

1. Counselling services be intensified in the schools and other settings with more attention on issues of interpersonal relationship which attraction is part of. This is necessary to re-educate people that the more attention to psychological factors, the more lasting the relationship may be.

2. Specific counselling activities be developed for issues of interpersonal attraction as is the case with career or educational issues.

5.5.2 Recommendation for Counsellors And Their Employers

1. Practising counsellors in all settings should be more sensitive to the issue of factors of attraction among their audiance. The more sensitive they are, the more they can counsel them when relationships are breaking down between such members.

2. Counsellors should endeavour to attend conferences to learn more techniques that will assist them in handling issues relating to interpersonal attraction.

3. Employers should provide adequate facilities to enable the counsellor practice effectively.

4. In-house seminars should be organized within the counsellors themselves to share experienced and new ideas between them. This will not cost them much except their time. For example counsellors in Kaduna can organize a seminar for themselves.

5.5.3 Recommendations for Further Research and Counsellor Educators.

1. A further research can be conducted in this field using schools located at rural areas and similar instrument within and outside the state.

2. Counsellor educators should use this information to enhance their training of would-be-counsellors. This will sensitize such trained counsellors to the issue of interpersonal attraction.

3. Workshops could be organized by the counsellor educators to help counsellors in the field understand and use the instrument for their practice.

5.6 Summary

The intention of the researcher in this chapter is to provide a summary of the whole work. That has been done and the main findings were also summarized. Recommendations were given for counselling practice, the counsellors and his/her employer and finally for the counsellor educator as well as for further research. It is the hope of the researcher that these recommendations shall be put into practice by various groups to enhance stability in interpersonal relationships.

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APPENDIX A

ATTRACTION FACTORS RATING INVENTORY (AFRI)

People are always attracted to other people because of some characteristics they see in another person. The statements below describe some characteristics. Please read them careful and honestly circle one of the numbers in front of each statement to indicate how much such factor attracts you to the other person. The person could be of the same or opposite sex. The numbers mean the followings.

1 = Not influential

2 = A bit influential

3 = Influential

4 = Strongly influential

5 = Very strongly influential.

Before rating the statements in section B, provide the information required in section A.

SECTION A: BIODATA

Sex: Male _____ Female _____

Age: _____

Institution: _____

Marital status: _____

Profession: _____

Highest Qualification at Present_____

Religious background;

Christianity_____

Islam _____

Other _____

Ethnic background:_____

SECTION B: Rate the following statements.

I am Attracted to the other person because he or she _____

1.	has similar attitudes to life issues like me	1	2	3	4	5
2.	has similar personality make up as mine	1	2	3	4	5
3.	shares similar values in life with me	1	2	3	4	5
4.	has interests that are mostly like mine	1	2	3	4	5
5.	has physical characteristics as mine i.e. tall, slender	1	2	3	4	5
6.	is of equal beauty or handsomeness like me	1	2	3	4	5
7.	is of the religious background with me	1	2	3	4	5
8.	is keen in religious activities like me	1	2	3	4	5
9.	has the same level of intelligence with me	1	2	3	4	5
10.	comes from parents whose socio-economic status are the same with me	1	2	3	4	5
11.	is of the same age range with me	1	2	3	4	5

APPENDIX B

ATTRACTION FACTORS RATING INVENTORY AFRI

There is the tendency that one may be attracted to another because of what he/she sees in that person. It is important to learn and to know about your relationship with your school mates. There are statements in section B which describes some characteristics. You are required to read them carefully and honestly circle the number infront of each statement to show how much such factor attracts you to the other person. The person could be of the same or opposite sex. The number mean the following.

1. Not agreed.
2. Partial agreed.
3. Agreed.
4. Strongly agreed
5. Very strongly agreed.

Before going into section B, you are required to provide the information about yourself in section A. All answers will be treated as confidential.

SECTION A: Personal Data

Sex: Male _____

Female _____

Age: _____

School: _____

State of Origin _____

Language Spoken _____

Father occupation _____

Mother's Education _____

Mother's occupation _____

Father's Education _____

Religion:

Islamic _____

Christianity _____

Others _____

Class: JSS _____

SSS _____

SECTION B: Tick as you honestly feel about each statement.

I am attracked to a person because he or she

		1	2	3	4	5
1.	has a physical body like mine (i.e. tall, fat, or short)					
2.	tells the truth most of the times					
3.	honest in doing things most of the time.					
4.	has interest in people always					
5.	has similar likes and dislikes like me most of the time					
6.	scores good marks in the same school subjects like me					
7.	does well in all the school subjects					
8.	helps me in difficult school work most of the times					
9.	finds answers to questions or problems on time					
10.	lives close to my house at home					
11.	has parents that are friends to my parents					
12.	has beliefs that are strongly related to mine					
13.	takes strongly to his/her beliefs as I do					
14.	is of the same religious belief like me (i.e. moslem or christian)					
15.	is committed to the religious activities.					

		1	2	3	4	5
16.	is interested in the same school subjects as I do					
17.	is interested in the same future job as I					
18.	is beautiful or handsome like me					
19.	has parents who live a confortable house					
20.	comes from home that have present day things in their house (e.g. cars, T.V. video etc)					
21.	has most of the provisions in the school					
22.	his/sher parents that give him/her enough pocket money					
23.	has enough good clothes to wear					
24.	come from the same tribe as me					
25.	parents whose educational level are the same with mine (i.e., primary, secondary or university education					
26.	has a high hope to make it in life					
27.	likes being in school most of the times					
28.	is always reading his or her books					
29.	is of the same age with me					