RELATIONSHIPS AMONG PARENTS' EDUCATIONAL LEVEL, INCOME, ACADEMIC ADJUSTMENT AND PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS, NIGERIA

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April, 2016

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE (M. ED) IN EDUCATIONAL PSYCHOLOGY.

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AHMADU BELLO UNIVERSITY, ZARIA

April, 2016

DECLARATION

I hereby declare that the work in this Dissertation entitled: 'RELATIONSHIPS AMONG PARENTS' EDUCATIONAL LEVEL, INCOME, ACADEMIC ADJUSTMENT AND PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS, NIGERIA' was written by me in the department of Educational Psychology and Counselling under the supervision of Prof. M. Balarabe and Dr. H.A. Tukur.

All information derived from literature has been duly acknowledged provided. No part of this work has been presented for any other degree at any institute.

Victoria Imoniche JOSEPH

…… …… ……

M. ED/EDUC6879/2011 – 12 Sign Date

CERTIFICATION

This Dissertation entitled 'Relationships among Parents' Educational level, Income, academic adjustment and performance of senior secondary school students in Kaduna Metropolis, Nigeria' submitted by Victoria Imoniche Joseph meets the regulations governing the award of the degree of Masters of Ahmadu Bello University, and it is approved for its contribution to knowledge.

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DEDICATION

This Research is dedicated to my girl, Rejoice, my Joy and Pride.

ACKNOWLEDGEMENT

I give glory and thanks to Almighty God for favouring me throughout the period of this study, to Him be all the glory, honour and adoration forever and ever, Amen.

This study would not be a success without the effort of many. Therefore I extend my gratitude:

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ABSTRACT

This study investigated the Relationships among Parents' Educational level, Income, Academic Adjustment and Performance of senior secondary school students in Kaduna Metropolis, Nigeria. The study adopted the expost-facto Research design and a total sample size of 285 students from SS1 and SS2 were drawn from four public and private secondary schools in Kaduna Metropolis. Two instruments were used for data collection. A questionnaire on Parental Educational level, Income and Academic Adjustment and an instrument to test Academic performance. Four hypotheses were tested using Pearson Product Moment Correlation. The findings revealed that significant positive relationship exists between Parental educational level and academic performance of senior secondary school students, r = .651 p = .011, significant positive exists between Parental income level and academic performance of senior secondary students, r = .550 p = .012, significant positive relationship exists between Parental Educational and academic adjustment of senior secondary school students, r = .505 p = .037 and significant positive relationship exists between Parental income level and academic adjustment of senior secondary school students, r = .842 p = .000. From the findings, it was recommended that parents should provide a home environment that supports children's learning and motivate them to pursue better educational outcome at school. Parents should also endeavour to show positive attitude towards their children's education by being actively involved and giving them all necessary encouragement. Furthermore, NGOs, P.T.As, Federal, State and Local Government should join hands in providing adequate facilities in schools to prevent frustration among students. It was further recommended that school authorities should encourage students of low income background to participate in different activities so that they can compensate their feelings of inferiority through education and extra-curricular activities.

OPERATIONAL DEFINITION OF TERMS

The following terms are operationally defined as they are used in the study.

Parental Educational Level – refers to the highest educational attainment of parents.

Parental Income Level – refers to wages, salaries and any flow of earnings received by parents.

Academic Adjustment – is how well students cope with educational demands.

Academic Performance – is measured by students' performance in test on two major subjects.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Academic performance of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general (Aremu and Osonwa, as cited in Ewumi, 2012). Adeyemo (2001) also opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but excellent academic performance of children is often the expectation of all parents. Unfortunately, the quality of secondary education in Nigeria is threatened because students are witnessing unprecedented mass failure in both internal and external examinations respectively.

According to Ajila and Olutola (2002), in the May/June 2006 WAEC results, only 25% of the total number of students that sat for the examinations had five credits and above indicating that 75% of the total number of candidates failed. A general review of the situation reveals that there is a growing gap and the question is, who is to be blamed for this poor academic performance?

Academic adjustment is relevant for students success in school as learning and positive behaviour are enhanced when students are adjusted academically. Academically adjusted students usually value what they are learning, are positively involved in classroom activities and receive good grades. Unfortunately, many students in secondary school experience problem in adjusting academically which manifest itself in the form of poor performance and behaviour problems such as truancy, aggressiveness, cheating in examinations and even dropping out of school.

Families in general and parents in particular, have often been deemed to be the most important support system available to the child. The strongest factor in modelling a child's personality or behaviour is his relationship with his parents. Coleman, (1997) proposed that family influence can be separated into components such as economic, human and social capital. Hence a family's socio-economic status correlates with academic achievements of their children at secondary level. Ibalaoro (2012) indicate that the socio-economic status of a student is based on family Income, Parental educational level and Parental occupation.

Furthermore, Ramsey and Ramsey (1994) describing the relationship of family socio-economic status to children's readiness for school opined that across all socio-economic groups, parents face major challenges when it

comes to providing optimal care and education for their children. Campbell and Wu (as cited in Kainuwa and Yusuf, 2013) stated that the home environment and family processes provide a network of physical, social and intellectual forces and factors which affect the students' learning. According to them, the family's level of encouragement, expectations and education activities in the home are related to socio-economic status.

It is against this background that this study was undertaken to investigate the Relationships among Parents' Educational level, Income, Academic Adjustment and Performance among senior secondary school students in Kaduna metropolis.

1.2 Statement of the problem

Academic performance which is measured by examination' result, is one of the major goals of schooling. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skill to those who go through them and behind all these is the idea of enhancing good academic performance. Though the school is responsible for the experience that makes up students' life during school periods yet the parents play tremendous roles in building the personality of the child. According to Udida, Ukwayi and Ogodo (2012), the home has influence on the child's psychological, emotional, social and economic state. Also the family

background and context of a child can affect his/her reaction to life situation and level of Academic performance. Hence whatever affects the developmental environment of the child would possibly affect his/her education or disposition to it. Parental socio-economic status is one of such variables.

There is a general believe that children from high socio-economic status background are better exposed to a learning environment at home because of provision and availability of extra learning facilities. While children from low socio-economic status background do not have access to extra learning facilities hence the opportunity to get to the top of their educational ladder may not be very easy.

Furthermore, the ability to adjust academically is important to success in school as it is an indicator of the student's ability to face the problem resulting from fulfilling his/her academic needs. Students who cannot adjust academically find learning difficult.

Consequently, they struggle academically and are at higher risk of school avoidance and behaviour problems. Ideally school is a place that should make students feels competent and successful which breeds motivation and self-confidence. For the students struggling academically however, school is a place that only serves to reinforce his already low-self-esteem. Hence such

student may attempt to avoid the feelings of failure by avoiding school or getting involved in maladjusted behaviours.

The problem of this study therefore is the relationships among Parents' Educational level, Income, Academic Adjustment and Performance of Senior Secondary School Students in Kaduna metropolis.

1.3 Objectives of the study

1. To determine the relationship between Parental educational level and academic performance of senior secondary school students.
2. To determine the relationship between Parental income level and academic performance of senior secondary school students.
3. To determine the relationship between Parental educational level and academic adjustment of senior secondary school students.
4. To determine the relationship between parental income level and academic adjustment of senior secondary school students.

1.4 Research Questions

1. What is the relationship between Parental educational level and academic performance of senior secondary school students?
2. What is the relationship between Parental income level and academic performance of senior secondary school students?

3. What is the relationship between Parental educational level and academic adjustment of senior secondary school students?
4. What is the relationship between Parental income level and academic adjustment of senior secondary school students?

1.5 Research Hypotheses

1. There is no significant relationship between Parental Educational level and academic performance of senior secondary school students.
2. There is no significant relationship between Parental income level and academic performance of senior secondary school students.
3. There is no significant relationship between Parental educational level and academic adjustment of senior secondary school students.
4. There is no significant relationship between Parental income level and academic adjustment of senior secondary school students.

1.6 Basic Assumptions

The followings have been assumed for the study.

1. It is assumed that Parental Educational and Income levels may influence academic performance of senior secondary school students.
2. It is assumed that parents of all income and educational levels want their children to adjust well academically.

3. It is assumed that parents of all income and educational levels want their children to perform well academically.

1.7 Significance of the study

The findings will assist teachers in determining how best to assist students to adjust well in school. Also to be conscious that students socio economic background differ hence be flexible in their teaching method to accommodate all.

The findings will assist school administrators to design and implement policies to improve the students' performance and the quality of education by changing the attitude of students towards learning.

The findings will assist psychologists and counsellors on how to counsel students of different socio – economic backgrounds with their unique problems.

The government will benefit by realizing the need to enhance the proper monitoring of schools. Also to come out with educational policies that has the potential to influence the relationship between socio economic status and students learning.

Furthermore the findings of the study will assist researchers who are interested in the area of learning to obtain materials on the relationships

among Parents' Educational level and Income, academic adjustment and performance of senior secondary school students.

1.8 Scope and delimitation of the study

This study investigated the relationships among Parents' Educational level and Income, Academic Adjustment and Performance of Senior Secondary School students in Kaduna Metropolis. The study was conducted in four selected senior secondary schools, due to the large population of secondary school students and the cosmopolitan nature of Kaduna, the study is limited to Kaduna Metropolis only.

The study is delimited to SS1 and SS2 students in selected public and private secondary schools. Students' questionnaire only was administered. Findings were limited to Kaduna metropolis; but could be generalised to other towns if found worthy.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of relevant literatures under the following headings:

2.2 Conceptual Framework

2.2.1 Concept of Parental Educational Level

2.2.2 Concept of Parental Income Level

2.2.3 Concept of Academic Adjustment

2.2.4 Concept of Academic Performance

2.3 School Factor

2.3.1 Family/Parental Factor

2.3.2 Family socio-economic status and children's readiness for school

2.4 Theoretical Framework

2.4.1 Freud's Psychoanalytic Theory

2.4.2 Social Class Theory

2.4.3 Erikson's Stage Theory

2.4.4 Social Learning Theory

2.5 Review of Related Literature

2.6 Summary

2.2 Conceptual Framework

2.2.1 Concept of Parental Educational Level

Parental Educational Level is the highest educational attainment of either the father or mother or both. Parents' level of education has a multifaceted impact on children's ability to learn in school. Otula (as cited in Kapinga, 2014) stated that effective learning involved partnership of students, teachers and parents. Hence parents' level of education not only influences parent-child interaction related to learning but also the need for help at home that often comes at the expense of keeping children in school (Goodwin and Goodwin, 1995). Parents with little formal education may be less familiar with the language used in school, limiting their ability to support learning and participate in school related activities (Omoraka, 2001).

According to Kainuwa and Yusuf (2013), level of education influences parents' knowledge, beliefs, value and goals about child rearing, so that a variety of parental behaviours are indirectly related to children's school performance. For example, high level of education may enhance parents' ability at becoming involved in their children's education and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus students whose parents have higher levels of education may have an enhanced regard for learning, more

positive ability, beliefs, a stronger work orientation and they may use more effective learning strategies than children of parents with lower levels of education. Valencia and Renald (1991) also revealed that parents' positive value attached to education is a function of their educational achievement, courtesy of their vision and aspiration.

Furthermore, Dombusch, Ritter, Leideman, Roberts and Fraleigh (1987) stated that parental educational level affects parenting style which in turn, affects children's academic success. They also added that families with higher educational levels are likely to be more permissive and less strict in parenting. While parents with lower educational attainment according to De Beryshe, Patterson and Capaldi (1993) use coercive strategies for discipline which in turn predisposed their children to antisocial and abnormal behaviours. Such children perform poorly in the lower grades.

2.2.2 Concept of Parental Income Level

According to Simiyu (as cited in Okoga, 2013), family income refers to wages, salaries, profits and any flow of earnings received. Income can also come in the form of workers compensation, pensions, interest or dividends, royalties or family financial assistance. According to Kravs (as cited in Ghazi, Nawaz, Shatzad and Rukhar , 2013), income can be looked at in two terms i.e. relative and absolute. Absolute income is the relationship in which

income increases, so will consumption but not at the same rate. Relative income dictates a person or family's saving and consumption based on the family's income in relation to others.

Yeung, Linver and Brooks-Gunn (2002) suggested that according to the investment perspective, family income enables families to invest in cognitively stimulating materials and experiences, thereby providing a better learning environment such as better schools, nicer houses and safer neighbourhood, better medical care, all of which serve as valuable resources for children's development. Therefore, children's success is affected not only by the transmission of biological endowment from their parents but also by the available resources that their parents invest in them. Also in determining access to education by children, family income is found to be an important factor. This is because there are many costs associated with schooling and educational process ranging from school fees, uniform and P.T.A. fees.

2.2.3 Concept of Academic Adjustment

According to Shaffer (as cited in Mangal, 2011) adjustment, in psychology, refers to the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Human beings are able to adjust to the

physical, social and psychological demands that arise from having inter-dependability with other individual. Adjustment as a process describes and explains the ways and means of an individual's adaptation to himself and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. Mangal, (2011) further explain that adjustment is an organizational behaviour in life situations at home, at school, at work in growing up and in aging. It helps one to keep out basic impulses at tolerable levels, to believe in one's abilities and to achieve desired goals. Thus adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical and vocational dimensions. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life (Ogoemeka as cited in Paramanik, Saha and Moridal, 2014). This includes how he relates to others (interpersonal) and how he deals with his responsibilities and inner feelings.

Shaffer, (as cited in Mangal, 2011) defined adjustment as the process by which living organism maintains a balance between its need and the circumstance that influence the satisfaction of these needs. Raju and Rahamtolla (2007) indicated that it is used to emphasize the individual's struggle to get along or survive in his/her social physical environment.

Kulshresha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tension, conflicts etc and meet his/her needs while making effort at the same time to maintain harmonious relationship with the environment. This implies that the individual and the environment are two important factors in adjustment.

More so, adjustment patterns are ways or methods in which different individuals adapt or become used to a new situation. It could also be seen as an act of slight alteration of a situation in order to achieve a correct or desired result.

School adjustment can be seen as the process of adapting to the role of being a student and to various aspects of the school environment. Cespedes (2012), states that, Adjustment to school includes not only academic performance but also, the ability to socialize, good physical health and positive emotional outcomes. School adjustment can be viewed as comprising emotional, social and academic adjustment which is the focus of this study.

Abdullah, Elias, Mahyudden and Uli, (2009) defined academic adjustment as how well students deal with educational demands. These include students' motivation to complete academic work, success in meeting academic requirements, academic efforts and satisfaction with academic environment. Richard (as cited in Adeyemo, 2005) defined students' adjustment as the

ability to cope, manage their emotions and anatomy to behave in socially appropriate and responsible way to meet up school challenges and responsibility. When an individual exhibits a form of behaviour that is below the average or expected standard required to resolve a particular problem or challenges at hand, such behaviour is considered to be in consonance with a lower level of adjustment to that particular situation. An adjustment mode that falls at average or between what can be termed low and high adjustment is referred to as being moderate, while the one which presents a higher level of response, adaptation or accommodation of a particular circumstance is termed a high level of adjustment.

Adjustment potentials enable students deal better with pressures of peers, school life, academic challenges and temptation of alcohol, drugs and sex.

In this study, academic adjustment is determined by how well students cope with educational demands.

2.2.4 Concept of Academic Performance

According to Cambridge University Reporter (2003), academic performance is frequently defined in terms of examination performance. It is the extent to which a student has achieved his/her educational goals. Indicators of performance could be classes passed or failed and credits earned in examinations and competitions. Aremu and Sokan (as cited in Osonwa,

Adejobi, Iyam and Osunwa, 2013) indicated that poor academic performance is a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard.

Osonwa et al (2013) also stated that prior literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables as, family, schools, society and motivation factors. Eweniyi (as cited in Udida, Ukwayi and Ogodo, 2012) is also of the opinion that different factors are capable of influencing the academic performance of a child. Such factors may be the child's internal state (intelligence, state of health, motivation, anxiety etc) and their environment (availability of suitable learning environment, adequacy of educational infrastructure like textbooks and well-equipped laboratories). There are several important areas that are most commonly linked to academic performance including student role performance factors, school factors and family factors. Student's role performance is how well an individual fulfils the role of a student in an educational setting. School effort and extra curricular activities are important influences on student role performance and have been shown to affect test scores (Ghazi, Nawaz, Shatzad, Shahzada and Rukhar 2013)

2.3 School Factor

Schools are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. School factors include school composition and school climate. The school one attends is the academic environment that sets the parameters of a student's learning experience. Considine and Zappala (2002) stated that the type of school a child attends influences educational outcomes. Adeyemo, (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students.

According to Osonwa, Adejobi, Iyam and Osunwa, (2013) school sector (public or private) and class size are two important structural components of schools which the economic status of parents would determine the one they could afford. In view of this, since parents often have to choose whether to send their children to private or public schools, private schools are more likely to have a greater number of students from high socio-economic status family than public schools. Also private schools tend to have both better funding and smaller class sizes than public schools. This additional funding can lead to better performance and more access to resources such as computers. Buckingham (as cited in Considine and Zappala, 2002) stated

that students from independent private schools are more likely to achieve higher end of school scores. Udida et al (2012) also stated that students from high socio-economic status family are also more likely to attend better schools.

Nzabihimana, (2010) stated that public schools offer a general program designed for all while private schools have the flexibility to create specialized program for learners although they also respect the general program of the Ministry of Education. Schools can influence their students self- esteem through the attitudes they foster towards diversity. Schaps (2005) states that when students basic psychological needs (safety, belonging, autonomy and competence) are satisfied, they are more likely to become engaged in school (school bonding), act in accord with school goals and values, develop social skill and understanding and contribute to the school and the community. But when schools fail to meet these needs, students are more likely to become less motivated, more alienated and poorer academic performers. This is to say that students can focus more clearly when a school is able to create an environment where students feel safe. If a school is able to accomplish a feeling of safety, students can have success.

Also Schaps (2005) citing (Battistich, Schaps and Wilson, 2004; Birch and Ladd, 1997; Hamre and Pianta, 2001) stated that positive teacher student

relationship – evidenced by teachers' reports of low conflict, a high degree of closeness and support and little dependency – have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance.

Schools can help parents become involved by offering a range of options for engagement. Berthelsen and Walker (2008) citing Feverstein (2001) indicated that schools play a strong role in determining the levels and nature of parental involvement.

2.3.1 Family/Parental Factor

Family background is key to a student's life. The home environment is a primary socialization agent and influences a child's interest in school and aspiration for the future.

The parent being an important factor in a child's life exercise a considerable influence in shaping the child's behaviour and attitude. Udida, Ukwayi and Ogodo, (2012), states that the home has great influence on the child's psychological, emotional, social and economic state. Also Ajila and Otutola (2000) stated that the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance. This is to say that family factors

such as parent's belief and expectation and family economic status and parents' level of education can make a difference in a child's adjustment and performance in school.

Berthelsen and Walker (2008) is of the view that the way in which parents feel about school and the emotional connections that they had to school may influence the kinds of attitudes to school and learning that their children assume. These feelings may be positive or negative. Cespedes (2012) indicates that a strong relationship between home life and parenting styles and adjustment to school exists. The way in which a child is raised can affect his/her ultimate well-being, health and behaviour. A child uses his/her parents as a model and the effects of parenting styles persist even as he/she ages and enters school. According to Cespedes (2012), certain parenting styles support adjustment and performance in the classroom while others can lead to behaviour problems and poor grades.

Davis Kean (1999) indicated that parent's perceptions are stronger predictors of children's self-perception than their children's own grades; furthermore, parent's perceptions mediate the relation between children's grades and children's self and task-perceptions. Kellagahan, Sloane, Alvaraz and Boom (1993) claim for example that the family environment is the most powerful influence in determining students' school achievement, academic motivation

and the number of years of school they will receive. Rumberger (1995) stated that family background is widely recognized as the most significant contributor to success in schools. Rumberger's position supports the findings of earlier scholars who argued that the home has a major influence on the student's school success and that it is the quality of relationship within the student's home environment that has an important effect on school performance.

Furthermore, the home environment can shape a child's initial view of learning as a parent's beliefs, expectation and attitude have a profound early impact on student's conceptions of the place of education in their lives. What parents think about the importance or unimportance of doing well in school can be mirrored in student's results.

2.3.2 Family Socio-economic status and Children readiness for school

Students' readiness for school is another important factor that can enhance academic performance and this can be imparted by the socioeconomic status of Parents.

Amutabi (2003), discussing the impact of socio-economic status on children's readiness for school indicate that the segregating nature of social class may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. Social class

dictate neighbourhood, housing and access to resources that affect enrichment or deprivation as well as the acquisition of specific value system. Families with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality child care books and toys to encourage children in various learning activities at home. Also they have easy access to information regarding their children's health as well as social, emotional and cognitive development. In addition, families with high socio-economic status often seek out information to help them better prepare their young children for school.

On the other hand, families with low socio-economic status lack the financial, social and educational supports that characterise families with high socio-economic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunization and nutrition. Having inadequate resources and limited access to available resources can negatively affect families' decision regarding their young children's development and

learning. As a result, children from families with low socio-economic status are at greater risk of entering kindergarten unprepared than their peers from families with medium or high socio-economic status.

2.4. Theoretical Framework

2.4.1 Freud's Psychoanalytic Theory

Psychoanalyst Sigmund Freud (1856 – 1939) is of the view that behaviour and personality derive from the constant and unique interaction of conflicting psychological forces that operate at three different levels of awareness that is the preconscious, the conscious and the unconscious.

According to Freud (as cited in Cherry, 2015), the mind can be divided into three different levels:

- The conscious mind – this includes everything that we are aware of. This is the aspect of our mental processing that we can think and talk about rationality. A part of this includes our memory, which is not always part of consciousness but can be retrieved easily at anytime or brought into awareness.
- The preconscious mind is the part of the mind that represents ordinary memory while we are not consciously aware of this information at any given time, we can retrieve it or pull it into consciousness when needed.

- The unconscious mind is a reservoir of feeling, thoughts, urges and memories that are outside of our conscious awareness. Most of the contents of the unconscious are unacceptable and unpleasant such as feeling of pain, anxiety or conflict. According to him, the unconscious continues to influence our behaviour and experience even though we are unaware of these underlying influences.

Cherry (2015) also indicated that Freud also believed that each person also possesses a certain amount of psychological energy that forms the three structures of personality- the id, the ego and the super ego. These three structures have different roles and operate at different levels of the mind but they interact closely with one another to make up a whole being. The id is the original system of the personality consisting of all that is inherited at birth, including instincts. It is in direct contact with bodily processes, represents the inner world of subjective experience and operates to reduce tension. According to Freud, the id tries to resolve the tension created by the pleasure principle through the primary process, which involves forming a mental image of the desired object as a way of satisfying the need.

Freud further explains that the ego comes into existence because the needs of the organism require appropriate transactions with the objective world of reality. The ego develops from the id and ensures that the impulses of the id

can be expressed in a manner acceptable in the real world. The ego functions in the conscious, preconscious and unconscious mind. The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The ego also discharges tension created by unmet impulses through the secondary process, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

The super ego is the internal representative of the traditional values and ideals of society as interpreted to the child by his parents. The super ego is the ideal rather than the real and it strives for perfection rather than pleasure. Its main concern is to decide whether something is right or wrong so that it can act in accordance with the moral standard authorized by the agents of society. That is, the superego provides guidelines for making judgements. The superego acts to perfect and civilize our behaviour. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standard rather that upon realistic principles. The superego is present in the conscious, preconscious and unconscious.

To relate Freud's psychoanalytic theory to the topic under study, reviewing the theory helps as indicated in Engler (2009) in the understanding that individuals pass through different stages of development with mastering of

task of increasing difficulty required in each succeeding stage and also that persons sometimes do seem to be motivated by unconscious processes or at least by impulses of which they are not fully aware. Hence knowledge of psychoanalytic theory should help in the achievement of an enduring understanding of students' mechanisms of adjustment and how to help resolve their basic problems. The conscious holds the key to our behaviour. It decides the individual's adjustment and maladjustment to self and to repressed wishes, desires, feelings, drives and motives which are related to sex and aggression. So one is adjusted or maladjusted to the degree, extent or the ways in which these are kept dormant or under control. According to Freud, the key to a healthy personality is a balance between the id, the ego and the super ego.

According to Carducci (2009), Freud's postulation of id, ego and super ego formulated the conclusion that in case the ego is not strong enough to exercise proper control over one's id and super ego, malfunctions of behaviour would result. Hence these situations can rise

- If the super ego dominates then there is no acceptable outlet for expression of the repressed wishes, impulses of the id. Such a situation result into neurotic tendencies in the individual.

- If the id dominates, the person pursues his unbridled pleasures seeking impulses, without care for the social and moral norms. Such a situation result in unlawful and immoral activities, maladaptive problem or delinquent behaviour.
- But with the ego placed in the middle, and if all demands are met, the system maintains its balance of psychic power and the outlet is an adjusted personality.

2.4.2. Social Class Theory

Social Class is a multifaceted system of stratification and meaning-making that takes into account socio-economic status, cultural capital, social networks, beliefs, values and behaviours associated with maternal and social resources (Webb, 2014). It is the hierarchical distinction between individuals or groups in societies. Socio-economic status is one major indicator of social class, typically taking into account ones family income, educational attainment and/or occupational level.

Weber (1947) (as translated by Henderson and Parsons) in his theory categorised class as working class, lower middle class, intelligentsia and upper class. He believed that class position was determined by a person's skills and education rather than their relationship to the means of production.

He introduced three independent factors that form his theory of stratification hierarchy, class, status and power.

- Class – a person's economic position in a society.
- Status – a person's prestige, social honour or popularity in a society.
- Power – a person's ability to get their way despite the resistance of others.

Furthermore, the Weberian theory argued that social class formation can be based on more than economic resources. In his theory, sources of power are recognised in three dimensions i.e. economic, social and political.

- Social power can come from different educational levels that can lead to different social roles.
- Political power implies hierarchical power that can be differentiated in a person's job position.
- Weber argued that economic classes can combine into social classes. Although economic classes are the product of impersonal market possesses, other factors intervene to provide the continuity required to transform economic relationship into discrete social categories.

Weber (as cited in Breen, 2001) also indicated that a class situation is one in which there is a shared typical probability of procuring goods, gaining a position in life and finding inner satisfaction. In other words, members of a

class share common life chances. Social class for Weber include power and prestige in addition to property or wealth.

Weber saw class as only one aspect of the distribution of power in society. He posits that whether or not members of a class display class consciousness depends on certain contingent factors. Also that it is linked to general cultural conditions and especially linked to the transparency of the connections between the cause and the consequences of the class situation. Different life chances, associated with social class membership, do not themselves give birth to class action. It is only when the real conditions and the result of the class situations are recognized that this can occur.

Weber identified three aspect of class as (i) specific causal components of actors' life chances (ii) which rest exclusively on economic interests and wealth (iii) is represented under conditions of labour and commodity markets.

The possession of material resources, accumulated by advantage in the market place, results in distinctive qualities in terms of the standard of living. In his view, the possession of property defines the main difference.

According to Weber (as cited Kyoungwon 2009), while class groups do not constitute communities, status groups normally are communities. Also he defined status as the likelihood that life chances are determined by social

honour or prestige. Status groups are linked by a common style of life and the attendant social restrictions. His view is that wealth is not necessarily the primary cause of status though it is generally associated with it. Hence wealth is a key determinant of the lifestyle difference upon which status depends.

Weber's view is that class influences the actions of individuals or groups. Also that status accounts for that component of subjective recognition of shared similarities, a style of life, education and the acquisition of corresponding modes of life or prestige of birth or of an occupation. The theory is relevant because indicators measured in social class theory play an important role in explaining factors which affect the relationship between socio-economic status and academic achievement.

2.4.3 Erikson's Stage Theory

According to Erikson (1968) every individual passes through eight stages of development and sequence of the eight stages is genetically determined and it is unchangeable. This is labelled as epigenetic principle. According to this principle everything that grows has a ground plan and out of this ground plan, the parts arise and each part grows up until all parts have grown to form a whole. Also that each stage, once developed, gives rise to the next.

Stages of Development

The eight stages of development as cited in Boeree (2006) are

- Basic Trust versus basic mistrust (from birth to one year). If crisis is successfully resolved, hope emerges and if unsuccessfully resolved, fear emerges.
- Autonomy versus shame (from one to three years). If crisis is successfully resolved, self control, will power and if not self doubt emerges.
- Initiative versus Guilt (four to five years) if crisis is successfully resolved, direction and purpose emerges and if not feelings of unworthiness emerges.
- Industry versus inferiority (from six to eleven years) if crisis is successfully resolved, competence emerges and if not incompetence emerges.
- Identity versus confusion (twelve to twenty years) if crisis is successfully resolved, fidelity emerges and if not uncertainty emerges.
- Intimacy versus isolation (twenty to twenty four years) if crisis is successfully resolved, capacity for love emerges and if not hatred and disgust emerges.

- Generativity versus stagnation (twenty five to sixty-five years) if crisis is successfully resolved, care emerges and if not selfishness emerges.
- Ego integrity versus despair (sixty-five to death) if crisis is successfully resolved, wisdom emerges and if feeling of despair and meaninglessness emerges.

The view is that at each stage of development (each 'crisis' stage) there exists an associated set of developmental tasks. The key to successful navigation through these life's stages is the quality of the social environment i.e. it is the social environment that determines whether or not the crisis with any stage is resolved effectively. At any given stage, resolution must be made for these internal crises in order for the individual to facilitate the move to the next stage. According to Erikson (as cited in Mcleod 2013), a combination of adult expectations and children's drive towards mastery creates the crisis in this stage.

In middle childhood (which is School Age for Erikson) social competence increases as the individual masters skills and is able to perform on task with peers. At this stage, formal schooling (part of the social network of the developing child) contributes to a generalized set of roles each child must

master. Hence development of competence in middle childhood can be related to.

- Adjusting in school – This becomes the first test of social preparedness for middle schoolers. Key determinate for social integration.
- Learning to play by the rules – Rule-abiding as opposed to rule-breaking often predicts social and academic competence over the next decade.
- Achieving academically – The ability to perform academically affects children's perception of self and consequently contribute to efforts toward performance.

The view is that family support remains important as children practice their developing skills in society. The quality of a child's relationship with parents is associated with academic performance, peer relationships, choosing approved friends and employing alternatives to aggression for problems solving. This is because children model, parents teach competence through their actions.

2.4.4 Social Learning Theory

According to Huitt (2004), social learning theory provides us with an understanding of how modelled behaviour through observation is reinforced

or processed and that this learning develops as a result of a number of environmental factors. According to social learning theory, models are important source for learning new behaviours and for achieving behavioural change in institutionalized setting. Social learning theory is derived from the work of Albert Bandura. Bandura proposed that the modelling process involves several steps:

- Attention: In order for an individual to learn something, they must pay attention to the feature of the modelled behaviour.
- Retention: Humans need to be able to remember details of the behaviour in order to learn and later reproduce the behaviour.
- Reproduction: In reproducing behaviour, an individual must organize his or her responses in accordance with the model behaviour. This ability can improve with practice.
- Motivation: There must be an incentive or motivation driving the individual's reproduction of the behaviour. Even if all of the above factors are present, the person will not engage in the behaviour without motivation.

Bandura (1977) explain human behaviour in terms of a continuous reciprocal interaction between cognitive, behavioural and environmental determinants. He considers learning principles to be sufficient to explain and

predict behaviour and behaviour change. The focus is on interaction between the external stimuli and internal cognition in a social context.

Bandura suggests that the interaction between the person and environment can have a reciprocal effect by which the environment influences behaviour and behaviour influence the environment. The process is explained in terms of a continuous reciprocal interaction called reciprocal determinism i.e. personal influences', environmental forces and behaviour itself function as interdependent rather than autonomous determinants. The effect of each of the three components is conditional on the other.

Bandura (1986) asserts that people learn by observing the behaviour of others and that some serve as models that are capable of eliciting behaviour change in certain individuals. The theory is useful in that it addresses the key issues of behaviour acquisition and model of adjustment relevant for students during stay in school. Thus behaviour is not solely by inner drives or environmental but as a result of an interactive association between inner process and environmental variables. Therefore, behaviour in this theory is learned through observation and imitation. The change in attitude through observation may directly cause psychological, social and academic adjustment among students.

Bandura believes that, the vast majority of the habits acquired in lifetime are learnt by observing and imitating people. He also believes that people are both products and producers of their environment. This is to say that a person's behaviour will determine the aspects of their environment to which they are exposed and behaviour is in turn modified by that environment. A person's behaviour can affect the way in which they experience the environment through selective attention. Human behaviour also influences the environment. Thus behaviour determines which of the many potentials environmental influence come into play and what forms they will take. In turn the environment partly determines which forms of ones behaviour are developed and activated (Bandura 1977, 1989).

The theory is useful in that it provides us with an understanding of how modelled behaviour through observation is reinforced and processed and this learning develops as a result of a number of environmental factors. This help in the understanding of how environmental factors such as socio-economic background and school type can affect students' academic performance and how to tackle such problems.

The theory is also relevant to this study because social influences enhance learning. Learning continually occurs through social interactions and

influences from the community. Students determine how these influences will affect them through their reaction to the external stimuli.

2.5 Review of related studies

A study conducted by Ghazi, Nawaz, Shatzad, Shahzada and Rukhar (2013) on the relationship between parents' socio-economic status and their children's academic performance investigated the different socio-economic factors which affect students' academic performance at secondary level. A total of seven hundred and twenty students were sampled.

The study formulated one main hypothesis and six sub-hypotheses which were tested using Pearson product movement correlation as statistical technique. A positive significant relationship of total family income, father's job grade was found with the academic performance of the students. The study concluded that parents' socio-economic status is an important variable which influence their children's academic performance. The study is related to present study in the sense that they are both talking about socio-economic status variable influencing secondary school students' academic performance and a slight difference in terms of sample size.

A study conducted by Okioga (2013), on the impact of students' socio-economic background on academic performance in universities examined the factors that influence students' academic performance and the

relationship between the students' socio-economic background and academic performance. The sample size of 186 students was selected from all six faculties in the university using simple random sampling.

Questionnaires were used for data collection. The data was analyzed using descriptive and inferential statistics. Regression analysis was used to establish the relationship between students' socio-economic background and academic performance. Findings revealed that students' socio-economic background influenced students' academic performance.

A study conducted by Ogunsola and Adewale (2012) on Effects of Parental socio-economic status on Academic performance of students examined parental socio-economic background, parental educational background, parental educational qualification and students' health status. Four hypotheses were formulated to guide the study. The sample size was one hundred and eighty students from three secondary schools. The data were analyzed using t-test, analysis of variance (Anova), Pair-wise comparison using turkey test at 0.05 level of significance.

The results of the study suggest that parental socio-economic status and parental educational background did not have significant effect on the academic performance of the students. However the parental educational

qualification and health status of the students are significant factors that affect academic performance of students.

The study is related to present study in the sense that they are both considering parental socio-economic background and educational qualification and a slight difference in terms of students' health status. Also the present student is considering academic adjustment as a third variable.

Another study by Udida, Ukwaji and Ogodo (2012) examined parental socio-economic background as a determinant of student's academic performance. Students' academic performance was obtained from students scores in four selected subjects and questionnaires were also used for data collection. One hundred and fourteen students from five public schools were selected. The study identified Parental occupation as the main predictive variable influencing students' academic performance.

They concluded that students' academic performance is influenced by the socio-economic background of their parents; as parents that earn high income can take absolute responsibilities of their children' education compared to parents that earn meagre salaries.

The present study has wider scope for it has included family income, educational level and also included another variable that can be influenced by these factors that is academic adjustment.

Raju and Rahamtulla (2007) conducted a study in Adjustment problems among school students. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are types of school, Parents education, occupation, gender and age. Survey method was used with a population of 197 boys and 264 girls from various public and private schools. The data was analyzed to examine the influence of individual factors on adjustment variables. The major finding of the study has shown that adjustment of school children is primarily dependent on the school variables and that parental education also significantly influenced adjustment. The study is in line with present study, since the present study is looking at how parental education can influence students' academic adjustment.

Akanle (2007) carried out a study on socio-economic factors influencing students' academic performance in Nigeria. The study was aimed at finding out the relationship between the indices of socio-economic factors and students academic performance in a local survey in Oyo state. The time frame the study covered was the period from 2004 - 2007. The participants consist of 60 males and 60 females. The major instrument used in collecting data for the study was a self-developed instrument tagged socio-economic

and academic performance rating scale of students. He used t-test at 0.05 alpha level to analyze the data collected.

The analysis shows that the first hypothesis that there is no difference in the level of parental income and the provision of the basic needs of male and female students to promote high academic performance was not supported. From the scores of the respondents, it is evident that the home/family contributed a lot to the academic performance of the students. The present study is in line with this study as it intends to find out if parental socio-economic status influences students academic performance.

A study conducted by Shafa, Samuel and Wai (2014) examined effect of family on students' academic performance and adjustment problems in school.

The participant consists of 168 students (77 males and 91 females) ranging from 16-20 years. The study employed a survey design in which two instruments were administered to all the participants to collect data. The level of significance alpha level 0.05 was used in the study. Two hypotheses were formulated and tested using one-way analysis of variance (ANOVA) and the independent t-test statistical tools. The analysis shows that the first hypothesis that family environment will significantly impact an academic performance was not supported. The second hypothesis suggesting that there

is a significant effect of family environment on school adjustment was supported. This revealed that there is a relationship between family environment of the students and their schools environment in terms of their adjustment in school. The study is in line with the present study but the present study is focused on Parental educational and income levels influencing the academic adjustment and performance of students.

2.6. Summary

Parental Income and educational levels are important factor in the child's success in the school system. This chapter also discussed the influence of Parental educational and Income levels on the behaviour and quality of education of their children and that Parents educational and Income levels affect children in many ways as to influence academic adjustment and performance either positively or negatively.

Four relevant theories have been discussed to support the argument of the study.

Psychoanalytic theory of Sigmund Freud demonstrated that individuals pass through different stages of development with mastering of task of increasing difficulty required in each succeeding stage and also that persons sometimes do seem to be motivated by unconscious processes or at least by impulses of which they are not fully aware. Also social class theory of Weber (1947)

indicated that class influence the actions of individual or groups and that social class position is determined by a person's skill and education.

Erikson's stage theory (1968) stated that every individual passes through eight stages of development and that the key to successful navigation through these life stages is the quality of the social environment i.e. it is the social environment that determines whether or not the crisis with any stage is resolved effectively. While the social learning theory of Bandura is based on how modelled behaviour through observation is reinforced and processed and that learning develops as a result of a number of environmental factor.

This chapter lastly discussed the related studies of various scholars such as a study conducted by Ghazi, Nawaz, Shatzad, Shahzada, and Rukhar (2013) on the relationship between Parents socio-economic status and their children's academic performance.

A study by Okioga (2013) conducted on the impact of students' socio-economic background on academic performance in universities. Also a study conducted by Ogunsola and Adewale (2012) on effect of Parental socio-economic status on academic performance of students. A study by Udida, Ukwayi and Ogodo (2012) examined Parental socio-economic background as a determinant of students' academic performance and a study conducted

by Raju and Rahamtulla (2007) on Adjustment problems among school students.

Furthermore, a study conducted by Akanle (2007) on socioeconomic factors influencing students academic performance in Nigeria and a study by Shafa, Samuel and Wai (2014) on Effect of family on students' academic performance and adjustment problems in school were reviewed.

This study is unique for the fact that from the literature, it was observed that most of the researches that were reviewed worked on the influence of Parental Educational background on academic performance and the influence of Parental educational and income levels on academic performance of students without relating it to the academic adjustment of students.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the research methodology is presented under the following headings: Research design, population of the study, sample and sampling techniques, instrumentation, validity and reliability of instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

This research employed Expost-facto research design in investigating the relationships among parents' educational level, income, Academic Adjustment and Performance of senior secondary school students in Kaduna Metropolis.

Tuckman (1972) defined expost-facto research as an experiment of a naturalistically – occurring treatment after the treatment has occurred rather than creating the treatment itself. The experimenter attempts to relate this after – the – fact treatment to an outcome or independent measure. Furthermore, Ary, Jacobs and Razavieh (1972) suggested that the basic purpose of expost – facto research is to discover or establish causal or functional relationships among variables.

3.3 Population of the study

The population of the study is made up of students in public and private senior secondary schools in Kaduna Metropolis. Kaduna Metropolis consists of four Local Government Areas. They are Kaduna North, Kaduna South, Igabi and Chikun Local Government Areas.

According to Kaduna State Ministry of Education school census report for 2012/2013, the total number of Public and Private schools in Kaduna metropolis is two hundred and fourteen (214), while the total enrolment for SS1 and SS2 is twenty seven thousand one hundred and eighty five (27, 185) as at 2012/2013. The population comprises of students within the adolescent period, different ethnic groups, religious background and gender. It is arguably a predominantly an adolescent population.

3.4 Sample and Sampling Technique

The total population of students in the four schools is one thousand one hundred and eight (1108). Using Krejcie and Morgan (1970) table for determining sample size of a given population, a sample size of two hundred and eighty-five (285) students was found adequate for the population. Hence 285 students were selected and distributed based on population across level.

Simple random sampling technique was used to select Kaduna North and Igabi local government areas out of the four local government areas within

Kaduna Metropolis. From each of the two local government areas selected, purposive sampling technique was used to select four senior secondary schools. They were purposefully sampled based on location and type of school. Hence each of the location was represented by one public co-education school and one private co-education school. Kaduna Capital School is in Kaduna North. It is a public co-education school which accommodates students from both low and middle Socioeconomic Status families. Also Zamani College is a private co-education School in Kaduna North which accommodates children from high and middle Socioeconomic Status families. Furthermore G.S.S. Afaka is a public co-education school located in a low Socioeconomic Status locality in Igabi Local Government Area and accommodates children from the locality. Gray's College is a private co-education school in Igabi Local Government Area and accommodates children from high and middle Socioeconomic Status families.

Table 3.1: Sample distribution for selected schools

School	School Type	Level	Population	Sample size
Gray's College, Kaduna.	Private	SS1	115	30
		SS2	125	32
Zamani College, Malali	Private	SS1	120	31
		SS2	118	30
Kaduna Capital School, Malali	Public	SS1	125	32
		SS2	130	33
G.S.S. Afaka, Mando	Public	SS1	195	50
		SS2	180	46
Total			1108	285

3.5 Instrumentation

The researcher developed two instruments for this research. They are

1. Questionnaire on Parental educational level, income and academic adjustment.

2. Test of academic performance.

3.5.1 Questionnaire on Parental educational level, income and academic adjustment

The instrument on Parental educational level, income and academic adjustment questionnaire is divided into three sections. Section A contains questions on personal information; section B contains questions on parental educational and income levels. The questions were developed by the researcher with a guide from Kuppuswamy's socio-economic status scale (2012). Section C is based on academic adjustment and was developed with

a guide from college adjustment scale developed by Baker and Sirk, (1984). The instrument is structured using the five (5) points Likert scale (Likert, 1932) SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree to measure academic adjustment. Mugenda and Mugenda, (as cited in Okoga, 2013) stated that the Likert types of scales are used to measure perception, attitude, values and behaviour. Rating scales consist of numbers and descriptions which are used to rate or rank the subjective intangible components in research. According to Mcleod (2008), Likert type or frequency scales used fixed choice response formats and are designed to measure attitudes or opinions.

3.5.2 Test of Academic Performance

The second instrument was used to collect data on academic performance. Test items on Mathematics and English Language which are two major subjects were developed by the researcher using WAEC standard questions. The test contained 50 items of multiple choice questions for English Language and 50 items of multiple choice questions for Mathematics. This helped the researcher obtain first hand information about students' performance.

3.5.3 Method of scoring

The Socio-economic status was scored thus:

39 and below – low socio-economic status

40 and above – upper socio-economic status

The maximum aggregate score was 100. The highest possible score was >76 while the lowest possible score was 10 and below.

The Academic Adjustment instrument was structured to use five points Likert type of rating scale for each item. Scoring involves tallying the marks on each of the column 1, 2, 3, 4 and 5. The total score under each column will be summed up. The higher the marks scored, the higher the adjustment tendency and the lower the score, the lower the adjustment tendency. A mean score of <40 is regarded as low academic adjustment while scores >65 is regarded as high academic adjustment.

The Academic Performance instrument consists of tests on two major subjects (Mathematics and English Language). Test on each subject consist of 50 questions making a total of 100 questions. Each test item is scored one mark making a total of 100 marks. Scores of 40 marks and below is considered poor performance. While scores of 55 and above is considered good academic performance.

3.6 Validity of the instrument

Content validity is seen as most suitable for the questionnaire item. Experts in the Department of Educational Psychology and Counselling Ahmadu Bello University scrutinized the instruments and made necessary corrections which were effected for content validity. This decision is based on the remarks of Kelinger (1973) that 'decision of others is an important aspect of content validation of an instrument.

3.7 Reliability of Instrument

To determine the reliability of the instrument, a pilot study was conducted with a population of forty students considered prototype of the sample from Best Start International School, Mando which was not part of the sampled schools. Cronbach's reliability coefficient was used. Consequently, reliability coefficient of alpha level of .744 was obtained for the questionnaire on Parental Educational and income levels and Academic adjustment while .89 was obtained for the test of Academic performance instrument.

The result of the Pilot study was used to test for the reliability of the instruments in order to establish the extent to which they are able to elicit the desired information. The instruments were reliable as Cronbach Alpha coefficient was found to be > 0.7 in both instruments. Therefore the

questionnaire and test used for the research were reliable and the result indicated 0.744 and 0.89 respectively.

Kerlinger (1973) affirmed that instrument with 0.5 coefficient reliability could be considered reliable for research process. Thus these instruments can be said to be reliable.

3.8 Procedure for Data Collection

To enable the researcher distribute the instruments to the respondents, a letter of introduction was collected from the department of Educational Psychology and counselling which was taken to the various schools where the research was conducted. After permission was sort, the two instruments were administered simultaneously. The distribution and collection of the questionnaire was done by the researcher with the help of some research assistant.

3.9 Procedure for Data Analysis

This study made use of a number of statistical tools to help in the analysis and interpretation of the data. The data collected were subjected to analysis using descriptive and inferential statistics. The bio-data of the subjects were subjected to frequency counts and simple percentage to determine the mean

and standard deviation which was used to analyze data based in research questions.

The hypotheses were tested using Pearson Product Moment Correlation statistics to determine the relationship.

All the hypotheses were tested at 0.05 alpha level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter, data collected for the study is presented and analyzed. The data collected were analyzed using inferential statistics, while Pearson Product Moment correlation was used to test the stated hypotheses. The demographic variables were presented using simple frequencies and percentages, these have been transferred to appendix.

4.2 Hypotheses Testing

Hypothesis 1: There is no significant relationship between parental educational level and academic performance of senior secondary school students.

Table 4.1: Correlation statistics on the relationship between parental educational level and Academic performance of senior secondary school students.

Variables	N	Mean	Std Dev	Df	Correlation index r	P
Parental Education	284	4.20	.939			
				282	0.651**	0.011
Academic Performance of Students	284	48.9155	15.61190			

correlation is significant at 0.05

Pearson Product Moment Correlation (r) in table 4.1 above shows the existence of significant relationship between Parental education level and academic performance of students with (r = .651, p = .011). Reason being that the calculated significant value of 0.011 is less than the 0.05 level of significance. This shows that the relationship between academic performance and parental educational level is directly proportional. This implies that the higher the parental educational level, the higher the students level of academic performance. Consequently, the null hypothesis which states that there is no significant relationship between parental educational level and academic performance of students is hereby rejected.

Hypothesis 2: There is no significant relationship between parental income level and academic performances of senior secondary school students.

Table 4.2: Correlation statistics on the relationship between parental Income level and Academic performance of senior secondary school students.

Variables	**N**	**Mean**	**Std Dev**	**Df**	**Correlation index r**	**P**
Parental Income	284	2.68	. 1.183			
				282	0.550****	0.012
Academic Performance of Students	284	48.9155	15.6119			

*****correlation is significant at 0.05***

Table 4.2 above reveals details of the Pearson Product Moment Correlation (r) which shows the existence of significant positive relationship between

parental income level and academic performance of students with (r = .550, p = .012). This is because the calculated significant value of .012 is lower than the 0.05 level of significance. Hence the null hypothesis which says that there is no significant relationship between parental income level and academic performance of students is hereby rejected. This implies that parental income enhances students' academic performance.

Hypothesis 3: There is no significant relationship between parental educational level and academic adjustment of senior secondary school students.

Table 4.3: Correlation statistics on the relationship between Parental Education level and Academic Adjustment of senior secondary school students

Variables	**N**	**Mean**	**Std Dev**	**Df**	**Correlation index r**	**P**
Parental Education	284	4.20	.0.939			
				282	0. .505**	0.037
Academic Adjustment of Students	284	56.2887	9.7875			

correlation is significant at 0.05

Results of the Pearson Product Moment Correlation (r) in table 4.3 above reveals that significant relationship exists between parental educational level and academic adjustment of students with (r = .505, p = .037). This shows that the higher parental educational level, the higher the students' academic adjustment. The hypothesis which says that there is no significant

relationship between parental educational level and academic adjustment of students is hereby rejected. This implies that parental educational level enhances students' academic adjustment.

Hypothesis 4: There is no significant relationship between parental income level and academic adjustment of senior secondary school students.

Table 4.4: Correlation statistics on the relationship between Parental Income level and Academic Adjustment of senior secondary school students.

Variables	N	Mean	Std Dev	Df	Correlation index r	P
Parental Income	284	2.68	1.183			
				282	0.842**	0.000
Academic Adjustment of Students	284	56.288	9.7875			

correlation is significant at 0.05

Results of the Pearson Product Moment Correlation (r) in table 4.4 above reveals the existence of significant relationship between parental income level and academic adjustment of students with (r = .842, p = .000). Reason being that the calculated significant value of 0.000 is less than the 0.05 level of significance. This implies that the higher the parental income level, the higher the students' academic adjustment. Consequently, the null hypothesis which states that there is no significant relationship between parental income level and academic adjustment of students is hereby rejected.

4.3 Summary of Major Findings

The findings of the study are summarised as follows:

1. Significant positive relationship exists between Parental educational level and Academic performance of senior secondary school students with (r = .651, p = .011).
2. Significant positive relationship exists between Parental Income level and Academic performance of senior secondary school students (r = .550, p = .012).
3 Significant positive relationship exists between Parental educational level and Academic Adjustment of senior secondary school students (r = .505, p = .037).
4. Significant positive relationship exists between parental Income level and Academic Adjustment of senior secondary school students (r = .842, p =.000).

4.4 Discussion of Results

Based on the hypotheses tested in the course of this study, the findings are discussed as follows:

The study showed significant positive relationship between parental educational level and academic performance of students. The result shows that the higher the parental educational level, the higher the students'

academic performance. This finding agrees with that of Ozurumba, Briggs, Ebuara and Emanhe (2007); Hawkes (1995); Kapinga (2014) and Egunsola (2014) that the educational level of parents had a positive relationship with academic performance of students. It also agrees with the findings of Gustafsson; Hansen and Rosen (as cited in Egunsola, 2014); Abdulraheem (2015); Muruwei (2011); Jubish and Khurran (2010) and Ogunsola and Adewale (2012). Furthermore, Asikhia (2010) and Rothestein (2004) in agreement, asserted that children raised by parents with high educational qualification are more inquisitive towards learning compare with those children from low educational qualification background. Also Valencia and Renald (1991) concluded from their study that parents who are relatively higher in levels of education tend to transmit to their children more culture of the academic experience they acquired than parents who are illiterates or less qualified educationally. They further revealed that parents positive values attached to education is a function of their educational achievement.

The study showed significant positive relationship between parental income level and academic performance of students. The result shows that the higher the parental income level, the higher the academic performance of students. This findings was supported by Ghazi, Nawaz, Shatzad, Shahzada and Rukhar (2013); Battin-Pearson (2000); Block and Saris (2000); Erickson

and Jones (1996); Ahmed and Khan (2012); Shah and Anwar (2014) and Abdulraheem (2015) that family income was positively associated with the academic performance of their children. Also it is in agreement with that of Lacour and Tissington (2011); Kysheba (2009); Yeung, Linver and Brooks-Gunn (2002) and Jensen (2009).

However, the finding is contrary to that of Ebenuwa-Okoh (2007, 2010) who found that financial status has no significant relationship with academic performance of students. He is of the view that enhanced academic performance is a matter of personal determination than financial determination.

The study also showed that there is a significant positive relationship between parental educational level and academic adjustment of students. The result reveals that the higher the parental educational level, the higher the students' academic adjustment. This research findings was supported by Raju and Rahamtulla (2007); Goodwin and Goodwin (1995); Kapinga (2014) and Omoraka (2011) that parents level of education not only influence parent-child interaction related to learning but also the need for help at home that come at the expense of keeping children in school. Bandura (1977) also concluded that children who played truant or dropped out of school belong

to not only economically poor families but also to the parents with little formal education.

The study revealed significant positive relationship between parental income level and academic adjustment of students. This finding agrees with that of Bachaus (2009); Chirag (2012); Pan (2014), Fregusson and Woodward (2000) that students from lower income level are less well adjusted academically than their peers from higher income background. Mishra and Singha (1998) also reported similar findings when they had a study on graduate students. Idowu (2002) added that most drop-outs are children from families whose parents are not able to provide the necessary school requirements. He further indicated that children from high income homes may be exposed to experiences and reactions that favour cognitive development and maintained that this may not be the case with children who are from low income homes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, conclusion as well as recommendations. Suggestions for further study were also made.

5.2 Summary

The study investigated the relationships among Parents' educational level, income, Academic Adjustment and Performance of senior secondary school students in Kaduna Metropolis. To achieve this, the study was structured into five chapters.

Chapter one dealt with background to the study where argument for rationalization to this study was presented. Objectives were charted, research questions were raised. Four hypotheses were also raised for the study which state that there is no significant relationship between Parental educational level and academic performance of students, there is no significant relationship between Parental income and academic performance of students, there is no significant relationship between Parental educational level and academic adjustment of students and there is no significant relationship between Parental income level and academic adjustment of students. The

study was delimited to SS1 and SS2 students in selected public and private secondary schools.

Chapter two covers the review of related literature where several materials were consulted. The concepts of Parental educational level, Parental income level, academic adjustment and academic performance were discussed. Freud's psychoanalytic theory, social class theory, Erikson's stage theory and Bandura's Social learning theory were used to offer the study a theoretical backing. Some empirical studies were also reviewed and finally the chapter ends with an abridged summary.

Chapter three presents the methodology used to carry out this study. The study made use of expost-facto design and drew 285 samples for the study using Krejcie and Morgan table for determining sample size. Four secondary schools were selected purposively for the study. Data were collected using questionnaire on parental educational and income level and academic adjustment and test on two major subjects that is, Mathematics and English Language for the academic performance.

Chapter four presents statistical analysis and interpretation of the findings from the analysed data. Findings showed that there is positive significant relationship between Parental educational level and academic performance of students, there is positive significant relationship between parental

income level and academic performance of students, there is positive significant relationship between parental educational level and academic adjustment of students and there is positive significant relationship between parental income level and academic adjustment of students.

5.3 Conclusion

Based on the outcome of this study, the following conclusions were reached.

Parental educational level has positive significant relationship with the academic performance of students. This means that students whose parents are educated have higher chances of performing better academically than students from illiterate and less educated parents. The study also concludes that Parental income level has positive significant relationship with the academic performance of students. Therefore, the higher the Parental income level, the higher their chances of investing in resources that promote learning.

The study further concludes that parental educational level has positive significant relationship with the academic adjustment of students. This implies that educated parents motivate their children in matters related to schooling and support them academically. While illiterate and semi-illiterate parents may not be able to help their children out of their academic problems.

Parental income level has positive significant relationship with the academic adjustment of students.

5.4 Recommendations

With regard to the outcomes obtained in this study, the following recommendations were made:

1. Parents should provide a home environment that supports children's learning needs and motivate them to pursue better educational outcomes at school. This can be done by tutoring their children at home to reinforce work done in school and also provide necessary learning materials.
2. Since Parents' attitude to towards reading and the importance they attach to study serve as role models for their children, parents should endeavour to show positive attitude towards their children's education by being actively involved and giving them much encouragement. This will motivate them to excel in their academic performance and also enhance their academic adjustment.
3. Since students are more likely to succeed academically if their parents actively support their learning, parents should monitor their children's progress in school and communicate with school personnels.

4. Non-Governmental Organisations (NGOs), PTAs, Federal, State and Local governments should join hands in providing adequate facilities in schools. This is to prevents frustration among students, disruptive behaviours and violence in schools and to enhance students academic performance

(5) School authorities should encourage students of low economic status background to participate in different activities so that they can compensate their feelings of inferiority with educational and extra – curricular activities.

(6) Schools in collaboration with the PTAs should provide facilities for attending holiday coaching classes during long vacations to supplement regular programmes of schools for students from low educational and income level background.

5.5 Suggestion for Further Studies

1. Influence of parenting styles on academic adjustment and performance of secondary school students.
2. Influence of parental involvement on the academic adjustment of secondary school students in Kaduna Metropolis.
3. Influence of socio-cultural and socioeconomic status on the academic performance of senior secondary school students.

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APPENDICES

APPENDIX I

The researcher is an M. Ed Psychology student conducting a research on Relationships among Parental educational level and income, academic adjustment and performance of senior secondary school students in Kaduna Metropolis.

Kindly help fill this questionnaire as faithfully as possible. Your responses will be used for the purpose of this research only. Any information given by you will be treated with outmost confidentiality.

Thank you for your cooperation.

Questionnaire on Parental educational and income levels and Academic Adjustment

Section A – Personal Information

Instruction: Indicate your responses by ticking the appropriate box.

1. Name of School: _____

2. Age: 10– 15
   16 – 18 ☐
   19 – Above ☐

3. Class: SS 2 ☐
   SS 1 ☐

4. Gender: Male
   Female ☐

5. My school fees are paid by my
   Two Parents ☐
   Father only ☐
   Mother only ☐
   Guardian/Male ☐ Guardian /Female ☐

6. My school fees are
   N100, 000 and above ☐
   N99, 000 to N50, 000 ☐
   N49, 000 and below ☐

Section B: Measure of Parental educational and income levels.

(a) Parental Education level

7. My parents' educational level is
   Degree and above ☐
   Diploma/NCE ☐
   Secondary School ☐
   Primary School ☐
   No formal Education ☐

(b) Parental Income Level

8. Your parents are very generous with the pocket money they give you.

   Never ☐ Sometimes ☐ Always ☐

9. My parents own

   Two houses or more ☐

   One house ☐

   Do not own any house ☐

10. Two cars or more ☐

    One car ☐

    Do not own any car ☐

11. My parents' income level is

    N200, 000 and above ☐

    N100, 000 to N199, 000 ☐

    N99, 000 to N50, 000 ☐

    N49, 000 and below ☐

12. In my house we have the following items

    (Tick where applicable)

    Computer Set with internet connection ☐

    Telephone ☐

    Refrigerator ☐

    Freezer ☐

    Television set ☐

    Video ☐

    Satellite dish ☐

    Washing machine ☐

    Microwave ☐

    House help(s) /Nanny ☐

    Car/Motorcycle ☐

Section C: Academic adjustment

Instruction: The following statements are designed to measure students' academic adjustment. Please read carefully and indicate by ticking (✓) to show the extend you agree or disagree with each statement.

Keys – SA = strongly agree; A = agree, U = undecided, D = disagree; SD = strongly disagree

S/N	ITEMS	SA	A	U	D	SD
1.	I feel stressed and moody while in school.					
2.	I enjoy attending school social functions.					
3.	I sometimes cheat in exams.					
4.	I discuss personal problems with my friends.					
5.	I sometimes drink or smoke.					
6.	I easily make friends.					
7.	I always ask questions in class.					
8.	I sometimes skip classes.					
9.	I participate in school sports.					
10.	I feel ignored or neglected by my teacher(s).					
11.	I am free with my teacher(s).					
12.	I am sometimes bullied.					
13.	I bully other students.					
14.	I call teachers derogatory names.					
15.	I enjoy being in school than being at home.					
16.	I don't like my school environment.					
17.	I am not easily influenced by my friends.					
18.	I am easily provoked at school.					
19.	I am satisfied with my academic performance.					
20.	I am a member of a school club.					

Source: Self-constructed Academic Adjustment Questionnaire with a guide from college adjustment scale developed by Baker & Sirk (1984)

APPENDIX II

Students' enrolment statistics of Kaduna Metropolis by LGEA

According to the Kaduna State Ministry of Education school census report for 2012/2013, the enrolment in public and private senior secondary school by level. Gender and LGEA is as follows:

Public schools

LGEA – Kaduna North

Number of schools – 8

Level	Boys	Girls	Total
SS 1	356	960	1, 316
SS 2	540	1, 264	1, 804
Total	896	2, 224	3, 120

LGEA – Kaduna South

Number of schools – 6

Level	Boys	Girls	Total
SS 1	386	1, 211	1, 597
SS 2	543	754	1, 297
Total	929	1, 965	2, 894

LGEA – Igabi

Number of schools – 4

Level	Boys	Girls	Total
SS 1	745	364	1, 109
SS 2	792	360	1, 152
Total	1, 537	724	2, 261

LGEA – Chikun

Number of schools – 5

Level	Boys	Girls	Total
SS 1	656	846	1, 502
SS 2	623	690	1, 313
Total	1, 279	1, 536	2, 815

Private Schools

LGEA – Kaduna North

Number of schools – 43

Level	Boys	Girls	Total
SS 1	803	920	1, 723
SS 2	932	841	1, 773
Total	1, 735	1, 761	3, 496

LGEA – Kaduna South

Number of schools – 66

Level	Boys	Girls	Total
SS 1	1, 389	1, 396	2, 785
SS 2	1, 515	1, 551	3, 066
Total	2, 904	2, 947	5, 851

LGEA – Igabi

Number of schools - 17

Level	Boys	Girls	Total
SS 1	190	201	391
SS 2	240	248	488
Total	430	449	879

LGEA – Chikun

Number of schools – 65

Level	Boys	Girls	Total
SS 1	1, 411	1, 502	2, 913
SS 2	1, 482	1, 474	2, 956
Total	2, 893	2, 976	5, 869

Source – Kaduna State Ministry of Education School Census Report 2012/2013

Appendix III
English Language Test

Choose the correct answer from the options lettered A – D.

1. The accused said he had been Uyo with friends on the day of the crime and so has……
A. a defence B. a conviction
C. a witness D. an alibi

2. The man was in …….for 3 days before he was bailed.
A. cell B. dock C. goal D. prison

3. Mr. Bitrus is the ……since his landlord took him to court on charges of theft.
A. client B. complaint C. defendant
D. plantiff

4. The judge ruled that the witness'…….should be disregarded in the ground that he continually contradicted himself.
A. counsel B. evidence C. plea
D. verdict

5. As Mr. Udoh had no…….support his case, he was sent to prison.
A. counsel B. defendant C. magistrate D. witness

6. It is an offence to call a person……..when he as not been proved so by the law court.
A. a criminal B. a defendant
C. a suspect D. an accused

7. As the accused was not found guilty of the charge he was……and…….
A. arrested/discharged
B. bailed/discharged C. bailed/released
D. discharge/acquitted

8. As the police felt that the suspect might……bail, they refused his plea to that effect.
A. abscond B. escape C. jump D. run

9. Mr. Akpan has been charged with……..for inadvertently hitting and killing a man who had rushed into the road to pick his children ball.
A. assassination B. homicide
C. manslaughter D. murder

10. The judge ordered the……to the remanded in custody pending further hearing of his case.
A. convict B. criminal C. plaintiff
D. suspect

For each of the question choose the most appropriate option from the list lettered A – D.

11. He was…. by the trickster. [A. assisted B. duped C. enjoined D. encouraged]

12. When the soldiers saw the resistance was…….. they stopped fighting. [A. inadequate B. inefficient C. futile D. successful],

13. You should read all the……[, carefully before you decide where to go on holiday. A. brochures B. prospective C. tickets D. handouts]

14. The Emir and conqueror of the enemy territories…….next week.
[A. arrives B. are to arrive C. arrive D. are arriving]

15. We ought to have visited the governor…….. [A. isn't it B. oughtn't we
C. shouldn't we D. haven't we]?

16. The didn't sense Obi's presence in the room did he?..... [A. yes, he did B. No, he did C. Yes, he didn't D. No, he didn't].

17. You can stay here……..you are quite. [A. as long B. so long C. in as much D. as long as

18. Ours…….. based venture. [A. are a resource B. is a resource C. are resources D. is a resourced]

19. Wale: Do you know where my chemistry book is? Tom…… [A. Toyin is with it B. It is with Toyin C. Toyin has it D. Toyin lent it].

20. The accident occurred when the driver of the car……the lorry. [A. reversed towards B. reversed into C. reversed to D. reversed back into]

Choose the one that is most nearly opposite in meaning to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

21. Tom is <u>refined</u> but his brother is rather…….
A. arrogant B. Crude C. unskillful D. foolish

22. Lions are in <u>extinction</u> in the Gambia but monkeys are still in……
A. action B. existence C. vogue D. custody

23. Mary's explanation was <u>explicit</u> but mine was……
A. long B. winding C. vague D. irrelevant

24. The major demanded an <u>unalloyed</u>, and not a……..loyalty from his soldiers.
A. strict B. wavering C. clumsy D. alterable

25. The <u>brevity</u> of the President's contrasts with the……of the Secretary's.
A. accuracy B. vagueness C. clarity D. verbosity

26. I can vouch that he broke the glass <u>accidentally</u> and not ……..
A. forcefully B. directly C. carefully D. deliberately

27. Only question one is <u>compulsory</u>; therefore, the rest are…….
A. easy B. clear C. confusing D. optional

28. The magistrate convicted the hardened criminal but……..and discharged the first offender.
A. acquitted B. jailed C. released D. sentenced

29. Houses built with bricks are <u>sturdy</u> while those built with glass are…….
A. temporary B. fragile C. beautiful D. cosy

30. The principal is very strict but his vice is……..
A. peaceful B. lenient C. kind D. efficient

From the words lettered A to D, choose the word that best completes each of the following.

31. The brutal killing of members of the opposition provoked strong……..
A. condemnation B. accusation C. molestation D. denial

32. The doctor…….my illness as malaria.
A. discovered B. diagnosed C. prescribed D. announced

33. Since we should not disclose our identity, our letter to the principal must be……
A. unclear B. anonymous C. ambiguous
D. candid

34. Although we pleaded for long with our father, he remained…….that we should not to the stadium.
A. callous B. curious C. adamant
D. indifferent

35. Since hard drugs are destroying our youths, our government has placed an……on them.
A. injunction B. infringement C. order
D. embargo

Choose the word or group of words that is nearest in meaning to the underlined word as it is used in the sentence.

36. Mary was kept in <u>solitary</u> confinement.
A. idle B. quiet C. lonely D. harsh

37. Buba has a very <u>alluring</u> personality.
A. attractive B. intricate C. deceptive
D. interesting

38. Hard drugs are <u>detrimental</u> to health.
A. paramount B. ineffective
C. necessary D. harmful;

39. My father remains <u>inflexible</u> once he has taken a decision.
A. certain B. relaxed C. permanent
D. unyielding

40. Maxwell usually makes <u>obnoxious</u> remarks.
A. prudent B. offensive C. unpredictable
D. queer

41. We should <u>prevail upon</u> Kwesi to accept the job.
A. provoke B. persuade C. cajole
D. force

42. The team has an <u>arduous</u> task ahead of it.
A. a severe B. a heavy C. a strenuous
D. an enjoyable

43. The two tasks should be undertaken <u>concurrently</u>.
A. consecutively B. alternatively
C. immediately D. simultaneously

44. The students were told to <u>review</u> their assignments.
A. re-examine B. recount C. inspect
D. return

45. Marian does not have the <u>stamina</u> to run that race.
A. courage B. energy C. determination
D. ability

Choose the word or group of words that best completed each of the following sentences.

46. I want just……sugar in my tea.
A. a few B. small C. little D. a little

47. Since the opposing parties could not come to an agreement, the peace talks……
A. broke up B. broke down
C. broke through D. broke out

48. Children often have implicit confidence……..their parents.
A. for B. on C. with D. in

49. If I had heard the news earlier, I……..stayed at home.
A. would have B. will have
C. will not have D. would have not

50. The order is that everyone must be……..bed by midnight.
A. on B. inside C. in D. within

SUBJECT: MATHEMATICS

1. If $\log_{10} 2 = 0.3540$ and $\log_{10} 3 = 0.4179$, find the value of $\log_{10} 1.5$

A. 0.0963 B. 0.0693 C. 0.7619 D. 0.0639

2. Convert 101101_2 to base ten.

A. 45_{10} B. 36_{10} C. 40_{10} D. 19_{10}

3. Which of the following is not a law in indices?

A. $a^x \times a^y = a^{x+y}$ **B.** $b^x + b^y = b^{xy}$ **C.** $(a^b)^c = a^{cb}$ **D.** $b^r \div b^t = b^{r-t}$

4. Which of the following is not quadratic equation?

A. $x(2x-1)-10=0$

B. $\frac{1}{x}-\frac{3x}{5}+2=0$

C. $2x^2 - x - 10 = 0$

D. $x^2(x+5)+2=0$.

5. Solve for y in the equations.

4x -2y =16; 3x + y = 2

A. y = 5 **B.** y = 4

C. - 4 **D.** 3

6. Evaluate $\frac{\log 8}{\log 1/4}$

A. - 2 **B.** $\frac{-3}{2}$ **C.** $\frac{1}{2}$ **D.** 4

7. Express 900 as a product of its prime factors, and leave your answer in index form.

A. $2^2 \times 3^3 \times 5$ **B.** $2 \times 3 \times 5^2$

C. $2^2 \times 3^2 \times 5^2$ **D.** $2 \times 3 \times 5^3$

8 Simplify $\left(216^{\frac{1}{3}}\right)^{-2}$

A. $\frac{1}{36}$ **B.** $\frac{1}{18}$ **C.** $\frac{1}{9}$ **D.** $\frac{1}{9}$

9. Which of the following is **not** a law in logarithm?

A. $\log_b 1 = 0$ **B.** $\log_b b = 1$

C. $\log_a a = 0$ **D.** $\log_b y^x = x \log y$

10. Make R the subject of the formula $p = \frac{2R}{TM}$

A. $R = \frac{PTM}{2}$ **B.** $R = \frac{PM}{2T}$

C. $R = \frac{2PT}{M}$ **D.** $R = 2PTM$

11. Factorize $x^2 + 3x - 28$

A. $(x-3)(x+4)$ B. $(x+7)(x-3)$

C. $25x$ D. $((x+7)(x-4)$

12. Solve the equation $x^2 - x - 12 = 0$

A. $x = 4, x = -3$ B. $x = -4, x = -3$

C. $x = 6, x = 2$ D. $x = 12, x = 1$

13. If $200.47 = 2.00476 \times 10^x$, find the value of x.

A. 4 **B.** 3 **C.** 2 **D.** - 2

14 Which of the following has the same value as 10.596?

A. 1.0596×10^6 B. 1.0596×10^2

C. 1.0596×10^1 D. 1.0596×10^{-3}

15. **Ev**aluate $\log_{10} 6 + \log_{10} 45 - \log_{10} 27$ without using logarithm tables.

A. 0 **B.** 1 C. 10 **D.** 24

16. If $3^{2x} = 27$, what is x?

A. 1 **B.** 1.5 **C.** 4.5 **D.** 18

17. Evaluate $\log_{10} 0.001$

A. -3 **B.** 3 **C.** $\frac{1}{10}$ **D.** 10

18. If $\left(\frac{1}{4}\right)^{2-y} = 1$, find y.

A. 4 **B.** 3 **C.** 2 **D.** 1

19. Simplify log 6 + log 2 –log 12
A. -4 B. -1 C. 0 D. 1 .

20. Simplify $\log_{1/2} 16$

A. 32 **B.** 8 **C.** -4 **D.** 4

21. Simplify $\frac{3}{4} \div 1\frac{1}{4} \times \left(1\frac{1}{2} - \frac{2}{3}\right)$

A. $\frac{7}{30}$ **B.** $\frac{7}{24}$ **C.** $\frac{9}{25}$ **D.** $\frac{1}{2}$

22. If $3^{x-1} = \log_7 7$, solve for x.

A. 1 **B.** 2 **C.** 3 **D.** 4

23. Simplify $\frac{7}{8} \times \left(\frac{3}{5} \div 3\frac{1}{2}\right)$

A. $\frac{7}{30}$ **B.** $\frac{3}{20}$ **C.** $\frac{1}{10}$ **D.** $\frac{3}{5}$

24. If x = 3 and y = - 4, evaluate $\frac{7x-y}{3x+y}$

A. -5 **B**. 5 **C.** $\frac{2}{3}$ **D.** $\frac{3}{4}$

25. Without using tables, simplify $\left(28\times10^{-2}\right) \div \left(4\times10^{-3}\right)$

A. 7×10^{3} **B.** 112×10^{-7}

C. 32×10^{-3} **D.** 7×10^{1}

26. Without using mathematical tables/ calculator, simplify $\frac{\log_2 64}{\log_3 27}$

A. 1 **B.** 2 **C.** 3 **D.** 4

27 Find the value of **x** in the equation $3^x = 729$

A. 4 **B.** 5 **C.** 6 **D.** 243 .

.

28. Simplify $\frac{\log_2 9}{\log_2 3}$

A. 2 **B.** 3 **C.** 6 **D.** 12

29. Simplify $y^{\frac{1}{2}} \times y^{\frac{2}{3}} \times y^{\frac{1}{6}}$

A. $y^{\frac{4}{3}}$ **B.** $y^{\frac{3}{4}}$ **C.** $y^{\frac{1}{2}}$ D. $y^{\frac{2}{5}}$

30. Find the value of p if $p^4 = 81$

A. 3 **B.** 5 C. 9 D. 27

31. Make k the subject of the formula.
$2m = 3p + 5\sqrt{k}$

A. k = $5(2m-3p)$ **B.** $k = 3p - 2m - 5$

C. $k = \left(\frac{2m-3p}{5}\right)^2$ **D.** $k = \left(\frac{2m}{3p}\right)^2$

32. Simplify $0.027^{-1/3}$

A. $3\frac{1}{3}$ **B.** $3\frac{3}{5}$ **C.** $4\frac{2}{3}$ **D.** $5\frac{1}{2}$

33. Evaluate without using tables $\log_2 64$

A. 3 **B.** 4 **C.** 6 **D.** 8

34. Evaluate $\frac{27^{1/3} \times \sqrt{25}}{\sqrt[4]{81}}$

A. 8 **B.** 6 **C.** 5 **D**. 2

35. If M = {factors of 24}, which of the following is **not** an factor of M?

A. {2} **B.** 3 **C.** 5 **D.** 8

36. A number is divisible by 4 and then 6 is added, the result is 9. Find the number.

A. 8 **B.** 9 **C.** 10 **D.** 12.

37. Calculate $\frac{0.05\times0.006}{0.2\times1.5}$ and express your answer in standard form.

A. 1×10^{-3} **B.** 2×10^{-5}

C. 1×10^{3} **D.** 2×10^{4}

38. What fraction must be subtracted from the product of $1\frac{1}{8}$ *and* $1\frac{1}{3}$ to give $\frac{4}{5}$?

A. $\frac{8}{15}$ **B.** $\frac{1}{7}$ **C.** $\frac{7}{10}$ **D.** $\frac{2}{5}$

39. Express the product of 0.025 and 0.7 in standard form

A. 1.75×10^{-2} **B.** 1.75×10^{-3}

C. 1.75×10^{2} **D.** . 1.75×10^{4}

40. If $\log_B A = C$, *then* :

A. ${}_B{}^C = A$ **B.** ${}_B{}^A = C$

C. ${}_B{}^A C = 0$ **D.** ${}_C{}^A = {}_B$

41. Express log1= 0 in index notation
A. $1^0 = 1$ **B.** $10^1 = 0$ **C.** $10^0 = 1$
D. $10^0 = 0$ **E.** $1^0 = 10$

42. In these two numbers; 1500.00 and 0.0015, one of the following statements below is false.
A. Their characteristics are the same
B. Their mantissas are the same
C. Their characteristics are different
D. The mantissas can be determined from the tables.

43. If $100.56 = 1.0056 \times 10^x$, find the value of x.
A. 4 **B.** 3 **C.** 2 **D.** - 2

44. Which of the following is not a factor of $10\,b^2\,a^3$?
A. 5a **B.** $2b^2$ **C.** 10ab **D.** $10b^3$

45. If $\log_{10} q = 2.7078$, what is q?
A. 5102 **B.** 849.9 **C.** 510.2
D. 84.99 **E.** 51.02

46. Solve the equation $\frac{a}{3} - \frac{a}{12} = \frac{5}{4}$
A. a = 3 **B.** a = 5 **C.** 6 **D.** 8

47. Find the value of x in the equation
$\log_{25} X = \frac{1}{2}$
A. 5 **B.** 12 **C.** 12.5 **D.** 50

48. Given that $n = 10^{1.549}$, find the value of n.
A. 40.35 **B.** 35.40
C. 34.50 **D.** 0.5340

49. $\log_5 \frac{1}{5} \times \log_5 625$
A. -2 **B.** - 4 **C.** 3 **D.** 5

50. Find x if $3^{2x+5} = \log_4 64$
A. 8 **B.** 6 **C.** 2 **D.** - 2

APPENDIX V
Marking scheme for English Language and Mathematics

English Language

1. (d) an alibi
2. (a) cell
3. (c) defendant
4. (b) evident
5. (d) witness
6. (a) a criminal
7. (d) discharged and acquitted
8. (c) jump
9. (c) manslaughter
10. (d) suspect
11. (b) duped
12. (c) futile
13. (a) brochure
14. (b) are to arrive
15. (b) oughtn't we
16. (d) no he didn't
17. (d) as long as
18. (c) are resources
19. (b) it is with Toyin
20. (b) reserved into
21. (b) crude
22. (b) existence
23. (c) vague
24. (b) wavering
25. (d) verbosity
26. (d) deliberately
27. (d) optional
28. (a) acquitted
29. (b) fragile
30. (b) lenient
31. (a) condemnation
32. (b) diagonal
33. (b) anonymous
34. (c) adamant
35. (d) embargo
36. (c) lonely
37. (d) interesting
38. (d) harmful
39. (d) unyielding
40. (b) offensive
41. (b) persuade
42. (c) a strenuous
43. (d) simultaneous
44. (a) re-examine
45. (b) every
46. (d) a little
47. (b) broke down
48. (d) in
49. (a) would have
50. (c) in

Mathematics

1. (d) 0.0639
2. (a) 45_{10}
3. (b) $b^x + b^y = b^{xy}$
4. (d) $x^2 (x + 5) + 2 = 0$
5. (c) -4
6. (b) $\frac{-3}{2}$
7. (c) $2^2 \times 3^2 \times 5^2$
8. (a) $\frac{1}{36}$
9. (c) $\text{Log}_a a = 0$
10. (a) $R = \frac{PTM}{2}$
11. (d) (x + 7) (x – 4)
12. (a) x = 4, x = -3
13. (c) 2
14. (c) 1.0596×10^1
15. (b) 1
16. (b) 1.5
17. (a) -3
18. (c) 2
19. (c) 0
20. (c) -4
21. (d) ½
22. (a) 1
23. (b) 3/20
24. (b) 5
25. (a) 7 × 10
26. (b) 2
27. (c) 6
28. (a) 2
29. (a) $y^{\frac{4}{3}}$
30. (a) B
31. (c) $k = \left(\frac{2m-3p}{5}\right)^2$
32. (a) $3\frac{1}{3}$
33. (c) 6
34. (c) 5
35. (c) 5
36. (d) 12
37. (a) 1×10^{-3}
38. (c) $\frac{7}{10}$
39. (a) 1.75×10^{-2}
40. (a) $\frac{C}{B} = A$
41. (c) $10^0 = 1$
42. (a) Their characteristics are the same.
43. (c) 2
44. (d) 10^3
45. (c) 510.2
46. (b) a = 5
47. (a) 5
48. (b) 35.40
49. (b) -4
50. (d) -2

APPENDIX VI

Scoring

A. Socio-economic classification

1. Education level

Education	Level
No formal education	1
Primary	2
Secondary	3
Diploma/N.C.E	4
Degree and above	5

2 **Income Level**

Income	Score
N49, 000 and below	1
N99, 000 to N50, 000	2
N100, 000 to N199, 000	3
N200, 000 and above	4

Socio-economic status	**Total score**
Upper class	40 and above
Lower class	39 and below

B. Academic Adjustment Scale

The instrument structured to use the five points Likert scale will be scored as follows

Strongly agree	-	5
Agree	-	4
Undecided	-	3
Disagree	-	2
Strongly disagree	-	1

C. Academic performance

Test on two major subjects: Mathematics and English Language were developed by the researcher. Each subject consists of 50 items of multiple choice questions which were scored over 50 marks. Therefore the two tests were a total of 100 marks.

APPENDIX VII
Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.744	.765	20

Item Statistics

	Mean	Std. Deviation	N
I feel stressed and moody while in School	3.5000	1.46760	40
I enjoy attending school social functions	4.2250	1.02501	40
I sometimes cheat in exams	4.1500	1.16685	40
I discuss personal problems with my friends at school	2.8000	1.26491	40
I sometimes drink or smoke	4.7000	.75786	40
I easily make friends	3.5750	1.21713	40
I always ask questions in class	3.7500	1.23517	40
I sometimes skip classes	3.2250	1.67160	40

I participate in school sports	3.5000	1.26085	40
I feel ignored or neglected by my teachers	3.7500	1.17124	40
I am fee with my teachers	3.9250	1.28876	40
I am sometimes bullied	4.0250	.99968	40
I bully other students	4.3000	.99228	40
I call teachers derogatory names	4.2750	1.06187	40
I enjoy being in school than being at home	4.1000	1.19400	40
I don't like my school environment	3.9000	1.23621	40
I am not easily influenced by my friends	3.7250	1.39574	40
I am easily provoked at school	3.4250	1.27877	40
I am satisfied with my academic performance	3.6000	1.42864	40
I am a member of a school club	4.0250	1.34903	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.824	2.800	4.700	1.900	1.679	.187	20

APPENDIX VIII
Hypothesis 1 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Parents Education	4.20	.939	284
Academic Performance of Students	48.9155	15.61190	284

Correlations

		Parents Education	Academic Performance of Students
Parents Education	Pearson Correlation	1	.651*
	Sig. (2-tailed)		.011
	N	284	284
Academic Performance of Students	Pearson Correlation	.651*	1
	Sig. (2-tailed)	.011	
	N	284	284

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

```
CORRELATIONS
  /VARIABLES=income Academic_Performance_of_Students
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Hypothesis 2

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
parents income level	2.68	1.183	284
Academic Performance of Students	48.9155	15.61190	284

Correlations

		parents income level	Academic Performance of Students
parents income level	Pearson Correlation	1	.550*
	Sig. (2-tailed)		.011
	N	284	284
Academic Performance of Students	Pearson Correlation	.550*	1
	Sig. (2-tailed)	.011	
	N	284	284

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

```
CORRELATIONS
  /VARIABLES=parents_Educ Academic_adjustments_of_Students
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Hypothesis 3
Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
Parents Education	4.20	.939	284
Academic adjustments of Students	56.2887	9.78755	284

Correlations

		Parents Education	Academic adjustments of Students
Parents Education	Pearson Correlation	1	505*
	Sig. (2-tailed)		.037
	N	284	284
Academic adjustments of Students	Pearson Correlation	.505*	1
	Sig. (2-tailed)	.037	
	N	284	284

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

```
CORRELATIONS
  /VARIABLES=parents_Educ Academic_adjustments_of_Students
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
```

```
  /MISSING=PAIRWISE.
```

Hypothesis 4
Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
parents income level	2.68	1.183	284
Academic adjustments of Students	56.2887	9.78755	284

Correlations

		parents income level	Academic adjustments of Students
parents income level	Pearson Correlation	1	.842**
	Sig. (2-tailed)		.000
	N	284	284
Academic adjustments of Students	Pearson Correlation	.842**	1
	Sig. (2-tailed)	.000	
	N	284	284

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

APPENDIX IX
Demographic Data

Table 4.1: Distribution of respondents by Age

	Frequency	Percent
10- 15 yrs	135	47
16-18 yrs	141	50
19 yrs and above	8	3
Total	284	100.0

Table 4.1 shows that out of the 284 respondents, 135 representing 47 were within the ages of 10 – 15 years, 141 representing 50 were within 16 – 18 years of age and 8 representing 3% were 19 years and above. This indicated that majority were from ages 16 – 18 years.

Table 4.2 Distribution of respondents by Class

	Frequency	Percent
SS2	143	50
SS1	141	50
Total	284	100.0

From table 4.2, it is given that 143 (50%) of the respondents are in SS2 class and 141 (50%) of them are in SS1 class

Table 4.3: Distribution of respondents by Gender

	Frequency	Percent
Male	117	41
Female	167	59
Total	284	100.0

Table 4.3 shows that out of the 284 respondents, 117 representing 41% were male while 167 representing 59% were females. This indicated that majority of them were females.